

**Exploring Negative Lexical Transfer: A Problem  
Cognates Error Analysis of Written and Oral  
Modalities**

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## **II. Abstract**

The content of this paper explores how cross-linguistic influence affects the acquisition of English as a second language in a group of 2nd year Batxillerat students. Specifically, negative transfer at the lexical level, taking problem cognates as the matter of study, is the main area of analysis. "False friends" are then divided into three groups in order to see if there is one that creates more difficulties for students than the others. Additionally, a brief comparison between oral and written output is drawn in order to see whether spontaneity in conversation affects language accuracy. A written and an oral translation activity was carried out with a group of 10 students, and data was collected. Results show that there appears not to be a group of problem cognates that implies more errors than the others, as the factor that seems to be responsible for the production of errors is background knowledge. Dealing with the written and oral output comparison, oral results bring one to the conclusion that language accuracy and fluency are affected when spontaneous conversation takes place. Written-based planning before speaking is proposed as a pedagogical strategy to improve this weakness.

### **1. Introduction**

The acquisition of a new language is a complex process. The learning starting point is not the same as that of the mother tongue, and this means that our cognitive system will have to adapt to the mechanisms of this new language. From this shift several phenomena arise, and one of them is transfer. Also known as "cross-linguistic influence", "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (Odlin, 1989: 27). Transfer can be applied to all the areas of language (syntax, semantics, pragmatics, morphology, lexicology and phonetics). However, I have as the central point of my paper the kind of transfer that affects lexical items, specifically the use of false cognates by Catalan speaking students of English.

When two languages are compared, there can be found an amount of words that for different reasons coincide in form, but not always in meaning. Cognates, then, can be defined as "historically related, formally similar words, whose meanings may be identical, similar, partly different or, occasionally, even wholly different"(Ringbom, 2007: 73). Identical form and meaning cognates should be quite easy for students to

incorporate into their L2 vocabulary, as a beneficial or a positive transfer from L1 to L2 is produced. However, in between Catalan and English, there is a considerable list of cognates that should be (and are) taken into consideration by English teachers in a classroom. To provide some examples, we find that in Catalan, the word "actualment" means, in English, "currently", while the similar word "actually" means "in fact". More confusing cognates could be words that have a similar form but which share partial meaning. An example could be "fresh"; a word that does share with Catalan the meaning of "new", but which Catalan speakers use also to refer to "cold" (As: Un got d'aigua fresca-A glass of cold water). There are also cognates that are used in specific context in English, while in Catalan they can be used in a generic context. One example could be "assassinate": a word that in English means "to kill someone famous or important"(Cambridge Dictionaries Online), while in Catalan "assassinar" is used to refer to any general murdering act. These cognates that share a similar form but a partially or even completely different meaning are called "problem cognates" or "false friends", and their acquisition will be the main point to be dealt with in this work.

Although "the dangers of deceptive cognates should not be exaggerated, since the good cognates easily outnumber the deceptive ones" (Ringbom, 2007; 75), they present an additional learning problem. The English language has a high amount of loanwords mainly coming from Latin and Greek (and thus from French). As Catalan and our coexisting language, Spanish, both derive basically from these two classical languages, a serious amount of lexis will be shared with English. This may sound positive, and actually it is, partially, because from the loanwords that share meaning with Catalan, students benefit from positive transfer. The drawback of this is that there is a considerable group of words that imply meaning differences and that are of very frequent use in daily life. Problem cognates such as "actually" (wrongly translated

"actualment"), invite (wrongly referred to as "any kind of invitation") or "assassinate" (used for all kinds of murder) are easily found in almost every student's work, and this creates a learning problem because not positive but negative transfer arises from the usage of these frequent "false friends". Teachers should be aware of the most frequent problem cognates and special training on how to deal with them correctly should be carried out in classrooms.

In this paper I will focus on how a group of teenagers behave in front of an activity that involves dealing with problem cognates. It has been widely accepted by various scholars (Bardel, 2015; Durán, 2004; Frunza, 2006; Kennedy-Scanlon, Cebrian, Bradbury, 2010) that cognates and false friends can be classified into several categories depending on how L1 and L2 are linguistically "crossed". While the ones labeled as cognates appear to produce positive transfer, problem cognates, a category in which we can include fully-deceptive and partially-deceptive cognates, usually present negative transfer errors for young English learners. Positive transfer,

"Can be observed when we realize that much of the influences of the native language can be very helpful, especially when the differences between two languages are relatively few. For example, the number of Spanish-English cognates such as público and public is probably greater than the number of Arabic-English cognates. Accordingly, native speakers of Spanish have a tremendous advantage over native speakers of Arabic in the acquisition of English vocabulary." (Ramón, 2009; 149)

On the other hand negative transfer (also known as interference) appears when the student applies his/her L1 knowledge wrongly in order to try to produce L2 structures. Then, interference errors "occur as a result of "the use of elements from one language while speaking another""(Ellis, 1994; 58). To see how positive and negative transfer are manifested in students' performance (both in written and oral modalities), two examples showing two typical situations of positive and negative transfer are provided below.



1. Example of positive transfer: "I don't know how to pronounce the abbreviation of this company's name". In this case, "abbreviation" is a non-deceptive cognate from the Catalan "abreujament". We see this more clearly if we note that in Spanish (our parallel L1), the form of this word is "abreviación" (almost exactly as we find it in English). The reason for the form of this specific word is that "abbreviate" comes from the Latin "abbreviare". As I said above, the influence of Latin in the English language is clearly a reason for the existence of similarities (and thus cognates) between Catalan/Spanish and English. The correspondence of meanings between these words is what generates positive transfer in students, as they find it easier to acquire and use them.
2. Example of negative transfer: "This man has assassinated a university student". In this case, the student thinks he/she is benefiting from the similarity between "assassinate" and "assassinar", which in fact have the same general meaning. But in English it is used in a more specific context than it is in Catalan or Spanish. In English, "assassinate" is "to kill someone famous or important" (Cambridge Dictionaries), while in Catalan, "assassinar" means "matar (una persona) amb premeditació i traïdoria"(Institut d' Estudis Catalans). In Catalan, as we see, this word is used in a general context. This difference creates a false assumption for the student, and a negative transfer error is likely to happen.

The second part of my research will be based on a comparison between oral and written modality, also focusing on how students handle problem cognates. By carrying out an oral and a written activity I will analyze and compare the amount of errors produced in both tasks, trying to give an explanation in case there is one that appears to be more problematic than the other. Spontaneity and a lack of time to plan the answers will be the variables to take into consideration for the comparison mentioned above. Coinciding

with what Weissberg (2000) observed, the hypothesis is that the oral modality will show more problems because students do not have the time to think and plan a correct and accurate outcome when they are asked for a spontaneous response. This would help to see that the tendency in non-naturalistic L2 acquisition is to use writing as the initial learning phase and as a vehicle towards speech.

With the results of the experiment I will try to give an answer to the following research questions:

1. Is there any error pattern in the production of problem cognates? Does a group of ESL students find a category of problem cognates more difficult than the others?
2. Is there a difference in students' oral and written performance when tested on problem cognates?

## **2. Literature Review**

### **2.1. Problem Cognates: Acquisition and Classification**

Concerning the first part of this study, a general view on cross-linguistic influence, L2 transfer and similarity is of a huge importance to classify and analyze the different types of errors that the students will commit in the research activity. Ringbom (1987) gives importance to the fact that L2 learners perform an automatic search for similar structures in their L1 in order to fill gaps of knowledge in the target language. This process tends to make the acquisition process easier. However, "when the learner relates what has to be learnt to previous linguistic knowledge, cross-linguistic as well as intra-linguistic similarity is of crucial importance" (Ringbom, 1987: 33), as not only positive but also negative transfer can occur during this language linking process. Problem

cognates should be regarded as an important point to be observed, as they arise from this cross-linguistic similarities recognition. According to Ringbom (1987), transfer and borrowings will appear as a consequence of similarity detection and cross-linguistic influence. Following this line, negative lexical transfer is observed: "the difference between transfer and borrowing [or code-switching] refers to end-points on a continuum, where the sliding scale can be illustrated, for example, by different types of false friends" (Ringbom, 1987: 52). Within this scale, made of different types of false friends, my error analysis and classification will be carried out. Actually, the incorporation of a bigger number of borrowing errors is expected to be produced in the oral activity, as time and spontaneity should reveal an inadequate L2 control.

