



TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH PROJECT

“THE INTERFERENCE OF THE FIRST LANGUAGE IN SECOND LANGUAGE ACQUISITION FOCUSED ON SPEAKING SKILLS IN ELEMENTARY SCHOOL STUDENTS”

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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MARCH 2022

TUTOR’S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “The interference of the first language in second language acquisition focused on speaking skills in elementary school students”, and researched by Laverde Paredes Jeferson, ID number 0550204499 and Pazmiño Perez Steven, ID number 1805397294, for obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March, 2022




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COMMITTEE APPROVAL

The research report entitled “The interference of the first language in second language acquisition focused on speaking skills in elementary school students”, has been revised, approved and authorized for printing and binding, before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

We would like to first thank God for giving us the skills and knowledge to complete our research. We would also like to express our sincere gratitude and appreciation to all participants who made our research successful. A special thanks to our teachers who have given us specific suggestions to improve our work and encourage us to create well written projects. We would also like to thank our institutional tutor who has also corrected our mistakes and has given us ideas to validate our research. Many thanks to the schools that have opened their doors to apply our research and gave us permission for the different activities applied to students and teachers.

DEDICATION

To my mother Carmen Paredes who has taught me values to fight for my dreams. To my father's memory because his teachings have left me an inspiration to succeed in my achievements, dreams and goals. Leaving behind adversities in order to move forward and help those who need it most. Thanks to these wonderful parents.

Jeferson Laverde

DEDICATION

To my parents Braulio Pazmiño and Elizabeth Perez, I would like to thank you for helping me reach my goals and objectives, for always guiding me to be a profession with principles and ethics, that choose the correct decisions. I am dedicating my work and effort to you.

Steven Pazmiño

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
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THEME: The interference of the first language in second language acquisition focused on speaking skills in elementary school students.

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ABSTRACT

Benefits of learning a second language are undeniable. Students who speak more than one language are said to improve in the area of memory, concentration, problem-solving skills, listening skills and critical-thinking skills. But there is a wide range of aspects or factors that influence its acquisition, in this case the native language. This can act either by helping to understand how the language works when both languages are similar, or by being a factor of interference if the two languages are diverse and this can create misunderstandings and errors at the moment of learning the language. The objective of this investigation was to analyze the interference of the mother tongue in speaking skills of second language acquisition from the perspective of teachers and error analysis implemented to learners of 13 to 15 years of age during the academic process in Rio Blanco Alto and 14 de Julio Educative Centers. The methodology is directed towards a descriptive error analysis. Data collection tools used in the study were a survey to analyze the teacher's perspective of first language interference, dialogues, word list for speech production and translation of first language to second language for 6 students (3 females and 3 males). The approach applied is a qualitative and quantitative case study by analyzing the interference of first language acquisition in the areas of pronunciation and morphosyntactic errors in speaking abilities of second language learners. The results indicated that there are multiple errors that are influenced by the mother tongue that have to be acknowledged when teaching a second language. The percentage of errors in the speaking activities focused on 6 participants, indicated that there was 71% of interference in three types of errors, such as words that start with an "s" followed by a consonant, words that are literally pronounced the way they are written or even words where students struggle to drop constants. There exist 100% of morphosyntactic errors that were identified in three ways: word order, overgeneralization and pluralization. These errors can cause habits that can make it difficult for learners to develop proper skills. As a closure, first language interference influences directly in the sound system. The significance of understanding the mother tongue interference would provide teachers with beneficial instruments for better teaching practices and awareness of the type of errors students may produce. The present research brings to awareness the effects of the mother tongue across a variety of different factors such as the lack of knowledge.

Keywords: First language interference, interference, language transfer, native language, second language.

TECHNICAL UNIVERSITY OF COTOPAXI
UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

TÍTULO: La interferencia de la primera lengua en la adquisición de la segunda, enfocada en la habilidad del habla de estudiantes de educación primaria.

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RESUMEN

Los beneficios de aprender una segunda lengua son innegables. Se dice que los estudiantes que hablan más de una lengua mejoran en el ámbito de la memoria, la concentración, la capacidad de resolución de problemas, la capacidad de escucha y la capacidad de pensamiento crítico. Pero, existe una amplia gama de aspectos o factores que influyen en su adquisición, en este caso la lengua materna. Esta puede actuar bien ayudando a comprender el funcionamiento de la lengua cuando ambas lenguas son similares, o bien siendo un factor de interferencia si las dos lenguas son diversas y esto puede crear malentendidos y errores a la hora de aprender la lengua. El objetivo de esta investigación fue analizar la interferencia de la lengua materna en las habilidades de habla de la adquisición de una segunda lengua desde la perspectiva de los profesores y el análisis de errores implementado a los alumnos de 13 a 15 años de edad durante el proceso académico en los centros Educativos Rioblanco Alto y 14 de Julio. La metodología adoptada está dirigida a un análisis descriptivo de los errores. El enfoque aplicado es un estudio de caso cualitativo y cuantitativo al analizar la interferencia de la adquisición de la primera lengua en las áreas de pronunciación y errores morfosintácticos en las habilidades de habla de los aprendices de segunda lengua. Los instrumentos de recogida de datos utilizados en el estudio fueron una encuesta para analizar la perspectiva del profesor sobre la interferencia de la primera lengua, diálogo y listas de palabras para la producción del habla y traducción de primer lenguaje al segundo lenguaje en 6 estudiantes (3 mujeres y 3 hombres). Los resultados indicaron que existen múltiples errores influenciados por la lengua materna que hay que reconocer cuando se enseña una segunda lengua. El porcentaje de errores en las actividades de habla centradas en 6 participantes indicó que había un 71% de interferencia en tres tipos de errores, como las palabras que empiezan con una "s" seguida de una consonante, las palabras que se pronuncian literalmente como se escriben o incluso las palabras en las que los alumnos se esfuerzan por soltar las constantes. Existe un 100% de errores morfosintácticos que se identifican en tres aspectos: el orden de las palabras, la sobregeneralización y la pluralización. Estos errores pueden provocar hábitos que dificultan el desarrollo de las habilidades de los alumnos. Como conclusión, la interferencia de la primera lengua influye directamente en el sistema de sonido. La importancia de comprender la interferencia de la lengua materna proporciona a los profesores instrumentos beneficiosos para mejorar las prácticas de enseñanza y conocer el tipo de errores que pueden producir los alumnos. La presente investigación pone de manifiesto los efectos de la lengua materna a través de una serie de factores diferentes, como la falta de conocimientos.

Palabras claves: Interferencia, interferencia en la primera lengua, lengua materna, segunda lengua, transferencia lingüística

INDEX

COVER PAGE	i
TUTOR'S ENDORSEMENT	ii
COMMITTEE APPROVAL	iii
COPYRIGHT REFUSE	iv
GRATEFULNESS	v
LAVERDE DEDICATION	vi
PAZMIÑO DEDICATION	vii
ABSTRACT	viii
RESUMEN	ix
1. GENERAL INFORMATION	1
2. PROBLEM STATEMENT	2
3. OBJECTIVES.....	3
3.1 GENERAL OBJECTIVE:	3
3.2 SPECIFIC OBJECTIVES:	3
4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED..	3
5. JUSTIFICATION	4
6. SCIENTIFIC AND TECHNICAL FOUNDATION	4
6.1 BACKGROUND	4
6.2 THEORETICAL FRAMEWORK.....	7
7. METHODOLOGY	16
7.1 RESEARCH DESIGN.....	16
7.2 TYPE OF RESEARCH	17
7.3 DATA COLLECTION INSTRUMENTS	19
8. ANALYSIS AND DISCUSSION OF RESULTS.....	23
9. RESEARCH IMPACTS	35
10. CONCLUSIONS AND RECOMMENDATIONS.....	35
11. REFERENCES	38
12. APPENDICES	41
APPENDIX 1	43
APPENDIX 2	45
APPENDIX 3	47

APPENDIX 4	51
APPENDIX 5	52

INDEX OF TABLES

Table 1	23
Table 2	28
Table 3	32

UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme:

The interference of the first language in second language acquisition focused on speaking skills in elementary school students.

Starting Date:

March 2021

Ending Date:

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Cotopaxi-Tanicuchi-Rioblanco Alto Educative Center and Cotopaxi-San buenaventura-14 de Julio Educative Centers.

Sponsoring Faculty:

Technical University of Cotopaxi campus Pujilí

Sponsoring career:

National and Foreign Language Pedagogy (8th)

Macro project of the career:

"Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the province of Cotopaxi."

Work Team:

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Knowledge area:

Education

Research line:

Education and communication for human and social development

Research line of the career:

Language, Linguistics and Culture

2. PROBLEM STATEMENT

First language interference is a common problem that could occur in any situation, preventing a proper acquisition. It is a topic that is clearly noticeable in students that are trying to learn a foreign language. Therefore, it is necessary to analyze the main factors that benefit or delay language acquisition as (Chomsky cited in Da Cruz, 2015), suggests that children have a genetic coding that is programmed directly from their brains, that gives children the ability to learn language. Our capacity and process of learning our first language is amazing but when acquiring a second language, there are many errors and problems that are caused by the influence of first language acquisition as Fatemi, Sobhani and Abolhassan (2012), investigated the differences in consonant clusters orally in the first and second language, and pointed out if the structures of first and second language were different, learners have difficulty in L2 pronunciation because they faced to unfamiliar phonological rules.

