

**ANALYSIS OF LINGUISTIC INTERFERENCES OF L1 IN L2 IN THE  
ORAL SPEECH OF ADVANCED STUDENTS FROM UNICAUCA'S  
BAMLEF PROGRAM AT SANTANDER DE QUILICHAO**



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**SCHOOL OF SOCIAL AND HUMAN SCIENCES**

**PROGRAM OF MODERN LANGUAGES, ENGLISH AND FRENCH**

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**ANÁLISIS DE INTERFERENCIAS LINGÜÍSTICAS DE LA L1 EN LA L2  
EN EL DISCURSO ORAL DE LOS ESTUDIANTES DE SEMESTRES  
AVANZADOS DEL PLLMI-F DE LA UNIVERSIDAD DEL CAUCA, EN  
SANTANDER DE QUILICHAO**

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## Abstract

The present study analyzes the linguistic interferences found in the oral speech of fifth and sixth semester students of the program of Modern Languages, English and French, from Universidad del Cauca at Santander de Quilichao, from the Quantitative Approach perspective, and using an structured interview as the tool to collect data. The study aimed at showing the kind of interferences present when students tried to communicate effectively in the L2, in this case, English as a foreign language.

The first chapters refer to how the researchers got interested in this topic, and continue with the conceptual and the theoretical frameworks. The authors selected by the researchers to base their study were Pit Corder and Raquel Mayordomo. Corder proposes the concepts and differentiation of the terms “mistake” and “error”, and interference, and the fundamental role they play in the students’ foreign language learning process. Mayordomo proposes the classification of the mistakes into five levels: morphological, syntactic, semantic, lexical, and phonetic-phonological.

The researchers just considered four of these levels and integrated them into two: the morpho-syntactic level and the lexical-semantic level. After this, the study explains the methodology and the tool used in the study, as well as the findings and their interpretation. The study concludes with some observations of the researchers and their suggestions for further research.

**Key words:** L1, L2, Mistake, Error, Interference, Morpho-syntactic level, Lexical-Semantic level.

## 1. Introduction

Learning a second language is one of the most enriching experiences, which allows people to interact with others in different linguistic codes, in order to communicate. Additionally, the process of learning another language develops student's social skills and abilities with the main objective of having an understandable and effective interaction. Nonetheless, the student who starts a second language learning process must deal with differences between his/her mother tongue and the new one, such as in grammar structures and new phonemes, which are part of this process, sometimes resulting in an unsuccessful interaction in the second language. Thus, the student considers his mother language as the main tool to ease the process of acquiring another (Corder,1981). This way, the student starts using linguistic loans from their mother tongue to try to communicate effectively in the new one, which leads to making syntactic, lexical, semantic and phonetic mistakes. The type of mistake that occurs because of the contact of two languages is called "Interference".

Interferences are part of the student's learning process, and this research aims at analyzing the index of linguistic interferences of L1 in L2 in the oral speech of advanced students of fifth and sixth semesters from the B.A. Program in Modern Languages, English and French, from Universidad del Cauca at Santander de Quilichao. The Quantitative Approach was selected as the approach for the study, which also analyzed the language stage of the students of the two semesters mentioned above, specially their interferences. The methodology used contained a structured interview to collect data regarding the interferences that students of fifth and sixth semester had in their oral speech. In addition, those interferences were classified according to the theory of Mayordomo (2013).

To conclude, the result of this research will help teachers to improve their own teaching techniques, and it is also expected that the students (through a metacognitive process) become aware of their own language process. As there was not any previous research in the context of Santander de Quilichao, the researchers chose an exploratory design based on an interview as the instrument for data collection.

For a better comprehension of this research project, below is a list of acronyms used in this study:

**L1** = MOTHER TONGUE

**L2** = FOREIGN LANGUAGE (ENGLISH)

**EFL** = ENGLISH AS A FOREIGN LANGUAGE

**BAMLEF**= B.A. IN MODERN LANGUAGES, ENGLISH AND FRENCH

**CA** = CONTRASTIVE ANALYSIS

**EA** = ERROR ANALYSIS

It is important to note that several studies cited in this study refer to L2 as both the foreign language and the second language, but for the researchers of this study, L2 refers just to English as a Foreign Language.



## 2. Justification

Linguistic Interferences refer to speakers or writers applying knowledge from their native language into a second one (Gutierrez, Pilotti, Mahamane, & Broderick, 2012). It is important to mention that in this research, interferences encourage the learning process, since they are important in class development and helpful for students and teachers who want to strengthen their pedagogical skills, and their linguistic and communicative competence; this, in agreement with the first specific goal posed by the Educational Project of the Program (PEP): “To develop the students’ pedagogical qualities, as well as the linguistic and communicative competences in the foreign languages -English and French-, so that they may perform as a professional of the education in the area” (p.18).

This research project will benefit the Modern Languages program, because it analyzes the English language in different dimensions, such as, its codes and structural elements, fundamental aspects that are part of linguistic interferences, aiming at benefitting professors and students by identifying the most common mistakes and the frequency of errors. This way, the study will help improve the quality of English language learning and will show the linguistic errors of interference made by students of the university, so they can correct those mistakes, avoid fossilization, and find teaching strategies once they become language teachers. This research will also provide important information regarding the most common interferences in the study population, and it can also be used by future researchers interested in this topic.

### 3. Problem statement

It has been demonstrated that students go through stages in which they make some "errors" (Selinker, 1972), and it is the teacher's work, like the students themselves, to correct them to achieve communicative competence in the target language (English, in this case) (Espiñeira and Caneda, 1998). It should be noted that the stages are part of the language learning process, called interlingua: its system is in the development between the Mother Tongue (MT) and the Foreign Language (L1). This way, interlingua can be considered the contact of the MT with the L1, which results in linguistic interferences (Cardenas, 2016). It must be kept in mind that linguistic interferences are part of the errors. But errors must not be considered negative, since they could be, as stated by Corder (1967) quoted in Raul Fernandez Jódar (2006):

"In the first place, for the teacher, since they tell him, if he undertakes a systematic analysis, how much has the student progressed towards his goal and, consequently, what remains to be learned. Second, they provide the researcher with evidence of how a language is acquired or learned. What strategies or procedures the student is using (...), Third (...), are indispensable for the student himself, since we can consider that making errors is a mechanism that he uses to learn "(p.17).

A fact triggering errors is the difficulty to understand and use idiomatic expressions and figurative language (Lowery, 2013) appropriately. This can be also the cause of interference at the pragmatic level. These expressions are sometimes translated literally, due to the correlation between the lack of meaning in the LE and the association with the LM. These difficulties become barriers when trying to understand other people's points of view. This phenomenon is also known as "communicative or cultural conflict" (Oliveras, 2000, 2005, Martin Rojo, 2003 and Blas Nieves, 2004).

"Communicative or cultural conflict" arises when students of English as a Foreign Language get confused and try to understand idiomatic expressions without prior explanation. While a native speaker can understand those expressions throughout association, even if he has not heard it before, an EFL learner will try to associate meaning by using logic: but this does not always work out well. Consider the following example of figurative language: "Amy's body never stops moving", which means that Amy gets into the lives of others (Lowery, 2013). An EFL student in Colombia could interpret the expression as: "Amy is a very active girl", since the student does not know the context and infers a possible meaning from his own experience. This idea is also supported by Hoyos, L.M. and Roldan, J. (2015), who stated that students face the learning and interpretation of a new language as a process similar to that of their MT, which is presented from the first stages of life, and therefore, it becomes difficult to separate the MT from the target one.

In this study, the interferences are the variations generated in one language by the incorporation of linguistic aspects of another. The problem is when the interference errors can be fossilized. Selinker (1992) points out that this phenomenon is unacceptable for teachers:

There persists doubt among some colleagues as to the reasonableness of the central claim of fossilization, that there exist forms which will remain in learner speech permanently, no matter what the learner does to attempt their eradication. Certainly, language teachers have reason to be disturbed by this claim since, on the surface at least, it seems to undermine the language teaching process (Selinker, 1992, p.252).

In the B.A. in Modern Languages, English and French, at Santander, the development of communicative competence in both foreign languages is fundamental for the success of the alumni. For the specific case of English, students must have the ability to understand the

functioning, structure and activity of the language at all levels (syntactic, morphological, phonological, phonetic, discursive, pragmatic and semantic), using the foreign language appropriately, while acquiring excellent teaching skills. The academic context includes ten (10) hours of the foreign languages a week studied during the first six semesters of the career according to the curriculum. Nevertheless, outside the college environment, the exposure to the language is reduced considerably, since people use their native language to communicate. This linguistic reality imposes challenges on the learners, who must develop communicative skills in English in different contexts.

Faced with this situation, the students of the program strive to learn the new language in a context that is not the appropriate to do it. This situation interferes with the normal learning process: students will appeal to their knowledge in their MT, thus hindering effective communication. For this reason, the researchers of this project took up the task of verifying the interferences as a consequence of the learning process of English as a foreign language and its reiterations in the oral discourse on the students of the fifth and sixth semesters of the Universidad del Cauca, at Santander de Quilichao. Then, the following research question was posed:

What is the index of incidence of the linguistic interferences of the L1 (Spanish) in the L2 (English) present in the oral discourse of the students of the fifth and sixth semesters of the B.A in Modern Languages, English and French from Universidad del Cauca at Santander de Quilichao?

