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***PRE-SERVICE TEACHERS' BELIEFS ABOUT THE
EFFECT OF PREVIOUSLY LEARNED LANGUAGES
WHEN LEARNING ITALIAN AS L3***

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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

BY

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ABSTRACT

The purpose of this research project is know the students 'opinions and perceptions about the role of the previously learned languages, Spanish and English, when learning Italian as a third language; as well as to describe what is the effect that those languages have over the students when learning Italian as a third language. In other words this research pretends to uncover under what conditions and in what way prior experience and knowledge of the first language (L1) and second language (L2) might influence the subsequent acquisition processes. This present investigation adopted a qualitative approach, in which the instrument "talk around the text" which consisted of an analysis of the student's books and an interview about the analysis was needed in order to gather the information that this investigation required. Talk around text aims to get writer 'perspectives on the text they have produced. Often this involves carrying out text based interviews or using survey data to supplement the textual analysis. (Paltridge, 2012) Based on the data gathered through the instrument, the following results were obtained, learners of Italian as a third language tends to use their mother tongue (Spanish) in order to translate vocabulary and to remember grammar tips because they argue it is easier to relate both languages. A language that is similar to the target language will tend to exert greater effects, particularly in the domain of vocabulary, grammar and morphological issues (Jarvis, 2015). Furthermore, I found some unexpected practices in the participants' note taking what involves the use of the second language (L2) English, and the third language (L3) Italian which shows the participants 'ability to develop their own strategies in the process of languages learning.

ABSTRACT

El objetivo de esta investigación es conocer las opiniones y percepciones de los estudiantes sobre el rol de los idiomas previamente aprendidos, español e inglés cuando se aprende italiano como tercer idioma ; así mismo describir los efectos que dichos idiomas ejercen en los estudiantes cuando aprenden italiano como tercer idioma. En otras palabras, esta investigación pretende dejar al descubierto bajo qué circunstancias y de qué manera el conocimiento previo del primer idioma (L1) y el del segundo idioma (L2) podría influenciar el subsiguiente proceso de adquisición. Esta presente investigación adopta un enfoque cualitativo; en la cual el Instrumento “talk around the test” que consiste en el análisis de los libros y libretas de los estudiantes más una entrevista sobre dicho análisis que fue necesario para obtener información que esta investigación necesita. “Talk around the test” espera obtener la perspectiva del escritor en los textos que han producido. Frecuentemente este conlleva realizar entrevistas o añadir análisis textuales. (Paltridge, 2012) Basado en la información recolectada en el instrumento los resultados fueron obtenidos; Los estudiantes de italiano tienden a usar su L1 (español) para traducir vocabulario y para recordar tips de gramática; argumentan que es más fácil de relacionar ambos idiomas. Un idioma que es similar a la lengua meta tiende a ejercer más grandes efectos, particularmente en el dominio de vocabulario, gramática y en aspectos morfológicos (Jarvis, 2015). Además, se encontraron algunas prácticas inesperadas con respecto a las notas de los participantes que incluyen el uso de la segunda lengua (L2) inglés y el tercer idioma (L3) italiano que muestran la habilidad de los participantes para desarrollar sus propias estrategias en el proceso de aprendizaje de idiomas.

DEDICATIONS

First of all I want to express the happy I feel writing these dedications words; it means I am almost done with this stage of my life and somehow I feel a bit homesick as well. I am about to finish this hard and exiting stage of my life; I come to think about it and I remember since that moment in which I decided to enroll to this major, when I had to say bye to my house, my family, my friends, say goodbye to the place I was born, where I grew up, the place where I always lived; I remember as well that moment when I had to say goodbye to my mother because she had come to Puebla with me and she had to go back home, yes home because there is just one place which you can call home; I think about all the things I have been through, all the people I have been with and all the people I had meet and I just want to say that you, thanks you all.

I sincerely want to thank to my father Pablo Mtz for spending some of your best years hard working in order to giving us the economic support and one chance to get what we always wanted; for sacrificing yourself for us, for teaching us so many values; for always being there, for being family, for being my friend, for being my father and for encourage us to be and achieve all our goals. Today I tell you all your efforts began to pay off.

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CHAPTER I: INTRODUCTION

Introduction

The purpose of this thesis is to know students' opinions about the role of the mother tongue (Spanish) and the second language (English) when learning a third language (Italian). I am interested in the way that Spanish- English bilingual speakers deal with the effects of the Spanish and English languages when learning Italian as a third language. Furthermore is to know which one are the students' beliefs about the role of Spanish as a mother tongue and English as a second language when learning Italian as a third language.

It is not uncommon to hear of investigation or research about learning Italian as third language in other countries but not in Mexico. While researchers elsewhere have directed their attention mainly in the European Union and some other countries, Mexico has been left out due to the fact that is a country with just one official language. However, the number of trilingual speakers is increasing around the world including Latin American; Even in Mexico the bilingual and multilingual speakers are emerging and the importance of learning a foreign language is taking a great focus of investigation in L3. Therefore learning Italian a as third language is an important issue to research on, not just within the Europe Union, where population is bilingual or multilingual but also, in countries where citizen are looking forward to become multilingual speakers.

In this chapter I will explore certain features which are the foundations of this research project; these features that present information about the main purpose of this research and how and why my topic was selected. Moreover, it provides a detailed explanation about of the significance of the topic. Furthermore, it caters the theoretical areas which are part of the context of this research, and describes the place of the research and why it is suitable to carry out my research, as well as the aims that I expect to achieve as a result of this research. And finally, it indicates the research question of this study.

1.1 Project rationale

This project focuses on “English Language Teaching (ELT) undergraduate students ‘beliefs about the role of English and Spanish when learning Italian as a third language.” However the acquisition of a third language is new issue of research in linguistics and it is not just for those countries where several languages are spoken like official languages or countries whose geographical location make it more affordable go be in touch with a new language but for Mexico or other countries; where despite of the fact that just one official language, there are already bilingual, trilingual and even multilingual speakers.

