

## REVIEW ARTICLE

### FREQUENT ERRORS IN THE TRANSLATION FROM ENGLISH INTO SPANISH IN THE TEACHING OF STUDENTS

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#### ABSTRACT

The interaction between two languages, the native and the foreign, gives rise to the phenomenon known as inter language with this. This influence can be positive or negative (Interference). The research addresses the identification, which is the influence that the foreign language receives from the mother tongue and interchange of linguistic interferences (negative influences or errors) in the translation of technical English into Spanish during the teaching and learning process, where Spanish is the mother tongue; in the career of Industrial Engineering in an Ecuadorian university, this identification constitutes the objective of the investigation. For its development, a guide for the identification of interferences, the transcription of videos and the translation of specialized texts were used as fundamental means. We worked with 90 students sample 30 students for each English Level, which constitute the majority of students enrolled in English in the race. The fundamental result was the identification, classification and linguistic interferences analysis, information that served as bases in the design of the necessary strategies to reduce the errors of inter language in the process of teaching and learning English in this career.

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#### INTRODUCTION

Today the teaching and learning communication in foreign languages, constitutes a social needed and a priority from multiple angles: personal, academic, scientific, professional, and cultural, where the English language, as the most used for the dissemination of information scientific - technical through magazines, books and mainly the Internet. It is very important as an agent of pluralization and tolerance, It's an exchange instrument not only professional but culturally relevant in the integral individual formation and also allows understanding other peoples culture, beliefs, values and customs (Valdés Linares et al, 2010, Castaño and Wilburn Dieste, 2014, Beltrán Arias, 2015, PibaquePionce and others, 2015, García-Santillán and Escalera-Chávez, 2016). During the teaching and learning of a second language, a phenomenon called linguistic transference arises, isthe system where the second language student (L2) constructs as He learns it, a system that is clearly influenced by his mother tongue (L1).

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The phenomenon, also called Interlengua, Transfer consists transfer mother tongue structures in the foreign language that can be positive or negative in the latter case called interference. It is a transitory phenomenon that disappears as you achieve greater mastery in language to know (Buitriago et al., 2011). The interlanguage is characterized by being the student's own system and is individuals related and not with communities. Transition between the mother system o tongue and the target language system, it is autonomous and is constantly evolving, It's already in successive approaching stages with the mother tongue (Rodríguez de Mesquita and Palacios 2017). The linguistic transfer can be positive, when it favors in language learning or negative when it leads to make errors, this negative transfer is known as linguistic interference, which is a term used in foreign language didactic and in psycholinguistics to refer to the errors made during the expression in a second language, supposedly originated by contact with the mother tongue. For Muñoz Carrasco (2013), it implies that, independently of the typological patterns of L1 and L2, the learner will tend to transfer the pattern between form and meaning from L1 to L2. In cases of similar typologies between L1 and L2, a positive transfer between the two languages will

be expected, while in cases of different typologies between L1 and L2, a negative transfer (Interference) will be expected. In the study of languages there are still many Challenges to overcome, the language is alive and always changes, thus allowing different speaking ways (Rodríguez de Mesquita and Palacios, 2017). Translation is an important element in the teaching with the level L2, playing a positive role in the acquisition of it. It is a methodological tool to achieve communicative ability, but it is also an instrument of exchange and scientific acquisition and technical knowledge in the fields of knowledge and engineering. The translation of all text types has been an essential factor for contact between the world cultures from the origins of written language. The translation has made possible the collection and dispersion not only customs knowledge, traditions, religions and historical events, but also thoughts, philosophy and scientific knowledge (Kanne, 2016), is a tool for scientific and social dissemination, at the same time which is also an effective tool for teaching the language, the latter called pedagogical translation. (Soto Almela, 2016).

The most common errors of this interference are given when ordering and selecting words, articulating and pronouncing new sounds, harmoniously relating subject and verb, selecting grammatical time, articles and prepositions correctly. This is often caused by the lack of knowledge about new lexical elements, syntactic and morphological structures and other phonetic and phonological aspects of the new language (Echeverría Arriaga, 2016, Guerrero Segura and Moreno Rodríguez, 2017). The interference is phonic, when the pronunciation of the / r / for a Spanish speaker is difficult to perceive, distinguish and produce due to the articulation mode of the sounds (retroflex in English and alveolar vibrant in Spanish). For example, "rrat" instead of "rat", "rrock" instead of rock, and "rrose" instead of rose. It is lexical in nature when using familiar mother tongue words in the new language because its similarity in writing and pronunciation terms. Example: false cognates have an almost identical morphological structure, but they have a different meaning. Some of these incorrect associations are: "exit" for "success", "carpet" for "folder", and "arm" for "weapon".

