

Language acquisition in multilingual contexts

The influence of Basque and Spanish on the acquisition of English false friends: a cross-sectional study

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ABSTRACT

Recently there has been a growing interest in the acquisition of vocabulary in the field of Second Language Acquisition (SLA). Experts have conducted a vast amount of research on lexical processing and organization, examining how bilingual speakers store lexical items in their minds. Moreover, studies have also investigated lexical access in the monolingual and bilingual mental lexicon and looked at the influence the L1(s) may have in the acquisition of L2/L3 vocabulary. Nevertheless, the acquisition of false friends in English as a third language by bilingual speakers is still an under-researched topic. Accordingly, this paper aims at contributing to this area by examining the acquisition of English false friends by Basque-Spanish bilinguals. More specifically, I will present a cross-sectional study conducted with first year undergraduate students from the University of the Basque Country (UPV/EHU) in which the acquisition of false friends is under the spotlight. In order to explore the acquisition of such vocabulary, the answers to a translation task containing false friends are examined in an attempt to (i) determine whether false friends provide negative transfer in the acquisition of an L3 or not; (ii) identify the supplier language in the case of the acquisition of English by Basque-Spanish bilinguals; (iii) find out if balanced bilinguals outperform Spanish dominant speakers when it comes to translating false friends; and (iv) compare the difference between learners with a higher and lower level of proficiency in the target language. The analysis of the results suggests that false friends do imply negative transfer in L3 acquisition and that Spanish is the supplier language for all the groups tested. Finally, the findings indicate that there is no difference in the acquisition of English false friends between balanced bilinguals and Spanish dominant speakers but there is between subjects with different English proficiency levels. It is therefore suggested that the most significant factor influencing the acquisition of English false friends by Basque-Spanish bilinguals may be the level of proficiency in the target language.

Key words: third language acquisition, vocabulary acquisition, false friends, multilingual speaker, balanced bilingual, Spanish dominant speaker, cross-linguistic influence.

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1. Introduction

One of the aspects that has been widely studied in language acquisition is the acquisition of vocabulary (Singleton, 1999; Oxford & Scarcella, 1994; McCarty, 1990; Meara, 1997; Wind & Davidson, 1969; Nation 1990; Schmitt, 2000, cited in Nielsen, 2003). Vocabulary knowledge is considered to be “the most central element in the social system of communication” (Labov, 1973, cited in Harley, 1995, p. 1) due to the fact that it offers a “unique window on the process of acquisition for language as a whole” (Clark, 1994, cited in Harley, 1995, p. 1). In Second Language Acquisition (SLA), it is assumed that building a powerful vocabulary is crucial, since learners rely on their vocabulary knowledge when trying to understand the input received. Wilkins (1972, cited in Lessard-Clouston, 1994, p. 69) claims that

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say [...] While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Among the different aspects of vocabulary that researchers have focused on, the organization of the bilingual or multilingual mental lexicon has been under the spotlight. Researchers have investigated whether bilinguals organize the lexicon of the L2 in the same way native speakers of the same language do (Harley, 1995). Meara (1984, cited in Harley, 1995), for example, points out that significant differences have been found concerning word storage and lexical control between L1 and L2 speakers of the same language. For instance, in a word association task, he saw that while native speakers provided words which were semantically associated with the stimuli (Meara, 1984, cited in Harley, 1995), second language learners gave unexpected answers, which were affected by the stimulus' phonological and orthographic form and not by their meaning. Moreover, studies have also analysed the influence of the L1 on the L2 lexical learning or processing suggesting that both negative and positive transfer from the L1 are possible (Ringbom, 1987; Harley, 1989; Holmes & Ramos, 1993, cited in Harley, 1995). Likewise, when studying the way in which vocabulary is acquired, Oxford and Scarcella (1994, cited in Nielsen, 2003) observed that learning words in context is much more effective than learning decontextualized words. Nevertheless, several studies have revealed that explicit vocabulary should be taught in early ages and context based vocabulary in late acquisition (Coady, 1997; Meara, 1997; Nation & Newton, 1997, cited

in Nielsen, 2003). Finally, another fundamental issue in L2 lexical learning research is related to the easiness of the words to be learnt. Ellis (1994, cited in Harley, 1995) suggests that certain words are easier to learn than others. More specifically, words which are orthographically and/or semantically similar to the L1, items belonging to certain parts of speech or the most frequent ones in a language are easier to be acquired than words which lack these characteristics.

Directly linked to the study of the acquisition of vocabulary are the results that come from the field of language processing, where how speakers access words in the mental lexicon has been widely investigated (Dell, 1986; Bock & Levelt, 1994; Caramazza, 1997; Roelofs, Meyer & Levelt, 1998; Levelt, Roelofd & Meyer, 1999, cited in Costa, Colomé & Caramazza, 2000). Costa et al. (2000) report that in tasks such as picture-naming, when monolingual participants recognize the picture, due to shared semantic features, its corresponding semantic representation together with all the semantic representations related to that picture are simultaneously activated. All these representations activate their corresponding lexical nodes (words) in the mental lexicon and a lexical competition between all the activated nodes takes place. For example, when the picture of a *dog* has to be named, due to shared semantic features (animal, four legs, barking), part of the related semantic representations such as *cat* or *fish* will be activated. At this point, from all the activated competitors the so-called selection mechanism will select the lexical node with the highest level of activation (Costa et al., 2000).

Notwithstanding, does the same process take place in the bilingual mind? Costa et al. (2000) cite studies (De Bot, 1992; Green, 1986; Poulisse & Bongaerts, 1994; Poulisse, 1997) that assume that “there is parallel activation of the two languages of a bilingual regardless of the language chosen for production” (p. 411). This view is known as the non-selective access view. Other studies concerned with bilingual lexical access have also provided evidence that support the co-activation of different possible words in the mental lexicon of a bilingual speaker on the basis of the input received while reading or listening (Dijkstra, Van Jaarsveld, & Ten Brinke, 1998; De Moor, 1996; De Groot, Delmaar & Lupker, 2000 cited in Lemhöfer & Dijkstra, 2004). That is, “word candidates from different languages initially become active on the presentation of a letter string” (Dijkstra, 2005) regardless of the response language or the language in which the bilingual wants to communicate (Costa et al., 2000).

In addition, in the case of bilingual and second or additional language acquisition, lexical transfer or “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired” (Odlin, 1993, cited in Calvo 2005, p. 240) should be taken into consideration. Jarvis (2009) maintains that the mental representations acquired in one language can have consequences on the knowledge of the L2 through cross-linguistic associations in the bilingual mental lexicon. The clearest example of this transfer is seen in lexical transfer of cognates, words in one language that share both form and meaning with a word in another language, and interlingual homographs or false friends, words that have the same or very similar form in two languages but a different meaning (Durán-Escribano, 2004). LeBlanc (1989, cited in Frunza, 2006) reported that cognate use and identification help students in their acquisition of a new language, which means that they provide positive transfer in second language acquisition. In general, learners take advantage of their knowledge of the L1 to memorize new grammatical structures and more importantly, vocabulary in the target language (L2). On the other hand, false friends can create serious problems and confusions becoming an obstacle in second language learning (Carroll, 1992, cited in Frunza 2006). Hence, false friends are considered to produce negative transfer, as the differences between the two languages may make the knowledge of the first language have a negative effect on the target language (Calvo, 2005).

In this paper, I will concentrate on multilingual or third language acquisition, a much more complex phenomenon than bilingual acquisition. In general, the question of the negative impact of false friends in L3 acquisition has received still less attention, a question this investigation will try to explore. Therefore, the aim of this study is to show a cross-sectional case study conducted at the University of the Basque Country concerning the influence of Basque and Spanish on the acquisition of English false friends.