Bardel (2015) explores how cross-linguistic influence, specifically dealing with lexical transfer, affects the acquisition of a third language (L3). One important part of her research is dedicated to classifying lexical transfer (focusing on negative lexical transfer) in two main groups or categories. The first category is formal CLI, into which code-switches, hybrids and cognates are included. The second category that appears in Bardel's (2015) classification is meaning-based CLI, which includes semantic extensions and direct translations. Bardel (2015) also classifies cognates in three sub-groups: true cognates (the meaning of both words is shared and thus positive transfer will appear, i.e. "absurd"), indirect cognates (cognates that do not share completely the same semantic meaning, i.e. "invite") and deceptive cognates or "false friends" (cognates that do not share any meaning, i.e. "actually"). Kennedy-Scanlon, Cebrian and Bradbury (2010) also illustrate a classification of the same kind of Bardel's (2015). In this work problem cognates will be classified and put into three groups taking into account the categories that the scholars mentioned above (Bardel (2015), Kennedy-

Scanlon, Cebrian and Bradbury (2010)) propose, and an error analysis task will be performed.

Both Bardel (2015) and Ringbom (2007) agree that formal CLI is going to be correctly acquired before meaning-based CLI (semantic extensions or over-generalizations). It seems that partially deceptive cognates will generate more errors than fully-deceptive cognates as learners need to master their knowledge on when and how to use these kind of words:

"It seems reasonable to assume that in the beginning, when the vocabulary is restricted, lexical gaps need to be filled, and the learner uses word knowledge from the BLs for filling the gaps with lexical material: either whole words, as in code-switches, or lexical morphology, as in word construction attempts. Later on when the vocabulary has grown in breadth and more word forms are known, but deep knowledge is yet not complete, transfer of meaning will occur instead. (Bardel, 2015: 121)

We can find an example of "transfer of meaning" when a student assumes that a formally similar or identical word from his/her L1 to his/her L2 will have the same meaning. This word is then used in the same context in the L2 as it would be used in the L1. Different levels of a scale of transfer of meaning produce different kinds of problem cognates. The meaning of "fresh", for example, is usually transferred in English as both "something new" and "something cold", because in Catalan the word "fresc" is used correctly in these two contexts. This happens, as Bardel (2010) says, when the vocabulary storage of a student is consistently developed but not complete yet.

According to Ringbom (2007), recognizing the context before using the appropriate cognate with the intended connotations seems to be quite difficult even for advanced L2 learners. Therefore, this is certainly the reason why partially-deceptive cognates, especially those that can be used in the same context, will be the ones that will cause more errors in the students' task results. In the present study, the second and the third groups of problem cognates should be the ones that create more problems, as they

are the ones that can be used sometimes in the same context (L1 and L2 contexts) and sometimes not. Examples of these cognates are "invite", "fresh" or "assassinate". They share meaning either when they are encountered in some specific coinciding contexts or when they are "limited to a subset of the meanings" (Kennedy-Scanlon, Cebrian and Bradbury (2010; 16) of the Catalan word. The contexts in which they can be correctly used and the ways in which they differ from the L1 have to be learned. Therefore, the student, once he/she knows about the existence of the cognate, has to be taught on when to use it the same way he/she would in Catalan, or when its usage can lead to negative transfer (when this cognate can act as a "false friend"). Once known, to give an example, that "assist" does exist in English, it has to be known that this word will only be regarded as correct when it refers to "to help" (Cambridge Dictionaries Online), but not when it refers to "estar present" (Institut d'Estudis Catalans): "The most dangerous false friends for learners are those that occur in much the same context. Such words are relatively rare, but when they are encountered in a text, even very advanced learners may misinterpret them." (Ringbom, 2007: 76).

## **2.2. Written and Oral Output. Teaching Implications**

By testing a group of adult English learners, Weissberg (2000) offers an observation on how they improve their L2 proficiency (focusing on syntax) in a period of 16 weeks. The aim of that study is to see whether written modality precedes oral acquisition when new linguistic elements are introduced to ESL students who are taught in classroom environment (non-naturalistic SLA). Weissberg (2000) wants to prove that when a learner acquires new linguistic structures in classroom, he/she first uses them correctly in written tasks and then he/she incorporates them in oral modality. If this is demonstrated, the naturalistic model of language acquisition would be reversed in non-

naturalistic language acquisition. As expected, the results showed that written modality was preferred for a more accurate development of the target language. What Weissberg (2000) can state with this research is that naturalistic and non-naturalistic models of language acquisition are different, as in the case of naturalistic acquisition oral language appears to be the main basis for a first approach to writing, while in the case of non-naturalistic acquisition writing development seems to precede speech. As he affirms, "It seems less likely that adult L2 learners who are already highly literate in their own language (i.e., those for whom the two modalities are already well differentiated) necessarily depend on their L2 oral knowledge to facilitate their L2 writing, as much as on their L1 writing expertise" (Weissberg, 2000: 39). Even though this study is focused on syntax features, it is worth seeing if similar results can be observed in testing out the acquisition of vocabulary in younger students who have recently been introduced to problem cognates. It has to be made clear, though, that non-naturalistic SLA implies a minor community of learners, as the common model for both L1 and L2 acquisition is the naturalistic one. However, the present study is focused on non-naturalistic SLA (classroom), so the model of acquisition investigated by Weissberg (2000) will be taken into consideration for the analysis of the "written vs. oral" part of the research.

Cognate activation and learning, thus, play an essential role for ESL students when it comes to incorporating and processing this kind of vocabulary into their lexical storage. Otwinowska-Kasztelanic (2010) uses the theory of linguistic affordances to argue that cognate awareness and usage should be trained in the classroom. This theory was first coined by James J. Gibson in 1979, stating that "the *affordances* of the environment are what it *offers* the animal, what it *provides* or *furnishes*, either for good or ill" (Gibson, 1986: 127). An affordance, thus, is noticeable when "an organism

perceives a set of possibilities the environment provides -or affords- for fulfilling its goals" (Otwinowska-Kasztelanic, 2010: 176). This theory has been applied to linguistics, as L2 proficiency will depend considerably on how the student deals with or perceives these affordances: taking advantage of these affordances will make it more comfortable to initiate to the L2 performance. Some of these affordances (or linguistic opportunities) can be found in cross-linguistic similarities: "If noticed and recognized by the learner, cognate word forms, even if they do not constitute "crucial similarity" between the native and the target language, may be regarded as a set of affordances in learning a foreign language" (Otwinowska-Kasztelanic, 2010: 178). It is assumed that learners will find cognate affordances naturally during their learning process, so they will use this kind of vocabulary in their works."The learner must first recognize opportunities for transfer and hence - be aware of the existence of cognate vocabulary (Otwinowska-Kasztelanic, 2010: 178). Students use affordances on the existence of this vocabulary in order to generate positive (and sometimes negative) transfer. With the linguistic affordances recognized and assuming that the student is aware of cognate vocabulary, the duty of the teacher is to give specific indications on how to use it in order to decrease the amount of errors related to different kinds of false friends. To increase the time spent in cognate vocabulary teaching, moreover, will not imply a higher rate of wrong uses of problem cognates: "Contrary to the common belief that teaching cognates may lead learners to overusing false friends, the students from both groups did not overuse them when speaking, although they had been exposed to cognate vocabulary for the whole semester" (Otwinowska-Kasztelanic, 2010: 186).

Finding out that the oral output tends to produce more errors than the written output (due to the spontaneity factor) certainly has pedagogical implications. There are different measures that should be taken into consideration in a classroom in order to

improve both outcomes. One of them could be written-based planning before speaking. Thus, this kind of task will help students to acquire a correct use of the language in all areas (syntax, semantics, pragmatics, morphology, lexicology and phonetics), reducing or even completely deleting the amount of errors due to the spontaneity involved in performing a purely oral task. Thien Chau's (2014) dissertation shows that planning has, in general, a positive effect on L2 oral fluency and accuracy and complexity. If accuracy is trained, then, the amount of errors involving lexical items may be reduced, as "learners can pay more attention to specific linguistic aspects of a conceptually demanding task with the support of planning time, thus inducing greater complexity in L2 oral production" (Thien Chau, 2014: 88). In his experiment, two kinds of planning are put under analysis in order to observe from which one the learner benefits more. Planning without writing (P-W) and planning with writing (P+W) are the two groups of samples that can be distinguished in this task using planning strategies, together with a group that undergoes no planning at all. The area of lexis, which is the focus of this present study, seems to undergo a serious improvement process, according to Thien Chau.

