



## Linguistic interference in the learning of French as a Foreign Language (FLE) by Mozambican students

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### SUMMARY

This article analyzes the problem of linguistic interference in French learning, a study conducted at the 11th and 12th grade level at Lhanguene Secondary School, located on the outskirts of Maputo. Mozambique is a multilingual and multicultural country, where teaching and learning encompasses influences from various languages and cultures. The country's linguistic order provides a linguistic potential, where the coexistence of multiple languages in the same social space undoubtedly influences foreign language (FL) learning. In this sense, learning is marked by various interlinguistic interferences that manifest themselves during the teaching process, with the mother tongue (MT) being identified as the main factor in the origin of several aspects that cause interference.

Essentially, the objective of this study is to examine how the Portuguese language (LP/LM and/or L2) influences the learning of French as a foreign language (FLE). Like other subjects in the school curriculum, French is learned within this context of the curriculum, involving non-Francophone learners from various social backgrounds. Therefore, the teaching and learning of FLE occurs in a context of linguistic diversity, and for this reason, we believe it is important to understand the *nuances* that determine what might be termed "deficient acquisition" of this foreign language (FL).

**Keywords:** Language Learning, Linguistic Interference, French Language, Portuguese Language, Interlingua and Errors.

### ABSTRACT

The present article addresses an analysis of the problem of linguistic interference in the learning of French, a study conducted at the 11th and 12th grade levels at Lhanguene Secondary School, located on the outskirts of the city of Maputo. Mozambique is a plurilingual and multicultural country, where teaching and learning encompass influences from various languages and cultures. Based on the linguistic order of this country, there is a linguistic potential, where the coexistence of multiple languages in the same social space undoubtedly influences the learning of a foreign language (FL). In this sense, learning is marked by various interlinguistic interferences that manifest during the teaching process, where the mother tongue (MT) is indicated as the main factor of the origin of various aspects that cause interferences.

Essentially, the objective of this study is to examine how the Portuguese language (PL) influences the learning of French, a foreign language (FL). Like other school subjects, the French language is learned in the school setting, involving non-francophone learners from various social contexts. Therefore, the teaching and learning of FL occur in a context of linguistic diversity, and for this reason, we consider it important to understand the "nuances" that determine what can be called "deficient acquisition" of this foreign language (FL).



**Keywords:** Language Learning, Linguistic Interference, French Language, Portuguese Language, Interlanguage, and Errors.

## 1. INTRODUCTION

The present study aims to carry out an investigation into the interference linguistic recorded in the process of teaching and learning the French language by students who have Portuguese as their mother tongue or second language. Initially, it is known that the process of learning a language, at an early stage, is always marked by difficulties of a linguistic and extralinguistic nature, given that a language not only serves for communicative purposes, but also serves as a cultural symbol of the community that uses it.

Therefore, learning a second language, in multilingual contexts, as is the case of Mozambique, must be seen as a complex process, since the context sociolinguistic of FLE learners is characterized by a set of interferences from mother tongue and other languages acquired before learning French. This stage in the LE, it is influenced by languages, and the environment could be characterized by a conflict linguistic that would negatively influence the acquisition of the FL. According to the objectives advocated in this study and in the search for an answer to our research question, we saw the need to carry out a pre-research where we had the precision to collect some data before our students. Our pre-study had as its main objective, to achieve there really was the problem of linguistic interference of Portuguese in the learning of FLE. Therefore, the methodology adopted was quantitative and qualitative in nature. interference from the students' mother tongue (LM) and/or L2.

Without forgetting to emphasize that for our students, Portuguese presents statutes different, with some having the LP as LM and others as L2. Among various angles of preliminary reflection, it may be of some importance to know, as a mere explanatory hypothesis, whether the errors caused by the interference of languages are caused by the "*neighborhood*" between Portuguese and French from the point of view of its Latin origin, as they share some rules and structures in common. Otherwise, it is important to understand and consider the underlying cultural issues, that is, the case of students mastering Portuguese and other languages can, of course, thus, create a significant influence (interference?) in the field of FLE learning. Thus, related to our research question where we ask ourselves what

how the Portuguese language influences the learning of FLE by students in the 11th and 12th grades of General Secondary Education.