This paper is structured as follows: in the first part I will review the studies which have investigated the acquisition of false friends in the L2 acquisition of English. Secondly, I will be looking at studies that describe factors such as metalinguistic awareness, language typology and language proficiency as influencers in third language learning. After this, I will introduce the research questions. Then, I will describe the study,

including the participants and the methodology used for the data collection. Next, I will present the results and a brief discussion that will try to interpret these results. Finally, the last part of the paper will deal with the main conclusions drawn from the present research together with the limitations of the study and areas for further research.

2. The acquisition of False Friends

Even if the recognition of cognates and false friends appears to be an easy task, “research has demonstrated that it is a complex phenomenon where linguistic, cognitive, and metacognitive processes constantly interact” (Arce Medero, 2005, p. iii).

Studies on the acquisition of false friends have focussed on the recognition and processing of cognates and false friends by bilingual subjects keeping in mind the influence of the background knowledge of previously known languages (Nagy et al., 1992; Durán-Escribano, 2004). In a study concerned with the use of cognates, Nagy et al. (1992) concluded that the previous knowledge that Hispanic bilinguals had of the Spanish lexicon contributed to the understanding of the English language. Durán-Escribano (2004) also explored the effect of background knowledge on the processing of new ‘technical terms’ such as false friends by Spanish speaking engineering students. Durán-Escribano (2004) tested two different groups: while subjects in group A had no knowledge about the specific terminology related to the field of mining, group B was formed by 3rd year mining engineering students who had already taken specific subjects related to mining in their previous academic years. Over a limited period of time, participants were asked to complete a questionnaire and write a summary in Spanish of a scientific text related to mining that contained false friends. From the obtained results, which show that participants in group B outperformed those in group A in both tasks, Durán-Escribano (2004) concluded that learners, through “association and transfer mechanisms” (p. 104), take advantage of previous background knowledge to decode and construct the meaning of new terms. She observed that the main reason for confusions with false friends in group A was due to the lack of background knowledge that the students had. Therefore, she pointed out that special attention should be paid to ‘false friend’s false clues’ due to the fact that they lead to the misinterpretation of the text: “if the key words in a given text are misinterpreted due to false clues, the readers will match up the linguistic elements of both codes (English and Spanish) with wrong contexts”

(Durán-Escribano, 2004, pp. 101-102).

Bijsterveld (2010) and Brenders et al. (2011) analysed false friends to investigate the relationship between age and language transfer in SLA and see whether there was any difference in the reaction times of several decision tasks. Applying a lexical decision task, Bijsterveld (2010) found that second language learning in late bilinguals is slower than in early bilinguals because “the native language of a late bilingual interferes with and slows down the learning of a new language” (Bijsterveld, 2010, p. 45). Moreover, when cognates and false friends were taken into account, while the former affected the learning process positively in both early and late bilinguals, the latter were more difficult to be learnt. In the case of cognates, they were directly acquired due to the “profit from already available mappings between orthography and semantics” (Bijsterveld, 2010, p. 46). The learning of false friends, however, was slowed overall due to native language interference in second language learning. In the study conducted by Brenders et al. (2011), in which cognates and false friends were mixed, they analysed the learning of English as a second language by Dutch bilinguals in a classroom context. The subjects were primary (fifth and sixth grades) and secondary (seventh and ninth grades) school students who presented different levels of L2 proficiency (beginning and intermediate). Several lexical decision tasks were implemented and the results obtained showed longer reaction times in children in their early stages of learning an L2 with respect to cognates and false friends. These results are explained by the fact that they “already activate word candidates in both of their languages (language nonselective-access) and respond differently to cognates in the presence or absence of false friends” (Brenders et al., 2011, p. 383).

Gallart Vidal (2015) and Solé Alonso (2017) examined another influential aspect in the acquisition of false friends: register. Gallart Vidal (2015) analysed the differences that may appear in the acquisition of false friends in English as a foreign language in oral compared to written register. To this end, a written and an oral task were carried out and the same list of false friends was used. Subjects were asked to translate some selected terms from Catalan to English and both tasks were timed. The results obtained in the study showed that register has an important influence in the acquisition of false friends in English by Catalan speakers. More specifically, she found that the “written register has a more positive influence in the acquisition of false friends in Catalan students of English” (p. 20) than the oral register and therefore, it is especially clear that written production

offers learners “a better lexical acquisition” (Gallart Vidal, 2015, p.23). In the case of Solé Alonso (2017), apart from studying oral and written modes, she also analysed the degree of difficulties that advanced learners face regarding false friends and the occurrences of false friends in production and comprehension tasks. Concerning the findings, first of all, in the case of the influence of register, the results obtained in the written task were much better than those in the oral task, which means that the written mode has a more positive effect in the acquisition of false friends. Secondly, she discovered that learners continue struggling with false friends even in advanced levels and finally, she revealed that “comprehension comes ahead of production” (Solé Alonso, 2017, p. 25) due to the fact that the lexicon is first comprehended so that it can be produced later on.

In another study conducted by Arce Medero (2005), she analysed the correlation between high and low reading proficiency in English as a second language and the identification of English-Spanish false friends. For this purpose, three different tasks were carried out: two tasks involved recognition of Spanish-English cognates and one task consisted on the editing of Spanish-English false cognates used inappropriately. Findings showed that “the low and high scores for Spanish-English cognate identification-reading passage and multiple choice questions correlated strongly and significantly ($r = .72$) with low and high reading proficiency levels” (Arce Medero, 2005, p. iv) and the same strong correlations were obtained with the task of editing Spanish-English false cognates. These results suggest that Spanish-English cognate identification and edition varies according to the reading proficiency: the higher the proficiency is, the better scores will the subjects obtain (Arce Medero, 2005).

Palacios and Alonso (2005) studied the English-Spanish false friends basing their approach on the data provided by SULEC (Santiago University Learner of English Corpus) and ICLE (International Corpus of Learner English). After selecting a list of twenty-five false friends, they conducted a search in the two corpora analysing all the occurrences of these false friends in isolation. Throughout their analysis, they formed two groups: a group in which the false friends were correctly used and another group in which the English and the Spanish words were confused. As a conclusion, Palacios and Alonso (2005) determined that false friends need special attention in language learning as students have problems with most of them. They suggest that students should be taught

all the different possible uses in which specific false friends might appear due to the fact that

Learners from a foreign language do not usually have the perception of learning a linguistic code that refers to a different view of the world. They generally take the foreign language as an alternative to or an extension of their own language. They are not aware that most of the times different linguistic systems represent contrasting linguistic realities and, consequently, they tend to apply similar grammatical, lexical and semantic rules to the two languages. (Palacios & Alonso, 2005, p. 758).

Finally, it should also be mentioned that Frunza (2006) and Chacón Beltrán (2006) have worked on the facilitation of false friends teaching and learning. Frunza (2006) has created a new method of identifying Cognates and False Friends between French and English, another method that uses a bilingual dictionary to create complete lists of cognates and false friends between two languages and a tool that can annotate cognates and false friends in a French text. Moreover, Chacón Beltrán (2006) described a taxonomy of 6 different types of false friends classified according to three variables: (1) whether they are true cognates or false cognates; (2) whether they are graphic or phonetic cognate words, that is, whether their pronunciation evokes the pronunciation of a word in the L1 (phonetic) or whether their written form recalls a word in the L1 even though the pronunciation may differ in both languages (graphic); and (3) in the case of false friends, whether they are partial or total from a semantic point of view.

