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Dominika Dzik[1]
Pedagogical University of Cracow, Poland

Investigating the impact of L2 English lexis on the acquisition of L3 Spanish lexis

Abstract

The importance of knowing more than one foreign language has been widely discussed not only in the school environment, but above all in the context of increased contacts between countries with multilingual situations in some parts of the world. One of the major challenges in the process of multilingual language learning lies in the fact that more than two languages interact with each other. Although it seems that the complexity of multilingualism significantly impedes the effectiveness of the acquisition of the new language, prior experience can also have a positive influence on this process. This paper reports on a study conducted among students of English and Spanish Philology. Its main aim was to find out whether proficiency in English facilitates the process of the acquisition of Spanish lexis. The results provided evidence that even students of English without prior knowledge of Spanish were able to infer from context the meanings of certain words and phrases of Spanish. This study suggests that at least in the early stages of L3 Spanish learning, the impact of L2 English can have positive impact on the process of language acquisition.

Keywords: multilingualism, cross-linguistic influence, L3 acquisition, intercomprehension

Introduction

In the study of foreign language learning, the impact of L2 on the process of L3 acquisition has been grossly underestimated. More emphasis is usually placed on such factors as motivation, learning environment, and student personality. However, with the growing perception in today's globalised world that a knowledge of one language is insufficient in competitive job markets, the impact of the mutual interaction of languages mastered by students should not be underrated. According to Ruiz de Zairobe (2015), multilingualism is a reflection of the constant changes in the communities of the new reality; thus the necessity to adopt a broader perspective on this issue.

Unquestionably, multiple language learning is an immensely complex process, not only in terms of certain learner-based variables such us proficiency or age (Cenoz, 2001; Grosjean, 2001), but also in terms of quantity. That is, because more than two languages are interacting with each other, it is impossible to eliminate the

[1] Correspondence concerning this article should be addressed to Dominika Dzik, Pedagogical University of Cracow: dominika.dzik@up.krakow.pl

influence of previous language acquisition from the process of acquisition of the new language. The results of this situation are twofold. Previous acquisition may facilitate new acquisition. However, through a pedagogical lense, excessive cross-language analogy may confound the learning process. Thus, L2 proficiency may also have a notable negative impact on L3 acquisition.

In the case of English and Spanish, which belong to different branches of the Indo-European family of languages, the influence of the former language on the process of learning the latter is clearly noticeable, especially in the early stages of multiple language learning. One of the first linguists who noticed a close connection between these two languages was Joachim Grzega (2005). He emphasized the fact that while English is part of the group of Germanic languages, it also shares some common features with the Romance languages. Given that over the years Latin had a significant impact on the development of English, we may assume that there will be some communalities in both languages. That is why analogies between English and Spanish result in their being to some extent "intercomprehensible" languages. This enables students of English to learn Spanish as a third language more efficiently.

The concept of intercomprehension

The concept of intercomprehension is a relatively new term in the field of language acquisition and learning. It has its origin in the concept of *interlanguage* which was coined by Selinker (1992). Intercomprehension is often associated with terms such as *inter-group communication* and *communication across cultures*. It is based on the assumption that we are equipped with special abilities that enable us to decode and interpret messages that are expressed in an unfamiliar system (Pencheva & Shopov, 2003). As learners of foreign languages, we become accustomed to the fact that ambiguities appear in the process of acquisition. Coping with these ambiguities is one measure of language proficiency.

According to Rieder (2002), what helps us in this process is the exploitation of certain types of knowledge. Most basic of these is general, or encyclopedic knowledge. This is activated in situations where we are exposed to information related to general facts, for instance the name of the capital city of Russia or the name of the current president of Poland. In addition to general knowledge, we are also equipped with linguistic knowledge. This is derived from prior experience of an L2 grammar, phonology and lexis, and the last of these is of particular concern to us here.

Prior linguistic knowledge of a lexicon allows us to identify and to make use of internationalisms and cognates, which are of course frequent among Indo-European languages. It is estimated that speakers of one Indo-European language are able to recognize up to 4,000 lexical items present in other Indo-European languages (Rieder, 2002). In the main, these items originate in Latin or Greek. In the European setting, such lexical knowledge can exert a profound influence on the process of multiple language learning.

