



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MECIÓN INGLÉS

MODALIDAD ABIERTA Y A DISTANCIA

NATIVE LANGUAGE INTERFERENCE IN THE SPOKEN TARGET

LANGUAGE: A CASE STUDY OF THREE (3) SPEAKERS OF

ENGLISH AS A FOREIGN LANGUAGE

Research done in order to achieve the Bachelor's Degree
in Teaching English as a Foreign Language

AUTORA:

SHELAGH LUCIA ALBÁN HEREDIA

DIRECTORA:

DRA. CARMEN BENITEZ C.

QUITO – VILAFLOA

2010

CERTIFICATION

Dra. Carmen Benitez Correa, Thesis Advisor.

CERTIFIES THAT:

This research work has been thoroughly revised by the graduation committee. Therefore, authorizes the presentation of this thesis, which compiles with all the norms and internal requirements of the Universidad Técnica Particular de Loja.

Loja, 3 June 2010

.....

Dra. Carmen Benitez Correa

THESIS ADVISOR

CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO

“Yo, Shelagh Lucia Albán Heredia declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

Adicionalmente declaro conocer y aceptar la disposición del Art.67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice “formar parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o que el apoyo financiero, académico o institucional (operativo) de la Universidad”.

.....
Sra. Shelagh Lucia Albán Heredia

AUTORA

DEDICATION

I want to thank my wonderful children, Joshua and Yamileh and my parents who have always stood by me with their love, support and understanding.

I also want to thank “Benedict School of Languages” for opening its doors and giving me the opportunity to do this research and to its teachers who kindly helped me during this process.

TABLE OF CONTENTS

PRELIMINARY PAGES

• Certification	II
• Authorship	III
• Dedication	IV
• Table of Contents	V
• Abstract	1
• Introduction	2-5
• Methodology	6-7
• Results	8-16
• Discussion	17-63
• Bibliography	64-67
• Annexes	68-106

ABSTRACT

This case study about native interference in the spoken language target in three speakers of English took place at the South of Quito. Three English teachers were investigated through taped interviews and conferences given in a real classroom atmosphere. The teachers that helped me with this research have more than ten years of teaching experience, working in private high schools and at “Benedict School of Languages”.

As they have experience in the target language investigated they do not have many errors, but still you can find some aspects that are highly common regarding errors, such as the “omission of subject pronouns” and “the overuse of definite articles”.

These type of errors perhaps occur because when we learn a language which is not our own and which is not used to communicate within the community that we are living in, it is difficult to adapt the new set of rules or language. And also if we do not practice as much as we can and if we do not get involved in the language and with the culture it is going to be difficult to acquire the new language as our own.

INTRODUCTION

The following study has been done in order to identify the level of interference of the native language on the verbal performance of speakers of English as a foreign language.

Investigations about language interference are not new to the world or to the linguistic fields, they have already been done in different countries and in different languages but they have never been done in Ecuador.

My inner and huge motivation became the motor that encouraged me to do this project in order to achieve my degree and finally to become a professional English teacher. I have enjoyed very much the process of doing this study, not just because the topic was interesting but also because I have always wondered whether it is true or not that a person who wants to learn another language besides his or her mother tongue is going to manage to learn the target language properly and in a way that can be close to a native speaker (not considering the accent because this is another matter).

Some negative aspects or limitations that I had when I was doing this investigation were the lack of time and the few resources that I found on the libraries that I went to. In addition to this, the lack of knowledge that I had regarding linguistics made it pretty difficult to understand the majority of the research. In the university I had sociolinguistics as a subject but it helped me just a little bit in contrast with all that I had to understand first before doing the

thesis. I struggled at the beginning with all the theories and all the information that I had to read and take in, and at the same time I got blocked at a point that I could not see the light of the tunnel. Nevertheless, my motivation was stronger than my confusion at the time so I tried to do my best and I think I got the hang of it.

After finishing this research I can say that the majority of the objectives set at the beginning were accomplished.

One of the objectives was to “determine the most frequent syntactic and semantic errors found in the speech of proficient speakers of English as a foreign language, through the analysis of some spoken texts produced by the individuals selected in the sample”, and as you can see from the results that I got from the research the highest difficulty that even proficiency speakers have is the omission of subject pronouns. As culture and language come together I think that the problems of having native language interference in a target language are the habits that we get from our native language, which are difficult to break or forget when we learn another language, and because of that we just end up transferring the set of rules that we already know into the ones we do not know. This can also happen because we assume that all the languages have the same syntactic and semantic fields. I think that I had the opportunity to achieve this objective when in my field research I obtained real examples from real people’s errors that are being produced by the interference of L1 (mother tongue) in L2 (second language).

Another objective was to “compare English and Spanish structures to find out the possible causes of error in the speech of EFL speakers”. Regarding this objective I think I had the opportunity to achieve it when with the help of many books from the libraries and articles from the internet I could compare the English and Spanish structures, where I found out the possible causes of error in the speech of EFL speakers by studying consciously the grammar set of rules of both languages. I also found out that there are some similarities that occur among these two languages and this is because most of the vocabulary words use in them come from Latin, and another similarity occurs when we form sentences, the structures and the rules are very similar in L1 and L2 with few exceptions of course.

And finally, the last objective was to “set up the basis for further studies and inquire on first language interference in second or foreign language speech in our country”. As you can see from my study and my results I can say that this thesis will definitely help future investigations in this theme because in this study I have a lot of valuable information and examples that will help students not only from my country but from other Latin-American countries to continue with future investigations.

To conclude, I think that the hardest part of learning a new language is that you do not get the space or time to practice it enough in order to learn or improve more than what you already have

accomplished as a professional. That is why English teachers should keep a constant training not just in the methodologies that are new in teaching but furthermore in the oral skills that we can improve.

METHODOLOGY

In this part I am going to summarize the methodology that was used to do this research study.

Before starting this research study I had to update myself with various aspects related to language (especially linguistic aspects), I went to the library and I also did some research on the internet looking for the correct and latest information regarding the topic being investigated. While I was in the writing process of my theoretical background I got permission from the director of “Benedict School of Languages”- Villaflora (Quito) where I did the interviews and taped the conferences of my colleagues. The three teachers that helped me to do this research have had a long professional carrier as English teachers. They work in “Benedict School of Languages”, which is an English institute during the afternoons and on weekends, and in private schools in the mornings.

The methods used to carry out this investigation were first the *bibliographic method* which helped me to gather all the relevant and necessary information for my theoretical background and also as a backup for my results analysis, and the *analytic and descriptive methods* which were used in the rest of the study in order to do the descriptive, statistical analysis and the interpretation of the collected data of the field research.

The techniques used to carry out this investigation were: *note-taking* which I used when I had to gather information from the library

books and writing down the bibliography; *interviews* which were made to our teachers at the beginning of the research; *recording* which I used in every interview and conference given by our participants; and *transcriptions* which were made of all the interviews and conferences already recorded.

In order to analyze the data collected in this study first I transcribed the interviews and the conferences done to our teachers. After that I did a statistical analysis taking specific mistakes related to interferences that Spanish speakers do on their second language. Next I did some charts showing the mistakes according to the indicators I am specifically researching about, and giving small texts as reference to show interference. Finally I put together all the information into percentages in two big charts, one for the grammar structure mistakes and the other one for the lexicon mistakes found.

All the steps, techniques, and instruments that I followed and used to do this research helped me to deeply understand various aspects of the study that I am investigating.

RESULTS

To do the “Field Research” I chose three fellow teachers who work with me at “Benedict School of Languages”. They allow to be interviewed, they let me into their normal classes and they prepared themselves to give two small conferences of 20 minutes each.

The teachers who collaborated with me were:

1. Subject “A” who has more than fifteen years of experience as a teacher. His first conference was about “Music” and his second conference was about “Stress”.
2. Subject “B” who has been a teacher for over four years now but learned and studied English since she was a teenager. Her first conference was about “Friendship” and her second conference was about “Teenagers with eating disorders”.
3. Subject “C” who has been teaching for over ten years. His first conference was about “Jobs” and his second conference was about “Couples”.

GRAMMAR STRUCTURES

CHART ONE

Variable: Grammar Structures

Indicator: Subject Pronoun

Type of text	Most common errors	Examples
Interview	Omission	<ul style="list-style-type: none"> ❖ () is because I...(2) ❖ () was Laxbridge and... ❖ I finish the carrier and () say I can do it... ❖ And () is not like blue... ❖ Yeah () is because I... ❖ But I think () is not a big deal... ❖ The person who is learning English () is going to
	Misuse	<ul style="list-style-type: none"> ❖ I was talking with a person and (they) mentioned something ❖ My teacher stopped me in the past (they) taught me...
Lecture 1	Omission	<ul style="list-style-type: none"> ❖ Maybe if () is going fast... ❖ () is if you are... ❖ I don't know () is different point... ❖ () is not going to be... ❖ () is a special name... ❖ () is like jazz that... ❖ I can't listen to this while () here ❖ and () would never hurt... ❖ in human interaction () is a necessity ❖ this is the person with whom () is only on a pure...
Lecture 2	Omission	<ul style="list-style-type: none"> ❖ I don't know if () is love but... ❖ So () is going to... ❖ and () are not getting.. ❖ and () are turning to.. ❖ or maybe () is my opinion... ❖ if you see () is rush hour... ❖ I think () is ok... ❖ Some doctors say that () is

		<p>ok to...</p> <ul style="list-style-type: none"> ❖ So () is going to be like in a pattern. ❖ Suggests this that () is better not to watch the news. ❖ Because () is stressful and I do... ❖ If () accept the people ❖ I consider that () is totally different ❖ At the moment you wake up () is because...
	Misuse	<ul style="list-style-type: none"> ❖ You have to wake up earlier and (they) have to think...

Author: Shelagh Albán

CHART TWO

Variable: Grammar Structures

Indicator: Definite Article

Type of text	Most common errors	Examples
Interview	Overuse	<ul style="list-style-type: none">❖ in the school...❖ in about the good way...
Lecture 1	Omission	<ul style="list-style-type: none">❖ You can return () next day...❖ they are () kind of groups...❖ if I pay attention to () lyrics I probably...❖ but this is ()kind of music that I've always...
Lecture 2	Overuse	<ul style="list-style-type: none">❖ about (the) physical attraction...❖ I need to share my experience about once in (the) life in...❖ If you have a boss you have to think about him or her that he or she is going to ask you for (the) job he wants to be finish...❖ will help ensure that they end the bad things for (the) health...❖ It is guaranteed that after that duration of (the) time one will see a vast improvement of oneself...

Author: Shelagh Albán

CHART THREE

Variable: Grammar Structures

Indicator: Indefinite article

Type of text	Most common errors	Examples
Interview		
Lecture 1	Omission	❖ It is not ()problem (2)
	Overuse	❖ It is (a) real life you have real friends
Lecture 2	Omission	❖ You don't have to have () schedule for everything

Author: Shelagh Albán

CHART FOUR

Variable: Grammar Structures

Indicator: Double negation

Type of text	Most common errors	Examples
Interview	Double negation	
Lecture 1	Double negation	❖ They don't care about nothing...
Lecture 2	Double negation	

Author: Shelagh Albán

CHART FIVE

Variable: Grammar Structures

Indicator: Prepositions

Type of text	Most common errors	Examples
Interview	Direct translation of the preposition in Spanish	<ul style="list-style-type: none">❖ At the class ...❖ Speak English to the teachers...❖ In about the good way
Lecture 1	Direct translation of the preposition in Spanish	
Lecture 2	Direct translation of the preposition in Spanish	<ul style="list-style-type: none">❖ Boys are going to get in love of the teachers

Author: Shelagh Albán

LEXICON

CHART ONE

Variable: Lexicon

Indicator: False cognates

Type of text	Most common errors	Examples
Interview	Direct translation from Spanish	
Lecture 1	Direct translation from Spanish	❖ Also you can get <i>advances</i> for this relationships (2) ❖ From rock and roll <i>bases</i>
Lecture 2	Direct translation from Spanish	❖ <i>Actually</i> we can observe.

Author: Shelagh Albán

CHART TWO

Variable: Lexicon

Indicator: Invented words

Type of text	Most common errors	Examples
Interview		
Lecture 1		
Lecture 2	Invented words	❖ Another thing that is taking <i>actuality</i> is this speed dating rooms.

Author: Shelagh Albán

GRAMMAR STRUCTURES

CHART ONE

Variable: Grammar Structures

Indicator	Error	Interview		Lecture 1		Lecture 2		Total	
		f	%	f	%	f	%	f	%
Subject Pronouns	Omission	8	53,3	10	55,6	14	63,6	32	58,2
	Misuse	2	13,3	0	0	1	4,5	3	5,5
Definite article	Omission	0	0	4	22,2	0	0	4	7,3
	Overuse	2	13,3	0	0	5	22,7	7	12,7
Indefinite article	Omission	0	0	2	11,1	1	4,5	3	5,5
	Overuse	0	0	1	5,6	0	0	1	1,8
Prepositions	Direct translation of the preposition in Spanish	3	20	0	0	1	4,5	4	7,3
Double negation		0	0	1	5,6	0	0	1	1,8
TOTAL		15	100	18	100	22	100	55	100

Author: Shelagh Albán

LEXICON

CHART TWO

Variable: Lexicon

Indicator	Interview		Lecture 1		Lecture 2		Total	
	F	%	f	%	f	%	f	%
False cognates	0	0	2	100	1	50	3	75
Invented words	0	0	0	0	1	50	1	25
Others	0	0	0	0	0	0	0	0
TOTAL	0	100	2	100	2	100	4	100

Author: Shelagh Albán

DISCUSSION

In this section we are going to find three subtopics that subsequently correspond with the investigation that I undertook, these are: Theoretical Background, Description and Analysis of Results, and Conclusions; each of them contribute in different aspects to the research already done.

THEORETICAL BACKGROUND

The research that we are going to undertake is mostly to recognize the intervention of the native language on the spoken performance of English speakers as a foreign language. However, before we begin our research we need to look up some linguistic definitions, theories and general information related to our mother tongue and second language acquisition process, thus later we can concentrate in the topic given.

Many investigations have been done over the years but there is one research on Spanish acquisition in English native speakers done by Dato (1970) which is very important since it shows “the degree of similarity between L1 and L2 developmental sequences”. In this research Dato revealed that these learners had a similar verb phrase sample as Spanish native speakers. (Larsen-Freeman and Long, 1991, p. 65)

On the other hand, in a similar investigation Wode (1974) claimed that there were systematic differences due to the children’s dependency on their first language but “only under a structural

condition where there was a crucial similarity” (Larsen-Freeman and Long, 1991, p. 65).

And furthermore, a recent research done by Bhela (1999) updated more information related to this topic. This research compares four different languages and it mainly focused on “specific instances of L1 interference on L2 in the syntactic structures of the second language learner’s”. At the end, this investigation showed and agreed with Dechert (1983) when he states that “the further apart the two languages are structurally, the higher the instances of errors are made in L2 which bear traces of L1 structures”. (Bhela, 1999, p.1).

Linguistics

In the following part I am going to give some definitions to understand better what linguistics represents in language, which will help us as a future reference in this thesis.

According to Columbia dictionary (2009), Linguistics is the scientific study of language, covering the constitution, sounds, and meaning, with the history of the relations of languages among them and the cultural place of language in human beings performance. Similarly, De Saussure, cited by Burneo (2007, p.7), states that “linguistics is also the study of the manifestations of language and the social and cultural influences that shape its development”. In other words, we can say that linguistics has a broad angle than just studying language and its structure; it also studies the surroundings to it, where we can include ourselves as well.

Branches of Linguistics

In this part I am going to give some information regarding the branches of linguistics and their definitions to help us to have further information in this topic.

Cited by Burneo (2007), the main branches of linguistics are Morphology, Phonology, Pragmatics, Syntax, and Semantics (during this research, I will focus more on syntax and semantics).

- **Morphology** is the study of inner structures of words, and how they can be adapted (Wikipedia, 2009). This division is in charge of the recognition, examination, arrangement and explanation of morphemes by using a set of word-formation principles (Burneo, 1997).
- **Phonology** refers to the study of “speech sounds in general, according to their production, composition, distribution and function within the language”. It can be studied from two different approaches: Phonetics (studies how the sound is produce and expressed) and Phonemics (studies the allocation and purpose of sounds in the language) (Espinoza, 2007, p.19).
- **Pragmatics** is the study of language used in communicative acts, and the correlation among expressions and the community circumstances in which they are created (Burneo, 2007)
- **Semantics** is “the study of the meaning of words (lexical semantics), fixed word combinations (phraseology) and how

these combine to form the meanings of sentences” (Wikipedia, 2009). According to Burneo (2007), there are two known types of meanings: *Connotation*, which is the meaning that a speaker gives when he/she is using the words; and *denotation*, which is the exact meaning of the word that we find in any dictionary.

- **Syntax** is “the study of how words combine to form grammatical sentences” (Wikipedia, 2009). “In some way, the syntax of English can be regarded as the core of the language, because it links meaning with sounds and written symbols to form words”. Native speakers are not aware of this knowledge because everything is in their minds, so the role of a linguist is to determine and present this information (Burneo, 2007, p. 10). Descriptive Grammar tries to explain “the grammar of a language as it is actually used by native speakers”, being this, one of the ways a linguist uses to understand this acquirement procedure (Burneo, 2007, p.11).