## **4. Objectives**

### **4.1. General objective**

To analyze the index of linguistic interferences from Spanish in the learning of English as a foreign language from the Error Analysis applied in the oral discourse of the students of fifth and sixth semesters of the BAMLEF of the Universidad del Cauca at Santander de Quilichao.

### **4.2. Specific objectives**

- To collect data from the oral discourses of students of fifth and sixth semester of BAMLEF in a linguistic corpus throughout a structured interview.
- To determine which errors are the product of linguistic interference and classify the type of interferences presented in the oral discourse of the students of fifth and sixth semester of BAMLEF.
- To analyze the frequency of linguistic interference in oral discourse of the students of fifth and sixth semester of BAMLEF.

## 5. Conceptual framework

This chapter addresses the different key concepts that support this research, such as: Linguistic Interference, Error, Interlanguage, among others. These were defined in a brief and concise way for a better understanding.

### 5.1. Linguistic interference

This concept is the object of analysis in this research, so it was necessary to establish the meaning of the term. Weinreich (1974) is cited as the researcher who incorporated the term for the first time in linguistics.

The practice of alternately using two languages will be called BILINGUALISM, and the persons involved, BILINGUAL. Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact, will be referred to as INTERFERENCE phenomena. (p.17)

However, there is no agreement concerning the definition of interference as stated by Blas (1991), who mentions the problems of the delimitation of interference in relation to linguistic error, bilingualism, and linguistic change. It should be noted that the purpose of this research is not an exhaustive characterization of linguistic interferences. However, it is fundamental to know the definition as well as the opposition to this concept today. The dictionary of key terms of ELE (Español como Lengua Extranjera: Spanish as a Foreign language) of [cvc.cervantes.es](http://cvc.cervantes.es) (1997-2018), defines the Interference based on Blas Arroyo J, L. (1991), Gass, S. Selinker, L. (1983) Weinreich, U. ( 1953), (1974), as:

Interferencia es un término usado en didáctica de la lengua extranjera y en psicolingüística para referirse a los errores cometidos en la L2, supuestamente originados

por su contacto con la L1; es sinónimo de *transferencia negativa*. Cualquier aprendiente recurre a sus conocimientos lingüísticos y generales previos e intenta aprovecharlos para el aprendizaje de la L2. En ocasiones sus conocimientos previos le facilitan el nuevo aprendizaje; es lo que se conoce como transferencia positiva. En otras ocasiones, por el contrario, el proceso de transferencia ocasiona un error; entonces se habla de transferencia negativa o de interferencia. En estos casos se considera que lo aprendido dificulta lo que se va a aprender.

On the other hand, the term *Interference* has been part of a wide discussion concerning its connotation, since it was previously considered a negative aspect in the learning process, something that should be avoided, as well as Yebra (1959) cited in M. Fernández (2013) states "las interferencias son calcos innecesarios o incorrectos, contrarios a la norma o a la costumbre de la lengua término, y se designan con nombre que aluden a la lengua invasora: anglicismo, galicismo, italianismo, latinismo, etcétera" (p. 4).

But as Linguistic studies about the contact between languages progressed, errors were considered as involuntary learning, and in turn, these were evidence that the student was in the process of learning. Therefore, this research considers the interference as positive especially when it occurs in mastering a language; this is why the definition of Flor Ada (1975) cited in M. Fernández (2013) was considered:

La mezcla de códigos que realiza el verdadero hablante bilingüe cuando se comunica con otro hablante bilingüe es un fenómeno creativo que no implica necesariamente limitación en el uso de cada lengua sino posibilidad de mezclarlas por razones afectivas, expresivas, incluso, críticas. Es algo muy distinto que recurrir a préstamos por falta de conocimientos de la palabra en el idioma que se habla. (p.5)

Interference was also considered a creative way of playing with the language, a way to develop a critical thinking and enhance the knowledge of the language. Although for this study the interferences have also been considered as a fundamental part of the learning process and it represents personal growth (Corder, 1967), it must also be noted that if the learner fails to overcome the interferences and these become part of his speech, they can be fossilized (Selinker, 1972). That is why interferences should be subject to a treatment when they are identified, thus avoiding fossilization.

## **5.2. Error analysis and Contrastive analysis**

Given the main objective of the project, these two terms are fundamental in the study, since they are used mainly to predict errors in the learning process of the students, by using different points of view. Corder (1967) mentions in his study *Significance of Learner's Errors* that one of the ideas that make way to the emergence of Error Analysis (EA) was that Errors are made in every process of language learning, despite the effort made by the learner. Therefore, the attention should be focused on studying these errors and guiding the learner after they have been made. Besides, it suggests that these mistakes are predictable, since once identified the kinds of errors and when they are made, measures can be taken with premeditation. Such factors are what will lead to the study that will be carried out in this specific context, focusing towards the consciousness of the mistakes made in the journey of the English language learning. Although there is another form of analysis for the prediction of errors, which is the Contrastive Analysis (CA). Unlike the Error Analysis (EA), the CA pays attention to the similarities and differences between languages trying to predict the difficulties and facilities that students will have, without paying attention to the mistakes made by them. In contrast with the EA that hierarchizes the



errors depending on their frequency, giving a better image of the learning process and its difficulties.

### **5.3. Error**

The relevance of this concept lies in its connotation in the learning process and, as well as the term Interference, the delimitation of the analysis by means of the specific definition of the term. Starting with the connotation, the concept of error is treated by S. P. Corder (1967) in his famous article "The significance of learners' errors", where he makes a distinction between the concept of "error" and "lack" or "mistake". Errors are made because of ignorance of the rule and occur in second or foreign language learners. They are also called systematic errors. On the other hand, for the terms of lack or mistake, they refer to production errors, which are sporadic errors that the learner makes for lapses, failures, problems, oversights or forgetfulness, which Corder calls non-systematic errors (Corder, 1967).

The Common European Framework of Reference for Languages (CEFRL) is not distanced from Corder's postulate regarding the error; the levels postulated by the CEFRL are: Systematic elementary errors at A2 level, at B1 and B2 levels, they are established levels of comprehensibility and it resorted to self-correction, and at C1 level that is the counterpart of A1 level, the "error" is replaced by "grammatical correction" and it resorted to self-correction (Vázquez, G. 2009).

### **5.4. Interlanguage**

The concept of Interlingua becomes important to the development of the research, since it places the research in a stage of the learning process. According to Selinker (1972), interlanguage (IL) refers to the stages that the student has in the learning process until the acquisition of a language, meaning the student will make a series of errors as much as

interference and other types in each stage, which will decrease as the target language is learned. It is also called transitional dialect (1967), idiosyncratic dialect (Corder, 1971) or approximative system (Nemser, 1971). The conduction of interviews in this research will show the interlingua of each person in a specific stage, and it should be noted that it will surely have changed at the end of the semester in relation to when the data was collected.

The explanation and delimitation of the terms below are crucial to develop the research, since both Lexical-semantic level and Syntactic-Morphological level are the levels of analysis that were chosen in the research.

### **5.5. Lexical-semantic Level.**

These interferences are caused by the use of words and phraseological units that do not exist in English following the Spanish rules of word formation or doing literal translations of existing compounds in the L1. Because of the creation of non-existent terms in English due to an overgeneralization, or to decalcs in the structures. They are caused because the student does not know that a certain term is an Intralinguistic paronym, a false friend in his L2 (Mayordomo, R. 2013).

### **5.6. Syntactic-Morphological Level.**

These interferences are caused due to differences in the construction of sentences: order of words among subject, verb and complement. since the syntactic structure of Spanish is much more flexible than that of English (Mayordomo, R. 2013).

## 6. Theoretical framework

Throughout this chapter, the theories guiding this research on linguistic interference analysis can be found, exposing each of the authors that contribute and are part of the evolution of each of the theories that allowed to base and establish the methodology used.

Therefore, it was necessary to find a theory that allowed predicting Interference errors, not with the intention of avoiding them, but to successfully overcome them after having been made. In relation to this purpose, two theories have been developed: the CA and the EA. The former is a study postulated by Lado (1957): the identification of differences and similarities between languages, allowing to identify and subsequently predict the parts in which the student would have difficulties in the language learning process, because of the differences between the linguistic codes or, on the contrary, the parts in which the student could have some ease due to the similarity between them. Then, Wardhaugh (1970) makes a distinction between two versions of the AC, the strong version, already mentioned above, and the weak version that proposes the analysis of student interferences. These studies were used for the preparation of didactic material in the teaching of languages, but it ended up being strongly criticized in the 60s for a lot of reasons, including mainly the theory of Universal Grammar of Chomsky (1959) that is opposed to the behaviorism of Skinner, it proposes a system for learning the language with which the children are born, therefore it is only necessary exposing them to the language, so they can match each one of the linguistic elements. Consequently, the CA disappears since it is based on behaviorism. Besides, the CA considered that all errors were produced only by the contact between languages, leaving aside other possible causes (Fernández, 2006).

