



Universidad Latina de Costa Rica
Escuela de Ciencias Sociales Licenciatura en la Enseñanza del
Inglés
Sede Regional Grecia.

The Negative Mother Tongue Impact, During the Process of
Using the English as a Second Foreign Language in Ninth
Grade Students from Naranjo High School.

Adrian M. Moraga Arguedas.

April 2021

Sworn of Declaration



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THE NEGATIVE MOTHER TONGUE IMPACT, DURING THE PROCESS OF USING THE ENGLISH AS A SECOND FOREIGN LANGUAGE IN NINETH GRADE STUDENTS FROM NARANJO HIGH SCHOOL

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MORAGA ARGUEDAS ADRIAN MATHIAS

Nombre sustentante

114850319

Cédula sustentante

Jury's Approval Sheet



TRIBUNAL EXAMINADOR

Esta tesis fue aprobada por el Tribunal Examinador de la carrera de **La Enseñanza del Inglés**, requisito para optar por el grado **Licenciatura en La Enseñanza del Inglés**.

Licda. Yahory Arguedas Carballo
Tutor

MBa. Ariel Gustavo Vargas Vindas
Lector

MBa. Roy Alfaro Alfaro
Lector quien Preside

VERIFICACION DEL TRIBUNAL EXAMINADOR

Licda. Patricia Porras Jiménez
NOMBRE DE DIRECTOR DE CARRERA

FIRMA

19/04/2021
FECHA

Sello de la Escuela

Abstract

The present research project contains the analysis of different studies that were selected with the aim to investigate the current situation of mother tongue interference in English students from Naranjo high school. The main objective that inspires this thesis project; is to analyzed the impact of mother tongue interference in the communication, during the process of learning English as a foreign language in ninth grade students from Naranjo high school, and it is based on qualitative method. After the bibliographic investigation, the data collected shows interesting facts which clarify some aspects of the mother tongue interference phenomenon and the mother tongue itself. It also delivers, a list of strategies created to decrease the negative influence, that the Spanish language has in English Naranjo learners.

El presente proyecto de investigación contiene el análisis de diferentes estudios que fueron seleccionados con el objetivo de indagar en la situación actual de la interferencia de la lengua materna, en estudiantes de inglés del colegio de Naranjo. El principal objetivo que inspira este proyecto de tesis es analizar el impacto de la interferencia de la lengua materna en la comunicación, durante el proceso de aprendizaje del inglés como lengua extranjera, en alumnos de noveno grado de Naranjo; y se basa en el método cualitativo. Luego de la investigación bibliográfica, los datos recolectados muestran hechos interesantes, que aclaran algunos aspectos del fenómeno de la interferencia de la lengua materna y de la propia lengua materna. También, entrega una lista de estrategias, creadas con la intención de disminuir la influencia negativa que tiene el idioma español en los estudiantes de inglés del colegio de Naranjo.

Acknowledgement

I want to express thankfulness to every person who collaborates at Universidad Latina de Costa Rica, in Grecia campus; collaborators who make part of the administrative department as well as the pedagogical one. Thanks for your dedicated labor and efficient job, that you all perform every day. Thanks for the all the situations you deal with and the commitment you show daily to deliver the best.

My sincere thanks to my partners, from who I received invaluable emotional and technical support to complete this thesis, I am thankful of having them by my side when I needed theoretical aid, and every time they helped me with virtuality issues. In an effort of returning the favor; I wish them all the success in this thesis presentation and the achievement of their life goals as well.

Now I want to tanks my parents. I received unconditional support, thank you for always being there encouraging my personal and professional growth. You both played an essential part at the beginning of this process, during every month that this project took. Thank you for all the support you gave through this time.

Lastly, I cannot feel more grateful of being under the supervision of such talented professionals who are: professor Yanory Arguedas Carballo, professor Roy Alfaro Alfaro and professor Ariel Gustavo Vargas Vindas outstanding teachers, who always make an excellent job, guiding students in the creation of thesis from the cover page to the end of it. Many thanks for helping me and my partners in the mission to conclude this important step in our career. Thanks for sharing all your time, experience and knowledge in your area of expertise, thank for your patience, suggestions and essential support through all the process.

Dedication

The present thesis is dedicated to my mother Ilma M. Arguedas Garbanzo an important person in my life; that one who gives me everything I needed to achieve my goals. With her continuous effort she has inspired me to grow. She has taught me the value of the hard work, the importance of being patience, this first dedication is to her due to her unconditional intention to help as much as she can. Thank you so much you mean a lot for me.

Next, I want to dedicate this thesis to all teachers who work at Universidad Latina De Costa Rica Grecia campus. thank you all for your commitment to do an excellent job with students.

Final dedication is to my Father, Mathias Moraga Moraga. An excellent professional in the educational field, a good coach and wisdom person, who is always there sharing his knowledge. You deserve this dedication because as well as my mother you both encourage me during this process and supported me a lot.

Table of contents

Chapter#	Page#
Chapter I	
1.1 Introduction.....	2
1.2 Problem Statement.....	2
1.3 Problem Justification.....	3
1.5.1 General objective.....	3
1.5.2 Specific Objectives.....	3
1.5.3 Scope and limitations	4
Chapter II Theoretical Framework	
Literature review.....	5
Chapter III Methodological Framework	
3.1 Research method.....	16
3.2 Type of investigation.....	16
3.4 Research Approach.....	17
3.5 Sources and subjects of information.....	17

3.6 Population and sample.....	18
--------------------------------	----

Chapter IV Results Analysis

Analysis of the literature review.....	19
----------------------------------------	----

Chapter V

Strategies.....	24
-----------------	----

Chapter VI

Conclusions.....	34
------------------	----

Chapter VII

5.1 Recommendations.....	35
--------------------------	----

5.2 References.....	36
---------------------	----

5.3 Annexes.....	38
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List of tables

Table#1 Summary of author's main ideas.

Authors' name	Main ideas	Author's name	Similarities
Zhao (2019)	<p>The author claims that negative mother tongue interference might have several causes, one of them is: the lack of vocabulary. It is found on her publication that; students rely on the mother tongue information to fill unknown words while try to communicated in the target language.</p> <p>The next cause for the negative mother tongue to take place according to (Zhao, 2019) is the absence of certain features in the mother tongue language, she explains that in some languages like Chinese; speakers do not have neither the concepts of singular nor plurals meaning that, English students need to add new information when learning the language with no references on their mother tongue knowledge.</p>	<p>Wang (2005)</p> <p>Ahmed (n.d)</p>	<p>The input from this author to the current project is valuable due to the fact that his investigation is centered in the mother tongue influence during the written communication. Data provide by the instruments that Wang perform on his study, reveal patterns of errors that are similar to oral communication studies apply by other researches such as (Ahmed, n.d) (n.d)</p> <p>Ahmed's findings and recommendations are aligned to Babkina project; it is found that both authors who work on the study of the mother tongue interference in oral communication, agree that there exist specific features of one language that are no found on the target language in this case the English the authors name it as one of the different causes.</p> <p>In this case Ahmed recommendations focus on the</p>

<p>Babkina, V. (2018).</p>	<p>The next author collaborates with very interesting information as well, her approach to the situation of mother tongue interference focuses on the phonological interference. She refers to the phenomenon as a situation in which the majority of the professionals (English instructors) do not pay specific attention to due to, several circumstances.</p> <p>The current author found that: “Second language learners tend to transfer all their knowledge of the native language into L2, including phonemes and allophones, suprasegmental features of pronunciation, patterns of syllables and so on. As a consequence, this mother tongue interference causes various problems in understanding a message”</p> <p>After her investigation and strategies application she discovers that, there is an opportunity of improvement in</p>	<p>importance of how students feel with the material contextualization of the material given is one of the recommendations given by this author as well as provide to the learner’s material that fits, they level.</p>
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	<p>the case of phonological interference if teachers apply specific activities for it, she suggests, not to ignore the phenomenon of the phonological interference. the author delivers the following analysis of her project results: investigation cases of phonological interference of the mother tongue”</p>		
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Created by the current thesis’ author, based on the literature review.

