FIRST LANGUAGE GRAMMATICAL PROFICIENCY ON SECOND LANGUAGE ACQUISITION (INGLES / SPANISH)

By

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Abstract

The main concern of this subject of research study a bit further was the correlation between FIRST LANGUAGE GRAMMATICAL PROFICIENCY ON SECOND LANGUAGE ACQUISITION (INGLES / SPANISH).   This study was implemented in a pre-selection of students and directors of these schools, First language and Second language. Students and Directors selected homogeneously in terms of their efficiency level English, sex and age.

We attended Public High School and was shown the same material as these we gave the same number of hours of instruction for the realization of the evaluation. Two grammatical proficiency tests (Spanish and English) a background questionnaire were administered also to the directors of the school.

The statistical analyses including descriptive statistics and Spearman; whose correlation was observed a significant correlation between the bilingual First language grammatical proficiency level and Second language grammatical proficiency level.

 Finally the implications of the results are discussed as they relate to educational programs. And they showed some improvements in the education system that they put into practice in both the First level and the Second level of grammatical competence.

Keywords: First and Second language acquisition, bilingualism, teaching- foreign– adults- learning.

Introduction

Throughout the following article we will take a brief tour of the various theories that have studied the relationship between the processes of acquiring our native language with the processes of second language acquisition, to see to what extent we find elements that facilitate connection foreign language teaching. We will see what are the characteristics and conditions of the acquisition in both cases, the differences. We found between natural and spontaneous acquisition of native speakers, and the conditions presented by the learning through classroom instruction. Also, we study the differences between learners during childhood and adulthood and how they influence the methodologies used by teachers in the classroom, to get the most out within the context education, this being a must for those who are not in an environment of immersion tool. This article will give us, therefore, an overview of the procurement process and the importance of their study for practical application in teaching second languages.

This research work is structured as follows:

Chapter I: the research problem, formulation, questions, general and specific objective, the background of the topic and the glossary of terms.

Chapter II: the theoretical framework and a review of the theoretical literature.

Chapter III: research methodology, design and expected results, constraints encountered and the schedule of activities.

Chapter IV: analysis and interpretation of results.

Chapter V: conclusions and references.

Antecedents and Importance of the Theme

Nationally, learning English has become vital for recovery which it has acquired through the years and different experiences. Achieve at least a basic level of English is not possible if you have scarce teaching resources to motivate students to take an interest in the language.

The Spanish education system has undergone numerous changes over time to what it refers to the teaching and learning of foreign languages. Until some years teaching foreign languages was only directed to primary education, which has changed since the implementation currently has also led in early childhood education centers, as we can see in Article 13 of Chapter I of the Organic Law 2/2006 of Education (LOE) of 3 May) Develop communicative skills in different languages and forms of expression. "

These changes have been observed since the entry into force of the Organic Law 1/1990 of the General Educational System (LOGSE) of October 3, following from which all subsequent education laws, including the current Organic Law mentioned above, reflected the importance of language acquisition foreign, mainly English because its undeniable value both in today's society, as in the educational context since the early years of schooling.

Considering the numerous legislative changes with regard to learning a foreign language in education, this section board, first, issues related to the acquisition of a mother tongue first and second foreign language, since despite being two distinct processes, it is very important that the teacher or specialist teacher know the similarity between them.

Later, we will refer to the factors that influence learning a second language. We know there are many theories that try to explain the mechanisms by which learning another language, but according Murado Bouso (2010) there are a number of factors which greatly influence this learning and they have special importance in our research, because each of these factors have great influence on the stage in which we focus, Education Child and adult.

And finally to conclude this framework, we will discuss the appropriate methodology in the acquisition of a foreign language.

Nature of Problem

Learning a foreign language is an enriching element in the acquisition of a foreign language. The cultural needs of today and the social changes that have occurred have led to file a correlation between the First Language with grammatical in the acquisition of a Second Language (English / Spanish).

In the educational system of the country, especially in the area of language is observed that there is a correlation between the first language with grammatical rule in the acquisition of a second language (Ingles / Spanish), considering that the first impact of manner or another on the second; Hence the importance of studying it.

Although we acquire the First Language from birth; we find it a little difficult to master the grammar of it and if we are also learning another Second Language; because we do not give adequate use allowing students take advantage of this great resource; making the same having a low development of listening and pronunciation skills, that is why the

importance of not only get a good infrastructure, but also preparing their teachers to know better utilize resources that provide educational centers of teaching other languages.

Also the lack of practice of listening means that there is little compression of the topics discussed in the classroom, precluding a good understanding of both our L1 and L2; because this causes students cannot develop all the skills you have together leads to a correlation between L1 with grammatical rule in L2 acquisition (Ingles /Spanish).

Another cause was determined that the lack of technique by teachers who have come to use traditionalism when delivering their classes, leading students in a disinterest in the development of learning to listen. It is noteworthy that the traditional teaching is in the past, because they should change the methodology and thus have better results.

Objectives

Overall Objectives

To carry out the research is formulated as a general goal: Identify what is the relationship between the First Language Grammar Competition and second language acquisition.

Specific Objectives

1- To Determine the level of competition between the L1 (Spanish) and if it relates to the level of grammatical competence L2 (English).

2- To analyze potential problems that students and teachers face in the process of acquiring a second language.

3- To specify the listening level that a student has to acquire a second language.

4- To determine how to improve the learning skills of the students surveyed.

5- To present the most appropriate methodology for relating the grammatical learning in the mother tongue in relation to the acquisition of a second language.

6- To suggest as grammatical knowledge of the L1 grow in relation to the acquisition of L2.

Research Questions

To accumulate the relevant evidence, the following research question was formulated:

1. Would L1 grammatical proficiency level (Spanish) correlate with L2 grammatical proficiency level (English)?

2. What are the problems facing teachers and students in the process of acquiring a second language?

3. How could increase grammatical knowledge of the mother tongue in relation to the acquisition of a second language?

4. What is the listening level have students who have home their native language to acquire another second language?

5. How to improve listening skills in students investigated?

6. What methodologies would be most appropriate to relate the grammatical learning in the first language with the acquisition of a second language?

Term Definitions

Significant Learning: occurs when students understand and assimilate knowledge, skills and attitudes acquired and is able to use in different situations.

Cognition: Set of activities whose structure and function is psychological knowledge, as opposed to the domains of effectiveness.

Teaching Learning: organized stimuli and situations that allow the student to achieve new behaviors process. It is dual actions that meets together and that involves on the one hand establish or facilitate, and otherwise participate and learn.

Methodological strategy: different elements are integrated to facilitate the achievement of the objectives of a learning unit.

Learning Resources: teaching resources are important tools in the classroom whereby teacher making use of various sensory channels achieved, set relationships, concepts, and interpretations about an area.

Hearing resources: they are means that use sound as coding mode information.

