

THE ROLE OF SPANISH TRANSFER: THE NEED TO INCLUDE CONTRASTIVE ANALYSIS IN EFL TEACHING

1. INTRODUCTION

One of the most controversial issues within the many psycholinguistic aspects involved in the process of Foreign or Second Language Acquisition is that of the exact role played by the first language. Generally it is accepted that Transfer, that is, interference from the first language or mother tongue, is an important source for learners' errors. However, it can be said that it still remains an open question, since linguists have reached contradictory conclusions. It seems there is no agreement as to the precise extent to which native language influences, both fostering and constraining, the process of second or foreign language acquisition. The results of the numerous researches carried out by linguists tend to vary considerably, some regarding Transfer as prime, and others as marginal. Thus, while Dulay and Burt maintained that fewer than 5 per cent of the errors made by Spanish children learning English could be classified as interference errors, some comparative linguistics researches have found that around 80 per cent of the errors were attributable to interference (Ruiz, 1991: 19). Some authors assert that *the percentages of errors caused by this interference vary from 33% to as low as 3 %* (Abbot & Wingart, 1981: 230). In my own findings, which are reflected in the Appendix, 63.87% of the errors made by my students at the Faculty of Philology were due to negative interference from Spanish. But before focusing on this material, it would be interesting to comment briefly on the arguments given by scholars in an attempt to account for these contradictory results.

2. SOME EXPLANATIONS

The explanation for those controversial conclusions about the role of interference is that the researches have been based on insufficient or non-comparable data. As Ringbom (1987: 2) states, *the role of the first language must, of course, be viewed in relation to other important variables*. At least five factors have been proved to influence the amount and nature of L₁ Transfer. They are the following:

— Firstly, it is important to notice whether we are dealing with Second or Foreign language learners. The former are supposed to learn the target language through verbal contact with native speakers in a natural environment, and usually in combination with L₂ instruction. It is also reasonable to think that they must be strongly motivated to learn the community language in order to integrate themselves into that culture. This is not obviously the case of my students, who are learning English as a Foreign language at the Uni-

versity. Their contact with English, the target language, only comes through instruction and in an L₁ environment, with motivational differences. Interferences are more likely to occur in this situation, whereas most studies showing a limited role of interference focus on L₂ learning in an L₂ environment, where the L₂ input is abundant and varied.

— Secondly, the amount of Transfer also tends to vary depending on the stage of learning. It has been estimated that interference from the mother tongue is more frequent with elementary learners in the early stages, and when the L₂ is learnt in an L₁ environment (Van Els, 1984: 58-9). Our students were not beginners but their levels varied a lot, ranging from low intermediate to advanced. Obviously, L₁ influence is an indication of low acquisition (Krashen, 1988: 67), and therefore not all students have the same problems with Transfer: the poorer their command of English is, the more they tend to transfer from Spanish.

— Thirdly, the kind of language task we assign to our students (translation, free composition, dictation) will also bring about a difference in the frequency of errors. It has been suggested (Nickel, 1987) that there is more Transfer in oral tasks and in translations than in other types of tests or activities. This suggestion could probably be applied to free written composition, because *the student is in most cases, thinking in his native tongue and tries to speak in the target language through a process very similar to the one followed in a translation exercise* (Ruiz, 1991: 19). This process is evident in many of the data collected in the Appendix.

— In the fourth place, there is evidence that the degree of interference is partly determined by the degree of translatability between the languages involved. Interference occurs predominantly when the two languages are closely related; that is, the kind of relation between the target language and the first language can contribute both to facilitate or to obstruct learning.

— The fifth factor is Error Analysis itself, since sometimes it is difficult to make a clearcut distinction between those errors which are attributable to interference and those which aren't. Besides, EA works with those errors students openly make, but it can not cope with those errors they deliberately avoid to make, when because of the difficulty of certain structures they just don't use them - the so called "avoidance phenomena" (Van Els, 1984: 61-63).

There is, however, another argument that claims that those remarkable differences in the percentages of errors caused by interference can also be due partly to the changes in fashion, that is, the different theoretical tendencies may have had an influence both on the purposes and on the results of the studies.