Awareness of intercomprehension has been heightened somewhat further by the Europe-based project EuroComRom. The main assumption of this enterprise is that a solid command of one Romance language assures relatively easy access to

other Romance languages (Clua, 2007). The project focuses on the kinship among Portuguese, French, Italian, and Spanish. By way of EuroComRom, multilingualism is actively promoted in the European Union, and awareness of intercomprehension benefits.

The most notable outcome of the project EuroComRom is the conclusion that prior experience in learning one language from the Romance group significantly facilitates the process of learning another Indo-European language, at least one of the Romance branches. The key is in recognizing in one target language items which are similar to those in another. Logically, the process is based on receptive skills such as reading and comprehension. Competence in the productive skills of speaking and writing may receive a boost, but this generally occurs later and with sustained effort on the part of the learner.

In the EuroComRom project, the process of recognition consists of two stages (Clua, 2007). The first focuses on the phonological, morphological, semantic and syntactic analogies between two languages and also on cultural similarities. The second stage is based on the ability to identify international lexis, which refers to different sectors including technology, science and political institutions. The learning methodology related to intercomprehension is based on the ability to transfer this prior experience to a new context, which is why interlinguistic comparison is the central pillar of this concept. In the first place, the learner establishes a new hypothesis about the language and then tries to discover a correspondence between the structures of their own language and of the target language.

Strategies for comprehending texts in a foreign language

When dealing with a text written in a language we do not fully understand, it is crucial to adopt effective strategies that will help maximize understanding of the main ideas expressed in it. What most helps us in interpretation is the use of our linguistic knowledge, comprehension strategies, and general knowledge of the world. These three elements play equally important roles. However, in the process of reading a text expressed in an unknown code, what seems to be most significant is the ability to make use of a variety of comprehension strategies. These are especially useful in text information processing, which refers to forming a network of meaning of a text by combining words and syntactic units (Koda, 2005).

When learners attempt to understand the meanings of the basic elements of sentences, there are four main strategies they use: inferencing, deduction, elaboration and transfer (Chamot & O'Maley, 1990). The concept of inferencing refers to the use of the context in order to guess the meanings of unknown words. This strategy is thought to be one of the most complex, as interpretation of the immediate text is not enough. What should also be taken into account is that this process is determined by the use of both linguistic clues (syntactic and semantic knowledge) and nonlinguistic components (general world knowledge and the ability to recognize structure of the text). What provides the learner with useful clues is the syntactic behavior of the word, which is of course inseparably related to

its meaning. Apart from this, schema created by the context serves another practical purpose in this process as it constrains the meaning of unknown elements.

Another strategy used by learners is deduction, which is often referred to as a strategy based on grammatical rules. This knowledge helps learners to identify word forms, and consequently affects their ability to guess the type of word they are faced with (noun, adjective etc.). According to Meissner and Senger (2001), learners are able to form hypotheses about the grammar of the new language on the basis of the knowledge of their mother tongue. This hypothetical grammar system can be easily modified and adapted in the process of foreign language learning.

The third element in the classification made by Chamot and O'Maley (1990) is elaboration, which is inseparably connected with our prior knowledge and linguistic experience. All learners are equipped with certain cultural, situational and behavioral domains of knowledge, which all affect the way we interpret and comprehend messages that are expressed in foreign languages. The more we are aware of our knowledge, the more successful we are in the process of decoding messages expressed in unknown codes. Lastly, learners often rely on transfer, which is primarily based on our ability to recognize and make use of the prior learning experience in the process of acquiring new information. In the context of reading comprehension, this strategy can be applied in relation to true cognates which serve as a bridge between the already acquired language and the target one. Thus, they play a crucial role in triggering positive transfer (Meara, 1993; Friel & Kennison, 2001). As words with similar forms and meanings are easily recognized by learners, this strategy is one of the most effective in the process of text interpretation.