Theory: Describe phenomena and formulate conceptual models that attempt to explain, reproduce and predict behavior and events of a particular class, given certain circumstances.

Literature Review

According to Bylund Emanuel (2012) "Does First Language Maintenance Hamper Native Likeness in a Second Language: A study of ultimate Attainment in Early Bilinguals", defined as how individuals control language structure to produce grammatically correct utterances or sentences and texts, is further divided into grammatical knowledge and textual knowledge. Grammatical knowledge is defined as knowledge of vocabulary, syntax, and phonology/ graphology. Grammatical knowledge governs "the choice of words to express specific significations, their forms, their arrangement in utterances to express propositions, and their physical realizations, either as sounds or as written symbols" Bylund Emanuel, (2012), p.87. In Bylund Emanuel view, grammatical knowledge refers to several components of linguistic form relating strictly to sentence-based phonology, vocabulary and syntax.

Spinner, Patti, (2011) has also characterized grammatical knowledge along three dimensions: linguistic form, semantic meaning and pragmatic use. "Grammatical structure not only has (morph syntactic) form, they are also used to express meaning (semantics) in context appropriate use pragmatics Spinner Patti, (2011), p.252". According to her, these three dimensions may be viewed as independent or interconnected.

According to Daftarinford, Parisa; Shirkhani, Servat (2011) "Second Language Assessment and Morph syntactic Development" grammatical knowledge has two highly related components: grammatical form and grammatical meaning. Grammatical form refers to "linguistic forms on the sub sentential, sentential and sub presentential levels, as described in the syntactocentric approaches to language discussed previously" Daftarinford,

(2011), p. 61. Grammatical form includes phonological graphological forms, lexical forms, morphosyntactic forms, cohesive forms, information management forms, and international forms.   Grammatical meaning refers to knowledge of the meaning associated with an utterance as the sum of its parts and how these parts are arranged in syntax (literal meaning), as well as how these parts are used to convey the speaker´s intended meaning in context (included meaning). Daftarinford, (2011), p. 61.

THE ACQUISITION OF A FOREIGN LANGUAGE, Tahriri (2012), Edwards (2011), Gutierrez (2012) O'Grady (2012), Cross (2011) and Grañena (2013). These Authors have the characteristics that must be taken into account for the acquisition of a foreign language, showing some examples of the acquisition of English and Spanish in the early years of life, which will greatly help us to understand the different processes language through which he passes the students in learning any LE and determine better the evolution ranging experiencing so you can adapt the methodology used by the teacher or teacher. With regard to this level of language, the main objective of the teacher or specialist foreign language teacher is to provide information specifically, slowly, with many pauses and intonation filled to facilitate student learning. In acquiring the LE, the vocabulary is characterized by simplified and reduced; English for example, become "pee-pee" (pee) and "choo-choo" (train) used by the teacher or teacher with great frequency to be understood and grab their attention. From all the above we conclude that we should therefore overloading with vocabulary at this stage. Finally, syntactically speaking, the trainee begins drawing on the present to gradually move towards a more developed syntactic construct grammatically.

FACTORS IN LEARNING A SECOND LANGUAGE Besides taking into account all the mechanisms and features about learning L1 and LE mentioned in previous paragraph, according Billak, (2013) "there are still a number of factors influencing the acquisition of a foreign language. " (P. 20) which must also be present in our education cycle are: intelligence, aptitude, personality, motivation and age. We highlight those that are present in the age-range for Children and Adult Education. Since intelligence is known as the ability to solve different problems, and taking into account the theory of "multiple intelligences" Meisel (2011), human beings possess different intelligences that develop in different ways. Thus, the Teacher will develop various activities and games with their students to develop each and every one of their minds. Such as global activities in which body language is the principal for learning body parts (worked in the foreign language) component, which will favor the development of body and kinetic intelligence, visual and spatial intelligence linguistic intelligence at the same time. The personality of the students is also crucial in the acquisition of communicative competence in a LE, especially in the L1, at which time the student being developed. For this reason the teacher (a) specialist should conduct activities to promote confidence between the students and to enable the participation of all. The motivation to provide the specialist teacher to his student during sensitization with LE is also a key to consider especially in language acquisition factors, since at this stage pupils have easily disconnect activity and escape. The higher the degree of motivation of students reach faster the objectives set in the programming, so the teacher must have a comprehensive mastery of techniques, and use an effective methodology with a variety of materials and activities to facilitate this contribution of motivation among students. For example, use very rhythmic songs that require the student a high level of physical movement (important in this age group), or raise related issues of great interest to

students and carry them out in different places (courtyard, gym, classroom activities, etc.).

Finally we must not forget the age factor to consider fundamentally our language

acquisition in both L1 and L2, because in the first years of life the brain is predisposed to

acquiring one or more languages. According says Stefanow and Reverz (2015), "the early

years are crucial, as has often been stressed, so today the importance of recognizing school

years and especially from preschool to improve understanding and language production". P.

138. In addition, students in language acquisition in both L1 and L2, retains many of the

mechanisms used to learn your first language and cognitive development is of great

influence as we see in the development stages Piaget, which divides the psychological

development of individuals from birth to adulthood. Piaget postulates that the pupil born

with the need and the ability to adapt to the environment. The adaptation is based on two

threads: assimilation and accommodation. Most of the time students assimilate to their

mental development proper information and classified according to what they already

know. Sometimes face problems they cannot solve and must create new or modify

strategies to face the new situation, so the student has previous knowledge and receive new

information changed their patterns of knowledge and, therefore, demonstrates greater

ability to learn in a completely natural way.

ACQUISITION OF THE MOTHER TONGUE

We know that any human being from birth has a natural preference to learn their

mother tongue. Also, keep in mind that all students follow the same guidelines for language

learning, which shows us that have innate abilities that make learning possible L1, provided

they maintain a continuous interaction with the context of communication in which they

are, as well as claims Tahriri (2012): There is a genetic or hereditary component to facilitate the acquisition of a Ll1 or L2 learning, both are acquired or learned in particular and concrete situations of communication in which the child or learner the opportunity, first, to listen and understand and then produce sounds with a purely communicative intention is offered. p. 17-19

PROCUREMENT OF THE FOREIGN LANGUAGE

We must bear in mind what happens during the acquisition of a foreign language and for that, we have taken into account the characteristics that occur in each of the planes that constitute the language (phonological, morphological, semantic and syntactic), defended features by Tahriri (2012), Edwards (2011), Gutierrez (2012) O'Grady (2012), Cross (2011) and Grañena (2013). These Authors have the characteristics that must be taken into account for the acquisition of a foreign language, showing some examples of the acquisition of English and Spanish in the early years of life, which will greatly help us to understand the different processes language through which he passes the student in acquiring any LE and determine the better evolution that are experiencing so you can adapt the methodology used by the teacher. First and from the point of view phonological, we note that the student has a greater ability to perceive and understand sounds to produce correctly, as is the case with the L1, while simplifying many times the pronunciation of phonemes. With regard to this level of language, the main objective of specialist foreign language teacher is to provide information specifically, slowly, with many pauses and intonation filled to facilitate student learning. Do not forget that "the first thing a child learns in L1 is intonation patterns, even prior to the identification and production of any

sound" Billak, (2013), p. 4. Secondly, as far as morphology is concerned, in the L1 when the student uses plurals and regular forms of verbs in the past, the first thing to learn the English language, for example, would be progressively marker -ing and then the -s of the plural and the genitive. Third, in terms of semantics, both trainees of LE and in the acquisition of L1 highlights the abundance of cases of "Semantic generalization", with the pupil uses the same term for different concepts, most of the time due to lack of specific vocabulary lexicon. Knowledge of these linguistic processes is important, since the acquisition of a foreign language is a slow process that serves a set of mechanisms that take place in the psychic and mental development of every person. (P. 18).