Table#2 Summary of author’s main ideas.

Authors’ name	Ideas that support the benefits of mother tongue interference	Authors’ name	Similarities
Cummins, J. (2001)	<p>The first author found in this project who refers to the mother tongue as a useful tool for learning a foreign language is Cummins J by using the tile: “The level of development of children's mother tongue is a strong predictor of their second language development.” (P3 para 6)</p> <p>The author strongly believe that mother tongue should not</p>	Benson (2004)	<p>Benson and Cummins J, share information and results about what they call mother tongue-base bilingual education. Such program allows students to freely express in both languages with no restrictions, Benson also highlights the benefits of the mother tongue usage in classrooms. This author found positive effects that are mentioned ahead:</p> <p>“Having the courage to ask questions in class (students) or</p>

<p>be suppressed from students instead, it needs to be reinforced to create a situation in which learners can take advantage from both languages' features. Cummins, J also highlight the importance to preserve the mother tongue in order to keep the cultural diversity it opens an interesting topic for future investigations</p>	<p>ask the teacher what is being done (parents)”</p> <p>“Participating in their own learning, being able and even encouraged to demonstrate what they know”.</p> <p>“Having a language and culture that are valued by formal institutions like the school” (pp.17-18)</p>
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Created by the current thesis' author, based on the literature review.

Table# 3 Instructions to develop the activity: Introduction to phonetic symbols.

Objective	Activities' description	Materials	Time
<p>To recognized the variety of phonetical symbols that exist and how to pronounce them correctly.</p>	<p>Provide students with phonetic chat. Explain the correct sound for each symbol, differences between similar sounds and explain the importance of the lips and tongue position. (See annex#2)</p>	<p>Printed chart, Power point presentation.</p>	<p>15min</p>
<p>To identify the similarities and differences between symbols.</p>	<p>In the following activity select those phonemes that are similar write them on the board in a column form. Then, ask Students to look for worlds that belong to the sound. Ex:</p> <p>/l/ /i/ - /ch/ /jh/ Sit Happy - Cheese She</p>	<p>Phonetic chart and dictionary.</p>	<p>15m</p>

To match the correct phonological symbol with the word sound.	Provided students with a list of different words in a random order. in pairs, they listen to partner' pronunciation and writes down the symbol according to what was heard. (see annex#3)	Chart of 20 words.	25min
To identify the correct phonological symbol.	Students listen to a song and write down the correct phonetic symbol right below the bold word. Then, students check, discuss and compare. (see annex#4)	Random printed vocabulary list of 20 words.	20min

Created by the current thesis' author.

Table#4 Instructions to develop the activity: adjective placement.

Objectives	Activities' description	Materials	Time
1.To recognized the general rules of adjective placement.	<p>1.2Write on the top of the board in a column form the following list: Opinion, size, age, shape, color, origin, and material purpose. Then, based on their vocabulary knowledge ask students to provide the nouns for each column. (See annex#6)</p> <p>1.3Next, give a brief explanation of the correct adjective placement order by using an example facilitate students with informative flash card. (See annex#6)</p>	Flashcard with the general rules and vocabulary written on the board, that were previously given by students.	15min

To organized the correct order.	Give to students a list of 5 sentences that describes objects with the wrong adjectives' collocation. Then, earners to write down the correct order. (See annex#7)	A list of sentences with five objects with its description for each student.	20m
To recognized the proper adjectives collocation.	Teacher tell to students five sentences, different from the previews practice, some of the sentences are grammatically correct while others are not. As a no guide activity they have to write down the complete object description correctly. (See annex#7)	List of object description.	15m

Created by the current thesis' author.

Table# 5 Instructions to develop the activity: roleplay.

Objectives	Activities' description	Materials	Time
To apply the correct English pronunciation in different contexts.	Divide the classroom in smaller groups. Give to each club a story sketch to perform ex: The restaurant, the lost tourist o the street, and friends meeting trough video chat.	Customs, decorated setting according to the story, cellphones and recorders sounds for special effects.	25m to organized the settings and story. 20min performing the story.

Created by the current thesis' author.

Chapter I

Introduction

1.1 Introduction

Students around the world tend to translate the meaning of English vocabulary into their first language which is a common method to acquire a new language by doing so, students may face with two different outcomes, one is: when the translation from the first language to the target language shares the same meaning, it can be called as a positive mother tongue interference. In contrast, when the direct translation has as a result separated definition from one language to another in this case experts refers to the phenomenon as negative mother tongue interference as (Zhao, 2019) suggest on the research (Negative Transfer of Mother Tongue in English) The present topic in matter is well-known by professionals on the field in all of its phases. Here is a new version that is going to be contextualized on the target population which is: students from Naranjo high school in Costa Rica, the work focuses on the phonetical negative mother tongue impact and it takes relevance since no studies were found yet on Naranjo high school a public institution from Costa Rica. This research comes up in the intention to add more data to the bank of information, and provide extra evidence from a new population and a different perspective.

1.2 Problem statement

Through the journey of learning English as a foreign language learners face barrier along the process, one of them is the mother tongue interference. This fact causes the students to find difficulties in having a good performance when speaking English, it sometimes leads to errors in the pronunciation of foreign sounds. Often students change the meaning of the words without noticing because of the first language (L1). It is also important to say that not only the phonetical part is affected by the mother tongue habits interference, but also the grammatical structure of the sentences. This project purpose is to analyzed different circumstances where learners' oral communication is affected by the influence of the first language. In order to cover the analysis, it is mandatory to solve some interesting question that are going to provided readers a deeper understanding of the mother tongue interference implications in students from Naranjo high school: following questions are linked to student current circumstances and cultural background:

-What benefits can students get by overcoming the barrier of the mother tongue interference in early stages during the learning process?

-How can professionals distinguish between phonological mother tongue interference and physiological anatomy conditions from ninth grade students?

-How can experts assess the improvement of the mother tongue interference?

1.3 Problem justification:

The purpose of this project is to recognize the situation of the mother tongue interference experienced by the students from Naranjo high school. Along the teaching development, good techniques and methods are applied in order to get the students involved into the target language, professionals work hard and the student's development is the result of such effort. However, lack of attention to the mother tongue interference has been put on these learners' pronunciation, the two main reasons have to do with the short time available to cover the individual needs of students, who are organized in sections of around 23 students per group. Secondly, the design of an approach that focuses on prompt and basic communication leaving behind some important details such as: intonation and specific English sounds. It is good for learners to minimize the gap between non-native speakers and native speakers to perform a proper oral communication. The result of this project may provide a better understanding of the situation in the ninth grade students from Naranjo and how to apply concise methods to treat the negative mother tongue interference within the few minutes available.

1.4 Objectives

1.4.1 General objective:

- a) To analyze the impact of mother tongue interference in the communication, during the process of learning English as a foreign language in ninth grade students from Naranjo high school.

1.4.2 Specific objectives

- b) To identify the errors committed from ninth grade students, in the pronunciation of English sounds, in relation to the mother tongue interference.
- c) To improve the recognition of the negative mother tongue interference, with the aim to promote self-correction in ninth grade students.