3. Cross-linguistic influence: metalinguistic awareness, language typology and language proficiency

Studies on cross-linguistic influence in third language acquisition have investigated the factors that explain the influence of previous known languages on the acquisition of a third or additional language. The Basque Autonomous Country (BAC), for instance, offers an exceptional test-field for the investigation of language acquisition in multilingual contexts. In 2011, the percentage of Basque-Spanish bilinguals was 59,7% (Aizpurua & Ortiz de Landaluze, 2012), which means that more than half of the population speaks at least two languages. Besides, according to Press (2017), 35% of the Basque population affirm that they know or are learning English as a third language. Cenoz (2013) states that the acquisition of additional languages is apparently less complex when several languages are already present in the speaker's linguistic system.

Moreover, studies on the effect of bilingualism on general language proficiency with Basque-Spanish bilinguals acquiring English as an L3 (Cenoz, 1992; Lasagabaster, 1998, cited in Cenoz, 2009b) reinforce the belief that bilingualism does have a positive effect on third language acquisition.

Before having a closer view of these studies, it is important to take into account that education in the Basque Country is mainly divided into three models: A, B and D models. Firstly, in A model, students have Basque just as a school subject and generally do not achieve a very high proficiency in Basque; secondly, in B model, Basque and Spanish are taught the same amount of hours and these learners reach a higher level of competence than those in model A; and finally, D model gives students the opportunity to have Basque as the instruction language and only Spanish and English subjects are taught in the respective languages (Lasagabaster, 2000).

In her study, Cenoz (1992, cited in Cenoz, 2009b) examined 321 secondary school students' English proficiency at different stages, from different schools in different cities (Tolosa and Donostia-San Sebastian) in the province of Gipuzkoa, Spain, and who came from A and D teaching models. For the obtainment of the results, different tests that measure the four language skills (listening, reading, speaking, lexis & grammar) and an additional test of syntax and vocabulary were used. Moreover, cognitive, general background, psychosocial, linguistic and socioeducational influential variables were also taken into account. The results obtained in this study show that bilingual students in the D model achieved higher scores than monolingual students from model A. The study conducted by Lasagabaster (1998, cited in Cenoz, 2009b) was very similar to the one conducted by Cenoz (1992, cited in Cenoz, 2009b), but in this case, the subjects were 252 primary and secondary students from the three different teaching models (A, B and D) at different schools in Vitoria-Gasteiz, the capital city of the province of Alava. In addition, the tests are slightly different due to the difference in age among the subjects. In the case of Lasagabaster (1998, cited in Cenoz, 2009b), students from model D were the ones that performed better obtaining significantly higher scores in several cases. The group with the second highest scores was the group formed by students from B model and finally, model A or monolingual students.

Therefore, even if the results in these two studies were not always significant, they show that bilingual students that speak Basque and Spanish scored better results in English as an L3 than monolingual students that just spoke Spanish (Cenoz, 2009b). However, which are the factors that positively influence third language acquisition of a bilingual speaker?

3.1 Linguistic typology

Arguably, one of the most influential factors in language transfer is linguistic typology (Cenoz, 2001). “Speakers borrow more terms from the language that is typologically closer to the target language [...] or the language that is perceived as typologically closer” (Cenoz, 2001, p. 8). In the research conducted by Cenoz (2001) with Basque-Spanish bilinguals learning English as a third language, she found that Spanish was the main source of transfer at the lexical level. This outcome is mainly explained by linguistic distance between Spanish and English: Spanish is typologically closer to English than Basque is (Cenoz, 2003a) and learners usually choose Spanish as the language of transfer because they can benefit from the positive transfer it provides. However, Cenoz (2003a) makes a difference between interactional strategies (intentional strategies used to ask the interlocutor help about a specific term in the L3) and transfer lapses (the non-intentional use of one or more terms in the L1 or L2 as part of the utterance in L3) because different results were obtained concerning the source language of transfer. In a study on third language oral production, Cenoz (2003a) asked a group of Basque-Spanish bilinguals to tell the Frog story in English at two different points in time (in their 4th and 6th year of primary school). She found that students used Basque as the source language in the case of interactional strategies but Spanish in the case of transfer lapses in both levels. These results are interpreted in the following way: the use of Basque in the first case is influenced by factors such as the knowledge of Basque by the interlocutor and the use of the Basque language in the school context. Regarding the second case, learners might use Spanish because of the “typological distance and the general use of Spanish as the default language in society” (Cenoz, 2003a, p. 8). For this reason, it could be said that linguistic typology is not the only factor that restricts the source language choice. Factors such as general sociolinguistic context (being the majority language), individual differences (Cenoz, 2003a), interlocutors, setting and the topic of conversation, age (Cenoz, 2001), proficiency in the source language and the target language, the level

of formality, the order of acquisition (Odlin & Jarvis, 2004; Ringbom, 2007, cited in Cenoz, 2009a) and many other factors can also influence cross linguistic transfer.

3.2 Metalinguistic awareness

The bilingual advantage has also been associated with metalinguistic awareness since it has been found to have a positive and facilitating role in third language acquisition (Jessner, 1999). Masny (1997, cited in Jessner, 2006) defines metalinguistic awareness as “an indicator of what learners know about language through reflection on and manipulation of language” (p. 43). Cenoz (2013), for instance, points out that third language learners show a higher level of metalinguistic awareness as a result of the experience and knowledge gained from the two linguistic systems already available in their minds. Moreover, the results obtained by Cenoz (2001) show that older bilingual students with higher metalinguistic awareness were more aware of the fact that Spanish and English are typologically more similar, and they used Spanish rather than Basque as a transfer language when acquiring English as a third language. On the contrary, as younger students’ metalinguistic awareness was not so developed, they used Spanish and Basque interchangeably without being aware of the linguistic distance. “The experience of associating multiple references with the same concepts promotes the development of control of processing in bilingual children” (Bialystok, 1987, 1990, cited in Cenoz and Valencia, 1994, p. 205) increasing the metalinguistic awareness in bilingual students and making them more competent in third language acquisition.

3.3 Language proficiency

Language proficiency makes reference to “language competence, metalinguistic awareness, and the ability to speak, listen, read, and write the language in contextually appropriate ways” (Lee & Schallert, 1997). The first issue that must be emphasized regarding language proficiency is that studies have revealed that usually, bilingual speakers with a high level of proficiency in both languages also present a high level of proficiency in a third language when compared to monolingual speakers (Gonzalez Ardeo, 2000; Lasagabaster, 1997, cited in Cenoz, 2003a). Secondly, Bialystok (2001, cited in Cenoz, 2003b) states that balanced bilinguals with an equal and at the same time high level of proficiency in both languages outperform monolingual speakers especially

in specific tasks that require an elevated level of analysis. In the study conducted by Ricciardelli (1992, cited in Cenoz, 2003b), she found that these kind of bilinguals turn to be advantageous in “divergent thinking, imagination, grammatical awareness, perceptual organization and reading achievement” (Cenoz, 2003b). Regarding the influence of the level of proficiency of the target language in language acquisition, Jiménez Catalán and Ruiz de Zarobe (2009) compared the English receptive vocabulary of students from CLIL and non-CLIL instructional contexts. Bearing in mind that vocabulary analysis can provide a strong image of the subjects’ language proficiency level (Alonso, 2015), they wanted to check whether CLIL students outperformed non-CLIL students or not. Since the exposure to the target language is different, it has been suggested that in general, CLIL students obtain better results in language acquisition when compared to their non-CLIL fellows. Therefore, after applying a cloze test and two different receptive vocabulary tests, the results showed that CLIL students obtained higher scores in the three tests than non-CLIL participants. Nevertheless, even if they obtained significantly positive results supporting CLIL students, they point out the fact that the results were obtained from tests that assess decontextualized vocabulary and that subjects’ production may have been different in other kind of tests that measure contextualized vocabulary (Jiménez Catalán & Ruiz de Zarobe, 2009).