The EA arose based on the weak version of the CA, since it studies errors in the specific context where they are made, however they are differentiated by their theoretical bases because

the EA is based on the perception of linguistic errors that Corder (1967) exposes, which are not only caused by interferences due to contact between languages but they can also be caused from different mental processes such as mental lapses and the overgeneralization of grammatical rules, these errors are proof of learning progress and they are used as communicative strategies by the student. Besides being the behaviorism rejected by the Universal Grammar of Chomsky (1959), the behavioral treatment of errors that supported the CA was excluded from the bases of the EA. For the development of the EA, Corder (1971) posts the three phases that must be followed to develop a correct Error Analysis:

1. Error identification.
2. Error classification and description.
3. Explanation of how and why the errors are made.

In the second phase, Corder (1981) suggests that the classification implemented by teachers is too superficial; it consists of four elements: Errors of omission, errors of addition, errors of selection and ordering error. Although some try to deepen by also categorizing them in the linguistic levels (Graphological or phonological, grammatical and lexical-semantic), this still does not turn out to be sufficiently deep, that is why Corder proposes a more adequate classification of errors, which must also be categorized by levels linguistic and terms of linguistic systems, such as time, number, grammatical modes, gender, case, etc. Furthermore, in the third phase, the pedagogical application of errors must also be found, although there are some researchers who consider this part as a fourth phase.

The taxonomies can be varied, since not only the one established by Corder is used, because they are made in accordance with the objectives that each one have and the parts of the

speech they want to study, for example, the taxonomy established by Richards (1971) consists on Interlanguage errors and Intralingual and developmental errors. In the first type of error, the errors are caused by the interference of the L1 in the L2, on the other hand, the second type of errors is subject to the structure of the L2 itself and this represents a competition in a particular stage. However, the taxonomy established by M. Fernández (2013) was considered appropriate for this project, since unlike the others, it was focused on identifying only linguistic interference errors at two different linguistic levels (lexico-semantic and syntactic-morphological), allowing the researchers to directly identify these kinds of errors.

Finally, one of the last theories implemented to the analysis of errors was the theory of the IL, coined by Selinker (1972): to describe the evolutionary system that the student uses when trying to learn another language, which is a combination between the L1 and L2 depending on the student, each time he will be closer to the L2. This theory expands the area of study of the language to not only the identification of errors but also to the production elaborated with success, this allows seeing the learning process clearly from the two points of view and in this way, being possible to relate them to each other and describe the learning process in a better way.

## **7. Methodological framework**

This research was focused on identifying the linguistic interferences presented in the advanced students' oral speech from the BAMLEF program at Santander de Quilichao. To achieve the purpose of this chapter, it was necessary to talk about the methodology planned for this research where the employed instruments was also explained and detailed for data collection. At the end, the different moments of the research are presented.

### **7.1. Approach**

To carry out this research, a quantitative research was followed, in order due to show – statistically- what interference mistakes were found in a specific population. Moreover, it is worth noting that this research did not have a formulated hypothesis as it pretended to give evidence regarding the criteria of the research (Sampieri, 2006)

### **7.2. Research design**

The non-experimental design was chosen for the development of this research, since it observed linguistic phenomena in its natural context, to be analyzed later on. Kelinger and Lee (2002) state that: “it is not possible to manipulate variable or assign participants or approaches randomly in the non-experimental research” (p.504)

In addition, it was used an exploratory cross-sectional research, which consists of compiling data in a single moment, an only time and its purpose is to know an event generally. This research was carried out for new and little-known problems (Sampieri,2006); there was not any other study about linguistic interferences, carried out in the context of Santander de Quilichao.

Due to what was mentioned above, the categorization of data was taken as a main point without manipulating any variable, so data and information of linguistic interferences were analyzed to be finally exposed, along with the findings in this research.

### **7.3. Population**

Advanced students (fifth and sixth semesters) from the program were chosen to carry out this research, due to the English level they have achieved, since they have studied most of the content established by the corresponding Pensum.

#### **7.3.1. Fifth Semester Students:**

From twenty-eight (28) students, the interview was conducted with Fourteen (14) volunteer students from Unicauca's BAMLEF program at Santander de Quilichao. Ten (10) of them were women and 4 (four) men which participated and answered the questions of the interview.

#### **7.3.2. Sixth Semester Students:**

Out of thirty (30) students, eighteen (18) volunteered to answer the interview. It must be noted that 9 (nine) were female, and 9 (nine) male.

### **7.4. Previous authorization**

To carry out the study of Linguistic Interference Analysis, the researchers went to the classrooms to present the objective of the research and the interest in the students of this study. While talking with them, an oral agreement was reached to use these audios anonymously for the purposes of the investigation. Some students agreed to participate, and others preferred not to do it. Finally, it was necessary, to obtain the consent of the students. This consent is attached to the work.

## **7.5. Methodological stages**

Regarding the methodological stages, it is necessary to highlight that the stages mentioned by Corder (1981) in his work “Error analysis and interlanguage” regarding the ‘error analysis’, were considered and adapted in this study.

### **7.5.1. First stage – Documentary Analysis and Application of the Instrument**

First of all, a documentary analysis was carried out, with the purpose of collecting information regarding the goals of this study. This analysis allowed to find the theories concerning the topics comprised in this study.

Finally, a structured interview was applied to fifth and sixth semester students with the purpose of collecting data regarding the linguistic interferences of L1 in L2 in their oral speech. It should be emphasized that most of the questions in the interview were adapted from the study of Cárdenas and Payares (2017) “Análisis de las interferencias lingüísticas del creole en el aprendizaje del inglés en los estudiantes de la Universidad de San Buenaventura, Cartagena (USB) provenientes de San Andrés islas” since the instrument aimed at identifying the linguistic interference of the creole language in the Population of people from San Andrés Islas, and this research project had the same purpose with a different L1.

#### **1<sup>st</sup> Instrument**

Students interview format taken and adapted from Cárdenas and Payares (2017) “Análisis de las interferencias lingüísticas del creole en el aprendizaje del inglés en los estudiantes de la Universidad de San Buenaventura, Cartagena (USB) provenientes de San Andrés Islas”

Structured interview format for the advanced students of Universidad del Cauca, Santander de Quilichao



### **Structured interview objective:**

- To collect data regarding the linguistic interferences of L1 in L2 in the oral speech of the students of fifth and sixth semester in the Universidad del Cauca, Santander de Quilichao.

1. What does being a teacher mean to you?
2. What experiences do you remember according to the methodology used in the English classes?
3. What are you planning to do once you finish the career? Both, at the professional and personal level?
4. Has the program fulfilled the expectations you had when you started it? If yes how, if not, why?
5. What do you feel when you cannot use the English language properly?
6. What do you think about mistakes, are they something positive or negative for your learning process, why?

This interview had six (6) posed question which allowed getting an extensive oral registration for the linguistic interference analysis.

### **7.5.2. Second stage – Identification of the Errors and Errors Correction with Description**

This stage was divided in three phases. In the first one, the errors committed by the students of fifth and sixth semester in their oral speech during the structured interview were identified. During the second phase, those errors were corrected, according to Corder (1981) those corrections are called *restructured sentences* which are “roughly speaking, what a native speaker of the target language would have said to express that meaning in that context, i.e., it is a translation equivalent” (p.21-22). Finally, in the third phase, a description of the errors and the

errors corrections was made with the objective of specifying why the error was considered an error and to clarify the correct use of the grammatical rules.

### 7.5.3. Third stage – Classification of the Linguistic Interferences

In this segment, the errors found, corrected and described in the stage above were classified. However, it was necessary to appeal to a Master’s thesis by philologist Raquel Mayordomo Fernandez (2013) entitled, “Linguistic Interferences between English and Spanish from a practical perspective”. In her work, she classifies interferences in two categories:

1. Oral
2. Written

This research took the oral category which has three (3) levels and it is divided on sublevels:

<b>Lexical-Semantic level</b>	“the use of words and phraseological units that do not exist in English following the Spanish rules of word-formation or making literal translations of compounds already existing in L1”. (Mayordomo, 2013, p.16)
	“the creation of new non-existent terms in English due to overgeneralization, or copy in the structures”. (Mayordomo, 2013, p.17)
	“interference caused by an intralinguistic paronym a false friend in L2”. (Mayordomo, 2013, p.17)

	<p>“the interference caused by socio-cultural reasons”. (Mayordomo, 2013, p.17)</p>
<p><b>Syntactic- Morphological level</b></p>	<p>“differences in the construction of sentences: order of word”. (Mayordomo, 2013, P.18)</p>
	<p>“differences in the construction of sentences: the omission of subject”. (Mayordomo, 2013, P.18)</p>
	<p>“differences in the construction of sentences: interferences in the grammatical categories”. (Mayordomo, 2013, P.19)</p> <ul style="list-style-type: none"> <li>• Articles</li> <li>• Pronouns</li> <li>• Adverbs</li> <li>• Prepositions</li> <li>• Adjectives</li> <li>• Verbs</li> </ul>

### **Phonetic-phonological level**

Furthermore, each error was categorized on lexical-semantic or syntactic-morphological level. Then, errors and interferences (mistakes) were identified. Thus, those interferences were explained. It is important to mention that errors were just categorized but not explained. It is pertinent to mention that phonetic-phonological level was not taken into account for the

development of this research project since this level is a very deep camp of analysis. On the contrary, the lexical-semantic and syntactic-morphological levels were the camp of analysis for the oral speech of the students from Unicauca's BAMLEF program at Santander de Quilichao.