1.2 Significance of the topic

The significance of this study is to analyze as well to examine the beliefs about the role of English and Spanish when Mexican students are learning Italian as a third language which will help third language learners mainly students of Italian as a third language to understand the perceptions that they have when they are learning the

third language; thus this will help future learners to learn from the beliefs of this students in order to improve their own acquisition process. In other words, the significance of the research is to find out how Spanish as a mother tongue and English as a second language plays the role when Mexican students are learning Italian as a third language, in order to uncovering under what conditions and in what way prior experience and knowledge of the mother tongue (L1) and second language (L2) might influence the subsequent acquisition processes of the third language L3. What will help not just learners but Italian teachers in order to know in what way they help students throughout their acquisitions process regarding to their beliefs.

1.3 The context of the research

This research is related to different theoretical areas, however there is one theoretical area in particular which is directly focus on that is language acquisition; from where we can derive “mother tongue”, “second language acquisition” and the one that is the gist of this research project that is “third language acquisition”.

1.4 Location of the research

This research takes place in Mexico, specifically in the Puebla state in the BUAP University at the language faculty; where students as a requirement to graduate have to certificate a language besides English or Spanish in A2 level according to the common European framework of references for languages. The language that the students learn and certify is chosen according to the students likes, preferences or even according to the needs; Italian is commonly one from the several languages that are available in the “Centro de Lenguas Extranjeras (CELE) which is part of the

university. My participants were Mexican preservice teacher whose mother tongue is Spanish, English as a second language, which is the target language that they have learned in this major in English teaching and whose language that they are studying and learning as a requirement to graduate is Italian at the centro de lenguas extranjeras.

1.5 Aim

Previous learned languages play an important role when learning the subsequent language, thus, the main aims of this research project is to analyze as well to examine the way that learners use either English or Spanish while succeeding in learning Italian as a third language; as well as to describe what is the effect that those languages has over the person when learning Italian as a third language. As such this present investigation aims to understand the role Spanish as a mother tongue and English as a second language when learning Italian as a third language.

1.6 Research questions

The following are the two research questions that this research project wants to answer in order to find valuable information of this topic.

RQ1: How do learners of Italian use either Spanish or English when taking notes?

RQ2: What are the students' opinions about the effects that Spanish and English have when learning Italian as a third language?

1.7 Conclusion

In this chapter I have explained the foundations of this research project which include the project rationale, the significance of the topic, the context of the research, the location of the Research, the aims and finally the research questions that will lead this investigation.

In the following chapter, the literature review is presented, in which some of the most important concepts that will help me to understand and carry out this investigation in a proper way are defined.

CHAPTER II: LITERATURE REVIEW

Introduction

In this chapter, we will explore the meaning of certain concepts used in the field of language acquisition, as well as some concrete and fundamental definitions related with the area. I seek to introduce readers towards the most important definitions and concepts that will permeate the rest of the research. In my opinion these concepts are the cornerstone to follow and to make sense this this investigation in the most appropriate way. In other words, the aim of this chapter is to explain in a detailed way the main concepts needed in order to understand effectively this research. The topics were chosen in strategic ways and of course are related with gist of this research. Every topic has a purpose that is to explain and contribute to the achieving as well as to the understanding of this research work.

2.1.1 Student´ cognition in language learning

Cognition in language is even equally amazing and impressive it has to be with the wide rage that involves learning a language and the mental process which took place in the brain; cognition is a process which not just occurs in the classroom when listening to your teacher explanation or when reading some information in a book, but inside your mind; when you are hearing yourself speak and you are not even pronouncing any word, this speech sometimes people hear is an excellent example to illustrate the way that cognition functions. "Natural language looms large in the cognitive lives of ordinary folk. Although proportions vary, many people seem to spend a good deal of their waking activity engaged in "inner speech," with imaged

natural language sentences occupying a significant proportion of the stream of their conscious mentality” (Carruthers, 2002, p. 657) This inner speech you listen to you brain, the monologue you hear inside your head is nothing else that a cognitive process occurring inside your head. Cognition process is always present every day; moreover when talking about cognition in pedagogy that cognition (Shayer and Adey 2002) is mainly s based on two broad principles. First one, that there is a general intellectual Cognitive Acceleration to the function in children which develops with age and second, that the development of this general intellectual function is influenced both by the environment and by maturation. In general the function of cognition is different to the perception a baby that a 20 years aged adult, in the same way it is affected by the environment; learning cognition is not the same learning a new language in a classroom with a teacher rather that in a situation being in a abroad country where the target language is spoken.

2.1.2 Defining students’ cognition

Cognition is a central concept in the learning process of any subject or field of study, cognition can come to be known as a through perception, it is a mental understanding process which involves different aspects such as intuition and knowledge which take place inside the head, in the brain, just as Reading (2011) claims.

Cognition is comprised of the mental processes that mediate between the detection of meaningful information and the response it generates. It entails a wide range of information-processing activities in humans, including thinking, attending, reasoning, decision-making, problem-solving, planning, reminiscing, and imagining, although it does not usually include emotional reactions or involuntary responses. It represents the throughput functions that take

place in the cerebral cortex and determine how individuals analyze and interpret the information they detect, both consciously and otherwise (p. 53)

As we can see, cognition can be defined as a mental process of thinking, which involves different features such as perception, awareness and reasoning including the storing and analysis of a vast of information gathered through the learning process. Cognition can refer to memory, attention, emotion, perception, and other similar processes that involve knowledge and understanding of the world and it shows the functions of the brain towards the learning and the information they have access to even if they realize about it or if they do not.

2.1.3 Defining student's beliefs

Learning a new language can involve different aspects and also it can be influenced by a variety of factor. However, one of considered as the most important is the students beliefs , students beliefs towards learning a new language; a belief can be understood such as the students' position towards learning, scholars often bring with them certain preconceived notions of what and how language learning should be. A belief is a proposition, or collection of propositions, that one thinks is probably true (**my stress**). A belief presupposes uncertainty. In contrast, knowledge is risk free, impersonal, and constant, I do not believe in gravity; I know it exists. An emotional belief means relying on "some internally generated inference" to go beyond the evidence and to assume some risk that one might be wrong (Mercer, 2010). As we can see, a belief is what students perceive as real what they think is true about something.