4. CA HYPOTHESIS

From the 40's to the late 60's, the idea that interference from the L₁ was the major obstacle to FL Learning was dominant (Bley-Vronam, 1989: 55). This perspective was maintained in close connection with the discipline called Contrastive Analysis (CA), which claimed that *the most effective materials for language teaching and learning were those based on a scientific description of the language to be learned, carefully compared with a parallel description*

of the native language of the learner (Dulay-Burt, 1974: 97). Then, in the 70's the general decline in interest in Contrastive Studies in favour of the Communicative approach and cognitive aspects of language teaching and learning provoked a loss of emphasis on this subject, and Transfer became almost a dirty word. Another point for criticism on CA was caused by the fact that some of its theoretical assumptions derived from the behaviourist psychology,¹ which was no longer in fashion. As Abbot and Wingard (1981: 230) suggest, it seems only natural that in those days some writers were more concerned with proving that there were many errors which could not be attributed to Transfer, and this may have led them to overstate their case. However, the idea of Transfer has been both respectable and fashionable again in the 80's (Ringbom, 1987: 1). In short, somehow, the changes in the linguistic tendencies may have had something to do with the variety of results obtained in the investigations carried out so far to determine the extent to which Transfer negatively affects the process of acquisition of English as a foreign language.

In his article "The exculpation of Contrastive Linguistics", C. James (1983) refuted the main sources of criticism on the theories of CA. Among many others, he replied to two important assumptions that have been held against CA: firstly, *that CA has never claimed that L₁ is the sole source of error*. And secondly, that the only claim Contrastive linguists have made is *their ability to predict behaviour that is likely to occur with greater than random frequency*.

Following this line of thought, I agree with Wilkins (1972: 201) when he states that *CA should be carried out to provide a linguistic explanation for known errors, rather than as a predictive procedure*. It really seems more sensible to make errors the starting point for CA and not just a way of verifying hypothetical predictions. Accordingly, the only prediction we can make is that *the linguistic behaviour of second language learners in the future is expected to resemble closely the behaviour of language learners in the past*. And this is something we, teachers, check every academic year with different groups of students.

5. ERROR ANALYSIS

In general, the field of Error Analysis abounds with controversy on key questions such as when and how errors should be corrected, and even whether errors should be corrected at all (Nunan, 1989: 31).² But on balance, and despite its limitations, the analysis of our students' errors is *an important key to a better understanding of the processes underlying L₂ learning*. Errors provide teachers with relevant information on the particular flaws in the students'

¹ According to the behaviourist ideas, language was a set of habits; then, when we try to learn the new habits of a second language, the old ones (those of the first language) will interfere. The mother tongue interferences will hinder or facilitate the formation of the new habits of the second language depending on the similarities or differences between them.

² Nunan claims that correcting errors is of little benefit for long-term acquisition, since *this is a subconscious process, while Error correction and grammatical explanations are conscious processes*. Another point for criticism of EA is that it is concerned only with what the learner cannot do and neglects the more important point of what the learner can do.

learning stage, so that our teaching should be directed at those points where students have problems. However, we should also bear in mind, that *lower frequency ... need not necessarily mean that the point in question is less difficult* (Ringbom, 1987: 70).

When analysing my students' errors, my purpose was not only to establish the frequency but also the nature of those errors, in an attempt to determine the role Spanish played in their performance of English and to assess more accurately the kind of remedial work that was necessary for them. The appendix includes part of the material produced by my students taking their final English Language examination at the Faculty of Philology, in the academic year 1992-93. The errors studied and cited here are from the performance data of the compositions written by a total number of 80 students, who had received instruction in two different groups of 46 and 34 respectively. The topic for their writing assignment was then *Burglary: causes and prevention*. I partly followed Wyatt's (1973) system to classify the errors and ascertain the exact rate at which they occurred in students' writing. They were first of all categorised as *Transfer errors*, if Spanish was felt to be their cause, and *no-Transfer errors*, if that was not the case. The former were also grouped into general categories according to the linguistic level and the class they belonged to: Spelling, sentence structure, verb groups, noun groups, pronouns, adjectives, prepositions and misuse of words and idioms. For *no-Transfer* errors I used a similar classification in an attempt to sort out the items of the target language itself that caused problems.