It is also important to emphasize that in a teaching and learning (TE) situation in the context multilingual, the language teacher must be able to deal with the aspects of variety linguistics. In the classroom, the teacher must address pedagogy in a manner that corresponds to linguistic diversity, through cognitive and affective exchanges. As a leader and guide to the student in the classroom, the teacher must take into account this aspect of linguistic diversity, in order to be able to adapt certain teaching practices that awaken permanent motivation in learning of languages. This research sees error as an integral factor in the teaching process and language learning (PEA), at the level of various aspects of linguistic deviations. The identification of errors of deviations due to linguistic interference is based on our research, where we intend to delimit our study at the semantic and grammatical (verbal) level. To this end, we proposed to carry out our study around the literature review in the following guide points: (i) the mother tongue, the foreign language, acquisition and learning of languages; (ii) the impact of interlanguage or interference according to the theories of some authors and, finally, we recommend some didactic-pedagogical proposals for teachers and education managers.

## 2. THEORETICAL FRAMEWORK

Our research has as literature based on the bibliography of some authors who dealt with concepts related to our approach, according to the topics referenced above.

**The mother tongue** is the language of childhood, it is the first instrument of communication since early age, transmitted by the people who live with the child. Therefore, this is the language family of the child, the language acquired naturally since the individual's birth (our assertion).

According to Didonet (2009), the mother tongue is the language with which a speaker comes into contact in childhood and which is acquired in a natural environment. According to this author, we can highlight that the mother tongue (MT), which is the language of childhood, is the first instrument of communication from an early age, transmitted by the people who live with the child. Therefore, this is the language of the child's socialization, the language considered to be acquired naturally, by another, it is understood that LM is developed by the individual since childhood and

corresponds to the means by which any individual acquires the capacity for language. In this sense, LM can also be called a child language, since it is the first language that the human being acquires in childhood, within the family. The mother tongue is a very important aspect of national and cultural identity, Cardoso (2007), cites Marques (2003 pp 251- 263) which highlights the importance of culture, which implies the acquisition of a non-native language (LNM) and defines the culture that affects as the silent aside of the everyday attitudes of individuals.

Regarding the concept of **foreign language (FL)**, we have Menezes (2013) according to which the LE is a language that does not correspond to the LM of any community in the country and that is not recognized as an official language in a given country. In this sense, it is essential to mention that LE, in some cases, may become LM of a second or third generation of a country's community, especially in contexts where it takes the position of LE, being a language with the value of national communication that was adopted for reasons policies to unify communication within a given society.

Authors such as Gonçalves and Stround (2000, p.8) state that a foreign language is distinguished because it is learned through instruction, with exposure to it in a restricted context of the language teaching classroom. As Menezes mentions, a foreign language refers to a language that is not equivalent to the mother tongue of any community in the country and that is not considered and recognized as the official language of a country Menezes (2013, p, 39- 40). The foreign language is understood as an intercultural link language, coexisting with other languages within a society.

In the case of teaching French in Mozambican schools, it is teaching a foreign language implemented by the government in order to provide knowledge of this language at the level national level, where it plays a crucial role in promoting cultural exchanges with Francophone countries, in matters of foreign affairs and diplomacy, not only, but also in education and staff training. Particularly to these assertions, in relation to the concept of foreign language, we agree with the definition of Menezes (2013) according to the which LE is a language that does not correspond to the LM of any community in the country and that does not is recognized as an official language in the same country. A foreign language, such as the language Portuguese for Mozambique, has a predominant function in cities, where the population

used as a more privileged means of communication and functions as a FL, the language of instruction, language that certifies the establishment of coexistence relationships and connections with various poles national and international.

In this sense, it is essential to mention that LE, in some cases, may become LM of future generations of a country's community, especially in contexts where it takes the position of LE being a language with the value of national communication that was adopted for political reasons to unite communication within a given society.