It is syntactic when the indefinite article "a" or "an" is omitted in front of a trade or occupation. Example: "She is a teacher" (She is x teacher). This interference is easily detected in texts, sentences, and written sentences. In addition, Adjectives position and nouns in both languages, their position in sentences differs greatly. Examples: She has a red dress (She has a red dress). It's morphological character when the consonant "s" is added to form all the nouns plurals, without considering that in the English language there are countable and non-countable nouns, and regular and irregular ones. Example: Child - Childs, Woman - Womans, Foot - Foots. Syntactic interferences can hinder the communicative function of a text to the point of distorting it. The text has to comply with a series of conventional characteristics of the target language, the challenge is to find equivalences that create the same allusions in the target text as the source text, that is, leave the same impression on readers of the target text than the source text (Sturm, 2016; Kanne, 2016). The interferences are accentuated more when the translation of highly specialized documents and scientific texts is carried out. In science, the work title is the text unit that tries to fulfill different objectives, among them: represent that work, differentiate it from others, promote it, integrate functional characteristics that have to do

with the author intention and the reader, describe synthetically the study object or present it in veiled form, etc. The highly specialized scientific titles belong to a horizontal discourse because both its sender / author and its receiver / reader are peers, parity that is manifested in Knowledge terms that both have on the same study object. (Rueda Castaño and Wilburn Dieste, 2014; Soler, 2015). In pedagogical translation, interference becomes a teaching tool, and is especially useful in the English teaching for specific purposes, where the language is seen as a work tool adapted to different professional needs (Soto Almela, 2016). For interference to have less impact on the learning process, it is necessary to identify the errors caused by it, which will allow the design of methodological strategies with the principles, criteria and procedures that shape the way the teacher acts in relation to programming, implementation and evaluation of the teaching-learning process with priority for the student to build their own learning (Arbona and others, 2013, Zambrano Rosero and DíazVillarruel, 2017). Among the multiple strategies developed in the languages teaching is translation, whose primary objective has been to facilitate the meaning understanding of the meaning of the lexicon learned, but fundamentally the grammatical structures constructions. The first strategy that a student learns from an L2 is unconsciously the translation, a mechanism that produces interference between L1 and L2 (Guevara Betancourt, 2015). The research objective is identify the linguistic interferences in the English teaching for specific purposes in the Industrial Engineering career, which allows designing relevant strategies in their development.

## MATERIALS AND METHODS

The research is a qualitative approach, descriptive type in which the interferences identification teaching and learning process was made in the selected sample, which is composed by the students enrolled in technical English three levels, they receive in the seventh, eighth and ninth semesters respectively in Industrial Engineering career. The three levels were taken, taking as a fundamental criterion the comparing the results possibility in different knowledge stages of the L2. The instruments used as sources to identify the linguistic interferences were: the videos transcription and the specialized materials translation of Industrial Engineering. The linguistic interferences identification was made with the a guide prepared application by the research group, which includes a synthesis of possible interferences, based on those reported in the investigations carried out by Reyes Yañes (2006), Sturm (2016) and Zambrano Rosero and DíazVillarruel (2017).

The following are the items in the Guide to identify linguistic interferences:

### Interferences at the syntactic level

#### Syntactic tracing:

- Transfer a language arrived of the phrases structure or a syntactic construction.
- Transfer all elements or phrase nonexistence elements.

#### Word order tracing

Transfer order in which the phrases words , phrase or phrase appear in the source language.

### Scoring trace

- Transfer to the target language of the typographical conventions that govern the source language.

### Tracing order of phrases

- Transfer order in which the sentences that make the sentence appear in the departure language.

### Lexicon interferences:

- Virtual use or potential meaning of a polysemic term and not the one that updates the context.
- Incorrect prepositions use.
- Misuse (unusual or improper) of any elements of a lexical placement and that distorts the form or meaning of it.

### Use of false friends

**Incorrect prepositions use:** The sample consisted with 90 students enrolled, divided into 30 for each level: 48 males and 42 females. Each student performed the same transcription and translation exercise with selected materials. The results were analyzed in first order by the students in a coevaluation applying the identification guide, the results were presented and analyzed in a workshop-type teaching activity. Then the research team made its intervention to obtain the results that are exposed.