METHODOLOGY AS A TEACHING OF PROGRAMMING IN THE ACQUISITION OF A FOREIGN LANGUAGE

The recommended methodology must be a methodology based on the teaching naturally, like the acquisition of L1. The natural approach or Natural Approach Cormier and Vinson (2012) is the most appropriate response to student characteristics already mentioned, since it is based on the communicative use of foreign language in a natural way, providing the students the acquisition process, leaving first understand and then trying to be expressed without pressure, always keeping in mind his great reception capacity. Also noteworthy that the methodology used by the teacher cannot be a great effort the student and do not have to face it, but should catch your attention using resources where they can actively participate as songs, games and stories they provide them motivation. The teacher's role is a difficult role; and that should make the student identify each language with a specific person and create an atmosphere of active and participatory classroom that will

benefit the procurement process both L1 and L2: "the introduction of a foreign language at an early age is a challenge for any teacher because, in addition to all the tasks related to learning socialization student must facilitate learning a LE ". The themes that are intended to learn in LE should be the same as those that are programmed to L1, thus facilitating student learning, creating a routine with the thematic blocks that work daily in their activities, taking into account the topics that appeal to you attention such as animals.

Finally, with regard to the assessment as stated "it should be (initial, formative and summative) in addition to having a global character, be continuous, as well as guiding and serving to correct any malfunction occurring during the development of the preprogrammed different activities." Without forgetting the treatment of error we talked at the beginning of the theoretical framework, so when evaluating the student, the specialist teacher must take this into account and refrain from any grammatical correction.

Methodology

In this paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research.

Research Design

This is an exploratory and descriptive under a quantitative approach, built as it measures how the concept of equal interval between these characteristics. This research corresponds to a combination of descriptive statistics: because it is responsible for gathering, presenting and analyzing data; it is also because it helps bibliographic of theories through the use of books, magazines, Internet, and everything written on the subject. And finally because conducting a study to complement the theoretical and contextual framework developed.

Participants

For the present study is considered the universe or population to a group of students and teachers elected tsar wing especially the area of languages, for a total of 50 second grade student who participated in study being aged between 15 and 21 years. Participants were homogeneous; he was given the same material and the same methodology of teaching English as a foreign language and Spanish as their first language.

Procedures

The development of this research is supported by the chosen theme of identify the relationship between the First Language Speech Competition in Second Language Acquisition (Ingles / Spanish). For Data Collection moved to the scene so proceed to apply a questionnaire to the students and teachers of this institution individually.

Research Instruments

For data collection the survey technique and a questionnaire as a tool for students and teachers to allow us to detect the existence of the problem is applied. Questionnaire is consisting of 10 questions with dichotomous answers, with three or more alternatives.
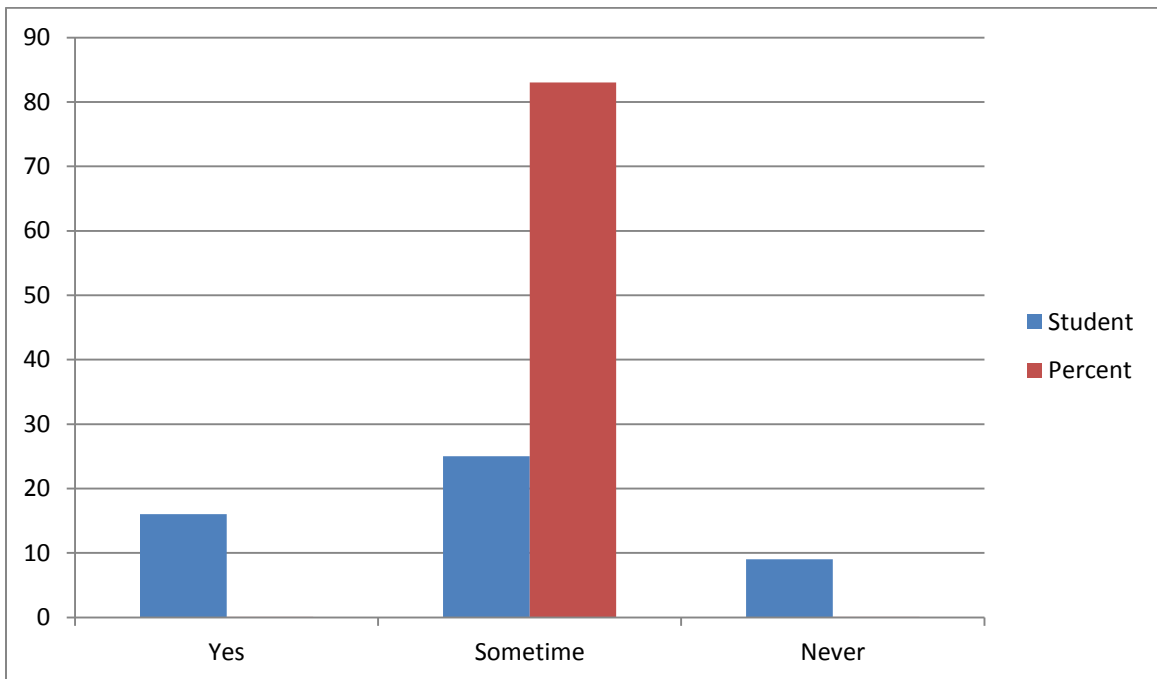
Expect Results

Surveys applied to an X student institution in the area of languages, we have obtained the following results.

Student Survey

1. When your teacher is in class uses some didactic resource to better teach their classes listening?

Answer	Student	Percent
Yes	16	10%
Sometime	25	83%
Never	9	7%
Total	50	100%

With regard to the question if the teacher uses in class Language Teaching Resources, most students answered sometimes, another group of students always responded, and the rest never responded, therefore you can say that teachers in this institution. Resource use sometimes but not an alarming figure teacher should try to use teaching resources provided so you can better develop the skill of listening.