Although reading comprehension belongs to the receptive skills, it lays the foundation for successful language learning. That is why it is crucial to be able to deal with ambiguities that we encounter in this process. Undoubtedly, multilingual readers have the ability to employ comprehension strategies that have been developed in the course of acquiring their mother tongue as well when learning other foreign languages (Berthele, Kaiser & Peyer, 2010). The more varied strategies the learners use, the more successful they become in interpreting messages expressed in the unfamiliar system

The study

The aim

The main aim of the present study is to find out if L2 (English) has **a** positive impact on the process of acquisition of L3 (Spanish) lexis. Special emphasis is put on the role of cognates – words that share the same meaning or spelling in two or more languages.

Five questions are posed in the study:

1. Does knowledge of English facilitate the comprehension of Spanish?
2. Does the notion of intercomprehension apply in the case of Spanish and English?
3. Is there any relation between the learners' level of proficiency in English and their ability to decode text in Spanish?

4. Does the context of the text help the learners to understand the meaning of Spanish words and phrases?
5. What strategies do the learners use in order to infer the meaning of Spanish words and phrases?

In order to address these questions, a test was conducted among students of English and Spanish Philology. It served as a tool to collect the data related to the mutual influence of each language.

Method

In this section, the following details of the study are described: the participants, the instrument and the procedure.

Participants

The participants in this study were two groups of learners. The first group was made up of 20 students in the second year of a masters degree programme in English Philology, whose first language was Polish. They were proficient users of English (level C2), however, they had no previous knowledge of Spanish. The second group of participants comprised 20 students in the first year of a bachelors programme in Spanish Philology, whose first language was Polish. Their level of proficiency in this language oscillated between A1 and A2. With regard to their knowledge of English, it varied between B1 and C2. All of the participants who took part in the study were students of a university in Krakow, aged between 19 and 24. There were 36 female and 4 male informants. All of the participants were volunteers.

The Instrument

The instrument was an upper-intermediate level article in Spanish (App1) taken from a blog for learners of Spanish, on the topic of people's preferences for spending free time. The reason for choosing this particular text was that it was written in the format of a newspaper article. Thus, it enabled participants to follow a familiar text-schemata and made it possible for them to focus on the context of the incoming information.

The first task of the students was to indicate their level of proficiency in English and Spanish using CEFR standard. Then, the participants were asked to infer the meanings of forty words and phrases from the text and to provide their answers in English.

Lexical items included in the language test were grouped according to four categories: true cognates (18 words), false friends (3 words), internationalisms (3 words) and general words (16 words) (see Appendix 2). True cognates were selected as the predominant type as they are similar in form and meaning in English and Spanish, and were perceived as easily comprehensible for both groups of participants. Apart from these items which were felt not to pose much challenge to learners, the text also contains false friends and words that do not bear any resemblance in both languages. Including them in the language test served a dual purpose. First of all, they enable students of Spanish Philology to make use of their knowledge of English. Secondly, their aim is to verify what strategies are used by

students of English Philology in dealing with messages that are expressed in an unknown code.

To this effect the instrument also included 4 open-ended questions, one of which asked students to list strategies that they used in order to perform the task in the reading comprehension part. In addition students were asked to evaluate the level of difficulty of the words in the text and to write a short summary of the article in Polish.

The answers of the students were of significant importance as they underpinned the results of the language test. The most crucial one was related to summarizing the article, as guessing correctly the meanings of some vocabulary items from the text does not guarantee understanding the meaning of the whole article. The second issue was to examine the strategies that students used in order to infer the meanings of the unknown vocabulary items. Since students often have a rich experience in learning other Romance languages such as French or Italian, they might have used these as another way of dealing with language ambiguities. It was also crucial to investigate whether the participants were aware of the presence of both true cognates and false friends in the article. Thus, the questions about the most and the least difficult vocabulary items to guess enabled the researcher to find out whether the participants were able to detect which words and phrases were similar in form to English ones, but had different meanings.

Procedure and data analysis

The language test was conducted among the two groups of learners described above. The test was conducted in written form and a time limit of 30 minutes was set.