The interference of first language is a barrier that limits second language acquisition inside and outside the classroom. Due to the variety of differences in areas that are not the same in both languages, causing problems of interference in the acquisition of a second language in the different areas such as pronunciation, morphology, syntax and morphosyntactic errors. Therefore, negative habits are created where pronunciation, structure and production are adapted to students of 13 to 15 years of age during the academic 2021-2022 in 10th grade of education process in Rio Blanco Alto and 14 de Julio Educative Centers. Due to the variety of difficulties, we must take into consideration the following question to have a better understanding. How does the first language interfere in speaking abilities focused on the second language acquisition in elementary school students?

3. OBJECTIVES

3.1 GENERAL OBJECTIVE:

To analyze the interference of the mother tongue in speaking skills of second language acquisition from the perspective of teachers and error analysis implemented to learners of 13 to 15 years of age.

3.2 SPECIFIC OBJECTIVES:

- To explore the different theories related to the interference of the mother tongue focused on speaking in the English teaching learning process.
- To determine the factors that influence the speaking errors in second language acquisition.
- To describe the interference of the mother tongue focused on speaking abilities of second language acquisition.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To explore the different theories related to the interference of the mother tongue focused on speaking in the English teaching learning process.	We will look for academic papers and books of primary and secondary sources that will provide us with information to compare different theories of the interference of the mother tongue focused on the speaking skills.	Background Theoretical Framework
To determine the factors that influence the speaking errors in second language acquisition.	To be able to have a deeper insight of the main factors of first language interference, we will apply a survey directly to teachers, to see their opinion of why this occurs.	Table 1 Table 2 Table 3 Tabulation and analysis of results.
To describe the interference of the mother tongue focused on speaking abilities of second language acquisition.	We will be determining the interference of first language acquisition in the areas of pronunciation and morphosyntactic speaking abilities, to see its effect in elementary school children, we will apply speaking tasks, tests, and activities to students.	Table 2 Table 3 Analysis and discussion of the results of the word lists

5. JUSTIFICATION

English is the most spoken language around the world, it involves a great number of factors that influence its acquisition, for example language interference. When acquiring our first language, we are introduced with a system of symbols and grammatical rules that are adapted into our communication system that influences directly to the first language interference. When learning a second language, this all changes in meaning, grammatical structures, grammatical rules and many more areas. Therefore, it is necessary for teachers to acknowledge the effects that are caused by the first language, to have a wider comprehension of the types of interference in students, while acquiring a second language and improve the teaching practices. Teaching English as a foreign language therefore is a challenge for Ecuadorian teachers and students because of the many barriers that exist. For this reason, it is necessary to analyze the main errors. In addition, we must acknowledge that students that are acquiring a second language have difficulties in understanding grammatical rules or seem to have a lack of knowledge of the basics of a language as this would cause students to lose interest.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

According to the researcher Fontiveros (2018), in a study about first language interference in learning the English language. With the main objective to find out the level of the second language proficiency of the respondents and the extent of interference of the first language, the participants in this study were 60 students involved in this study- 30 from the College of Education and 30 from the College of Business Entrepreneurship, and Accountancy. The students were further classified according to their first language- 20 Ilocano students, 20 Ibanag students, and 20 Itawes students. The study carried out was the Descriptive Method using Survey and Correlation Techniques to ascertain how much variation is caused by L2 variables in relation to L1 interference as far as L2 learning among native speakers of Ilocano, Ibanag, and Itawes is concerned. It was also used to determine the magnitude and direction of the relationship that exists between the L2 and the L1. On the other hand, correlation method was used in this study to ascertain the relationship of

language interference with the language proficiency of each of the cultural groups mentioned. The students, regardless of the cultural group they belong to (Ilocano, Ibanag, or Itawes), were likely to perform similarly when it comes to written English. The Ilocanos, however, had greater tendencies of transferring rules or patterns of intonation from their L1 in learning L2, which is why they committed more errors when asked to read sentences with their proper intonation.

Based on a study carried out by Subandowo (2017), called. The language interference in English speaking ability for efl learners, where the main purpose of the paper was to examine the language interference on speaking English. The interference was influenced by the mother tongue of the learners. Therefore, this study explains the forms of language interference in speaking ability and the factors that are affecting the language interference. This study took place in Muhammadiyah University of Metro with the second semester students as the subject of the research with a total population of 40 students. In addition, the study attempts to use case study with a descriptive qualitative research approach. The data were collected by using the questionnaire and recording technique. The data, then, were analyzed based on the students 'sounds that have been recorded. The result shows that most of the students made error in their pronunciation, 2% of consonants / tʃ / and / ʒ / and 3% of vowel /u/. The sound production of students made many mistakes in their pronunciation starting from consonant to vowel sounds.

Based on a study done by Guadalupe et al. (2014), called effects of the interference of L1 on L2 concerning speaking in first year students of the foreign language department. The main purpose was to find strategies to help reduce the effects produced by the interference of L1 on L2 when first year students speak in the target language. The researchers took a sample of 62 students from this major. This research involved students from 3 groups of Intermediate Intensive English courses. The qualitative method was used in order to answer the research question, where the research team highlights the problems that students face when they try to communicate in the target language. One of the main results found was that 52% of the participants expressed that their native language (Spanish) interferes with the English learning process. At the same time, they recognized that expressing something in Spanish instead of expressing it in English gives them more confidence when they try to convey communication.

According to a study done by Denizer (2017), focused on the purpose of reporting the results of a study which attempted to find whether mother tongue interference in second language learning or not. The participants of the study were 20 volunteer students (15 females and 5 males) in Uludag University on whom the questionnaire was randomly applied. They ranged in age from 18 to 40 and the mean age was 23. This research uses questionnaires based on both quantitative and qualitative approaches with the help of 4-point Likert-scale questions and one open-ended question at the last part. The findings of this study suggest some evidence about interference of the mother tongue. In addition to other research about mother tongue interference, in brief it is possible to say that mother tongue interferences in second language learning in almost all aspects. This research conducted to find whether mother tongue interferences in second-language learning, and if so; whether it affects the learners' performance in four language skills, and also in which skill(s) it has the biggest effect.

According to a study done by Archvadze (2017), focused on the problems of first language interference in the process of teaching second languages. The main objective was to identify the difficulties and obstacles that an individual face while learning a second or a foreign language which is often caused by a native language interference. The participants were Georgian students having Georgian as a native language (L1) grammatical interference is mostly noticeable. The roots of the problem can be found in the fact that these two languages differ according to their grammatical systems. English is considered to be analytic and Georgian is considered to be a synthetic language. They consider that language interference is the effect of a language learner's first language on his/her production of the language he/she is learning. It means that the speaker's first language influences his/her second or foreign language. To reach the aims of their research they use the methods of hypothesis, as well as the methods of description and generalization. As a result, it enables them to speak about the differences between acquisition and learning and makes it possible to investigate their interrelationship as well as the implications for the teaching of languages.

6.2 THEORETICAL FRAMEWORK

Interference

Derakhshan & Karimi (2015) state that students acquiring a second language tend to transfer meaning, cultural aspects and forms from their native language to the target language, specifically when attempting to speak the second language. When there are difficulties in the acquisition of the second language, learners use syntactic structures from their first language to fill in gaps in L2 acquisition.

As Dwinastiti (2013) cited in Subandowo (2017) establishes that language interference is the cause of the speaker's first language, when producing the language, they are learning. In other words, all new abilities that are being learned are produced through skills that already exist, we can establish this as a phenomenon of transfer.

In other words, language transfer, also known as L1 interference or linguistic interference. Refers to learners applying knowledge that comes from their native language to their second language, as a consequence of the linguistic background that the student has produced throughout their life. This occurs when there is interference that arises simultaneously by two or more active languages, in which one language enhances the activation of the other language.

Fontiveros (2018) states that for native speakers to acquire their own language structures would just be seen as a simple mental exercise of comprehending one's own culture. On the other hand, non-native speakers face many challenges to learn a second language where there is a necessity to appreciate meaningfully the semantic component and syntactic structures of the second language.

It is assumed that the most difficult part that learners face when studying English is the consequence of the degree to which the native language is different to the English language. Learners frequently produce mistakes on syntax and pronunciation as a result of their L1. For example, by creating grammatical patterns and applying them onto the L2, pronouncing words in an incorrect form, and confusing vocabulary. This is known as L1 transfer or language interference.

According to Siregar (2021), “language interference that occurs due to the speaker’s habit of using regional languages can be seen in word-formation (morphology) and sentence structure (syntax)” (p.55). In other words, first language interference is linked to morphological and syntactic aspects that help to understand how interference occurs. Therefore, at the same time we speak of morphosyntactic aspects, which are a union of the different forms of first language interference that are committed in the acquisition of a second language.

Common interference in Morphology

Aronoff & Fudeman (2011) claims “it refers to the study of the form and structure of organisms, and in geology it refers to the study of the configuration and evolution of landforms. In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed” (p.1). Morphology studies the internal structure of words and how they are built and how they are connected to other words. Additionally, morphology analyzes parts of words such as stems, root words, prefixes and suffixes. Other factors are analyzed as well such as parts of speech, intonation and stress.