4. Research questions

The main aim of this research study is to analyse the influence that Basque and Spanish as L1s may have on the acquisition of English false friends. Bearing in mind the previous studies on third language acquisition by bilingual speakers (i.e. Cenoz, 1992; Cenoz, 2001; Cenoz, 2003a; Lasagabaster, 1998) and those on false friends (i.e. Durán-Escribano, 2004; Gallart Vidal, 2015; Solé Alonso, 2017), I address the following research questions:

1. Do false friends provide negative transfer in the acquisition of English as an L3 by Basque-Spanish bilinguals?
2. Which is the source language of transfer in the acquisition of English false friends? Basque or Spanish?

3. Do balanced bilingual speakers outperform Spanish dominant speakers when acquiring English false friends?
4. Do those subjects with a higher proficiency level of English outperform those with a lower one in the acquisition of English false friends?

5. Methodology

This section explains in detail the study I have conducted in order to investigate the influence of Basque and Spanish as L1s on the acquisition of English false friends as an L3. On the one hand, the participants' profile together with the instruments applied will be illustrated. On the other hand, the procedure that has been followed is described.

5.1 Subjects

The linguistic context of the participants in this study was a Basque-Spanish environment where both Basque and Spanish are the predominant languages. The subjects included 20 students of the English Studies, Basque Studies and Hispanic Philology Degrees at the University of the Basque Country ranging in age from 18 to 20. For the conduction of the experiment, the participants were divided into two groups according to their linguistic profile: balanced bilinguals of Basque and Spanish and Spanish dominant speakers. The details of this distinction are presented below in the section labelled *Instruments*.

Concerning their acquisition of English, which was their L3, all the participants started studying English at an early age in primary school and never stopped. Currently, all of them receive English classes at the university through a compulsory subject labelled 'English Language II'. Moreover, the students from the degree in English studies pursue additional subjects in English. Therefore, as their proficiency level of English is also unbalanced, they were also divided according to this variable and two groups were formed: subjects with a higher level of proficiency in English and subjects with a lower one.

5.2 Instruments

In the first place, all the participants were administered a background questionnaire (Appendix 1) where I asked them about their language background and linguistic habits. Secondly, for the obtainment of the results, I used a translation task (appendices 2 and 3) in which the subjects were asked to translate from English into Basque and Spanish.

5.2.1 Background questionnaire

The background questionnaire included 11 questions that asked the participants about their age, gender, usage of languages with friends and family or their preferences for the use of Basque, Spanish and English. Moreover, it also included questions about the languages they most comfortable felt with when speaking, writing and reading and a question concerning their acquisition of English. The most important question for my experiment was question number 7, which was used to establish participants' language dominance. To achieve that, they were requested to self-asses their proficiency of Basque, Spanish, English and additional languages in speaking, reading, writing and understanding using the parameters of 'average', 'good' and 'excellent'. In order to establish this dominance, I assigned a value to each of the participants' answer: average = 1 point; good = 2 points; excellent = 3 points. After that, I added all the scores. The maximum a participant could get, for example, was 12 points if claimed doing 'excellent' in the four language skills. They all considered themselves Basque-Spanish bilinguals, but since their proficiency level in the two languages was different, I formed two different groups:

1. **Balanced bilinguals:** I considered balanced bilinguals those participants that got a sum between 10 and 12 in both Spanish and Basque regarding their language dominance.
2. **Spanish dominant speakers:** I considered Spanish dominant those participants that got a sum of 12 in Spanish and 9 or below in Basque.

Additionally, for a second comparison, I also reorganized the subjects according a new variable: their self-reported proficiency in English. In order to establish their English

dominance, I was guided by the responses they gave to question number 7 in the background questionnaire regarding English:

1. Participants with a higher level of English: in this group I included those participants who self-assessed their English proficiency with a sum between 10 and 12.
2. Participants with a lower level of English: in this group I included those participants who self-assessed their English proficiency with a sum of 9 or below.

5.2.2 Translation task

The translation task was composed by 60 sentences from which 30 statements had to be translated from English into Basque and 30 from English into Spanish. For the formulation of the sentences, I selected 10 Basque-English and 10 Spanish-English false friends listed in the following table:

| BASQUE-ENGLISH FALSE FRIENDS | SPANISH-ENGLISH FALSE FRIENDS |
|-------------------------------------|--------------------------------------|
| Ale | Arena |
| Bare | Bomber |
| Era | Carpet |
| Gale | Dormitory |
| Garden | Empress |
| Lore | Fabric |
| Polite | Mantel |
| Sail | Notice |
| Soil | Physician |
| Ore | Vest |

Table 1. False friends used in the translation task.

Using these false friends, I formulated 3 different types of sentences:

1. In the case of Basque, ten of the 30 sentences contained the Basque-English false friends or the words available in both languages. For example, I used the Basque-

English word *polite* meaning 'beautiful' in Basque and I formulated the following sentence:

(1) *The photographer thought the model was very **polite***

2. Ten additional sentences contained the equivalent translation in English of the Basque meaning of the words used in the previous ten sentences. In the case of *polite*, I used the word *beautiful* (the translation of *polite* in English) to formulate the sentence:

(2) *The film director hired the **beautiful** actress for the film.*

3. The last ten sentences were filler sentences that did not contain any specific item significant for my study. They were included as distractors for the task.

The same procedure was followed with the Spanish-English false friends and all the sentences were randomized. Moreover, it has to be mentioned that all the sentences were formulated in such a manner that both translations ('ederra' beautiful or 'edukazio onekoa' well-mannered in Basque, for instance) were possible. Apart from that, two models (A and B) with the same sentences but differently randomized were created: half of the participants took Test A while the other half took Test B. Finally, I would like to clarify that in the following sections I will be using the expression 'false friend translation' in order to refer to the translations that included false friends in the subjects' productions.

5.3 Procedure

The first step in the procedure of my study was to go class by class in the first year of the degrees mentioned above and ask for volunteers that were prepared to take part in the experiment. Next, I provided the participants with the background questionnaire in order to know their language background. I collected a total of 43 background questionnaires from which I selected those who were a) balanced bilinguals and b) Spanish dominant speakers. I also classified them according to their proficiency level: subjects with a) a lower and b) a higher proficiency level in English. After that, I

conducted the translation task where the subjects were asked to translate 60 sentences from English into Basque and Spanish: 30 from English into Basque and 30 from English into Spanish. The false friends I used for the formulation of the sentences were taken from different sources: some of the Basque-English false friends were looked up in the dictionary, others were taken from the webpage ‘English false friends... in Euskara’ (2015) and some others were just personal knowledge; regarding the Spanish-English false friends, even if some of them were taken from personal experience, some others were selected from the study conducted by Solé Alosa (2017). Finally, I examined all the answers given by the participants and I classified them into four different groups:

1. Correct: I considered correct answers all those responses in which the key words, false friends, were given the correct translation in the corresponding language. In example (3) the stimulus (3a) and the correct translation the subject (initials in brackets) gave to it (3b) can be seen:

(3) a. Stimulus: *The boy read the **notice** in the school gym carefully*

b. Answer: ‘El chico leyó el **aviso** en el gimnasio de la escuela cuidadosamente’ (MT).

2. Incorrect: I considered incorrect answers all those responses that included any other translation than the correct one, except false friend translations (4b).

(4) a. Stimulus: *The family took a photograph of the huge **sail** for their album.*

b. Answer: ‘Familiak **larre** zabalari argazkia atera zion beraien albumerako’ (AA).

3. Omissions: I considered omissions all those answers that did not include a translation of the key words, false friends in this case (5b).

(5) a. Stimulus: *The man had a beautiful collection of old **lore** books*

b. Answer: ‘Gizonak liburuen kolekzio ederra zuen’ (MB).

4. False friends: I considered ‘false friend translations’ all those responses that included translations misinterpreted because of false friends between languages (6b).