- d) To analyzed specific techniques, that can be applied by Naranjo students in order to avoid the negative mother tongue interference.

1.4 Scope and limitations

1.4.1 The scope

The purpose of the study is to analyzed the impact of mother tongue interference in the communication, during the process of learning English as a foreign language the research focuses on the nineth grade students; a population who belongs to Naranjo town. The average time to performed this study is withing the maximum of two days. Some of the topics discussed in this project are: the negative mother tongue interference in English learners, the main causes, and strategies to reduce the effect.

1.4.2 Limitations

One of the main limitations is the obstacle to perform the evaluations and the strategies in the classrooms, because of the world-wide lock down due to COVID-19 pandemic. Align to that situation another important limitation to consider for this project is, the poor access to make real observations of virtual classes. The present project makes usage of similar findings related to mother tongue interference for designing the strategies. However, it is recommendable for future studies to evaluated the group and readapt the techniques suggested in this project, in order to created specific material according to current students' needs.

Chapter II

Literature Review

2.1 Literature Review

Current section explores a variety of previous researches that took the phenomenon of the mother tongue interference as subject of study. Firstly, readers can find into this chapter a concise description for the terms: foreign language and second language, in the aim to clarify them and preventing further misused or misunderstanding. Following by the explanation about what mother tongue is. In this section lectors can also find information about Costa Rican dialects and the examination weather it affects to Naranjo students in terms of mother tongue interference or not, such situation is also compared to Asian countries culture. Thirdly, the possible causes for the negative mother tongue interference are exposed base on some important authors who had work in this area. Finally, the negative effect of mother tongue is presented, as well as those studies which explore the positive influence of mother tongue interference. Both arguments, (positive and negative) are shown in order to create a wider understanding of the barrier called mother tongue interference.

Along the history in the study of language acquisition, experts have realized that mother tongue differs from what professionals call first language (L1). The definition for such terms is interesting to be mentioned before get into the mere aim of this project. According to (Nguyen, 2012).as cited in (Suliman, 2014) Mother tongue is the language in which the person feels more familiarized with and use it on daily communication activities. It is also defined in (Oxford learner's dictionary, 2020) as: one's native language; the language into one's was born and first learn to speak during childhood. Despite those definitions. Either, mother tongue or first language usage depends on what is required from the circumstances, or by the individual communication preferences, as it was found on the following research by (Tulasiewicz & Adams, 1998)

Our own researches in the London Borough of Newham, founded by European Union and conducted in 1989-91, revealed many occasions when the preferred language of school pupils was English even though their mothers might speak no English at all. On such occasions the oldest male child would frequently act as an interpreter negotiation between his parents and the school. (p.3)

Study above serves as sample of some quirks that can be found in the terms of first language and mother tongue. According to previous research findings, pupils at that time had used the English

as their first language even though parent's language was different, meaning that the first language (L1) can be isolated from the definition of mother tongue.

In the learning of the English as a foreign language the mother tongue interference is named by (Adedimiji, (2007) as cited by (G. Y. Abdullahi & T.S) one of the difficulties that students face in certain stage during the learning process. There are individuals from other countries that are surrounded by different languages and dialects within the same geographical area. (Suliman, 2014) as he/she cited in the research, students from the group studied present their own mother tongue interference each. It is also mentioned that teachers from that country; Malaysia are affected by negative mother tongue interference as well. In Costa Rica there also exist ethnic groups which are the following according to (Costa Rica Information) (n.d)

The Boruca Indians who speaks Boruca which is a Chibchan language of Central America, still spoken by only a few elders in Costa Rica, the Bribri Indians speak Bribri which is a Chibchan language of Central America, spoken by 10,000 people in Costa Rica and Panama, the Cabecar Indians speak Cabecar which is a Chibchan language of Central America, spoken by 4000 people in Costa Rica, The Dorasque Indians speak a dialect of the Chibchan language of Central America, spoken by 10,000 people in Costa Rica and Panama, The Guatuso Indians speak Maleku which is a Chibchan language of Central America, spoken by 500 people in Costa Rica, The Teribe Indians speak a dialect of the Chibchan language of Central America, spoken by 2000 people in Panama and Costa Rica. (Costa Rica Information) (n.d)

The population that are going to be studied in this written project they all share Spanish as mother tongue influence. Experts on the field of language communication have been study for year the process of learning a new language and its implications; mother tongue interference is one in which the author (Zhao, 2019) has decided to work on hers publishes, adding important information, exposing some common causes that explain the presence of the negative impact that mother tongue has in china students, who aligns to the majority of learner around the world. There are some main causes that are mentioned on her publish, which are interesting to take into account for the current research. Firstly, the lack of vocabulary is considered as one of the reasons that leads students to rely more on their mother tongue, to fill the need to express ideas. According to her, it can be found when students find themselves in situations where they are no

able to find the desired word in English. Secondly, she refers to the next cause as “Translation of Word-for-Word Convey the Wrong Meaning. Many students translate according to the literal meaning in the writing; let every word correspondent between English and Chinese, which lead to mistakes”. (para 12) The following cause cited in that publish is:

The negative Transfer in lexical collocation. Some words in English and Chinese, although the conceptual meaning and the connotative meaning are same, due to the different culture and habit, the collocation is different. For example: The price of this dress is not expensive. (wrong) The price of this dress is not high. (right)

Finally, the author refers to the negative Transfer of Singular and Plural Forms. She says that, there are no concepts of singular and plural in Chinese verb, and no suffix follow the none. But in English both of them exist, which makes Chinese students forget it. In the English writing it seems that the mistake is small, but it makes the composition incoherent and the quality reduced. For example: It has many use. (wrong) It has many uses. (right) (para.13)

The last cause cited by the previews author is also applicable to Naranjo students. There exist Spanish grammar rules such as: the order in which the adjectives are placed into a sentence, for this particular situation learners tend to fit the same Spanish pattern into the English, getting as result a wrong performance in the target language.

Students from Naranjo high school study the English as a foreign language as well as every public educational institution in the country does. The time when they are exposed to the language is exclusively during the scheduled lessons in high school for some hours per week. Costa Rica is a non-English speaking country. Therefore, the English is seen as a foreign language. The chances for students to live, explore and fully use the language beyond formal and control environment decrease due to the poor exposure to the language in the community as the following study (S.K. & K., 2016) suggest: “The effectiveness of communication is proved when we interact with the people in the society. The more exposed we are to the target language the more fluency we get” (p.772). Furthermore, it also be seen that, some pupils may experience anxiety to practice the target language within the community, some of them prefer to avoid rejection from society, adding another barrier besides the mother tongue interference. Poor exposure to the target language may cause that the mother tongue takes control over every communication activity as (Gyang, Makse Patrick, Sui, & Didam, 2013) said: “we live in a word

of language and the need to express through it. The usage of the language can be present at any moment, could be: within the family, during an important meeting or casual conversations; we use the language to communicate for both formal and informal contexts we use it to talk to our friends and enemies and even for self-talking speech we rely on the language to share our ideas and thoughts". (p.282)

If the students from Naranjo high school have short opportunities to practice the English in high school surrounding or out of the building. often the mother tongue might take authority over the target language, leaving few chances for the L2 to settle in their daily activity expressions, which could determine the proper foreign language acquisition. Different studies like (Saladrigues, 2014) have found that the exposure to the language is key to learn the large numbers of quirks and features that the foreign language could contain. "The present study investigated the effects of type and quantity of L2 exposure on L2 acquisition. The results showed a modest advantage for the CLIL group over the non-CLIL group, and it also showed an advantage for participants with a greater exposure to the L2" (p.198). Information found about the importance of the target language exposure aligns to the majority of learners around the country, as well as Naranjo students.