According to Siregar (2021), in linguistics the morphology has a fundamental part to solve problems related to grammatical word formation. In the first language some affixes and suffixes play a key role in word-formation. Where affixation creates distinct meanings from one-word element, while a student is learning a second language, their knowledge is unstable and they tend to imitate their first language morphology. This indicates that there is a morphological interference of the first language, in the moment of speech production producing affixation and reduplication. Also, in morphological aspects learners usually make mistakes at the moment of pluralizing nouns, causing pluralization that is part of morphological first language interference in second language interference.

Pluralization

Liter et al. (2017) assert that “singular and plural are only optionally marked, and how learners extend their knowledge of the plural morpheme when under the scope of negation without explicit training” (p.451). Since pluralization exists both in Spanish and in English, it is obvious that there will be a transfer from one language to another. Adding an s to make an object plural is common in both languages.

According to Saugi (2014), the variety of the differences between English and foreign language word structures in the area of writing, is a problem that causes confusion for students in the learning process, especially in the area of nouns where there are not only singular and plural nouns, but also regular and irregular nouns. Some of the nouns are similar whether they are in plural or singular, while others have different structures. In other words, in English most nouns follow the same rule to construct a plural noun, which is to add an -s at the end of the noun. Foreign language learners have problems in this area, for example there are some plural nouns that don't follow the rule of adding an s.

Common interference in syntax

According to Adger (2014) “Sentences (and other expressions) of human languages have structure relevant to their meaning and pronunciation, and syntactic research attempts to uncover that structure. Understanding the results of that research is therefore key to understanding language as a whole” (p.133). In other words, syntax is the study of sentence formation and how they are affected by other factors that influence the meaning of a sentence. If a sentence does not follow a correct order or grammatical rules, there will be no meaning. For this reason, words have to be in the correct place and have a connection to other words.

According to Fontiveros (2018), language teaching practices have shown and proven that most of the problems that students face in the area of English are caused by the level in which their mother language is different from the target language, in this case the English language. Learners frequently produce mistakes on syntax and pronunciation that are caused by their L1, errors such

as creating grammatical patterns inappropriately from their first language onto their second language, pronouncing specific words incorrectly or with difficulty, and confusing parts of vocabulary. This is known as L1 transfer or language interference.

Word Order

Rijkhoff (2014) mention that “the way words or groups of words are ordered in any particular language is always meaningful, so when a language allows for alternative ordering patterns, each variant should be regarded as communicatively significant” (p.2). All languages have a concrete order that gives meaning to sentences or phrases. Furthermore, changing this structure can create confusion. In the case of speaking skill, if the speaker does not organize correctly the words the listener could not understand. Developing an alternative structure is not the best way to use a language.

According to Krish (2021), interference between the first language and the target language, specifically in English writing, can be due to the fact that the two languages are different in several linguistic areas such as syntax and morphology. In terms of differences in syntax, the most prominent would be word order. The first language uses a different word order but English uses the (SVO) word order which is Subject-Verb-Object (Kumar 2014; Maniam & Kesevan, 2016 cited in Krish 2021). For example, in English sentences, verbs appear between the subject and the object. Therefore, words have to be relocated when structuring a sentence.

Common interference in morphosyntactic

Lieber (2009) cited in García & Chica (2021) defines “morphology as the study of word formation; this study includes the ways new words are coined in the languages of the world, and the way forms of words are varied depending on how they’re used in sentences” (p.7601). In other words, this can be defined as the study of linguistic units in both morphological and syntactic properties indicating how a sentence level functions.

Lado (1957) cited in Manyasa (2021) suggests that the L1 interferes foreign language learning. When students are not in control of language interference, they are led to commit errors that cause spontaneous linguistic and cultural deviations. In the beginning stages of learning a second language, learners unconsciously reveal morphosyntactic properties of their mother tongue speech structure, focused on forms and meanings. Therefore, Selinker (1972) cited in Manyasa (2021) states that errors and habits affect second or foreign language learning.

Overgeneralization

Saidan (2011) cited in Mattini (2016) mention that “overgeneralization is often defined as the learners' own way to make rules of the second language because of their incapability to differentiate between L1 and L2 rules. Overgeneralization is the phenomenon when one overextends one rule to cover instances to which that rule does not apply” (p.1). Overgeneralization is defined as the creation of rules, where speakers have the incapability to differentiate between L1 and L2 rules, in other words extending a rule to where it does not apply. These rules made by students are usually inappropriate and hard to understand. Therefore, overgeneralization makes a task more manageable by applying rules in the incorrect manner.

According to Littlewood (2008) when discussing language transfer and generalization there are two distinct processes. They are similar in the process of using prior knowledge to make sense of the new topics that are being learned. In other words, we would expect many cases where the knowledge of mother tongue and the second language knowledge are combined to offer the learner a similar way of making sense of what is being learned. These aspects are considered as interference where the overgeneralization of the first language is used in a second language, despite there being different grammatical rules and expectations from both languages.

Mother Tongue Interference

According to Mede et al. (2014), cited in Subandowo (2017), the mother tongue interference can be viewed as a negative and positive effect in learning. In other words, there is a high probability of interference in second language acquisition, that produces mistakes that can be seen as a negative transfer. Manrique (2013), cited in Subandowo (2017) points out that some of the most common types of errors found between the mother tongue and target language are mispronunciation and grammatical errors. On the other hand, Sinha (2009) cited in Subandowo (2017) establishes that language interference in topics such as pronunciation is based on the problem that learners exhibit in speech production activities in characteristics connected to the appropriate articulation of English sounds.

Pronunciation

Pronunciation is understood as the organization of sounds put together by speech organs, through the manipulation of all units of phonemes of the language. In other words, it is supporting all the phonemic units of the language next to the distinctive phonemic features (Labov, 2003 cited in Subandowo, 2017). Therefore, it can be comprehended as the way in which speakers create utterances of words based on the principles or rules, in aspects such as sound, pitch and patterns.

Based on the observation of Subandwo (2017), there are assumptions to the problems in students' speaking abilities. The first is distinguishing the similar sounds that are found in both languages. The second, that is based on the difficulties in English pronunciation, and uttering the sounds that are not found in the native language. Also, Wardani & Suwartono (2019) conclude that foreign learners face numerous difficulties such as acquiring the target language pronunciation. This is due to many factors, for instance the linguistic background, exposure, age and motivation are believed to have influence towards the learners' pronunciation".

Speaking interference

Based on Wahyuni (2016) cited in Subandowo (2017), speaking can be seen as the most crucial skill of producing audible symbols and body expressions, when comparing it to other language skills. In which its main purpose or objective is to express ideas, opinions and feelings, and communicate successfully in the target language with other speakers.

In the opinion of Weinrich (1970) cited in Guadalupe et al. (2014), interference of language learning is due to many reasons. Speaker bilingualism background is one of the major elements of interference in bilingualism, it refers to the speaker being influenced by both languages, which are the native tongue and the second language. Individuals that have acquired two languages, can be seen as dual language speakers that are impacted by two factors, age of acquisition and sequence of acquisition. Other factors that influence language acquisition are also mentioned, such as the limited vocabulary of L2 mastered by a learner.

Vocabulary is reflected in surroundings and in daily activities that are established and implemented throughout the student's life. Therefore, students who want to acquire another language will have to increase their vocabulary and create meaning to unknown words. When the learner has acquired an appropriate amount of vocabulary, he will be closer to speaking as a native speaker, for this reason vocabulary plays a fundamental role. The more vocabulary someone has acquired, the better he or she will learn the second language. Meaning that the student will be able to participate more often and be aware of his surroundings. Therefore, the interference viewed in an EFL classroom from this point of view, can be seen as when the learner tries to use native words to state a point of view instead of using the correct vocabulary found in the target language.

Universal grammar

According to Chomsky (1956) cited in Zulaia (2015), universal grammar is innate and therefore is available to newborns before their linguistic experience begins. Moreover, when a child is initiating the first stages of life, he is introduced to a process of grammar found in a specific language that is based on his surroundings. In other words, children are exposed to a particular language in a specific environment, they then make a connection to universal grammar, hence acquiring their first language.

After universal grammar takes place, children are guided to a generative grammar process, where they participate in an unconscious process that creates components of speech based on an analysis of their surroundings that as a result produces grammatical and ungrammatical structures. Furthermore, the child has the skill or ability to understand structures and create language expressions through what is known as generative grammar. After a while, the child reaches his full potential and is fluent in language. Moreover, the child is not seen as a passive participant but as an active participant that constructs principles and utterances of the information that he has received from his environment, hence uses the language in various forms.

It is important to acknowledge that children have their own grammar in childhood years and this is corrected throughout time until they have reached adult grammar. Therefore, Chomsky (1956) cited in Zulaia (2015), also suggests that children's language mastery is based on an inborn system of grammar and grammar rules. In other words, it is normal for children to make grammatical mistakes but this is rapidly solved on their own through a complex system of language processing and instruction from their parents.

From this perspective we must not lose sight of universal grammar when comparing it to second language acquisition, from the simple fact that children use an ungrammatical language as a form of constructing grammar rules on their own. This also points out that children's language acquisition is based on the knowledge of their surroundings, and that children create their own strategies for acquiring the language. From this point of view universal grammar helps to

understand how a first language interferes in a second language, where the students have innate abilities to create their own rules when acquiring a language, this in many cases may lead to errors.