The open answers of the students were compared with the results achieved on the language test. Combining both qualitative and quantitative approaches helped the researcher to gather as reliable data as possible.

The data were analyzed from two perspectives. Firstly, the correct answers of the participants in the language test were counted. The results obtained from the test were sorted in a descending order. Secondly, the answers to open-ended questions were analyzed. They were grouped according to two categories: learning strategies used by students during the language test and according to which vocabulary items were the easiest and the most difficult for the student to deduce from the context. The categories of learning strategies that emerged from the data were identified. This enabled the researcher to find the ones most commonly used by the participants. The criteria concerning which vocabulary items were the easiest and the most difficult to deduce from the context was calculated from statistical analysis of the students' answers.

Results and discussion

In the following section, the results of the language test are analyzed. Focus is given to the role of true cognates in the process of L3 learning and to the strategies that students used during the language test.

Comparison of results achieved by students of Spanish and English Philology

The results achieved by students of Spanish and English Philology were compared and are presented in the table in Appendix 3. Participants coded S1-S20 were students of Spanish Philology, while informants with symbols E21-E40, were students of English Philology. The average score achieved by students was 24 points out of a possible 40, which clearly indicates that more than half of the answers were correct. As can be seen in graph 1, the beginner users of Spanish performed better than participants without prior knowledge of this language. However, it is of interest that students of English Philology achieved good results. As they had no prior knowledge of Spanish, it seems that what helped them the most in the process of inferring the meanings of the words from the context was the ability to make use of their linguistic and pragmatic awareness. The highest result of 30 points was achieved by a student of English Philology. Although the participant relied mainly on their knowledge of English (level C2), he/she managed to correctly guess the meanings of the majority of words. This appears to confirm the observation of Meara (1993) that students intuitively use cognate awareness when the situation calls for it.

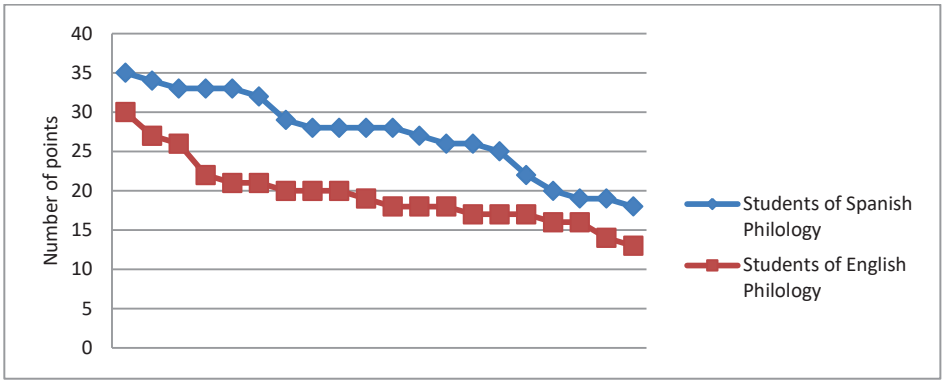


Figure 1. Comparison of the results achieved by students of English and Spanish Philology

As regards the students of Spanish Philology, the highest score was 35 points. As can be observed in graph 1, the results achieved by students of Spanish Philology were better than those of the students of English Philology. This was caused by the fact that they could use not only their knowledge of Spanish (A2–B1 level), but also the context which significantly helped them with inferring the meaning of unknown words. From the results obtained in the language test, it was found that students with the highest number of points were proficient users of English (C1/C2 level). Generally, students of Spanish Philology with C1 level of English achieved better results than less proficient English learners. This appears to relate to the fact that the more proficient we are in L2, the easier it is for us to form hypothesis about the functioning of the new language. As it was stated by Clua (2007), it is only a matter of transferring previously acquired knowledge to the new context. Consequently

there appears to be a relation between the level of knowledge of English and the number of correctly inferred meanings from the context.