The moment when the mother tongue interference manifests on Naranjo students, is the time when they have to pronounce certain sound in English and also when they are free to express themselves with no guidelines. It also has been observed in the group of students that, they use the Spanish language phonemes to perform English sounds, and apply similar sentences structure in an effort to communicate into the target language. Preview's situation illustrates a common and natural behavior in which students use the mother tongue as reference to explore the new language. (Babkina, 2018) refers to it in the following way

The interference of mother tongue on the level of sounds and aspects of the speech is called phonological interference. Each EFL learner reflexively pronounces the English sounds the way they usually pronounce the sounds of their own language. They unconsciously tend to apply their first language knowledge to the pronunciation of the sounds and speech aspects of the foreign language. (p.20)

Mother tongue influence affects the different ways in which a person can express (orally and written), the following information describes the phenomenon of mother tongue interference

in the writing communication. A study performed by (Wang, 2005) has found how the written activity can be influenced by the presence of the mother tongue.

By analyzing and studying the data collected from the 60 compositions, the author found 29 errors, which were 82.9% in the total errors, were connected closely with transfer of mother tongue. The author would like to make a conclusion about the two proposed questions.

(1) How many errors for negative transfer commonly occurred in Chinese students' English compositions? By analyzing the data, the author found that there were five categories' errors caused by negative transfer. They were underused attributive clauses including avoidance strategy, redundant pronoun or antecedent, omission preposition, underused, misplaced or redundant relative words.

(2) How do those interferences influence the Chinese students in English writing?

Based on analysis of the previous chapter, transfer errors occurred in students' writing for students consciously or unconsciously turn to their mother tongue. Many students had a tendency to translate every English word with the Chinese meaning on all occasions. When they wrote, they would constantly form their hypothesis of equivalents in their thoughts between English and Chinese. pp3,4

According to Yifei Wang and to the information that this study discovered, implications of the mother tongue are similar in both ways of communication (oral and written). Some behaviors such as: redundancy, omission and underused of structures have also been found in studies which focus on the oral communication like: (Ahmed, n.d)

The majority of secondary school students faced problems in the production stage caused by the interference of the mother tongue. This was obvious in the errors made by students during the oral test for example: some students responded to the question "where do you come from?" Do from kassala, come from kassala, instead of I come from them of some also responded to the question "What are you studying now?" study English. Study now English instead of "I am studying English now." That is without mentioning any subject or helping verb because in students mother tongue no need for mentioning the subject or the helping verb. (P.14)

One more time the negative impact of mother tongue appears. It is important to highlight the fact that some deletions or omission are because of the mother tongue, as the previous findings showed. That specific student's mother tongue does not have the need to mention the subject within the sentence. Teachers need to be aware that it happens unconsciously, which can be another consequence of the poor exposure to the target language as it was previously mentioned in the present research.

In order to enrich this research paper, current project takes a look to studies that describe benefit and advantages that the mother tongue has when learning the English as a foreign language. Researches affirm that the mother tongue is important in the learning process, and claim that it is essential for specific purposes during certain learning stages, it is also said that the mother tongue is part of one person's personality it contains the elements that make he/she be part the community where the individual belongs to; another interesting fact is when experts claim that mother tongue cannot be eliminated because it is part of individual's identity. According to (Nguyen, 2012). as cited in (Suliman, 2014) "mother tongue will be helpful for an individual in understand certain concepts in the second language. Whenever faced with complex terminologies and rules, mother tongue helps in making the individual in understand certain concepts in the second language." (p.358). Based on what is cited by Suliman, there is a considerable reduction of steps between the content and the students' acquirement since there is no need to re-learn basic concepts in this case, it can be seen as an advantage because there is no need to spend time in over explanations. Researchers like (Cummins, 2001) also highlight the importance of the mother tongue to be present during the learning process:

When children continue to develop their abilities in two or more languages throughout their primary school years, they gain a deeper understanding of language and how to use it effectively. They have more practice in processing language, especially when they develop literacy in both, and they are able to compare and contrast the ways in which their two languages organize reality. (p.3)

According to Cummins it can be said the what is learnt in target language might benefit the mother tongue and in the other way around, meaning that both languages are interrelated and can benefit each other; when learners are exposed to two or more languages, they understand how each language contains its own codes to express reality; students have a larger number of

available tools to express. Cummins has also contemplated into the research the fact that some countries tend to suppress immigrants' culture, to show domain and political power by deleting the different ways of expressions including the language. The author has share valid and important information about this political issue and how it affects the process of learning by saying the following:

Assimilationist policies in education discourage students from maintaining their mother tongues. If students retain their culture and language, then they are viewed as less capable of identifying with the mainstream culture and learning the mainstream language of the society.

While students may not be physically punished for speaking their mother tongue in the school (as they previously were in many countries), a strong message is communicated to them that if they want to be accepted by the teacher and the society, they have to renounce any allegiance to their home language and culture.

This "solve the problem" orientation to diversity in education is still dominant in most European and North American countries. Unfortunately, it can have disastrous consequences for children and their families. It violates children's right to an appropriate education and undermines communication between children and their parents. Any credible educator will agree that schools should build on the experience and knowledge that children bring to the classroom, and instruction should also promote children's abilities and talents. Whether we do it intentionally or inadvertently, when we destroy children's language and rupture their relationship with parents and grandparents, we are contradicting the very essence of education. (pp.3-4)

The approach of Cummins to the cultural situation is wider this time, taking in to account more conditions that surround the language. According to that expert the restriction of someone's mother tongue usage goes against human rights and should not be allowed. In the environment of education, the author also says the following in order to support his own prediction about what would happen, if teachers would try to reject the mother tongue usage from students at all.

When the message, implicit or explicit, communicated to children in the school is "Leave your language and culture at the schoolhouse door", children also leave a central part of who they are their identities-at the schoolhouse door. When they feel

this rejection, they are much less likely to participate actively and confidently in classroom instruction. (p.5)

Carole B. is another author who claim for the importance of the mother tongue presence in the process of learning. (Benson, 2004) state the following reasons:

Student learning can be accurately assessed in bilingual classrooms. When students can express themselves, teachers can diagnose what has been learned, what remains to be taught and which students need further assistance. In submersion schooling cognitive learning and language learning are confounded, making it difficult for teachers to determine whether students have difficulty understanding the concept itself, the language of instruction, or the language of the test.

The affective domain, involving confidence, self-esteem and identity, is strengthened by use of the L1, increasing motivation an initiative as well as creativity. L1 classrooms allow children to be themselves and develop their personalities as well as their intellects, unlike submersion classrooms where they are forced to sit silently or repeat mechanically, leading to frustration and ultimately repetition, failure and dropout.

Students become bilingual and biliterate. Bilingual programs encourage learners to understand, speak, read and write in more than one language. In contrast, submersion programs attempt to promote skills in a new language by eliminating them from a known language, which may actually limit learner competence in both. (pp. 3-4)

In the first two assertions experts set the motivation and the fluent assessment as one of the benefits that a bilingual classroom approach has, showing with very positive results by following the modern stream of students-centered class. The last affirmation is aligning to Cummins, they both assure that by improving the mother tongue the target language might experience benefits as well.