"Planning data analysis also showed that focus on lexical forms accounted for 44% of total self-repairs in the P-W group and 37% in the P+W group. These percentages were higher than those of the other grammatical forms such as verb forms, articles, or prepositions. This finding is consistent with the prediction by Poole (2005) and Williams (1999) that all the planners will attend to more lexical forms than grammatical forms" (Thien Chau, 2014: 92).

### **3. Aims and Usefulness of the Study**

This study is expected to serve as an analysis on how cross-linguistic influence at the lexical level, focusing on negative transfer generated by problem cognates, affects Catalan learners of English as second language. Concentrating the analysis on problem cognates and having the results of the experiment that has been conducted, we expect to



be able to identify which specific type of "false friends" is the most problematic when they are processed by students. This might be quite useful for teachers, as by knowing where learners commit more errors, an awareness on how and which ones should be trained the most in classroom will be generated.

Secondly, by observing the differences between students' oral and written performance, an analysis on how well problem cognate vocabulary is incorporated and produced by L2 learners will be carried out. According to Weissberg's (2000) theory, the oral output will be more problematic than written output. If this is observed in the research experiment carried out in this study, I will try to provide some pedagogical solutions to improve fluency and accuracy, which appear to be the two main factors affected when spontaneous conversation takes place. These methods are expected to be useful for teachers in the classroom, as they will not only serve to incorporate problem cognates deeply into students' lexical storage but also to improve oral performance, specifically fluency and accuracy, in conversation.

Overall, this study is expected to be of a considerable usefulness for teachers who seek for an improvement into their students' performance when dealing with problem cognates. Although this is definitively not the major problem in teaching English as a second language, errors involving "false friends" are quite common in learners' tasks (essays and spontaneous conversation mostly), as the major part of them are daily common words. For this reason, when the usage of these problematic words is mastered, an increase on L2 lexical proficiency will be considerably noted.

## **4. Methodology**

The research method consisted of an oral and a written translation task from Catalan to English. In each of the two activities, a group of ESL students had to decide which word to use when they face a sentence which includes a problem cognate.

### **4.1.Subjects**

Samples were 10 2nd year Batxillerat (17-18 years old) students from the same high school and classroom. The process of students selection was by volunteering. The ones interested in taking part of this experiment simply agreed to be tested, so they were selected and requested to meet on the days in which the activities were going to be carried out. Students knew nothing about the kind of activity that they were going to be asked to perform in order to avoid any kind of specific preparation.

### **4.2.Task**

Both the written and the oral task had a similar structure, and the two activities were performed in two different days (one for the written task and the other for the oral one). Every student was asked to translate 42 sentences from Catalan to English, each of them containing one word whose correct use implied dealing with problem cognates. Seven common false friends from each category were selected, and two sentences arose from each of them. Therefore, for the first category (full deceptive cognates), there was a sentence containing the Catalan cognate and another one containing its English meaning, applied to a correct context. For example, for the problem cognate "fabric", these two sentences were presented:

1. Demà anirem a visitar la fàbrica de galetes. (expecting the wrong translation "fabric").

2. Per fer aquest vestit haurem d'anar a comprar una tela especial. (to test whether the actual meaning of the cognate "fàbrica" is correctly acquired).

The second and the third categories involved partially deceptive cognates. Specifically, the second category implied cognates that share their meaning in some context. Again, two sentences arose from each problem cognate. In this case, one sentence contained the word used in a wrong context (a context in which its usage in English would be wrong) and the another one contained this same word used in a correct context, as exemplified below for the problem cognate "invite".

1. Com que vaig guanyar l'aposta, em va invitar a sopar. (expecting the wrong translation "invited").
2. T'invito a venir amb mi a la festa. (to test whether the actual meaning of the cognate "invitar" is correctly acquired).

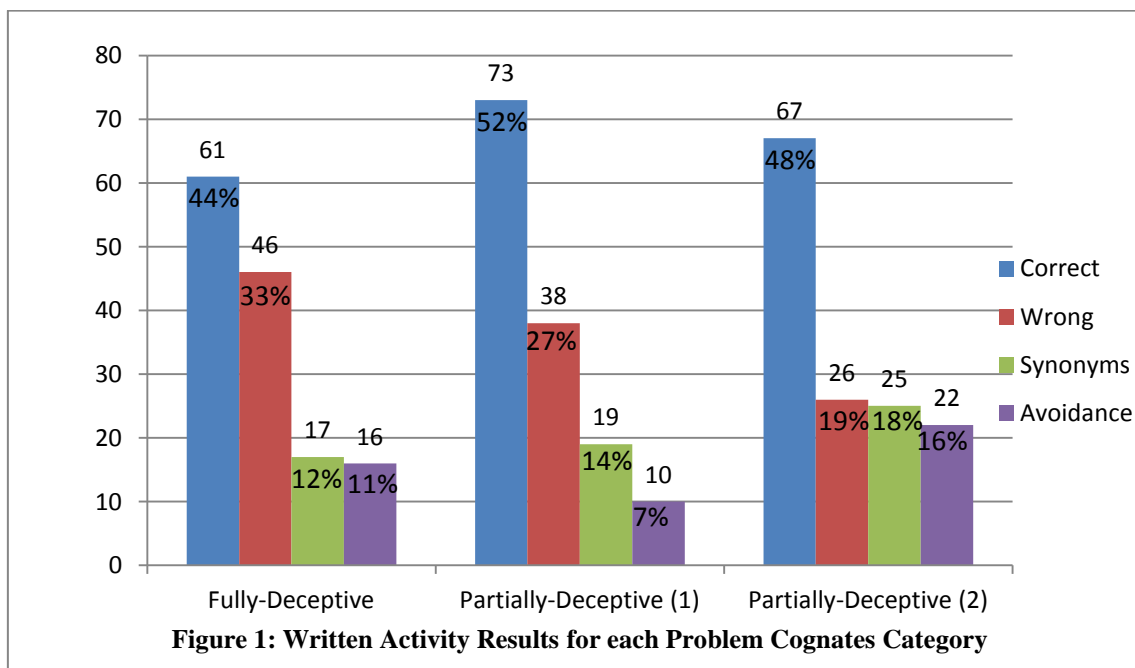
The third category (the second one placed in the partially deceptive cognates category) implied cognates whose English meaning is only limited to a subset of the meanings of the Catalan actual form. Similarly to the second category, one sentence was created containing the cognate within a context in which the English meaning would not be correct and one another containing the same word in an acceptable context for its English meaning. One example from this category is "assassinate".

1. L'home que va assassinar quatre nens és a la presó. (expecting the wrong translation "assassinated").
2. Kennedy va ser assassinat durant un trajecte en cotxe. (to test whether the actual meaning of the cognate "assassinar" is correctly acquired).