However, a good command of English was only one of many factors that influenced the process of inferring the meanings of words from context. This fact is reflected in the results achieved by the student of English Philology who scored the lowest number of points on the language test. Although this participant had a good command of L2 English, the major obstacle stated was no prior experience in learning Spanish. Without general idea of the meaning of the text, this student claimed it was not possible to assign correct meanings to Spanish words.

The role of true cognates in the process of understanding the text in an unfamiliar language

The results of the language test clearly indicate that the least problematic words to guess from context were true cognates. Students managed to infer the meaning of 87% of these vocabulary items. Due to the fact that they have similar form and meaning in English and Spanish, it is easy to recognize them even in unfamiliar situations. The language text contained 18 true cognates, including words such as *investigación, residentes* or *actividad*. Although they are thought to have a positive effect on the process of learning a new language, not every learner managed to identify them. As stated by Burgo (2004), there are different degrees of difficulty of true cognates. The easiest for learners are cognates with the largest number of similar letters. That is why the orthographic distance plays a significant role in the process of recognition of true cognates.

This fact was also confirmed in the present study. Vocabulary items that were the easiest for students to guess included such words as *televisión, investigación* and *experiencia*. What should be taken into consideration in this case is the difference in just one or two letters between English and Spanish words. Such a striking resemblance resulted in the positive influence of L2 on L3. However, relying only on orthographic similarity does not guarantee the ability to infer the meanings of the words correctly. For instance, words classified as true cognates, including the nouns *tópicos* and *hábitos* were not associated with the English words *topics* and *habits.* Instead, students assigned them the meanings of *typical* and *habitats* respectively. This suggests that there are also other variables that should be taken into consideration, including the number of words with similar forms in the L2 that could cause confusion for the learner.

Apart from this, there are also certain learner-based factors, such as willingness to infer the meanings of vocabulary items from the context. The results achieved by individual students clearly indicate that some of them put more effort into finding the best equivalent of Spanish words than others. Undoubtedly, there were participants who assumed that without prior knowledge of Spanish, they will not be able to deduce the meaning of unknown words, which is why the ability to recognize true cognates is not the only factor that influenced the answers given by participants.

Strategies used by students in the process of inferring the meaning from the context

One of the issues that is of focal interest in the present study is the use of various strategies in order to infer the meanings of the unknown words and phrases. Both groups of students were found to use similar strategies. The most common approaches include: using the context (24 students), basic knowledge of Spanish (21 students), knowledge of other languages such us French or Italian (18 students), similarities between English and Spanish (26 students) and analysis of structures and parts of speech (8 students).

One of the most common techniques adopted by participants was the use of context – the strategy that was defined by Chamot and O'Maley (1990) as inferencing. 24 students stated that they used in the language test. Without doubt, correct meaning of the lexical items was easier for students to guess because of the fact that the text provided support for them. As it was not ambiguous and on a topic that was familiar for the participants, it served a facilitative purpose. However, the text should be also at a level appropriate for the students. As stated by Schmitt, Jiang and Grabe (2011), understanding 98% of lexical items in a text is indispensable for correctly guessing the meaning of unknown words and phrases. It seems that the article used in the language test might have been too difficult at least for the students with no prior knowledge of Spanish, which is why context is not enough in order to successfully infer the meaning of words. The factor that should also be taken into consideration is the density of the underlined vocabulary items in the text. Many of them occurred close together, which made it difficult for the participants to get a sense of the context.

Another strategy employed especially by students of English Philology (fifteen of them) was the use of other Romance languages, such as French and Italian. This suggests that intercomprehension may be an effective tool in this kind of task. As regards students of Spanish Philology, seventeen of them claimed that they based their answers on their already acquired knowledge of this language.

Only five students of English Philology focused on the analysis of the parts of speech and Spanish phrases in order to infer the meanings of lexical items from the context. This seems to have been the least popular technique. It may be caused by the fact that it a difficult strategy to use in a language we are not proficient in.

The effectiveness of the strategies used by the participants in the language test may have been affected by two factors. The first concerns the time limit. Thirty minutes is a long time to work on a text we do not know. This is why it seems that time worked to the advantage of the students. The second condition that should be taken into consideration is the fatigue factor. Some students may have been demotivated performing the task as the level of difficulty of the text and the level of unfamiliarity of Spanish posed a serious challenge to them.