2.1.4 The role of students' beliefs in language

Students' beliefs may be of a broad range of categories, for example, beliefs of whatever issue they are facing, having learning etc.; including beliefs about learning a new language. Although students' beliefs in language learning most of the time seem to be obvious, the expectations of each student are quite different. Language learning beliefs, defined as learners' general conceptions about themselves, the nature of language learning, and the factors that influence their learning experience (Victori and Lockhart. 1995), play a decisive role in shaping the type of expectations students have and the learning actions they take. In other words the beliefs scholars or learners have about learning can affect how they go about doing it. For instance, a common situation of English learning is, if student's beliefs that you have to translate all words in English in order to understand the meaning, students will never get the real meaning because in most of the cases English is understood rather than translated. As we can realize, the study of perception and beliefs in both foreign and second language acquisition is important, as it has been noted that successful learners develop insights into beliefs about language learning processes, their own abilities and the use of effective learning strategies in the classroom and the context beyond that (Oxford, 2003). According to what students think is the best way to learn is when students start to create strategies that they think are the most appropriated in order to achieve their expectation.

Beliefs have a tremendous impact on the expectations learners hold and the learning actions they take. Learners of English as a foreign language (EFL) hold different preconceptions and sometimes misconceptions about language and

language learning that may influence their learning experience negatively (Asassfeh, 2013). Every student has beliefs towards learning a new language. Indeed every students has his/her own beliefs about learning a new language and it hardly ever will be the same or even similar to someone else's beliefs. Nevertheless, a belief is own of people and even teachers have their own beliefs, as we have stated previously Altan (2006) Beliefs are a central construct in every discipline which deals with human behavior and learning. Teachers' beliefs influence their consciousness, teaching attitude, teaching methods and teaching policies. Teachers' beliefs also strongly influence teaching behavior and, finally, learners' development.

2.2.1 Language and acquisition

As human, every day in our lives we communicate each other for different reasons and purposes; and may those aspects in our lives, language and the acquisition of the language, are the key factor in our development which make us different from the other species around the world. The existence of the mean of communication the human ability to understand, learn and use the language in the way that none other specie does. And it is important to mention that even among human the acquisitions is diverse and different from one and another. When children are compared to adults with respect to context, acquisition, relationships, learning and development, interesting differences emerge. (Margaret & Alison, 2017)

2.2.2 Defining language

Language is one of the most important and fundamental traits of the Human beings, we as human are able to communicate with each other and can be for

different reasons such as express inner thoughts, exchange knowledge, beliefs, opinions, wishes and even feeling: language is an important tool in communication and the language is different according to the person someone is talking to or even it can be affected from the place you are “Language is foremost a means of communication, and communication almost always takes place within some sort of social context. This is why effective communication requires an understanding and recognition of the connections between a language and the people who use it” (Amberg & Vause, 2006). Language can be presented rather or spoken however; language’s goal is to communicate something efficiently. Language is wide and specific within some communities of speaker; some expression of the language can be specific from a social group of people; Language is integrally intertwined with our notions of who we are on both the personal and the broader, societal levels. When we use language, we communicate our individual thoughts, as well as the cultural beliefs and practices of the communities of which we are a part: our families, social groups, and other associations. (Amberg & Vause, 2006). Any language is composed of a set of signs which convey meaning Moreover, language is rule-based usually makes people communicate in a effectively way in the written language; Grammar is a system of langue or better known as the rules of the grammar; The grammar of a language consists of the sounds and sound patterns, the basic units of meaning such as words, and the rules to combine all of these to form sentences with the desired meaning. The grammar, then, is what we know. It represents our linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized, unconscious set of rules that is part of every grammar of every language (Fromkin, Robert, & Nina, 2003) as we can see

grammar is the way words are used and structured together in order to create a coherent written communication; human being learn grammar even without realizing about it, grammar is being learned by the time the person is learning language. In general sense human language distinguishes human beings from all species in the world.

2.2.3 Language acquisition

Throughout the evolution of the human beings, there a lot of issues of which I have been fascinated with, that have captivated me, that have impressed me; nevertheless the human capacity to acquire language and the enormous complexity of the language is what in general have not just caught my attention but the interest of thousand linguistics including the following author who acknowledges language acquisition as the following way “language acquisition is one of the most fundamental human traits, and it is obviously the brain that undergoes the developmental changes. During the years of language acquisition, the brain not only stores linguistic information but also adapts to the grammatical regularities of language.”(Sakai, 2005). Language acquisition just as Sakai states is a process in which babies and young children acquire a language without realizing and without doing any effort but just acquiring the language and the features that a language includes. In addition the previous quotation, expresses that language acquisition is one of the most important skill for the human beings and it refers to the processes by which humans learn their native language(s) as children when there are infant or more accurate when they are babies. Moreover the author goes beyond comments about the magnificent capacity of the children to use the correct grammar operation of

the language. Furthermore, supporting what I have just said I refer to the next quotation, “We are designed to walk ... that we are taught to walk is impossible. And pretty much the same is language. Nobody is taught language. In fact you can prevent the children from learning it.” (Chomsky, 1994)

In other words, in the previous quotation Chomsky points out the fact that the acquisition of language is something that is inevitably and that is not taught but just simply acquired, in this case language acquisition, considering that is an issue that is not intended to happen and just happen. Whereas, language acquisition is a capacity that people have in the sense that is an ability that everybody has just as Das Slobin 1994 defines in the following quotation, “The capacity to learn language is deeply ingrained in us as a species, just as the capacity to walk, to grasp objects, to recognize faces. We do not find any serious differences in children growing up in congested urban slums, in isolated villages or in privileged suburban villages.” (As cited by Fromkin, Rodman & Hyams 2014) As we can see from language is acquired rather than learned and is a capacity that human beings are provided with and there is not a quite difference when learning the language in isolated places or urban areas like small countries instead of crowded places or rural areas like big cities, language acquisition, enable and ingrain children to develop a full linguistic competence of the language they are exposed to or in touch with, independently of individual properties like intelligence, personality, strength of memory and so on, or of particularities of the learning environment, for instance social settings, whether the child is an only child or has siblings, birth order among siblings, whether the child has one or more primary

caregivers, communicative styles of parents or caregivers, or even as I have just mention without matter the place the child was born.