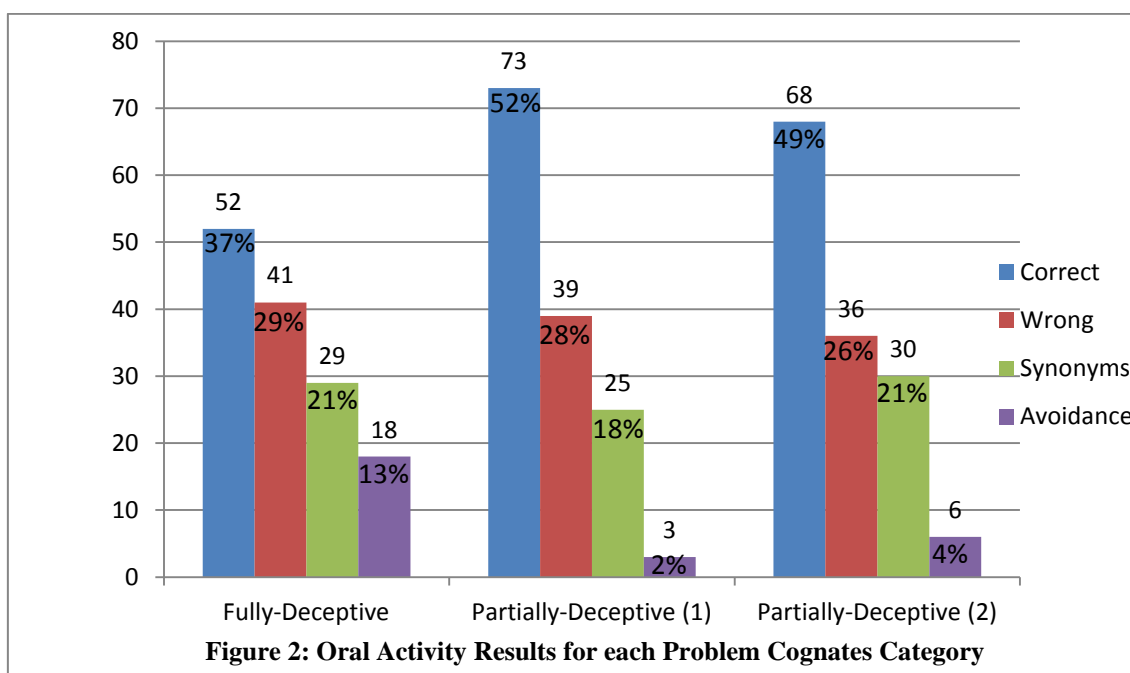
## 5. Results

The following figures show a general overview of the results taken from the research experiment on problem cognates, which are classified in two types of graphs. The first two figures display the amount of correct answers, errors, synonyms and avoidances considering each of the problem cognates categories. The first graph refers to the written activity (fig.1), while the second one refers to the oral activity (fig.2). These two figures will be helpful to discuss the first research question. The third and the fourth diagrams present the total results from the written (fig.3) and the oral (fig.4) activities. Types of problem cognates are not taken into consideration in these two last figures, as their usage will be focused on discussing the second research question.

Tables showing specific data are located in the appendixes section. These tables show the results for every cognate in the activity. The section includes results from the written and the oral activity, displaying the outcome for every word in context 1 and context 2 of each of the problem cognates category (12 tables in total).



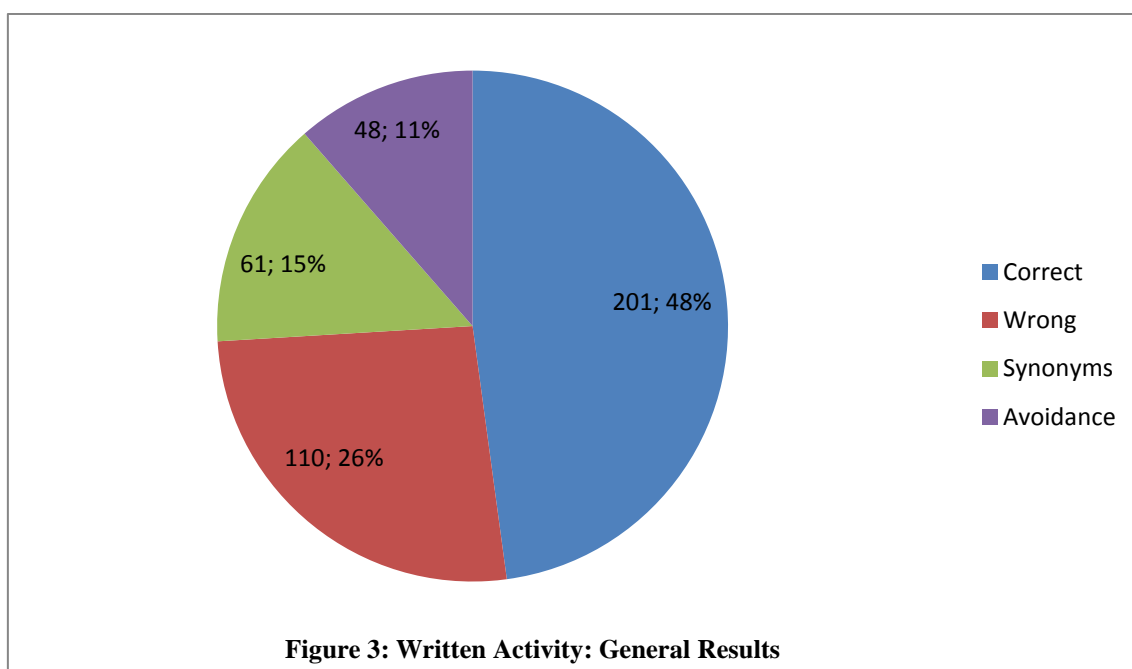
In this first graph results show that the first partially deceptive cognates group is the one with more correct answers (52%). Unexpectedly, the category of fully-deceptive problem cognates is the one that shows less success (44%). Dealing with wrong answers, something similar happens. The category that has created more errors is the one of fully-deceptive cognates (33%), followed by the first and the second partially-deceptive cognates categories respectively (27% and 19%). Instead of wrong answers, confusions lead to the usage of synonyms, mostly in the second partially-deceptive cognates group (18%). Reasons for the over-usage of synonyms will be investigated in detail in the discussion section. The category in which avoiding translation has been more noticeable is in the third problem cognates' category (16%).



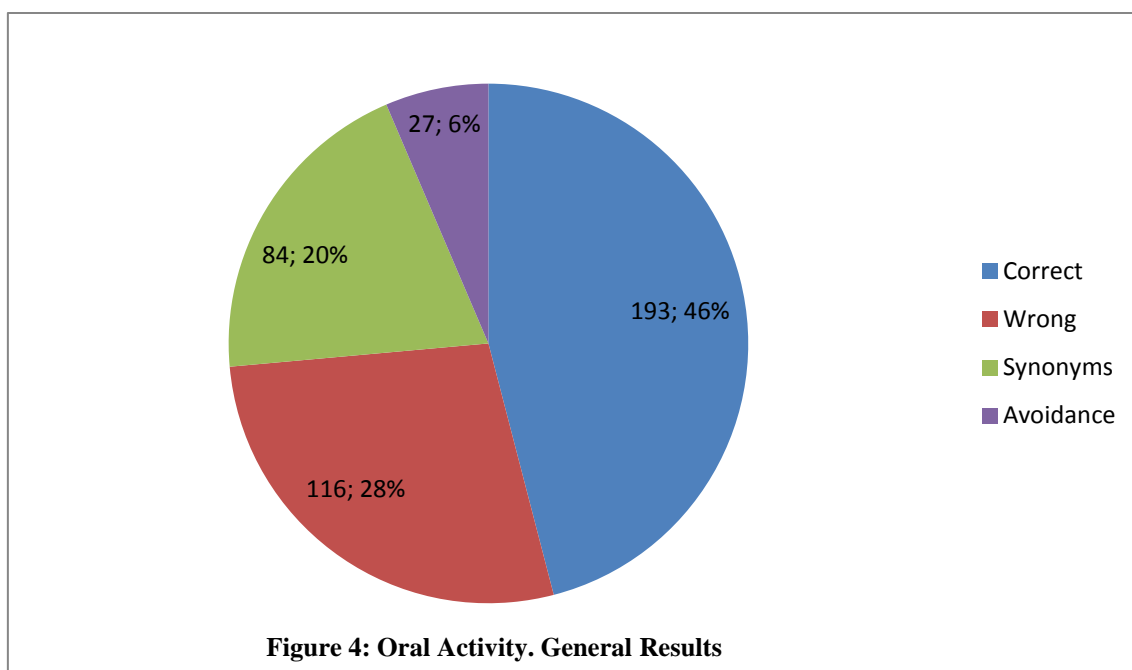
The patterns described in the commentary on the first figure can also be applied to this second graph. Again, it can be seen that the first group of partially-deceptive cognates is the one that implies a major number of correct answers (52%), while the fully-deceptive cognates group is the one that implies a lesser number of them and the highest amount

of wrong answers (37% and 29% respectively). The most substantial usage of synonyms is again detected in the second partially-deceptive cognates group (21% with 30 points), although in this case appearing almost tied with the fully-deceptive cognates group (also 21%, but with 29 points). In this occasion, the option of avoiding cognates translation seems to be the most preferred in the first cognates group (13%).

The conclusions that we can draw from a quick observation of figures 1 and 2 are that, although differences are not huge, the group of problem cognates that creates more errors is the fully-deceptive cognates group. This result is unexpected, as this group should not imply confusions concerning their context of usage, while partially-deceptive cognates do have this extra difficulty. This will be analyzed in the discussion section. Alternatives used in order to avoid the purely correct translation of the target word are either the use of synonyms or leaving the exercise undone. In both tasks the usage of synonyms seems to be more noticeable in the third category of problem cognates. The strategy of avoidance reaches its major value in the third group of problem cognates in the written activity, while in the oral activity the major number of avoidances used is seen in the fully-deceptive cognates' group.



