

Phonics, word recognition, and spelling are influenced by what students know about the sounds, word structure, and spelling in their primary language, and so students might transfer the *phonological* rules from their mother tongue into their English speech or even implement strategies similar to those used in their primary language.

Taking into account cognates (words with lexical similarities in both languages that normally have the same meaning) and false cognates or false friends (words with lexical similarities in both languages but not meaning the same in both languages), we can make our students be aware of the differences but also similitudes that both languages have in common, using positive transfer to motivate our students and create a feeling of self-confidence in the English class.

Following Roach (2009) ideas: “.....the only efficient way to learn to use intonation is the way a child acquires the intonation....learners of English who are not able to talk regularly to native speakers or to listen to colloquial English are not likely to learn English intonation, though they may learn good pronunciation of segments and use stress correctly.”

In order to be successful in the problems solving working through projects can be much more suitable than following tightly the implemented and sometimes imposed syllabuses. Teachers might be open-minded and willing to help and to keep eyes opened, in order to promote changes and working in a proactive way. Communication is again the key factor, and intelligibility remains the main objective.

4.-CONCLUSIONS

When learning a new language, students are always influenced by their first language. Transfers between their mother tongue and the target language are always present. Teachers have to help them in order to take advantage of positive transfers and motivate them, and also use negative transfers to prevent all the learners' errors and facilitate their learning process.



Bibliografía

- **Brinton, D.** (August 1995) Speak out in IATEFL
- **Coe, N.** in Swan, M. & Smith, B. *Learner English: A teacher's guide to interference and other problems.* (1987) Cambridge University Press.
- **Jenkins, J.** (1998). Which pronunciation norms and models for English as an International Language?
- **Mott, B.** A Course in Phonetics and Phonology for Spanish Learners of English. PPU. 1991.
- **Roach, P** (2009). English Phonetics and Phonology. Cambridge University Press. Cambridge
- **Underhill, A.** (1998): Get an ear for pronunciation in el gazette issue no 223, August 1998, p.10