2.2.4 Second language studies

Language acquisition is another important issue of investigation; which is directly derived from the field of acquisition. Second language acquisition is the speaker's ability to learner any language with even realizing or making an effort ; Different from second language learning that is when the learner has the desire or the need to learn any language and under those circumstances learners start to attend to class. In other words learning is formal; taking classes using a method following an approach.as well as Krashen (1982) Some researchers, distinguish between acquisition and learning, stating that acquisition refers to the gradual subconscious development of language abilities by using the language naturally (similar to the process of children acquiring their first language), whereas learning refers to the conscious process of accumulating knowledge of a language, typically as the product of formal instruction. As we can see from the following quotation it is said that second language acquisition or second language learning can occur according to the way that the target language is given to the student. "The purpose of second language studies, Klein assert is to determine certain principles; these principles derive from the nature of linguistics itself, from the motivation of the learner, and from the way in which information about target language is made available to the learner (**my stress**). These principles are obtained when learning occurs in the classroom or in the process of normal communication; in what have been called "the real word".Kaplan, 1988, p.822 In general, the way that the target language is introduced

defines if it is being acquired or learned , second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, (Saville,Troike, 2006)

In the field of language acquisition, the concept of second language acquisition plays an important role. Furthermore is an important issue in linguistics and a concrete concept in acquisition, according to an article submitted in the BBC web page second language acquisition is defined as the following way, Second language acquisition, or SLA, has two meanings. In a general sense it is a term to describe learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us learn language through more conscious processes. BBC (2009, April, 16) second language. As stated above, second language acquisition is a cognitive process that can be acquired or learned; or just in same way what that official page of the BBC says, it can be subconscious (unconscious) or conscious and depends on the way that is learned or acquired. The second language process is the language that a person learns or acquires after have learned that first language. Troike (2006)defines second language in the following way “Second Language Acquisition (SLA) refers to both the study of individuals and groups who are learning

a language subsequent to learning their first one as young children (**my stress**), and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired." As she states it is important to understand that the second language is the language that is learned or being learned after the mother tongue of first language that everybody acquired as children.

2.3.1 Third language studies

Third language acquisition (TLA) is a relatively new area of research in the field of second language acquisition (SLA), yet it has recently become the focus point of many studies. The number of studies carried out in TLA has especially increased within the European Union, where besides the fact that large segments of the populations of several countries are already bilingual or multilingual, the importance of learning foreign languages is greatly emphasized (Cenoz, 2000; Herdina and Jessner, 2000 and 2002; Safont Jorda, 2005; Council of Europe, 2001). However, learning a foreign language is one of the greatest challenges in Mexico; due to the fact that is a country where is really difficult to go abroad and be in touch with other language. However and above of the difficulties that imply learning a new language in our country, even harder than in countries where it is not needed or mandatory to speak using the target language, for instance Mexico is a place where just one language is spoken unlike other countries where more than one language are spoken, There are a vast figure of Mexican that have learned a second language already and incredibly some others who have learned or are learning a third language.

In general terms third language acquisition can be understood as the process of learning a second language beside the mother tongue. Third language acquisition TLA refers to the languages that were learnt after an L2, thus, it can define the acquisition of a third, fourth or fifth language as well (Safont Jorda, 2005). As we can see according to Jorda (2005) the third language is the language that is learned after the second language or L2. Moreover TLA involves unique and complex factors and effects due to the various possible interactions between the previously acquired languages and the one in the process of being learned (Cenoz & Genesee, 1998, Safont Jorda, 2005)., “The term third language (L3) refers to a non-native language which is currently being used or acquired in a situation where the person already has knowledge of one or more L2s in addition to one or more L1s. Bjorn Hammarberg (2010) as we can see from the previous quotation Bjorn states that the third language is a term related with a non-native language which is acquired when a person is already a bilingual speaker which mean that the person speaks the mother tongue, a second language and is learning the third one.

Now days the number of studies carried out in TLA has especially increased within the European Union. Nevertheless, the third language acquisition has increased and not just in the European Union, but in other countries in the world; TLA has started to emerge in other countries such as Latin America Mexico and even in Puebla, where students are learning a third language like at the BUAP university specially in the languages faculty where students speak Spanish as a mother tongue, have learned English through their time they have spent studying the major in English teaching and are learning a third language which is Italian due to the fact that

is a requirement to get graduated. In addition, learn a third language gives opportunities due to the fact that gives opportunities to the laborer life.

According to Herdina (2000) and Jessner (2002) learning an L3 also differs from learning an L2 in the sense that L3 learners develop new skills, which are defined as language learning skills, language management skills and language maintenance skills. As it has been stated, learn a third language is quite different in comparison when learning the second language, due to the fact that new and different skills are developed. On the other hand some author states that bilingualism help when learning new languages, when the background of learning languages is used to learn new languages.

2.3.2 Translanguaging

Translanguaging is relatively a new area of study where researchers have been directing their attention. The globalization and the use of language among the people and the students was an important fact in order to come up with the term; Translanguaging has moved from what seemed to be a neologism to describe diverse, multilingual practices to a new critical and analytical lens that deals with multilinguals' languages not as discrete and separated systems, but forming an integrated one, a repertoire which is accessed to specific communicative and purposes. (Wei & Garcia, 2006) Translanguaging refers to the use of the languages previously learned in an attempt to understand something new and simultaneously students alternate language for the purposes of receptive or productive use.

Translanguaging in higher education is a truly diverse collection of globally contextualized research on translanguaging practices, demonstrating the advantages and the limitations of bi- and multilingual practices in higher education. (Carroll, 2017).

Moreover, it is about communication and learning rather than the language itself. It comes up to use all our language resources in order to communicate and understand a new concept (Wei & Garcia, 2006). However, for the following author, translanguaging is more about a method than a linguistic process; he argues that the translanguaging lens is less focused on language per se, and more concerned with examining how bilinguals make sense of things through language (Sayer, 2013). I analyze all these ideas and facts from the researchers, however, in a very personal opinion and I refer to my experience learning different languages, Spanish, English and Italian, I agree with the statement of the following author.

For me, translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination and the representation of values, identities and relationships. The act of translanguaging then is transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment, their attitude, belief and ideology, their cognitive and physical capacity into one coordinated and meaningful performance, and making it into a lived experience. I call this space translanguaging space a space for the act of translanguaging as well as a space created through translanguaging. (Li, 2011: 1222)

As we can see from the quotation above, translanguaging is as a linguistic performance of a multilingual user. It can be presented in different modalities, mainly spoken and written.