This diagram displays an overview of the results taken from the written activity. All the results from the three problem cognates group are condensed in one figure in order to facilitate the task of comparing written and oral modalities. It can be observed that in the written modality correct answers account for 48% of the total, while wrong answers fill the 26% of the diagram. The usage of synonyms accounts for the 15% of the total, while the remaining 11% is represented by non-translated cognates (the ones left undone).



This last figure shows the general results from the oral activity. We can see that the percentage of correct answers is 46%, while the one of wrong answers is 28%. The usage of synonyms rises to 20%, while the strategy of avoiding word translation drops to 6% regarding the results from the written activity.

Concerning general results, two main conclusions can be retrieved, which are the ones that will be commented on in the next section. First of all, we see that there is a

slight difference between correct answers in the written task (48%) and in the oral task (46%). Wrong answers have also a difference of 2% between both tasks (26% in the written activity and 28% in the oral one). Having a look at the usage of synonyms, we can see a noticeable difference. In the written activity, 15% of the students used this strategy, while in the oral one the percentage rises to 20%. The reasons for this difference are discussed below. Another remarkable difference that this graph shows in relation to the preceding one is in the avoidance column. In the written activity (fig.3), students decided to simply avoid translating the target word, so they left these parts of the activity undone. In the oral activity (fig.4), however, it can be observed that this amount of avoidance is substantially reduced. It seems that in the oral activity students preferred to use synonyms (which, as will be later discussed, lead them to over-generalization errors) to simply not answer the question. Therefore avoidance accounts for 11% of the total in the written activity and the 6% in the oral one.

## **6. Discussion**

### **6.1.Problem Cognates: Acquisition and Classification**

Having a look at the outcome of the activity we can see that there is not a group of problem cognates that clearly shows more errors than the others. Fully deceptive "false friends", actually, which were the ones that should be most easily acquired as they cannot cause any confusions about the context in which they can be used once learned, present a slightly higher amount of incorrect results than the others do (Fig.1), which is the contrary to what was expected. Therefore, considering this experiment, we can state that the answer to the first research question is that different kinds of false friends seem not to imply a major or a



minor degree of difficulty in 2nd year Batxillerat students of English as a second language. Nevertheless, some other patterns have been observed, which could lead us to acknowledge the reason why the answer to this first research question has not been as expected.

Problem cognates' order of acquisition seems to be a matter of background knowledge, which is regarded as an important factor to take into consideration when analyzing SLA. "Lexical, grammatical and cultural background knowledge affects reading comprehension, so teachers of English should emphasize these three factors. This implies that they should have sufficient preparation in vocabulary, syntax and cultural background knowledge. Also, it implies that students who lack knowledge of vocabulary, syntax and cultural background tend to have difficulty with reading comprehension" (Sabatin, 2013: 30). Moreover, in her study about processing problem cognates in technical texts, Durán (2004) observed something similar to what is being discussed in this section. Her research served to prove that background knowledge is a key factor that determines how negative transfer interferes in SLA. Durán (2004) observes that first year students are prone to commit more transfer errors than third year students.

"In the case study we have just discussed, difference in background knowledge, rather than language level, seemed to be the main reason accounting for the students understanding of the meaning of the text. By association and transfer mechanisms L2 learners identify cognates, but they should be aware of the possibility of being trapped by false friends clues, thus fouling up a text's meaning" (Durán, 2004: 103-104).

According to Durán (2004), this happens because, as students know less about their (engineering) background, they tend to use strategies which lead them to errors. One example of these strategies mentioned in the study is over-generalization. The experiment carried on in this work is not as specific and technical as Duran's (2004) is, but even so, it shares similar patterns concerning problem cognate acquisition. This

acquisition process seems to be preferable to the hypothesis that stated that there could be one group of false friends which imply more difficulties to learn than the others.

It would be reasonable, moreover, to expect, although further research is needed, that background knowledge can be related to frequency of exposure, so this would be the reason why words that could be less common for the students have been the ones that have created more errors. Schwartz and Lin (2007) carry out an experiment in which they analyze how frequency, specifically in the use of gerunds and infinitives by ESL students, affects language acquisition.

"In terms of our analysis of the frequency of errors produced in both verb + complement constructions, we found there was a tendency for more errors to occur with gerunds constructions as opposed to infinitive constructions. This finding supports our hypothesis that ELLs will tend to produce more errors with low frequency constructions. This may be due to lack of input from the TL, lack of opportunity for output on behalf of the L2 learner, or because the construction is more ambiguous and therefore avoided by the L2 learner" (Schwartz, Lin 2007: 52).

Expectations may be that the most common words would be the ones that are firstly and properly fixed into learners' L2 lexical storage. This tendency also shows that the less common the word is, the most difficult is for them to get it right. Taking some examples from each group I will try to exemplify this.

The hypothesis that I provide above can be seen in the first group with words like "idiom-language". Students seem to perfectly know that the translation of "idioma" is not "idiom" but "language" (8 out of 2 in the written part and 9 out of 1 in the oral one), but then they are unable to tell, on the one side, that "idiom" exists in English and, on the other side, which meaning it has. For this reason we see that only 1 out of 10 knew how to say "frase feta" in English. At their proficiency level 2nd of Batxillerat students are not familiarized with English idioms, as it is in approximately this period when they begin to learn them. On the

other hand we have the pair "fabric-fàbrica" which, being both more or less common words in high school works, it seems to be better acknowledged.

On the second and the third groups, problems of background knowledge lead to over-generalization errors. Students find it easy to perceive that "invite" is a cognate, and they (unconsciously) use it to generate positive transfer (100% correct in both tests). However, what they don't know is that in English, pragmatically, "invite" does not have economical implications, and thus they produce negative transfer by giving to this verb the general meaning that it has in Catalan or Spanish (100% wrong in both tests in context 1). The same happens in cognate pairs such as "institute-high school" or, from the second group of partially deceptive cognates, "molest and upset" and "teacher-professor". A lack of background knowledge and lexical precision in words that may not be commonly used in students' usual work seems to be the major obstacle that they find in acquiring problem cognates. Contrary to these examples we can have a look at "diary-newspaper" or to "parents-relatives", which are words that do not imply a remarkable amount of errors, as they are perfectly integrated into learners' L2 lexical storage.

Nevertheless it is worth recalling that further research is needed to draw solid conclusions on how frequency of exposure affects second language lexical acquisition and how this can be related to background knowledge.

## **6.2. Written and Oral Output. Teaching Implications**

The conclusions that we can draw from the comparison between oral and written modalities is that, as expected, there is a considerable difference in fluency and accuracy. Nevertheless, what is worth commenting on is not the difference between

purely correct and purely wrong answers (because the difference between them is not very significant) but the amount of synonyms and over-generalizations that have appeared (see figs. 3,4).

As I have already said, there is not a clear difference between oral and written output if we consider only students making errors with unconscious negative transfer arising from spontaneous conversation. However, following what Weissberg (2000) and Thien Chau (2014) stated, we can trace a slightly higher percentage of errors in the oral output (48% of correct answers in the written task vs. 46% in the oral one)(figs. 3, 4). Although the task was not timed, students felt they didn't have as much as time as they had in the written part.

The interesting difference that can be traced between the two modalities is the amount of synonyms that students used to solve the sentence that was proposed to them. We can observe that in the written task 15% (fig.3) of the answers implied the usage of synonyms or generalizations, while in the oral task the percentage goes up to 20% (fig.4). The general feeling is that before using words that they do not feel comfortable with (the ones that are not completely integrated into their L2 lexical storage) , students prefer to stick to solutions that will lead them to handle the situation relatively well. For this reason we say that fluency and lexical accuracy are affected in the oral modality, as students cope with the pressure that factors such as time and spontaneity produce by going ahead with words that they feel will be somehow correct. Hasselgren (1994) refers to these words (the ones students use and with which they feel comfortable) as "teddy bears": "learners, -even as advanced as Norwegian university students- hold on tightly to words they feel safe with. Sometimes they will be lead astray by their lexical teddy bears, but often they will get away with them" (Hasselgren, 1994: 20). One way of getting access to "teddy bears" is by using synonyms: "And when it comes to the use

of synonyms, learners will often simply create their own teddies out of the L2 word that seems to them the most able to function like the L1 "equivalent"" (Hasselgren, 1994: 20). Ringbom exemplifies this theory by exposing it as a feature of the language that immigrants use in Sweden: "Some immigrants to Sweden thus use the Swedish verb *fråga* ("ask") to refer to practically all words within the semantic field of verbal communication ("tell", "discuss", "say", "explain", "talk", etc.). In their interlanguage, the TL word takes on a wider meaning." (Ringbom, 2007: 73). I hereby will use some examples from the results that illustrate this overuse of synonyms in the oral task:

From fully deceptive problem cognates, "pretendre" (context 1) and "costume" (context 2) displayed a great range of synonyms. To translate the first cognate, students stuck to the verbs "want" or "will try", which are words that are perfectly integrated in students' L2 lexicon but that express a quite general meaning of the word. No one translated "pretendre" with the specific word "intend". Moving to context 2, we can see that the majority of the subjects didn't know that the specific word for a traditional dress is "costume". "Clothes" and "dress" were used instead in order to translate this cognate. In the written task we can see that the amount of synonyms for both cognates is lower.