## 2.1 Language Learning and Acquisition

Regarding language learning, the authors relate the facts that occur in this dimension under various contexts of the treatment of a foreign or second language. According to Krashen, Stephen (1981) if a second language learner is exposed to a real situation of coexistence with native speakers of a certain language and, if given the opportunity to concentrate more in meanings and messages than in grammatical forms, this learner may be able to to acquire the language in the same way as he acquired his mother tongue.

Based on this idea, the author makes a distinction between learning and acquisition, where he defines acquisition as a natural ability that a person has to understand and communicate in productive way, being seen as a subconscious process, and learning is considered as a stage of conscious knowledge in which the individual acquires linguistic rules.

From Krashen's point of view, we are convinced that the acquisition of a language differs from learning, in two aspects by which a language can be acquired. This In this way, acquisition involves a natural aspect of the individual that occurs within the family and learning encompasses a social activity in the classroom, where the student (aware of his/her learning) interacts with the teacher and peers to develop skills. With In fact, we can also verify that the acquisition is more natural, as it happens from an early age age of the individual and learning can happen after a few years of maternal age, in youth and/or adulthood.

Regarding learning a second language (AL2), we can show that it is a complex process that includes learning models with several facets such as types of learning, methodologies, teaching resources, types of students concerned, the

teacher training, among other variations. Thus, it is clear that learning an L2, involves several aspects that require adaptation related to the social environment and cultural aspects of the student.

Rodrigues M. (2012) in his study highlights that in the process of learning FL or L2, discipline is required for new behaviors that may be social or cultural, which will have a significant impact on the student's life. In this regard, taking as a point of view departing from the theories of Krashen and Vygotsky (1998), we can say that learning is a activity that integrates the culture of a given society in which the student is inserted, as a social activity involves interactions between individuals. Therefore, attention is drawn to the teacher being that individual who, when teaching L2, must be aware of the accuracy to guide their students in interactive learning where students can exchange cultural and social experiences by promoting activities in the teaching process and learning.

Mozambique is a linguistically heterogeneous African country, where several languages coexist, especially indigenous languages (generally, more used in everyday communication, mainly in rural areas) of Bantu roots that are spoken by the majority of the population (FIRMINO, 2008). Therefore, as this author states, the country has many languages of of Bantu origin distributed throughout the national territory. In addition to these indigenous languages, Mozambique has the Portuguese language with the status of official language (defined ideologically as a symbol of national unity, due to its history and use in the country) and, as is known, the Portuguese language (LP) is also characterized by manifesting variations considerable linguistics Firmino (2008).

As we have already discussed, in the lines above, about language acquisition, in the same line of idea, Mota (2008) alludes that language acquisition is the process by which a child is exposed to a language other than your mother tongue.

According to these authors' definitions, acquisition occurs naturally, as it differs from learning. When we talk about the mother tongue, we are referring precisely to the innate integration system, involving natural perception and subconscious learning which is the result of real communication between individuals in a community. The

learning can be carried out in a school environment where the individual will conceive the language following a process governed by rules.

To decipher the difference between the concept of language acquisition and language learning it is essential that we base ourselves on linguistics and the psychology of language acquisition. Because, these terms are used to describe two distinct ways of acquiring a language, whether the language mother tongue or a foreign language. To this end, Rodriques (2012, p.77) quotes Krashen who defines learning as a conscious process that results in knowledge, which is equivalent to saying that learning is the result of the experience that the student acquires and this is led to create/activate efforts in order to acquire the necessary proficiency in a certain language.

Some features of language acquisition include the unconscious way of acquiring the language, this is because language acquisition happens unconsciously and effortlessly conscious (VYGOTSKY, 1998). The child acquires and develops language automatically, without realizing that it is in the process of assimilating grammatical rules specific.

Therefore, language acquisition results from natural fluency and intuitive practice of the language, without the need for formal rules where the Social and Communicative context plays a role capital in language acquisition. Children learn language by engaging in interactions with native speakers, developing their language skills, including listening, speaking, reading and writing comprehension. On this topic, as already we reference, it is important for us, first of all, to highlight that there is always a need to differentiate the process of acquiring the first language (L1) and learning the second language (L2), because there are differences between the acquisition of L1 and L2. While L1 is acquired in childhood, L2 is acquired in social environments and/or at school, and may be acquired after childhood and later in life. adult.

