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NATIVE LANGUAGE INTERFERENCE IN THE SPOKEN TARGET
LANGUAGE, A CASE STUDY OF THREE (3) SPEAKERS OF ENGLISH
AS A FOREIGN LANGUAGE.

Ρεσεαρχη δονε ιν ορδερ το αχηιεϖε τηε Βαχηελορ ς Δεγρεε
ιν Τεαχηινγ Ενγλιση ασ α Φορεινγ Λανγυαγε.

ΑΥΤΗΟΡ:
ΘΥΙΝΤΑΝΑ ΓΟΝΖΑΛΕΖ ΑΝΝΙ ΜΑΡΙΕΛΑ
ΑΔςΙΣΟΡ:
ΜΓΣ. ΠΙΝΖΑ ΕΛΙΑΝΑ

ΧΕΝΤΡΟ ΥΝΙςΕΡΣΙΤΑΡΙΟ ΣΑΝΤΟ ΔΟΜΙΝΓΟ

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CERTIFICATION

MGS. Eliana Pinza

CERTIFIES:

That the following research study has been thoroughly revised. Therefore, authorizes the presentation of this thesis, which complies with all the norms and internal requirements of the Universidad Tecnica Particular de Loja.

Loja, March, 2011

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AUTORA

AUTHORSHIP

The thoughts, ideas, opinions, and the information obtained through this research are the only responsibility of the author.

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Anni Mariela Quintana González

AUTHOR

DEDICATION

My thankfulness and gratitude to all people that have given me moral and emotional support and have made it possible for me to conclude this educational achievement. In most loving and special way to God, my husband, my mother, and my children, who have given me the best satisfaction in my life "to be mother" and I am sure that they are going to be my inspiration to get my goals and dreams.

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ABSTRACT

The following research is about "Native language interference in the spoken target language" produced by three English teachers in high schools in the City of Santo Domingo. It is an important province recently created as the 23rd of Ecuador. It is a town with a significantly number of English teachers. That is the reason, I had the opportunity to develop my research with a group of English teachers that gratefully collaborated with my investigation.

To develop my investigation some different methods were used; among them was the Bibliographic method. It was used to gather scientific information through books, magazines, and Internet, in order to do the theoretical frame.

Another method was the analytical - descriptive one; it was used in each phase of this research to do the descriptive and statistical analysis, and the interpretation of the data gathered through the field research done. Furthermore; some interviews, recordings and direct observation were used in order to gather more information.

This study was done with the purpose of identifying the most common spoken errors made during lessons; so, teachers could work on improving the use of English in EFL classes.

According to the obtained results, the level of interference of the native language on the verbal performance was not high especially when

the participants had the opportunity to previously elaborate their speech; however, more interference errors were found when they did not have the opportunity to prepare their speech.

INTRODUCTION

The following research is about "Native language interference in the spoken target language" produced by three English teachers in the city of Santo Domingo de los Colorados.

For that reason, this research study has considered errors and mistakes as obstacles that interfere in the construction of a new language system.

One kind of errors is the interference, when a learner is acquiring a foreign language, the native language will have an effect on the production of the language being learned. Lott (1983:256) defines interference as "error´s in the learner´s use of the foreign language that can be traced back to the mother tongue" the effect on interference can be on any aspect of language.

Previous studies on interference have already been done around the world. Carroll (1964) argues that "the circumstances of learning a second language are like those of a mother tongue. Sometimes there are interferences and occasionally responses from one language system that intrude into speech in the other language. Furthermore, Faerch and Kasper (1983) states that it appears that learning is most successful when the situations in which the two languages (L1 and L2) are learned, and are kept as distinct as possible"

In our country, there is some research about this topic but it is not enough; therefore, this investigation represents an important source of information about interference in the spoken language. It is important to

mention that a motivation to carry out this research is to get my English bachelor's degree, and to provide with valuable information in order to understand the interference in the spoken language.

Concerning with the recollection of the information, I had some problems doing my research. For instance, many teachers were reluctant to be recorded or interviewed; moreover, some teachers collaborated but some of them were rude about this investigation.

The specific objectives that were established to carry out this research are the following:

- *Identify the level of interference of the native language on the verbal performance of speakers of English as a foreign language.* This objective was accomplished because in my research I had the opportunity to interview my participants in order to find many errors as possible in their verbal performance so that, I could help them to improve their verbal performance.

