ABSTRACT

Lexicon is essential in second language learning. Despite the importance for learners to master vocabulary, there is little research on the subject largely due to the difficulty and complexity of its systemization. This tool, however, would be very useful for teaching purposes. Classification and evaluation of lexical errors provide us with the key to identify problems faced by L2 learners.

This research focuses on the analysis of lexical errors in the interlanguage of related languages. In particular, it addresses the use of lexicon in the written language of Italian students learning Spanish and Spanish speakers learning Italian.

The influence of Italian and Spanish lexicon in the creation and development of learner interlanguage and the degree of interference that the native language has are also highlighted. Likewise, the most common types of errors are studied and there is a contemplation of the existence of a balance between the types of errors made by Spanish and Italian speakers.

In essence, this thesis aims to lay the groundwork for a teaching approach based on specific knowledge of the difficulties and skills of Italian-speaking learners and Spanish-speaking learners. This approach will enable us to create suitable materials, advise textbook authors and work with effective tools for vocabulary acquisition.

Key words: related languages, interlanguage, lexical errors.