From the second group of cognates (the first category of partially deceptive cognates), two words are worth commenting on: on the one hand there is "assistir" (context 1), which was translated widely with the core verb "go" or "come" (with this cognate we cannot see a clear difference between written and oral modalities concerning the usage of synonyms, but it is worth having a look at it to show how Hasselgren's (1994) theory works). From context 2, "aprovar" (with the Catalan sense of "autoritzar") was also translated mostly by using general or core synonyms, in this case "accept" or "stand". In the oral task only 2 students were able to translate the cognate as "approve".

In the written activity this cognate appears to be more balanced concerning correct and synonym answers, proving again that time and spontaneity affected lexical accuracy.

From the last problem cognates group, we can pick up "parents" (context 1) and "assassinate" (context 2). Since the amount of synonyms used in the oral task for "parents" was noticeably higher, which was translated by 6 students out of 10 with the word "family" instead of "relatives", we can again see the difference in language accuracy if we compare these results with the ones taken from the written activity, in which the amount of general synonyms used to translate this word was 4 out of 10 (correct answers for this cognate were 3/10 in the oral task and 5/10 in the written one). For "assassinar" (with the sense "to kill someone famous or important" (Cambridge Dictionaries Online)), which is the clearest example of students using "teddy bears", the verb "kill" was the only one used to translate it in the oral task with the exception of one student using "murder", which in this case implies also a generalization. If we have a look at the results table, the use of this core verb in the written task is also very high.

One last thing that has to be said in this section is that although it was not part of the experiment (as it didn't imply problem cognates), quite a considerable amount of borrowing (or code-switching) strategies were used to deal with the rest of the sentence. Some examples taken from the outcome of the oral activity in which this phenomenon can be observed are the ones that follow: "cambrer" was on one occasion translated as "camarer" (with aspirated /k/ and with the first vowel stressed. There is an attempt to make this word sound English). "Moqueta" was translated on two occasions as "moquet" instead of "carpet". One last example is "sa", which on two occasions was translated as "saludable". Neither did the students use the expected problem cognate error ("sane") nor the correct word ("healthy").

### **6.2.1. One Strategy for Success: Written-Based Planning before Speaking**

In order to improve the quality of L2 production and thus to get a more precise and accurate use of English in oral modality, one of the pedagogical implications that scholars state is not only recommended but also necessary to be used in classroom is planning what is going to be later on said. This planning, moreover, should be written down.

It is not strange to find out that this kind of pedagogical method can have a key role in L2 learning. As we have already seen, some scholars (Weissberg, 2000) argue that in non-naturalistic environments (in classroom), L2 writing development emerges before L2 oral development. If written skills come first, this should be the channel through which oral production can be modified. If students see a structure and prepare it written, chances are that they will use it when oral tasks have to be done. This follows the line of what Otwinowska-Kasztelanic's (2010) study on the theory of affordances stated. By having the structures (in this case the learning of how to deal properly with problem cognates) written down, L2 learners can see which are the possible affordances (or possibilities) when the time comes to produce them orally. Written-based planning tasks can then be a method for cognate activation and learning, as an awareness on how this kind of tricky words have to be dealt with will be developed and used in oral tasks in order to create a correct answer.

There is in fact evidence on how useful planning methods are in order to improve L2 oral production. If we follow what Thien Chau (2014) observes in his study, the hypothesis that the amount of synonyms and overgeneralizations that appeared in the oral part of this work's experiment will be solved -or at least improved- with written-based planning should be confirmed, because lexis appears to be the area

that benefits more from this kind of strategy. According to Thien Chau (2014), when a planning activity is carried out, even though it is generally beneficial for L2 oral production, students tend to focus more on lexis than on grammar. With similar research, Celine Gaillard (2013) also agrees on the fact that pre-oral planning tasks help students to develop a better oral outcome. Dealing with language accuracy (which is what seems should be trained in order to improve the results that can be observed in this research) Gaillard (2013) makes this comment:

"It may well be that students had not yet internalized a grammatical structure. For instance, they might not have remembered to use it under no planning treatment. Therefore, they took fewer risks (resulting in a higher accuracy score) than students who might have thought that they had to use a structure they had not mastered yet but felt pressured to use because it was written on the board (under the teacher-led planning condition). However, this statement should not weaken the impact of teacher-led planning, because if it is led correctly by the teacher and if students are fully involved, that structure principle should be summarized and an example should be given, allowing the students to review (or understand for the first time in some cases) that structure" (Gaillard, 2013: 55-56).

An example of a pedagogical planning exercise for the acquisition of problem cognates could not be as the same kind of that of Thien Chau (2014) and Gaillard (2013), because their proposals consist simply on having time to prepare (in written form) an oral story before it is reproduced. This method cannot be applied the same way with problem cognates, as teachers should concentrate on assessing how to use these specific words. If students who are going to learn problem cognates plan a story but in this planning they do not use cognate vocabulary, then the planning activity has no point. It is difficult to monitor the exact words that a learner uses when he/she plans a story. However, the following method could be useful when planning strategies imply specific vocabulary learning. It would consist of 3 phases. In the first one, some kind of written activity involving translation of sentences that include problem cognates would be carried out in classroom. This exercise may be of the same kind as the one that is used in the present study. The second phase involves the role of the teacher. With the errors



detected in the translations, special assessment on how these words are used and what their meanings are should take place. Finally the students would be asked to develop either a corpus of sentences or a story by using a group (or all) of the problem cognates that have been dealt with previously, having some time for written-based planning before they play this material orally. This way students would know that problem cognates have to be part of their planning. They would be aware of the fact that they have to use them, and consequently teachers would make sure that the students deal with the learning target, which is cognate vocabulary.

Overall, written-based planning before speaking seems to be one useful method to improve oral accuracy. We can openly say that students' L2 oral outcome will show a significant improvement if this kind of strategies were applied in ESL course schedules. One thing that is left pending, although scholars have tested and proved the usefulness of planning strategies, is to test whether written-based planning would be key to improve the accuracy of the students' lexis and control the amount of synonyms and overgeneralizations used in the oral task, so it would be interesting to repeat the same experiment that has been presented in this study once the students have undergone some written-based planning on problem cognates.

## **7. Conclusion**

This brief study has provided us with evidence on how lexical cross-linguistic influence affects a group of 2nd of Batxillerat students, focusing on to what extent they are able to manage problem cognates and which degree of negative transfer can be observed. Two hypotheses were put under analysis and tested using data collected from ten samples. On the one hand, it was intended to see whether, having established a classification in three groups of problem cognates, there was one that generated more transfer errors than

the others. On the other hand, there was an attempt to see whether, given an oral task (of the same kind as the written one), spontaneity affected lexical accuracy in student's oral production. The conclusions that we can draw from these two experiments are the ones that follow:

1. That there is no clear difference in the amount of errors produced in the three groups of problem cognates established. It seems possible to argue that error production in this test depends on how common and uncommon the problem cognate was, as the words that implied more translation problems were the ones that seem to be not in student's daily L2 vocabulary. Background knowledge and frequency of exposure seem to be the factors that condition the correct or wrong interpretation of problem cognates, according to the results of this research, and not the group into which the cognate belongs.
2. That spontaneity does affect student's lexical precision. We can observe this looking at the differences of synonym usage in the written and in the oral tasks. The amount of errors does not seem to be largely affected, but students prefer to stick to words that have a generally correct meaning and that they feel safe and comfortable with. Having these results, some research on how teachers can improve ESL students' oral output has been done, and one strategy that seems to work well is written-based planning before speaking. It is generally proved that if students acknowledge one structure and practice it with written exercises, they will be able to use it more easily when they carry out a conversation, as there seems to be a tendency in second language non-naturalistic learning (in classroom environment) that tells that written acquisition precedes the oral one. In addition and from a personal point of view, I detected a general feeling of insecurity in students performing the oral task. They took an important amount

of time to translate some sentences that implied not only common problem cognates but also some grammatical structures that at their age should be completely internalized. Chances are that if a time-limit was imposed on the task, we would be able to observe a significant rise in wrong answers, together with the usage of "teddy bears" which is what we have been able to observe above.