The idea of language acquisition is defined by authors as a set of sentences and linguistic skills that the speaker goes through individual stimuli, responses and reinforcements. According to Ferdinand de Saussure (1913), language acquisition refers to the natural and immediate process through which human beings learn their mother tongue during childhood. It is a process that occurs without formal instruction, simply by constant exposure to language around.

Thus, it is concluded that language acquisition takes place in childhood where it occurs in a context natural and social, primarily through interactions with parents, family members, and other caregivers. Language acquisition in childhood is mediated by innate cognitive mechanisms. Children have a natural ability to acquire the mother tongue without explicit instruction. And in turn, language learning involves the conscious and deliberate acquisition of a language, often sometimes through formal instruction. This process is most common when learning a language foreign at school or in teaching contexts.

Learning requires intention and decision on the part of the learner, being a process conscious, requires deliberate effort to understand and apply grammatical rules and appropriate lexicon. Indeed, language learning involves the analysis of rules grammatical, such as formal learning, which generally occurs in environments formal educational institutions, such as schools or language courses, where teaching methods are applied structured.

With emphasis and precision, language learning can be more focused on grammatical accuracy and the correct use of the language in specific situations. The learning process can occur gradually, with the progressive construction of language skills over time time. Learning a language involves conscious effort, dedication and study, exposure to grammatical rules and vocabulary. In learning a language, there are often an earlier focus on grammatical structure and language rules.

Our research is based on the theoretical basis of studies by some authors who showed about linguistic interference in the learning of a language or (FL) because, the focus of this study is the linguistic interference that occurs in the learning of French language foreign.

## **2.2 Concept of Interference**

Returning to Weinereish's (1953) observation, which alludes that interference can arise both due to the presence of LM features in the non-native language, as well as due to the presence of features of the speaker's relative language. In light of this understanding, it is pertinent to say that languages influence each other in different ways. For this reason, this thought, it is pertinent to consider and value the student's error that results from contact

of languages. This point of view can be useful for changing teaching methodologies and language learning as well as the theory itself regarding the importance of interference in language teaching, where there seems to be the idea of “*super*” recurrence to prior linguistic knowledge as a decisive factor.

Regarding the nature of linguistic interference of bilingual speakers, Cardoso (2007) refers to the transfer of features from a mother tongue to a non-mother tongue and identifies two types of transfer, namely **positive and negative** transfer .

According to this author, **positive** transference is a resource used by the speaker, particularly when languages are similar, there is recurrence to one of the languages in production discursive; and **negative** transference would be a difficulty to be overcome (Cardoso, op.cit.). the author also states that negative transference is also considered a deviation that happens when the speaker finds no other way than to resort to LM.

Throughout our journey in the teaching field, we have found that the most frequent causes of fossilization have been originated from linguistic interferences between L1 and L2, ie, the interferences with second or foreign languages where they are most noticeable and the phenomenon has been recorded more frequently in non-native speakers where the objective is obtain functional everyday communicative competence.

The concept of lexical interference in question seems clearly defined, however, it must be differentiated from the two concepts – lexical borrowing and codification – to avoid any disparity. In fact, lexical interference is a distinct phenomenon from borrowing – the first is individual, while the second is collective. Loubier (2011) and Madane (2013) explain that the word presented ends up being imposed by use, which does not distort its introduction into the target language productions; it is not the same for lexical interference that says respect for an individual work generated by a restricted lexical competence.

According to the approach recorded above on linguistic interference where we define the positive and negative transfer, we now reference the concept in detail transfer in language learning. After reading several studies on the interference of L1 in L2 learning, we found that almost all researchers believe that LM interferes with L2 acquisition. Since our study is focused on bilingual speakers, where interference occurs, since some aspects of LM(PT)

influence the production of FLE, as referenced by Mackey (1976) who defines the linguistic interference as the use of elements of another language in the speech or writing of another language.