- *Determine the most frequent syntactic and semantic errors found in the speech of proficient speakers of English as a foreign language.* I achieved this objective because I found some errors, not many as I would like to have, because in their speech performance the participants prepare it carefully; however, I found some errors in their conversations that were used incorrectly syntactically and semantically.

- *Compare English and Spanish structures to find out the possible causes of error in the speech of EFL speakers.* This objective was accomplished through the comparative analysis between variables and indicators.

The last specific 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. This objective was reached because I set up the basis for further studies with my research and I hope to help English learners to improve their speech, verbal performance, and many other language interferences that may have in the future.

Once achieved all of these objectives as it can be observed in the report it can be said that this research work has provided interesting and valuable results.

METHODOLOGY

To carry out this research it was necessary to apply two types of methods: a bibliographic method and a descriptive-analytic method.

The first method was used to collect information through magazines and books; besides that, in our didactic guide I found enough and important information about this research; furthermore, the Internet provided me a lot of information in order to choose the most interesting and relevant information.

The second method was a descriptive - analytic method, it was necessary to make the analysis, interpretation and discussion of data collected through the field research.

In addition, in this research I had the opportunity to share teaching experiences with three English teachers that collaborated with my research, the participants were females from different high schools in the province of Santo Domingo de los Tsachilas. In order to do my investigation, I will call them participant A, participant B, and participant C.

The techniques and instruments applied in this research were note-taking, interview, recording, transcription, questionnaires, cards and a tape recorder.

With the use of the previously mentioned techniques and instruments it was possible to collect information necessary to write the theoretical background and to interview the participants individually. In the interview, they were asked about personal information.

Furthermore, they were required to prepare and give two conferences related to topics that they were teaching.

Subsequently, their speeches and interviews were transcribed. After that, it was necessary to underline all the possible errors produced by them. Since there were not just errors of interference, it was mandatory to select just the ones that corresponded to errors of interference.

Then the errors of interference were classified and tabulated considering the variables and indicators.

Finally, the errors were carefully analyzed considering the linguistic, comparative and sociological aspects. These three aspects were important to describe each one of the errors of interference and to know which one of the variables and indicators contain the highest number of errors.

RESULTS

The results of this field research were done in the city of Santo Domingo, located in the coast region.

In my research three voluntary participants were chosen. They were interviewed individually; in addition, I had the opportunity of recording their speeches. Finally, they were asked personal information, and two conferences were developed by each one.

Now I would like to introduce three of my bilingual participants in my research. They are:

Participant (A) has been an English teacher for about 13 years, she teaches English in high school and Universities. This participant learned to speak English in an important Institute.

Participant (B) is 25 years old, teaches English in Schools and in the University, participant B is from Ecuador and lived in United States of America during 7 years. This participant learned to speak English in United States of America when she was 5 years old.

Participant (C) is an English teacher in a prestigious Technological Institute, she has been an English teacher for 29 years and she learned to speak English in the high school and in the University.

QUALITATIVE TABULATION

CHART ONE

Variable: **Grammar structures**

Indicator: Pronouns

Type of text	Most common errors	Examples
Interview	Omission of the subject pronoun	• _Plant tree, _clean the house. • Think _is the reason. • Think _is interesting • Sometimes _do exercises. • Think _is the best group • _Is a little difficult. • _Is important to do sports. • _Is beautiful for me. • Because __ is an interesting subject.
Conference 1	Omission of the subject pronoun	• I think __Is other way to do my classes. • ...play basketball And __go to the house. • When he goes home... _is ready to rest (her husband).
Conference 2	Omission of the subject pronoun	• I didn´t think __was possible.

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CHART TWO

Variable: Grammar structures

Indicator: definite article

Type of text	Most common errors	Examples
Interview	Wrong use	- On my free time I do **the** exercises.
Conference 1		
Conference 2		

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CHART THREE

Variable: **Grammar structures**

Indicator: **Negation**

Type of text	Most common errors	Examples
Interview	Double negation	✓ **I don´t** practice **nothing.**
Conference 1		
Conference 2	Double negation	✓ They **don´t** want **nothing.**

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CHART FOUR

Variable: **Grammar structures**

Indicator: **Adjectives.**

Type of text	Most common errors	Examples
Interview	Position	✓ The _____fishes **very beautiful**. ✓ _____House of the **farm.** ✓ _____ plants **small.**
Conference 1		
Conference 2	Pluralization. Position	✓ The houses are very **nices.** ✓ My mother lives in a house very **nice.**

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CHART FIVE

Variable: Grammar structures

Indicator: Prepositions

Type of text	Most common errors	Examples
Interview	Incorrect use.	✓ I work **of** 7:20 to 1 pm.