The last point that is worth stating having seen the results of this experiment is a call for action: There is a need in ESL courses to add more oral practise, and with this I refer to planning how to speak, how to pronounce and how to use all the structures that have been learned year after year with workbooks. The useful part of learning a language's theory is knowing how and when to use it properly.

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## 9. Appendixes

### a. Problem Cognates

<b><u>Fully-Deceptive. Do not share any meaning between L1 and L2.</u></b>	<b><u>Partially-Deceptive (A). They share their meaning only in some contexts.</u></b>	<b><u>Partially-Deceptive (B). Having the same basic meaning, they are correct in L2 only in specific contexts.</u></b>
Actually	Invite	Molest
Carpet	Fatal	Parents
Costume	Fresh	Assassinate
Fabric	Assist	Sane
Idiom	Approve	Professor
Library	Diary	Unique
Pretend	Institute	Nervous

### b. Written Activity

#### **Fully-Deceptive Problem Cognates**

1. Actualment no tenim suficient tecnologia per viure en un altre planeta, però potser d'aquí cent anys viurem a Júpiter.
2. No vindré al cinema. De fet, ja he vist aquesta pel·lícula.
3. Hauries de comprar una carpeta per guardar-hi els apunts de les assignatures.
4. El meu pare està netejant la moqueta.
5. A Sóller és costum menjar panades per pasqua.

6. M'agrada molt aquest vestit típic del segle XV.
7. Demà anirem a visitar la fàbrica de galetes.
8. Per fer aquest vestit haurem d'anar a comprar una tela especial.
9. Viure a Alemanya és molt divertit, però aprendre l' idioma és molt difícil.
10. M'agradaria aprendre totes les frases fetes de l'anglès.
11. Hauries d'anar a comprar aquest llibre a la llibreria si vols aprovar l'examen de lectura.
12. La biblioteca estarà oberta durant les vacances de Nadal.
13. Pretens venir a classe avui?
14. Aquell lladre es feia passar per venedor de joguines.

### **Partially-Deceptive Problem Cognates**

#### **Type A**

1. Com que vaig guanyar l'aposta, em va invitar a sopar.
2. T'invito a venir amb mi a la festa.
3. Ahir vaig beure molta cervesa i avui em sento fatal.
4. Va rebre un tret fatal al cor i va morir allà mateix.
5. He comprat dues begudes fresques per a combatre la calor.
6. M'agrada comprar peix fresc cada dimarts.
7. Avui no he pogut assistir a classe d'anglès.
8. El doctor va atendre aquella dona enmig del carrer.
9. Com que no vaig assistir a la classe d'anglès, no aprovaré l'examen.
10. Tothom aprovarà la nostra decisió.
11. Vaig anar a comprar el diari per llegir l'article sobre l'accident de tren.
12. Quan era petit apuntava totes les meves aventures en el meu diari.

13. La directora de l' institut de secundària va expulsar na Maria per no escoltar a classe de matemàtiques.
14. L' institut de recerca lingüística invertirà mil euros en un nou projecte.

### **Type B**

1. Et molesto si encenc la televisió?
2. Van arrestar un home per intentar agredir sexualment un grup de nois.
3. Molts dels meus parents varen viure a Mèxic.
4. Els meus pares han estat casats durant vuit anys.
5. L'home que va assassinar quatre nens és a la presó.
6. Kennedy va ser assassinat durant un trajecte en cotxe.
7. L'anàlisi ha estat positiu. En Miquel és una persona sana.
8. El van declarar malalt mental i va haver d'entrar en un manicomi.
9. El professor de l' institut de secundària va fer una classe de llatí molt interessant.
10. El primer seminari de la carrera universitària va ser impartit pel professor Carbonell.
11. L'únic que no ha vingut és en Marc.
12. El codi genètic de cada persona és únic.
13. La meva mare es posa molt nerviosa quan la meva habitació no està neta.
14. Durant els períodes d'exàmens sempre estic molt nerviós.

### **c. Oral Activity**

#### **Fully-Deceptive Problem Cognates**

1. Abans treballava de cambrera, però actualment està estudiant un màster.
2. M'agradaria que vinguessis. De fet, ens faries un favor.
3. Et deixaré la carpeta amb els apunts de català si la necessites.

4. El moix sempre jeu a sobre de la moqueta.
5. La gent de Palma té el costum d'anar a missa cada diumenge.
6. Durant les festes de Sóller, la gent es posa els vestits tradicionals.
7. La fàbrica de joguines tanca a les cinc.
8. M'agraden molt les camises fetes amb tela vermella.
9. En Guillem vol aprendre molts idiomes.
10. Em costa molt entendre les frases fetes angleses/dels anglesos.
11. Vaig anar a la llibreria, però no hi vaig comprar el llibre que cercava.
12. Em trobaré amb na Catalina a les quatre a la biblioteca.
13. N' Elionor pretén venir a la festa.
14. Vaig fer veure que no l'havia vist per tal de no saludar-lo.

### **Partially-Deceptive Problem Cognates**

#### **Type A**

1. Empraré aquests diners per invitar-te a una cervesa.
2. Vaig tocar a la porta i em va invitar a entrar.
3. Em sento fatal després d'haver suspès l'examen.
4. Una serp va fer una mossegada fatal al coll d'aquell explorador.
5. Hauries de comprar més carn fresca. És més saludable.
6. L'aigua fresca és recomanable pels matins.
7. La meva germana és metgessa i et podrà atendre.
8. Vaig assistir a la boda del meu amic.
9. El meu pare llegeix el diari esportiu cada matí.
10. No hauries de xafardejar el diari personal de la teva germana.
11. Els estudiants d'aquell institut de secundària no podem emprar el mòbil a classe.



12. Amb la seva fortuna va fundar un institut d'investigació de malalties del cor.
13. Si no estudies no aprovaràs l'examen.
14. No aprovo que vulguis deixar els estudis.

### **Type B**

1. La presència d'aquell ca molestava en Pau.
2. El pare va confessar haver assetjat sexualment una noia.
3. Els meus parents francesos em van portar formatge típic del seu poble.
4. Els meus pares em deixaran sol aquest cap de setmana.
5. Em posaré molt nerviós si no accepten la meva proposta.
6. Em poso molt nerviós quan penso que he d'anar al metge.
7. L'única cosa que no m'agrada és la pastanaga.
8. N' Aina té un talent únic.
9. Les persones sanes practiquen esport cada dia.
10. Un malalt mental ha de prendre medicació cada dia.
11. El professor de català sempre ajudava als seus joves alumnes.
12. El meu objectiu és ser professor d'universitat.
13. Aquella dona va assassinar tres persones.
14. Aquell home va assassinar el príncep d'Àustria.

#### **d. Written Activity. Detailed Results**

<b>False Friend</b>	<b>Correct</b>	<b>Wrong</b>	<b>Synonyms</b>	<b>Avoidance</b>
Actualment	5	5	0	0
Carpeta	6	4	0	0
Costum	5	2	1	2
Fàbrica	5	3	0	2
Idioma	8	2	0	0
Llibreria	4	6	0	0
Pretendre	3	3	2	2
<b>Total (70=100%)</b>	<b>36 (51,42%)</b>	<b>25 (35,71%)</b>	<b>3 (4,28%)</b>	<b>6 (8,57%)</b>

Fully-Deceptive Problem Cognates. Context 1.

<b>False Friend</b>	<b>Correct</b>	<b>Wrong</b>	<b>Synonyms</b>	<b>Avoidance</b>
Actually (De fet)	0	5	3	3
Carpet (Moqueta)	4	4	0	1
Costume (Vestit)	4	1	4	1
Fabric (Tela)	5	3	1	1
Idiom (Frase feta)	1	7	2	0
Library (Biblioteca)	8	1	0	1
Pretend (Fer veure)	3	0	4	3
<b>Total (70=100%)</b>	<b>25 (35,71%)</b>	<b>21 (30%)</b>	<b>14 (20%)</b>	<b>10 (14,28%)</b>

Fully-Deceptive Problem Cognates. Context 2.