The figures in Table I (Appendix) show that out of a total of 656 errors, 419 could be traced back to mother tongue interference, whereas, the remaining 237 were attributable to other problems learners found in dealing with the structure of the English language. Therefore, a majority of the errors were caused by the influence of their mother tongue, Spanish. Spanish Transfer has a negative effect on students' performance of noun groups, vocabulary usage, and sentence structure, which are the areas where they produce more errors; whereas pronouns, verb groups and adjectives seem to cause less difficulty in their writing. As regards *no-Transfer* errors, I came to the conclusion that English verbs, sentence structure and vocabulary usage lead students to a higher number of errors; while problems with pronouns, articles and prepositions seem to be less frequent.

There is a considerable similarity in the form of many English and Spanish words. As a result, students tend to make spelling mistakes in those words which - except for a vowel or a consonant- clearly resemble their Spanish equivalents, as we can see in the examples given in Table II, Section A-1, which clearly show confusion with the Spanish spelling. On the other hand, intralingual or *no-Transfer* errors in spelling also occur because of students' neglect or failure to apply spelling rules, such as not doubling consonants, or not changing -i for -y when adding the -ly ending, or the plural and the -ing morphemes (see table II, Section B-1).

Transfer from Spanish is more frequent at the structural level. Most of the errors found in the structure of the English sentences composed by students have to do with their application of the features of Spanish syntactic rules when writing in English. First, the order subject+verb, which is strictly followed in English, is altered as a consequence of direct translation from

Spanish structures, where the verb can precede the subject, both in oral and written language. Thus, in sentence a-1 (Table II, Section 2) the student clearly followed the Spanish pattern when he wrote * *In this article appears others important advises*. His Spanish habits also interfered and made him add the -s plural morpheme to “other”, in agreement with the plural for the noun “advises”. He obviously did not take into account that it is a mass noun - a distinction which does not exist in Spanish - and, besides, he also failed at the spelling, and used “s” for “c”.

Sentences 2 and 6 in Section 2a (Table II) are also interesting since both derive from direct translation from Spanish. The only difference is that in sentence 6 the student remembered the rule that all verbal forms must have a subject in English, and then he added “it” to the conditional “would not exist”. He didn’t realise, though, that this way the sentence would have two subjects, since the real subject of the verb actually appeared just behind it.

In Section 2c we can observe how Spanish tendency to omit the subject is the source of many errors in students’ performance of English. The inflectional endings of Spanish verbal forms are specific for each grammatical person, and this allows omission, which is impossible in English. Notice how in sentence b-5, apart from some other evident mistakes, the student forgot to use the subject pronoun for the verbs “leave” and “tell”.

Section 2b shows how the position of the Direct Object is a minor source of errors as regards structure. In English it comes immediately after the verb, especially in constructions with an Object Attribute. This order can be altered in Spanish, and, therefore, we can find many sentences following a Spanish pattern, like the ones in this section.

Section 2d includes a variety of structural mistakes which are clearly connected with the Spanish versions they are paraphrasing. Thus, in sentence 1 the student follows the Spanish expression “estar de acuerdo” by combining the verb “to be + agree”. This is a very frequent error; the reverse also occurs very often, that is, the omission of the verb “to be” in those English constructions which do not take that verb form in Spanish, as they do in English. For instance, the verb “to be born” is used without the “be” form, because its equivalent does not occur in the Spanish verb “nacer”. Finally, sentences d-3 and d-4 illustrate the same case: the student follows the Spanish pattern when he uses the past tense “progressed” and “didn’t exist” (instead of the infinitive “to progress” and “not to exist”), because he has been told that this tense performs the functions of the subjunctive mood, which is used in the equivalent Spanish construction, and which does not exist in English.

As regards the errors in Section 3 (verb groups), I observed there was little interference from Spanish in the Compositions I studied. Only two cases of Transfer have been found. In sentences a-1 and a-2 the student used the simple present to refer to an action in the immediate future, which should have been expressed with the present continuous in English. A particularly interesting error is the one in sentence b-1. It’s the only example of wrong formation of the tense which could be traced to mother-tongue interference, since most of the errors of this kind are usually interlingual. Here, the student translated word for word, from Spanish into

English, each of the items that formed the verbal phrase. He mentally substituted “no ha” for “haven’t”, “podido” for “could”, “ser” for “be”, and “comprobado” for “checked”.