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CHART SIX

Variable: Grammar structures

Indicator: Word order.

Type of text	Most common errors	Examples
Interview	Incorrect position of the adverb	✓ **Usually** I worked in the morning. ✓ **Often** they spend in Manta ✓ **Usually** he goes with me.
Conference 1	Incorrect position of the adverb	✓ **Never** you will forget them.
Conference 2	Incorrect position	✓ **Any differences** do you have?

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CHART SEVEN

Variable: **Lexicon**

Indicator: **Use of false cognates (or false friends)**

Type of text	Most common errors	Examples
Interview	Inadequate use	✓ It was my first **title.**
Conference 1	Inadequate use	✓ We could **assist** to classes with a better disposition.
Conference 2		

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CHART EIGHT

Variable: **Lexicon**

Indicator: **Invented words**

Type of text	Most common errors	Examples
Interview		
Conference 1		
Conference 2	Invented word.	✓ The **ausens** of my mother.

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CHART ONE

VARIABLE: Grammar Structures

INDICATOR	ERROR	INTERVIEW		CONFERENCE 1		CONFERENCE 2		TOTAL
		f	%	f	%	f	%	
Adjectives	Position	3	16,67	0	0	1	20	4
	pluralization	0	0	0	0	1	20	1
Subject pronouns	Omission	9	50,00	3	75	1	20	13
	Error use	0	0	0	0	0	0	0
Definite Articles	Omission	1	5,555	0	0	0	0	1
Prepositions	Incorrect use	1	5,555	0	0	0	0	1
Double negation		1	5,555	0	0	1	20	2
Word order	Incorrect position	3	16,67	1	25	1	20	5
TOTAL		18	100	4	100	5	100	27

CHART TWO

VARIABLE: Lexicon

INDICATOR	INTERVIEW		CONFERENCE 1		CONFERENCE 2		TOTAL
	F	%	f	%	f	%	
False Cognates	1	100	1	100	0	0	2
Invented words	0	0	0	0	1	100	1
Others	0	0	0	0	0	0	0
TOTAL	1	100	1	100	1	100	3

DISCUSSION

Theoretical Background

This study is concerned with native language interference, specifically, Spanish interference on the spoken language of English speakers as a foreign language, for this reason, it is important to do an explanation of some terms that deal with the topic of this thesis. The theoretical background that I am going to develop will allow us to understand the topic.

Previous studies

Extensive research has already been done in the area of native language interference on the target language.

To illustrate the term, Dulay et al (1982) defines interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language.

In addition, Lott (1983) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'.

Similarly, Ellis (1997) refers to interference as 'transfer', which he says is "the influence that the learner's L1 exerts over the acquisition of an L2." He argues that "transfer is governed by learner perceptions about what is transferable and by their stage of development in L2 learning."

Carroll (1964) argues that the circumstances of learning a second language are like those of a mother tongue "Sometimes there are interferences and occasionally responses from one language system will intrude into speech in the other language". It appears that "learning is most successful when the situations in which the two languages (L1 and L2) are learned, are kept as distinct as possible" (Faerch and Kasper, 1983).

The relationship between the two languages must then be considered. Albert and Obler (1978) claim that people show more lexical interference on similar items. So it may follow that "languages with more similar structures (eg English and French) are more susceptible to mutual interference than languages with fewer similar features (eg English and Japanese)." On the other hand, we might also expect more learning difficulties and thus more likelihood of performance interference at those points in L2 which are more distant from L1, as the learner would find it difficult to learn and understand a completely new and different usage. Hence the learner would resort to L1 structures for help (Selinker, 1979; Dulay et al, 1982; Blum-Kulka & Levenston, 1983; Faerch & Kasper, 1983, Bialystok, 1990 and Dordick, 1996).

Polivanov (1973) stated that "The phonological system of a language is comparable to a sieve across which there happens everything that is said. He claims that those sieves are *cultural* and

mother language factors such as cultural, always attempt to grasp the proficiency of the speaking performance.