First language acquisition

Children show that they have the ability to communicate to others in their first couple of years, when they produce their very first words. According to (Boysson-Bardies, 1999 cited in Zulaia, 2015), the child in the first year of life, responds to their name when called out through vocal sounds, suggesting that this makes referential function or meaning. This proves that the brain functions to its maximum potential and starts to produce and master language at a quick phase.

Ekaterine (2015) states that language interference is the effect of the first language in the production of the language that is being learned. Interference can have many consequences in the L2 language, it can be negative or positive depending on the different features of both languages. If the differences are many between the two languages, then there will be more negative effects of interference.

Second language learning

Littlewood (2008) states that a “second language” is learnt when the first language system is correctly acquired. There are no differences between the “second,” “third,” or even “fourth” in the learning process. However, the topic is not irrelevant whether a person has already learnt one or more other languages. There are principles when learning a second language for example through abilities acquired from our mother tongue and from knowledge of the second language.

According to Dorsch (2010), acquisition is based on an unconscious process of absorbing the different aspects of a language, and the learning process, which most of the time is based on a conscious process of producing skills to perform a L2 language. The first term is linked to children's abilities in acquiring their mother tongue. Acquisition however is not only based on children, but also adults that can absorb a second language in a similar manner. Learning is mostly guided towards older students or adults since it is conducted more or less consciously.

Second language acquisition

Enamul (2017) expresses that learning or acquiring a second language is established after the first language is acquired. Therefore, it can be seen as systematic research of how the learner acquires another language that is different from their first language or native language. It can also be defined as a process of learning more than one language in a formal or informal environment.

The concept of second language acquisition is studying a foreign language, once the native tongue is formulated. It is important to mention that a child can learn his second language quicker than an adult trying to learn a new language. An example of this can be an immigrant family that moves to a new country, and is exposed to a new environment, and acquires his second language in a significant manner. This proves that there are many factors that influence language acquisition and that all must be taken into consideration.

According to Derakhshan & Karimi (2015), students show difficulties and problems in areas such as phonology, vocabulary and grammar due to habits constructed from L1 and L2 also known as interference. A foreign learner can start to communicate in the second language, when there is a word-for-word translation from the first language to the second language.

7. METHODOLOGY

7.1 RESEARCH DESIGN

This research is qualitative and quantitative (mix method approach), according to Shorten and Smith (2017) “Mixed methods research requires a purposeful mixing of methods in data collection, data analysis and interpretation of the evidence. The key word is ‘mixed’, as an essential step in the mixed methods approach is data linkage, or integration at an appropriate stage in the research process” (p.1). Where in relation with qualitative it analyzes the interference of first language acquisition in the areas of pronunciation and morphosyntactic errors in the speaking skills of second language learners in an instructed educational setting, through the use of tools such as a survey to have a clearer perception of teachers’ opinions of the language interference. To analyze

interference in its natural settings we used tools such as dialogues, word lists and speaking translation phrases focused specifically on words that have first language interference.

In this form we are able to analyze the types of interference students produce. In relation with quantitative, this research is based on the analysis of the percentage of errors in first language interference through the use of statistical tables that specifically show the calculation of mistakes, this is used in connection with the survey and the word lists through which the answers obtained are averaged in order to develop their discussion. The research is specifically focused on students of 13 to 15 years of age, to be able to have a deeper insight of the main factors of the first language and its effect in elementary school children. Also, there were four teacher participants in the area of second language teaching, they will help us with their expertise on the area of language interference.

This is a case study according to Zainal (2007), the case study method lets researchers examine the phenomenon in a specific context. In most cases, by selecting a very limited number of participants who will be studied. This consists of exploring and investigating real-life issues or phenomena through a detailed contextual analysis of a limited number of conditions, and linking them to other areas. because we analyze specific areas of first language interference by applying speaking activities (survey, dialogue and word lists), where errors in pronunciation and phrase structure were identified through data collection tools such as recordings and notes taken of students' participation and teachers' survey, percentages of error were calculated and discussed about interference in speaking skill.

7.2 TYPE OF RESEARCH

Daniel et al. (2017) expresses that descriptive analysis stands on its own material, by identifying the phenomena or problem and its patterns of data that have not been identified. From this point of view descriptive analysis is based on describing the characteristic of the problem or phenomenon, that permits researchers to analyze statistical results acquired. Information acquired from a descriptive analysis is prevented, described and summarized in a constructive manner to analyze different sequences of a research.

According to Pawan (2020), the descriptive research focuses on "the way things are" this may include behavior observation research. The research is descriptive because it focuses on describing the characteristics of a specific problem or phenomenon in its natural settings, in this case the first language interference in the second language, this is conducted through research and the use of specific tools to gather quantifiable information such as a survey with specific questions directed to teachers' perception. In other words, our research is a statistical analysis applied towards a specific population to understand why and what causes the first language interference in second language acquisition in elementary school students of 13 to 15 years of age.

According to Khan & Khan (2016) cited in Salehi and Bahrami (2018) "error analysis is a kind of linguistic analysis and is a qualitative approach which is a reliable method because of its focus on the linguistic interference of the errors occurring in learner's language usage while learning a second language"(p.3). Error analysis takes place by analyzing the learners' output in the learning process, this includes the mistakes of utterances made by students. Therefore, error analysis can provide solutions to the teaching and learning process, where it studies how a student consistently gets a topic he has learnt wrong and therefore a wide analysis is provided of the interference of first language interference in second language interference.

Pawan (2020) states that exploratory research is conducted to have a clearer definition of a phenomenon and supports data collection methods, research design and selection of subjects. In other words, this research is exploratory because it analyzes a problem that is not yet defined and is conducted to have a better understanding of a problem. In addition, it identifies issues that can be the focus for future research. Our research explores specific characteristics and areas of students that are clearly affected by language interference.

7.3 DATA COLLECTION INSTRUMENTS

Survey to teachers

This survey is applied to teachers in the area of English, teacher participants provide us with their opinions of the interference of the first language, questions of interference were created focused on teacher opinions. These questions are scored through a Likert scale to obtain statistics and quantitative results of the answer given by the teachers. (See the Appendix 1)

First, the survey was motivated by different articles based on language interference such as the article written in (Fontiveros 2018), called "First Language Interference in Learning the English Language" or the article written in (Subandowo 2017), called "The language interference in English speaking ability for efl learners", as well as the article written in (Guadalupe et al. 2014), named "the Effects of the interference of L1 on L2 concerning speaking in first year students of the Foreign Language Department" and finally through the use of the article of (Archvadze 2017), named "The Problems of First Language Interference in the Process of Teaching Second Languages".

Second, through creativity and motivation researchers have created a variety of questions based on the different theories analyzed. This is subdivided into ten questions, with different categories focused on teacher experiences and practices inside the classroom. Each question was answered through a Likert scale, where participants had to answer by choosing one option that best connects with their point of view. Third, this was analyzed and reviewed through multiple sessions with the tutor of investigation who has a high level of knowledge in teaching linguistics.

Fourth, researchers asked teachers were asked for permission to support our research with their knowledge and experience, and later analyzed which hour best fits the teacher schedule to conduct the survey. The survey was applied during class hours to four teachers with more than ten years of experience, time of conducting the survey was of 15 minutes, answers were later registered and calculated in different percentages for data collection analysis and discussion, multiple areas were analyzed to have a better perception of teacher experiences. Finally, the participating teachers were

thanked and the results were saved for later analysis and discussion, which was developed using a statistical table with the percentage of responses to each question on the Likert scale.

Dialogue

This tool is focused on the development of the speaking analysis. In this part it is a guide for students to develop a dialogue in order to recover the activity to make an analysis of the sub speaking skills. (See the Appendix 2)

To find the interference of the first language in the acquisition of a second language, two dialogues were applied, which were based on the teaching process used by teachers in the educational units: Rioblanco Alto and 14 de Julio (Cotopaxi-Ecuador), these dialogues were part of different strategies to teach English classes in the 10th grade of general basic education, with students between 13 to 15 years of age. For this activity, the different teachers were asked for the support of work material so that the students could feel more comfortable when the dialogues were taken.

This material is developed with a basic vocabulary which has been previously presented to the students. For the use and development of the dialogues, groups of students in the 10th year of general basic education were selected and consulted for their acceptance to participate in the activity, which resulted in a total of 6 participants, 3 of the female gender and 3 of the male gender, that participated in selected male-female pairs, giving a total of 3 groups of pairs for the practice of the two dialogues.

The dialogues were developed as follows. First, the three groups of students were called to participate in the two dialogues, which were called one group at a time during the recess hour. Second, both dialogues were given by means of printouts taken by the researchers. This took about 1.30 minutes for each dialogue giving a total of 3 minutes for each group of participants, where at the same time each group's participation was recorded separately. Finally, each participant was thanked, and the different recordings were archived for pronunciation analysis and to identify the words with the highest rate of errors committed by the students. These results were used to develop the list of words that were incorporated for the pronunciation interference analysis.