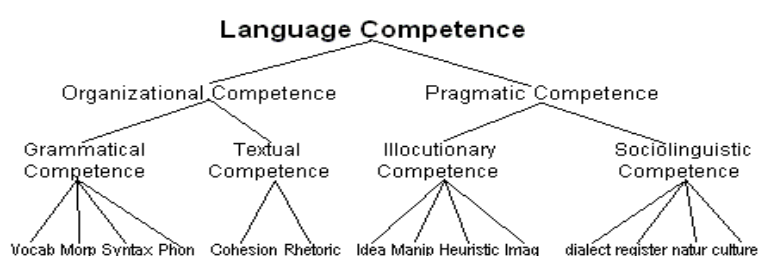
Competence and Performance

Language competence is not only the ability of using a language but also the way that we learn and teach it.

It is difficult to describe language competence because there are many models that experts have developed in order to explain this phenomenon. Communicative competence is one of the best-known models of language competence. “This model was developed to account for the kinds of knowledge people need in order to use

language in meaningful interaction”. Hymes used this term to identify the knowledge that the learners need in order to apply the grammatical forms of the target language (Wikipedia ,2009).

Additionally, to this theory I have chosen a representative figure of the different divisions of Language competence according to Bachman (1990), after Brown (1994) and Leon (2007) which illustrates “that language has many other facets besides grammar”.(Leon, 2007)



(Leon, 2007)

According to Larsen-Freeman and Long (1991), *language performance* turned, later on, as “morpheme studies”. The researchers accepted Brown’s (1973) methodology to discover “subjects’ speech for suppliance of grammatical morphemes in obligatory contexts”, in which Dulay and Burt showed their facts related to this project taken in eleven English morphemes. (Larsen-Freeman and Long, 1991, p. 62).

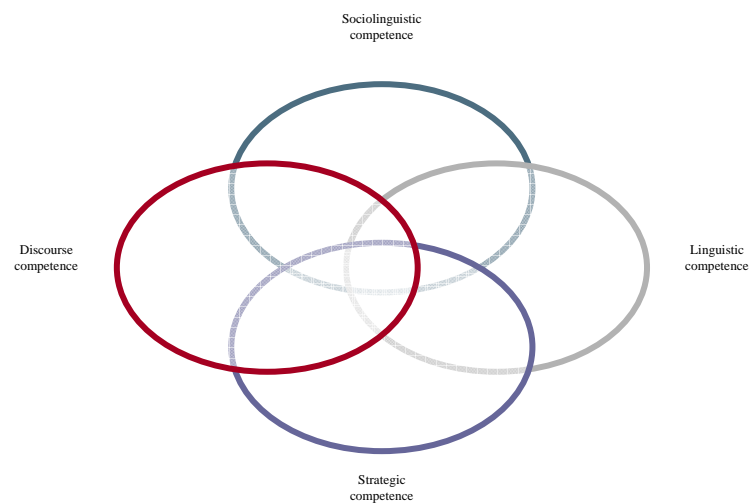
Communicative Competence

Communicative competence as itself is involved with different aspects of language, which I am going to explain using the terminology and explanation of Hymes mentioned in Wikipedia (2009), that refers to Communicative competence as a big whole

made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

- *Linguistic competence* refers to “how an individual uses the grammar, syntax, and vocabulary of a language”. Thus, it allows him/her to “answer the following questions: What words do I use? How do I put them into phrases and sentences?”. (Wikipedia 2009)
- *Sociolinguistic competence* refers to “how an individual uses and responds to language appropriately, given the setting, the topic, and the relationships among the people communicating”. Sociolinguistic competence answers, among others, the following questions: “Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?”. (Wikipedia 2009)
- *Discourse competence* refers to “how an individual interprets the larger context and how he/she constructs longer stretches of language so that the parts make up a coherent whole”. Discourse competence allows the individual to “answer the following questions: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles, etc.?”. (Wikipedia 2009)
- *Strategic competence* refers to “how an individual recognizes and repairs communication breakdowns”. It also deals with

how he/she “works around gaps in one’s knowledge of the language, and how he/she learns more about the language and in the context”. Strategic competence “answers the following questions: How do I know when I have misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I do not know the name of something or the right verb form to use?”. (Wikipedia 2009)



The diagram above represents the connexion that all the competences have even though they each have its own function they also are interrelated among them.

Contrastive Analysis Approach

Contrastive Analysis according to Jelsoft Enterprises Ltd (2009) is “an inductive investigative approach based on the distinctive elements in a language”. Contrastive Analysis has two big categories: *Intralingual* and *Cross-linguistic* where these are consequently subdivided in more categories as well.

There are two versions related to this hypothesis: the *strong version* and the *weak version*. The first one states, “It is possible to contrast the system of one language (grammar, phonology and lexicon) with the system of a second language in order to predict the difficulties which a speaker of the second language will have in learning the first language”. This side demands a lot from linguists because they need to formulate a worldwide “comprehensive linguistic theory”, in order to work this out, and therefore making this theory unlikely and unfeasible. Whereas the second *version* states that, “the linguist uses the best linguistic knowledge available to him in order to account for the observed difficulties in second-language learning” giving a better and useful perspective to them. (Jelsoft Enterprises Ltd, 2009)

Between 1960s and 1970s, the contrastive language approach was commonly used in second language acquisition because this approach helped to explain the reasons why some characteristics of a target language were more complex to acquire than other features. And because of this we acknowledge that the difference between the learner’s native language and the target language will be dictated by the complex degree of getting control over these constructions (Wikipedia, 2009, cited by Burneo, 2009). An estimate of approximately forty theories for second language acquisition has been proposed over the years. Nevertheless, most of them have been included as part of other fields. Subsequently, I am going to present

information related to three important groups in second language acquisition theories: nativist, environmental and interactionist theories.

Nativist Theories: In the book of Larsen-Freeman and Long (1991, p. 227), we find that the nativist theories claim that there is an “innate biological endowment”, which facilitates the acquirement of the language. A well-acknowledged nativist theory is the miscellaneous Chomsky’s child-language-development theory, whose ideas have been cited in further studies. Larsen-Freeman and Long (1991, p. 228) point out that Chomsky and some supporters state that humans “are innately endowed with a universal language-specific knowledge or what he calls Universal Grammar (UG)”. Their main point is that if a person lacks this natural ability, language acquisition would be impossible to happen.

Another well-known theory is Krashen’s Monitor Theory (Krashen, 1976), which, after so many modifications over the years, has integrated five hypothesis and these are:

- *The Acquisition-Learning:* According to Krashen (1987), cited in Burneo (2009, p. 48) the Acquisition-Learning comprehends two distinctly structures: “the acquisition system”, which is the result of an involuntary procedure, very similar to the first language children’s acquisition; and “the learned system”, which is learning through proper teaching.

- *Natural Order*: As stated by Dulay & Bur (1974), Fathman (1975), Makino (1980), Krashen (1987), and finally cited in Burneo (2009) the Natural Order is supported on investigation results, which imply that there is a natural predictable order that involves grammatical structures acquisition.
- *Monitor Model*. As stated by Larsen-Freeman and Long (1991) the Monitor Model summarizes the connection among the learned and acquired systems through SL performance, where the second is the initiator and the first one acts “in a planning, editing and correcting function when three conditions are met”.
- *Input*: According to Larsen-Freeman and Long (1991) Input is the core of the MT, where Krashen explains how a pupil actually learns a second language.
- *Affective Filter Hypothesis*: It states that when an individual has various affective factors (motivation, self-esteem, anxiety, etc.), they will interfere in a positive or a negative manner in the acquisition of another language (Larsen-Freeman and Long, 1991).

There also have been some critiques against nativist theories, especially those regarding to Chomsky’s language acquisition explanations, related to the following three hypotheses. The first is concerned with Larsen-Freeman and Long (1991, p. 236) stating that Chomsky affirms that “learning occurs quickly and is mostly complete by the age of five”, being this untrue because afterwards it

is when really a big amount of difficult syntax can be learned well. The second is regarding that “certain syntactic principles are unlearnable and, therefore, innate”. There is gradually more dispute in this assumption because broad cognitive schemes and concepts are being used to re-evaluate some principles. Finally, the last one refers to the inadequate language input to learners, which is illusory because “the existence of well-attested developmental sequences in first and second languages lends further support to the idea that the lack of negative evidence is less significant for learning than Chomskyans claim”.

There have also been some critiques regarding the Monitor Theory. Mainly, most of them referred to the declarations made there because the Monitor Theory “was one of the first theories developed specifically to explain SLA, and so was for some time, and for many, the major position to be subjected to empirical test”. Moreover, this theory “made a larger number of claims about a wide array of SLA phenomena, many of which seemed empirically falsifiable”, so some researchers challenged them, and finally, the Monitor Theory “was one of the first explicit attempts to harvest SLA research findings for language teachers” (Larsen-Freeman and Long, 1991, p. 245).

As a conclusion, it is important to point out that this set of theories had significant consequences for language teachers since they provided them with a big amount of learning-teaching insights

based on research data, among other contributions (Larsen-Freeman and Long, 1991).

Environmentalist theories: According to Larsen-Freeman and Long (1991, p. 249), these theories hold that “an organism’s nurture and experience are of more importance to development than its nature or innate contributions”. Parallel Distributed Processing (PDP), done by McClelland, Rumelhart and the PDP Research Group, 1986, states that the development of input is the heart of learning, but they do not think that this development is the increase of rules.

Schumann’s Pidginization Hypothesis and Acculturation Model are also considered as part of an environmentalist theory. After ten months of study, Schumann (1978), cited by Larsen-Freeman and Long (1991, p. 257), concluded by stating that “SLA is just one aspect of acculturation and the degree to which a learner acculturates to the target language group will control the degree to which he acquires the second language”. As determined by Schumann (1986), there are two different acculturation phenomena: the first is when the learner is socially and psychologically included with the target language group. The second one is when the learner is more than just a social being but he/she is psychologically included; he/she, consciously or unconsciously, desires to take on ideals and lifestyles belonging to the target language group.

Schumann’s Model has also been opened to some critiques. Among them, we can mention the following. First, it cannot be

practically tested. Second, it is concerned with the mechanisms used for the study, which were “temporarily set aside”, causing a mix in the results and being ambiguous because of the “social and psychological distance” and constant changes. Finally, another problem with this theory “concerns two conceptual aspects of the Model which make falsification impossible”, because Schumann does not justify “how social or psychological factors might determine the linguistic shape” from the native language, in relation to a generalization of “linguistic features”. He also does not give enough reasons to explain how the same factors may interfere either with the SLA’s last level or the achievement’ rate (Larsen-Freeman and Long, 1991, p. 262).

Nevertheless, as stated by Larsen-Freeman and Long (1991), Schumann’s Model has not been that bad because it also helped the researchers to centre their attention on several significant “linguistic simplification processes in early IL development and on a possible causal role for a large body of social and psychological factors in SLA”.

Interactionist theories: These theories are more influential because they bring into play environmental and native factors to describe language knowledge. However, the theories also diverge from each other and In order to explain them, we will use two models.

First, Gibon’s Functional-Typological Theory (FTSA), conveys that this model is considered “Functional” because syntax is

originated from properties of individual's speech, and, at the same time is considered "Typological" because it understands the varied of body language not purely as a particular language or "language family" (Gibon, 1979, cited by Larsen-Freeman and Long, 1991, p. 267). Even though, FTSA was originally created as a "historical language change" Gibon alleges now that this approach can be useful "to all situations of language variation and change" including second language acquisition (Larsen-Freeman and Long, 1991, p. 267).

Likewise, Gibon's theory is also criticized perhaps because of its capacity and generality. While linguists worry about "language as a group phenomenon", language acquisition researchers worry about the stage of the apprentice (Larsen-Freeman and Long, 1991, p. 269).

ZISA group's Multidimensional Model, developed by Hamburg University, based on "a cross-sectional study of 45 adults, and a two-year longitudinal study of 12 adults, both using interview data", helped to the progress in this field by providing relevant contributions, especially for North America and Europe regarding "methodological reorientations in SLA research", teaching and testing. They "redefined acquisition as the first appearance of a form in a IL, this and the subsequent evolution of form-function relationships being treated from the same learner-oriented perspective". In addition, this model tries to clarify "how much factors interact with cognitive mechanisms to produce precisely specified microlinguistic features". Additionally, another positive aspect of this

theory is that it can be practically proven, but there are still certain aspects of it that can be misleading (Larsen-Freeman and Long, 1991, p. 270).

This three main theories have contributed a lot to the future investigations and although they do have some differences among them they each one has its value and contribution as well.

Error Analysis

Before we go deep inside this concept, we need to make a meaning differentiation between an error and a mistake. According to the *Dictionary of Language Teaching and Applied Linguistics* by Richards (1992), cited by Alvear (2009, p. 30), an error is “the use of a linguistic item (e.g. a word, a grammatical item, a SPEECH ACT, etc.), in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning”. Whereas, a mistake is “made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of PERFORMANCE”.

Additionally, Corder (1967) cited by Larsen-Freeman and Long (1991), also made a distinction between error and mistake. He coincides that a mistake is an accidental routine slip and can be caused by different factors as tiredness, anticipation, etc., and it can be self-corrected, while an error cannot be self-corrected because it is a sign of the current level of performance of the learner up to his/her learning stage. Therefore, he considered errors not as something

wrong, but on the contrary, as a signal that learners were engaged into the learning process.

In other words, an error is something that we can learn from and we can improve with time perhaps whereas a mistake is something that all of us can make when the factors mentioned above happens.

There are many error classifications cited by Wikipedia (2009) taken from Brown (2000), and these are:

- *According to basic type, they are “omissive, additive, substitutive or related to word order”.*
- *By how apparent they are, there are overt errors, which are understandable even out of context, while covert errors are obviously understandable only in context.*
- *According to domain. There are “the breath of context which the analyst must examine and extent, and the breath of the utterance which must be changed in order to fix the error”.*
- *According to the level of language, there are “Phonological errors, vocabulary or lexical errors, syntactic errors, and so on”.*
- *According to the degree of interference in communication, there are global errors that make an expression complicated to comprehend, while local errors do not.*

Larsen-Freeman and Long (1991), when citing Richards (1971), also refer to the classification of errors and these are *interlinguals* which are the commonly errors made by the learners from native

language interference, and *intralingual* which are the commonly errors made by the same learners but without any native language interference.

Furthermore, other classifications were proposed. For instance, Richards (1971) pointed out *overgeneralization*, “caused by the learners’ failure to observe the boundaries of a rule”. George (1972) classify errors as “*simplification or redundancy reduction*”, Selinker (1972) labelled them as “*communication-based errors* which resulted when speakers invoked communicative strategies”, and Stenson (1974) identified them as “*induced errors* which were brought about by a teacher’s sequencing or presenting two linguistic items in a way which created confusion in the mind of the language learner” (Wikipedia, 2009).

As stated by Brown (2000), cited by Wikipedia (2009), some linguistics created another option to help them to foreseen errors made by first and second language learners, and that is when error analysis was born and it replaced the existing contrastive analysis.

Even though error analysis is still used to explore precise questions in SLA, the mission “for an overarching theory of learner errors has largely been abandoned”. And now, it is only applicable for teaching methodology (Wikipedia 2009).

Linguistic, Affective and Social factors that influence Second Language Acquisition

As we know, there are two hemispheres (left and right) that form our brain; the left hemisphere's function focuses on language, whereas the right one focuses in spatial and visual processing, but still, the two hemispheres work together "to learn and perform complex activities such as reading and to construct understanding" (Woolfolk, 2001, p. 57).

According to the University of Louvain (2005), "Learning a foreign language involves a combination of extra-linguistic (age, motivation, socio-cultural environment, etc.) and purely linguistic factors". Subsequently, the last ones have gone through various researches carried out under two different perspectives: "*cross-linguistic influence (or transfer) and developmental issues*" (see Cook 1993, Ellis 1994 or Gass 1996). Whereas the cross-linguistic tendency defends the idea of having a negative and positive language transfer from the native language, the others defend the idea that learners may confront some parallel problems, regardless of their native language. Wiśniewski (2007) also states that "the earlier the process of second language acquisition begins the better the results will be", with few exceptions to this rule of course. This is because a person, who usually begins to learn a language as a youngster, will be able to master the target language in a native level, whereas a person, who starts learning another language after puberty, will encounter a difficulty to get to this level (Cook, 1993, p. 12)

Additionally to the factors already mentioned, we also have some affective factors that influence not only the acquisition of a language at an academic level, but also in the field of personal growth. Every learner has different emotions towards learning a language, since, apart from being something new for them, they also are learning to or not to express their feelings. Wikipedia (2009) mentions that some researchers believe that a learner has what they call “an affective filter”. This influences the acquirement of the target language. Therefore, if learners have a higher affective filter, they will be able to learn less than the students who have a lower affective filter, and this is because the first ones will be more aware of their limitations, embarrassment, lack of motivation, and may be pressures from themselves and the people who surround them.

Social factors also influence the acquisition of a target language, being these the attitudes that the community that encloses the learner has towards the language being learned. The gender, whether being a man or a woman, also influences to whom is trying to learn another language, as well as the attitude that the learner’s parents or peers have against this process. It is also important that the learner may have more contact with the language itself, because that experience will enhance his/her possibilities of getting better in the target language, since he/she will have to use it as much as possible. Long's interaction hypothesis suggests that, “language acquisition is strongly facilitated by the use of the target language in

interaction” (Wikipedia, 2009). But as we know, every learner is different; therefore, we have different ways of learning and acquiring a language and a direct or indirect contact with the language can help us in different ways not only at a linguistic level but a personal level as well.