#### 2<sup>nd</sup> Instrument - Organizational Chart

This instrument was designed for the purpose of this research project with the objective of organizing the information better about the errors found in the oral speech of the students of fifth and sixth semester of the Universidad del Cauca, Santander de Quilichao. This chart consists of five (5) columns: interviewer, error, error correction, error description and categorization/interference description.

#### **Organizational Chart**

##### **Aim of the instrument:**

- To organize the errors obtained with the structured interview from the oral speech of the students of fifth and sixth semester of the university of causa, Santander de Quilichao.

<b>Interviewee</b>	<b>Error</b>	<b>Error correction</b>	<b>Error description</b>	<b>Categorization/Interference description</b>

#### **7.5.4. Fourth stage- Findings and Analysis**

This last phase was designed to interpret the index of the interferences from the fifth and sixth semester students from Unicauca's BAMLEF program at Santander de Quilichao. This

way, to analyze the percentage of interferences in a general way between the two semesters in both levels (syntactic-morphological and lexical-semantic level). Thus, to analyze the percentage of interferences in each specific level for both semesters. Therefore, the two results of each semesters in each graph were contrasted and then explained. Next, there were given some possible causes of interferences for explaining why these were committed.

In relation to the percentages of the data, there is a relevant differentiation between inferences and other kind of mistakes. Therefore, it was used the total of mistakes (A) for dividing the one hundred percent and then it was multiplied for the number of interferences (B) and, the number of mistakes non related to interferences (B), and thus, the percentage of interferences (B%) was gotten in a general view. The equation used is shown below:

$$(A/100\%)B=B\%$$

Besides, even referring to the general data, it was applied the same equation to get percentages, but it was made based on the interferences (A) only, being the one hundred percent, and the number of interferences associated to the linguistic levels (B) was used to get their percentages (B%). Then, it was emphasized the contrast between each semester getting the percentages individually, they were based on the total of interferences made in each semester. This means that the total of interferences of sixth semester (A) and the number of interferences associated to each linguistic level in the semester (B) was used. After that, it was made apart applying to the semester sixth. Then for analyzing each sub-level of both semesters, it was applied the same system of contrast between the semesters but getting the total of interferences from each linguistic level (A) and getting the percentages of the interferences in each sub-level (B).

## 8. Contextual framework



This research took place in the Municipality of Santander de Quilichao located in the SouthWest of Colombia. Santander de Quilichao is an important municipality due to it is located in a strategy point of the department, which connects two departments: Cauca and Valle del Cauca also because its raised relief, climate and geographical location has allowed that different ethnic groups develop this customs and traditions in there. Thus, Santander de Quilichao has embarked upon the path of growth and development in order to become a regional trading center. The researchers decided to carry out this research since there are not previous studies related to the field of linguistics.

Universidad del Cauca plays an important role in this region, offering quality programs that meet to the community needs, to contribute to the development, and to promote research projects that at the same time ensure the social, cultural and economic interests of the region. The first undergraduate programs offered were the Program of Law and the B.A. in Modern Languages English French, emphasized by its renovation of Accreditation of high quality granted on 4 November 2017 by Resolution No. 27245, which has offered a quality education not only to the university but also benefiting many public educational institutions of the municipality, through the model of preservice teacher training. The University currently has two

Campuses; Campus Carvajal, which is the administrative and central campus and besides, Casona which is located in the historical center of the municipality, the first one of those has sixteen rooms and three laboratories equipped with a total of 74 computers and the second one with 6 rooms, in which three are equipped with Beam video.

## **9. Prior researches**

In order to provide support and tools for this project, different research was investigated to support the topic of Interference in fifth and sixth of BAMLEF students of the Universidad del Cauca. Researches were encountered at the international, national and regional levels which allow contributing significantly in the implementation of instruments, methodology and theoretical support to develop the topic.

### **9.1. International researches**

**Error analysis in English writing of Sinhala speaking students. Author: Rohan Abeywickrama Year: 2010.**

The paper describes the use of error analysis applied in essays written in English by Sinhala speaking students from Sabaragamuwa University in Sri Lanka. The objective of the research is to see if the main cause of the errors committed by students of Sabaragamuwa University is produced by linguistic interference originating in their own language, Sinhala. For the purpose of the study they carried out a linguistic corpus with written essays by sixty first and second year students of the different courses offered by the university, for the elaboration of the linguistic corpus they were offered two topics to write 200 to 250 words, based on Ellis (1995), where the Error Analysis was applied, concluding that the main language error is not caused by the language interference.

This study provides methodological bases for the elaboration of this project as the use of a linguistic corpus for the analysis of linguistic interferences, as well as showing the bases to elaborate a good tool for the collection of the corpus.



**Linguistic interference in the simultaneous learning of several foreign languages.**

**Autores: Buitrago, S. H., Ramírez, J. F. & Ríos, J. F. (2011).**

In this article by the Universidad de Caldas, in Manizales-Colombia, 100% of the professors of that university had the perception that students mixed languages in the oral use of the target language. The researchers of this project in Caldas surveyed students and teachers who stated that Interference was part of the process of learning several foreign languages simultaneously. For this reason, they proceeded to carry out a series of activities in different languages (English, French, Italian) such as evaluations, texts or to complete enunciations for students, who studied several languages simultaneously at the beginning and intermediate level where they found that these had interference between several languages commonly identified in particles and vocabulary.

This study efficiently contributed to the construction of different strategies for the data collection such as the survey of teachers and students in order to know, in quantitative way, the perception in the process of learning of the students, in case of being a teacher or the identification of the oral discourse in his experience as an apprentice, in case of being a student.

**Analysis of Creole linguistic interferences in English learning in students of the University of San Buenaventura, Cartagena (USB) from San Andrés islands. Autores: Margareth Paola May Cárdenas and Laura Tatiana Payares Pajaro. 2017.**

The present research project was carried out under a mixed methodology; the instruments for data collection consist of interviews, semi-structured observation cards and finally an observational and participatory recording, which was transcribed literally.

Moreover, the population was determined by 165 students of B.A in Modern Languages of the USB. Since this is a case study, the sample is not at random, but by default. The samples

were two students from different semesters from San Andrés and whose native language is Creole. The results were then transcribed and analyzed, both interviews and observations to show the frequency of interference, and students' perceptions of the place of standard English in creole speakers are also taken into account. It should be noted that this work contributed to the interview, which was adapted to the context of the Universidad del Cauca.

Finally, with the results offered by the research, the aim was to sensitize teachers and students in order to raise awareness of linguistic diversity and they also concluded that interferences are part of learning.

### **Interferencias lingüísticas entre el español y el inglés desde una perspectiva práctica.**

**Author: Mayordomo Fernandez year: 2012-2013**

This research shows how Spanish as the mother tongue interferes in the acquisition of English as a foreign language. In order to achieve this, Mayordomo Fernandez determined the linguistic interferences into three levels: phonetic-phonological, lexical-semantic, and syntactic-morphological. Each level has its own sublevels to specify how the mistakes were found. Each mistake was classified and explained in some charts the reasons why the mistakes were made.

This research helped this project to identify and to classify the mistakes in each level and dividing them by the criteria of the sublevels. It also helped to adapt the chart of this project since from Mayordomo's research the organization and some ways to analyze the data were taken into consideration.

### **9.2. Review of regional studies**

**Analysis of syntax errors in English due to Spanish interference in students of the degree course in foreign languages of the University of the Valley. Autores: Lina Marcela Hoyos Caicedo and Jairo Roldán Piedrahita. 2015.**

The research presented below consisted of a mixed approach, where the tools of the quantitative and qualitative approach are used to complement and search for information on syntax errors. It should also be noted that a defined model is not used to use each approach, but is implemented simultaneously throughout the methodology. In addition, by the nature of this study, information was obtained from apprentices as well as their language level. The sixth semester consisted of 43 students, men and women between the ages of 19 and 20, all with Colombian nationality of different socio-economic status.

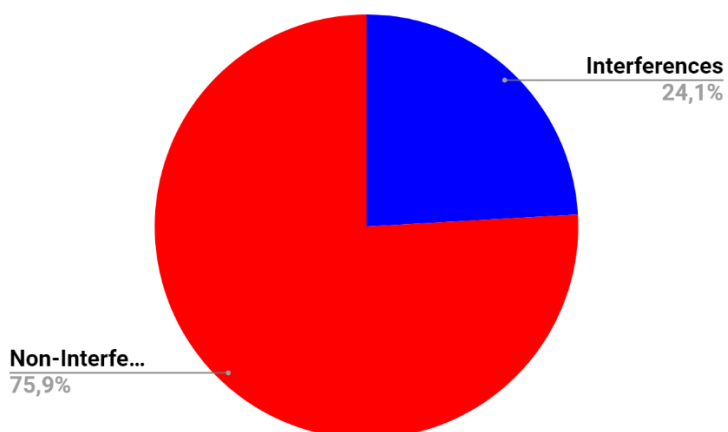
The collection of data was carried out with the informed consent of teachers and students, since the researchers explained the objective of the research to both, in order to use some of the argumentative texts previously submitted by the students. After the students accepted the terms, the texts were used for research purposes, implementing two tools for data collection, testing and survey. This study brought better clarity and use in context on the error analysis used by Corder (1981) however the criteria they use are descriptive, linguistic/grammatical and etiological, and these are not exactly the same criteria used in this research.