Words list for pronunciation

This instrument is composed by the structure of some English words in the sense of making students pronounce to compare it with a phonetic transcription model, it has the purpose of identifying the differences through the influence of the first language. (See the Appendix 3)

The list of words focused on identifying pronunciation interference was developed based on the words with the highest error percentage in the word list that were exposed in the previously explained dialogues, where the list is part of the basic vocabulary developed previously. For this activity, the same group of participants was asked to collaborate, which was done one week after the dialogue's activity. However, in the list of words to identify pronunciation interference, the participants were called individually.

A similar study of language interference Subandowo (2017), produced an instrument where “the students were given word lists and sentences consisting of all of the pronunciations that should be pronounced based on every phonetic symbol of the word” (p.205). In which the list of words of this research was founded and guided. However, the vocabulary was adapted according to the level of the students who participated, and thanks to the dialogue activities we were able to obtain 10 words which are: Unfortunately, School, Student, Stress, Strawberry, Tea, Awesome, Become, Mine and Nice. List in which the 6 participants pronounced individually in a random order.

For the development of this activity. First, the students were required to present themselves in the hour of one week after having done the dialogue activity, where the researchers guided and provided sheets with the list of words for the students to read and pronounce. Second, the activity was taken in an organized manner where the 6 students had a turn in which to participate, while the activity was being carried out, all the participants were recorded, which had a time of approximately 3 minutes per student. Third, the recordings were archived in order to organize them and compare them with the correct pronunciation, using phonological translations of each of the list of words. Fourth, tables were constructed for each participant detailing the pronunciations literally as the students said them and accompanied in the next column with the phonological translations. Finally, by means of a triangle analysis, the percentage of errors of the 6 students in

each word of the list was triangulated, which allowed the analysis of the interference that the first language has in the acquisition of a second language.

Words list for translation

This tool was developed in a manner to analyze morphosyntactic error in the moment of speaking in a second language. First instruction made to participants is to read the following sentences that are found in their native language (Spanish). Second instruction is to transcribe the sentences orally to the language being acquired (English). Finally, researchers are going to analyze the possible errors made in the translations. (See the Appendix 4)

For this activity the same groups were used to analyze the different vocabulary that had been taken apart after analyzing the different theories of the different types of errors. This material was used to analyze pronunciation and interference mistakes caused by the first language. First, students were given a set of phrases written on a sheet of paper, numbered one through ten. Second, the teacher gave clear and precise instructions of the task. Third, each student conducted the task individually in a sincere and honest manner, during lunch break hours, through the permission of teachers, to not interrupt class hours. Students had to conduct the speaking task individually, each student had an amount of 4 minutes to finish their task. Students were accompanied by the teachers for help or any question they may have.

The word translation consisted of ten phrases specifically created with words of interference. This was conducted the week after the word list pronunciation. Students were told specifically that the task would not be graded and not affect their grades and that score would be kept private, this would help students maintain calmness and answer in a more natural form, this let researcher produce a statistic table, where a percentage was presented of how many student produce errors of morphology, syntax and morphosyntactic, this way showing the interference of the first language in the speech production of the students of elementary school. Finally, students were thanked and results were gathered for analysis and discussion.

8. ANALYSIS AND DISCUSSION OF RESULTS

Analysis and discussion of survey to teachers

The following chart shows the results of the different questions of interference taken by the 4 teachers of Rioblanco Alto and 14 de Julio (Cotopaxi-Ecuador) educational centers, through a Likert scale.

Table 1

Categories (Themes)	Likert scale	Frequency	Percentage
¿Ha presenciado errores de pronunciación en sus estudiantes de inglés durante sus años de servicio a la educación?	Siempre	Always 2/4	Always 50%
	Casi siempre	Almost always 2/4	Almost always 50%
	A veces	Sometimes 0/4	Sometimes 0%
	Casi nunca	Almost never 0/4	Almost never 0%
	Nunca	Never 0/4	Never 0%
¿Considera usted que los estudiantes no siguen el orden correcto de las frases en inglés?	Siempre	Always 3/4	Always 75%
	Casi siempre	Almost always 1/4	Almost always 25%
	A veces	Sometimes 0/4	Sometimes 0%
	Casi nunca	Almost never 0/4	Almost never 0%
	Nunca	Never 0/4	Never 0%
¿Considera usted que el inglés es un idioma con distintos sonidos comparado con el español?	Siempre	Always 4/4	Always 100%
	Casi siempre	Almost always 0/4	Almost always 0%
	A veces	Sometimes 0/4	Sometimes 0%
	Casi nunca	Almost never 0/4	Almost never 0%
	Nunca	Never 0/4	Never 0%
¿Considera usted que el inglés es un idioma con distinto orden sintáctico comparado con el español?	Siempre	Always 0/4	Always 0%
	Casi siempre	Almost always 0/4	Almost always 0%
	A veces	Sometimes 4/4	Sometimes 100%
	Casi nunca	Almost never 0/4	Almost never 0%
	Nunca	Never 0/4	Never 0%

¿Las reglas de pronunciación son complejas para los estudiantes?	Siempre Casi siempre A veces Casi nunca Nunca	Always 2/4 Almost always 2/4 Sometimes 0/4 Almost never 0/4 Never 0/4	Always 50% Almost always 50% Sometimes 0% Almost never 0% Never 0%
¿Las reglas sintácticas en actividades de habla son aplicadas correctamente por los estudiantes?	Siempre Casi siempre A veces Casi nunca Nunca	Always 0/4 Almost always 0/4 Sometimes 1/4 Almost never 3/4 Never 0/4	Always 0% Almost always 0% Sometimes 25% Almost never 75% Never 0%
¿Los estudiantes conocen la forma correcta de pluralizar los sustantivos en inglés?	Siempre Casi siempre A veces Casi nunca Nunca	Always 0/4 Almost always 0/4 Sometimes 0/4 Almost never 4/4 Never 0/4	Always 0% Almost always 0% Sometimes 0% Almost never 100% Never 0%
¿En actividades del habla los estudiantes pueden crear oraciones en distintos tiempos verbales?	Siempre Casi siempre A veces Casi nunca Nunca	Always 0/4 Almost always 0/4 Sometimes 0/4 Almost never 2/4 Never 2/4	Always 0% Almost always 0% Sometimes 0% Almost never 50% Never 50%
¿Considera usted que la adquisición de un idioma puede verse afectada por la interferencia del idioma materno?	Siempre Casi siempre A veces Casi nunca Nunca	Always 0/4 Almost always 4/4 Sometimes 0/4 Almost never 0/4 Never 0/4	Always 0% Almost always 100% Sometimes 0% Almost never 0% Never 0%
¿Considera usted que el español interfiere al momento en que un estudiante adquiere el idioma inglés?	Siempre Casi siempre A veces Casi nunca Nunca	Always 0/4 Almost always 2/4 Sometimes 2/4 Almost never 0/4 Never 0/4	Always 0% Almost always 50% Sometimes 50% Almost never 0% Never 0%

In question number one: Do you witness pronunciation errors in the English language learners during the years of service to education? The percentage of the results indicated that 50 % of teachers have always witnessed pronunciation errors, and on the other hand 50% teachers witnessed pronunciation errors almost always. After analyzing the results, we can suggest that teachers conclude that students have a variety of problems at the moment of pronouncing words in English, which could be caused by first language interference.

Results from the second question: Do you consider that students do not follow the correct order of English sentences? showed that 75% of the teachers interviewed considered that students do not follow the correct order of English sentences. While only one teacher, which represents 25%, suggested that almost always students do not follow the correct order in sentence structure. Furthermore, the analysis indicates that students do not really understand the correct structure of English sentences, because it is different from their first language.

After analyzing the third question: Do you consider English to be a different sounding language compared to Spanish? all the teacher participants, which represents 100% indicated almost always the English language has a different sound to the Spanish language. This is because vowels are different in English than in Spanish, and there are vowel phonemes that can be difficult to differentiate. Also, perhaps the biggest pronunciation problem that Spanish speakers face is that in Spanish there is no distinction between short and long vowels, causing confusion at the moment of producing the correct pronunciation. They often stretch all vowel sounds out too much and confuse short and long vowels.

Question 4: Do you consider English to be a language with a different syntactic order compared to Spanish? 100% of the scale showed that English sometimes has a distinct syntactic order than Spanish. This is because in English there is always a specific order to sentences, where students can show difficulties following structure rules. When learning a new language, grammar is a key element, this means that sentence structure is the base form of understanding a language, as well as how to construct sentences with meaning. In English, the sentence structure is different and similar to the Spanish structure meaning that both have different systems. This part of syntax can be confusing for those who are just starting to learn. Therefore, it is necessary to recognize the

similarities and differences between English and Spanish and figure out what you already know, and what needs to be improved.

In question number 5: Are the pronunciation rules complex for students? 50% of teachers answered always, while the other 50% answered almost always. Results indicated that this can be caused because students are not aware of the phonology of the language. Spanish speakers learning English often have problems with pronunciation because of the variety of differences between the sound systems of the two languages. For example, in English there are 12 vowels and eight diphthongs, while in the Spanish language there are only five vowels, therefore causing trouble in distinguishing.

Analysis of question number 6: Are syntactic rules in speaking activities correctly applied by students? results indicated only 25% of teachers answered sometimes, and 75% answered almost never. This can be due to lack of practice outside of the English classroom.