2. Does listening to the CD in English class helps you understand some words and phrases?

Answer	Student	%
Yes	0	0
Sometime	7	11.68
Never	43	88.31
Total	50	99.99%
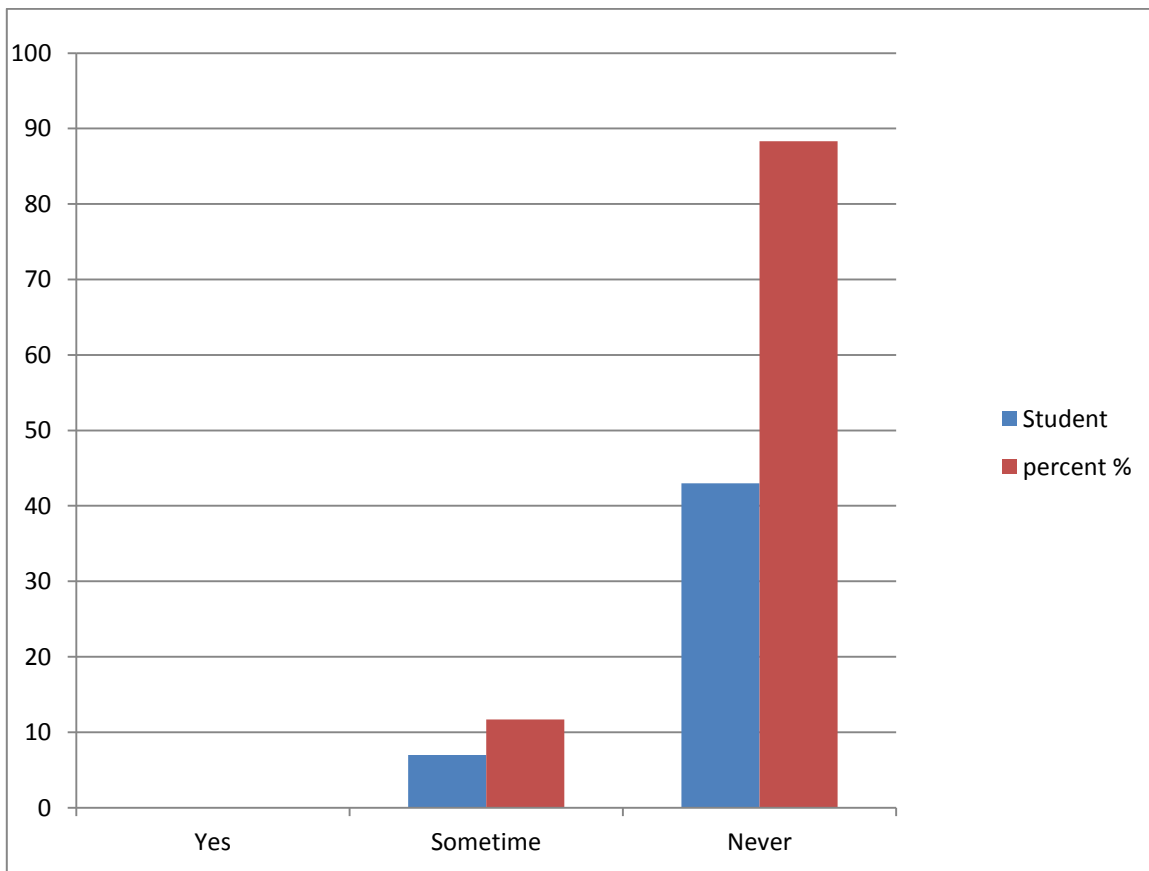
Students have difficulty understanding words or phrases in English or any other language, it is because they haven't developed their hearing, therefore do not know the ability to listen well and sounds differ defraud similar words. So it is important that the teacher frequently develops listening exercises.

3. Read and understand lectures or short paragraphs?

Answer	Student	%
Yes	2	3.89
Sometime	6	11.68
Never	42	84.41
Total	50	100%
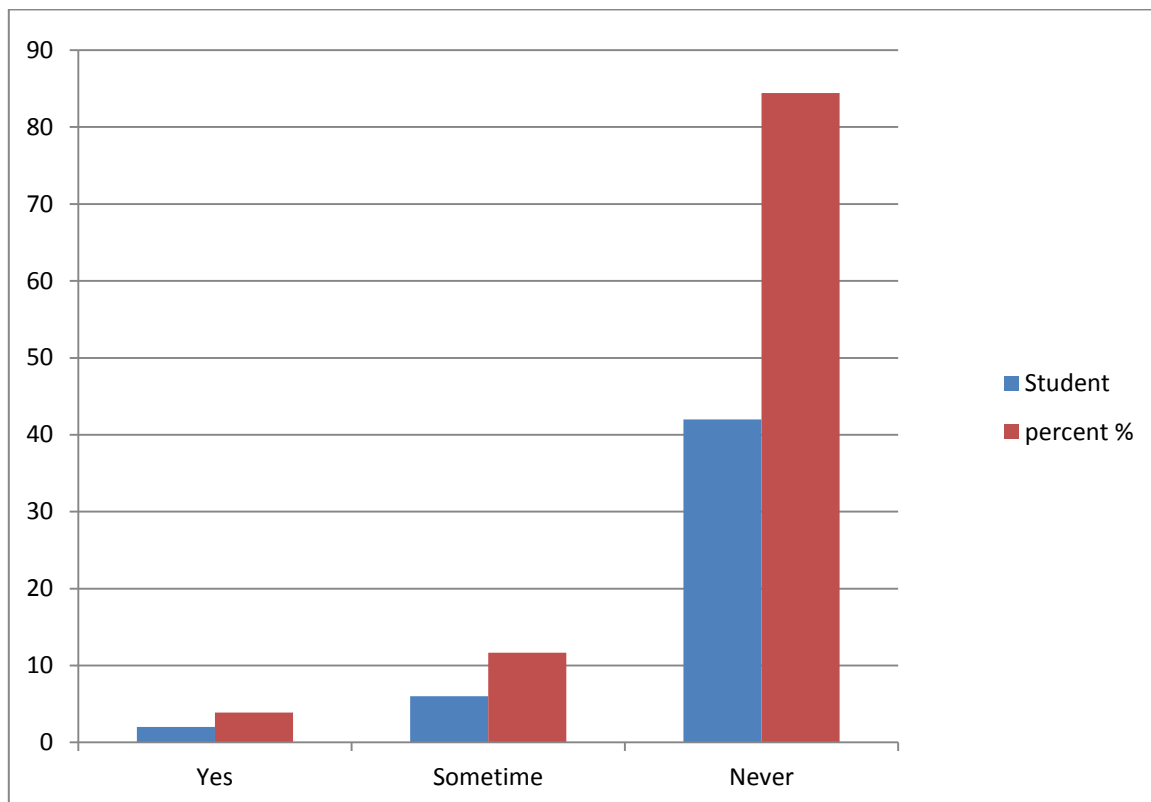
Reading is a skill that allows students to recognize words or phrases and learn to distinguish groups of words and their relationships with others. It can be seen that a maximum percentage of students never read for understand short paragraphs, so that the teacher apply this skill putting more attention on student participation and this way achieve greater student achievement.