(6) a. Stimulus: *The cleaning lady cleaned the new carpet in the office*

b. Answer: ‘La limpiadora limpió la nueva alfombra en la oficina’ (MR).

6. Results

The overall translation results obtained from the 20 participants in the study are shown in Table 2 below, in percentages with standard deviation (SD) in parenthesis.

| Translation language | Accurate translations | Incorrect translations | | Omission of key words |
|----------------------|-----------------------|---------------------------|--------------------|-----------------------|
| | | False-friend translations | Other translations | |
| Into Spanish | 53.25% (2.96) | 24.5% (2.22) | 17% (1.90) | 5.25% (2.25) |
| Into Basque | 54.75% (1.64) | 8.25% (1.66) | 24% (2.24) | 13% (1.93) |

Table 2. General results obtained by all the participants in percentages and standard deviation (between brackets).

Table 2 shows that the accuracy rate was higher than 50% for their translations into Basque and Spanish. Nevertheless, taken together the rates for the translation of false friends, generally the results were lower than 10% when translating into Basque but higher than 20% when translating into Spanish.

Below I will report the results organized by dominance in the participants’ L1 first, and then by their proficiency level of English.

6.1 *Balanced bilinguals vs Spanish dominant speakers*

When I divided the participants according to their L1 dominance, Figure 1 shows that those subjects considered balanced bilinguals gave accurate translations similarly into Basque and Spanish. However, there was a slight difference between the Basque and

Spanish answers concerning incorrect translations, omissions and incorrect translations based on false friends.

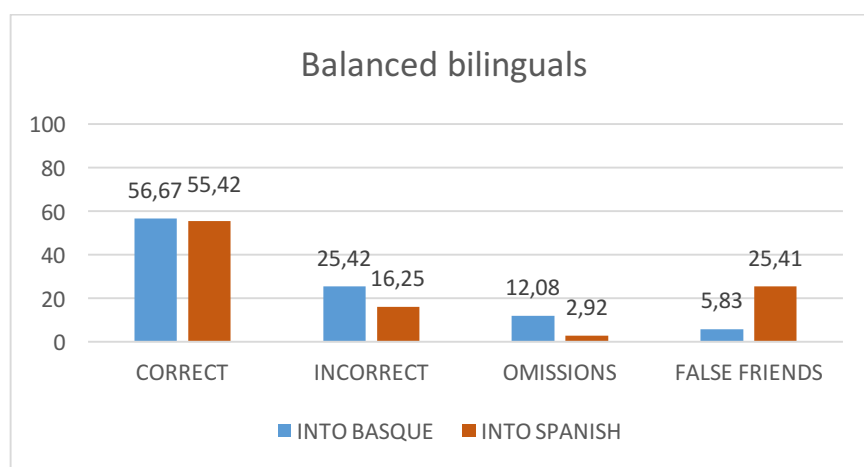


Figure 1. Results obtained by balance bilinguals translating into Basque and Spanish, in percentages (%).

Balanced bilinguals' accuracy rate when translating into Basque (Figure 1, blue color) was over 55% (1.61). However, more than 25% (2.10) of their answers were incorrect and they failed to provide a translation in more than 10% of the cases. Example (7) shows a correct answer one of the participants gave, example (8) shows an instance of an incorrect translation (*formala* means 'formal' in Basque) and in (9) there is a translation in which the false friend is omitted:

(7) a. Stimulus: *The photographer thought the model was very polite.*

b. Answer: 'Argazkilariak modeloa **errespetu** handikoa zela pentsatu zuen' (MM).

(8) a. Stimulus: *The photographer thought the model was very polite.*

b. Answer: 'Argazkilariak modeloa oso **formala** zelan pentsatu zuen' (HE).

(9) a. Stimulus: *The photographer thought the model was very polite.*

b. Answer: 'Argazkilariak modeloa zela pentsatu zuen' (RA).

Regarding false friend errors, around 5% (.93) of the 30 sentences were considered 'false friend translations'. For instance, in example (10) it can be seen that they translated the English word *polite* ('respectful') as 'polita' which means 'beautiful' in Basque:

- (10) a. Stimulus: *The photographer thought the model was very **polite**.*
b. Answer ‘Argazkilariak modeloa oso **polita** zela pentsatu zuen’ (IU).

Paying attention to the translations given by balanced bilinguals into Spanish (Figure 1, orange colour), more than 55% (3.17) of the gathered answers were considered to be accurate; less than 20% (1.60) of the answers were inaccurate and less than 5% (.90) of the expected translations were omitted. Examples (11), (12) and (13) illustrate these figures respectively (in example (12) *carrera* means ‘race’ in Spanish):

- (11) a. Stimulus: *The boy wanted to become a **bomber** pilot.*
b. Answer: ‘El chico quería convertirse en piloto de **bombardero**’ (MR).
- (12) a. Stimulus: *The boy wanted to become a **bomber** pilot.*
b. Answer: ‘El chico quería convertirse en piloto de **carreras**’ (AL).
- (13) a. Stimulus: *The boy wanted to become a **bomber** pilot.*
b. Answer: ‘El chico quería ser piloto’ (IU).

In relation to false friends, the subjects translated 25.4% (1.72) of the responses were incorrect due to false friends. For instance, in example (14) we can observe the translation of the word *bomber*, which makes reference to a ‘military plane’ in English but which means ‘firefighter’ in Spanish:

- (14) a. Stimulus: *The boy wanted to become a **bomber** pilot.*
b. Answer: ‘El chico quería convertirse en un piloto **bombero**’ (MA).

I did not carry out any statistical comparisons but paying attention to the means, I can speculate that the balanced bilinguals’ correct translations into Basque and Spanish were not different. However, it might be the case that in the incorrect responses balanced bilinguals made more errors (unrelated to false friends) when translating into Basque than when translating into Spanish. They also seem to omit more target items when translating into Basque but more interestingly, they seem to make more based on false friends when translating into Spanish.

Moving to the results achieved by those subjects considered Spanish dominant speakers, in Figure 2 it can be seen that the correct and incorrect answers when translating into both Basque and Spanish were similar to those obtained by balanced bilinguals: the accuracy rate was over 50% and the inaccuracy rate below 25%.

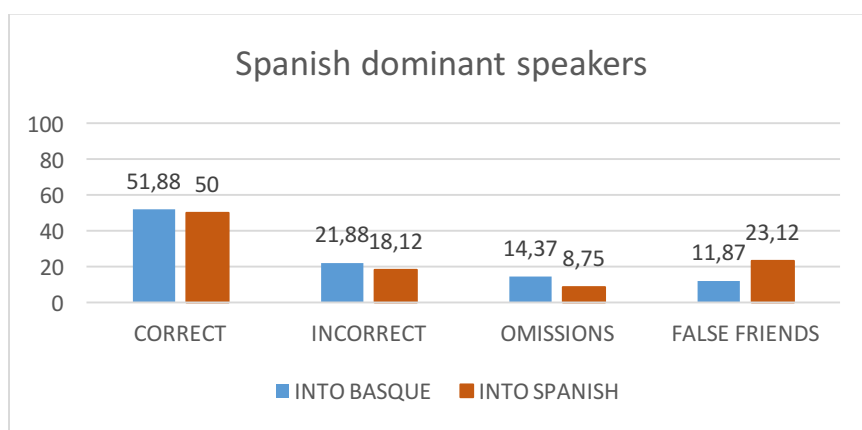


Figure 2. Results obtained by Spanish dominant speakers translating into Basque and Spanish, in percentages (%).