However, notice in Section 4 how the bulk of my students' interlingual errors appeared in Noun groups. Here I included errors concerning the use and abuse of articles (examples in Section 4a), or the unnecessary number agreement between modifier and Noun, like in *c-1*, *c-2*, and *c-4*. All these errors are unmistakably caused by the interference from Spanish, as well as the errors in Section *b*, which can be explained by the fact that the distinction countable-uncountable does not exist within Spanish nouns.

Errors in pronouns are also due to structural differences between Spanish and English: note those in sentences *a-1* and *a-3*, where the personal pronoun “they” (which is used in the Spanish construction) stands for the corresponding object pronoun in English, “them”. The examples in Section *b-5* are cases of addition of a pronoun that would occur in Spanish, but not in English. And in Section *c-5*, sentence 1 shows the differences in agreement between English and Spanish possessive pronouns. In English there is no concord in number between the possessive form and the number of things possessed, as it happens in Spanish. That is the reason why the student wrote “their children” instead of “her children”, after mistaking “their” as the equivalent of the plural possessive form for the third person “sus” in Spanish. Likewise, in the following sentence, *c-2*, the student added the plural morpheme to the pronoun “their”, on the analogy of the plural mark in the Spanish “sus”.

As regards adjectives, Spanish students have two problems: they tend to use them after the nouns they qualify (see Section 6) and they also put them in the plural form, as we can see in the examples in Section *b*. Prepositions also constitute a troublesome issue, as the examples in Section 7 prove. Students suffer a lot of Transfer, either by using them unnecessarily with verbs that obviously take them in Spanish, or by not using them when they do not occur in Spanish (see Sections *a* and *b*). On other occasions, they simply write in English the apparently equivalent preposition in Spanish, thus often making the wrong choice, since many times they do not coincide, as we can observe in Section *c*. Sometimes, the problem lies in the fact that certain prepositions have a wider semantic reference in Spanish, such as *por*, which means both “by” and “for”, or *desde*, which can refer both to “since” or “from”, or even worse, *en*, which can be translated in English for “in”, “on”, or “at”.

Many errors in vocabulary are also caused by the fact that for some Spanish words there is a wider lexical distinction in English. This explains the errors I grouped in Section 8-b, where students have dealt with English lexical items which have a single equivalent in Spanish: both “treat” and “try” can be translated for “tratar”; “steal” and “rob” are “robar”; “do” and “make” mean “hacer”; “say” and “tell” stand for “decir”; “pass” and “spend” are “pasar”, and the same happens with the couples “little-few” and “much-many”, which mean “poco” and “mucho”, respectively.

On the other hand, similarity in form between many English and Spanish words - the so called *false friends* - provokes many errors, since confusion arises easily in students, who take “success” for “suceso” (event), “actual” for “actual” (present, contemporary), “assist” for “a-

sistir” (attend), “support” for “soportar” (bear, stand), etc. The existence of so many English-Spanish cognates invites students to fall back on the invention of vocabulary items by combining English endings and Spanish roots, every time they fail to find a proper English word. I made a long list in Section 9, where students used “satisfying” (Spanish, *satisfacer*), for “satisfying”; “retirated” (*retirado*), for “retired”; “volunt” (*voluntad*), for “will”; “periodist” (*periodista*), for “journalist”; “publicated” (*publicado*), for “published”; “argumented” (*argumentó*), for “argued”; “determinated” (*determinado*), for “a certain, specific”; “evit” (*evitar*), for “avoid”; “explote” (*explotar*), for “exploit”; etc.

All the examples given in this part of the Appendix are clear cases of interlingual or Transfer errors. In some cases, there is so much Transfer that it will be difficult to guess the meaning for someone who doesn't understand Spanish. Note how in sentence 4 (Section 10) the student translated word for word from Spanish in an attempt to compose an English sentence which makes little sense:

I'm going to talk about the motive of *the* burglaries, *because* they are so *often* and *as* they are realized, *so like*, the places where they are produced, who *does* them and *who* social class is *frequently stole*, and, *at the end*, *as* people can stop them, the results in people's personality and *police's* behaviour.