4. From the list of teaching resources used by your teacher to develop the skill of listening to select the most used.

Answer	Student	%
Slide	0	3.38
CD	10	22.58
Tape recorder	34	64.02
Book	6	9.62
Total	50	99.6%
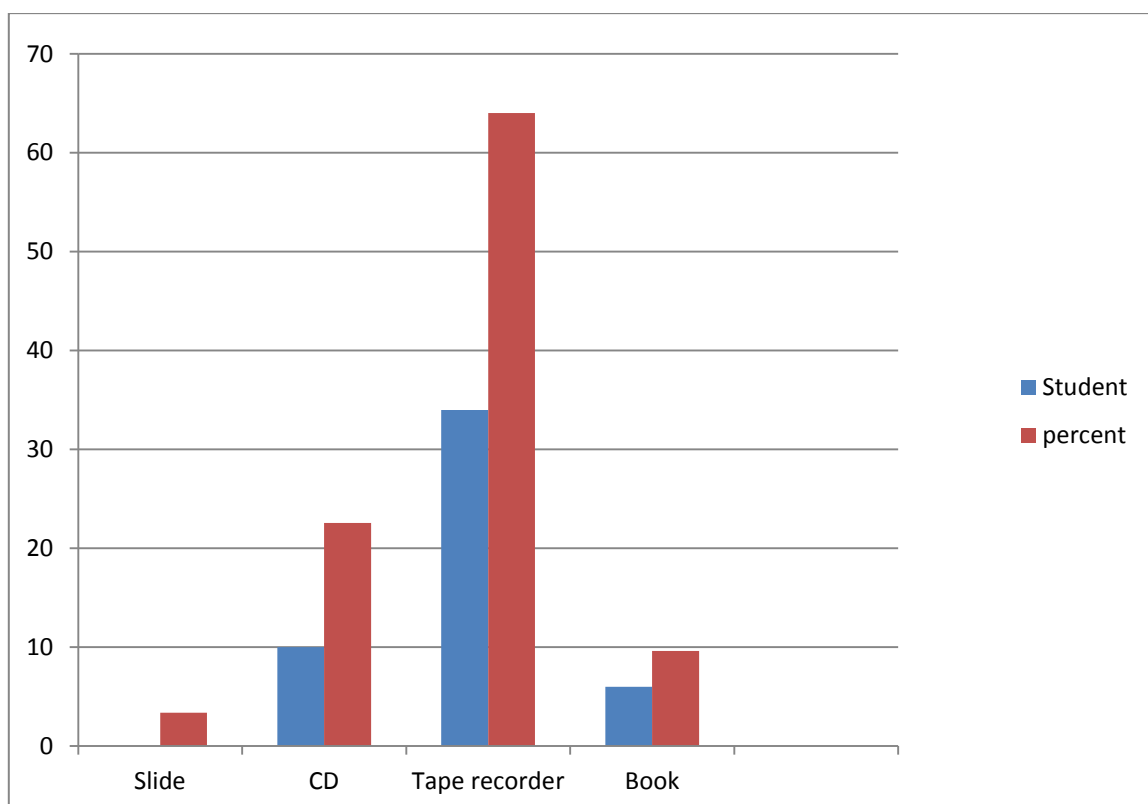
According to the data of the students they stated that the teaching resources used by teachers most use the recorder, and other minority groups responded in a book, CD, and consequently slide students are familiar with the different kinds of teaching resources used by teachers to develop the skill of listening.

5. Understand your teacher when you speak English?

Answer	Student	%
Yes	3	12.98
Sometime	7	18.18
Never	40	68.83
Total	50	99.99%
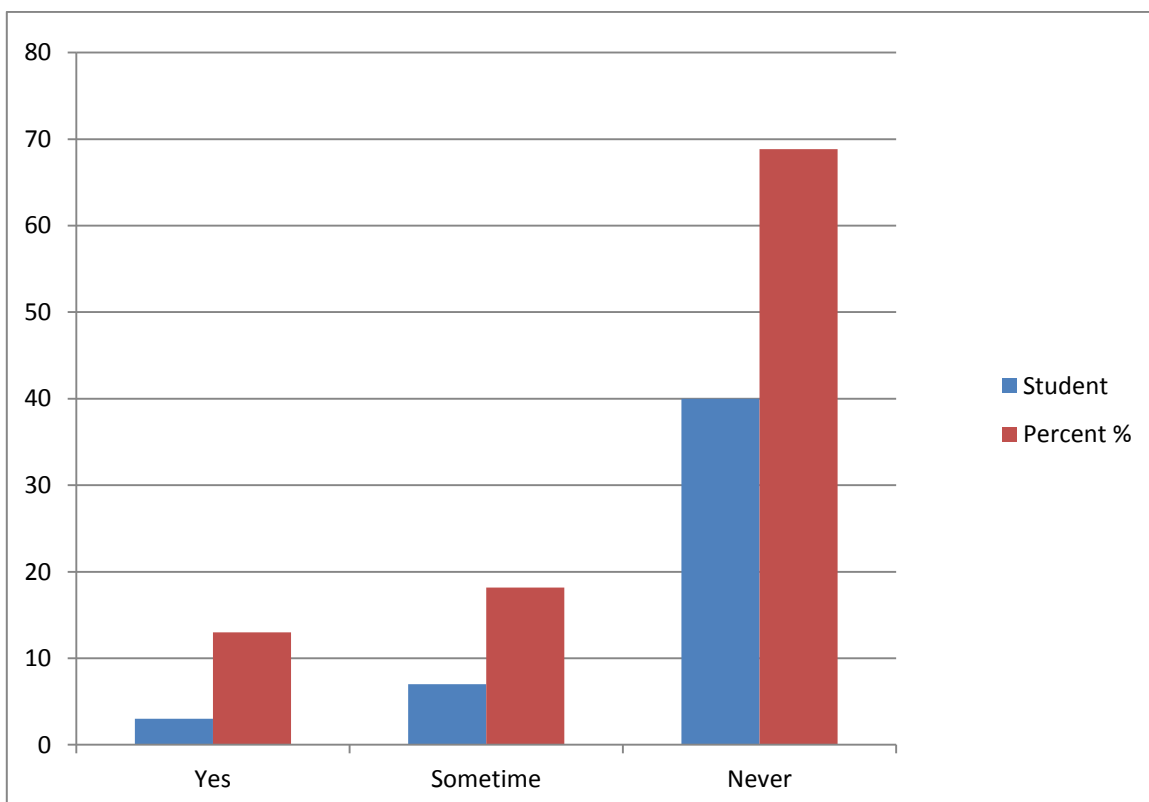
Given the fact that English is not your native language the student must take into account that you will always have difficulty in understanding it especially when someone else is talking and even more if the student has little knowledge of the language and the person talking makes an unclear and unsympathetic manner. For detailed information we can see that a high percentage of students not understand his teacher when he speaks English or any other language.