In the case of omissions, more than 10% of the items were omitted in Basque but less than 10% in Spanish. Paying attention to the incorrect translations based on false friends, they were below 15% when translating into Basque but over 20% when translating into Spanish. Instances of Basque-English false friends include translating *era* into ‘era’, which means ‘manner’ in Basque; *ale* into ‘ale’ referring to ‘grain’; and *polite* into ‘polita’ meaning ‘beautiful’ in Basque. Regarding the Spanish translations, Spanish dominant speakers translated words such as *empress* into ‘fábrica’ referring to ‘factory’, or *mantel* into ‘mantel’ and ‘trapo de cocina’ making reference to ‘tablecloth’ and ‘tea towel’.

Figure number 3 summarises the aforementioned results and gives a general picture of the outcomes obtained from the separation of the participants into balanced bilinguals and Spanish dominant speakers. As it can be observed, the accuracy rate for both groups translating into Basque and Spanish is over 50% in the four cases. In the case of incorrect answers unrelated to false friends, the same scene is repeated: while the incorrect translations into Basque are below 25% in both groups, the translations into Spanish are between 15% and 20% in both cases. Moreover, the figures representing the errors based on false friends seem to indicate that there is no difference between the translations given by balanced bilinguals and Spanish dominant speakers into Basque and Spanish. Both

groups scored similar results when translating into Basque (below 15%) but also when translating into Spanish (over 20%).

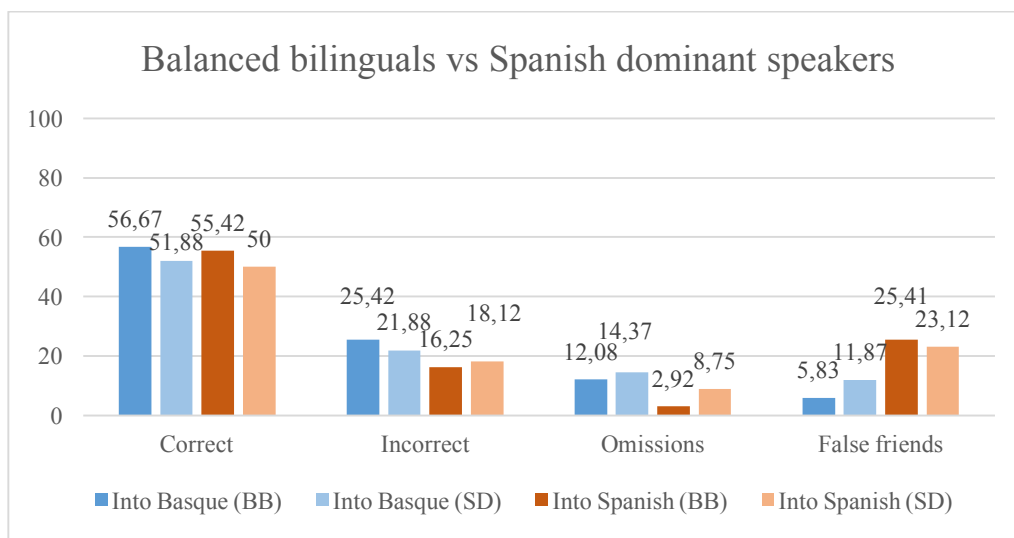


Figure 3. Results obtained by balanced bilinguals (BB) and Spanish dominant speakers (SD) translating into Basque and Spanish, in percentages (%).

6.2 English proficiency: lower vs higher

In this section I will report the results organized by the participants' level of English. In order to do so, participants were assigned to a 'higher level' group when their answers to their proficiency in English was higher than 10 in the self-reported questionnaire. Those subjects whose answers were below 10 were considered to a 'lower level' group.

Starting with the participants from the group with a higher proficiency, the results showed that their correct responses were over 55% (1.77) when translating into Basque and over 65% (3.16) when translating into Spanish.

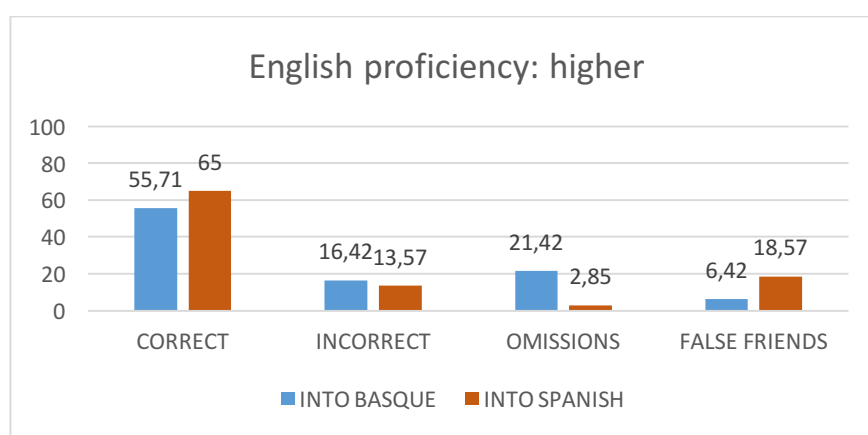


Figure 4. Results obtained by the subjects with a higher level of proficiency in English, in percentages (%).

On the other hand, the inaccuracy rate was below 20% (1.97) when translating into Basque and below 15% (1.79) when translating into Spanish. As far as omissions are concerned, they omitted more than 20% (1.79) of the translations into Basque and less than 5% (.78) of the translations into Spanish. Finally, Figure 4 also shows the participants' response rates for false friends: less than 10% (1.11) of the sentences were translated as false friends into Basque but more than 15% (1.70) into Spanish.

The situation is slightly different in the case of those participants whose English proficiency level was considered to be lower. In this case, their accuracy rate into Basque was over 50% (1.62) but below 50% (1.98) when translating into Spanish. Regarding inaccuracy rates not related to false friends, the rate was below 30% (1.98) for translations into Basque and below 20% (1.92) for Spanish.

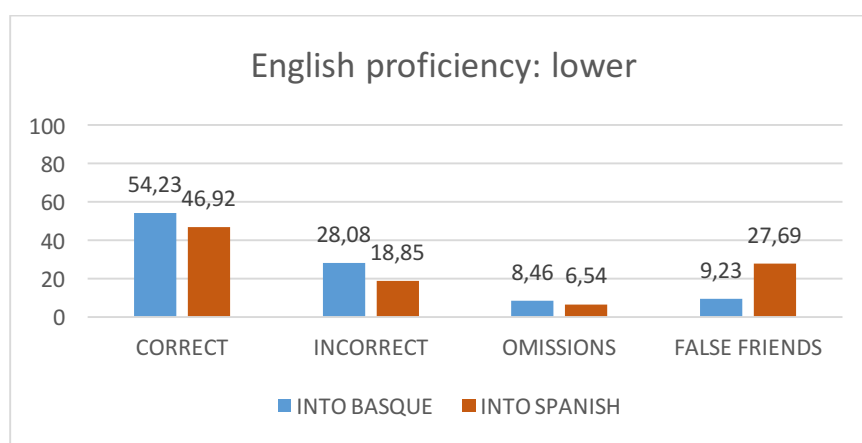


Figure 5. Results obtained by the subjects with a lower level of proficiency in English, in percentages (%).

With respect to the omitted items, less than 10% of the items were omitted in both Basque (1.18) and Spanish (2.75) translations. Lastly, 'false friend translations' were below 10% (1.90) in the case of Basque but over 25% (2.25) when translating into Spanish.

Figure 6 shows the percentage of the results obtained by both groups with regard to Spanish and Basque translations. Once again, even if no statistical comparison was carried out, from the means presented in Figure 6 I can speculate there are no differences between the correct translations both groups gave into Basque. However, there seem to be differences between the translations both groups gave into Spanish: the accuracy rate of those participants with a higher level of proficiency in English was over 65% while the

ones with a lower proficiency scored results below 45%. Regarding inaccuracy rates, it could be said that some difference can be also perceived: participants with a lower level of proficiency made more errors than those with a higher level when translating into both Basque and Spanish. Moreover, the figure also shows a possible difference between the errors based on false friends: there seems to be a big contrast between the translations given into Basque and Spanish since the participants from both groups made more errors when incorrectly translating false friends into Spanish. While the translations given into Basque by both groups were below 10%, those translations given into Spanish were over 15%.