In question number 7: Do students know the correct way to pluralize nouns in English? results showed that 100% of teachers consider that almost never can pluralize correctly. This happens due to the lack of knowledge of countable and uncountable nouns with the rules that pluralization entails, thus generating a generalization in the use of “S” and “Es”. This can also be due to the fact that in English there are specific rules for pluralizing nouns, which is to add an -s at the end of the noun, except for specific expectations. Which, don't follow this specific rule, these are known as irregular plural nouns.

In the analysis of question number 8: In speech activities can students create sentences in different verb tenses? The results showed that 50% of teachers believe that almost never students can use verb tenses and 50% never use the verb tenses correctly. That could be because of the rules and the exceptions in the verbs, causing a confusion in the way to use the phrases to express a specific time.

In question 9: Do you think that language acquisition can be affected by mother tongue interference? all participants which represents 100% answered almost always, this is because there

are many factors that influence language interference, Spanish and English have common factors that can cause confusion in students, Spanish speakers tend to have difficulties in distinguishing the different tenses of tenses, for this reason the use of affixes and prefixes may be used in an incorrect manner. For example, Spanish speakers tend to omit and mispronounce the end tense of verbs when adding ed.

In the final question of the survey: Do you consider that Spanish interferes with a student's acquisition of English? 50% answered almost always and half the participants answered 50% sometimes. This is due to the fact that in many areas the native tongue does interfere in the learning process, as has been proven in many situations that involve spelling and pronunciation.

Through the analysis of the survey, the teachers' opinions about the interference of the first language in their students are discussed, where an agreement is reached about the lack of learning that the students have of a second language, students show an interference due to their lack of analysis of the language. This is linked to the research of Navarro (2019) states that “It could be inferred that students lack the initiative to enrich their word building and that students have not learned to a great extent how to strategize the learning of vocabulary” (p.210). This is an interference problem detected by teachers focused in the area of English language learning, where the failure of students to learn vocabulary is reported. This demonstrates similar opinions about the lack of vocabulary learning in a second language, where the interference of the first language results in a low level in students, who are not able to use a second language adequately.

Analysis and discussion of word list for pronunciation

Table 2 shows the percentage of mistakes of a word list in pronunciation released to six students, in order to identify the interference of the first language in second language acquisition focused on pronunciation.

Table 2

Language interference in pronunciation

Nº	Words of the dialogue	Mistakes in pronunciation	Percentage of interference
1	School	5	83.3%
2	Student	4	66.6%
3	Stress	5	83.3%
4	Strawberry	4	66.6%
5	Unfortunately	4	66.6%
6	Tea	2	33.3%
7	Awesome	6	100%
8	Become	5	83.3%
9	Mine	4	66.6%
10	Nice	4	66.6%
Total		Total of errors 43	Total of interference 71%

The common errors made by Spanish speakers in English are those that are interfered with by the first language. For example, in Spanish we never start a word with an “s” followed by another consonant. For this reason, Spanish speakers analyze the English “s” (constant cluster) followed by a consonant like something unknown and try to adapt the word to their own language, the best way they can. It is also important to acknowledge that Spanish speakers pronounce an "eh-" sound before the letter s in English. In Spanish words do not begin with an “s” if the next letter is not a vocal sound or letter. Vocabulary in Spanish doesn't usually start with a consonant cluster – so phonetic sounds like sp, st, sk, sl, sm always have a vowel sound before.

Through this analysis, we consider first language interference focused on the pronunciation of "eh" as were the results of Gorman and Kester (2016), where “children learn that s-clusters only occur in word initial position when preceded by “e,” as in (escuela) (school). Before children learn that s-clusters can occur in word initial position in English, as in the word (school), children might use forward transfer of the L1 cue (the “es” rule they know from Spanish) to pronounce (eschool) in English”. Which can be generated by the lack of vocabulary in the first language, to understand it in a better way this could be linked to the lack of words in the Spanish language that are initiated with the consonant "s" and followed by another consonant, because in this first language (Spanish) it is initiated with "e+s" followed by another consonant. Such Gorman and Kester (2016), expressed in initial /s/ clusters can only occur in Spanish if preceded by the letter “e.” As a result, English language learners may use forward transfer and add a schwa to words beginning with /s/. For example, they may pronounce “store” as “estore.” Further, consonant clusters cannot occur in the word final position in Spanish”. Thus, a similar result was obtained, concluding that there is interference in this type of vocabulary.

In the word (school) there was an 83.03 percent of interference of the first language, where five students mispronounced. In the second word (student) there was a 66.06 percent of interference of the native language, where 4 students mispronounced the word, in the word (stress) there is 83.03 percentage of interference, where five students made mistakes and finally in the word (strawberry) there is a 66.06 percentage of interference, where 4 students made errors. The pronunciation of the R in Spanish and the R in English are different, for this reason the pronunciation of the “r” in

strawberry was incorrect. In the Spanish language, there are two R's, the tip of the tongue touches the upper palate for both sounds. For the R in English, the tongue curls back a bit and the lips make a round shape. Most Spanish speakers pronounce the English R as they would in Spanish. This also varies depending on other factors such as the daily use of words, when compared to other words that are currently used in student vocabulary.

For Spanish speakers it can be a challenge to learn to pronounce words in English. Often, it's a struggle to drop consonants at the end of words or pronounce certain vowels and for this reason there is so much mispronunciation. For the words numbered 5 and 6 found in the word list, there were clear errors of correct pronunciation.

In the word (Unfortunately) there was a 66.06 percent of interference in the first language, where four students mispronounced. In Spanish, words do not end in clusters (two consonants together), for this reason it is almost impossible for students to pronounce the word (unfortunately), in Spanish clusters may appear at the beginning or middle but never at the end. In the second word (tea) there is a 33.03 percent of interference of the native language, where 2 students mispronounced the word. Students had less trouble in the pronunciation of this word due to its current use inside the classroom, suggesting that the acquisition of vocabulary influences the correct pronunciation, when students lack vocabulary, the correct pronunciation becomes unknown for them.

According to Wardani and Suwartono (2019) student's mispronunciation occurs due to the reason that there are differences between the native and target language, when discussing first language interference toward the second language. L1 speakers find it difficult to move their speech organs, to be able to produce English sounds that do not exist in the second language speaking production.

According to International Phonetic Alphabet or IPA, (2005) cited in Riadi (2013), other errors analyzed in Spanish speaking participants is that they have a tendency to pronounce things the way that they're written and also have difficulties with long and short vowel sounds. This is because in English there are twenty distinct vowel sounds, where in Spanish there are only five. For this reason, Spanish speakers tend to stretch out the vowel sound to adapt it to sound similar in Spanish.

In the word (Awesome) there was 100 percent of interference of the first language, where six students mispronounced the word, which seemed to be the most complicated for students to pronounce due to its unfamiliarity to students. The “w” sound exists in Spanish, written as “gu” but can be pronounced “gw”, therefore Spanish speakers tend to confuse the “g” or “w” sound. In the second word (become) there is an 83.03 percent of interference of the native language, where 5 students mispronounced the word, in the word (mine) there is 66.06 percentage of interference, where four students made mistakes and finally in the word (nice) there is a 66.06 percentage of interference, where 4 students made errors. The errors found in the participants seemed to be directly focused on the literal pronunciation of how words were written down on the word list. This error is due to many reasons, one of them being that, in the Spanish language we find about 5 vowels (a, e, i, o, u), in the case of the English language there are about 16 vowels; but in English most sounds do not correspond to the pronunciation of how words are spelled. Therefore, most Spanish speakers are not familiar with the correct pronunciation of English vowels and as a consequence Spanish speakers tend to look for Spanish vowels that are similar to replace the English vowels.

According to Salcedo (2010) “The sound must show certain characteristic patterns of distribution in the language or dialect under consideration” (p.197). When learning a foreign language, it is fundamental to make phonemically significant distinctions in the target language. The students will have to be aware of the range of sounds of the given phonemes. Spanish speakers must acknowledge that words cannot be read as they are written, and be aware of the different language systems.

Analysis and discussion of word list for pronunciation

Table 3

Morphosyntactic analysis

Nº	Phases of morphosyntactic	Morphosyntactic mistakes	Percentage of errors
1	Mi carpeta azul está en la casa.	6	100%
2	El abuelo juega con su nieto y sus nietas.	6	100%
3	Los pescados coloridos nadan rápido.	6	100%
4	La casa grande es bonita.	6	100%
5	Los hombres corren	6	100%
6	Los zapatos económicos son cafes.	6	100%
7	La historia de Anita.	6	100%
8	La ciudad de Latacunga está cerca.	6	100%
9	Los ratones comen queso.	6	100%
10	Juan terminó los deberes	6	100%
Total		Total of errors	Total of errors and interference
			100%

Students also showed error mistakes in the area of morphology, which is based on the study of forming words. This can be due to the fact that students are misinformed and apply rules incorrectly. The use of the native tongue, causes interference in the learning and teaching process which causes confusion. There are clear mistakes made in the topic of pluralization. This can be due to the reason that students are confused on verbs that are irregular.

In the research of Fontiveros (2018), in the area morphology, students had to group the words according to the meaning dictated by the affixes in the words, results showed that the respondents were able to recognize and group words according to their plural, past-time, actor, and gender affixes. But, in this research a common mistake is seen when being compared to regular verbs. Student participants showed that when translating "ratones" to the target language, this would be answered incorrectly from "mouses", when the correct answer is "mice". This can be due to the lack of knowledge some students have unfortunately not acquired.