6. It has difficulty understanding the content of what they hear.

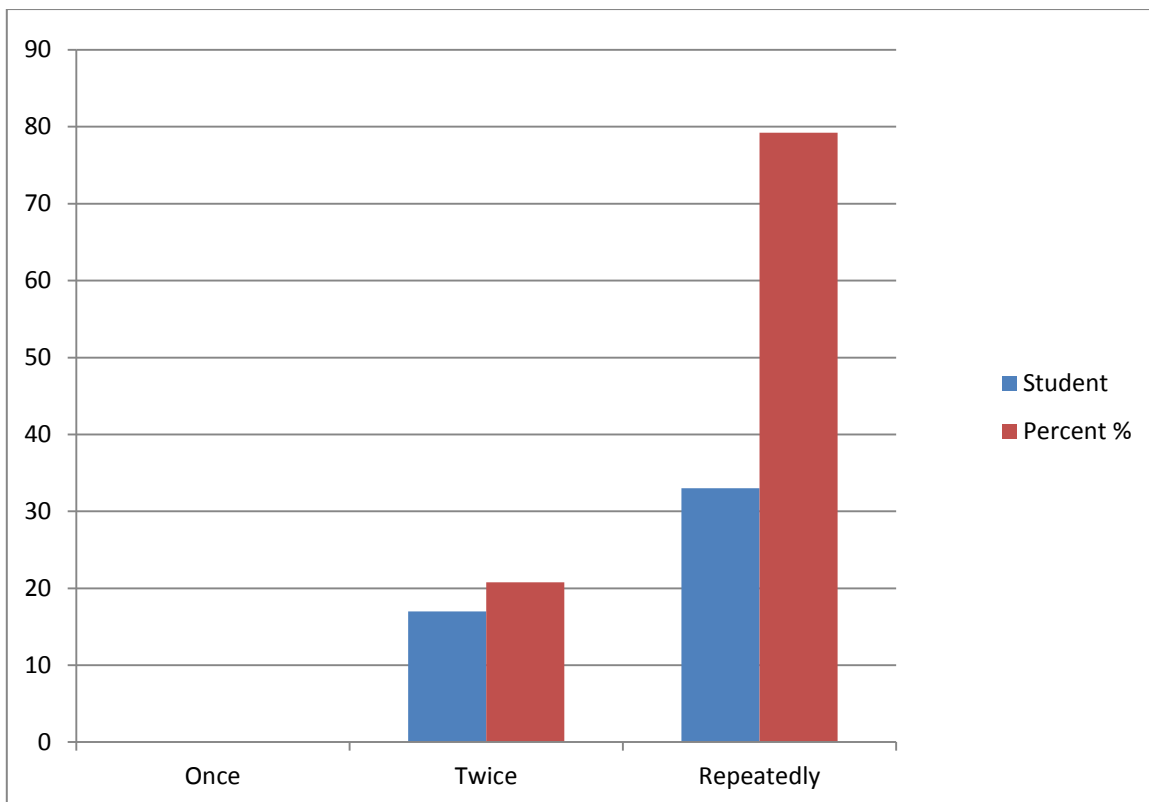| Answer	Student	%
Yes	10	15.98
Sometime	38	82.18
Never	2	1.83
Total	50	99.99%
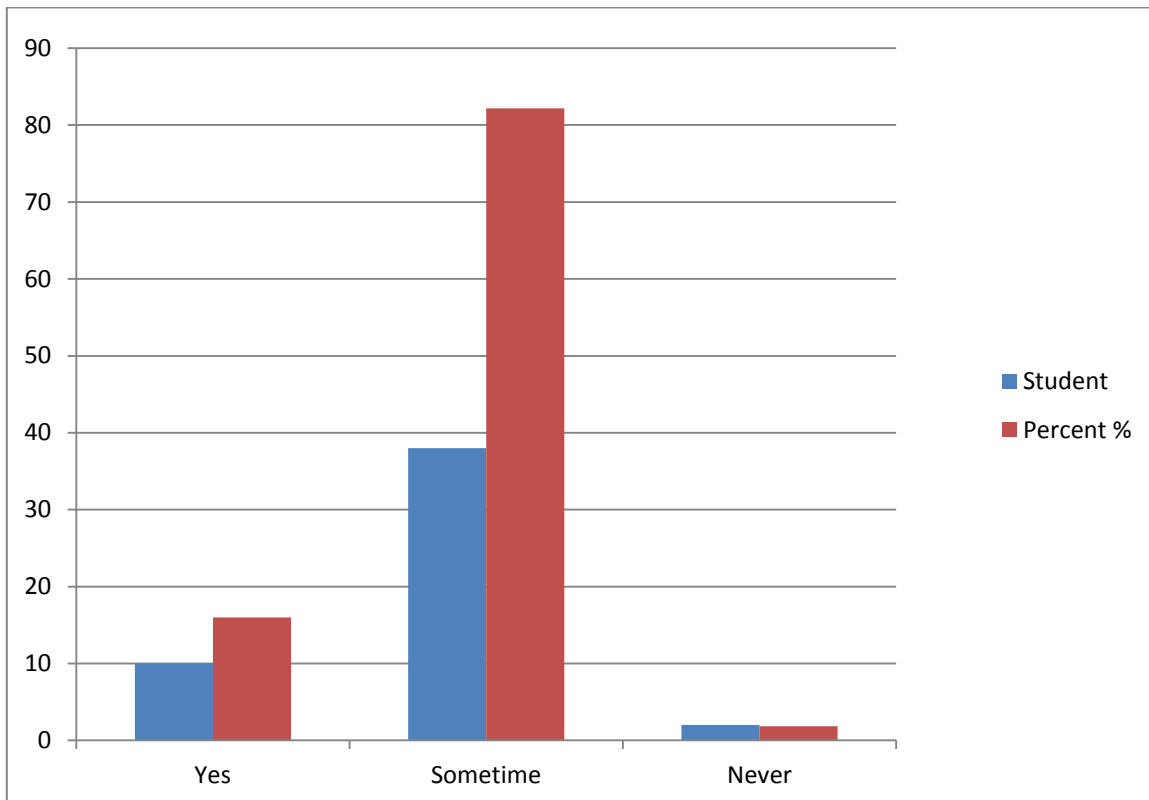
After completing the survey to students of the institution they have magnified most have difficulty hearing at times, a minimum a percent always answered and never a minority; consequently it could say that most students have no difficulty in understanding what you hear.