Language Interference

In order to start with this topic, let us make a differentiation between learning and acquiring a language. According to Haynes, cited by Camacho (2007, p. 23) language acquisition is a source of natural communication that a learner needs, it makes an emphasis “on the text of communication not on the form” however “language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language.” So let us remember for instance, when we acquire our first language or our mother tongue as children, at the beginning, we do not give much thought to the structure or form of our phrases; we just repeat what we hear. But later on, when we begin to study grammar, vocabulary, etc. as a subject in school, we start to learn the form and the correct structures of it.

Consequently, when we refer to second language acquisition the process is different. There will be different factors that influence directly or indirectly this process, which we have already looked up, but when someone begins learning a new language, there is an

unconscious inclination to use routine vocalizations from our mother tongue into the production of the newly learned language.

Over the years, some researchers devoted time to identify difficulties or problems related to this aspect in order to improve learning and teaching practices. Thus, one of the most relevant conclusions Leon (2007) arrived was that “the learner’s native language (L1) interferes with the learning of the new language (L2)”. That is, when someone has first acquired one language as their mother tongue, with an effective control over it, and later on, the individual learns a second language, it is difficult to keep separate word patterns over time, even though when the learner has been exposed to the target language for a while (Ameel, 2005).

According to Ameel (2005, p. 310), citing Malt’s and Soman’s (2003) findings, “second language learners of English, from a variety of first language backgrounds, had substantial difficulty acquiring the second language *word patterns* and then keeping them separately from the first language *word patterns*”. In other words, even without wanting it, our first language puts an unconscious stop to have a complete acquisition of the target language (Leon, 2007). Leon also affirms that “the patterns of language start forming when we are very young, and the logic and 'links' of our mother-tongue, over the years, gradually become more strongly entrenched in the 'wiring' of our brains”, making it hard for the learner to just start adding new “word patterns” of “language wiring” to his or her “old brains”.

Despite the fact that sometimes the two languages are completely different, several aspects of the first language also influence grammar, pronunciation, syllable stress and rhythm of the second language “word patterns” because the learner thinks that maybe the new language works the same as the language that he/she already knows (same grammar structures). Also, regarding to the new vocabulary of the target language being learned, the student will perhaps try to fit the word order of Language 2 in the grammar structure of Language 1 (Leon, 2007). Therefore, the greater similarity that the first and second language share, the transfers done by the learner will not have a big impact (positive transfer) on the learning process; but the most unlike they are, the interference in the target language will be bigger (negative transfer), so, it will cause, what we call, **language interference** (Wikipedia, 2009).

Cook (1993, p. 131) mentions in her book the concept that Weinreich (1953) gives in his book *Languages in Contact* (which is mostly focused in interference), defining language interference as “those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language”. It is also mentioned that interference cannot only be in the target language but it can also affect the native language. Another aspect mentioned by Cook (1993), taken from the same book, is that Weinreich also refers to the interaction of the two languages in the learner’s mind in three different ways such as:

1. Having the two concepts for two separate words that is from the first and second language separately, called *coordinative bilingualism*.
2. The concepts are connected in the learner's mind at the same time, called *compound bilingualism*.
3. When the concept is linked directly with the L2 and L1 word, called *subordinative bilingualism*.

Despite the fact that not only linguistic (syntactic structures), social and but also emotional factors (that we have already mentioned), play an important role in the learning process by affecting the learner's performance, the following research will mainly focus on how much and how really Spanish (our first language) grammar structures and lexicon interferes in learning English (second language).

DESCRIPTION AND ANALYSIS OF RESULTS

Through this description and analysis of results that I am going to undertake I would like to: First express my opinion in contrast with some bibliographical information and with the results obtained from the field research, and second I would also like to contribute with this research by giving and sharing valuable information regarding the topic investigated and hoping that this might help future investigations on the same topic.

There are some similarities and differences between the syntactic and semantic structures that occur in Spanish and in English. Below I am going to present the similarities among these languages:

One similarity is that even though “English is a Germanic language rather than a Romantic language as Spanish is, we get much of our vocabulary indirectly from Latin” (about.com, 2009). Therefore, it is easy to find cognates, which are words that are the same or very similar in both languages, for example: theater (teatro), or park (parque), etc.

Another similarity is that “except for a couple of word order exceptions (adjective before noun in English and noun before adjective in Spanish), sentences in both languages have the same basic structures” (LDonline, 2007), for example the rules that help us to form a sentence in both languages and which without a sentence

could not be formed, these are the “subject and the verb” and the word order as well (the subject always goes before the verb).

On the other hand, both languages have differences in questions and sentences structures and sometimes Spanish speakers are aware or conscious of these problems but it takes practice and time to get over these types of errors, especially when we are talking or having a conversation (this problem arises more frequently when a Spanish speaker is talking) (Ldonline, 2007) for example:

Question markers	Do you want to go to the movies tonight? ¿Quieres ir al cine esta noche? (Spanish speakers will likely leave out <i>do</i>)
Adjective-Nouns	white horse caballo blanco (horse white) (Spanish speakers will often use the adjective after the noun)

The main goals that individuals have for learning a second language and to be precise the motivation that these three teachers had to learn English were more than just for purely interpersonal communications, they also had a broad vision for their future that gave them an extra motivation to learn and study another language besides their native one.

The participants that helped me with this investigation share a common cultural background. All of them are originally from Quito (born and raised), they studied in local government schools and high-schools, and all of them have had a frequent interest in English since their childhood.

Participant “A” has more than fifteen years of experience as an English teacher. His motivation to learn English was “rock music”, music has always been part of his life and as he needed to know the meaning of the lyrics he started to study English at an institute; additionally to his English classes at his school. He also told me that he decided to become an English teacher because “English is easy to be taught”.

Participant “B” has been a teacher for over three years, but she learned and studied English since she was a teenager. Her motivation to learn English was to understand the English movies that she used to watch when she was a child. Also she told me in the interview that English has always been easy to learn.

Participant “C” has been teaching for over ten years. His motivation to study English was because at school was easy for him to learn and explain things in English to his friends and then, he decided to become an English teacher.

In order to analyze the results obtained through the interviews and conferences given by the participants described above I have taken into consideration some grammar and lexicon structures, which subsequently have been subdivided in specific indicators that are going to be explained in the following text.

Variable Grammar

The occasions where the syntactic structures of Spanish are transferred into English causing errors in speech are few, and I think

that the more you get involved with the language the more you improve your knowledge of it. In my opinion, errors are more likely to happen when a Spanish speaker is talking for a long time, for example in interviews or conferences just like the ones that our participants did in order to help me in this study.

Regarding grammar structures errors done in speech by our subjects investigated, I could say that most of them occur because of the direct translation that happens in their heads when they try to say something very fast and/or they are unfamiliar with the structure and/or the words that are needed in order to convey the message.

Indicator: Subject Pronouns

There are two types of errors that are being considered in this indicator: Omission and misuse. Omission refers to the exclusion of the subject pronoun, and misuse refers to the incorrect use of the subject pronoun in a statement said.

Most of the errors found in this indicator are in the *Omission of Subject pronouns*, which represents a 58,2%, whereas *Misuse of Subject Pronouns* represents a total of 5,5%.

The function of a subject pronoun in Spanish and in English is to replace a name or a noun taking over its functions, for example: “Ramiro studies or Ramiro estudia”, if the subject pronoun replaces the subject, in this case, the sentence becomes “He studies or El estudia”.

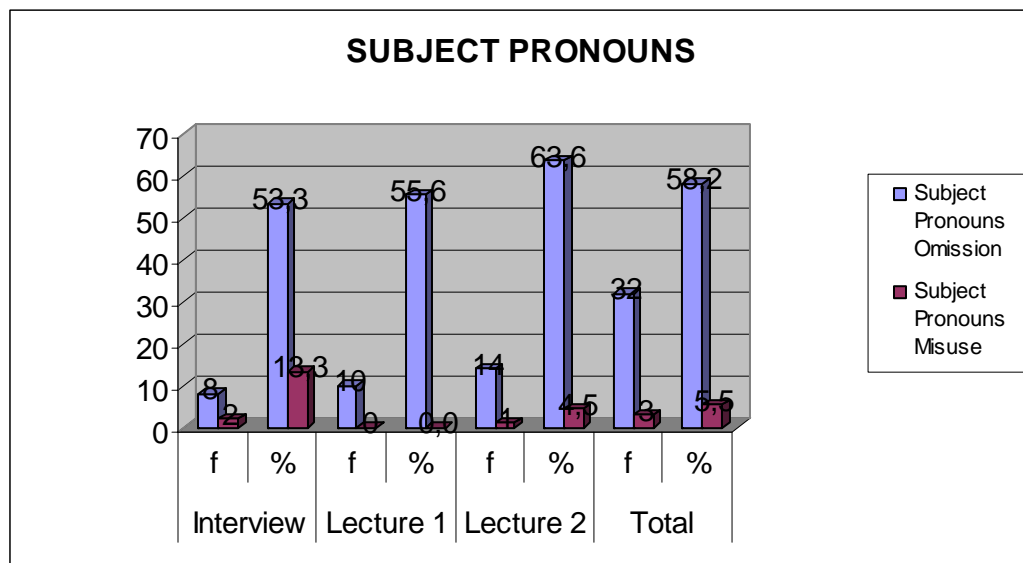
In both languages the subject pronouns have different forms according to the subject that they are referring to, and also if it is in singular or plural forms. These are going to be shown in the following table:

	English	Spanish
	Singular	Singular
1 st person	I	Yo
2 nd person	You	Tu
3 rd person	He	El
3 rd person	She	Ella
3 rd person	It (object, animal)	
	Plural	Plural
1 st person	We	Nosotros/ nosotras
2 nd person	You	Vosotros/ vosotras
3 rd person	They	Ellos/ ellas

In Spanish we do not always use a subject in the sentence, we can omit it, we have a subject which can be inferred from the context however, in English we have to have a subject in the sentence, for instance if the speaker says “*because () is stressful and I do ...*” in English is incorrect because it is missing a subject and according to the grammar rules we need to have a subject in the sentence, so the correct sentence is “*because **it** is stressful and I do...*”, but in Spanish the sentence is completely understandable and correct, for example: “*porque es estresante y yo*” if an Spanish speaker hears this the

sentence would be correct for him or her because as I already mentioned in Spanish subjects can be inferred.

The misuse of subject pronouns can occur because the speaker is talking about one subject in specific and suddenly uses another subject pronoun to refer to the person or people that are being talked about. For example: “*You have to wake up earlier and **they** have to think...*” it should be “*You have to wake up earlier and **you** have to think...*”, as you can see the speaker uses the wrong subject to continue the conversation and the idea, using the subject pronoun **they** instead of **you**.



Indicator: Prepositions

Prepositions in Spanish are links to establish a relation between two words, in English prepositions are “words normally placed before nouns or pronouns and can also be followed by verbs”. (Thomson and Martinet, 1986, p. 91)

A learner usually has two main problems with prepositions in both languages. First, “he has to know whether in any construction a preposition is required or not, and” second “which preposition to use when one is required”. The learner can have these problems because of the knowledge of the first language where “a certain construction” in his native language “requires a preposition and a similar one in English does not and vice versa”. (Thomson and Martinet, 1986, p. 91)

The error considered in this indicator was “*direct translation of prepositions from Spanish into English*” and according to the investigation a total of 7,3% represents this error, and this is caused by the literal translation of the Spanish prepositions into English ones.

Prepositions in English are used for specific things, in specific cases and they have a lot of different groups, for instance we have prepositions of place such as: on, over, in, next to, etc; prepositions of time such as: on, in, at; and many more, but let’s take this prepositions to explain better the interference that occurs in this indicator. If for instance, I call the doctor and I make an appointment with him I will tell him, the day and the time that I want the appointment for, by using the prepositions of time for example: **on** Monday **at** 3:00 p.m; this is what I am referring myself when I mention above that in English prepositions are used in specific cases and for specific things I can not use other prepositions because each

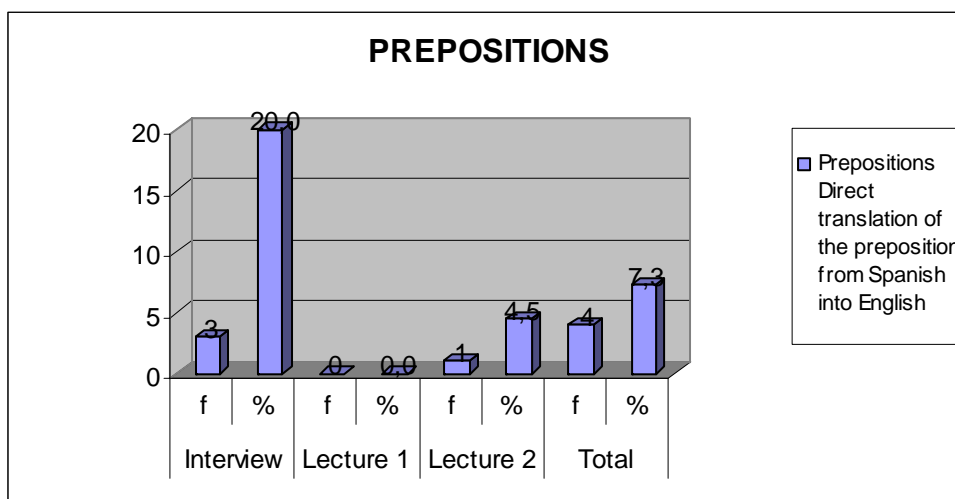
preposition has a specific use otherwise I would be using incorrectly the prepositions if I use other ones.

On the other hand, Spanish prepositions are: a, ante, bajo, con, contra, de, desde, en, entre, hacia, hasta, para, por, segun, sin, son, sobre and tras. The rules to use prepositions in Spanish are three and these are: first, the verbs restrict the prepositions, this means that as many verbs we have in a sentence as many prepositions we need to have. Second, when there are one or more complements, it is enough if only the first one has a preposition, for example: “Los alumnos **de** colegios y escuelas desfilarán” (the students of high-schools and basic-schools will march).

And third, if a noun is accusative (a grammatical case that identifies the direct object of a verb or other grammatical parts in some inflected languages and that affects nouns, pronouns, and adjectives, Encarta 2009) it is precise to give it its own preposition.

According to my study the example phrase that I am going to use to explain this error is “*speak English **to** the teachers*” the correct way of saying this is “*speak English **with** the teachers*”. The direct translation in Spanish of the preposition “**to**” is “**a**” and “**with**” is “**con**”, unluckily for the speakers whose first language is Spanish the first phrase would be correct because that is the same error that they make in Spanish when they use the preposition because for them as long as they hear that it sounds correctly they use it, for example “*consintió **a** los caprichos*” which should be “*consintió **con** los*

caprichos”, therefore, in my opinion, if they want to use the prepositions in English they have to know and learn when to use either of them, even though, they sometimes mean the same in Spanish.



Indicator: Indefinite article

In this indicator the type of errors that I was able to find were: Omission and Overuse. The omission error is the exclusion of the article where is needed, and overuse error is when we use an article when it is not necessary to use.

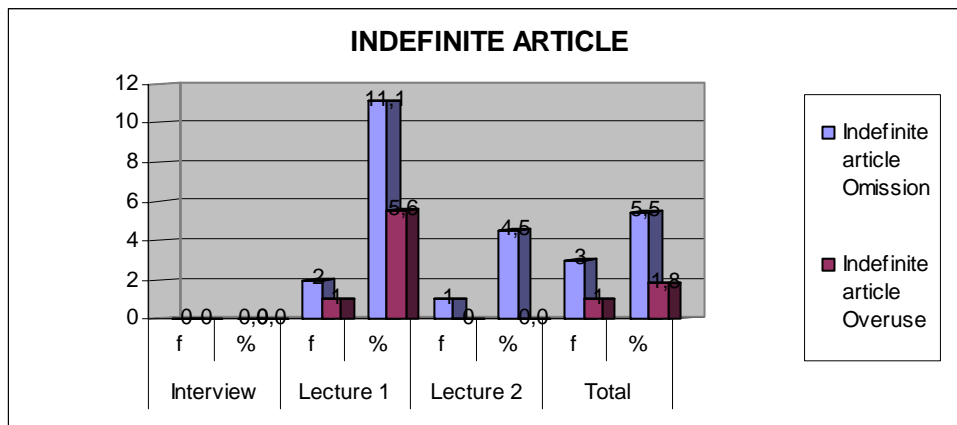
In English the indefinite articles are **“a/an”** but in Spanish are **“un, una, unos y unas”**.

In English the indefinite article means **“one”** and is used with singular nouns, and when the noun is unknown to the listener or speaker, the indefinite article **“a”** is used before nouns that begin with consonant sounds, for example: a student; and **“an”** is used before nouns that begin with vowel sounds, for example: an egg, but we do not make gender differences, whereas in Spanish the

distinction is made according to the gender: male or female, “**un, unos**” for male and “**una, unas**” for female nouns; in singular “**un, una**” and “**unos, unas**” for plural nouns. In Spanish these articles modify the nouns therefore they act as adjectives for example: “una muchacha” “a girl” and “unos señores” “some gentlemen”, and they are also used to exalt or to denigrate something or someone (Thomson, Martinet, 1986).

This indicator has a total of 5,5% in omission, and a total of 1,8% in overuse.