Fully-Deceptive Problem Cognates: Percentages (140=100%):

Correct: 61 (43,57%)

Wrong: 46 (32,85%)

Synonyms: 17 (12,14%)

Avoidance: 16 (11,42%)

False Friend	Correct	Wrong	Synonyms	Avoidance
Invitar	0	10	0	0
Fatal	9	0	1	0
Fresc	5	5	0	0
Assistir	0	2	8	0
Aprovar	10	0	0	0
Diari	7	3	0	0
Institut	6	2	2	0
<b>Total (70=100%)</b>	<b>37 (52,85%)</b>	<b>22 (31,42%)</b>	<b>11 (15,71%)</b>	<b>0 (0%)</b>

Partially-Deceptive Problem Cognates. Context 1 (meaning coincide in some contexts).

False Friend	Correct	Wrong	Synonyms	Avoidance
Invite (Sense despesa econòmica)	10	0	0	0
Fatal (Mortal)	2	1	1	6
Fresh (Recent, nou)	8	2	0	0
Assist (Atendre medicament)	1	5	2	2
Approve(Autoritzar)	5	0	5	0
Diary (Diari personal)	8	2	0	0
Institute (Centre especialitzat)	2	6	0	2
<b>Total (70=100%)</b>	<b>36 (51,42%)</b>	<b>16(22,85%)</b>	<b>8 (11,42%)</b>	<b>10(14,28%)</b>

Partially-Deceptive Problem Cognates. Context 2 (meaning coincide in some contexts).

Partially-Deceptive Problem Cognates (meaning coincide in some contexts: Percentages (140=100%):

Correct: 73 (52,14%)

Wrong: 38 (27,14%)

Synonyms: 19 (13,57%)

Avoidance: 10 (7,14%)

False Friend	Correct	Wrong	Synonyms	Avoidance
Molestar	7	0	1	2
Parents	5	1	4	0
Assassinar	2	0	8	0
Sa	6	2	0	2
Professor	7	3	0	0
Únic	9	0	0	1
Nerviós/a	3	7	0	0
<b>Total (70=100%)</b>	<b>39/70 (55,71%)</b>	<b>13/70 (18,57%)</b>	<b>13/70 (18,57%)</b>	<b>5/70 (7,14%)</b>

Partially-Deceptive Problem Cognates. Context 1 (meaning is shared in a limited subset or specific context from a general one).

False Friend	Correct	Wrong	Synonyms	Avoidance
Molest (Agressió sexual)	0	3	1	6
Parents (Pare i mare)	10	0	0	0
Assassinate (Específic)	1	0	9	0
Sane (Sa mentalment)	0	3	2	5
Professor (Universitat)	2	5	0	3
Unique (Únic en el món. Rar)	5	2	0	3
Nervous (Sense implicar enuig)	10	0	0	0
<b>Total (70=100%)</b>	<b>28 (40%)</b>	<b>13 (18,57%)</b>	<b>12 (17,14%)</b>	<b>17(24,28%)</b>

Partially-Deceptive Problem Cognates. Context 2 (meaning is shared in a limited subset or specific context from a general one).

Partially-Deceptive Problem Cognates (meaning is shared in a limited subset or specific context from a general one): Percentages (140=100%):

Correct: 67 (47,85%)

Wrong: 26 (18,57%)

Synonyms: 25 ( 17,85%)

Avoidance: 22 ( 15,71%)

Written Activity Total Percentages: (420=100%)

Correct: 201 (47,85%)

Wrong: 110 (26,19%)

Synonyms: 61 (14,52%)

Avoidance: 48 (11,42%)

### e. Oral Activity. Detailed Results

False Friend	Correct	Wrong	Synonyms/TB	Avoidance
Actualment	1	4	5	0
Carpeta	5	4	0	1
Costum	1	3	6	0
Fàbrica	6	2	0	2
Idioma	9	1	0	0
Llibreria	4	6	0	0
Pretendre	0	4	5	1
<b>Total (70=100%)</b>	26 (37,14%)	24 (34,28%)	16 (22,85%)	4 (5,71%)

Fully-Deceptive Problem Cognates. Context 1.

False Friend	Correct	Wrong	Synonyms/TB	Avoidance
Actually (De fet)	1	2	4	3
Carpet (Moqueta)	5	4	0	1
Costume (Vestit)	4	0	6	0
Fabric (Tela)	5	2	0	3
Idiom (Frase feta)	1	5	2	2
Library (Biblioteca)	9	1	0	0
Pretend (Fer veure)	1	3	1	5
<b>Total (70=100%)</b>	26 (37,14%)	17 (24,28%)	13 (18,57%)	14 (20%)

Fully-Deceptive Problem Cognates. Context 1.

Fully Deceptive Problem Cognates: Percentages (140=100%):

Correct: 52 (37,14%)

Wrong: 41 (29,28%)

Synonyms: 29 (20,71%)

Avoidance: 18 (12,85%)

False Friend	Correct	Wrong	Synonyms	Avoidance
Invitar	0	10	0	0
Fatal	10	0	0	0
Fresc	5	5	0	0
Assistir	1	2	7	0
Aprovar	10	0	0	0
Diari	8	1	1	0
Institut	5	1	4	0
<b>Total (70=100%)</b>	<b>39 (55,71%)</b>	<b>19 (27,14%)</b>	<b>12 (17,12%)</b>	<b>0 (0%)</b>

Partially-Deceptive Problem Cognates. Context 1 (meaning coincide in some contexts).

False Friend	Correct	Wrong	Synonyms	Avoidance
Invite (Sense despesa econòmica)	10	0	0	0
Fatal (Mortal)	2	5	1	2
Fresh (Recent, nou)	10	0	0	0
Assist (Atendre medicament)	1	4	5	0
Approve(Autoritzar)	1	2	7	0
Diary (Diari personal)	7	3	0	0
Institute (Centre especialitzat)	3	6	0	1
<b>Total (70=100%)</b>	<b>34 (48,57%)</b>	<b>20 (28,57%)</b>	<b>13 (18,57%)</b>	<b>3 (4,28%)</b>

Partially-Deceptive Problem Cognates. Context 2 (meaning coincide in some contexts).

Partially-Deceptive Problem Cognates (meaning coincides in some contexts):

Percentages (140=100%):

Percentages (140=100%):

Correct: 73 (52,14%)

Wrong: 39 (27,85%)

Synonyms: 25 (17,85%)

Avoidance: 3 (2,14%)

False Friend	Correct	Wrong	Synonyms	Avoidance
Molestar	7	1	1	1
Parents	3	1	6	0
Assassinar	3	0	7	0
Sa	8	1	0	1
Professor	9	1	0	0
Únic	9	1	0	0
Nerviós/a	0	10	0	0
<b>Total (70=100%)</b>	<b>39 (55,71%)</b>	<b>15 (21,42%)</b>	<b>14 (20%)</b>	<b>2 (2,85%)</b>

Partially-Deceptive Problem Cognates. Context 1 (meaning is shared in a limited subset or specific context from a general one).

False Friend	Correct	Wrong	Synonyms	Avoidance
Molest (Agressió sexual)	1	3	2	4
Parents (Pare i mare)	10	0	0	0
Assassinate (Específic)	0	0	10	0
Sane (Sa mentalment)	0	6	4	0
Professor (Universitat)	2	8	0	0
Unique (Únic en el món. Rar)	7	3	0	0
Nervous (Sense implicar enuig)	9	1	0	0
<b>Total (70=100%)</b>	<b>29 (41,42%)</b>	<b>21 (30%)</b>	<b>16 (22,85%)</b>	<b>4 (5,71%)</b>

Partially-Deceptive Problem Cognates. Context 2 (meaning is shared in a limited subset or specific context from a general one).

Partially-Deceptive Problem Cognates (meaning coincides in a limited subset or specific context from a general one): Percentages (140=100%):

Correct: 68 (48,57%)

Wrong: 36 (25,71%)

Synonyms: 30 (21,42%)

Avoidance: 6 (4,28%)



Oral Acvitivity Total Percentages (420=100%):

Correct: 193 (45,95%)

Wrong: 116 (27,61%)

Synonyms: 84 (20%)

Avoidance: 27 (6,42%)