Different sources expose their arguments to support the positive effect of mother tongue interference, while other researches focus on the negative influence of mother tongue and how it determines the development in the target language. The two currents provide truth and valid evidence. Undoubtedly, the mother tongue effect, in the acquisition of foreign language can be positive or negative as the preview researches demonstrated. At early stages it is useful in the

understanding of complex structures and to avoid the process of relearn basic concepts. It is also a fact that mother tongue interference can negatively affect the pronunciation of the English sound. Students tend to transfer the majority of Spanish structure into the English, delivering unappropriated performance. Teachers play an important role by analyzing students individually in order to recognized the effect of mother tongue in the person, and by identifying when the mother tongue interference is useful in the learning process, or if it is causing difficulties in the process. Teachers should be aware of elements such as: the stage r level, age culture background and other.

Chapter III

Methodological Framework

3.1 Research method

(DeCarlo, n.d.) explains the following in order to describe the inductive approach. When researchers take an inductive approach, they start with a set of observations and then they move from those particular experiences to a more general set of propositions about those experiences. In other words, they move from data to theory, or from the specific to the general.

In order to comprehend the mother tongue interferences and how it determines the communication in English of Naranjo high school students, it is necessary for this study to gather most of the important researches, that had been performed before by others academic authors on the field who considered to work on the phenomenon of mother tongue interference, such theories and experiments result that can be found on different research works, may serve as data to be analyzed. Next, the information collected is narrow down to the population implied. Theory collected is also contextualized into the reality of Naranjo students with the aim to answer the previews questions posed on the preset research paper. The previews mentioned is a description of the three main steps that according to (DeCarlo, n.d.) are needed to create the a deductively research method which is the method that guide this project.

3.2 Type of investigation (descriptive, quasi-experimental)

The main two types of investigations are descriptive and quasi-experimental. The descriptive research is defined as a method that “focuses on the description of population or the phenomenon studied. Such methodology cares about answering the “what” of the research rather than the “why”. Next type of investigation called quasi-experimental is de fined by Abraham & MacDonald (2011) as cited in (Iowa state university, 2020) "Quasi-experimental research is similar to experimental research in that there is manipulation of an independent variable. It differs from experimental research because either there is no control group, no random selection, no random assignment, and/or no active manipulation." (Para.1)

The present research focuses on the phenomenon of the mother tongue interference which is a very studied situation by experts and researchers around the world since many years ago, taken this into account the descriptive method was selected to provide pre-studied theories to the effect of the mother tongue interference that Naranjo students may face.

3.3 Research Approach

According to (K Denzin & S. Lincoln, 1994) qualitative research is described as “an interpretive naturalistic approach to the world”. It means that the study of the subject is based on its natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.” (para.6) In order to analyze the effect that mother tongue interference has in Naranjo high school students, qualitative method provided to this project the pillar needed to analyze the current population status. One of the reasons that qualitative method is suitable for this kind of research is the fact that, it involves the observation of the English language performance from Naranjo students. (K Denzin & S. Lincoln, 1994) they also cited that: “qualitative research studies the variety of empirical materials case study, personal experience, life story, observational, historical, interactional, and visual texts-that describe routine and problematic moments and meaning in individuals' lives” (para.6) Therefore, that method aligns perfectly to the population selected, as well to the research focus.

3.4 Sources and subjects

Mother tongue interference is a topic that has been covered by many professionals around the world, delivering a large number of academic papers. The ideas and information found in the current research is supported mainly by data gathered from previous researches about mother tongue interference, academic articles, books and information published in valid and updated websites.

This project takes place at Naranjo high school which is a public institution located in Alajuela province in Costa Rica. According to (Deleon, 2017) present educational institution has a total amount of around 700 students including both day and night students. The ninth graders students, who attend in the night schedule are the ones that are going to be taken into a count for this specific study.

3.5 Population and Samples from high school

The target population is form by two groups of students from 9th grades which are organized in the following order: group number 1 are formed by 24 students, group number two are composed by 21 students, mixed gender. Their ages fluctuated from 14 to 17-year-old, naturally their behavior is energetic and expressive the students' performance during English classes is acceptable to the level and the mother tongue interference shows in the majority of the English activities, which wakes up the interest of this project. In order to understand the phenomenon of mother tongue interference, on these nineth grade students.

Chapter IV

Results Analysis

4.1 Results Analysis

The present section called results and analysis, covers the need of investigate the conditions that every author set on their investigation. Such aspects are: conclusions, general implications about the situation of mother tongue interference, broad and specific finding, possible solutions and further recommendations given by the experts.

With the aim of satisfy the lectors experience and enrich the interest in the topic in matter. It is necessary to provide to the reader the interpretation and the analysis of the data already collected as the chapter tile indicates. Finding from some authors who, where previously mentioned in the chapter II, are organized in the following criteria: similarities, it describes all data collected that are align and comparable to others researchers. Ideas that support the benefits of mother tongue interference and similarities: here the reader can find the point of view from the authors and information about how he/she declares that the situation of mother tongue impact can be used in a positive way. The following analysis is shown in a chart form and takes the reader directly to the main thoughts and findings about the mother tongue interference. Information, that were discovered by different experts previously cited on this research paper.

4.2 Charts of analysis

Table#1 Summary of author's main ideas.

Authors' name	Main ideas	Author's name	Similarities
Zhao (2019)	The author claims that negative mother tongue interference might have several causes, one of them is: the lack of vocabulary. It is found on her publication that; students rely on the mother tongue information to fill unknown words while try to communicated in the target language.	Wang (2005)	The input from this author to the current project is valuable due to the fact that his investigation is centered in the mother tongue influence during the written communication. Data provide by the instruments that Wang perform on his study, reveal patterns of errors that are similar to oral communication studies

<p>Babkina, V. (2018)</p>	<p>The next cause for the negative mother tongue to take place according to (Zhao, 2019) is the absence of certain features in the mother tongue language, she explains that in some languages like Chinese; speakers do not have neither the concepts of singular nor plurals meaning that, English students need to add new information when learning the language with no references on their mother tongue knowledge.</p> <p>The next author collaborates with very interesting information as well, her approach to the situation of mother tongue interference focuses on the phonological interference. She refers to the phenomenon as a situation in which the majority of the professionals (English instructors) do not pay specific attention to due to, several circumstances. The current author found that: "Second language learners tend to transfer all their knowledge of the native language into L2, including phonemes and allophones, suprasegmental features of</p>	<p>Ahmed (n.d)</p>	<p>apply by other researches such as Ahmed (n.d).</p> <p>Ahmed's findings and recommendations are aligned to Babkina project; it is found that both authors who work on the study of the mother tongue interference in oral communication, agree that there exist specific features of one language that are no found on the target language in this case the English the authors name it as one of the different causes.</p> <p>In this case Ahmed recommendations focus on the importance of how students feel with the material contextualization of the material given is one of the recommendations given by this author as well as provide to the learner's material that fits, they level</p>
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	<p>pronunciation, patterns of syllables and so on. As a consequence, this mother tongue interference causes various problems in understanding a message”</p> <p>After her investigation and strategies application she discovers that, there is an opportunity of improvement in the case of phonological interference if teachers apply specific activities for it, she suggests, not to ignore the phenomenon of the phonological interference. the author delivers the following analysis of her project results: investigation cases of phonological interference of the mother tongue”</p>		
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Created by the current thesis’ author, based on the literature review.

Table#2 Summary of author’s main ideas.