In conclusion, the objective of the study was achieved by demonstrating interference and errors, classifying them.

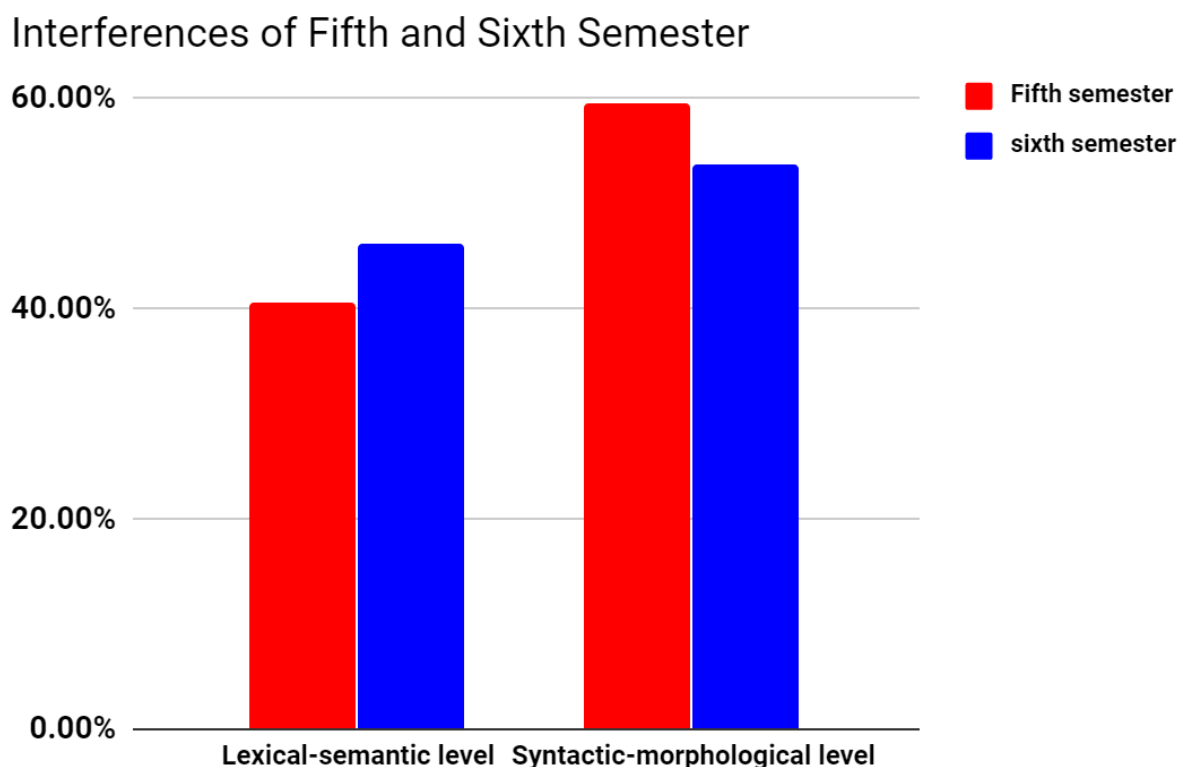
## 10. Findings and analysis

The analysis is developed in a general-to-specific structure, that allows highlighting the greatest differences in each outstanding element of the taxonomy applied to categorized interferences. Besides the implementation of this structure enables to contrast each semester in a systematic way, improving the comprehension of the data and the efficient information processing. Continuing with the handling of data, it is treated as percentages due to the different number of interviewed people in each semester. Since the percentages allow to put aside the differences in number and focusing just on the interaction of each linguistic level of interference registered in fifth and sixth semesters.

It is necessary to mention that not all the founded were interferences, there was also non interferences (See the figure 1 below). There were similar percentages of interferences based on the 100% of general mistakes found in each semester, since they were close to 25%. It means that a quarter of the mistakes were associated to interferences. Besides, it is relevant to highlight that this data of general mistakes was not deepened because this research was focus on interferences. Although, it is important to point out that not all mistakes made by the students in their oral speech are interferences. As it is shown in the figure below.



**Figure 1. Interferences and Non-interferences.**



**Figure 2. Interferences of Fifth and Sixth Semester.**

According to Ada, (as cited in Mayordomo, 2013) interferences are:

La mezcla de códigos que realiza el verdadero hablante bilingüe cuando se comunica con otro hablante bilingüe es un fenómeno creativo que no implica necesariamente limitación en el uso de cada lengua sino posibilidad de mezclarlas por razones afectivas, expresivas, incluso, críticas. Es algo muy distinto que recurrir a préstamos por falta de conocimiento de la palabra en el idioma que se habla (p.5).

Regarding the interferences of L1 in L2, it was observed a prevalence of the Syntactic-morphological interferences, that kind of interferences predominate with a rate of 59.5% in fifth semester and 53.8% in sixth semester. According to Mayordomo, 2013 syntactic-morphological interferences are related to “differences in the construction of sentences: order of word, the

omission of subject and interferences in the grammatical categories” (p. 18-19). It is necessary to mention that according to Mackey (as cited in Mayordomo, 2013) this kind of interference emerges when “se introduzcan unidades y especialmente combinaciones de categorías gramaticales, partes del discurso, y morfemas funcionales provenientes de otra lengua el habla de un hablante bilingüe” (p.18). Thus, it was detected syntactic-morphological level interferences such as:

**Person 13, Sixth semester**

**Original phrase** ... *for obtain more experience.*

**Corrected phrase:** ... *for obtaining more experience.*

Regarding syntactic-morphological interferences, the structured interview evinced that students speak in English with the Spanish grammatical structure; In the example below the natural verb in English is used as the infinitive verb, but this occurs for the relation that the students make between both languages, since the natural verb and the infinitive verbs are written in the same way in Spanish, besides the use of gerunds in Spanish language in that context would have been unnatural, due to the use of the verbs in infinitive form after the preposition “Para” in Spanish. This kind of interferences related to the Syntactic-morphological level are caused by the several differences between both languages, this forces students to use phonemes and structures they already know.

On the other hand, lexical-semantic interferences have the lowest rate of interferences. This kind of interference regards to the use of words and phraseological units that do not exist in English following the Spanish rules of word-formation or making literal translations of compounds already existing in L1; the creation of new non-existent terms in English due to overgeneralization, or copy in the structures; interference caused by an intralinguistic paronym a

false friend in L2 and finally the interference caused by socio-cultural reasons (Mayordomo, R. 2013). The author also adds:

Las interferencias en este nivel ocurren debido a que cuando un hablante bilingüe o en proceso de serlo intenta establecer un acto comunicativo, emplea vocablos y estructuras fraseológicas bien empleando términos que utilizaría en su lengua materna sin tener en cuenta su posible repercusión en su segunda lengua, bien siguiendo las reglas de formación de palabras de su L1.

In the structured interview was found lexical-semantic level interferences such as:

**Person 03, Fifth semester**

**Original phrase:** *I will work with \_ teacher in my school **donde**...*

**Corrected phrase:** *I will work as a teacher in my school **where** ...*

**Person 06, Sixth semester**

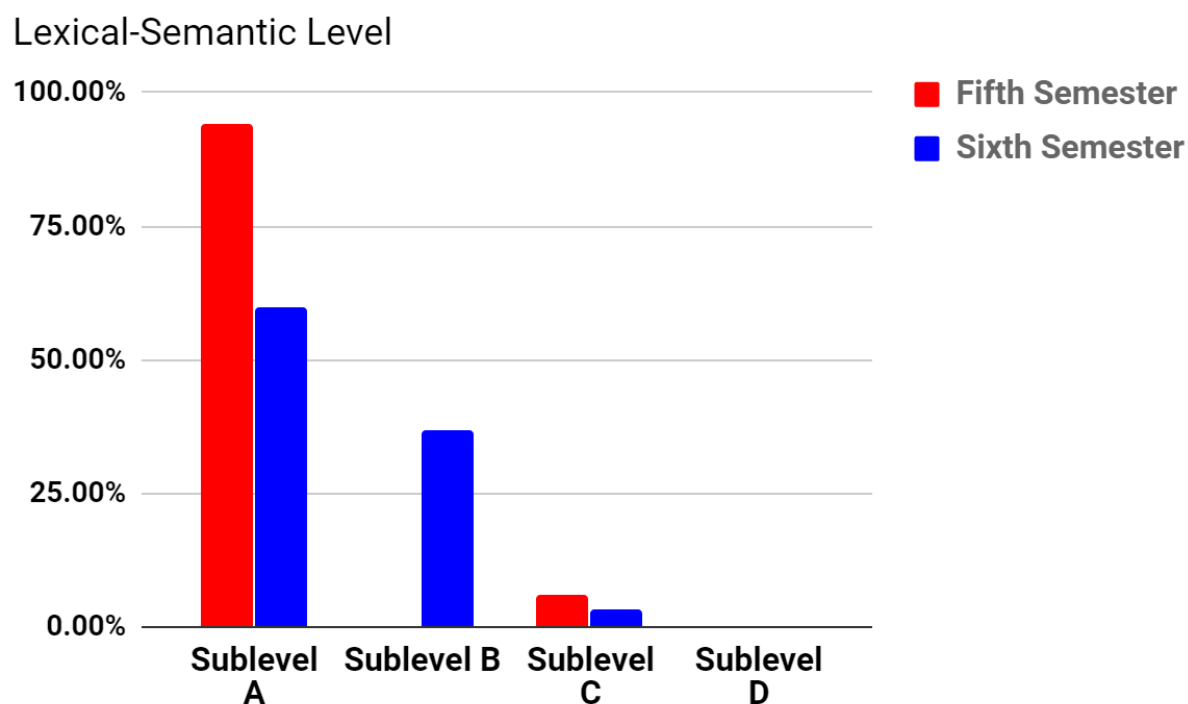
**Original phrase:** *... and also made a make a **magister** or...*