The errors found in omission I think were caused because when we speak Spanish we do not use articles correctly and with the respective noun, so we transfer the same mistake to English causing an interference error in this case of omission, for example: “*you don’t have to have () schedule for everything...*” it should be “*you don’t have to have **an** schedule for everything...*”, but if I hear this in Spanish it makes complete sense to me “*tu no tienes que tener horario para todo*” in Spanish this sentence should have the indefinite article “*tu no tienes que tener **un** horario para todo*” and in my opinion it is caused by the direct translation of the use of Spanish prepositions into the English ones.



Indicator: Definite article

When using “THE” I found out that students make two error types, one is the omission of it and the other one is the overuse of it. Omission errors refer to the absence of the use of the definite article where it should be placed or said, and overuse errors refer to the wrong use of the article because it was used where it wasn’t needed.

“*The*” is the definite article in English which is the same for all genders and for singular and plural forms. This article is used in different contexts such as: when “the object or group of objects is unique or considered to be unique, it is also used before a noun which has become definite as a result of being mentioned a second time, it is also used before a noun made definite by the addition of a phrase or clause, and finally because it can represent only one thing”, for example: the boy, the earth, the girl in blue, etc. (Thomson and Martinet, 1986, p. 19)

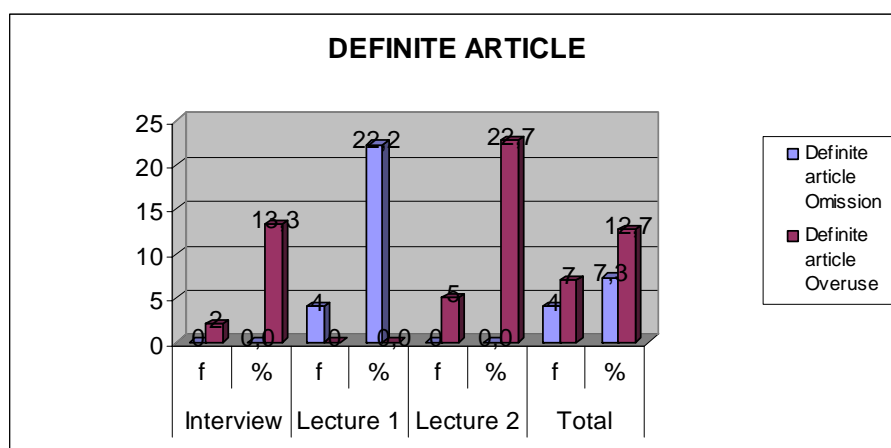
In Spanish the definite articles are “el, la , los, las”, the first two are used for singular nouns and the other two are used with plural nouns, “el, los” are used for male and “la, las” are used for female

nouns. These types of articles are used with geographical names, cities, and nouns already mentioned. These types of articles are also considered adjectives because they modify the nouns that they precede.

The errors considered in this indicator were the overuse of the definitive article with a total of 12,7% and the omission of it with a total of 7,3%. The example that I have selected to help me explain why there was an overuse of the article and why is there an interference from L1 in L2 is: *“if you have a boss you have to think about him or her that he or she is going to ask you for **(the)** job he wants to be finish”*, in this example the article **(the)** is overused or in other words is incorrectly used because if we listen to the taped conference or if we go and check the transcript of this part we can clearly see that the noun that goes with the article in this case “job” has not been mention before in the lecture so the correct article that was supposed to go with this noun should be **“a”** because according to one of the rules mentioned above we use **“the”** in both languages when the noun has been mentioned for a second time, therefore, the correct way of saying this is *“if you have a boss you have to think about him or her that he or she is going to ask you for **a** job he wants to be finish”*. The interference occurs because some Spanish speakers use incorrectly the rule in Spanish therefore the same problem is transfer to English.

The example that I have selected to help me explain why there was an omission of the article and why is there an interference from L1 in L2 is: “If I pay attention to () lyrics I probably”, in this example the article (**the**) has been omitted because if we listen to the taped conference or if we go and check the transcript of this part we can clearly see that the noun that goes with the article in this case “lyrics” has been mention before in the lecture so the article that supposed to go with this noun should be “**the**” and this is because according to one of the rules mentioned above we use this article in both languages when the noun has been mentioned for a second time and in this case it has, therefore, the correct way of saying this is it should be “if I pay attention to **the** lyrics I probably”. The interference occurs because some Spanish speakers use incorrectly the rule in Spanish therefore; the same problem is transfer to English.

To conclude, I can say that these types of errors can occur because the speaker sometimes it is not totally aware when to use it correctly or not, and some Spanish rules can interfere at the moment that we are talking confusing them a little bit.



Indicator: Double negation

We refer to double negation when we express negative statements more than two times in the same statement, furthermore when we speak using a double negative form the statement becomes an exception, and it makes difficult to understand what the real message that we want to transmit is.

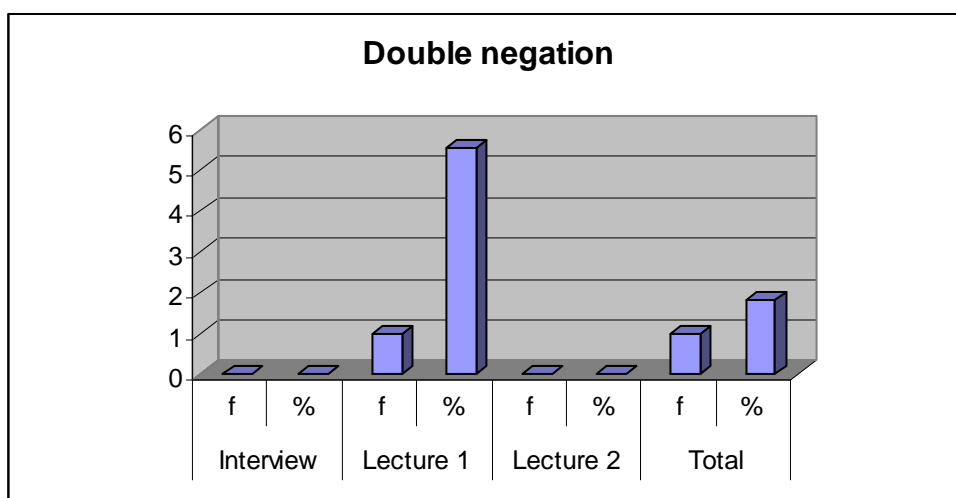
In English we use the auxiliaries “do not, does not” for simple present; “did not” for simple past, “not” after the verb to be, phrases like neither, or either, the use of any and its different variations after a negative verb, etc, nevertheless in Spanish we use “no+verb” to show a negation, additionally we can use some words or phrases before the verb to indicate a negation as well, such as: “ni tampoco, ni menos, jamás” among others.

Indeed, in Spanish we do not use the negative or positive phrases that we have in English sentences to express negative statements we use NO most of the time, that is why I think these mistakes happen in Spanish more than they happen in English.

Concerning this error I can say that the subjects that participated in this study did not have a mayor problem with it, that is why the total that represents this error is of 1,8%.

Regarding the mistakes found in my research I might said that there are not many mistakes because in my opinion the more that you get in contact with the language the more that you improve in the language, an example found to illustrate this error is: “*they **don’t***”

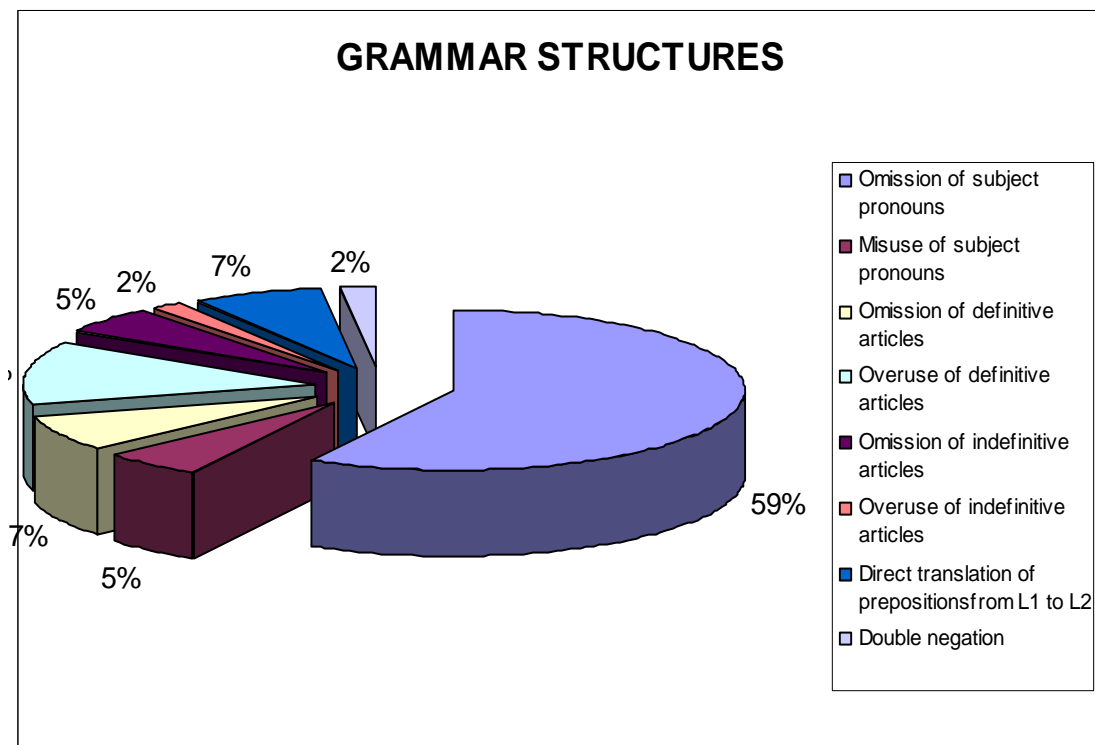
*care about **nothing*** it should be “*they **don’t** care about **anything***”, as we can see from this pattern we have a double negation error because in this sentence we have the auxiliary “**don’t**” and also the negative phrase “**nothing**”, according to the rules once the auxiliary is used to express the negative we should use the variation of the negative phrases that follow a negative verb in this case is “**anything**” and according to my point of view the interference of the L1 into L2 is caused because in English we use the negative phrases and the auxiliaries more often, also the person that starts learning this has to master this rules in each tense, and of course the more that we get involved in the language and the more that we use it the less mistakes we make, whereas in Spanish most of the time we make this types of mistakes because they are not master like they are in English, and also they are not used correctly that is why we make those mistakes.



According to the analysis made in this variable the types of errors that appeared more frequently in my research are:

The first and more common error is the omission of subject pronouns representing a 58,2%. Omissions in subject pronouns occur because Spanish speakers forget the fact that English structures need a subject to be understood and they inferred the subject when they speak, that is why they do not use subject pronouns every time that they start a sentence they just continue talking.

According to the results obtain from the study I want to graphically represent the different percentages of the indicators regarding the variable of grammar structures with a pie chart that will give you a better idea of the whole investigation.



Variable: Lexicon

Lexicon is the stock of words that somebody owns of a language, therefore when learning a second language we should have a vast and extend store of words in order to communicate ourselves properly with native speakers of the language learned.

There are only two significant indicators that were considered in this study. The first one is “False cognates” and the other one is “Invented words”.

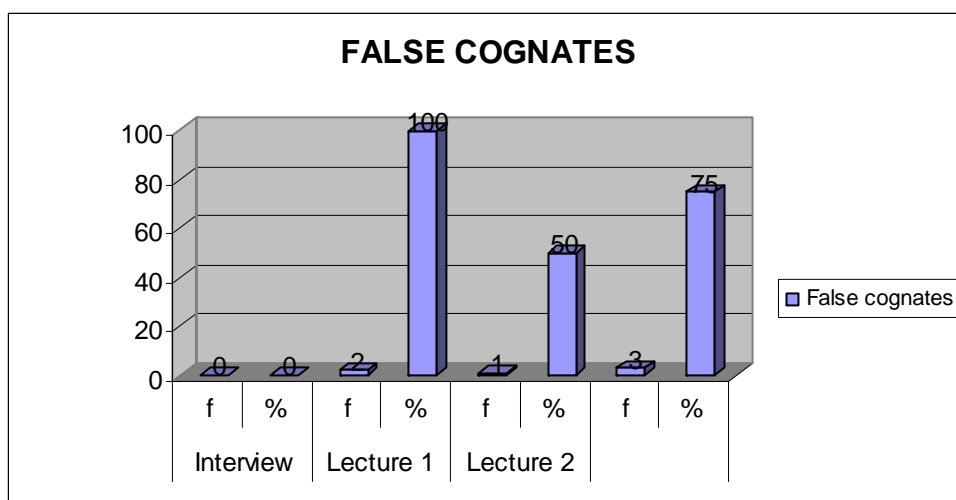
Indicator: False cognates

The difficulty that can cause interference regarding this indicator is that even though “English is a Germanic language rather than a Romantic language as Spanish is, we get much of our vocabulary indirectly from Latin” (about.com, 2009). Therefore, it is easy to find cognates, which are words that are the same or very similar in both languages, for example: theater (teatro), or park (parque), etc.

In my research I found out that proficient speakers do not make many mistakes on this aspect, even though there is a total of 75% that represents this indicator there are just 3 mistakes in the whole study. The example that I have selected to help me explain why there is interference from L1 in L2 regarding false cognates is: “**actually** we can observe”, actually in Spanish means “at the moment” but in English actually means “in fact or really”, the Spanish speaker makes a connection with the Spanish word that

means ACTUAL, but actually the meanings are different causing a degree of difficulty among students who only with time will be able to overcome such differences. For this reason, the correct form to express the example that we have just analyze is: ***in fact*** we can observe...”.

I believe that we have a lot of “false cognates” or “false friends” in common in English and Spanish but this error mostly occurs with beginners than with proficient speakers because at the beginning the unfamiliarity with the language or the similarities of the words in both languages in the written part might give the idea that the meanings are the same but sometimes their not.



Indicator: Invented words

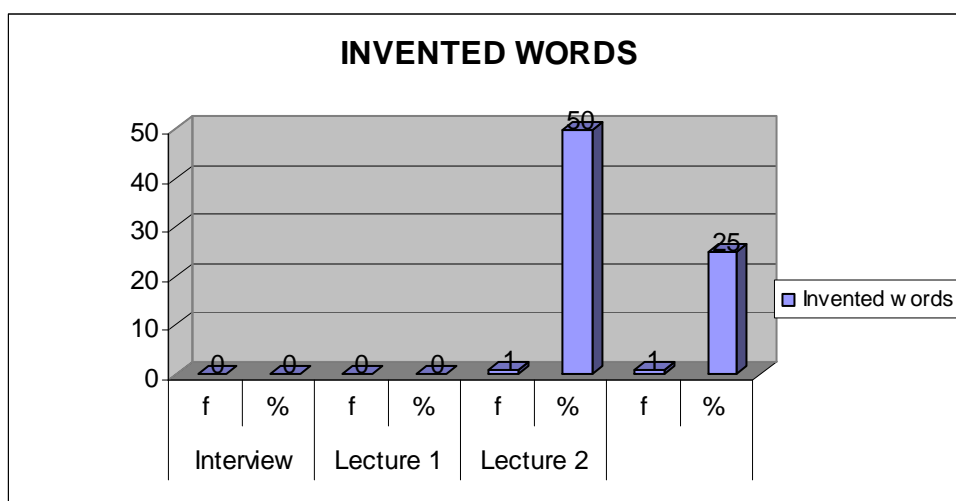
When we acquire a new language we do not just acquire the set of grammar rules of it, we also have to learn its lexicon in order to be able to understand and communicate smoothly with a native speaker of that target language, or to be able to understand a book, a song, a poem, a movie, etc. This is a difficult process because we can only

acquire vocabulary with time, with a lot of effort, and by doing different activities such as: reading, investigating and practicing. According to my research I found out that proficient speakers do not make many mistakes on this aspect even though, there is a total of 25% that represents this indicator there are just 1 error in the whole study. The example that I have to help me explain why there is interference from L1 in L2 regarding invented words is: “*another thing that is taking **actuality***”, as we can see from the example **actuality** is an invented word because comes from the word of Spanish ACTUAL and if we translate this phrase to Spanish the speaker would understand completely the idea (otra cosa que esta tomando actualidad), but if we analyze this phrase we can see that the complete phrase has a different meaning and the message is not well transmitted, the correct words that the person should have used was “**in fashion**”, making the correction the phrase should be said like this: “another thing that is **in fashion** is...” (otra cosa que esta a la moda es...).

I guess I do not have many mistakes because when the speakers were interviewed or gave the conferences they used the knowledge and the vocabulary that they are familiar with.

According to my point of view, this indicator could have had a higher number of mistakes if I would have applied this investigation to beginners or intermediate learners from my experience as a teacher, they tend to invent words if they do not know instead of

asking to the teacher for example if they have already learn many words with the ending “tion” they think that almost all the English words end with it and they start to use it at the end of almost every word, for example: computation. I know that most of the English teachers are not walking dictionaries and we do not know all the vocabulary English words but we sometimes get used to a bunch of lines and words that help us to have fluency in the language, and also like the students we keep learning every day.