Authors’ name	Ideas that support the benefits of mother tongue interference	Authors’ name	Similarities
Cummins, J. (2001)	The first author found in this project who refers to the mother tongue as a useful tool for learning a foreign language is Cummins J by using the tile: “The level of development of	Benson (2004)	Benson and Cummins J, share information and results about what they call mother tongue-base bilingual education. Such program allows students to freely express in both languages with no

	<p>children's mother tongue is a strong predictor of their second language development.” (P3 para 6)</p> <p>The author strongly believe that mother tongue should not be suppressed from students instead, it needs to be reinforced to create a situation in which learners can take advantage from both languages’ features.</p> <p>Cummins, J also highlight the importance to preserve the mother tongue in order to keep the cultural diversity it opens an interesting topic for future investigations</p>		<p>restrictions, Benson also highlights the benefits of the mother tongue usage in classrooms. This author found positive effects that are mentioned ahead: “Having the courage to ask questions in class (students) or ask the teacher what is being done (parents)”</p> <p>“Participating in their own learning”</p> <p>“Being able and even encouraged to demonstrate what they know”.</p> <p>“Having a language and culture that are valued by formal institutions like the school”</p> <p>(pp.17-18)</p>
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Created by the current thesis’ author, based on the literature review.

Chapter V

Strategies

5.1 Strategies

The information share in the chapter V is a complete exposition of specific tools, activities and techniques, which are presented with the intention to provide to readers and experts, who are interested on the negative effect of the mother tongue interference, with a number of strategies to work out the problem. Every language interferes differently due to its phoneme configuration. Thus, is important to take into consideration that, the activities described ahead, are created to be applied into English learners who speak Spanish as mother tongue. Every activity presented here, shares the qualitative approach.

The activities' aim is to reduce the existence of the negative mother tongue interference in learners, strategies in this project work mainly on the listening and speaking skills. However, due to the nature of the English exposure, reading and writing can be reinforced in a deductively way. The procedure to apply the activities is design in sequence for a proper application. Nonetheless, activities can be used in an isolated way depending on the interest of the study, type of population, researcher intentions or infrastructure conditions.

List of activities:

- a) Voice recording.
- b) Listening to the correct pronunciation.
- c) Introduction to phonetic symbols.
- d) Adjective placement.
- e) Role play.

a) Voice recording:

As a first measure to face a problem, it is necessary to look for a tool that helps researchers in the task of gather the specific and current data from students such as: general strengths and weakness on the target language, knowledge level, pronunciation mistakes and phonological interference. One of the tools that gives the opportunity to have the first contact with student's situation is by recording their speaking for instance recording learners' pronunciation also provides information about common errors among the group. Because of the preview reasons record students' while talking is the first instrument found on the list.

b) Procedure:

Provide students with authentic reading texts. Choose interesting content based on students' culture and preferences, in order to make a captivating activity. Then, ask them to read it aloud; there are some techniques such as: popcorn reading, smartphone applications, spontaneous reading and others. Those, can be used to make it more interactive. Finally, it is up to the professional; the decision whether let the students know or not, that he/she is being recorded. Keep in mind that, it may affect the natural reading development due to anxiety and other factors. The objective from this first activity is to analyze the current English level from the students.

c) Listening the correct pronunciation

The second activity works mainly on the students' listening skill. Professor collects the mistakes, miss pronunciation and others errors that were found on the preview activity, (voice recording) by using that data, teacher now can select the accurate English sounds to work on. The activity of Listening the correct pronunciation of the English sounds can be performed in a large number of forms, it depends on the professor's creativity. As a suggestion, the following approaches are mentioned: using specific videos that includes the pronunciation needed. Also, teacher can read aloud the correct pronunciation as in a traditional way, making usage of songs is another interesting way to perform it. The main objective from this activity is to give the correct input to the learner.

d) Introduction to phonetic symbols

Knowing how to recognize the sounds through the phonetics symbols help students to perform the pronunciation correctly, it is also useful in certain circumstances when they do not have access to external audio input, like: virtual translators or teachers. In order to provide learners with the correct knowledge the following activity has as the main objective to recognize the sounds that phonetics symbols represent. Recognizing that information is useful and also prepares them with the base knowledge for working in the next activities that this project proposes to overcome the negative mother tongue interference.

Procedure:

In order to make a clear explanation for the phonetic symbols lesson, the following chart contains the information of: activities' objectives, average time that students take into the action, the approach and suggested materials; it is important to mention that some materials are created in the classroom from students, during the development of the tools.

Table# 1 Instructions to develop the activity: Introduction to phonetic symbols.

Objective	Activities' description	Materials	Time
To recognized the variety of phonetical symbols that exist and how to pronounce them correctly.	Provide students with phonetic chat. Explain the correct sound for each symbol, differences between similar sounds and explain the importance of the lips and tongue position. (See annex#2)	Printed chart, Power point presentation.	15min
To identify the similarities and differences between symbols.	In the following activity select those phonemes that are similar write them on the board in a column form. Then, ask Students to look for worlds that belong to the sound. Ex: /l/ /i/ - /ch/ /jh/ Sit Happy - Cheese She	Phonetic chart and dictionary.	15m
To match the correct phonological symbol with the word sound.	Provided students with a list of different words in a random order. in pairs, they listen to partner' pronunciation and writes down the symbol according to what was heard. (see annex#3)	Chart of 20 words.	25min

To identify the correct phonological symbol.	Students listen to a song and write down the correct phonetic symbol right below the bold word. Then, students check, discuss and compare. (see annex#4)	Random printed vocabulary list of 20 words.	20min
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Created by the current thesis' author.

e) Adjective placement:

According to (Zhao, 2019) one of the negative effects of mother tongue interference that is published on her research is, when learners present errors due to lexical collocations. Even though, the population was Chinese students, lexical collation issue is also found as a negative mother tongue interference coming from different languages. Those findings inspire the creation of the third activity called adjective placement. The main objective for this activity is to apply the correct order when there is a need of describing objects by using two or more adjectives in a row. The activity purpose is to decrease the effect of borrowing structures from the mother tongue language into the English. Therefore, with the adjective placement activity, students now have the guides and rules to follow, in order to perform a proper English communication.

Table# 2 Instructions to develop the activity: adjective placement.

Objectives	Activities' description	Materials	Time
1.To recognized the general rules of adjective placement.	1.2Write on the top of the board in a column form the following list: Opinion, size, age, shape, color, origin, and material purpose. Then, based on their vocabulary knowledge ask students to provide the nouns for each column. (See annex#6) 1.3Next, give a brief explanation of the correct adjective placement order by using an example facilitate students	Flashcard with the general rules and vocabulary written on the board, that were previously given by students.	15min

	with informative flash card. (See annex#6)		
To organized the correct order.	Give to students a list of 5 sentences that describes objects with the wrong adjectives' collocation. Then, earners to write down the correct order. (See annex#7)	A list of sentences with five objects with its description for each student.	20m
To recognized the proper adjectives collocation.	Teacher tell to students five sentences, different from the previews practice, some of the sentences are grammatically correct while others are not. As a no guide activity they have to write down the complete object description correctly. (See annex#7)	List of object description.	15m

Created by the current thesis' author.

f) Roleplay

The designing of this activity gives the opportunity to learners to fully express and apply the tools previously studied. Many journals and magazines agree that; the application of roleplays for teaching purpose significantly increases the enthusiasm in participants. In addition, they experience the chance to freely make mistakes and learn from them. Those characteristics provide first hand data, to make an interpretation about the improvement of the negative mother tongue interference in Naranjo high school students as well as the analysis of the preview's activities effectiveness.

Table# 3 Instructions to develop the activity: roleplay.

Objectives	Activities' description	Materials	Time
To apply the correct English pronunciation in different contexts.	Divide the classroom in smaller groups. Give to each club a story sketch to perform ex: The restaurant, the lost tourist o the street, and friends meeting trough video chat.	Customs, decorated setting according to the story, cellphones and recorders sounds for special effects.	25m to organized the settings and story. 20min performing the story.