2.3.3 Studies about learning Italian

Italian as a language is one of the most important languages around the world and quite important in Italy because of the industry of fashion and because of the art of the country. Those seem to be some important reasons that explain some people's decision about learning Italian thus, I refer to the next quotation. *"...Italian appears to be studied increasingly not only as a sophisticated literary language, but also as a language of business, international trade, everyday life, as visible in its presence and image in advertising, labeling of products."* Haller, H. W, 2004, p.572

Italian as a foreign language is a rather recent subject. Since the threshold levels set up by Galli de' Paratesi (1981), an Italian methodological tradition started, even when "lo studio dell'italiano all'estero abbia tardato a costituirsi come capitolo a sé nella linguistica italiana"¹ (Bettoni 1986:129). Now a days, abroad, Italian as a foreign language is being taught even in universities around the world including Latin America, Mexico and even the state of Puebla. Moreover, in Italy Italian L2 manages with acquisitions of immigrants as well. As we can notice, from the following words "as a matter of fact, research on this field has confirmed a well-established tradition due to several factors. If we reflect why Italian is studied all over the world, the most common answer which has been given is because it is a language of great culture" (Sombrero, 2003, p. 454).

There is one important approach to learn Italian as a foreign language that is PBL (problem-Based Learning) which is an Italian method that was first experimented for medical students by HS barrows and RT Tamblyn who argued that it was not a

memory- based approach, however encourage students to develop problem- based skills, team work in in order to face problem situation. Moreover PBL enables students to make sense by themselves and teach them how to learn. PBL become quite popular due to the fact that implemented new ideas as well as insight in order to understand learning processes in cases of problematic situations as the same time that provide solutions for each case; PBL is an approach that fulfills the demands that are requested in higher education and to perform rather that to think (Savin-Baden, 2003).

Related with the teacher he plays an important role. He decides the content, skills, the attitudes etc. the teacher is the one that monitors everything that happens and guides students through the problem; the teacher is the one that evaluate the performance in other words the teacher plays the role of facilitator and evaluator.

The PBL approach fulfill two important purposes: the first one provide students with a method to become them students with competence; and the second one is to use problem- based as a method of choice.

The study and research of Italian as a foreign language have consolidated in the last years and a proof is the ample publications of didactic materials. On end some texts will be examined to define which educational issues have arisen from them and which methodological orientations have been followed.

Summary

In this chapter, I have defined some of the most important concepts that will help me to understand and carry out this investigation in a proper way. There is a host of potential topics on which I could select. However, the ones that were described are the most important according to my perception. In other words, I have described concrete concepts that are quite important in order to deal with this investigation; those essential concepts have been broken down and explained with the purpose to achieve with this investigation.

CHAPTER III: METHODOLOGY

Introduction

In this chapter we will examine on the methodology used in this research in order to continue with this present research. Furthermore this chapter presents the methodological part that will guide and mainly, details out the procedures to get the data. It also describes participants that are involved in order to find out how learners of Italian use either Spanish or English when taking notes, and what the students' opinions are about the effects that Spanish and English have when learning Italian as a third language. In other words this chapter presents the method used in this research, the subjects, the instrument and the procedure that is broken down in the following way in order to obtain the results.

3.1 Research design

This study is conducted through a qualitative approach which is more about describing or interpreting the situation; Denzin and Lincoln (2005) In the handbook of qualitative research describe qualitative research as involving "... an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them." (p. 3) Then The type of method applied in this research is qualitative which will help us to identify the learners' beliefs about the effects that both languages; Spanish as a mother tongue and English as a second language have when learning Italian as a third language. I decided to analyze how students use the previous learned languages when taking notes in the Italian class

and what do students consider as the effects of those languages. Then the information will be analyzed in order to demonstrate if any of the previous learned languages have a positive or negative effect.

The purpose of a qualitative research is to get a better understanding through the experiences from the participants; taking into a consideration the different perspectives that learning a third language involves. It goes beyond that a class or a method instead of it includes the specific ability from the students towards learning a third language.

3.2 The study subjects

The source of where I am gathering my data is from ELT undergraduate students from the languages faculty in the Buap University. They are eight participants with a range of age that goes from 20 years to 30 years. All the participants have already taken all workshops and English target language classes. All of them are Mexican and of course they speak Spanish as a mother tongue and have learned English through the classes they have taken in bachelor and all participants are learning Italian as a third language. I am also focus on my students' Italian books and note books, besides that something that I want to highlight is that my participant were chosen to random from the second and third level of the Italian curses that the Buap university provide to the students in the Centro de Lenguas Extranjeras (CELE).

3.3 Talk around the text

While carrying out this investigation and thinking about answering the questions I decided to use the instrument talk round the test which gathered all the information needed for this study. "Talk around text aims to get writes 'perspectives on the text they have produced. Often this involves carrying out text based interviews or using survey data to supplement the textual analysis". (Paltridge, 2012) Talk around the text is the key of the methodology development of this research. When using this instrument Paltridge states talk around text helps in order to get the gist of the writer and need a kind of interview to get the writer's perspective in an ongoing conversation. Thus talk around the text is useful in order to seek out in my participant's 'books and notebooks.

3.4 Data analysis

Firstly, the instrument that will collect the information that I am looking for was chosen, it was talk around the text, which contained around 12 and 15 questions; it gathered the data taking into account the aims of this research. Eight participants that fulfill the requirements needed in order to carry out with this study were chosen, students from the second or third level of the curses from the Centro de lenguas extranjeras (CELE) that are the curses that the BUAP University offers to their students.