However, interference may vary depending on the quality and quantity of speakers. bilinguals and can vary within the same individual. In his study Ngunga (2009) states that the process of acquiring a non-native language involves the use of organs of the vocal apparatus and the psychological processes formed for use in the production of sounds and of other structures of the target language (TL). This author also states that the phonological exercise results in what language teachers call "errors" resulting from transfer of structures of (LM) to LA (cited in Cardoso, 2007). Regarding interference, in the view de Ngunga (2012), linguistic interference can be defined as a phenomenon that consists in the use of expressions from one language to another. In the same line of thought, we have Weinreich (1953), who emphasizes that interference can arise either through the presence of traces of LM in the non-native language, as well as it can arise from the presence of features of a relative language of the speaker.

After analyzing what was cited by the above mentioned authors, we are convinced that linguistic interference is a phenomenon that occurs when a learner is studying or mastering a second language (or foreign language) allows oneself to be influenced by its language mother tongue (mother tongue) at the level of writing and speaking the target language. This results in transfer of features such as phonology, vocabulary, grammatical structure and patterns cultural changes from the mother tongue to the foreign language (Weinreich, 1953). The interference linguistics can be observed in various aspects of the language such as: at the orthographic level where there is transposition of spelling from Portuguese to French; at the phonetic level where the difficulty in perception and pronunciation of phonemes that do not exist in the student's LM; at the grammatical level where the use of verb with analogical management in relation to Portuguese verbs and, at the level lexical where the student generalizes and creates generalized forms that give rise to features characteristic of LM.

As we have seen, some authors blame L1, such as Kannan (1994) who estimates that interference is due to the first language acquired, that is, the L1. Other authors, such as Mackey (1976) and Öztok (1993), when defining interference as negative transfers from the L1 to



L2, recognize the role played by the first language in the emergence of errors in the language-target.

However, there are reasons that reduce interference and there are signs of linguistic incompetence outdated. The errors found explain the strategies used in situations of learning a foreign language, the problem actually comes from the interference of students, which is associated with your intermediate knowledge during language learning foreign (GALLIGAN, 2003). Obviously, these interferences are common in bilinguals and are part of the learning process.

Weinereish (1970) in his study on interference, does not classify interferences as positive or negative, but only describes by deciphering the deviations from the standard norm in various language levels. In the same sense, Galisson and Costa (1976) defined interference as the use of inappropriate words due to language contact. They associate the concept of lexical interference with that of “false friends”, which designate words that exist in two languages different without having the same meaning.

The authors Beeg and Selinger, cited by Nemati & Taghizadeh (2006), explain that those who learn an L2 tend to transfer the forms, meanings, and culture of their L1 to the L2, when using the L2. When learning the L2, the habits of the L1 are also transferred, hence that “errors” arise. Therefore, it can be said that interference errors that occur in a first phase of learning, are part of the process of searching for skills and competencies by the student.

### 2.3 Interlingua and error occurrence

Considering that **interlanguage and interference** are two different elements or phenomena and complexes, on the analysis of the occurrence of linguistic interference in the learning of French by speakers who have Portuguese as their LM and/or L2, case-related study of interlingua, some authors demonstrate that languages influence each other when it comes to learning a new language. This case occurs in multilingual contexts where complexity is observed on a larger scale, hence the emergence of “interlingual” influences occurs at all levels of language (semantic, lexical, pragmatic, orthographic, sociolinguistic (Brito (2011).



The author explains why these occurrences occur: due to the linguistic typology that is understood as the structural differences between languages, because according to Brito (2011), linguistic typology has the primary function in selecting the source language. In this regard, Cenoz (2001) says that students borrow words from languages closest to the target language. Therefore, the competence demonstrated by the student must be considered, not only in the LE, but also in other languages.

In turn, Lot (1983) considers the cause of errors by extension or by analogy and according to this author, the aspects analyzed correspond to semantic, syntactic, morphological, and spelling. This author also emphasizes that the characteristics of errors by omission, or addition, are generally “interlingual” errors, as they are those that arise due to the influence of LM, giving the emergence of interference in the writing and speaking of the LE.