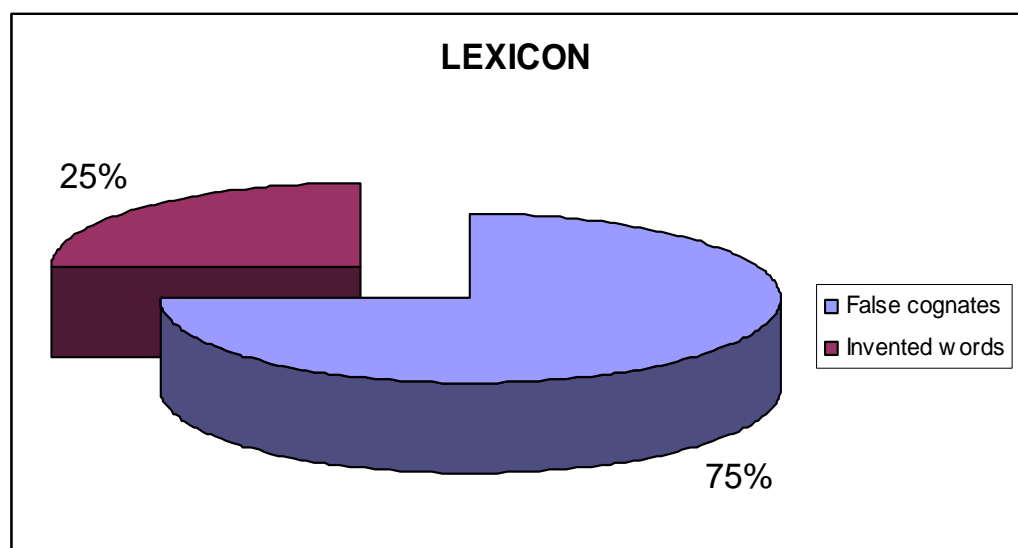


There are not many activities that teachers can enrol or participate to improve their English vocabulary but it is always going to be up to them to improve and to learn more of the language that they are teaching to others, and in this case as it has become a way of leaving for them they have to always keep themselves up to date.

In my opinion, the best way to learn a language is by getting direct contact with the new language or the target language desired to learn, but as we know sometimes it is not possible to all the learners to have that opportunity. Despite the fact of not having that direct

contact the professionals interviewed have looked for different ways to improve their lack of language (vocabulary) and their lack of practice. They have different techniques that help them to learn more, like watching TV or movies in English, and of course the classic method by listening to English music.

According to the results obtain from the study I want to graphically represent the different percentages of the indicators regarding the variable of lexicon with a pie chart that will give you a better idea of the whole study made.



To conclude, I can say that the most found and more common error of the variable grammar is the Omission of subject pronouns with a total of 58,2% and this study has shown me that these types of errors occur because Spanish speakers forget the fact that in English structures we need to have a subject to be understood not

like in Spanish that we inferred some of them, therefore they do not become necessary to use them with every sentence.

With a big difference between the first and the second error the results of this study show with a total of 12,7% that the overuse of definitive articles are the second most found and common error among the speakers. The overuse of definite articles errors happened because some Spanish speakers use incorrectly the rule in Spanish therefore the same problem is transfer to English.

CONCLUSIONS

As a conclusion I can say that:

1. The highest syntactic error that occurs among the subjects of this study is “omission in subject pronouns” with a total of 58,2% according to the charts already shown. This error is caused by the interference of Spanish grammar rules.
2. The second most found syntactic error in this study is “overuse of definite articles” with a total of 12,7%.
3. Not many mistakes were done with the rest of the indicators and with the different types of errors regarding grammar such as: double negation, prepositions, omission and overuse of indefinite articles, omission of definite articles and the misuse of subject pronouns because the set of rules are the same in English and in Spanish that is why there is not a big confusion among the speakers.
4. The teachers have a high mastery of the use of adjectives and word order because the results show that they did not make mistakes in these structures, that is why these indicators are not being considered in the analysis.
5. The indicator with the highest semantic error is “false cognates” with a 75%, this lexicon error is caused because of similarities of words in both languages.
6. The results evidence that there exists interference of the nature language on the syntactic and semantic structures of the target

language because of a lack of direct contact with native speakers or with the culture.

7. This study will help further studies related to first language interference in second or foreign language speech in our country because of the valuable information and the data collected that this research study has.

BIBLIOGRAPHY

ALCALA, Zamora; TORRES, Niceto. (1952) Dudas y temas gramaticales. Buenos Aires, Editorial Sopene. Argentina. 2nd. Edition.

ALVEAR , Janneth. (2009) Methodology IV. Editorial de la UTPL. Loja- Ecuador.

AMEEL, Eet ; STORMS, Pert; MALT, Barbara; SLOMAN, Steven. (2005) How bilinguals solve the naming problem. Journal of Memory and Language. Elviesier.

BELLO, Andrés. (1984) Gramática de la lengua Española. Colección Edaf Universitaria. Madrid.

BHELA, Baljit. (1999) Native Language Interferente in Learning a Second Language. International Educational Journal. Vol1. No. 1. <http://eijcjb.net.22>.

BLOOMFIELD, Leonard. (1933) Language. The University of Chicago Press. Chicago and London.

BURNEO, Rosario M. (2009) Thesis Project Tutoring. Guide. Editorial de la UTPL. Loja- Ecuador.

BURNEO, Rosario M. (2009) Syntax Didactic Guide (Anexes). Editorial de la UTPL. Loja- Ecuador.

CAMACHO, Gina. (2007) Psychology and Language Learning. Didactic Guide. Editorial de la UTPL. Loja- Ecuador.

COLUMBIA ENCYCLOPEDIA. (2009) Linguistics. Columbia University Press.

COOK, Vivian. (1993) Linguistics and second language acquisition. University of Newcastle, Upon Tyne. McMillan Distribution Ltd. England.

COOK, Vivian; NEWSON, Mark. (1996) Chomsky`s Universal Grammar. An introduction. 2nd Edition. Blackwell Publishers. Massachussets – USA.

ESPINOZA, Camilo. (2007) English Phonology. Text Guide. Editorial de la UTPL. Loja- Ecuador.

JACOME, Alfredo Gustavo. Castellano para Segundo curso. Ecuador.

JACOME, Alfredo Gustavo. Lengua Castellana para Primer curso. Ecuador.

HEWINGS, Martin. (2005) Advance Grammar in Use. 2nd Edition. Cambridge University Press. United Kingdom.

LANGACKER, Ronald. (1967,1968,1973) Language and its structure. Some fundamental linguistic concepts. 2nd Edition. University of California. San Diego. USA.

LARSEN- FREEMAN, Diana; LONG, Michael. (1991) An introduction to 2nd language acquisition research. Longman, London- NY.

MAURER, Jay. (2006) Focus on grammar. An integrated skills approach. 3rd Edition. Pearson Longman. USA.

OCEANO 2. El mundo de la gramática. Grupo Editorial Océano. Madrid.

PERES, Isidro. (1950) Compendio de gramática castellana. 10th Edition. Cultural, S.A. La Habana.

THOMSON, A and MARTINET, A. (1986) A Practical English Grammar. Oxford University Press. Fourth edition,

WOOLFOLK, Anita. (2007) Educational Psychology, 10th Edition. Pearson. The Ohio State University, USA.

www.About.com, a part of The New York Times Company 2009

ESCARDT, Thomas. The myuseum of humor language. Ma linguistics
Yall. 2003. www.geocities.com.

JELSOFT Enterprises Ltd. 2009. www.usingenglish.com

LEON`S EFL PLANET webmaster 2007.

LDonline <http://www.ldonline.org/article/14092?theme=print>. 2008 WETA

MICROSOFT® Encarta® 2009. © 1993-2008 Microsoft Corporation.

WIKIPEDIA. Linguistics. Error Analysis. Wikipedia Foundation, 2009.

WIKIANSWERS. COM Language interference acquisition. 2009

SK International 2004. www.sil.org/linguistics.

ANNEXES

ANNEX No. 1

GRAMMAR STRUCTURES

CHART ONE

Variable: Grammar Structures

Indicator:

Type of text	Most common errors	Examples
Interview		
Lecture 1		
Lecture 2		

Author:

LEXICON

CHART

Variable: Lexicon

Indicator:

Type of text	Most common errors	Examples
Interview		
Lecture 1		
Lecture 2		

Author:

ANNEX No. 2

GRAMMAR STRUCTURES

CHART ONE

Variable: Grammar Structures

Indicator	Error	Interview		Lecture 1		Lecture 2		Total	
		f	%	f	%	f	%	f	%
Adjectives	Pluralization								
	Position								
Subject Pronouns	Omission								
	Misuse								
Definite article	Omission								
	Overuse								
Indefinite article	With mass nouns								
	Omission								
	Overuse								
Prepositions	Direct translation of the preposition from Spanish into English								
Double negation									
Word order									
TOTAL									

Author:

LEXICON

CHART TWO

Variable: Lexicon

Indicator	Interview		Lecture 1		Lecture 2		Total	
	F	%	f	%	f	%	f	%
False cognates								
Invented words								
Others								
TOTAL								

Author:

ANNEX No. 3
QUESTIONNAIRE

1. How and when did you learn English?
2. How did you feel when you were learning English?
3. What methodology did your English teachers use to teach you English?
4. What was your motivation to learn it?
5. Why did you choose this career?
6. Do you think that most of your students have their own motivation to learn English?
7. How do you motivate your students?
8. What are your personal satisfactions of being able to speak English?
9. Where do you use it?
10. Personally, what was the most difficult aspect to learn from this language?
And Why?
11. Since did you start to study English, how long did it take you to feel comfortable speaking it?
12. Do you have any embarrassing situations that have helped you to improve your English?
13. Do you believe that the teacher's pronunciation influences in the learning process?
14. How do you keep up to date with the language (idioms, phrasal verbs, vocabulary, etc)?
15. In general, did you use to use your native language first and then translate it into the target language to express your opinions?
16. Do you think that the idioms of your native language influence in the learning process of a new language?

ANNEX No. 4

FIRST INTERVIEW –SUBJECT “A”

Good morning this is our first interview with Mr. Cevallos, he works here in Benedict institute and in another high school as well and he is going to help us with this field research.

Interviewer: Our first question is how and when did you learn English?

1. Well I start learning English when I was in high school. It was very fun and I started studying in an English institute in at Pralli.

Interviewer: Another institute, How did you feel when you were learning English?

2. Actually it was very fun because I have always like English that was kind of interesting also.

Interviewer: What was your motivation to learn?

3. Actually I could say that rock music was my motivation to study because I have always like this kind of music and I .. I used to listen to music to rock and roll music when I was six or seven years old.

Interviewer: ok and why did you choose to be an English teacher?

4. I have ask myself the same question but I got an answer, is because I think that English is easy to be taught so I decided to be an English teacher.

Interviewer: Do you think that most of your students have their own motivation to learn English?

5. Nowadays not I guess some of the students study English because they need to get a better salary a raise in their jobs or because they want to travel to other countries but I guess they don't have an inner motivation to study English.

Interviewer: Just external, yeah

Interviewer: How do you motivate your students?

6. Well, telling them yeah like this that they can improve their English and they improve their salaries because they are what they want to so I tell them that English is easy I always tell them that English is easy to learn.

Interviewer: What are your personal satisfactions of being able to speak English?

7. ah satisfaction of being able to speak English ah yes, yes that's good I like it I not I don't always use my English in the classroom, I use it with my children, I use with sending messages in my cell phone, my cell phone is set in English so I feel good.

Interviewer: ok personally what was the most difficult aspect to learn from this language and why?

8. I guess idioms idioms this is the difficult part for me to learn because you know you can not translate word by word or it doesn't have the same idea of learning in Spanish but for me everything was easy.

Interviewer: Since did you start to study English how long did it take you to feel comfortable speaking it?

9. I felt comfortable since the very beginning I the very very first lesson I had was when I was in first grade in school at school and my teacher ask us to study a dialogue and I remember this dialogue Hi Philip this is Helen. Helen this is Philip. So

Interviewer: That was very easy. Do you have any embarrassing situations that have help you to improve your English?

10. Embarrassing situations I think no no no any embarrassing situations no

Interviewer: nothing? do you believe that the teacher pronunciations influences in the learning process?

11. Yeah but this is ah you can learn English by listening to any teacher I mean not only native teacher speaker you can improve your pronunciation by listening to this or watching videos.

Interviewer: how do you keep up to date with the language, let's say idioms, phrasal verbs, vocabulary?

12. yeah I continue reading books such as watching videos in English I have some seminars about English and I continue learning everyday you know we learn everyday.

Interviewer: oh that true. In general did you use to use your native language first and then translate it into English to express your opinion?

13. Yeah when I was studying yeah I used to translate it first and that that helped me to understand how to do exercises and now I told I tell my students not to do it and I think that is an easy way to learn English.

Interviewer: But if it's an easy way to learn English why do you say to your students not to do it?

14. Because I saw that that was easy to do it is because I was that to translate got it when I was in the school something like this but I know this is not good to think in English.

Interviewer: Do you think that the idioms of your native language influence in the learning process of a new language?

15. the native language no I don't think so no no nothing.

Interviewer: thank you very much Fernando, thanks for your time.

ANNEX No. 5

SECOND INTERVIEW – SUBJECT “B”

Interviewer: Good morning this is our second interview with Miss. Cristina Pilataxi, she is an English teacher here as well in Benedict institute. We are going to ask her How and When did you learn English?

1. Okay, I learned in Benedict and also in the university. It was when I was seventeen, eighteen years old.

Interviewer: How did you feel when you were learning English?

2. At the beginning I was nervous but I liked it a lot so I was afraid but also I don't know very happy to learn it.

Interviewer: What methods did your English teacher use to teach you?

3. They used to teach me with Benedict methodology they they gave us vocabulary and after that they gave us the grammar part and after we did some exercises, writing and grammar.

Interviewer: what was your motivation to learn it?

4. When I was a child I used to watch movies obviously they were in English and I like it so I started studying because of that.

Interviewer: and why did you choose this career?

5. Because I love kids and teenagers, yeah I like teaching and I did it since I was eighteen years old so that's why.

Interviewer: don you think that most of your students have their own motivation to learn English?

6. yeah I suppose they they are motivated because they like the language and because of their attitude to English.

Interviewer: attitude like how?

7. They like doing exercises they are very happy doing everything that they have to do at the class also like homework.

Interviewer: and how do you motivate your students?

8. When they are kids we play a lot when they are teenagers we use to do obviously games but for teenagers and they like receive some gifts you know no material gifts but I know I do congratulated them something like that and they like it.

Interviewer: what are your personal satisfactions of being able to speak English?

9. I like that I can communicate with everybody with people who are I mean with foreigners they like when I can teach that's why

Interviewer: where do you use it apart from your English classroom?

10. I used in my job like Benedict and I work in another school we always speak in English to the teach them.

Interviewer: Personally, what was the most difficult aspect to learn from this language and why?

11. I don't remember for me everything in English for me was easy for me Spanish is more difficult so I don't know how but anything bad in

Interviewer: since did you start to study English how long did it take you to feel comfortable speaking it?

12. After I finish the last level.

Interviewer: after you finish the last level you feel comfortable, and how did you use to speak when and how many levels did you study?

13. Here at Benedict six levels after that I studied with another teacher in another institute was Laxbridge and I finish that but I felt comfortable when I starting teaching kids and I finish the career and say I can do it

Interviewer: do you have any embarrassing situations that have help you to improve your English?

14. I don't remember but yeah when I was starting being a teacher I was teaching somebody and this person correct me and I don't like doing mistakes and I said I how could I do that.

Interviewer: do you believe that the teacher's pronunciation influences in the learning process?

15. yes because if you are maybe for example Colombians they have a different pronunciation and students some students don't like it because it is not the standard way for that's why I suppose that it is

Interviewer: Do you take any seminars to keep up to date with the language?

16. yeah at Benedict we have some seminars about it but they are most evaluations of how to work with kids and what is the different with teenagers and something like that.

Interviewer: In general, did you use to use your native language first and then translate it to express your opinions?

17. no no never because sometimes when we have low students we have to do it but most of the time we I mean I have to try to explain everything in English and try to make them learn in English no translating.

Interviewer: do you think that the idioms or words from a native language influences the process of a learning a second language in this case English?

18. yes because if you don't learn about idioms for example that is a little bit strange when you listen something like blue and is not like blue so obviously yeah I suppose that it is

Interviewer: ok thank you very much Cris

Thank you.

ANNEX No. 6

THIRD INTERVIEW - SUBJECT "C"

Interviewer: Good morning, this is our third interview we are going to interview Mr. Edwin Pilca, he works in Benedict institute and in "La Salle" high school as well. Edwin how are you today?

Interviewee: I'm fine thank you

Interviewer: glad to cooperate with me?

Interviewee: yeah I'm really happy to do that.

Interviewer: ok, so. How and when did you learn English?

1. It was about fifteen years ago after finishing my studies at the high school.

Interviewer: how did you feel when you were learning it?

2. At the beginning I was really nervous because I didn't know any single word about that and then I feel comfortable.

Interviewer: what methodology did you English teachers use to teach you?

3. all right when I first started learning English I took two courses in the first one they used the translation method and in the other one they used the direct method I consider that direct method is the best one

Interviewer: Why?

4. it is because you know teachers are going to ask you questions in English and you are going to be asked in English so you have to think about the answer in English.

Interviewer: What was your motivation to learn English?

5. You know when I was in primary school I wanted to be a teacher but the idea was that in the future I would like to teach English in the school that I mean I was studying at that time

Interviewer: and why you couldn't accomplish that goal?

6. yeah its because actually I'm interested in working and getting money you know I'm trying to earn more but someday I would go to that school and I will teach children that it doesn't matter if they pay or they don't pay me.

Interviewer: just by your personal satisfaction? Why did you chose this carrier?

