

**EFFECTS OF FIRST LANGUAGE
ON SECOND LANGUAGE IN
GRAMMAR TRANSLATION ON
PUBLIC SECONDARY SCHOOLS
IN ODIONGAN
DISTRICT**

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BACKGROUND OF THE STUDY

According to Krashen (1981), "first-language (L1) influenced errors clearly exist in second language (L2) performance"; and in his research on L2 acquisition, he finds that this influence appears to be strongest in complex word order and in word-to-word translations of phrases."

First Language: Kung rayder ka,
kailangan mo mapanood to! Grabe!

Second Language Direct

Translation: If you rider, you need to
watch this! Wow!

First Language: Kung rider **ka**,
kailangan mo mapanood to! Grabe!



Second Language Direct

Translation: If **you** rider, you need to
watch this! Wow!



RATIONALE OF THE STUDY

The purpose of the study is to determine if the proficiency of students in subject-verb agreement rules affects the level of accuracy in terms of grammar translation.

OBJECTIVES OF THE STUDY

- Determine if the awareness of the students on the subject-verb agreement rules affect the accuracy in translating the first language to the second language, vice versa.**

- Examine whether students with high scores on subject-verb agreement rules, also have a high proficiency in grammar translation.**

**❑ Identify if the first language
delay the learning of the
English language.**

REVIEW OF RELATED LITERATURE

- ❑ Role of L1 in L2 Learning**
- ❑ Reasons behind Using L1 in L2 Classes**
- ❑ Advantages of Using L1 in L2 Classrooms**
- ❑ Arguments against L1 Use and Criticisms**

□ Role of L1 in Learning

According to Skiba (1997), in New York, there are many Chinese immigrants, most of whom are adults.

□ Reasons behind Using L1 in L2 Classes

Schweers (1999) agreed that starting with the L1 gives a sense of security and validates the student's lived experiences.

❑ Advantages of Using L1 in L2 Classrooms

Mouhanna (2009) found that lower level students have a higher demand for L1 use indicating that a sensible incorporation of this pedagogical tool for learning at the lower levels is very helpful.

□ Arguments against L1 Use and Criticisms

Skiba (1969) provides some evidence for word-for-word translation errors. He studied some written errors in the English compositions of Czech postgraduate students and concluded that interference from the mother tongue was plainly obvious in errors of word order and sentence construction.

STUDY AREA

ODIONGAN DISTRICT

- Odiongan National High School
- Mayha National High School
- Gabawan National High School
- Libertad National High School

RESPONDENTS

- Selected Junior High School students in the four public secondary schools in Odiongan District, Province of Romblon**

Public Secondary Schools in Odiongan District	Girls	Boys	Total
Odiongan NHS	25	25	50
Mayha NHS	25	25	50
Gabawan NHS	25	25	50
Libertad NHS	25	25	50
Total	100	100	200