Created by the current thesis' author.

Chapter VI

Conclusions

6.1 Conclusions

It commonly known that individuals who study the English as a foreign language are affected by their mother tongue influence; this is one of the barriers that every learner has to face during the acquisition process. The purpose of this project is to analyze how the mother tongue interference affects students from Naranjo high school. In order to do so, this project is based on different studies that explores the nature of the mother tongue interference. After the bibliographic research, interesting data is revealed, this information may help teachers and students in the understanding of the phenomenon at issue. Thanks to those studies, this project approaches the situation of mother tongue interference in sections: The first part describes the mother tongue interference as one of the difficulties, that students face in certain stage during the learning process.

Second part concludes that by working with certain strategies, mother tongue negative interference can be reduced. Nonetheless, it cannot be eliminated at all, given the fact that it is part of individuals identity; this affirmation inspired to include into the present investigation authors who claim that teaching by using the mother tongue in class rooms within pedagogical techniques, is ideal to keep students' interest and minimized the anxiety to face an unknown language. In addition, the researchers found express that it is important to investigate the mother tongue development in students because, it is a strong predictor of how the performance in the target language can be in the future. The comparison of researches that study the negative effect of mother tongue in the target language between authors who explore the importance of preserving the mother tongue due to cultural reasons concludes that, it positive for the learner to explore the new language by making usage of the mother tongue to understand concepts and maintain a good level of motivation. Nonetheless, it is necessary to correct the negative influence of the mother tongue in the foreign language in order to deliver an acceptable performance; a task that most of the times have to include the professional intervention from teachers.

Third, in this part of the current project, a group of researches expose the different causes for the mother tongue existence. Even though, some studies where perform among Chinese students and other countries, the causes are aligned to Naranjo high school situation; due to the fact that they share similar patterns that lead to the negative mother tongue effect. Some of the reason for the mother tongue interference according to authors such as (Zhao, 2019) explains

that: the absence of specific features in the language which are not found in the foreign language is one of the causes for mother tongue interference existence. Same author also highlights the lack of vocabulary to express in the foreign language as another cause to take into consideration. Finally, this researcher concludes that, it is important to “develop the habit of thinking in English. Meanwhile, during the learning process of vocabulary, it is vital not only to clarify its concept meaning but also to understand the significance of culture and connotation” (Zhao, 2019) Another author that shares useful data align this project purpose is (Oluwole, 2008) he concludes his study by mention two main ideas. Firstly, he agrees that mother tongue interference influenced the poor performance in English language. The author also makes closure of his research by emphasizing the importance about the correct selection of the materials used for teaching purposes; combined with qualify teacher instructors. Oluwole finding show an area of improvement and call teachers to encourage their professional growth in order to deliver a high-quality product in term of language, he declares that professionals are responsible for the quality of the input that students received.

The majority of results found among the authors cited in this bibliographic research such as Babkina, V. (2018). Concludes that after the intervention, students have significantly improved with the application of activities to overcome the mother tongue interference. She supports the importance of taking care about the problem. On her project’s conclusion the author expresses that even though it is a long-term process, positive results can be achieved by applying the correct strategies according to students needs along with high level of motivation to keep learner’s interest.

Chapter VII

Recommendations

7.1 Recommendations

It is known that teachers, English instructors and experts on the education field have to deal with different situations and different tasks, some of them include extra scholar activities, individual students' follow up and other duties that are added to teaching position. Often, it implies the reduction of the scope that a professional has to cover all learners needs. Taking into consideration the previously mentioned, the first recommendation for the situation of mother tongue inference is to be aware of its presence, and carefully listen to students' mistakes looking for any clue that indicates a negative language interference.

Findings reveal that the mother tongue cannot be eliminated. Therefore, as a recommendation it is important for teachers to take that fact into account when trying to apply the techniques to reduce the negative mother tongue impact; it is necessary to differentiated aspects of the pronunciation which can be improved, from those ones that are part of the individuals' identity. Besides supporting the fact that Mother tongue cannot be eliminated, the author (Radhika, d. (2017) also adds the following recommendation She suggests that "vigorous practice must be given in IPA vowel sounds rather than consonantal sounds because the consonantal sounds may be acquired easily with the help of other letters in the word."

One of the authors mention the importance of the exposition to the target language, and the positive effect that it has on students of the English. However, as (Suliman, 2014) concludes that: an English environment do not guarantee to be a fluent language user. According to Suliman, it depends on other factors such as: the students' motivation and environment. Base on his comment it can be recommendable that after the diagnosis of the negative mother tongue influence in learners, teachers encourage self-awareness and intrinsic motivation in students to overcome the negative influence. By doing so, students can expose themselves into English environment beyond classroom setting; technology may serve as an interesting ally for this task.

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Annexes:

Annex#1

The chart contains phonetic symbols with examples and are organized in the following groups: Consonants, vowels, monophthongs, diphthongs, voiced and unvoiced sounds.

The 44 phonemes of received pronunciation based on the popular Adrian Underhill layout.

VOWELS	monophthongs				diphthongs			Phonemic Chart voiced unvoiced
	i:	ɪ	ʊ	u:	ɪə	eɪ		
	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
bed	teacher	bird	door	tourist	boy	show		
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ		
cat	up	far	on	hair	my	cow		
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
fly	video	think	this	see	zoo	shall	television	
m	n	ŋ	h	l	r	w	j	
man	now	sing	hat	love	red	wet	yes	

Adapted by English club.com

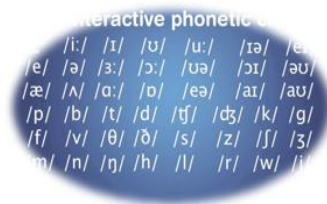
Annex#2

Presentation of the topic, using the tool of power point Presentation.

Slide #1

A brief introduction to phonetics

- What are phonetics?
- According to Peter N. Ladefoged Phonetics are: "the study of speech sounds and their physiological production and acoustic qualities."
- Why are important?
- It shows the pronunciation of different letter, when putting together.
- Phonetics are important to pronounce the words correctly.



Slide #2

The 44 phonemes of received pronunciation based on the popular Adrian underhill layout.

	monophthongs				diphthongs			
	i:	ɪ	ʊ	u:	ɪə	eɪ		
VOWELS	sheep	ship	good	shoot	here	wait		
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	bed	teacher	bird	door	tourist	boy	show	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
	cat	up	far	on	hair	my	cow	
CONSONANTS	p	b	t	d	tʃ	dʒ	k	g
	pea	boat	tea	dog	cheese	June	car	go
	f	v	θ	ð	s	z	ʃ	ʒ
	fly	video	think	this	see	zoo	shall	television
	m	n	ŋ	h	l	r	w	j
	man	now	sing	hat	love	red	wet	yes

Phonemic Chart
voiced
unvoiced

Adapted by Englishclub.com

Slide#3

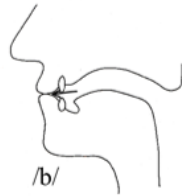
Exposition of some minimal pairs.

• B

- Pronouncing this sound
By putting your lips
together and adding
your voice.

• Ex:

- Billion
- Berry
- Ban

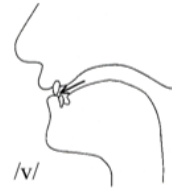


• V

- To produce this sound
put your front upper
teeth near the lower lip
next make vocal
vibration.