Conclusions

True cognates were found to play an important role not only helping proficient learners of Spanish, but above all, those who have no prior knowledge of this language. As the present study shows, there are several conditions that should

be met in order to make the cognates more accessible to our learners. The first prerequisite for this process to occur is the common origin of two languages. Thus, knowledge of other Romance languages such as French and Italian plays a crucial role in this situation.

What should also be taken into consideration are external factors that have a positive impact on the process of text comprehension. One of these is the context in which the true cognates appear. Undoubtedly, a text has a facilitative effect on the students' performance if its topic is familiar to students. It should also carry a clear and unambiguous message. Another important factor relates to the strategies that students adopt in the process of inferring the meaning of words and phrases. Every participant used a wide variety of techniques in the language test, which suggests that there is no universal strategy that should be employed in such tasks. Among the most effective combinations adopted by students, it is worth mentioning the analogies that exist between L2 and L3 and knowledge of other languages from the given family.

Another conclusion that can be drawn from the present study is that students should be made aware of the existence of true cognates. Without this knowledge they may be unable to successfully identify them in oral or written communication. That is why teachers should consciously instruct their learners how to use true cognates to their advantage and how to distinguish them from false friends.

This study appears to suggest that true cognates may be used by plurilingual learners to comprehend a text in an unfamiliar language. However, this is a preliminary study and further investigation is needed. As in the Polish context most young people learn at least two foreign languages at school, greater understanding of the interaction between different types of lexical knowledge may be of use in increasing the effectiveness of foreign language learning.

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Address:
Dominika Dzik
Pedagogical University of Cracow
Department of English Language Education
ul. Karmelicka 41
30–128 Kraków
Poland

Appendix 1 – Language test

Przeczytaj poniższy tekst i przetłumacz na język angielski podkreślone słowa i zwroty.

Los españoles prefieren el cine y la música

Los españoles (1) parecen decididos a (2) destrozar ciertos (3) tópicos sobre sus (4) hábitos culturales, decía ayer (5) la ministra de cultura, Carmen Calvo, (6) junto a Tedy Bautista, (7) presidente del (8) consejo de dirección de la Sociedad General de Autores y Editores (SGAE), que (9) presentó la Encuesta sobre hábitos y (10) prácticas.

Ha sido (11) un etudio amplio e (12) intenso para (13) mostrar esta gran (14) fotografía cultural. (15) Una investigación por muestreo de carácter no periodistico (16) impulsada por la SGAE y Cultura en la que se han (17) realizado12.180 (18) entrevistas a las personas de 15 años en adelante (19) residentes en viviendas familiares del (20) territorio nacional, a (21) excepción de Ceuta y Melilla.

Calvo (22) destacó que (23) escuchar música es la actividad favorita de los españoles y la variedad es la característica. Se oye de todo y la música clásica (24) experimenta (25) un crecimiento. La mitad de los encuestados declara (26) comprar al menos un disco al (27) año.

El cine es la otra (28) actividad estrella. Los españoles (29) van más al cine que(30) los europeos y en cuanto a las puntuaciones hay más (31) sorpresas: los ciudadanos (32) prefieren el cine español al europeo, aunque el estadounidense sigue siendo (33) el rey de las preferencias.

Aunque (34) casi la tercera parte de los encuestados muestra interés por el teatro, solo va habitualmente un poco más de la cuarta parte y menos del (35B) diez por ciento acude a danza, (36) ópera o zarzuela. (…)

Las nuevas tecnologías, Internet y (37) el ordenador, principalmente, van robando tiempo libre a (38) la televisión, pese a que todavía no son de consumo mayoritario.

Bautista destacó (39) la importancia del estudio y espera que se repita periódicamente (40) la experiencia.