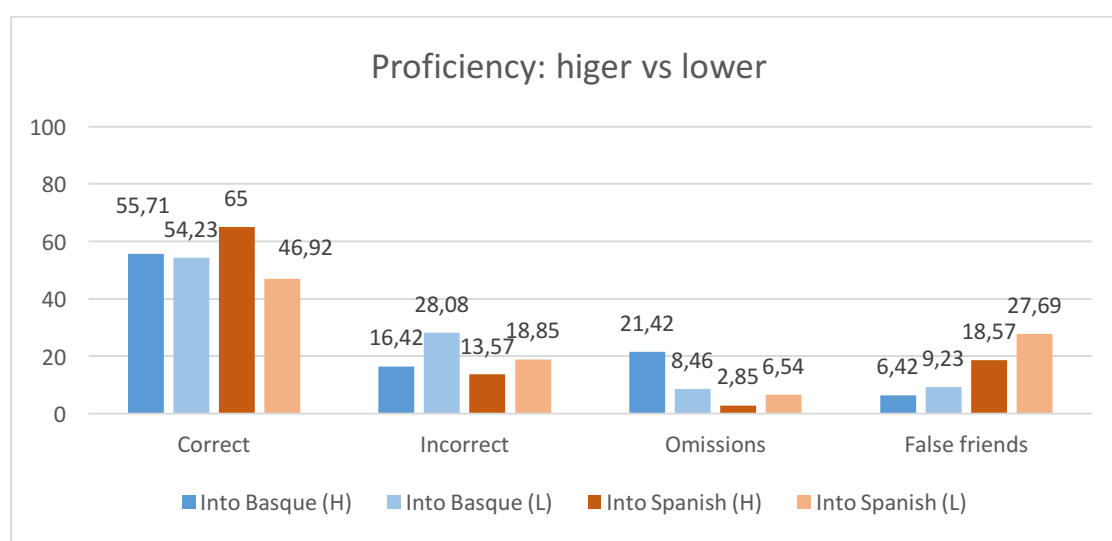


Figure 6. Results obtained by those participants with a higher level of proficiency in English (H) and those with a lower (L) translating into Basque and Spanish, in percentages (%).

7. Discussion

The results observed in this study and the patterns followed by the participants in the translation task indicate that the acquisition of English false friends is influenced by different cross-linguistic factors of third language acquisition.

Regarding the first research question, that is, the negative transfer provided by false friends in language acquisition, the results indicate that false friends between Basque or Spanish and English do provide negative transfer in the acquisition of English as a third language. It has been shown that in the two group divisions carried out in this study incorrect answers based on false friends have always been present. Therefore, this finding seems to agree with Calvo (2005), who claimed that false friends are an obstacle in

language acquisition. Moreover, it can also be seen that false friends are not only an obstacle in the acquisition of English for subjects with a lower level of proficiency in the target language, but also for learners with a higher level. These results confirm the findings by Solé Alonso (2017) who affirms that false friends are difficult for learners even in advanced levels. Nevertheless, participants also made errors that did not reflect false-friends (inaccurate answers and omissions) and perhaps, the greatest source of these errors is not only the fact of being false friends, but their actual proficiency of English, which will be discussed below.

With respect to the second research question, namely, the source language of transfer in the acquisition of English false friends, from the comparison within groups it could be said that in the two group divisions (according to L1 dominance and L3 proficiency) participants made more errors based on false friends when translating into Spanish than when translating into Basque. In the case of the group division according to the L1s, for example, while 5.83% of the errors balance bilinguals made when translating into Basque were based on false friends, 25.4% of the Spanish translations were considered to be errors due to false friends. As it is clear that they made more mistakes due to false friends when translating into Spanish, it could be said that Spanish is the supplier language in the acquisition of false-friends in English as a third language by Basque-Spanish bilinguals. A possible explanation for this point could be the relationship regarding language typology between Spanish and English. As Cenoz (2001) stated, in the competence between the previously acquired languages, the language that is typologically closer to the target language is the one that has the highest influence on the acquisition of that foreign language. Therefore, in the same way Cenoz (2001) found that Spanish was the main source of transfer in the acquisition of English, in this study this finding seems to be supported too. When subjects were grouped according to their level of proficiency in English, the subjects with higher and lower proficiency made more ‘false friend translations’ in Spanish than in Basque. Once again, this could also be considered positive evidence in favour of the influence of language typology as the source of transfer.

Besides, my findings are also compatible with the idea that the higher the metalinguistic awareness among the students is, the more aware they will be about the linguistic distance between the languages in contact at the moment. Cenoz (2013) remarked that third language learners usually identify Spanish as typologically more

similar to English than Basque due to their higher metalinguistic awareness. This study therefore, seems to agree with previous studies (Cenoz, 2001; Cenoz, 2013) since the subjects also preferred Spanish as the supplier language in the acquisition of English. Due to their developed metalinguistic awareness as a consequence of bilingualism, even those subjects with a lower proficiency level of English seem to be aware of the fact that Spanish and English are typologically more similar and they rely on Spanish to translate the sentences.

Turning to the third research question, the results obtained in my study seem to show that there might not be a difference between balanced bilinguals and Spanish dominant speakers regarding the acquisition of English false friends. That is, if the results by balanced bilinguals and Spanish dominant speakers when translating into Spanish are compared, it seems that language dominance did not have a big influence in the acquisition of false friends in English. Figure 3 shows that when translating into Spanish, 25.41% of balanced bilinguals' and 23.12% of Spanish dominant speakers' errors were 'false friend translations'. These results could be explained by all the previous research that indicates that bilingualism has a positive effect on third language acquisition (Cenoz, 2009b). That is, irrespective of their language dominance, it could be said that being a bilingual provided them with the same advantage. Notwithstanding, there seems to be a little difference in the rate of translations related and unrelated to false friends when the participants translated into Basque. On the one hand, while balanced bilinguals translated items as false friends 5.83% of the times, the Spanish dominant group did so 11.87% of the times. At this stage it is too difficult to find an explanation that could justify this difference. Therefore, in order to collect more data and identify the reason of these findings, I suggest a study in which more participants would be involved and conclusive results are obtained. On the other hand, in Figure 3 it can also be seen that balanced bilinguals made more errors unrelated to false friends when translating into Basque (25,42%) than when translating into Spanish (16,25%). These findings are explained in the following way: since balanced bilinguals (like Spanish dominant speakers) take Spanish as the source language of transfer when translating false friends, they make fewer false friend errors in Basque and therefore, the errors they make when translating into Basque are mostly unrelated to false friends.

As regards to the fourth research question, it could be said that the results showed that proficiency level in the target language is highly influential in the acquisition of English false friends by Basque-Spanish bilinguals. Since false friend acquisition is involved in the acquisition of vocabulary, the higher the learners' level of the target language is, the better they will perform. Figure 6 indicates that there were no differences between the incorrect responses based on false friends when the participants translated into Basque. However, as findings indicate, those subjects with a higher proficiency level of English outperformed those participants with a lower level when translating into Spanish. While participants with a higher level translated 18.57% of the Spanish sentences incorrectly due to the influence of false friends, the subjects with a lower level of English translated 27.69% of the sentences into 'false friend translations'. Consequently, it could be said that this study seems to be in line with the study conducted by Jiménez Catalán and Ruiz de Zarobe (2009) who found that CLIL students (who presented a higher level of proficiency in the target language) outperformed non-CLIL students. This difference may be explained through the fact that those subjects with a higher level of proficiency know the language better and recognize its exceptions easier than those subjects who do not dominate the English language so well.