**corrected phrase:** *... and also to study a **master's degree** or...*

This type of interference in the population studied of the fifth and sixth semester shows that the use of calques of words, when they want to say something that they do not know, are less recurrent than the interferences linked to the position of those words and their relation between them. In the first example below, a Spanish word “donde” was used due to a student said it in an English context. This happened because the student forgot the English word and replaced it with its Spanish meaning to communicate his/her message. In the second example, the student used the word “magister” thinking that this was an English word. This happened because the sound of

the word is similar to English words and, in that way, the students made a calque of this Spanish word.

Finally, these interferences could happen due to the lexical similarity of both languages Spanish and English. According to Singleton, D. (2007) “The similarity relation means that an item or pattern in TL is perceived as formally and/or functionally similar to a form or pattern in L1 or some other language known to the learner” (p.5). In other words, both languages English and Spanish have vocabulary in common or similar which with the generalization of word formation help to adjust easily into their speech.



**Figure 3. Lexical-Semantic Level**



Concerning the Lexical-Semantic Level, Mayordomo, R. (2013) states that:

“Las interferencias en este nivel ocurren debido a que cuando un hablante bilingüe o en proceso de serlo intenta establecer un acto comunicativo, emplea vocablos y estructuras fraseológicas bien empleando términos que utilizaría en su lengua materna sin tener en cuenta su posible repercusión en su segunda lengua, bien siguiendo las reglas de formación de palabras de su L1”. (Mayordomo, R. 2013, p.16)

In addition, this interference level according to Mayordomo, R. (2013) is divided into four sub-levels. For the purpose of this research, these sub-levels of interference are going to be identified with the letters A, B, C, and D. Hence, the A relates in accordance with Mayordomo, R. (2013) to “the use of words and phraseological units that do not exist in English following the Spanish rules of word-formation or making literal translations of compounds already existing in L1” (p.16). Whereas, the B refers to “the creation of new non-existent terms in English due to overgeneralization, or copy in the structures” (Mayordomo, R. 2013, p.17). Furthermore, the C is associated with the “interference caused by an intralinguistic paronym a false friend in L2” (Mayordomo, R. 2013, p.17). At last, D relates to “the interference caused by socio-cultural reasons” (Mayordomo, R. 2013, p.17).

It is observed in figure 3 the A sub-level of interference prevail with a rate of 88.9% for students of fifth semester and 48.6% for students of sixth semester. According to Mayordomo, R. (2013) this sub-level refers to “the use of words and phraseological units that do not exist in English following the Spanish rules of word-formation or making literal translations of compounds already existing in L1” (p.16). In this sub-level the following interferences were found:

**Person 13, Fifth semester**

**Original phrase:** *you improve and its do that better version of you.*

**Corrected phrase:** *you improve to be the best version of yourself.*

This sub-level of interference was presented in the students of fifth semester because they had to transmit a message and because of doubts of vocabulary. Thus, the students drew on their L1 for the creation of words that transmit what they want to say. Furthermore, student ignore the use of comparatives and superlatives. Likewise, the Latent Language Structure could be presented in students oral speech according to Lennenberg (as cited in Selinker, 1972) the Latent Language Structure“(a) is an already formulated arrangement in the brain, (b) is the biological counterpart to universal grammar, and (c) is transformed by the infant into the *realizes structure* of a particular grammar in accordance with certain maturational stage” (p.211). In other words, the fifth semester students have a latent language structure from their L1.

On the other hand, the B sub-level of interference have a rate of 29.7% for sixth semester students. It is necessary to mention that fifth semester student did not present interferences in this sub-level. According to Mayordomo, R. (2013) this sub-level relates to “the creation of new non-existent terms in English due to overgeneralization or copy in the structures” (p.17). Regarding this sub-level, the next interference was discovered:

**Person 02, Fifth semester**

**Original phrase:** *.. because is the natural process for **the persons***

**Corrected phrase:** *.. because is the natural process of **people***

On the contrary, with a rate of 5.5% for fifth semester students and 2.8% for sixth semester students. The C sub-level was perceived in the structural interview. According to Mayordomo, R. (2013) C sub-level is associated with the “interference caused by an

intralinguistic paronym a false friend in L2” (P.17). Interferences concerning to this sub-level are below:

**Person 04, Fifth semester**

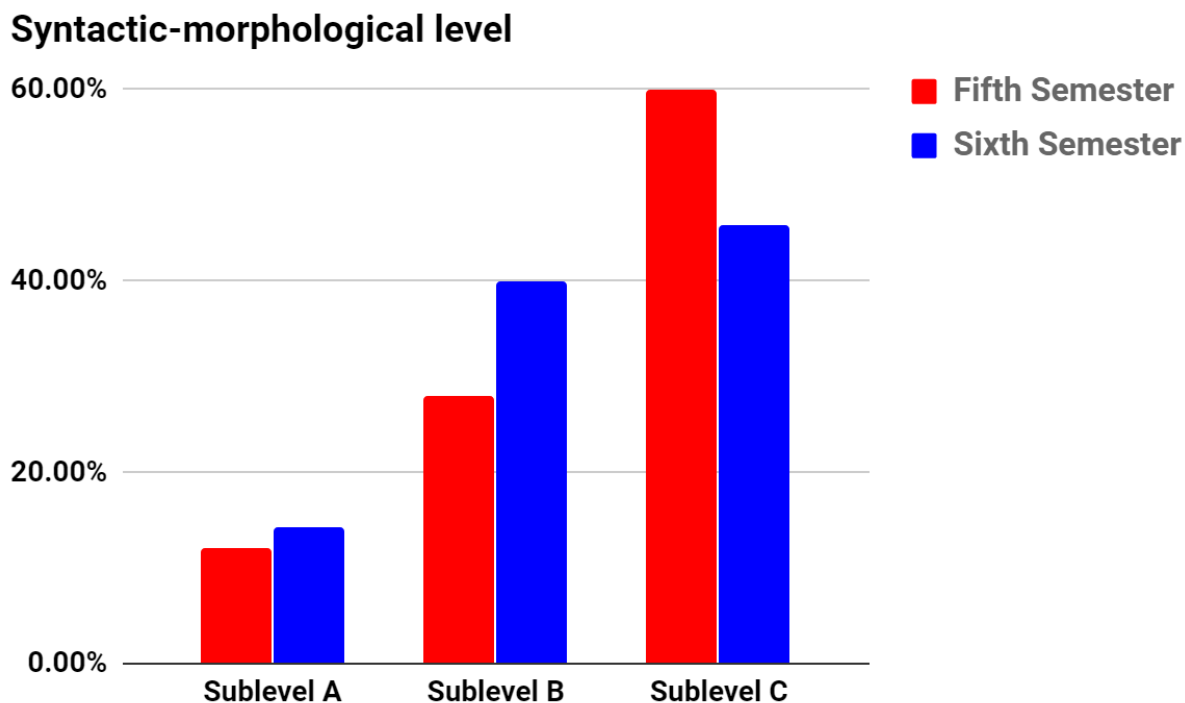
**Original phrase:** *they help us to **grow up** our language*

**Corrected phrase:** *they help us to **improve** our language*

Through the analysis of the different sub-levels of the lexical-semantic interferences, it was notorious that students had basic interferences. It means students presented interferences from their L1 to the L2 in basic grammatical structures, in vocabulary, and they had also a misunderstanding with the false friend words. Hence, the student mixed up the verb as a false friend since it is possible to use this verb in Spanish “crecer” in this context to say that the language is getting progress. But this expression is no correct to say in English since the verb grow is just used to get size.

In relation to the D sub-level, a rate of 0.0% for students of fifth and sixth semesters. This sub-level relates to “the interference caused by socio-cultural reasons” (Mayordomo, R. 2013, p.17).

This kind of interference was not found since the students did not use idioms or slangs in their interviews.