## RESULTS AND DISCUSSION

In Fig. 1 (Level 1), 2 (Level 2) and 3 (Level 3), the interferences that were identified with the application of the Guide are shown, where the relative frequency identified errors can be observed. The following examples illustrate the procedure and representative errors of the identification interference results.

**Example:** Engineers must be critical yet creative; curious yet capable as well as ready to handle this constantly changing world.

Engineers must be critical but creative; curious but capable; as well as ready to handle the ever-changing world.

Changing is literally translated as changing, but the use of this verb is used because it is used as a verb of movement, action and position to indicate parallel activities for such a reason it is used as a change and the world goes to the end because the adjectives are used before that the subjects. An acceptable option: Engineers should be critical but creative; curious but capable, as well as ready to handle the ever-changing world.

**Another option may be:** Engineers must be critical but creative; curious but capable and ready to handle this ever-changing world.

**Example:** Engineers are everywhere to build a house to rum a company...

Engineers are everywhere to build a house to run a company...

In this case, a lexical tracing is evidenced, the student was carried away by the translation knowledge of verbs as the best alternative, being the choice the wrong meaning because run in this context is used to organize or direct something. It can be seen that they translate engineers as engineers but omit the article in Spanish, when the correct thing is the engineers, this occurs because in English the article is omitted when the subject isn't specific or is plural, but not when writing in Spanish, therefore it was taken from English, omitting the article.

**A better option would be: Engineers are everywhere to build a house to run a company.**

As seen in Figures 1, 2 and 3 the most frequent errors are related to the syntactic tracing, word order and the omission of articles. In general, the results highlight a low level of knowledge of the standards even for those who are studying the third level, it is appreciated that because they are technical English they give greater importance to what is related to achieving accuracy in the terms of the specialty than to the structures and norms in language general.

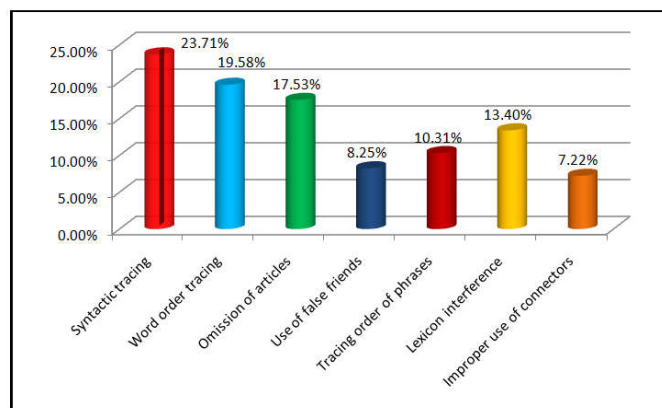


Figure 1. Relative frequency by types of linguistic interferences identified. Level 1

In Fig 2 (Level 2), We can observe the linguistic interferences identified are similar to those of level 1, although in quantity they decrease.

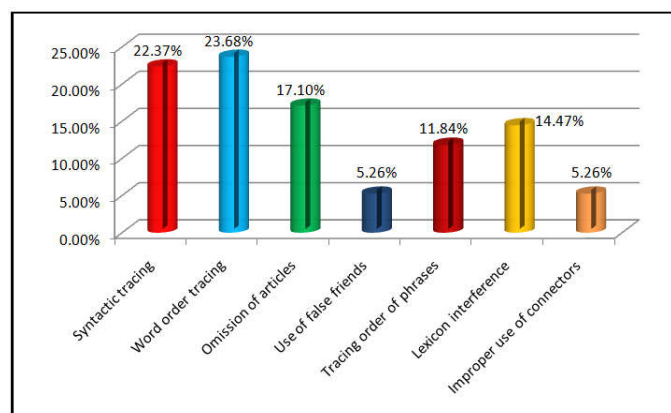
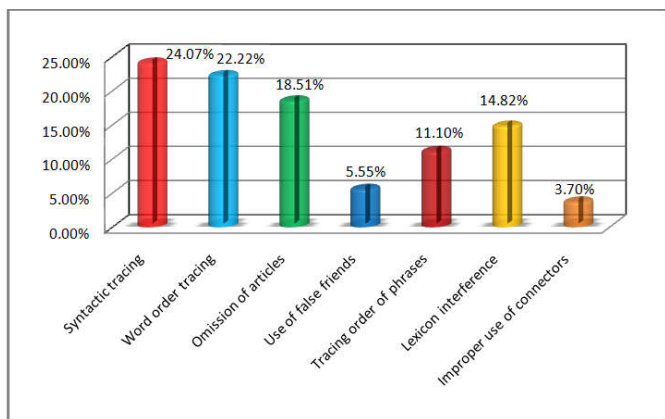