The students were asked to lend me their students book and they notebook. At home, the notes that the Italian learners took were analyzed by the researcher and pages on where the notes were taken by the Italian learners specify the ones that

resulted interested to the researcher were chosen in order to make the questions of the instrument. After that the books and notebooks were given back to their owners. Once that the book were analyzed and the pages chosen, the talk around the text instrument was done and the questions were formulated according the pages with the most important and interesting notes of every single participant. After that, one date per every participant was arranged and all the participants were politely asked to take their book and notebooks to the interview. The instrument was applied to the participants and all the interviews were voice recorded in order to remember all that information that was said. Finally the students were thanked for their collaboration. The information was collected through the instruments and was voice recorded and saved. Then, the audio was listened in order to make sure it is audible enough to transcript without facing any difficulty. Finally the voice recordings of the participants were transcript in a word document

Once the information was gathered; in a carefully way it was read by the researcher in order to understand the gist of every participant speech. The data analysis was divided in two parts, each part referring to each research questions; the first part corresponds to the ways that students use either English language or Spanish language in order to succeed in learning Italian. Unlike to the second part which is focus on figure out the effects that English language as well as Spanish language has over the third target language which is Italian.

Conclusion

In this chapter, the methodology was decided; the information will be analyzed in a qualitative way which will help me to examine and describes the students 'beliefs. Moreover, the instruments that will help me to gather the information needed in order to answer my research questions were applied. The information is being analyzed. In a brief sum up I can say that the instrument used in this research was suitable in order to gather the information that will answer my research questions.

CHAPTER IV: FINDINGS

Introduction

This chapter presents and discusses the findings obtained from the gathered information; It discusses and explains the characteristics of the participants , the effects that Spanish has when learning Italian as a third language, and the effects that English and Spanish has over the students when learning Italian as a third language. In order to simplify the discussions, the researcher provided tables and graphs that summarize the collective reactions of the respondents.

4.1 Research questions

This research project aims to achieve certain goals and one of them is to find out information in order to answer the following research questions:

RQ1: How do learners of Italian use either Spanish or English when taking notes?

RQ2: What are the students' opinions about the effects that Spanish and English have when learning Italian as a third language?

4.2 Students' use of previous learned languages when taking notes

Next is presented how students tend to use the previous learned language for note taking, this ELT undergraduate participants from the Buap language faculty reported the following; According to the research question number one how do learners of Italian use either Spanish or English when taking notes? the results are

the following. As we can see from the next excerpt they reveal that most of the learners use Spanish rather than English at the time of taking notes because they perceive it is easier. Laoire and Singleton (2009) learners tend to draw on the language(s) they perceive as being closer to the target language; in that case it is the similarities between both languages Spanish and Italian.

Table 1. Reasons for using Spanish for note taking

Spanish for taking notes		
<i>Participant 5 Female- 22 years</i>	Participant 1 Female - 20 year	Participants 3 Male- 24 years
<p><i>P5)Spanish</i></p> <p><i>R) Why?</i></p> <p><i>P5) because I really, really wanted to catch the meaning but, in my mother tongue.</i></p> <p><i>R) Why your mother tongue?</i></p> <p><i>P5) 'cause it is easier for me</i></p>	<p><i>R: Ok in this part the word colleghi that means</i></p> <p><i>P1) colegas</i></p> <p><i>R: why did you take the notes in Spanish if you have a good English level?</i></p> <p><i>P1) Is that is easier for me to remember the word; you know the relation of the languages Italian and Spanish</i></p>	<p><i>R: why did you take the notes in Spanish if you have a good English level?</i></p> <p><i>P1) Is that is easier for me to remember the word</i></p> <p><i>R) Why?</i></p> <p><i>P1) You know the relation of the languages Italian and Spanish</i></p>

Based on the information gathered through the instrument, Italian language learners use their Mother tongue that is Spanish and they use it to take notes and to remember grammatical issues. It is because most of my students mentioned that they

take notes in Spanish because it is easier, due to the fact that Spanish is their mother tongue. Also because the participants mentioned that Spanish is similar to Italian.

Moreover as we can see from the following excerpts most of the students use Spanish to take notes and in order to remember some grammatical issues such as tenses as well as translations, most of the participants agreed that it is easier to remember in their mother tongue because both languages come from the same root, Italian and Spanish so they are quite similar.

Table 2. Usefulness of notes to learn grammar

Grammar tips		
Participant 1 Female- 20 years	Participants 6 Male-22 years	<i>Participants 5</i> <i>Female- 22 years</i>
<p><i>R) Why did you take those notes for? ... in this part</i> <i>P1: those are rules ... grammar. It helps me to remember it and learn it.</i></p>	<p><i>R) Could you go to page 17 and 18? Please?</i> <i>P6. In this part? mmmm yes there are notes. I use them to remember the grammar.</i></p>	<p><i>R) Ok could you check out on page 16, 20 , 21?.....just the notes</i> <i>P5: those are rules ... grammar</i> <i>R) Ok grammatical rules, Is It grammar?</i> <i>P5)Yes</i></p>

Most of the students took the notes in Spanish which is their mother tongue; and another tendency is that most of the notes that the students took are translations. Students comment that most of the time they need the translations to have a

meaningful understanding of the word and that sometimes English is just not good enough to take the notes in that language as we can see in the following category:

Table 3. Spanish translations in students' note taking

Translations		
Participants 4 Female- 23 years	Participants 3 Male- 24 years	Participants 1 Female- 20 year
<p><i>R) How do you use those notes?</i></p> <p><i>P4) To remember</i></p> <p><i>R) So they are...?</i></p> <p><i>P4) Translation</i></p>	<p><i>R) Ok could you check out on page 16, 20 , 21?.....just the notes.</i></p> <p><i>P3) Ok</i></p> <p><i>R) Ok have you already checked them?</i></p> <p><i>P3) Yes</i></p> <p><i>R) How do you use those notes?</i></p> <p><i>P3) To remember</i></p> <p><i>R) So they are...?</i></p> <p><i>P3) Translation</i></p>	<p><i>R: Could you go to your course book on page number 6..... Ok you're in the page number 6 right?</i></p> <p><i>P1: yes</i></p> <p><i>R: Ok in this part for example the word collegi that means</i></p> <p><i>P1) colegas</i></p> <p><i>R) Thus, those words are</i></p> <p><i>P1) translation I got them in Spanish.</i></p>

In addition, some students argued that they do not use English because it is more difficult for them. They comment that whenever they are learning a language they try to use some tools that help them out to learn in a better way and in the case of the vocabulary sometimes they want to use English however, they face that they

do not the word in English and end up using their mother tongue that is where they feel more confident. Ringbom (2001) acknowledged that semantic influence from a second language is quite possible, but claimed that it tends to present only influences of previously learned languages in the learning and use of additional. When learners have a good level of proficiency in the second language, semantic influence from the second language does not seem to be widespread over the third target language learners who have learned the second language in traditional foreign language classes at school.