**Figure 4. Morpho-Syntactic Level**

Regarding the syntactic -morphological level, Mayordomo (2013) affirms that this level is associated with “differences in the construction of sentences: order of word, the omission of subject and interferences in the grammatical categories” (p.18-19). In addition, Mackey (as cited in Mayordomo, 2013) adds that this type of interference emerges when “se introduzcan unidades y especialmente combinaciones de categorías gramaticales, partes del discurso, y morfemas funcionales provenientes de otra lengua el habla de un hablante bilingüe” (p.18).

Furthermore, the syntactic-morphological level is sub-divided into three sub-levels in accordance with Mayordomo (2013). In order to carry out this project, the sublevels were identified with the letters A, B, and C. Thereby, the letter A concern to the “differences in the construction of sentences: order of words” (Mayordomo, R. 2013, P.18). Likewise, B letter

relates to “differences in the construction of sentences: the omission of subject” (Mayordomo, R. 2013, P.18). Lastly, the letter C concern to “differences in the construction of sentences: interferences in the grammatical categories” (Mayordomo, R. 2013, P.19).

As for A sub-level, it was observed a rate of 12% for fifth semester and a rate of 14,3% for the sixth semester. This sub-level is described by Mayordomo, R. (2013) as the “differences in the construction of sentences: order of word” (P.19). Down below the interference of this sub-level were found in the students of fifth and sixth semester.

**Person 11, Fifth semester**

**Original phrase:** *I wanna work in a school primary*

**Corrected phrase:** *I wanna work in a primary school*

The A sub-level phenomenon may occur according to Hoyos, L. & Piedrahita, J (2015) because of the English language has many collocations, that is, words that go together or have a fixed relation (e.g: *Have a bath; do the housework; take a look; come to a decision.*), which may be different in Spanish or they possibly do not exist. (p.86)

Relating to B sub-level, it was found a rate of 28% for fifth semester and 40% for sixth semester. To give an illustration of this sub-level of interference it is shown here below the next example:

**Person 2 Fifth semester**

**Original phrase:** *I don't have the vocabulary to speak and for me \_ is bad*

**Correct phrase:** *I don't have the vocabulary to speak and for me **it** is bad.*

This way, this sub-level of interference was presented in the students of fifth and sixth semester due to inasmuch as in Spanish the talker can omit the subject without changing the

message. However, in English the subject cannot be omitted since the sentence without a subject do not transmit a clear message.

Otherwise, C has prevailed with a rate of 60% for fifth semester and 45.7% for sixth semester. Thus, this sub-level of interference is related to the “differences in the construction of sentences: interferences in the grammatical categories” (Mayordomo, R. 2013, P.19). Regarding this sub-level, the interferences found were:

**Person 13, Fifth Semester**

**Original phrase:** *I wanna look for \_ job*

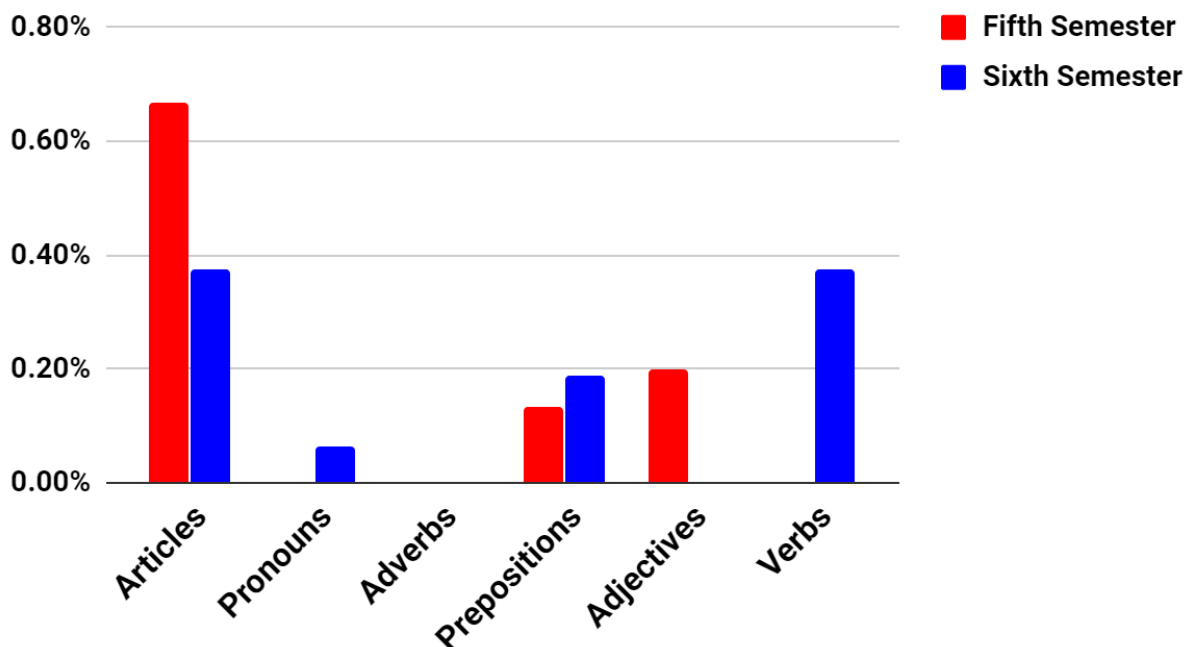
**Corrected phrase:** *I wanna look for a job*

The prevalence of the C sub-level, it could be because of students receive those grammar topics one time in their career and forward they forget it while teachers may ignore that fact.

The interference below happened because the indefinite article in this context can be omitted In Spanish and it does not affect the sense of the sentence or make the sentence wrong. But it is not possible to do the same in English due to it is necessary to specify the article of the subject that in this case is “job”.

At the same time, the C sub-category is sub-divided into six sub-levels which are articles, pronouns, adverbs, prepositions, adjectives and verbs.

### Syntactic-morphology interferences related to the parts of the speech.



**Figure 5. Morpho-Syntactic interferences related to the parts of the speech**

As it is observed in the figure above, the sub-category Articles has a predominance of 66.7% for fifth semester and 37.5% for sixth semester. This predominance of interferences associated to articles is due to the omission of them significantly, consequently, this phenomena is linked to interferences, since when somebody talks about professions in English the students have to use an indefinite article while in Spanish it is not necessary. Also, in Spanish you used the articles taking into account the gender and the quantity of the next word in the sentences whereas in English the speaker is based on the quantity and if the first letter of the next word is a consonant or a vowel.

**person 01, fifth semester**

**Original phrase:** *I want to be \_ teacher*

**Corrected phrase:** *I want to be **a** teacher*

**Person 12, Fifth semester****Original phrase:** *when I was \_ child***Corrected phrase:** *when I was **a** child*

On the other hand, the pronoun sub-level had a rate of 6.3% for sixth semester. It is necessary to highlight that fifth semester students did not commit any mistake of this sub-level. It was observed that sometimes the students did not use correctly the pronouns. This is due to the flexibility of the Spanish since in Spanish the pronoun is optional. Usually, students in their oral speech combine in a wrong way the pronouns. It means, the subject pronouns did not have concordance with the possessive pronouns, reflexive pronouns, possessive adjectives or the object pronoun.

**Person 02, Fifth semester****Original phrase:** *when a person makes mistakes, \_\_has the possibility..***Corrected phrase:** *when a person makes mistakes, **she/he** has the possibility..*

Besides, the preposition sub-level had a rate of 13.3% for fifth semester students and 18.7% for sixth semester students. Concerning this sub-level, students use prepositions according to the Spanish grammatical rule instead of the English grammatical rules. For example, “according with” instead of “according to”. Since, “according with” should have de preposition “in” before the adjective to mean the same of “according to”. Thus, in this specific case the preposition was omitted because of the use of gerunds in Spanish.



**Person 11, Sixth semester**

**Original phrase:** *I know that \_ answering your question*

**Corrected phrase:** *I know that **by** answering your question*

Besides, regarding the adjective sub-level a rate of 20% for fifth semester was found. As it is shown in the figure above, the oral speech of students of sixth semester did not contained this mistake. In relation with this sub-level, students of fifth semester showed the application Spanish structures in the English utterance. Moreover, the significant use of the pluralized adjectives was found in their speech, which is not correct, since they can not be pluralized according to the English rules that means they do not put attention to the relation between the different kinds of words in a phrase, the following example shows the use of the morpheme that express the plural used in an adjective.

**Person 02, Fifth semester**

**Original phrase:** *the children are very intelligents*

**Corrected phrase:** *the children are very intelligent\_*

Finally, a rate of 37.5% for sixth semester student it was found concerning the verb sub-level. It is essential to mention, that this kind of interference was not found in the fifth semester students' oral speech. Thereby, students of sixth semester had some coherence problems regarding the use of the verbal tenses. It means, during their oral speech students do not follow a line of time therefore the mixed the verbal tenses when they were talking about something. In addition, the English rule about the third person of the singular in the simple present was not well used. It might happen that students had grammatical gaps respecting the basic grammatical structures and rules of the English.