Cultural factor. It greatly influences L1 speaking. For example, if the speaker had a poor educational level; no primary school, their transfer from L1 to L2 will ready be of a bad quality production. For example, mi mama ganó el premio **gordo** = my mother won the **fat** prize. The individuals also transfer to L2 all the aspects learned from their native culture, Selinker (1994).

Maternal language factor. Here the learner use an array of syntactic structures, grammatical similarities and sometimes slangs which will not be valid or accepted on spoken English, Peperkamp (2002).

Both of the described factors are linked by *parallel bilingualism* Barker, (2000). He claims that individuals establish competences to manipulate both of the languages when they communicate, it means that they propose a coordinated system of linguistics symbols with a lower level of interference.

Linguistics

The linguistic is a substantial part of language because studies the main differences among the speeches of the world subsequently, the human linguistic ability in general is unconstrained but the accomplishment of this language requires of the application of rule, structures, meanings, the correct pronunciation and the knowledge of gestures or other symbols to use them in communication.

For instance, an important definition about linguistics is given by Geocities.com (1997) which states, "Linguistics is the scientific study of the language... Linguists focus on describing and explaining language and are not concerned with the prescriptive rule of the language."

Also, "Wikipedia", the free encyclopedia it is said:

> Linguistics is the scientific study of language, which can be theoretical or applied. Thus, theoretical or general linguistic encompasses a number of sub-fields such as the study of language structure (grammar) and meaning (semantics). The study of grammar encompasses morphology(formation and alteration of words) and syntax (the rule that determine the way words combine into phrases and sentences) Moreover, the applied linguistic puts linguistic theories into practice in areas such as foreign language teaching, speech therapy, translation and speech pathology.

In addition, Ferdinand de Saussure (1970) describes linguistics as "the study of language, and as the study of the manifestations of human speech." He says that linguistics is also concerned with "the history of

languages, and with the social or cultural influences that shape the development of language."

Language Interference

The second language learning environment encompasses everything the language learner hears and sees in the new language. It may include a wide variety of situations such as exchanges in restaurants and stores, conversations with friends, reading street signs and newspapers, as well as classroom activities, or it may be very sparse, including only language classroom activities and a few books.

Dulay et al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. Lott (1983: 256) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'.

An important definition is given by Wikipedia, it is stated that language interference (also known as L1 interference) is the effect of language learners' first language on their production of the language they are learning. It is stated that the effect can be on any aspect of language: grammar, vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer), although where the relevant feature of both languages is the same, it results in correct

language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. It will inevitably occur in any situation where someone has not mastered a second language.

According to (Berthold, Mangubhai & Batorowicz, 1997) "Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical".

Moreover, Berthold (1997) define phonological interference as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second. Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood.

In addition, Crystal (1987) says

> "Code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language. This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language."

Berthold, Mangubhai and Bartorowicz (1997) supplement the definition of code switching thus far with the notion that it occurs where 'speakers change from one language to another in the midst of their

conversations'. An example of code switching, from Russian to French, is "Chustvovali, chto le vin est tiré et qu'il faut le boire" meaning 'They felt that the wine is uncorked and it should be drunk.'

Further, Cook (1991) puts the extent of code switching in normal conversations amongst bilinguals into perspective by outlining that code switching consists of 84% single word switches, 10% phrase switches and 6% clause switching.

There are a number of possible reasons for the switching from one language to another and these will now be considered, as presented by Crystal (1987). The first of these is the notion that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency.

The final reason for the switching behavior presented by Crystal (1987) he said that "is the alteration that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching." Crystal (1987) suggests that where two bilingual speakers are accustoming to conversing in a particular language, switching to the other is bound to create a special effect.

According to Lingualinks encyclopedia (2003), it is said that "Language interference is the effect of language learners' first language

on their production of the language they are learning. The effect can be on any aspect of language: grammar vocabulary, accent, spelling and so on. It is most often discussed as a source of errors (negative transfer)," although where the relevant feature of both, Lingualinks encyclopedia stated that languages is the same, it results in correct language production (positive transfer). The greater the differences between the two languages, the more negative the effects of interference are likely to be. Interference is most commonly discussed in the context of EAL teaching, but it will inevitably occur in any situation where someone has an imperfect command of a second language.