In the area of syntax, there were obvious errors made by students. Errors shown in word order, specifically in the agreement of nouns. Where students would confuse sentence structure for example in the sentence "la ciudad de Latacunga está cerca", students would literally translate this to "The city Latacunga is near ". Where the correct response would be the Latacunga city is near". It is important for a learner to grasp the spelling, meaning and grammatical aspects or features of a sentence or word. This can be a challenge when being used in a sentence and having to string words together so there can be meaning and coherence and as a result English-sounding sentences.

These results are similar to the study of Mazharul (2020), which relates word order transfer carried out by second language learners, where an interference in the composition of sentences could be observed as in the example "My favorite movie" where the same sentence is written differently in the first language, causing confusion in the students which leads them to make these errors in syntax. In relation to this research, similar results could be obtained, which show an error in the structure of the sentences, which is caused by the interference of the first language, where students do not know and also do not apply an order in their language productions.

In the area of morphosyntactic, there are clear errors being made by students, so it is important to acknowledge the problem and pay attention to the use of the native tongue and apply strategies to control language interference. Three morphosyntactic errors were identified: word order, overgeneralization and pluralization. These errors cause confusion at the moment of understanding the meaning of the sentences, additionally it is an incorrect use of the language, showing that there is an interference of the first language in the acquisition of a second language.

Fontiveros (2018), students' low performance in the area of intonation suggests that students need improvement. The lack of competence and awareness in intonation of the second language can lead students to have problems of acquisition, where students tend to apply rules of intonation of their L1. This Leads to the topic of overgeneralization. Richards (1973) cited in Fontiveros (2018), overgeneralization is the application of created rules to the target language or in other words the application of the first language to the second language that is being learned. Also, Prandika (2020), this interference is created when the learner misinterprets the meaning of an idiomatic expression. An idiom is a word that is very complex to understand. The learner must not just translate a word without taking into consideration the context in which it is in, meaning that words cannot be translated literally of how they are formed.

First language interference is an important factor affecting second language acquisition. In this research, three types of errors were identified in the pronunciation of words, such as those beginning with an "s" followed by a consonant, those pronounced literally as they are written, or even words in which learners struggle to drop constants. As for morphosyntactic aspects, three faults were highlighted: word order, overgeneralization and pluralization. To avoid these types of interference, this research proposes a set of linguistic-pedagogical suggestions in order to improve second language acquisition and thus overcome interference problems. (See the Appendix 5)

9. RESEARCH IMPACTS

With this research we will be able to present some errors and mistakes of interference that have to be taken into consideration at the moment of teaching learners who are learning a second language, making practices easier for teachers. Therefore, this research has a social and educational impact, the present analysis reflects the high rates of deficiencies in the speaking ability, this denotes a low level of students in society in terms of the acquisition of a second language, this shows a deficiency in the learning of English as a foreign language. Therefore, this case study shows a social and educational intervention.

There is a very large percentage in terms of pronunciation or morphological aspects that unfortunately denigrate the knowledge of a second language. In the same way, obtaining low results shows a lack of predisposition on the part of teachers and students, where the guides in this case the teachers should be trained to use better techniques, strategies and approaches to improve teaching performance, likewise students should be more committed to their classes, they should focus on improving their shortcomings and demonstrate the knowledge they have been acquiring over the years. Hence, this research encourages a mutual commitment between teachers and students to overcome the aspects of interference in order to reach a good understanding, use and acquisition of a second language.

10. CONCLUSIONS AND RECOMMENDATIONS

This research showed an analysis based on different theories of second language acquisition with a focus on speaking skills. In this, issues such as the use of the first language in a classroom where a second language is acquired, as well as the interference that a first language has at the time of acquiring English as a foreign language, also theorized the echo of how it affects students the interference of their first language, where it can be concluded that in terms of speech ability, interference causes failures in pronunciation and fluency, at the same time creates a confusion in grammatical structures that are very noticeable when expressing an idea orally.

To have a more analytic insight of the main aspects of first language interference, we have applied a survey directly to teachers, to analyze their opinions. Therefore, we have concluded that many factors from the first language have influenced students' second language acquisition such as overgeneralization, pluralization but the main factor analyzed was morphological aspects which have been the main factor of student errors. This can be explained through many reasons, some of which are due to the fact that in the first language there are structures and pronunciations that are different in a variety of manners. A clear example of this was shown in the words "school" and "student", where there was a pronunciation of the Spanish vowel "E", while in English pronunciation, this doesn't exist, as a result causing an interference of the first language in the second language.

Acquiring a second language is a challenge due to many reasons, the main one based on the interference of the first language. For many students it can be a complicated process to acquire a language, this is connected to different forms of pronunciation found in the various languages. Therefore, in this process, interference can be described as a barrier that stops students from producing the correct pronunciation. Through this research conducted towards six elementary school students in specific speaking tasks, it is undeniable that there is a first language interference, in this case Spanish to acquire the English language. The evidence is clearly shown in the percentages of errors made in specific tools such as the word list. We can conclude that Spanish pronunciation has significant influence in students that cause difficulties in vocalization and speech production.

Limitations of the study and suggestions for further research (Recommendations)

The exhibited research was implemented to a specific number of students and focused on educational centers. Hence, future studies may acquire distinct results when applied to more participants in different grades through various numbers of communities. Researchers may need to focus their research on a variety of theories to provide meaningful context depending on the structure of their framework.

Future Researchers can use a specific word list such as a tool to determine the factors that influence the speaking errors in second language acquisition. It goes from basic to complex words, this way there can be a more efficient analysis that interprets a variety of levels of interference. Also, it can include vocabulary that are commonly and uncommonly used in the language. This would improve the way to determine the factors that influence the interference of the language, this is largely due to the time of practice where you should pay full attention to the difficulties of students and thus identify what affects the acquisition of a second language.

For future research, it can be useful to use a comparative chart that has a wider description of phonological aspects, where you can compare and describe which is the most common interference in students. Therefore, a set of technological tools can be used for the purpose of showing the levels of stress in words and present the percentage of mistakes in pronunciation. Additionally, for further research, real examples that are connected to culture can be used to investigate overgeneralization and pluralization. Also, in this research we could notice the use of several "false friends" used by the students in the word list of translation, which were not analyzed or taken into account in this research. However, these in future chapters or research should be better developed and studied.

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12. APPENDICES

Appendix 1

The following survey is based on questions of first language interference in the second language acquisition, which is summarized in ten questions of multiple-choice selection.

Please answer each question individually with sincerity.

La siguiente encuesta se basa en cuestiones de interferencia de la primera lengua en la adquisición de la segunda, que se resume en diez preguntas de selección múltiple. Por favor, responda a cada pregunta individualmente con sinceridad.

La participación en esta encuesta será de total anonimato, se agradece de antemano por su participación.

¿Ha presenciado errores de pronunciación en sus estudiantes de inglés durante sus años de servicio a la educación?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera usted que los estudiantes no siguen el orden correcto de las frases en inglés?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera usted que el inglés es un idioma con distintos sonidos comparado con el español?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera usted que el inglés es un idioma con distinto orden sintáctico comparado con el español?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Las reglas de pronunciación son complejas para los estudiantes?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Las reglas sintácticas en actividades de habla son aplicadas correctamente por los estudiantes?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Los estudiantes conocen la forma correcta de pluralizar los sustantivos en inglés?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿En actividades del habla los estudiantes pueden crear oraciones en distintos tiempos verbales?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera usted que la adquisición de un idioma puede verse afectada por la interferencia del idioma materno?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

¿Considera usted que el español interfiere al momento en que un estudiante adquiere el idioma inglés?

- Siempre
- Casi siempre
- A veces
- Casi nunca
- Nunca

Appendix 2

Data collections of students Speaking activities

Practice of dialogues in students 1,2,3,4,5 and 6

First dialogue

Student 1: Hi,, **nice** to meet you! Do you speak English?

Student 2: Hi,, **nice** to meet you, too! I do not speak English very well, but I'm learning!

Student 1: No problem. I'm here to help you. How old are you?

Student 2: I'm

Student 1: Where do you live?

Student 2: I live in

Student 1: **Awesome!** It's always been my dream to visit your city. I want to learn more about it.

Student 2: It's a very exciting place with a lot of things to see and do.

Student 1: That sounds awesome. I definitely want to go there to relieve **stress**.

Student 2: First I want to **become** fluent.

Student 1: I'm sure you will, don't worry. What do you do?

Student 2: I'm a history **student**. What about you? What do you do for a living?

Student 1: I teach languages at **school**.

Student 2: Oh, that's very cool. Listen, I have to go.

Student 1: Let's talk again soon, OK?

Student 2: Sure. Talk to you later.

Second dialogue

Student 1: Hi,

Student 2: Hi,

Student 1: So did you surf today?

Student 2: **Unfortunately** no. It rained all day long.

Student 1: Oh. Is that usual in your area?

Student 2: Yes, it doesn't get too cold in the winter, but it rains a lot. Sometimes we get severe storms.

Student 1: We don't wear heavy coats like in other countries but we always carry an umbrella.