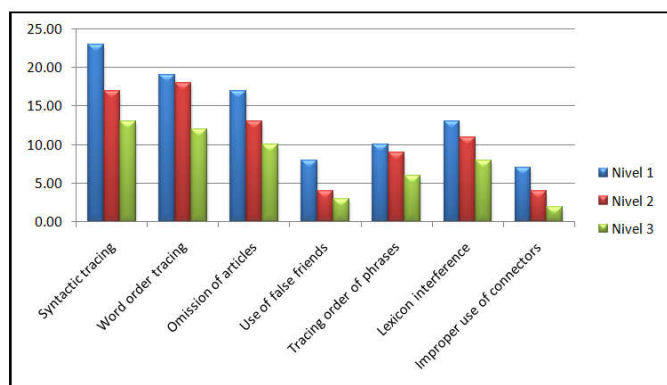
Figure 2. Relative frequency by linguistic interferences identified. Level 2

In Fig 3. It's observed that the same interferences persist, but the relative frequency increases, which implies that the number errors decreases.



**Figure 3. Relative frequency by types of linguistic interferences identified. Level 3**

In Figure 4, it can be seen in the absolute frequency of errors compared by levels, as students as the levels expire reduce errors in the translation, a result that coincides with that reported by Buitrago and others (2011); Rodríguez de Mesquita y Palacios (2017), which is a transitory and personal phenomenon that diminishes as the student appropriates the knowledge of L2.



**Figure 4. Number of linguistic interferences identified by levels of study**

These results coincide to a large extent with those reported in the investigations carried out by Reyes Yañes (2006), Sturm (2016) and Zambrano Rosero and DíazVillarruel (2017), where they also highlight that one of the most frequent syntactic difficulties of Spanish speakers who are learning the English language is the discernment between the use or the omission of the definite and indefinite article. A significant% alters the order of the words without following the grammatical norms of the English language and they use false friends. They also report errors such as pluralizing the adjective, changing the adjectives position, omitting the subject pronoun, using the subject pronoun instead of the object pronoun, which are recognized as interferences because they are unnecessary and incorrect transpositions of aspects of the subject. The mother tongue to the target language that transgresses the norm or custom of the target language, which are also present in the results of this research. The results evidence that the linguistic interferences identified in the teaching of technical English in the career of Industrial Engineering, in the main correspond to those reported in the revised bibliography that refer to the English teaching as a second language. Although linguistic interference is a phenomenon that is always present in this learning process of a L2, It's considered that the identified level of these represents a high number, which should be taken

into account in the design and any strategy application. Given these results, one should think about the contribution of other career subjects to contribute to the development of reading and writing skills, both in the mother tongue and abroad.

## Conclusions

In the teaching process and learning a new language, the inter language is always present and has an important function within it, since it's the student who makes analogies and associations between the linguistic systems of the mother tongue and the foreign language, in any of the activities developed during this process, in this case English as a foreign language and Spanish as the mother tongue, but with the particularity of its study for specific purposes, where, in addition to the interference of teaching in general, those of the specialization, very accentuated in the meanings and meanings of the terminology proper to the branch of knowledge. The greater incidence evidenced in the results of the investigation of the detected interferences are: the syntactic tracings, the word order tracings, the omission of articles and the lexical interference, results that coincide to a large extent with those reported in the consulted bibliography. The study also shows that in the researched sample of the industrial engineering career, linguistic interference is present at undesirable levels, based on the concomits that students of the L2 must already possess. The results coincide with the criterion reported in the literature that the phenomenon of interference is individual, variable and changes as the student appropriates the knowledge of L2. This is demonstrated in the investigation when comparing the results obtained from interferences by levels from 1 to 3, where a decrease in the amount of identified translation errors is observed. The information obtained in the identification of linguistic interferences was the basis for designing and proposing strategies for the teaching and learning of L2, where among other elements are the incorporation of instructions about the lexical, syntactic and orthographic aspects contrastive of English and Spanish the Spanish. Based on these results, It's recommended to customize levels by strategies to achieve the knowledge and skills necessary in the language domain that will serve in the development of the profession activities.

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