7. you know when I was a child I was interested in helping my friends and learning somethings and I discovered that it was easy for me to learn English and it was also easy too easy for me to explain my friends about the things that we were doing so then I decided to be a teacher and an English teacher.

Interviewer: do you think that most of your students have their own motivation to learn English?

8. oh I don't know but I consider that some of them need for subject at school I consider that if the teacher is enjoying what he or she is doing the students are going to get motivation while they are learning English.

Interviewer: what are your personal satisfactions of being able to speak English?

9. you know I have had the opportunity to talk about.. people about different topics with people around the world so I consider that the principal satisfaction was the communication this is because I could learn about culture about habits about customs in different countries

Interviewer: where do you use it?

10. Where? Okay first at work all right yes but if I have the opportunity to talk with other people I am going to use it wherever I go yeah of course

Interviewer: whenever you have the opportunity?

Interviewee: aha, of course.

Interviewer: Personally, what was the most difficult aspect to learn from this language? And why?

11. it was difficult to learn how to speak because I didn't have the opportunity to practice a lot but you know when you are learning the teacher is asking you questions and you are answering questions but it is going to be a little period of time

Interviewer: since did you start to study English, how long did it take you to feel comfortable speaking it?

12. yeah I started long time ago but after finishing the courses I was not really sure of my language but when I started talking and practicing using my language it was it was easy and you know I feel more comfortable about using my English when I was talking with native speakers.

Interviewer: do you have any embarrassing situations that have helped you to improve your English?

13. Yeah I remember that I was talking with a person and they mentioned something but the person understood totally different what I was trying to say.

Interviewer: and why do you think that that happened?

14. yeah is because I was thinking in Spanish and you know the thoughts in Spanish are going to be completely different that the idea is in English

Interviewer: do you believe that the teacher's pronunciation influences in the learning process?

15. first if the teacher speaks clear or pronounces clearly the student is going to get in the information but I think is not a big deal that the teacher force the students to practice only one kind of pronunciation because in English you know there are a lot of different pronunciations around the world and the student must get accustom to identify the idea of what the person is trying to say.

Interviewer: How do you keep up to date with the language?

16. you know when you are talking with people you are going to increase your vocabulary you are going to learn more words so you are going to be updated

Interviewer: In general, did you use to use your native language first and then translate it into English to express your opinions?

17. you know that's why my teacher stop me in the past I mean they taught me to think in English so actually I am not translating what I'm thinking so I'm thinking in English and I am expressing in English but maybe at the beginning when I was studying I used to do that.

Interviewer: do you think is a good method to learn when you are just starting to learn English, as a beginner?

18. I think it is not a good idea to translate things it is because if you don't translate in about the good way you are going to miss information and maybe the things that you want to express are not going to be clear

Interviewer: do you think that the idioms or your native language influences in the learning process of a second language, in this case English?

19. Yes because the person who is learning English is going to try to say their ideas try to express their ideas in the same way as they are thinking in Spanish

Interviewer: thank you very much Edwin.

ANNEX No. 7

SUBJECT "A" FIRST CONFERENCE

Music, what an interesting topic well I love all kind of music but I could say that I like rock and roll the most it is because I have heard this kind of music since I remember I mean since I was seven eight years old I remembered listening to this music when I had a very small AM and FM radio and I used to listen to this kind of music I mean to this there was a special radio station its name was radio musical so they played this music in English and I liked this kind of musics when they play this in special programs so music has been a special part for me in my life because I have bought a lot of well long played records those days when they were big ones you had to use a big device for listening to this kind of music but this is kind of music that I've always like I said well I the first song music the fist song I heard is about the Beatles the first song I heard I think I can't remember but I think is that the name of the song is "Don't let me down" that is the first rock and roll song I've ever heard in my life I didn't hear this on..in the radio but because a neighbor of mine he had this long played this record and he used to play it all time so I liked at the very very beginning I listen to this. I could say that rock music is a very nice it is very nice for me because I can express myself I can say that this music I can relax by listening to this music I have a lot of songs now I can get you see in boths mp3 players you can save a lot of music and I think that's a nice music for me. So I began listening to other groups and singers but specially The Beatles. I also began some songs sang by Elvis Presley and but this is weird because the first Elvis song was sang in Spanish but I knew later that it was original sang by Elvis Presley this music I have to repeat this that Is very nice for me I have heard this music for always but nowadays I could say that I listen to all kinds of music I could say that that are some exceptions for example I don't really like to listen to "vallenatos" like music from mariachis I don't like I don't really like this music I don't know why but I can hear other kinds of music maybe ballads in Spanish, regueton I like the music but no the lyrics I can hear all kind of music as well it is ok for me. Other groups I heard those days were little bit heavier like what like "Black Sabat" or "Let Zeppelin" it was kind of different kind of music but I liked it because it was nice for me and some people say that if you listen to this kind of music you are kind of satanic or you worship the devil or something like this but they don't have any evil ways or something like that but yeah some people say that if you listen to this music is bad for you but I can tell you that in my family my brother, my cousin and his son like this kind of music my brother has whuau he's got all the "Let Zeppelin" or "Iron Maiden" collection you see in CDs he also likes this music but if you see him you can not believe that he is a rocker listener or rocker fan because he is a simple man I mean he wears nothing special he doesn't wear black clothes

or something like this or medals or collars yeah. As some people say this all right if you listen to this music you have to wear black and something like this but this is not the way it is I guess.

My cousin he's the lead singer no he is the lead base he plays the base guitar in his group it is "Narcosis" the name is kind of weird also but this is the commercial part of the music that you have to have you know special names but I know his family because he is my cousin I know his mother, father, brother and sister they don't have any problem with drugs or alcohol big, big problems I mean all right they attend the church they're catholic but we don't have that problems with these things that people say, his son also play the drums in another heavy rock group its name is in Spanish like "333" is a special name in Spanish well I thought that this name is funny but this is fun because you know the "666" is ought to be the number of the beast but they are like "333" not bad at all, but they play hard music and they are great they have some presentations on some very big, some concerts here and there and they play very well ah in my family I have never had any problem by listening to this music the only problem I had is when I played the music loud so my parents told me not to do it but they never told me that it was bad to listen to this kind of music and the other groups that I like to listen to as I said "Black Sabat" "Let Zeppelin" and the "Who" specially those British groups I consider that they are a little better than the North American or other places I consider that British groups are the best for me so other groups from America I could say that the group "Kiss" was great those days at the beginning we I mean we talking about my brother and I, we began listening to this group and we liked the music those days we didn't have some these video clips or we didn't know how they were all right but later we had the opportunity to see them on video clips and we liked the music they played and also they show they presented specially James Simmons you know covered in blood but his mouth and his strange guitars like the other one called Stanley with his angel and his young his face that was cool for us so it was very nice to watch these videos so we said that group was cool. Another group I can talk about is "The Doors" from Los Angeles, California "The Doors" yeah this is consider like white jazz is like jazz that white people listen to that's what they call them but I mean it is cool and it's nice because you see the music is totally different from rock and roll bases so I like this group also. Then we have other groups like "America" we can talk about "Kansas" the group "Kansas", "Boston" they are kind of groups I don't know heavy obviously they have spread but the music that music is here and is for always.

Let me talk about "The Beetles" their music was very fun it is very fun for me and but some people specially parents those days they considered this group and their music that has a kind of influence on their children attitude, life, behavior they

said that the end is coming and they called them the you see “The Four Riders of the Apocalypse” and they said you know because of their hair dudes were kind of strange they look like they said they look like girls a girl like a hair dude but actually “The Beatles” just wrote the music and sang those songs but people who used to listen to them they got crazy they went crazy not “The Beatles”, “The Beatles” didn’t say ok people go crazy listen to my music or something like this they didn’t say ok girls wear mini skirts or boys wear use consume drugs or something like this but this is a cool group I consider very nice because they wrote about love got it so they are not kind of their lyrics they are not kind of saying come on let’s do war sorry let’s do something bad let’s do something wrong it was the other way they sang about love, love was the basic of these songs.

All right it’s kind of contradictory when I said that I like “The Beatles” but I also like music for example Black Sabat music you know Black Sabat music they have some lyrics that they are against not exactly against religion but the music was strong but I like specially the music I don’t pay attention too much to the lyrics because if I pay attention to lyrics I probably I could say not to this it is not nice to hear the music to listen to this music but I consider the music is great the lyrics could be different from my beliefs but I like the music specially as I well as I told you other groups probably have some influence on the US specially in America and the other groups like American groups I think they did have a influence about using drugs because they were drug consumers but for me I mean me, my brother, my family we didn’t pay attention to these things and we didn’t have any problem with this.

I could say I consider myself like a old fashion listener but I also think that the music people used to make years ago was like artistic because now you can use computers you can make music by computers I consider this is kind of easy way of making rock music and but anyway as I began saying I like all kind of music except this things but for example talking about music I like “reguetton” but the music only but I don’t like the lyrics I accept this music but I can’t listen to this while here when I am riding in busses but I could say that music has a big it’s a big part of my life I’m always listening to music I used to listen to music in my bathroom when I was younger but now you see I listen to music all the time and as I began saying also some people say that if you listen to rock music you have to wear totally black something like this but you know if you are a fanatic or whatever I mean that you don’t have to wear something special to make other people to make people see that you are a rocker I consider that rock you take or your keep the rock music in your blood, in you heart, in your feelings so I always listen to this kind of music and rock is in me, in my mind, in my heart for always.

So I could recommend if this is the word to other people to listen to rock music to see how great this music is and you can also listen to other music but you have to

pay attention specially the way these rockers play their instruments because for me this is kind of artistic and difficult to do it. By listening to rock music I could have made a lot of friends and when we go to concerts sometimes we can see each other for long time we haven't seen each other for long time I remember the last time I went to "Iron Maiden" concert I saw some friends that I haven't seen for ages so we see each other, we saw each other and said and we said hello and we were so happy because we met there and because we could attend this "Iron Maiden" concert it was a very good experience attending this concert but I could also say that there are some other groups in Ecuador in Spanish rock groups like "Mozzarella" like "La Grupa" and other rock groups that I also like.

But rock is not only music it's also is about books and videos and concerts and I have made a lot of friends by this music friends that I met that moment o well I met some friends I didn't know they like music but when we began talking about music they said that they like heavy rock or rock music and then our friendship grew bigger and bigger also I said that it is a big part of my life because when I feel kind of sad or stress or whatever I always listen to rock music to this to have this stress and that's why I said this about my life because I have always like this music, and my family specially my brother, my cousins they like this kind of music and whatever I go I always like to take my music with me and my brother when the main topic for having a conversation is music and also we exchange some well now a days some CDs, some posters, some books, some magazines so you see rock is not only music because you can watch some videos, you can read some books, you can change things and make more friends with this kind of music.

When I see some teenagers listening to this other kind of music I respect this because when I heard when I listen to rock music or by listening this rock music I learned that we have to respect other people likes, and I can say that old lyrics are about love and they talk about friendship o maybe when some body is heartbroken and then you can feel kind of identify by these lyrics and I see that there are some lyrics in other kinds of music but I prefer these lyrics sang in this kind of music rock not specially in English because you can also listen to these songs in Spanish and for example you can have some "Rata Blanca" they are kind of also they sing in Spanish.

ANNEX No. 8

SUBJECT "B" FIRST CONFERENCE

I'm gonna to talk about Friendship so many people say that we won't amount to anything, also you won't make it, or you won't succeed, unless you're on your own. But those people forget the heroes standing behind them, the brave fighters and peacemakers, these people who make life what it is. These people are friends, partners, mates and they add the vibrancy and color to this world that is otherwise black and white. These people who don't care what is wrong and what they are doing support you every step of the way and hold you up when you are falling.

Ladies and gentlemen, never forget these people watching you, guarding you through life's hardships. They will be your light, your happiness to guide you through this never ending darkness. If soon forgotten, the marks and sometimes the scars these people cast on your heart will still exist, though their reasoning may be lost. Everyone you meet every single person impacts you in some way, no matter how small or insignificant it may seem at the time. Then there are those people the special people to touch your heart who leave marks so big or so deep on your soul, that you could never forget their mark no matter how much you try you can't do it. These people will hold the greatest impact on your life and whose presence will stick with through all times. It marks who you are and how your life will go.

These heroes will be able to tell you what's wrong, even though you may not know it by yourself. They look in your eyes, they see through your lies. You can tell them you're fine and also you can straight your face lie but they'll see straight through it. You can't fool them and you can't trick them, they know you too well. Don't even try it. They are sure always with you. They are your sunshine, your hope, or your light. You can't let them to extinguish or you'll extinguish yourself. You need them to hold you together, to hold your seams together while you're breaking apart. They'll hold you when you break down and cry. They'll share your pain without paying attention on how much it hurts, or what do they have to do but they try to help you. These fighters just want to bring your pain to a half and make sure no matter what, you'll be ok.

They will listen to your problems, and give advice when you can't find it in your own heart, even when the truth may not be what you want to hear. They'll do anything, no matter how silly or crude, just to make you smile. These partners know you aren't perfect. They'll accept you for you for who you are, even if they disagree with who you are or what you do and you can call them any time of day, it doesn't care if it's rainy or shinny, just to have someone to talk to, or to cry to. They will take you out and treat you, just to make sure you feel better or well, and these warriors become your everything and consume what you thought life was. Please, remember these everyday heroes who have done so much for your life and

also you have done so much for them. They are here for you and they even die for you, how could you even begin to toss them away? You can't do it because it is not faithful neither for you nor for them. Something so special that almost seems not human. These kind of creatures, uncaring about themselves and they care about what you have what's your problem and they help you they try to help you all of the time and the earth needs the sun to light up its surface, just as we need the friends and family who are watching our backs. Embrace the ones you love, and who love you. Don't let that soft flame extinguish this, this flame that's so good. Hold it and protect it from any storm. You don't know when you will need these heroes later, or when they will need you, but no matter what, don't let the true miracles that have come into your life slip away.

Friendship is when your real friends push you when you need it, but never too hard and stand back when the time is right but never too far and the true test of friendship is if you're willing to do it all back in the heartbeat. It is when your life is so much better because you know them and they bring out the best that lies within and friendship plays an important role in our lives. People today, in all this new world and technology and thinking have lost sight of what a true friendship is. They know the key and the key is opening up the world of friendship but not focusing on the similarities but to accept each others faults and because true friends do not judge each other. Friends love unconditionally. They do have their little angry moments from time to time but at the end of the day all is forgiven and forgotten, so why let something that happened in the past ruin what great friendship could have you could have together in the future and you know they are going to help you when you need you are going to help them when they need and it is not problem if they find a day that it is not good and you have to help them but they don't want but you have to do it because they are your friends as when you need they are going to be with you.

And a true friendship has many memories both kinds they are going to be good or also bad, but all of them are important and when you can look at them when something is wrong and they know it just by their eyes and all they have to do is offer a hug and you feel a thousand times better. Friends can stay up all night on the telephone talking for hours without even realized it. When you know that they'd never lie to you and would never hurt you, it would only be for your benefit obviously is going to be for the benefit of the friendship because they are going to help you and they are going to be with you always or all of the time. Sometimes you wonder how the person knew, but then you realize that's just how you are close with these people and they can make you laugh when skies are the darkest and they are there with a good movie or some popcorn or tea when you are totally depressed so they are going to be with you to smile to cry to do everything that you

need at the moment. There is a great deal to learn about friendship. You know you have a friend for life when they answer the phone at one in the morning because you can't sleep and have a lot on your mind and they don't care about talking about nothing to get your mind off everything and I don't know if you have noticed that when a friend is happy, you find yourself happy too, even when it has nothing to do with you so you don't have a reason to be like happy but you are because your friends are happy so you feel the same so when they are sad you also feel sad because you have a connection with them. A few unspoken rules on friendship is that friends never "forget" to call so please don't forget your friends instead of that love them and some of the things learned are that there are many good friends around, but true best friends are hard to come by and there are many valuable things in life, but friendship may be one of the most important. To live life without the experience of friendship is life without living. In human interaction is a necessity to survival, but developed friends are an essential to the successful well being of anyone.

The definition of a friend like in a dictionary or something like that you find like, "A person whom one knows, likes and trusts." But to all, Friendship has no defined terminology and the definition of a friend, or friendship, is based on one self's own notions, what you think about the other person what they do about you if you help them if they help you what you do and what they do for everything. Many people look for different characteristics in a friend, things that may be common in nature and there are many different types of friends that a person needs or wants so depends if you talk about the boyfriends or the class mates or depends if you just find a friend, I don't know in a disco but something like that they are different kind of friends and there are some different categories too. It is important in nature to recognize and appreciate the various kinds of friends.

The first type of a friend in the friendship is an acquaintance. This is the beginning to all the basics, and deeper friends. This is the person with whom, is only on a pure, and basic level. The insight to this person's life, is merely an observation from a person's perception. It is found to be on a more common level, and they may move on to another category of friends. These type of friends come and go through out lives. And another type of friend is the Significant, many would argue with this word or this kind of friends but actually it is a bond or form of friendship. These are the people that you know of their I mean that they know about their mate's existence and appreciate their effort. With that quote, that is the foundation of Life long friends. Tears are shared, secrets are kept, and also smiles are natural part of the friendship for the relationship that they have they're true to them they become real friends. Best friends can be a support of any good or bad situations and we have another type of friendship that it is the closeness friends then you find this

like in parties and work or school friends and they are your close friends because they know you a lot and you know them a lot most people in this category have known most of the things that you do or that they can do for you. There is no point in secrets between close friends because they can read each other well enough that secrets just can not exist. They usually know what city the other is in, and working is something that few of us have the luxury to enjoy. Friends from work or friends from the school or the high school or the university they are mates they are different but this is a kind of friendship that is important in your life because if you have this levels of friendships you know more people you know more about them you know what they want what they like and they know you more and that is good to be at the end best friends because they can know your interests and you too about them so both can have a good relationship and this kind of friends also are very different to the other ones because the friends at work are always beneficial this kind of friends help you when you need in your job so that is professional obviously you can get advances with these people but talking about the job most you have a good relation. Obviously in this type of friendship there is also another level that maybe you can find there a girlfriend or a boyfriend that they can be after this or your husband or your wife but it is also a kind of difficult situation because if you have a relation in your job you can get problems or also you can get advances for this relationships but if you have a girlfriend or a boyfriend with a good relationship you can help her or him doing everything for them and obviously it is going to be good for the company of for the factory depends where you work because they can or you can work together to have good things for the company.