7. How often listen to understand a reading?

Answer	Student	%
Once	0	0
Twice	17	20.77
Repeatedly	33	79.23
Total	50	100%

As regards the number of times they hear students to develop the skill of listening to the majority answered several times, and a minority said they need to listen twice to understand reading; so one can say that the highest percentage of surveyed students need to hear several times to understand the content of what they hear.

8. The methodology used to teach the teacher is pleased to students.

Answer	Student	%
Yes	3	12.98
Sometime	44	74.02
Never	3	12.98
Total	50	100%
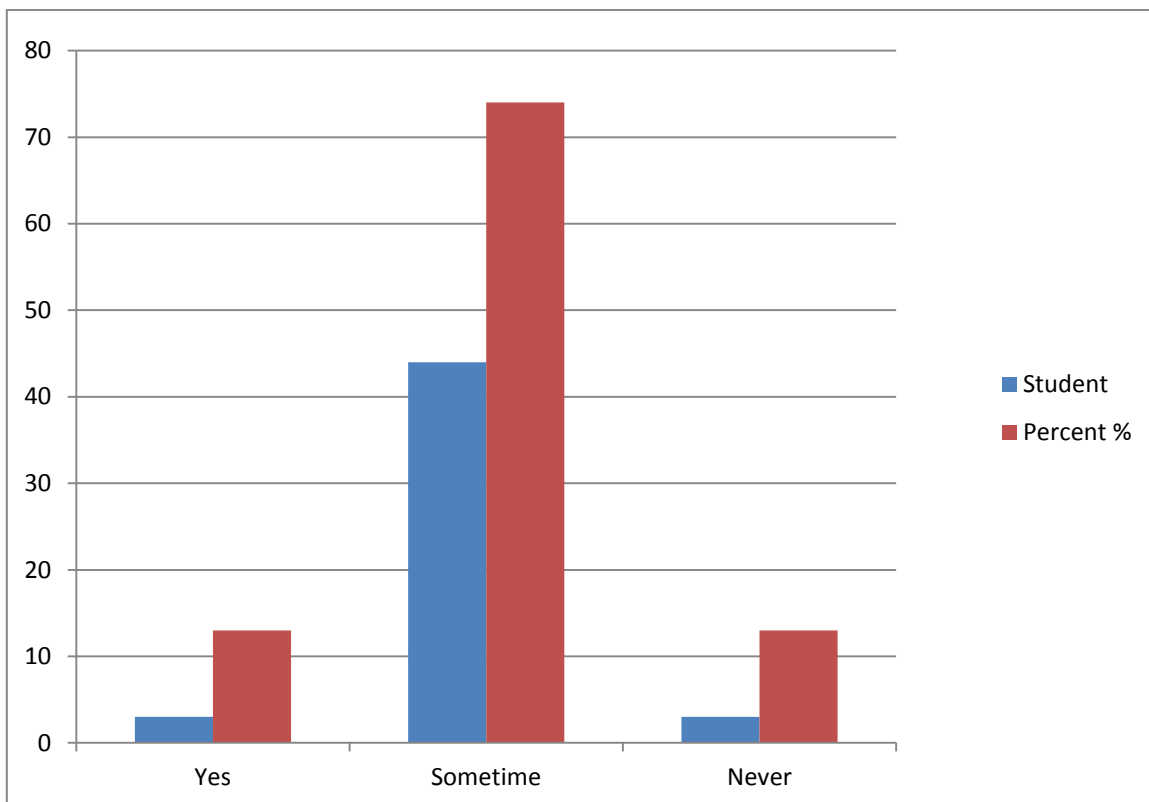
Since the language is a bit complicated for students and according to the results of the surveys can be said that the methodology used by teachers are some appropriate learning times, so it is better to be in this one hundred percent language.

9. You achieved a better result using didactic resources in their English or Spanish classes.

Answer	Student	%
Yes	15	33.33
Sometime	35	66.66
Never	0	0
Total	50	99.99%
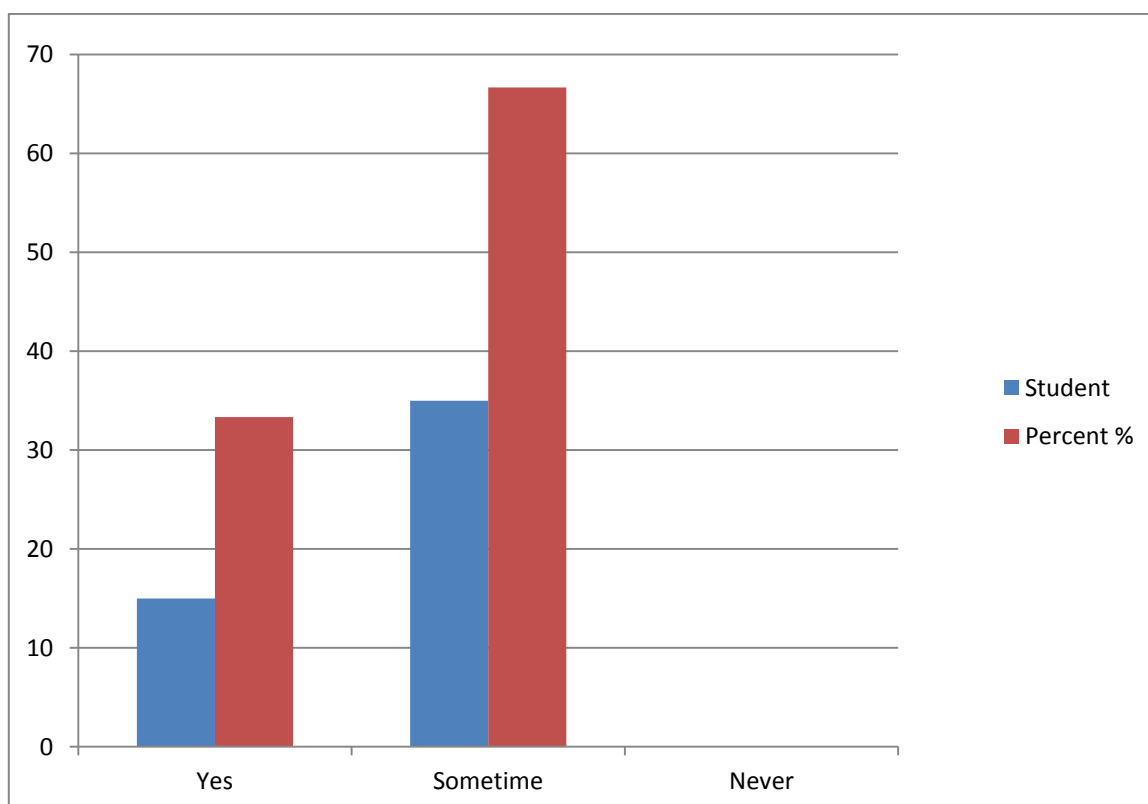
About teachers in the institution investigated most often expressed in his minority and always; therefore we can say that most of the teachers agree a better result by applying these important educational resources should be used frequently and thus may improve because without the use of these will be difficult to develop listening and have difficulty understanding the language.