**Person 13, Sixth semester**

**Original phrase:** *For me, be\_ teacher is to share knowledge*

**Corrected phrase:** *For me, **being** a teacher is to share knowledge*

## 11. Conclusions

As it was mentioned above, the linguistic interferences make part in the learning of a new language for all the students since students make errors in a significant learning process of a new language. So, it is important to mention that also the students of fifth and sixth semester from Unicauca's B.A. Modern Languages English and French program made errors that some of them were produced by the interference of the L1, data that was collected in an oral discourse through a structured interview for then, being written in a linguistics corpus to analyze them by the researchers of this project.

In this process, in the organization chart four hundred forty-nine (449) oral errors were found which one hundred fifteen (115) were oral interferences. In this way, the researchers found a huge diversity of errors where they were placed on a data table for then, be analyzed the oral interferences. In the interferences, several types were found such as: omission of articles, subjects, plural adjectives, Spanish order and calques of words.

According to the data analysis it is important to highlight that there is not a drastic difference of two semesters about lexical-semantic and syntactic-morphological interferences in oral speech; it means that students from the fifth semester make errors about syntactic-morphological interferences, specifically, since they are bigger than sixty percentage (60%) and overgeneralization or copy of the structure of lexical-semantic interferences which are less than forty percent (40 %). This happened because in most of the cases, the interviewee omitted the indefinite articles since this can be omitted in grammar Spanish structure and it does not mean that the sentence is wrong. In other case, there was an overproduction of definite article since every subject has to have its own definite article. On the other hand, it is possible to notice that sixth semester students have inversely the percentage for lexical semantic which is in almost fifty

percent (50%) of overgeneralization or copy of Spanish structure, and less than forty percentage (40%) in both; use of articles and conjugations of verbs.

In the lexical-semantic level, a big percentage of errors was found as Spanish grammar structure; in this case, some interviewees stated that some nouns and adjectives that do not have a plural form, even in some cases, some Spanish words were introduced to replace some English words because students did not know the word. Those caused misunderstanding of some messages because they did not have any sense, in this way, the message did not get appropriately.

These results mean that it is important to take into account these error levels in the English learning as a foreign language since knowing these results; it will be easier to work on these to reduce both levels and not discredit any of them.

On the other hand, one of the main tasks of the teachers of Foreign Language (L2) is to provide in class a standard model of that Language, but there can be other roles. For example, to receive students' suggestions, to be flexible to changes and also to have many resources to teach languages.

The teacher feedback to student errors plays a vital role in recognizing the gaps between L1 and L2. Since, as previously stated, errors can provide information about the learning process and inform teachers about the state of knowledge of their students. The diagnosis of these errors can help to assess the stage of L2 development and adjust the appropriate teaching. Thus, helping the student to be at the appropriate level of learning process and to be able to move forward and acquire new grammatical structures.

Finally, it is possible to conclude from this entire research project that in recent years, with the irruption of the idea of communicative competence, many works have gone beyond the

analysis of mere linguistic errors. As the case of this research that has been enriching the criteria for the elaboration of several taxonomies.

## 12. Recommendations

This section was based from the difficulties found in the data interpretation of the project and give some suggestions about the treatment and correction of the error, immersion spaces, inclusion of pragmatics in classroom lessons, and classroom teaching projects based on real language, all with the aim of decreasing the level of interference in future students of advanced level of English at the Universidad del Cauca. In other words, it would help students to improve their oral production when they are immersed in oral discourses, they can keep a fluid conversation with the minimum range of linguistic errors. It is also important to emphasize that the recommendations presented here may be used to correct interference as well as errors and mistakes.

It is not a secret, that error, mistake and interference corrections has long been a domain for debate of teachers' life. Indeed, correction is unlikely to be productive without the direct intrusion of the teacher. Unfortunately, if there is not a good treatment of this intervention, it could alter the flow of speech and negatively affect fluent production of the foreign language and at the same time negatively affect their confidence on the foreign languages. In the same way, the continuous repetition of corrections by the teacher can have a demoralizing impact on the students' motivation. In this perspective, it must be taken into account how and when to intervene and provide corrective feedback for a malformed utterance in a learner class dialogue. In order to students understand that all of this is a positive reinforcement in their learning process and can correct their errors, mistakes or interferences effectively.

In this context, for helping young learners on the error correction the researchers propose:

first and according to *A. Leal. P. Sanchez. The treatment of the mistake in English language inside the classroom of languages. 2009. Cadiz.* Four ways to correct the mistakes,

The first one, it is modeling totally by the teacher when there is a mistake or a number of mistakes committed constant by the majority or a group of students; the teacher's intervention will be with the aim to clarify doubts and to help students internalized what they are learning correctly. Second, a cooperative Correction given when the student commits a mistake and the classmates are those who identify the error and provide the necessary correction in this case, the teacher is a facilitator that directs the process of correction, a strategy that could be use in this stage it is to use a grammar flag, once the student is saying something wrong the red flag goes up and students instantly must know they should go back and say it again. After the flag only goes down, it would mean that the student has corrected himself or one of his classmates has helped him. The third type is the individual correction, it is modeled by teacher when he realizes that the error is interfering in a significant way and is disadvantaging the student's learning process. The teachers must act immediately and finally there is the Self correction, here the student is aware of his mistakes and immediately corrects them, the teacher in his role makes him understand the nature of the error and also gives him guidelines on how to suppress it. Thus, these four types of corrections are present in the classroom during the process of learning a foreign language, what researchers suggest is that both, teachers and students, must know in what kind of context the errors are given and of what magnitude is the same, in order to know how to intervene and that the student do not be affected, but on the contrary the student receives and effective feedback in his/her learning process.

Secondly, Howard Gardner (1995) in his theory of multiple intelligences. Refers that the student who uses his motor skills can appeal to those with interpersonal, kinesthetic and visual learning styles and can help as a memory aid and a positive reinforcement. Finally, a benefit of error correction and the interaction between students and teachers modeling is when the student

corrects himself, thus giving a conscious positive response to the teacher's indications as to the knowledge acquired.

In the same way, another strategy suggested as a measure to avoid the high level of interference and mistakes is, to create immersion spaces within the university during the semester, because in normal circumstances the student is exposed to ten (10) hours of English per week, hours devoted to grammar, performance, and quizzes, but the researchers pretend that the immersions are recreational spaces and really adapted to the students interest, also these spaces must be within a foreign cultural framework and must involves what students have learned in a similar context to the real one. Likewise, teachers are invited to include pragmatism as another priority in their lessons. ***J. Birner. Introduction to pragmatics, First Edition. 2013. Blackwell Publishing Ltd.*** The pragmatism is in all the speaker's oral and nonoral discourse and it is evident in every moment and context, it is identified when the student asks what did they mean by that? In order to know what the person meant by what they said. In the process of language learning it is not enough to know the meaning of words, or grammar level, but it is necessary to know how uttered the sentence and in what context, and be able to infer from the discourse what they intended us to understand. The researchers invite to take conscious about the importance of the pragmatic within the process of language teaching, so the student once corrects the error transmits a good oral discourse, Finally the researchers suggest to the English teachers of Bachelor degree in Modern English-French Languages of the Universidad del Cauca, to implement classroom teaching projects based on the real language, in other words, with language not very standardized, but with expressions of everyday life, preserving the essence of an assertive and effective communication in the foreign language.



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## 14. Appendix

### Consentimiento informado

El propósito de esta ficha de consentimiento es proveer a los participantes de esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes. La presente investigación es conducida por los estudiantes de decimo (10) semestre del PLLMI-F, de la Universidad del Cauca. La meta de este estudio es analizar las interferencias lingüísticas provenientes del español en el aprendizaje del inglés como lengua extranjera a partir del análisis de errores aplicado en el discurso oral en los estudiantes de semestres intermedios quinto y sexto del PLLMI-F de la Universidad del Cauca, sede Norte, Santander de Quilichao.

Si usted accede a participar en este estudio, se le pedirá responder a seis preguntas en una entrevista, esto tomará aproximadamente 10 minutos de su tiempo. Lo que conversaremos durante esta sesión se grabará de modo que el investigador pueda transcribir después las ideas que usted haya expresado. La participación en este estudio es estrictamente voluntaria, la información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas a la entrevista serán codificadas usando un número de identificación y, por lo tanto; serán anónimas, una vez transcritas las entrevistas las grabaciones serán usadas solo por los investigadores para su análisis. Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Si alguna de las preguntas durante la entrevista le parecen incómodas, tiene usted el derecho de hacerlo saber al investigador o de responderlas.

Desde ya le agradecemos su participación.

Acepto participar voluntariamente en esta investigación, conducida por los estudiantes de decimo semestre del PLLMI-F. He sido informado (a) de que la meta de este estudio es analizar las interferencias lingüísticas provenientes del español en el aprendizaje del inglés como lengua extranjera a partir del análisis de errores aplicado en el discurso oral en los estudiantes de semestre intermedios quinto y sexto del PLLMI-F de la Universidad del Cauca, sede Norte, Santander de Quilichao.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado (a) de que puedo hacer preguntas sobre el proyecto en cualquier momento. Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando este haya concluido.

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Nombre del Participante

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Firma del Participante