Some of your friends you only see once a year maybe but when you are together I suppose that it is like nothing has ever changed and you can catch up with each other quickly and you know things about them and they know things about you but it means only that you will not share with your folks and in it's the next level of trust that one can bare with people you party with. And people you have in your classes, in your dorms even people that sit next to you at lunch something like that these people from the school or from the work are friends and you all have to have in your life because they are important for your development.

To sum up, even though it sounds cruel that you treat your friends differently according to category because it is obvious that they are not going to be the same if they are just an acquaintance or that is like significant or it is going to be your girlfriend or boyfriend they are the closest and this is natural that you treat in different ways of each one but it doesn't mean that you change your self so you act at your self, and because they can help you professionally in the work you can help them but sometimes you have to pay attention because these people aren't real friends instead they want to follow their own interests and if they can become in

trouble so pay attention in how they they really are and when you find good friends don't loose them because they are necessary for your life they are like your family they are going to be with you in good and bad situations all of the time.

To finish this conference of friendship it is you have to notice that it is a complex word but it is not a word it is a real life you have real friends when you are good with them and when you notice if they are good with you and you have to take acquaintance, friends, later will be girlfriends and later close friends that it is not problem it is not important what problem you have because they are going to be with you always there and you are going to be with them always too, so remember that friendship I mean friends are important in your life if you don't have friends you don't life you are just passing from the world but you don't life as a person has to live in the world thank you very much.

ANNEX No. 9

SUBJECT "C" FIRST CONFERENCE

Ok today we are going to start talking about jobs. Which one do you think it's the best job for a person? What is important to consider when you are going to select a job? and Do you consider that a good job is the job in which you are going to earn a lot of money?.

Ok let's going to start together with the first one. Ok which one is the best job I have talked to many people about jobs and they have told me that a good job is the job in which they are going to work just a little amount of hours and they are going to receive a good salary all right but I consider that there are many people who are not interested in develop an activity that they are just thinking of just getting money ok so money is the thing that they are thinking most of the time all right and if they get a lot of money they are going to be happy. If we consider the second point that that is what is important when you are going to select a job we are going to notice that at the moment that you want to get a career you have to think about your interests it is because if you consider only... only the amount of money that you are going to earn in your life so you are going to notice that maybe you can get a lot of money but you are not going to get satisfaction when you are developing the job and the conclusion of that you are going to be stress at your job and you are going to find that there are many things that are not making you real happy. Ok do you think that a good job is one where you earning a lot of money what can I say to that ah according to my point of view the job that is going to be the best is the one that is going to be or that matches with your personality for example if you like to work with people being a teacher could be a good job because you are going to share with people and you are going to be in contact with people you are going to have more friends and you are going to see how the students are increasing their knowledge so I consider that ah depending on your attitude or your aptitude you can say that a good career and actually the schedule that you have to accomplish in your job is going to be very important there are some jobs in which the schedule is going to be set and you have to accomplish eight hours every day but there are other jobs in which you don't have to accomplished a very specific schedule ok you can work some hours and then you can return next day or maybe you can work at home ah you are not going to have the same problems working in an office all right so you have to do exactly the same stuff everyday. There are other jobs in which you are going to... you are going to work in an open environment for example if you are an architect you can go to different places to check how the work is and if it is improving or no, maybe if is going fast or no and you can make decisions there all right ah I don't know if you decide to be a doctor you are going to be very busy all of the time all right so your schedule is not going to be like an office schedule and the

doctor must be able any time that a patient needs his presence. Another occupation that I can think of is if you decide to be a community helper like a police officer you have to think of the danger that that career involves all right so it is not like something safe like working in an office or working in a hospital or directing your proper job all right so you have to think on the risks that that carrier involves.

Ah there is another topic that you have to consider when you want to select your carrier is if you are going to need experience for getting a job or maybe you can start working without experience there are some people who consider that experience makes a good worker but there are other people who wants to consider that the experience can be not a good point when they want to hire the person all right for example I remembered the words that one of my bosses told me all right maybe you can have ten years of experience but who guarantees if that experience was good, so considering that point of view I notice that that person wanted to contract better younger people than old people ok so actually if you know if a worker is let us say is old that person is not going to be as active as the young person is and maybe the ideas that the old person have are going to be some staby but the young person ideas are going to be more active and they are going to be more and they are going to be funnier and I don't know is different point of view that young people have like they want to develop the topic. I remember one experience that a friend of mine had when I started working long time ago all right the situation was that I met him when we were working in a high school he was a chemistry... a chemistry teacher but obviously he has studied for a long time for being a chemistry teacher but the situation was that when we started the school year he started with positive ideas about what he was going to do during the school year but after few months he decided that the carrier that he had selected when he was younger was not the best decision that he has made because he considered that he has changed in an incorrect way and being a teacher was not what he was supposed to do during his life uhum. Another point to be considered when you are going to select a carrier is the motivation it is because when you are motivated for doing something you are not going to pay attention the criteria that other people are going to have maybe they are going to have good points or maybe they are going to tell you bad points of the carrier that you are going to select but if you are really motivated for doing one activity you are going to do no matter what the conditions are but you are going to, ok for example I remember when I wanted to be a teacher I was really young I was in primary school I was nine years old but the anecdote that I can tell you is when I was in third course and the teacher that was working with me at that time asked me what carrier I wanted to...to get in order for me to be a professional and I told her that I wanted to be a teacher and she disagree with me and she told me that it is not a good selection because teachers are not recognized

and the salary is not good and the schedule is not going to be recommendable and the students are not going to be grateful and maybe they are not going to remember after...after one year of work yeah they were really bad points of view but I really wanted to become a teacher. Some years after that conversation I met that teacher again at the bus stop and she asked me Edwin as a conclusion what carrier are you studying for and I told her I'm studying for being a teacher in fact I was practicing in order for getting some experience about teaching and she said Edwin you are really stubborn I told you all of the bad points of our carrier and you want to become a teacher and I told her yeah I think I really like that carrier and I wanna be an English teacher all right so after some years of that conversation I met her but I was already working as a teacher and she said Edwin what are you doing what kind of job are you taking out and then I told her that I was teaching primary school students and she said you know Edwin maybe you are suffering all the things that I told you but the situation was that I was really satisfied with what I was doing I was doing at that time and how I felt at that time all right so that was really important for me.

Different points when that you have to consider when you are going to select a carrier but many people are interested in earning a good salary and I don't know if it is a good idea to think about money when you want to when you want to select a carrier why it is because first money is not going to compensate what... what you want for your future. It is important that you feel comfortable in the activity that you are doing any kind of activity that you are doing you can be a musician, you can be a doctor, you can be a mechanic, you can be a teacher, you can be a fire person and you can do whichever activity that if you feel comfortable that activity is not going to be stressful for you but the thing is that if you are doing any kind of activity only thinking of getting a salary that is going to bring your family up is not going to be recommendable because you are going to develop that activity just maybe respecting the rules or accomplishing your schedule but only for... for developing your job but you are not going to get the satisfaction and you are not going to feel happy and then when the time passing you are going to get sick you are going to get a lot of stress and you are not going to feel comfortable maybe you are going to go from one job to another job and... and while I am telling these... these words I remember the words that one person told me once when I was changing my... my job place um she told me Edwin it is not a good idea that you go from one job to another job but what is important is that you consider that making ... making a carrier is going to be good you can stay in only one place for a long time if you are doing your job very consciously and with the energy that you have for doing that.

Another point that I'm thinking of at this moment is how we motivate other people to do any kind of activity I have heard that in other countries in order for the little kids to select a carrier they are asked about what their interests are for example if a young boy want to become a police officer he is going to be taken to a police station to see how the police officer works what do they do and what kind of stuff they have to develop everyday. If a young boy want to become a doctor he is going to be taken to a hospital and they are going to realize what the life of a doctor or a nurse is what activities they have to do? How they have to develop their work and all of the things? It happens the same with all of the inclinations that they could have all right so the idea is that the students in the student is going to get involved in order to develop all the capacities or all of the abilities that they may have in order to be a good professional in the carrier that they have selected and I mean that this kind of carrier can be selected when they are like five years old or six years old and they are going to decide at that moment in order to develop any kind of activity when they become an adult person because nowadays students are just imagining how the environment of the work is going to be when they have face the reality of that work maybe that reality is going to be totally opposite of what they are thinking of and they are going to get in disappointed and maybe the interest that they could have are going to be totally different.

I have heard about people who had taken different kind of jobs maybe they have worked in a bakery and they have work in cell phone stores and it is because they just wanted to use their free time for doing any activity that can represent some comments for their family.

ANNEX No. 10

SUBJECT "A" SECOND INTERVIEW

Stress, every body stress out now a days everybody... yes you can feel stress all day everyday you may think I'm kind of a little bit crazy saying this but you can feel this stress at the moment you wake up is because you have you wake up and then you have to begin about your job specially Mondays because you know Mondays are kind of the worst day for me because you have to wake up earlier and they have to think about the things that you have to do during the week or the rest of the week then you have to take a shower have some breakfast and then you have to think about transportation if you drive your own car you have to be careful when you're driving you have to check you have to be careful with the traffic lights you have to pay attention if the people who walks by yeah you have to pay attention for this. If you ride the bus first you have to wait for them, they are not always on time you have to be stress if they are not coming early or soon then if you get on the bus if you see is rush hour or at this time if you take the bus at 7 a.m for example the busses are going to be crowed for sure so there's a lot of people in the bus, inside the bus or you feel kind of stress and you have to be careful of your belongings because somebody can steal your cell phones, your wallet , your money, they can rob you so you have to think about this and I think this is also stressful and if you are late you would like the bus driver drive faster but if you are on time you get stress you get nervous because the bus driver is going so fast so anyway you are gonna be stress if you are at work you have to think about the things you have to do, if you have a boss you have to think about him or her that he or she is going to ask you for the job he wants to be finish then you can have lunch and if you are eating in a restaurant that you're eating out you have you think about the food you're eating and as some people have seen some reports on TV that food is not well prepared in restaurants they are not so healthy so you have to have a restaurant that you always go so you have to see if this place is kind of clean also when you go back home you are going to watch some news on TV and if you watch the news you are going to know that there is war somewhere, somebody has been kidnapped, some girl ahs been raped, a child has been kidnapped, etc, etc so this is stressful so a friend of mine recommend that this suggests this that is better not to watch the news on TV or not read the news on TV because is stressful and I do and I do this I mean I don't watch I try not to watch the news on TV I prefer watching some sports programs or some documentaries so I just play a video and I watch this ones its yeah its because it's stressing and then when you go to sleep if you have a car or you own your house you are not going to sleep well because you are thinking about if the car is going to be stolen or your house is going to be get some burglary something like this so it's kind of funny or maybe you think as I said kind

of crazy person you're always thinking about bad things but this stress and the word stress is like a now days disease that everybody is complaining about work so everybody is stress but I could say that stress is not as I said is not a now days problem because stress began when the first man had to think how to get food for his family I mean I talk about those years at the beginning of the humanity the human race so that is that's when stress began when a person had to get money or the food for the family later I don't know if they could get some fire for their homes etc, etc so stress is not it has been for always for us. So stress has been increasing during the time passing by and I remember my mother when she used to tell us about her life and those times you see you were not so stress because you didn't have to do many things as we do today because now a days you have to at the present time you have to have money if you have to be happy all right that's what people say so you have to work more, you have to have more things you have to have more belongings if you have a car but your neighbor has a bigger one you want to have a better car than his so I think that is also stressful and this is what that's what I mean, so many years ago you didn't have this kind of problems you just my mother just cooked lunch and that's it and care for our their children but nowadays you have to care about many many things as I said before. So elder people when they were younger they didn't have this kind of device for cooking or for preparing food they had a stove and they prepared food so easily I guess but now with technology yeah microwaves can let you make things faster but the word faster also involves stressing so because you have to do you have to make your breakfast so quickly you have to make your lunch so quickly because you have to go to your job so quickly so I think this kind of technology is also is stressing and about the food as I said I remember when I was a child my mother used to buy milk from how can I said the milk that came from directly from the farms if that milk was healthy but if you buy this milk now I consider that is totally different because cows don't drink the water they used to drink many years ago I mean water is polluted, the grass they eat is polluted and you know cows are fed by some chemicals that produce some disease like cancer something like this for humans so this is also a stress way but also you have to buy food milk that is canned milk so you can see if it's ok or not so and this also is stressing for me because you have to think if the product you are buying is good for you, for your health you always reading the tables about the calories they have calories, or fibres, etc, etc so that is also stressing but everything has a solution so I think that you have to begin the day thinking that it doesn't matter if it's raining or not you have to think that the day is beautiful and you have to begin a day with energy and then you have to go out to your work thinking about the good things that you have to do for your family and for other people because I suppose you work thinking about other people so if

you have lunch you have to thank that the person you believe in for the food you are eating because as my mother said and mothers say other children don't have anything to eat so thank that you have money and you have a job and you can eat this things ah well watching the newspapers I mean watching the news and television yeah is stressful so I consider this kind of stressful but I don't have any solution for this but at night you can as I said you can watch some videos at home with your family you can read some books that are written specially to develop or to improve your way of living and not to watch TV if you have family there you can spend your time with your wife or your children I know they also have problems specially when they come back from school but try to help them play with them this is so you are going to have a beautiful day the next one.

Other ways of forgetting stress during your life during your day is about reading, reading this kind of improving your life books people also like to go out to attend these Spas, having some massages, and taking long hot baths I think is ok but watch out with the electricity bill and yeah and also take life kind of in a funny way also some people some doctors say that is ok to take some to take a nap after lunch and this is ok and also you have to pay attention you don't have to have schedule for everything you do you don't have to say at 5 o'clock I have to do this at 6:30 I have to do that so I think this is kind of that is stressful is a big weight on your shoulders.

Walking yeah walking is a good way also and in Quito you can not walk downtown or the "Centro Historico" because you know is kind of crowded and polluted but you can go to some parks and go with your family because children also can have this can suffer of stress and they really do have this kind of problems so children can walk with you play with you and you know is not necessary to go I don't know to take a two-hour trip to go out somewhere in Quito you can go to Metropolitan park, Itchimbia in the south of Quito you have some parks and forget about pollution and noise and.

Listening to music you can get some music there is a man he is a Japanese person that plays music it's about nature music or he records sounds of nature like bird singing or the sound that the wind produces something like this and this is very relaxing you can also eat more foods and vegetables because they are healthier than those who had eaten like you know junk food. Watching videos is also stressful depending of the movies you like if you like this action movies you see there are some murders it's about war and killing people it's very very stressful so I have been watching different kind of movies that are about love or friendship but so those movies don't make feel so bad as the other ones also if you read books they have to be well all books are good for me but I think the books that you have to

read is about relaxation always to feel better on how to be a better person or how to get along with your neighbors or friends or how to make friends etc,etc.

When arriving home from work or from your high school it is ok to rest and to sleep at least for 8 hours and so before you go to sleep I recommend you to pray not matter your religion have but you can say some words thanking anybody I don't want to be specific but you can thank anybody for the things you have for the work you have and for the time you spend with your family and that's it other things, so you should sleep very well probably some people say that you should drink a glass of water to sleep calmly and believe it or not but you have to have a good pillow where to rest your head and a good mattress and sleep well and I don't know. Relaxing also means loving somebody you have to have somebody to love, love your parents, love your wife, love your children, you love your pet, love your life, love the house you live in, and love is also a good answer for forgetting about stress so... yeah stress is everywhere and every time everywhere you go but we don't have to be defeated by stress so take life easily try to be funny all the time, try to make jokes, try as I said love somebody and don't think about stressful things that we have all day all the time because other wise we are going to get older and older but so be happy.

ANNEX No. 11

SUBJECT "B" SECOND INTERVIEW

Good afternoon we are going to talk about teenagers with eating disorders. More teenagers are becoming over weight, and need to put a stop to it. There are three reasons that are causing teenagers to become overweight. One reason is they are choosing to eat at fast food restaurants, and are more interesting in French fries, hamburgers and are not getting the proper amount of exercise. Instead of eating healthy food like fruit, salads, soup or sandwiches, teenagers choose to eat at places like McDonalds, or Burger King, KFC because they like maybe the flavor but it is not good for health and because most kids at home they are eating cookies and chips because nobody pays attention in what they drink or they eat and consume pop corn and soda like a drink when they are at home. Parents need to take responsibility for their children eating habits, instead of blaming the fast food industry. One contributing factor is this new generation of teenagers; they are turning away from eating healthy food, and are turning to the fast food. Instead of making a healthy lunch at home and taking it to school, they go to places like fast food restaurants and they prefer to buy there the food because they don't like doing anything by themselves for eating and they prefer buying in a place that they prepare food so they don't have to do anything.