10. Audiovisual resource that mostly used for exhibitions students.

Answer	Student	%
Blackboards	3	12.98
Projectors	7	18.18
Slide	40	68.83
Total	50	99.99%
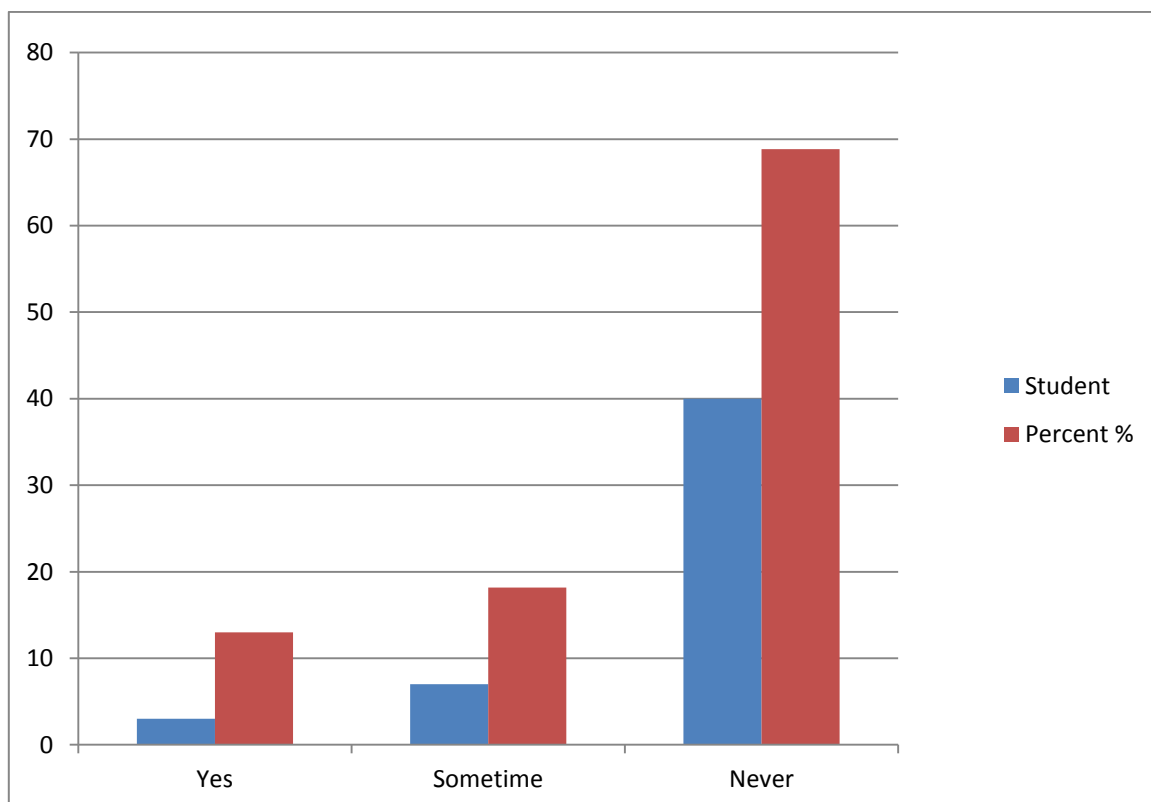
Audiovisual resources more used to make a presentation in class we slide with 68.83 percent of respondents.

General and Specific Limitation

The limitations mostly confronted in this research have been drafting because sometimes not achieving what I want to communicate coincide with what I write.

Schedule (chronogram) of Activities

Schedule of Activities 2015

Activity	September	October	November	December
Elaboration of the project	X			
Search documentary references	X	X		
Reading documents	X	X		
Application Survey		X		
Organization analysis of the results		X		
Drafting the first draft report			X	
Drawing the second draft report			X	
Presentation of the report				X

Conclution

With regard to the question if the teacher uses in class Language Teaching Resources, most students answered sometimes, another group of students always responded, and the rest never responded, therefore you can say that teachers in this institution. Resource use sometimes but not an alarming figure teacher should try to use teaching resources provided so you can better develop the skill of listening.

Students have difficulty understanding words or phrases in English or any other language, it is because they haven't developed their hearing, therefore do not know the ability to listen well and sounds differ defraud similar words. So it is important that the teacher frequently develops listening exercises.

Reading is a skill that allows students to recognize words or phrases and learn to distinguish groups of words and their relationships with others. It can be seen that a maximum percentage of students never read for understand short paragraphs, so that the teacher apply this skill putting more attention on student participation and this way achieve greater student achievement.

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Attached

UNIVERSIDAD AUTONOMA DE SANTO DOMINGO
(UASD)

<u>Student Survey</u>

We are students of the Bachelor mention of Modern Languages (English) of the Autonomous University of Santo Domingo (UASD). The next survey is to collect information in order approve a research study as a requirement for Skip the subject. Thanks, please answer anonymously and with confidence. Each element has its respective instructive answer; please fill out briefly.

Sex: Male (   ) Female (   )

Level: _____ Semester: _____ Date:_____

Academic degree: _____

IN THE FOLLOWING QUESTIONS CHOOSE THE ANSWER THAT MOST CONSIDER.

1. When you teacher is in class uses some didactic resource to better teach their classes listing?
   a) Yes
   b) Sometime
   c) Never

2. Does listening to the CD in English class helps you understand some words and phrases?
   a) Yes
   b) Sometime
   c) Never

3. Read and understand lectures or short paragraphs?
   a) Yes
   a) Sometime
   b) Never

4. From the list of teaching resources used by your teacher to develop the skill of listening to select the most used.
   a) Slide

    b) CD

    c) Tape recorder

    d) Book

5. Understand your teacher when you speak English?
    a) Yes

    b) Sometime

    c) Never

6. It has difficulty understanding the content of what they hear?
    a) Yes

    b) Sometime

    c) Never

7. How often listing to understand a reading?

    a) Once

    b) Twice

    c) Repeatedly

8. The methodology used to teach the teacher is pleased to students?
    a) Yes

    b) Sometime

    c) Never

9. You achieved a better result using didactic resources in their English or Spanish classes.
    a) Yes

    b) Sometime

    c) Never

10. Audiovisual resource that mostly used for exhibitions students.
    a) Blackboards

    b) Projectors

    c) Slide

Thank you,

I reiterate my thanks for your cooperation and that his valuable opinion will be very useful for the research study.