In our opinion, a language teacher must take these aspects into account in order to look for teaching strategies that help you show the student that the correct way to do a language has peculiarly well-marked aspects that are different from another language, in writing and in speech.

According to our analysis, in the course of foreign language teaching, the aspect of interference of LM for French occurs at the level of beginner students in the process of learning the French language. It is noted that, in the French language, for example, an adjective that undergoes gender inflection in the Portuguese language does not follow the same rule as in Portuguese the adjective is invariable. This situation causes the learner not to apply the adjective of correct form in the French language.

In the classroom, the student who seeks to communicate and has no other way of using the language resorts to to your mother tongue (LM), as well as to other languages already acquired. Here Interlingua will evolve through a process of increasing complication in which, with the development of learning, the student will go through another process of discovering his own mistakes.

Consciously or unconsciously, features of the mother tongue are dragged into the foreign language, especially when there are similarities in both languages, the student relies on more in your LM, and errors, “normal” and seen as “inevitable”, emerge as strategies of communication, being the natural manifestation of learning that does not correspond to disability



and or the student's cognitive inability.

In this sense, an interlanguage may be generated, given that, as Selinker (1972) argues, learning languages presupposes the development of a particular linguistic system that is called interlingua. It is a hybrid mental system that encompasses knowledge previous linguistic system that one possesses, coming from contact between languages. This system developed from the beginning of learning, at the time of attempting to communicate in the language that is being is learning and appears at all levels of competence (SELINKER, 1972).

Menezes (2013), cites Ngunga (2008), who highlights that interference constitutes the problem pedagogical that needs to be addressed through language teaching strategies, which are appropriate to the teacher's knowledge base in this area of FL and LM teaching.

Regarding this concept, the teacher must be aware that the student's LM constitutes most of this previous repertoire, being the basis by which "interlingual" interferences may develop and, therefore, in an attempt to establish communication, it is normal and inevitable that errors will occur, which are considered, by several researchers, as communication strategies in a natural manifestation of learning and not correspond to cognitive deficiency and/or inability. Therefore, it is necessary to create ways pedagogical measures that may be useful in minimizing this problem (our assertion).

This position, in our understanding, converges with what the authors Selinker (1972) and Corder (1967) defend on the basis of theories of interlanguage error analysis. From this study it became clear that the most frequent errors were caused by the transfer of elements produced at the level of lexicon, syntax, phonetics, that is, in general, in the grammar of target language.

Based on this observation, we can state that errors are not caused only by interference from LM, but can also be caused by the structures of other languages existing and that students may have studied. Supported by this assertion, unlike the authors who point to LM as a source of interference, Galisson and Coste (1976) believed that the mother tongue is not the only language that can cause errors, since a foreign language, previously learned, may interfere with students' written or oral production in learning a new language.



Regarding the assertion of these authors, we can comment that when it comes to a language that interferes "within itself", we refer to internal variations that can cause certain types of influences or changes in the linguistic system itself. In the case of our students, interference in the French language itself, occurs more in writing as students have a tendency to use the phonological form of the FL itself in writing it.

Karen and Nassaji (2013), for example, studied L1 interference in L2 and found that, when learners apply themselves to writing in L2, L1 can have an effect on writing. Therefore, according to the results of the study by these authors, we can allude to the interference of L1 in L2/LE, and the mistakes made determine the learning phase, hence it is important to create methodological strategies to overcome the situation. To this end, the main idea would be to proceed with a pedagogical reflection aimed at reviewing the materials in use and the EP strategies.

Fateme Sobhana and Albolhassan (undated) when investigating the differences in pronunciations of consonants in the oral language of L1 and L2, they found that their structures were different. Learners had difficulties with L2 pronunciation because L2 has a pronunciation rule different from L1, and that these pronunciation rules are unknown to L2 learners. Based on this study by Fateme Sobhana and Albolhassan, we must emphasize about this study, that when Mozambican students learn FLE, they resort to structure of the L1 or other languages acquired before. The justification for this aspect is answered due to the fact that the French language in learning, despite having the same origin as the Portuguese language, it presents a different way in terms of pronunciation of words, has nasal vowels and has grammatical rules at the level of verbal conjugation that are different from those of Portuguese language. Regarding this concept, it is an aspect that happens with the learners in an early stage of language acquisition, where they develop their own system linguistic constituted by prior linguistic knowledge that serves as a basis for learning of a target language Selinker (1972).