Finally, an important issue regarding Basque-English false friends must be highlighted: after examining all the results, I have realized that the sentences given to the Basque-English false friend *soil* were not the appropriate. The word *soil* in Basque makes reference to the adjective 'bald' or 'infertile' in English and the sentence formed with this word was the following: *The man hated the picture of the soil*. Nonetheless, even if there were several correct answers in which the participants translated it as 'lurra' (the translation of *soil* in Basque), the subjects gave translations such as 'gasolina' ('petrol' in English) or 'horma' ('wall' in English). Therefore, I must assume that this sentence did not work properly and did not contribute positively to the results I was looking for.

8. Conclusions, limitations and future implications

This study has intended to provide a closer view of the acquisition of English false friends by Basque-Spanish bilingual speakers. To this end, I compared the performance of Basque-Spanish balanced bilinguals and Spanish dominant speakers in a translation task that involved Basque-English and Spanish-English false friends. Moreover, I also

contrasted their outcomes after grouping the participants according to their level of proficiency in English.

The main finding of this study is that irrespective of learners' language dominance, Spanish is the source language for the incorrect translations of English false friends and therefore, the supplier language in the acquisition English false friends. Moreover, it can also be concluded that language proficiency in the target language plays the most important role in the acquisition of English false friends: the higher the proficiency, the fewer errors do the participants make when translating false friends.

From the division of the participants according to their dominance in their L1s, on the one hand, I can conclude that both groups (balanced bilinguals and Spanish dominant speakers) made more errors based on false friends when translating into Spanish than when translating into Basque. This suggests that Spanish is the supplier language in the acquisition of English false friends because of the language typology between English and Spanish and the highly developed metalinguistic awareness among the subjects. On the other hand, I noticed that no important differences were present between the results obtained in relation with false friends. Therefore, it could be said that L1 dominance is not a determinant factor in the acquisition of English false friends by Basque-Spanish bilinguals.

When the participants were grouped taking their English proficiency into account, the results seem to indicate that those subjects with a higher proficiency in English made fewer errors based on false friends than those with a lower proficiency level. These findings indicate that the proficiency level of the target language does have an influence in the acquisition of English false friends. That is, the higher the proficiency level is, the better will be false friends recognized.

Concerning the limitations of this study, I would like to point out that the ideal participants for the kind of comparisons that have been made in this study would be monolingual and bilingual students. My initial idea was to apply the same translation task to Spanish monolingual and Basque-Spanish bilinguals learning English as a second and third language and compare their performance. Nevertheless, from all the classes I visited

to recruit students at the Faculty of Arts, I only found 2 Spanish monolingual subjects, which I did not include in this study because of their low number.

Regarding future research, I find the acquisition of both Basque-English and Spanish-English false friends highly interesting so, I would try to find a group of Spanish monolingual learners acquiring English as an L2 in order to be able to compare their performance with outcomes gathered from bilingual participants acquiring English as an L3. Finally, as I have previously mentioned, I suggest a study involving a higher number of participants in order to find an explanation for the differences between the errors related to false friends balanced bilinguals and Spanish dominant speakers made when translated into Basque.

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Appendix 1. Background questionnaire and consent form.

1. Name and surname:
2. Age:
3. Male / Female
4. Native language(s):
5. Mother's native language:
6. Father's native language:
7. How well do you speak, read, and write in the following languages? (average, good, excellent)

| | Speak | Read | Write | Understand |
|--------------------|-------|------|-------|------------|
| Basque | | | | |
| Spanish | | | | |
| English | | | | |
| Other(s) (specify) | | | | |

8. Language(s) spoken at home:
9. Language(s) spoken with friends:
10. When did you start learning English? (years of instruction of English as a Foreign Language):
11. Which language do you feel more comfortable when:
 - a. Speaking:
 - b. Reading
 - c. Writing

Consent form

I agree to take part in this study of Language Acquisition and I give my permission for my results to be used and published for research purposes only. I understand that my personal details and the results I obtain in this task will remain anonymous and confidential.

Name

Signature

Date

Appendix 2. Translation task: BASQUE (model A)

Name and surname:

Date:

TRANSLATION TASK

Translate into Basque the following sentences. If you don't know the meaning of any of the words, please try to guess from the context or use your imagination. The important thing is that you leave no items without a translation.

PLEASE, make sure that your handwriting is legible.

Example:

- | | |
|---|---|
| 0. The boy took the dog for a long walk | Mutilak txakurra paseo luze bat ematera eraman zuen |
|---|---|

TASK

- | | |
|---|-------|
| 1. The dean gave a speech at the conference | ..... |
| 2. The manager walked into the calm territory | ..... |
| 3. The film gained success all around the world | ..... |
| 4. The man hated the picture of the soil | ..... |
| 5. The lady appreciated the old flower books a lot | ..... |
| 6. The driver saw a strange shape in the darkness | ..... |
| 7. The king put an end to the knight's frightening manner | ..... |
| 8. The girl planted some tulips in the small garden | ..... |
| 9. The lawyer worked for the department of justice for many years | ..... |
| 10. The guest accused the waiter of stealing his watch | ..... |
| 11. The student bought more grain for the experiment | ..... |
| 12. The family took a photograph of the huge sail for their album | ..... |

13. The man realized that nothing could grow in the infertile surface
14. The man had a beautiful collection of old lore books
15. The shoes were too small for his big feet
16. The citizens hoped their president would welcome the new era
17. The film director hired the beautiful actress for the film
18. The girl carried the basket from home to school
19. The girl could see desire in her boyfriend's eyes
20. The dog destroyed the rose in the back yard
21. The scientist analysed a piece of ore very carefully
22. The dancer burst into tears after her excellent performance
23. The farmers expected a fierce gale over the next few days
24. The teacher ordered a new ale for her friends
25. The tourists in Germany suffered from food poisoning
26. The cat played with a sheet that was a little too small
27. The photographer thought the model was very polite
28. The mayor decided to restore the destroyed monument
29. The sculptor used the dough to create a fantastic figure
30. The swimmer swam along the bare coastline

Appendix 3. Translation task: SPANISH (model A)

Name and surname:

Date:

TRANSLATION TASK

Translate into Spanish the following sentences. If you don't know the meaning of any of the words, please try to guess from the context or use your imagination. The important thing is that you leave no items without a translation.

PLEASE, make sure that your handwriting is legible.

Example:

0. The boy took the dog for a long walk El chico llevó al perro a dar un largo paseo

TASK

1. The driver slowed down at the traffic lights
2. The couple had lunch on the warm sand
3. The lion in the circus attracts many visitors
4. The trainer took the football player to the physician immediately
5. The waiter left the dishes on the tablecloth
6. The writer signed thousands of books during the visit
7. The journalist made an appointment to see the old firm
8. The clown wore a vest over his shirt
9. The man read the news in the newspaper
10. The singer decided to cancel the concert in Manchester
11. The designer decided to open a new firm in London
12. The boy read the notice in the school gym carefully

13. The teacher took the whole class to visit a physicist
14. The cat broke the porcelain glass on the mantel
15. The fly bothered the baby all over the journey to Paris
16. The children stood smiling next to the new empress
17. The grandmother dreamed with being a firefighter
18. The President decided to postpone the meeting
19. The student decided to spend the night in the
dormitory
20. The phone kept ringing for hours and hours
21. The secretary bought a new folder in the new store
22. The mechanic repaired the car in two days
23. The dog spent the night in the lady's bedroom
24. The sales manager showed the lady the expensive
fabric
25. The photographer took a wonderful landscape shot
26. The girl asked her mother for a new dress
27. The boy wanted to become a bomber pilot
28. The pianist gave a private performance for the king
29. The cleaning lady cleaned the new carpet in the office
30. The rock band played the concert in the arena