Finally, there were two students who really impressed me, because the information I obtained from them was not the information that I expected, it was just different and impressive. Participant number 2 does not use any previously language when taking notes. She just uses Italian and when I ask her why she told me that is a way in which she pressures herself to learn. And something that I realize about is that she uses a lot of images in order to illustrate the meaning. On the other hand participant number 7 uses English when taking notes; this is for him to keep on practice his second language and master it.

Table 4. Unexpected practices in students' note taking

Unexpected situation	
Participants 2 Female- 22 years	Participant 7 Male 23 Years
<p><i>Italian</i></p> <p><i>R) Then, why your notes in Italian?</i></p> <p><i>P2) I don't know, may be is way in which a can practice more.</i></p> <p><i>R)But all your notes are in Italian</i></p> <p><i>P2) yes but is not that difficult, for example in some parts I have images that help understand the meaning and instead of writing the word I look for the image of the word.</i></p>	<p><i>English</i></p> <p><i>R) Why do you take those notes in English?</i></p> <p><i>P7) well they help me to practice English at the same time I am learning Italian.</i></p> <p><i>R) What about these words?</i></p> <p><i>P8) yeah in English because I want to practice my vocabulary</i></p> <p><i>R? What about here, this part?</i></p> <p><i>P8) yeah, is that I understand that tenses are used the same, for example future semplici is future will and is used for the same make a promise, a prediction you know.</i></p>

The information previously presented is something that I never expected to find, I had in mind that maybe some students could their second language which is English, however the student who uses just Italian is something that called my

attention. This information shows the practices that some students could develop and implement in order to master in this case the third target language which is Italian.

It is clear that each student is different and diverse in comparison to other students; I can say that from my own experience throughout the process that I had in the acquisition and learning of the languages that now a day speak. I can confirm and say that each student develops own strategists in order to master something in that case a language learning.

4.3 Effects that Spanish and English have when learning Italian as a L3

According to the question number one; what do students think are the effects that Spanish and English has when learning Italian as a third language? This refers to the influences that the previous learned languages, Spanish and English could have over the third language learning process. The findings show that positive effects could happen when the previous learned languages are similar to the target language, in this case participants agreed that for them learning Italian as a third language is not that hard because they already know Spanish; “Spanish speaker will be more successful in learning Italian than English, (2) a Spanish speaker will be more successful in learning English if she already knows another language, such as Italian, and (3) a Spanish speaker will be even more successful in learning English if the other language she already knows is Danish, Dutch, or German (i.e., a language closely related to English) instead of Italian”. (Jarvis, 2014 p.6)

Table 5. Effects of students previous languages in students' notes

Effects of previous languages		
Participants 1 Female-20 year	<i>Participant 5 Female- 22 years</i>	Participant 6 Male-22 years
<p><i>P1)To take translation ..ah ... they come From the same root and is easier for me and i can remember the words faster... and maybe because I don't know all words in English</i></p>	<p><i>R) Do you consider that English has an effect? P5) just a little, sometimes in grammar, R) Why in grammar? P5) I noticed that there are some grammar patterns in English that are similar in Italian R) You mean the uses P5) yeah sometimes.</i></p>	<p><i>P6) a lot of the words are quite similar to Spanish R) Ok P6) Yeah and it helps me to remember mmmmmm P6) Maybe the pronunciation R) What do you mean? P6) pronunciation is not as difficult like in French we just have to learn certain pronunciation and that is.</i></p>

As we can see from the excerpts taken from the scripts the main effect that Spanish and English have when learning Italian are several but the most important is that all my participants are agree with is that Spanish rather than English is quite similar to Italian; thus, Spanish exerts greater effects, (Jarvis, 2005) A language that

is similar to the target language will tend to exert greater effects, particularly in the domain of vocabulary, grammar and morphological issues.

Conclusion

This chapter presents an analysis of the information gathered and explains the main finding in relation to the two research questions which deal with this investigation project. Now a day learning Italian in Puebla, Mexico is nothing estrange; students from the buap languages faculty seem to be accustomed to learn languages. When learning Italian students seem to feel more confident using Spanish when taking notes and perceive that Spanish has a greater effect rather than English.

CHAPTER V: CONCLUSIONS

Introduction

This chapter presents the last part of the study pre-service teachers' beliefs about the effect of previous learned languages when learning Italian as L3, a summary of the study, the study limitations, the study implications, the directions for further research, and a personal reflection about handling all the study.

5.1 Summary

Mexico is a country in which trilingual speakers are emerging and researchers in Mexico start to think about it like a research point, when someone learns a second language, the mother tongue plays an important role when learning the second language and the same happens when someone learns a third language. The cognitive and linguistic processes involved in the third language acquisition (TLA) are similar to the ones used in SLA. TLA involves unique and complex factors and effects due to the various possible interactions between the previously acquired languages and the one in the process of being learned (Cenoz & Genesee, 1998, Safont Jorda, 2005)

In order to answer the research questions of this research project, the instrument talk around the text was used; eight Mexican people who talk Spanish as a mother tongue, learned English as a second language and who are learning Italian as third language. Then, the analysis of the data was analyzed in order to bring to light the participants' beliefs and answer the research questions.

The study findings indicate some of the following asseverations.

Table. 6 Findings of the study

Finding of the research
Most of the students tend to use Spanish rather than English
Learners of Italian use their Mother tongue that is Spanish and use it to remember grammatical issues.
Most of my students mentioned that they translate the words they do not know into Spanish.
The participants 'perception about Spanish and Italian is similar because both have the same root that is Latin.
Some students argued that they do not use English because they consider they are not proficiency in English
Some students develop their own strategies in order to learn a language
One student tended to use English because he wanted to practice the second language
One student only uses the target language because it was a way in which se pressures herself in order to learn it.