As we have already pointed out, transfers are "errors" that can be attributed to the first language, while students use the second language (Loh, *apud* Bhela (1999 p.22). These transfers arise when there is contact between languages.

This means that a student may have difficulties in L2 at the level of phonology, vocabulary and grammar, due to the interference of L1 rules. These errors, which arise during learning, cause negative interferences that according to Lot *apud* Bhela are categorized as follows form:

1. **Developmental errors** – these are those that are not related to the learner's L1.
2. **Ambiguous errors** – involve interference and development errors.
3. **Single errors** – are those that cannot be categorized into interferences and development errors.

### **Transfer of L1 Meaning and Culture Forms**

In turn, Dually, Burt, Krashen (1982) state that interference is the result of old L1 habits and should be avoided before learning new L2 rules.

According to the study by Lord (2008), there is a contrary indication. This author investigated the different effects that L2 has on L1 and indicated that L2 learners become members of bilingual communities and lose their L1.

Relating the occurrence of errors in language teaching and learning, Corder (1967) states that the occurrence of errors is normal and inevitable, and that error is the natural manifestation of learning. In this sense, during learning, error constitutes an efficient tool diagnostic that can serve as a revelation of the function and effectiveness of the methodology and techniques applied in teaching methodology.

### **2.4 Error analysis and treatment categories**

Regarding categories of analysis of difficulties that refer to errors on the part of students, on the diversity of error analysis categories, authors such as Selinker (1972), Richards (1973), Corder (1980-1971- 1973), Durão (2004-2007), Kiparsky (1972), among others, having taking into account the vision of these authors and according to our objective in this study, we can focus on us in Corder's (1980) proposition that predicts that for error treatment, one must suggest the composition of a **corpus written** by learners to supposedly follow **the identification, classification, description and explanation of errors**. In fact, after analysis from the corpus (written sentences) we highlight that the statements present several factors characterized by LM influence, cultural influence, hybrid interlanguage phrases, among other aspects.

### 3. MATERIALS AND METHODS

The study focuses on the description of students' written productions and, based on the data collected, Once the detectable interferences have been analyzed, we suggest some teaching strategies. We should mention that our research focuses on the study of interference errors by influence of LM.

From the identification, classification, description/characterization of interference errors, supported or supported by linguistic and sociolinguistic theories from the perspective of studies of *interlingua and error analysis*, we hope to reach conclusions that can help in understanding the problem, as well as in the equation of teaching models that are pedagogically sensitive to the recorded phenomena.

The criterion for choosing and selecting informants was in the classroom context, where in two (2) classes, one for the 11th grade and the other for the 12th grade, made up of 90 (ninety) students, we selected 2 (two) groups of 10 (ten) learners for each class, thus forming a sample consisting of 20 (twenty) students, from whom we asked them to produce statements written from a questionnaire prepared before selection.

#### 3.1 FRAMEWORK COMPRISING STUDENT CORPUS

Student production	Correct form	Occurrence
<b>1. Bonjour madame, well come.</b>	Bonjour! Bien venue madame! Good morning! Welcome, madam!	Literary translation/LM/vowel omission (and).
<b>2. Soyí rapid.</b> <b>3. I will this teacher of French.</b> <b>4. Ille as mon freire.</b>	Soyez rapide. /Be quick. Vous êtes professeur de Français. You are a French teacher. Il est mon frere. / He is my brother.	Hybrid form/addition of the vowel (i) and omission of the vowel (e) in the word "rapide" /interlanguage cases./verbal structures not applicable. Inappropriate pronoun. wrong way, do not accept.
<b>5. A good élève/ Ah good.</b>	Un bon élève. A good student.	Code switching