Here, this student makes several errors, and most of them are interlingual. First, she uses the article in “the burglaries”; then she mistakes “because” for “why”, probably because the distinction in Spanish between “por qué” in questions, and “porque”, in answers, also causes her problems. Thirdly, she uses “as” instead of “how”, since both “as” and “how” can be translated in Spanish as “como / cómo” respectively; then the words “so” and “like” are combined, following a Spanish expression, to form a hypothetical equivalent of the English idiom “as well as”, which results from joining the separated Spanish meanings of those two words. A fifth Transfer error has to do with the wider meaning of the Spanish verb “hacer”, which stands both for “do” and “make”; and finally, she uses “at the end” meaning “in the end”, since both expressions have a common translation in Spanish, “al final”. On the other hand, the three remaining errors underlined are intralingual, and have no relationship with the student's mother tongue: she uses “often” as if it were the adjective “frequent”, and omits the article when she refers to the Police.

To sum up, this identification of the errors together with a careful listing or classification constitute the first and most essential steps in remedial work. Hence, and following George's (1972: 80) suggestions, we must select a limited number of those unwanted forms for remedial action through classroom study, taking into account factors such as the time available, the frequency of occurrence of the error and the severity of impairment of communication.

6. CONCLUSION

The analysis of my students' errors revealed that interference from Spanish, their first language or mother tongue, is clearly a major source of difficulty for them. The implication is that a contrastive study of the wrong sentences produced in the target language and the corresponding versions in L_1 and L_2 will help students overcome a great part of the errors they make. This is a strategy that may run counter to the direction in which language teaching methods have been moving in recent years; but, in my opinion, many of my students' errors prove that their potential performance could only be improved thereby.

Obviously, L_1 influence is an indication of low acquisition, and Krashen (1988: 67) assumes it can be *eliminated or at least reduced by natural intake and language use*, but, as Van Els (1984: 59-60) states, *in so far as L_1 interference occurs in L_2 learning, CA plays, by definition, a complementary role*. However, for the moment, the teaching materials and syllabuses have focused exclusively on the structure of the target language, English. Besides, there hasn't been systematic research into the effect of teaching methods based on CA. As Ruiz (1991: 22) argues, in spite of the massive production of theoretical work, CA has fallen far behind the theory, since it had very little impact on textbooks, teaching methodology, and especially on language teaching practice. In Atkinson's (1987: 247) words,

although the mother tongue is not a suitable basis for a methodology, it has, at all levels, a variety of roles to play which are at present consistently undervalued ... and to ignore the mother tongue in a monolingual classroom is almost certainly to teach with less than maximum efficiency".

At present, rather than the question of which percentage of errors in a certain body of data is attributable to interference, scholars' concern tends to go into a question that remains open to discussion, and it is not whether transfer exists, but in what circumstances L_2 learners transfer what, how much is transferred and why (Ringbom (1987: 2). However, the amount of Transfer is likely to vary in accordance with the factors interacting in every learning situation, and this is obviously a fact that seems to seriously hinder the development of a general theory both of language Transfer and Second Language Acquisition.

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APPENDIX

SUMMARY

Academic Year	92-93
Total Number of students	80
Composition Topic:	<i>Burglary: causes and prevention</i>
Total number of errors	656
Transfer errors	419
No Transfer errors	237

T A B L E I:

	FREQUENCY	PERCENTAGE %
A) L-1 TRANSFER ERRORS in EFL	419	63.87 %
1. SPELLING =	31	7.39 %
a) Vowel errors	4	
b) Consonant error		
b) Double v. single consonants	6	
c) Omission of one letter	11	
d) Addition of one letter	1	
e) Wrong combination of letters	1	
2. SENTENCE STRUCTURE =	68	16.22 %
a) Subject + verb order	22	
b) Verb + Direct Object order	9	
c) Omission of subject	20	
d) Other constructions	17	
3. VERB GROUPS =	5	1.19 %
a) Wrong choice of tense	3	
b) Wrong formation of the tense	2	
4. NOUN GROUPS =	111	26.49 %
a) Articles	70	
b) Countable v. uncountable	21	
c) Modifier-noun number agreement	19	
d) Other (genitive)	1	
5. PRONOUNS	4	0.95 %
a) Plural form for pronouns	1	
b) Wrong pronoun	3	
6. ADJECTIVES	28	6.68 %
a) Wrong order Adj+N	8	
b) Plural form for adjectives	16	
c) Omission of relative antecedent	4	
7. PREPOSITIONS	66	15.75 %
a) Omission of preposition	4	
b) Unnecessary prepositions	29	
c) Wrong preposition	33	
8. VOCABULARY USAGE	106	25.29 %
a) Misuse of words & idioms	20	
b) No Spanish distinction	61	
c) Vocabulary invention	25	

B) NO TRANSFER ERRORS =	237	36.12 %
1. SPELLING	23	9.70 %
2. SENTENCE STRUCTURE	68	28.69 %
a) Double subject	12	
b) Wrong construction	14	
c) Wrong agreement	42	
3. VERB GROUPS	71	29.95 %
a) Omission of -s 3rd person singular	21	
b) Wrong tense	20	
c) Wrong formation of the tense	30	
4. NOUN GROUPS	1	0.42 %
a) Omission of article	1	
5. PRONOUNS	1	0.42 %
a) Wrong pronoun	1	
6. PREPOSITIONS	9	3.79 %
a) Wrong preposition	6	
b) Unnecessary preposition	3	
7. VOCABULARY	64	27.00 %
a) Wrong word	32	
b) Wrong word class	33	

T A B L E II: DATA

A) TRANSFER ERRORS

1: SPELLING

- a) Vowel error: *responsable, desappear*
- b) Consonant error: *frecuently, receibe, essencial, confortable, sofisticated, provoces*
- c) Double v. single consonant: *communication, atention, posesion*
- d) Omission of one letter: *objetive, goverment*
- e) Addition of one letter: *crimens*
- e) Wrong combination of letters: *immediately*

2: SENTENCE STRUCTURE

a) Subject + Verb order:

*In this article appears others important advises
if wouldn't exist this experiment. .
because is conceded great importance to environmental factors
knowing the causes that involves this problem
ex perts have said how is this process
to demonstrate what's his intention
think about what means to be an old one
it would not exist private schools*

b) Verb + Direct Object order:

making raise the patriotism

*violence can provoke in children a great inhibition
It can make from them violent people
Punishments could help to make lower the number of muggers
problem which has made happy to many couples
It offers to the public a wide range of selection*

c) Omission of subject:

*but is more important to respect the Nature
so that seems there's someone living there
the author thinks is necessary to limit freedom
because is where they can get more prestige
Sometimes are we who tent the burglars to rob when, for example leave the house
and forget to close a window or when tell everybody we're going on holiday.*

d) Other Wrong constructions

*I'm entirely disagree
this makes they try to solve their situation
for making easy the burglaries
They are so usual due to there are many economic problems
they wanted their society progressed
they wanted the poors didn't exist*

3: VERB GROUPS

a) Wrong choice of tense:

*call the local Police station to tell them they go on holidays.
Don't say anybody that you leave your house*

b) Wrong formation of tense:

this proyect haven't could be checked

4: NOUN GROUPS

a) Articles:

*We don't worry about the security.
I believe in the each one's own work
Burglars are interested in the tourism.
to prevent the burglary
The time is the enemy of the burglar
enjoy in the life
The people ought to protect their properties.*

b) Countable v. uncountable:

*some advises
all your furnitures
our jewelries*

c) Modifier-Noun number wrong agreement:

*severals cases
others methods*

*their owns profits
certain kinds of animals
many others things*

5: PRONOUNS

a) Wrong Pronoun:

*This makes they try to
to live where their possibilities let they live
we want they happen*

b) Unnecessary pronoun:

*find a chair to sit us.
We have to tell it a good neighbour that have a look at our house
Old people have to be treated as adults because they're it.*

c) Plural form Pronoun:

*A woman could have their children
according to theirs own necessity*

6: ADJECTIVES

a) Adj+Noun wrong order:

*to create human beings more intelligent
Burglary is an aspect very frightened
Burglary is a theme very difficult
things more expensive*

b) Plural form for adjectives:

*the poors
We are the responsibles
basics points
They are hungries
many privates banks
different views
They are more intelligents
... with very goods results*

7: PREPOSITIONS

a) Omission of preposition:

*things that belong us
People provide thieves a good opportunity*

b) Unnecessary preposition:

*... were against of that . .
Despite of the troubles. .
to answer to this question. .*

call to the Police. .
enter in this world. .
has become in a very important cause. .

c) Wrong preposition:

since another point of view
By one hand
By this reason
in the first floor
responsible of. .
they make their work of the same way. .
they depend of others

8: MISUSE OF WORDS & IDIOMS

a) Wrong word:

an experiment realized by many scientifics
a familiar can put on the lights
people will be treated by equal

b) No distinction:

treat-try: *Some of them treat to give a positive vision*
It treats to establish in which cases society must distinguish. .

steal-rob: *if you steal in a house*
to rob many things

do-make: *When we want someone to make something*
some conditions had done this possible
questions they will do in the future
They do old people feel useless

say-tell: *what we have said him*
to say them the same
. . tell it to the Police

pass-spend: *Everybody pass the best moments*
most people pass the greater part of. .

much-many: *too much neighbours*
so much people
many space at home

little-few: *A few money*

c) cognates:

a frequent succes
the actual increase
any more robs
have assisted to his course
support the terrible scandinavian weather

9. VOCABULARY INVENTION.

- ... the objective of satisficing...*
- ... many retiraded swimmers...*
- ... volunt of superation...*
- a periodist of The Times has publicated an article. .*
- Dr Max argumented...*
- ... a determinated kind of person...*
- ... to evit the war among nations.*
- ... to explote them.*
- ... organized by...*
- ... they are destined to enjoy...*
- ... they would be obligated to. .*
- ... after seleccionating...*
- ... was desesperated...*

10. MISCELLANEA - TRANSLATION

I have heat -

He has 24 years old -

there would have more poor countries

I'm going to talk about the motive of the burglaries, because they are so often and as they are realized, so like, the places where they are produced, who does them and who social class is frecuently stole, and, at the end, as people can stop them, the results in people's personality and police's behaviour.

B) NO-TRANSFER ERRORS

1. SPELLING

powerfull / unluckyly / nervouss / an Irishman who teaches... / wich

2. SENTENCE STRUCTURE

a) Double subject

the world of drugs that it's very powerfull

the burglar's job it's

what I'm looking for it is very different

b) Wrong constructions

In spite the increasing number of burglaries...

makes them to give up

a crystal hole in the door to can see
There are people's high number in this situation
There is no any

- c) Wrong agreement
reasons that provoces
other reason
they seems to live

3. VERB GROUPS

- a) Omission of the 3rd person sing. -S
He sell these objects in the street.
a new burglary have happened
someone who have been burgled
Everybody know
- b) Wrong tense
The better way to do it is. . fitting a lock. . to prevent burglars when you left home.
They can't obtain a good job as other people that had studied. .
People who suffered robbs feel bad moments
then I realised I have been robbed
because it was the first place where they looked. +
- b) Wrong formation of tense
without been saw
without being saw
Quinn is given a course+
The fear to be burgled has always remain in our minds
The olds are treating like objects
They will made
All of us has suffering during our lifes
should not to be at home

4. NOUN GROUPS

- a) Omission of article
Police always gives them...

5. PRONOUNS

- a) Wrong pronoun
The primitive idea of it's use. .

6. PREPOSITIONS

- a) Wrong preposition
their interest on taking...

*to live on this way
on summer*

b) Unnecessary preposition

*thinking of someone is going to enter
they have to face with their physical problems*

7. VOCABULARY

a) Wrong word

*burglaries begin to work...
They, burglaries, are people who...
many robbs happen
have been robbed
Doubt to this fact, ...
happy for being alone at least!
Before eating you must clean your teeth*

b) Wrong word class

*To closed all the windows
have to be more consequence
strong punishes
It is obviously that
so clever than they first stop...*

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