As we can see, Italian as third language learners' conviction about the role of previous languages learned and the ways the students use those languages to take notes; they believe that a) Italian learners use their Mother tongue that is Spanish and they use it to take notes and to remember grammatical issues. B) Most of my students mentioned that they translate the words they do not know into Spanish. C) The participants mentioned that Spanish is similar to Italian because both have the same root that is Latin. D) Finally, some students argued that they do not use English because it is more difficult for them. They comment that even they are learning a language they try to use their own tools that help them out to learn in a better way and in the case of the vocabulary sometimes they want to use English however, they face that they do not know the word in English and end up using their mother tongue that is the one where they feel more confident. e) There is one participant who just takes notes in Italian and in some words she draws the items for helping herself remembering the meaning she says is a way in which she pressures herself to learn Italian.

Thus, this research implies the following in order to conclude it: a) students is most likely that Italian as a third language learner's use the language in which they feel more comfortable with. A) students have the knowledge that Italian and Spanish come from the same root that is Latin that is probably because learner took the subject historical evolution of the language then that explains why most of the students preconceive the idea of relating those languages c) even though students have already coursed English target language V and they have a good English level proficiency, there words that are unknown for us and that why we decide to use

Spanish. d) Each student has developed strategies that help him to master the language.

5.2 Limitations of the study

The main situations that I faced throughout the whole process of this study were; first of all, when looking for the participants it was quite difficult to find someone who fulfills the requirements that this research project needed.

One my participants accepted it was quite kind of hard to for my participants to lend me their book because I applied the instrument talk around the text and I had to take them home in order to analyze them. And most of the time they had homework to do.

And finally I faced that the situation of my thesis director's availability because of her new job position. Thus, I had to look for another thesis director.

5.3 Pedagogical implications

The study implication is too the teaching area and to the field of acquisition regarding to the third language learners' beliefs and to the teachers teaching them; this study will be useful for teacher and students involved in the process of learning a third language . It mainly provides some samples of how students will use the previous learned languages and how and for what they use them.

5.4 Directions for Further Research

This study started analyzing third language learning/acquisition with university students. Thus, some areas that could be considered for further research are the following.

- A. Mexico as an emerging country in the field of third language acquisition
- B. Mexican students facing issues about translanguaging throughout their third language acquisition process.
- C. Preservice students belief about the acquisition of the third language
- D. The emergence of third languages learners in a one official language country

5.5 Personal reflection

In this last part of the study I will talk about some issues throughout the process of this study. This will be divided in the following three sections: a) the process of selecting the topic. b) The research process, c) the whole writing process.

I remember I always wanted to do this, I always imagined myself researching and defending my professional exam just the same way my siblings did it. However I never thought about the topic of my study, then, when I was in the university I faced that problem. In the class of research seminar I the professor gave us some advice of how to think in a topic. At first, I wanted to write something related to the indigenous language Nahuatl but I realized that I would not find any participants. Then I came up with the idea of talking about something related to learning languages and as at that

time I was learning Italian I thought of the topic *pre-service teachers' beliefs about the effect of previously learned languages when learning Italian as an L13*;so far I can say that I like my topic and I feel comfortable with it.

Once I had the topic chosen, I started working on the investigation process; in my personal opinion I think that chapter two is the hardest chapter from the all five;in that chapter it is needed to read and investigate a lot . And somehow we are not accustomed to do research even though, I have already taken the subject research methodology. However I shared with some friends authors and websites such as electronic resources from the BUAP library and that is how I found a lot of information. And finally when finished the two seminar subjects I found my thesis director and she shared with me the way in which she looks for information and how she storage it into folders; it was something that was quite useful for me.

Writing a thesis is something of what most of the senior students feel afraid of. However, once you start any research process you realize that it is not easy but neither it is as hard as you expected. I remember that when I was doing my thesis there was a workshop, a thesis workshop in which I learned about writing a thesis and I think it helped me out a lot in order to finish this study.

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APPENDICES

APPENDIX A: TALK AROUND THE TEXT

Participant number 1

Greet to the students in a briefly way and thank him /her for participating in this research project

Ok let's to get down to work. Ok participant number one. I have been analyzing and exploring on your Italian book and on your Italian notebook, mainly the way that you take notes and how? There are some parts that called my attention and I want to ask you some questions. I remind you that the information would be completely anonymous.

1. - could you go to your course book on page 16 please? Ok could you look at your book specifically on the notes that you took.

Why did you take those notes for?

Why did you use Spanish?

Why you didn't use English?

2. – Now on page 21 & 63 please? Well, look at your notes

Why did you take those notes for?

What language did you use and why?

3.-What about page 20, 30 & 46.

Why did you use Spanish rather than English?

What do you use those notes for to remember what?

4. - What about page number 77?

What did you take those notes for?

5. - Now on page 101?

What are those notes for?

Why did you use Spanish?

Notebook

Something that really called my attention was the parts of the colors and the nationalities. Why did you use them like that?

What language did you use and why?

What do you think is the main effect that Spanish has over you when learning Italian?

What do you think is the main effect that English has over you when leaning Italian?

APPENDIX B: INSTRUMENTS EVIDENCE

Jennifer: ...? Sei straniera, vero?

Saverio: Sì, sono americana, di Chicago!

Jennifer: Chicago... le sei qui per lavoro??

Saverio: No, per studiare. Sono qui da due giorni.

Jennifer: Allora ben arrivata! Io mi chiamo Saverio.

Saverio: Io sono Jennifer, piacere.

Jennifer: Piacere. Complimenti, parli bene l'italiano!

Saverio: Grazie!

Jennifer: Ah... E abiti qui vicino?

Saverio: Sì, in via Verdi.

Jennifer: Davvero? Anch'io! - *kambian yo*

Saverio: Allora... a presto! - *hasta, pronto*

Jennifer: A presto! Ciao!

borza di studio = beca escolar

2 Rispondete alle domande.

1. Di dov'è Jennifer? di Chicago
2. Perché è in Italia? per studiare
3. Dove abita? in via Verdi


3 Completate i mini dialoghi con le domande.

SCUSA

- Per andare a...?
- Prendi il 12 e scendi all'ultima fermata.
- Sei italiana, vero?
- No, sono spagnola.
- Di dove sei?

da = desde here
Allora = entonces
ben arrivata = bienvenida
Compliment & felicidad
vicino = cerca
Via = calle

pagamento



 Francia
Francese

 Italia
Italiana/o

 Messico
Messicano/a

 Argentina
Argentino/a

 Canada
Canadese