<b>6. Some kind of delight chose?</b>	Vous désirez quelque chose?  Do you want anything?	Literary translation/LM/no pronoun subject, non-corresponding verb form.
<b>7. We are now stranger.</b>	Nous sommes étrangers.  We are foreigners.	Omission of the consonant at the end of pronoun and verb / and addition of consonant (code change).
<b>8.Tu veni d'ou?</b>	Where do you come from? /do you come from there?	Literary translation, influence of LM.
<b>9.Sortis d'ici en sala.</b>	Get out of the room/Sortez d'ici dans	Code change, LM influence.
<b>10.Mon colegui sappel Hugo.</b>	la salle. / My colleague's name is  Hugo/ Mon colegue s'appelle  Hugo.	Code change and omission of consonants and the elision rule.

#### 4. Results and Discussions

After our analysis, we found that the aspects related to errors due to interference from the LM were committed by the students, as communication strategies. In fact, for both (2) groups of informants, it was recorded that 80% of the cases of interference observed are from literary translation, alternation of the LE source code, non-use of elision, omissions and additions of consonants and/or vowels, inappropriate pronouns, non-adequate verbal structures corresponding and hybrid forms typical of interlingua. As some authors allude linguists, the presence of errors in the EP are evidence that mark the reality of the search for knowledge on the part of those who learn. Therefore, we are aware that it is necessary treat error as an element that marks the learners' difficulties, and it is fundamental we use error as a component that is part of learning. In general, deficiencies recorded are at the linguistic level, through which students began to use interlingua and interference as a way of solving the learning difficulties they faced.

As referenced by Selinker (1972), interlingua, being a linguistic system that results from a latent psychological structure in the student's brain, which is activated at the moment of learning a new language or an L2; and according to the author, in our study we recorded that interlingua is one of the cases that configures on a large scale the linguistic interference, because in an attempt to communicate, the student invents a vocabulary

own that does not correspond to LM or L2, and or foreign language LE and, this aspect registered- if in this initial phase of language EP.

When we analyzed the error factor in language EA, we noticed that error is part of this process, because as the popular saying goes, *"it's through mistakes that we learn."* According to the theory of L2 acquisition, error is treated as an integral and inevitable element in the EA process of languages. In the acquisition stage of a FL, the learner is in a period of experimentation where the limitation is greater in terms of knowledge of the language in question. The Corder (1981) and le Grand (1984) point out that it is the duty of those who teach to be interested in the study of their students' mistakes, this is because the mistakes made are the source of information on the levels of knowledge that learners have. For this reason, in our perspective of studying errors due to LM interference, and based on Corder's studies, we believe that it is first important to identify the error and then classify the type of error to understand when it occurred. We also emphasize that the error can provide information inherent in progress in foreign language EA.

## 5. FINAL CONSIDERATIONS

Thus, we conclude that when dealing with two initial classes in learning French, the occurrence of interference by negative transfers stands out in considerable numbers of errors due to interlinguistic influences of LM in the production of French LE. The different research paradigms have shown us the complexity of interlanguage, from structural analysis to the consideration of the cognitive, contextual and individual factors that shape its evolution. Interference errors are not only originated by LM, but are also caused by own FL, when the student relies on the phonetic form to produce the French language itself.

The mistakes made by students in the initial learning phase mark a perspective for the importance of pedagogical dynamics in language teaching. The results indicate that the main problem is shaped by the student's mother tongue because, in the absence of elements courses for communication, the learner resorts to his LM where, in an attempt to produce a stated in LE, it reproduces words and expressions that do not correspond to LM or LA. Understanding these results allows educators and researchers to make decisions informed/important about how to adapt teaching to meet individual needs

of those who are in the process of learning a foreign language. When it comes to learning a foreign language, there are always implications of making mistakes, which are seen as indicators of the stage of acquisition by those exposed to learning.

Thus, when approaching the issue of error analysis, we must keep in mind that analyzing a mistake is one way to assess the learner's commitment. By analyzing the mistake, we can evaluate the evolution of the EA based on an error examination where the most important point can be highlighted common deficiency of students. Therefore, we consider error analysis as one of the necessary and effective instruments that can assist the teacher in carrying out his/her role teaching languages and other subjects.

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