Student 2: And it's like that throughout the country?

Student 1: No, the south stays dry in the winter, but the temperatures are really low. It's weird because it's always sunny there, but it's freezing!

Student 2: Wow! I hate cold winters, when it's gray and windy. That's so depressing. But I do like the snow!

Student 1: Me too. Do you ski?

Student 2: Yes, I do. It's really fun.

Student 1: So, how's the weather where you live?

Student 2: Well, sometimes it gets very windy here, you know. That kind of weather is not fun. But in the summer, it stays warm and sunny. It's my favorite season.

Student 1: Mine is the spring.

Student 2: That's when the weather is perfect here. Not too hot, not too cold. Perfect for surfing.

Student 1: What is your favorite drink?

Student 2: My favorite food is strawberry milkshake.

Student 1: Mine is tea.

Appendix 3

Words list of falls in pronunciations of students 1,2,3,4,5 and 6

Words with pronunciation errors in student 1

Words	Student pronunciation literally like spanish	Phonetic Translation
Unfortunately	unfortunately	/ʌn'fɔ:·tʃə·nət·li/
School	escol	/sku:l/
Student	estudent	/'stju:·dənt/
Stress	estres	/stres/
Strawberry	estrauberry	/'strɔ:·bər·i/
Tea	tea	/ti:/
Awesome	aguesome	/'ɔ:·səm/
Become	become	/br'kʌm/
Mine	mine	/maɪn/
Nice	nice	/naɪs/

Words with pronunciation errors in student 2

Words	Student pronunciation	Phonetic Translation
Unfortunately	unfortunateli	/ʌn'fɔ:·tʃə·nət·li/
School	escool	/sku:l/

Student	estudent	/'stju:·dənt/
Stress	stris	/stres/
Strawberry	estragueverri	/'strə:·bər·i/
Tea	tea	/ti:/
Awesome	aguesom	/'ɔ:·səm/
Become	become	/bɪ'kʌm/
Mine	mine	/maɪn/
Nice	nice	/naɪs/

Words with pronunciation errors in student 3

Words	Student pronunciation	Phonetic Translation
Unfortunately	unafortunately	/ʌn'fɔ:·tʃə·nət·li/
School	iscol	/sku:l/
Student	studient	/'stju:·dənt/
Stress	estres	/stres/
Strawberry	sguatberry	/'strə:·bər·i/
Tea	Te	/ti:/
Awesome	guaselom	/'ɔ:·səm/
Become	become	/bɪ'kʌm/
Mine	minc	/maɪn/
Nice	nic	/naɪs/

Words with pronunciation errors in student 4

Words	Student pronunciation	Phonetic Translation
Unfortunately	unfortunatli	/ʌn'fɔ:·tʃə·nət·li/
School	escul	/sku:l/
Student	estudent	/'stju:·dənt/
Stress	tres	/stres/
Strawberry	estrauberri	/'strɔ:·bər·i/
Tea	Te	/ti:/
Awesome	aguesome	/'ɔ:·səm/
Become	become	/bɪ'kʌm/
Mine	mine	/maɪn/
Nice	nice	/naɪs/

Words with pronunciation errors in student 5

Words	Student pronunciation	Phonetic Translation
Unfortunately	unforyunal	/ʌn'fɔ:·tʃə·nət·li/
School	escul	/sku:l/
Student	estudent	/'stju:·dənt/
Stress	stris	/stres/
Strawberry	estarbery	/'strɔ:·bər·i/

Tea	Ti	/ti:/
Awesome	asguesome	/'ɔ:·səm/
Become	bicome	/bɪ'kʌm/
Mine	main	/maɪn/
Nice	nain	/naɪs/

Words with pronunciation errors in student 6

Words	Student pronunciation	Phonetic Translation
Unfortunately	unfortaneli	/ʌn'fɔ:·tʃə·nət·li/
School	scul	/sku:l/
Student	student	/'stju:·dənt/
Stress	stri	/stres/
Strawberry	straberri	/'strɔ:·bər·i/
Tea	ti	/ti:/
Awesome	aguesome	/'ɔ:·səm/
Become	becom	/bɪ'kʌm/
Mine	main	/maɪn/
Nice	nais	/naɪs/

Appendix 4

Word list to transcribe

- Mi carpeta azul está en la casa.
- My blue folder is in the house.
- My carpet blue is in the house.
- Mi carpeta azul está en la casa.
- El abuelo juega con su nieto y sus nietas.
- Los pescados coloridos nadan rápido.
- La casa grande es bonita.
- Los hombres corren
- Los zapatos económicos son baratos.
- La historia de Anita.
- La ciudad de Latacunga está cerca.
- Los ratones comen queso.
- Juan terminó los deberes

Appendix 5

Linguistic-pedagogical suggestions

Problem	Suggestion	Possible activity (homework)
<p>Words beginning with an "s" followed by a consonant</p>	<p>This type of interference is based on the pronunciation error of words that begin with "S" and followed by a consonant, where thanks to the scarcity of words in the first language where there are no words that are used or pronounced only with "S" followed by consonants, causing that students always use the vocal "E" where is not pronounced. Neufeld (1979) "students were trained on pronunciation of sounds from Inuktitut, a language to which they had not been exposed previously. The learning process involved intensive listening to the language, with no attempt at producing the sounds". (p.2)</p> <p>Thus, in order to improve the pronunciation of the language being acquired (English), students could be trained with an extensive vocabulary made up of words containing the "S" by which students can become familiar with the correct pronunciation and omit the letter "E" at the beginning when it is not necessary.</p>	<p>A previously elaborated material could be used for the practice focused on the pronunciation of words beginning with "S", such material could be formed by phrases or tongue twisters from the basic to the complex where the pronunciation will be directed through the participation of the teacher showing the correct way to pronounce the words.</p>
<p>Words pronounced literally as they are written</p>	<p>The interference of the first language is mostly reflected in this error, which is based on the literal pronunciation of words, where students do not know the phonetics and</p>	<p>Students could do pronunciation recognition activities, where a list of previously reviewed words is presented for them to repeat the</p>

	<p>correct pronunciation of a language other than their mother tongue. Neufeld (1979), suggests that “second language learners’ pronunciation might benefit from a mute period – a period of intense auditory exposure to L2 before attempting to produce the sounds” (p.6).</p> <p>In order for a student to be more familiar with a new language, it is recommended to take the strategy of short periods of time in silence, in which students will identify and analyze the words and their correct pronunciation.</p>	<p>pronunciation. It is also essential that the teacher writes and pronounces the words first, so that students can identify and repeat their pronunciation.</p>
<p>Words in which learners struggle to drop constants</p>	<p>An error often made by students is forgetting rules. It is important for students to correct their own mistakes and improve practices. Self-regulation is a key element to form critical thinking skills. Facione (1998) cited by Nieto (2018), states that one has to self-consciously monitor our cognitive activities, its elements used this means using skills such as questioning, confirming, validating, or correcting one's work.</p>	<p>Students have to conduct an auto evaluation that focuses on analyzing mistakes to better conduct speaking activities.</p>
<p>Word order</p>	<p>At the moment of organizing sentences, students may mix up the two languages. Students' cognitive systems cause students to adapt the first language to the second. Lekova (2010) “when compiling course books or educational materials to consider the native language system peculiarities and to bear in mind the common mistakes in the particular foreign language learning” (p.8).</p>	<p>Students could use specifically developed material, which would consist of identifying the correct order of words through the use of dialogues, which in turn would allow students to become familiar with the correct use of expressions, allowing for the correct use of words with</p>

	<p>The material we are using at the moment of teaching or learning must be taken into account, this is due to the fact that the structure of the words is not usually the same in all languages, so a correct work guide will help to understand in a better way how to structure and use the words properly.</p>	<p>coherence and meaning. It is essential to correct students when they have completed the activities so as not to cause further confusion.</p>
Overgeneralization	<p>Overgeneralization is caused by excessive reasoning, from general principles to specific cases. This causes students to create their own rules in language acquisition practices. Yusuf (2012) “Errors in overgeneralization can help teachers find correct ways to improve students’ learning. Particular errors such as in the case of incorrect choice of -s/-es noun clause errors, article errors, and singular plural errors require well-designed problem-solving methods. Such errors must be anticipated by teachers in teaching English to young learners” (p.15)</p>	<p>Problem solving exercises based on most noticeable errors made by students, with the use of a chart with specific rules to differentiate rules from the first and second language.</p>
Pluralization	<p>Students frequently confuse words that are regular and irregular, for this reason it is necessary to take into consideration different instruments. According to Ngêi (2009) “We can study from online websites on the internet, listening to news on TV, These are really model and effective ways to study English nouns with a better result, including countable and uncountable nouns” (p.13). It is very complicated for students to</p>	<p>A possible activity is linked to using the Kahoot tool, which is a virtual platform where students could log in to practice with different questions about plurals, how to use and pronounce them correctly, and also identify which nouns have exceptions that have only one form.</p>

<p>understand and identify words that have the plural, which in turn follow rules such as the use of s, es or ies, or even other types of nouns which change their structure, as in the case of irregular nouns. However, there are other types of nouns which do not suffer any change in their structure because their plural is the same. Therefore, it is necessary for the teacher to use different tools to show and explain how to use pluralization correctly.</p>	
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