• Ex:

- Very
- Van
- Vowels



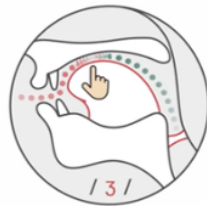
Slide#4

• ʒ

- To pronounce this sound
teeth come together,
tongue raises a little bit
in the middle, this sound
is voiced. consonants
before the sound ʒ are
typically longer.

• Ex:

- Usually
- Luxury
- Television

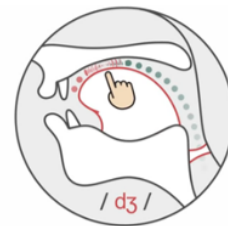


• dʒ

- To Pronounce it, use
same position as ʒ
sound. This time, stop
the air before the ʒ
sound and make add
your voice.

• Ex:

- Judge
- Surgery
- Message



Slide#5

• tʃ

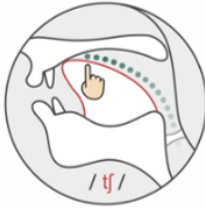
- To pronounce this sound put your back teeth and stop the exhaled air with your tongue.

• Ex:

• Chin

• Cheese

• Church



• ʃ

- To pronounce this sound slightly open your mouth and control the air flow by rising the tongue.

• Ex:

• She

• Shape

• Ship



Slide#6

• ð

- To pronounce this sound put the tip of your tongue between your front teeth, blow air, add vibration and keep the air flowing. this sound is voiced.

• Ex:

• Chin

• Cheese

• Church



• θ

- To pronounce this sound put the tip of your tongue between your front teeth, blow air making some friction.

• Ex:

• Thank

• Bath

• Author



Annex#3

Chart with random words for students to write the correct phonetic symbol.

Aim	Note	Wood	All	Zip	Sea	Thin	She	Bat	It
Gate	They	Egg	Law	Earth	Run	Vest	Vision	Up	Tin

Created by the current thesis' author.

Annex#4

Adapted lyrics to listening pronunciation activity.

Katy Perry

Firework

Do you ever **feel**__ like a plastic **bag**__

Drifting **through**__ the wind, wanting to start again?

Do you ever feel, feel so paper **thin**__

Like a house of cards, one blow from cavin' in?

Do you ever feel already buried **deep**? __

Six feet under **screams**,__ but no one seems to hear a **thing**__

Do you know that there's still a chance for you?

'Cause there's a spark in you

You just gotta ignite the **light**__

And let it shine

Just own the night

Like the Fourth of **July**__

'Cause baby, you're a firework

Come on, show 'em what you're worth

Make 'em go, "Oh, oh, oh"

As you **shoot**__ across the sky

Baby, you're a firework

Come on, let your colors burst

Make 'em go, "Oh, oh, oh"

You're gonna **leave**__ 'em **all**__ in awe, awe, awe

You don't have to feel like a waste of space

You're original, cannot be replaced

If you only **knew**__ what the future **holds**__

After a hurricane comes a rainbow

Maybe a **reason**__ why all the **doors**__ are closed

So you could open one that leads you to the perfect **road**__

Like a lightning bolt, your **heart**__ will **glow**__

And when it's time, you'll know

You just gotta ignite the light

And let it **shine**__

Just own the night

Like the **Fourth**__ of July...

Annex#5

Written activity about organizing the adjective in a sentence.

Instruction: Organized the adjectives in the right order.

1. There was _____ in the back yard.
(A dog, black terrify, huge)
2. I gave her _____ for Christmas.
(Some hearings, beautiful, black steel)
3. There was _____ hanging on the wall.
(a picture, old, wonderful, impressionist)
4. Have you seen _____ lying on the floor?
(a pair of gloves, brown, leather)
5. She was wearing _____
(a sweater, winter woolen)
6. There were _____ on the shelf.
(a lot of, ornaments, china, little, useless)
7. There is _____ in this town.
(a church gothic very old)
8. My mother bought _____ for the picnic.
(several, plates, plastic blue, small)
9. _____ does not feel comfortable living with the Korean family.
(the girl French fifteen, year old)
10. Why don't you wear your _____? It is raining.
(winter, black, new)

Annex#6

This flashcard contains rules and examples of the correct adjective placement, that serves as a guide for students.

The general order of adjectives before a noun is the following:

Opinion	Size	Shape	Condition	Age	Colour	Pattern	Origin	Material	Purpose	Noun
ugly	small	thin	dirty	old	red	striped	Italian	cotton	sleeping	bag
beautiful	--	long	--	--	white	--	French	silk	wedding	dress
--	large	--	broken	ancient	--	--	Greek	clay	flower	vase

OPINION Attitude / Observations delicious, lovely, nice, cool	COLOUR Colour / Approximate Colour green, blue, reddish, purple
SIZE Size / Height big, small, tall, huge, tiny	PATTERN Pattern / Design spotted, checked, flowery, zigzag
SHAPE Shape / Weight / Length round, square, long, fat	ORIGIN Where is it from? American, British, Arabic, Turkish
CONDITION Condition / State clean, wet, rich, hungry	MATERIAL What is it made of? gold, wooden, plastic, synthetic
AGE How old is it? old, young, new, antique	PURPOSE What is it used for? gardening, shopping, riding

Before adjectives + noun we normally have a *determiner*:
- a, an, the, my, your, her, four, this, those, some etc.

Source: www.woodwardenglish.com

Annex#7

Extra sentences to work orally in finding the correct order.

- I found a red triangle for little toys.
- Yesterday, I bought two beautiful Chinese Umbrellas.
- I saw little girl running to a wooden small house.
- My French old three friends smart live in a camper.
- There are five fashionable European cloth winter sweaters on the store.

Annex#8

Evaluation

Activity#1

Listening activity for the evaluation test.

Instructions: Students circle the correct phonetic symbol next to the word, after listening to teachers' pronunciation.

Long /i/ Short /I/

1. Since /I/ /i/
2. Clean /i/ /I/
3. This /I/ /i/
4. Feet /i/ /I/

Long /ɑ/ Short /æ/

1. Guitar /ɑ/ /æ/
2. Have /æ/ /ɑ/
3. Dance /ɑ/ /æ/
4. Bad /æ/ /ɑ/

Long /u/ Short /ʊ/

1. Bull /ʊ/ /u/
2. Good /u/ /ʊ/
3. Shoe /ʊ/ /u/
4. Pull /u/ /ʊ/

Annex#9

Activity#2

Listening evaluation test.

Instructions: Students listen to the following list of words pronounced by the teacher and write them down in the given chart.

Teacher's vocabulary chart.

Math	Fan	Van	Bath	Safe	Save	Fine	Vine	Sell	Shell
Hard	Hart	She's	Cheese	Grow	Glow	Play	Pray	Heat	He's

Created by the current thesis' author.

Students' chart to be filled.











1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.

Created by the current thesis' author.

Annex#10

Evaluation of the activity adjective placement.

Instructions: Students describe the drawings below by following the specific given directions.

Describe the object in a sentence by using 1 adjective.		
Describe the object in a sentence by using 2 adjectives in a row.		
Describe the object in a sentence by using 4 adjectives in a row.		
Describe the object in a sentence by using 3 adjectives in a row.		
Describe the object in a sentence by using 5 adjectives in a row.		
Describe the object in a sentence by using 3 adjectives in a row.		
Describe the object in a sentence by using 5 adjectives in a row.		
Describe the object in a sentence by using 6 adjectives in a row.		
Describe the object in a sentence by using 3 adjectives in a row.		
Describe the object in a sentence by using 4 adjectives in a row.		

Created by the current thesis' author.

Rubric:

30% achieved = need improvement. 50% achieved = good job. 100% achieved = excellent.