Source: http://www.online-spanisch.com/blog/intermedio-alto-b2/los-espanoles-prefieren-el-cine-y-la-musica/

Appendix 2 – Words and phrases included in the language test

No.	Word/phrase	Part of speech	Form	Type of word	Translation into English
1	parecen	verb	present, 3rd person, plural	general	seem
2	destrozar	verb	infinitive	general	destroy
3	tópicos	noun	Plural, masculine	true cognate	topics
4	hábitos culturales	Noun+adjective	Plural, masculine	true cognate	cultural habits
5	ministra	noun	Singular, feminine	true cognate	minister
6	junto	averb		general	together (with)
7	presidente	noun	Singular, masculine	internationalism	president
8	consejo	noun	Singular, masculine	general	council
9	presentó	verb	past tense, 3rd person singular	true cognate	presented
10	prácticas	noun	Plural, feminine	true cognate	practices
11	estudio	noun	Singular, masculine	true cognate	study
12	intenso	adjective	base form	true cognate	intensive
13	mostrar	verb	infinitive	general	to show
14	fotografía cultural	noun+adjective	Singular, feminine	true cognate	cultural photography
15	investigación	noun	Singuar, feminine	True cognate	investigation
16	impulsada	Past participle		False friend	Stimulated, propelled
17	realizado	Past participle		False friend	conducted
18	entrevistas	noun	Plural, feminine	general	interviews
19	residentes	noun	Plural, masculine	True cognate	residents
20	territorio nacional	Noun+adjective	Singular, masculine	True cognate	National territory
21	a excepción de	Prepositional phrase		True cognate	Except for, with the exception of
22	destacó	verb	Past tense, 3rd form singular	general	emphasized
23	escuchar	verb	infinitve	general	To listen to
24	experimenta	verb	Present tense, 3rd form singular	False friend	experiences
25	crecimiento	noun	Singular, masculine	general	increase
26	comprar	verb	infinitive	general	to buy
27	año	noun	Singular, masculine	general	year
28	actividad	noun	Singular, feminine	True cognate	activity
29	van	verb	Present tense, 3rd person plural	general	go
30	europeos	noun	Plural, masculine	True cognate	Europeans
31	sorpresas	noun	Plural, feminine	True cognate	surprises

32	prefieren	verb	Present tense, 3rd person Plural	True cognate	prefer
33	rey	noun	Singular, masculine	general	king
34	casi	adverb		general	almost
35	diez	determiner		general	ten
36	ópera	noun	Singular, feminine	internationalism	opera
37	ordenador	noun	Singular, masculine	general	computer
38	televisión	noun	Singular, feminine	internationalism	television
39	importancia	noun	Singular, feminine	True cognate	importance
40	experiencia	noun	Singular, feminine	True cognate	experience

Appendix 3 – Results achieved by students on language test

Student	Number of correct answers	Percentage of correct answers	Level of proficiency in English	Level of proficiency in Spanish
S9	35	87.5	C2	A2
S11	34	85	C1	A2
S10	33	82.5	C2	B1
S12	33	82.5	C1	A2
S16	33	82.5	C2	A2
S7	32	80	C1	B1
E29	30	75	C2	–
S3	29	72.5	C1	–
S4	28	70	B2	–
S6	28	70	B2	–
S17	28	70	B2	–
S19	28	70	B2	–
S8	27	67.5	B2	–
E30	27	67.5	C2	A1
S1	26	65	B2	A2
S20	26	65	C1	B1
E37	26	65	C2	–
S2	25	62.5	B2	A2
S5	22	55	B2	A2
E34	22	55	C2	–
E25	21	52.5	C2	–
E26	21	52.5	C2	–
S14	20	50	B2	B1
E21	20	50	C2	–
E37	20	50	C2	–

E40	20	50	C2	–
S13	19	47.5	B2	A2
S18	19	47.5	B1	B1
E38	19	47.5	C2	–
S15	18	45	B2	A2
E22	18	45	C2	–
E31	18	45	C2	–
E39	18	45	C2	–
E23	17	42.5	C2	–
E32	17	42.5	C2	–
E35	17	42.5	C2	–
E28	16	40	C2	–
E33	16	40	C2	–
E36	14	35	C2	–
E24	13	32.5	C2	–
Average	23.73	57.87		