Another reason is they are spending more time playing video games, surfing the net, talking on the phone with friends or just chatting, or watching TV, and they need to do more physical activities. This is the factor that is causing the rise in overweight teenagers because they don't exercise. Even when kids are at home the parents should make sure that their kids are making wise decisions on the foods they are choosing to eat. Getting to them to be more physical active, will help ensure that they end the bad things for the health, getting to them to do more physical active they are going to be with a better health also so parents need to get their children moving, and do not let them hang around the house. Besides, parents have to teach good nutrition and proper exercise setting the example not just saying you have to do this you have to do that or you have to eat this kind of food like vegetables or fruit but the parents don't do it so children can not learn what they don't see. Some teenagers know that it's important to workout, but parents are lazy, so they together hang around the house that's why they don't do anything because they don't see anything from the parents and another benefit for them to be active is they will have more energy through out the day. By just sitting around the house, all the food that they eat will just end up turning into fat. In high school, friends always go to eat at fast food restaurants. With teenagers not working out, or not doing some type of physical activity, they have no way of

burning off the food they have consumed. They need to spend time explaining to their children about the benefits of proper nutrition and getting enough exercise.

The other reason is that the parents are not setting good examples of eating right, and exercising for their kids. So parents don't pay attention in what they do or what they eat, which is why kids follow this behavior without noticing that it's for their health. All parents want their children to live long and healthy lives by not teaching their children the importance of good nutrition and proper exercising, they are not really helping. So it's important to pay attention how parents act to see how children react because if you like a parent don't give the example the good example they are not going to follow any good things they are going to follow just the food that they like but the flavor is good or something like they say that is because other people do but if they see that the parents eat good, eat healthy they are going to do it like a consequence of what they see and many students today when they are in the school they ask some of the time why they are so tired all the time. It also seems that people in college become stressed out either because of grades or because of work and all people need to do is get the right amount of sleep, eating well, and exercise in order to feel better about themselves and also feel good in general. When you talk about that you have to get the right amount of sleep is because you have to sleep like from 7 to 9 hours a day it is important because your body is going to be relaxed all the time and it is going to recover energy to continue the next day doing any activity that you have to do. When you talk about eating well it's because you have to eat like vegetables, fruits, salads everything that has like proteins, carbohydrates something good for your body and for your health and when you talk about exercise in order to feel better it's because your body needs to exercise most of the time because with these activities there are going to be more muscles in your body and it is good for your health because also your heart is going to be healthy and at the end when you talk about that you have to feel good in general is that you don't have to feel stress you must think about your body so if you have problems you have to try to solve them but don't pay attention if they are so big or not because you can solve them and you can continue your life without being stressed and this is not a short process. Most experts say that it takes about twelve weeks in order to see results and nevertheless, it is guaranteed that after that duration of the time one will see a vast improvement on oneself. Sleep is something that most people take for granted. It is the one thing that people are willing to compromise even more than food or money. Different people can get by with different amounts of sleep. Some can survive the next day with only few hours. Then there are other who cannot be called after 9:00 because they need those good solid 10 hours for sleeping and the average person actually needs anywhere as I told you before from 7 to 9 hours a night so with these hours they are going to feel

better and the next day they can continue doing any activity. But why does one need to sleep? It is because when human bodies do not get enough sleep, they tend to lose strength, the immune system decreases, and there is an increase blood pressure.

It is important to incorporate refined carbohydrates, proteins, vegetables, and fruit for these groups of food to ones diet everyday to ensure that the body works. As students, it can effect concentration, memory, logical reasoning, and ability to do math for example some of the things that you have to use your mind a lot and people drive cars every day and some drive fast and some drive slow and however, one needs to know the right foods. Sleep can help the body to relax it with everyday pressure and second, be consistent in your routine. People tend to go by the fact when it comes to picking an exercise program. To remain in shape one does not have to do a lot of it but one should do some. If one keeps all the factors in mind, a healthier happy life can be achieved. That depends on age, weight, and current level of fitness. Nutrition is the main thing that keeps the body working if your nutrition is good obviously your body is going to react correctly because it has strength it has...

According to World's Health Organization, health is defined as a state of complete physical, mental and social well-being and normally to the absence of disease or infirmity. The importance of cultural factors, particularly the media, in both imparting health information and imparting on the nation's health has been noted for more than a decade. The news media specially the magazines are particularly important source of information about health for general public and the success or failure of education and information campaigns depends largely on the broader cultural context into which they are injected. The average America may visit a doctor once or twice a year and probably reads a newspaper or magazine article about health a few times a month imagine this and may watch several television shows featuring a medical problem each week. The mass media play an important role in the leaves of most people. However, those who control access to and the content of the media may not be overly concerned about the need the necessity to educate the public about health. Because of social press, family problems among others, and there are two big eating disorders. The first one is the anorexia as Americans all know anorexia is a serious mental problem taking over our nation today. Anorexia is an eating disorder caused by self starvation and although anorexia is not just a problem concerning food or overweight, it's substituting food and weight to deal with the real psychological and emotional problems such as a death in the family, personal reasons, stress and so on. Many cases of Anorexia typically come from the white, middle to upper class families that place heavy emphasis on achievement, perfection, and physical appearance. Anorexia is mostly

a problem because of the standards of mass media. The tall slender body is the image that every girl wants to become. Many girls believe that if they weigh so much they would be happier. Peoples self esteem is major contributor to anorexia cases. It all begins back in grade school when kids would tease each other about their...

The society is not ready for this as a whole, but there is really no other solution to this complex problem. Normal is not attainable because everyone has their own opinion of what "normal" is. Everyone needs to realize that they are their own person and they will never be anyone else but themselves. The problem begins early, and if we would just learn to get rid of all the judgments made on and by others, then we could accept ourselves more willing. We should eliminate all the fuss about diet products. Mothers, fathers, grandparents, aunts, uncles, some other members in the family and the kids have to join together to help with a solution because everybody is important in the life of a person who has a problem. These products are just telling people something is wrong with their appearance. I think people who do the teasing are only insecure with themselves and that's why they last it out on others. As we all know people suffering from this terrible disease wants nothing more but to be accepted. There can be a possible solution to Anorexia and this solution would never happen in today's society. These products are a waste of time and money that doesn't nothing but put the hope of being skinny to make people feel like a better person. If accept the people as an individual then we could rise above all the self esteem problems that exist in our society.

And the other big eating disorder is Bulimia. In today's American society, eating disorders are extremely common and many people believe that eating disorders have reached epidemic levels. In most cases eating disorders lead to serious and life-threatening medical conditions. Also, eating disorders often lead to physical and psychological or psychosocial morbidity in adolescent girls or young women. And bulimia is a much more common eating disorder then anorexia but bulimia is a psychological eating disorder, which is characterized by episodes of binge eating followed by purging or taking laxatives they take this to don't assimilate not to assimilate the things that the food have that the foods have. Bulimia became a recognizable eating disorder when it was established in the 1980's. Most bulimics look normal, and are not underweight you have to notice that that they are not underweight. Usually bulimia is caused in people who have an overvaluation of body shape and weight and some causes for bulimia are uncontrolled hunger and stress. Binge eating and purging is usually done in secret, but bulimics often display signals that can be detected. Opposed to anorexia, bulimia generally occurs later in life. Young adults are more susceptible to bulimia then adolescents so teenager are not like the doing this one so much but young adults yes.

In addition to the obvious bingeing and purging, bulimics may shoplift, be promiscuous, or abuse alcohol, drugs, and credit cards. The two that work the best are self help and cognitive behavior therapy and their binge eating and purging habits also decrease while in treatment. Some of those include a deficiency in electrolytes or something like this or potassium or chlorine, and one factor of bulimia is binge eating, therefore over eating is a sign that someone could be bulimic. And finally, self-esteem increases greatly while receiving treatments. Since bulimia is genetic, so you have to pay attention in this it will be difficult to completely eliminate this problem. Some deaths might occur by suicide, since they are often completely depressed. In addition to suicide death occurs from health complications also. Often bulimics show obsessional or perfectionist traits and the most common substance abuse in bulimics is alcoholism. In addition to those health problems, bulimic can experience kidney, heart, and liver damage or failure. So as a conclusion it is important parents act correctly and check their children without pressing too much but giving them good examples and good food to have a better life and live more without diseases so also the teenagers have to pay attention in what the other ones are suffering to don't suffer... not to suffer the same as they and thank you very much.

ANNEX No. 12

SUBJECT "C" SECOND CONFERENCE

Ok now we are going to talk about Couples. Yes and I don't know if it could be a good idea to start defining what a couple is? Ok I consider that a couple is two people together it could be two boys, two girls and the normal one a boy and a girl all right yes you know according to the bible we can get that is that that a couple is going to be a man and a woman yes but actually you know the world is changing and we have different kind of situations we can notice that boys are with boys and girls are with girls and etc etc you know how couples are now all right and when we when we establish a relation we are going to find different kind of situations for example we are going to have blind dates, so what's a blind date? A blind date is when you are going to face a person whom you don't know.

There are many situations in which you are going to find these blind dates for example let's suppose that you have a friend and that friend has a date with... with his girlfriend and she ask him for taking another friend for an extra person that she can take all right so they are... they are just fixing a date with people who are friends of them but these people have anything in common they don't know each other ok so they are going to see what happen in the future ok and there is another situation actually when this different websites that we have like for example what for example Hi5 you can write your profile and if another person that check your profile is interested in you maybe they are going to write some e-mails or something and they are going to fix a date but maybe you are going to see the picture of that person and you are going to read her profile and maybe you are going to become interested in her and you are going to go on a date but you know in that date you don't know what the person is, what are their interests what did the person interests are? And I don't know maybe you are going to start talking and you are going to start knowing the person and maybe if that date could be good you are going to have another date and maybe you are going to establish a new relation.

Actually we can observe that we have some chart rooms and another thing that is taking actuality is this speed dating rooms all right I don't know if you have heard about this speed dating rooms that these are rooms in which you... you are going to have some girls that are sitting at the table and there is a group of boys which are going to be sitting in front of them and after seven minutes after the bell... a bell rings they are going to move to the next chair all right and they are going to start talking with the girl that is in front of... in front of the person ok so they are going to interchange information and after that... after that if they like each other they are going to exchange their phone numbers and this is and everything and they are going to continue having more dates after that ok so maybe those are the connections that they are going to establish with different people in order to

establish a relation maybe this kind of relations could last or could no last all right but it depends on the personality of those people and maybe they are going to last I haven't heard any experience of a person who has gone or this kind of dates and they have excellent results but we can observe in TV programs or maybe maybe pictures or movies that there has been many situations in which people from different parts of the world have get connected with other people and they have gotten married I don't know if this kind of marriage are going to last for a long time or maybe they are not going to last but the reality is that they exist.

Another topic about this kind of relations is love at first sight I don't know if you have face this kind of feeling but there are many people who said that love at first sight doesn't exist other people may said that it could be it could happen since the very first time it's because it has happened to me you know but anyway there are some people who said that love at first sight doesn't exist because it could be only physical attraction yeah any kind of relation is going to start at any point about the physical attraction and then we're going to consider other things with the time passing all right very good

I don't know but I think I need to share my experience about once in the life in which I met a girl and with since I saw her I started thinking of her a lot of time and you know although when she was not present I used to smell her perfume, and in everything that I was talking about her name was present I don't know if this is real love but it means that I was thinking of her a long time during the day all right you know she became part of my personal life and she was maybe the base of my life you know I don't know if is love but it happen since the very first time she was present in all of my dreams and everyday the first thing that I was that I thought when I wake when I woke up it was about her and the last thing that I remember I was thinking was her name or her situation or her things ok at the end of the day so maybe she was the base of my life ok.

I consider that it was love I mean it happens since the very beginning of the time ok but I don't know if you have suffer the same situation.

I have heard some great love affairs and during the history for example I have heard the story about the Duke and the Duchess of Windsor and this story mentions that when the Duke's father died the Duke wanted to get married to Mrs. Walley Simpson an American woman who was divorced but the British government did not accept her as a queen of England because she was divorced. He had to choose the first option was to continue as a king of England or the other option was to marry Mrs. Simpson all right and I consider that this is a very hard decision that a person have to make but he choose to stay with the woman he loves all right so it is a decision that he made all right

Another story that maybe you have heard is about Charles and Camila ok when Charles met Camila that 4th of march in 1970 he had loved with her but then he waited for too long before he asked her to get married with him and she got tired of waiting and marry someone else now after two marriages and a funeral later Charles and Camila are together again it is because Charles got married with Princess Diana remember and after that Diana died and after that I don't know what happened with Camila maybe she got divorced or maybe she her husband died I don't remember exactly but the conclusion was that at the end they were together all right but imagine can you wait such a long time for getting the true love that you have in your life ok consider about that.

All right another story is about the monument that a person created in order to give or to remember her love all right so this is the story of the Tal Majal all right it says or the story says that the person wanted to construct something that it was going to be like a monument that represents the love that he felt for the woman he loved. Actually there are some people who considered that soul mates exist this is the idea of someone who is created or who has been created for you and they are going to be the complement that you need so is going to be like in a pattern you have two hearts ok and you are the half and the other half is constructed or it was built for you but some day your life you are going to match the other half that your life is missing.

Talking about love stories I can remember a story that I had when I was working as a teacher I remember you have heard that there are sometimes with students not problem girls or boys are going to get in love of the teachers have you heard about that actually it happens it's very common in schools specially with primary school teachers the thing is that maybe the student is going to feel the love of the teacher has as a... a pupil you know but the thing is that the feeling that they are start feeling that it is ok may them to get that they are in love and maybe could be something that is going to affect their studies ok I remember a special I was working in one of the school it was an international school and one of the girls that came from Brazil she has just... we started the school year on Monday and she had came on Saturday all right then she hadn't get accustomed to our weather, the thing is that one day we were going to the restaurant 'cause the students used to eat lunch in the school and they had to wash their hands all right and I told her, her name was Ana Paula. Ana Paula was nine years old at that time and I told her Ana Paula go to the bathroom and wash your hands ok she couldn't wash their hands sorry her hands because the water was too cold all right yeah so as she couldn't speak Spanish so I had a special feeling for her it is because she needed help because she couldn't talk with people and she didn't have friends and if she need to say something to the other people she needed a translator yeah all right so

it was a problem for her to communicate so I was next to her all of the time ok so one day I was talking with a coworker and she was standing next to me so I told her Ana Paula go to the yard and play with your friends and she said she didn't want to go all right and I said but it is your break time and you are supposed to be playing with them ok so go and play with them and she said no I don't want I want to stay with you and I said come on Ana Paula it is time for you to go away all right so then you are going to come and we're gonna work and she said no I want to stay with you and I said Ana Paula go because I need to talk to him to the other person that I was talking and she didn't agree with that idea but anyway she went to the yard and then she was playing with the other students after that she was a kind of ah she had a very special behavior and maybe she was a little bite distance and when I asked her what happened to her she said that I had put her away and I say that I didn't mean that but she felt terrible and she said you know Edwin because you don't love me but I was thinking that she meant that as a teacher I didn't love her but what I could understand at that moment was not that she felt to me a love as a teacher so she wanted to be with me as something different you know I don't know if she wanted to stay next to me as a father, or as a friend but I think it was love from one student to a teacher so wooh! it was a kind of terrible and I had to talk to her about this situation luckily she understood everything and she started to play with her friends and everything, nothing was a problem a big problem you know but that was the situation with one of my students you now love is around us and we don't know where we are going to find love all right yeah!

Very good, another topic that you have to consider or analyze is the influence that love can provoke for example if you have a partner and that partner needs you to do something the name of love you are going to do in some cases it could be positive and in some cases it could be negative there are many situations in which the other person is going to be asked to do some things that are not going to be positive like for example it could be stealing like the story with Bony and Clyde who were very famous thieves and criminals they used to kill people all right yeah but they said that they become criminals because of love and maybe when you have a partner that partner is going to encourage you to improve your life maybe studying or maybe working hard or getting promotions in your job maybe that person is going to help you to increase your lack of speaking or I don't know maybe that person is going to encourage you to get more studies for getting a better position in the life ok so it influences

Another thing is that love motivates it is because we have a lot of points about love we have a lot of music about love anyway in half whenever you go on the street you can see a lot of graffitists about love a lot of ideas about love the love that a person feels to another person. Although there are many kinds of different love yeah we are

going to mention that something that is very important that people considered is the respect it is because if the boy and the girl who respect each other maybe they can assume that you are going to face the different mind in their relation and they are going to have a good conclusion but if a person doesn't respect what the other person thinks or maybe is my opinion the things are not going to they are not going to be in a good conditions so maybe you are going to start arguing with the other person you are going to have different opinion and the idea is that a couple two people who are working in order to get a common objective are going to take different ways or different paths so the couple is going to get destroyed.

As a conclusion we can observe that it is difficult to get a couple and in order to get a couple we have different techniques that we can apply nowadays but the important thing is that you have to consider that the best couple is going to be the person who is next to you that person who contributes when you have a problem the person who supports when you have any kind of idea and the person who motivates you in order for you to grow to grow up and the person who is going to be happy when you are happy and the person who is going to enjoy your success when you get one and the person who is going to be sad when you're sad and the person who is going to be worry when you have problems or when you are sick so it sounds like something that is going to be ideal but I consider that using communication in a good way we could get the couple that we would like to have I mean the ideal couple.