Competence and performance

Chomsky (1965) coined the term competence to account for the unconscious knowledge speakers have of their language. This unconscious knowledge refers to what someone knows about the language, the mental representation of the language (Fromkin and Rodman, 1981). Competence, however, has been subdivided into two broad areas, namely, linguistic competence and communicative competence.

O'Grady, Dobrovolsky and Aronoff (1993) define linguistic competence as the ability speakers have "to produce and understand an unlimited number of sentences, including many that are novel or

unfamiliar" (p. 3). Normally, language users speak a language without consciously knowing about the rule governing it, i.e. the grammar behind it. For this reason, some authors refer to linguistic competence as grammatical competence. This knowledge has five main components: phonological, syntactic, semantic, lexical and morphological.

Performance is considered to be the physical representation, usually in utterances of any type, of the human competence (Chomsky, 1965). It refers to "how" someone uses language (Fromkin and Rodman, 1981). Chomsky considered performance as a faulty representation of competence because of psychological "restrictions such as memory lapses and limitations, distractions, changes of directions halfway through sentence, hesitation and so on" (Villalobos, 1992, p. 20). Performance, in a way, accounts for the failures language users have when transposing their competence into actual linguistic production.

EFL teachers who consider the elements involving both linguistic and communicative competence in a classroom setting tend to understand more the new linguistic challenges faced by students when learning an L2. Some teachers might understand, for instance, the nature of some mistakes in terms of interference from the L1. Others might interpret mistakes as the lack of cultural and social knowledge of the target language. In any case, the important point is that teachers might be able to understand better the nature of the learning process

and apply certain orientations towards the syllabus design and classroom activities (Bell, 1981). Besides, a language teacher who understands and distinguishes competence from performance necessarily has a different vision of the students difficulties when learning the L2 and, as so, conceives the learners roles differently, e.g. not as a passive learner, but as an active member of the teaching-learning process (Nunan, 1991; Nunan, 1999).

Communicative competence

Communicative competence reflects the use of the language itself, in which Strategic competence plays a major part in Communicative Competence development.

To this, Patrowska (2002) says:

The communicative competence of second and foreign language learners has resulted in the development of research into the pragmatic rule determining speech act components, the sociolinguistics rule which affect the choices open to a speaker when producing these speech acts in different social context and into how socio cultural constrains can be transferred across cultures.

In Concordance, Dell Hymes says that: "The speakers of a language have competence in order to be able to communicative effectively in a

language: they also need to know how language is used by members of a speech community to accomplish their purposes."

Similarly, S. Savignon (1997) says that communicative competence is "The ability to interpret the underlying meaning of a message, understand cultural references, use strategies to keep communication for breaking down, and apply the rule of grammar-develops in a second language."

In addition, in Wikipedia we can find that: "Communicative Competence is the ability of successful communication with people of other cultures. This ability can exist in someone at a young age or may be developed and improved due to will power and competence."

On the other hand, Communicative Competence is what we know about a language system: vocabulary, phonology, semantics, grammar to communicate and understand messages and to discuss meanings within the explicit context etc.

Consequently, Communicative Competence was carried out by Michael Canale and Merril Swain (1980) who argument their theory with four different components or subcategories make up the construct of Communicative Competence:

- Grammatical

- Discursive

- Strategic

- Sociolinguistic

According to Michael Canale and Merril Swain (1980), Sociolinguistic Competence is "the knowledge of the socio-cultural rule of Language and of discourse. It requires and understanding of the social context in which language is used: The roles of the participants, the information they share, and the function of the interaction."

Grammatical competence is a branch which is including in linguistic competence.

So, in the Lingualinks Library (1999) it is stated, "Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication."

In concordance with the exposed above, Canale and Merril Swain (1980) say that "Grammatical Competence encompasses knowledge of lexical items and rule of morphology, syntax, sentence-grammar semantics, and phonology."

Firstly, Canale M. And swain M. (1980) describes strategic competence as:

> The verbal and non verbal communication Strategies that may be called into action to compensate for breakdowns in communications due to performance variables or due to insufficient competence.

Secondly, Michael Canale and Merril Swain states that "Strategic Competences is the verbal and non-verbal communication strategies that may be called into actions to compensate for breakdown in communication due performance variables or due to insufficient competence"

There is also further information in LinguaLinks library (1999) which it is stated that discourse competence is used to refer to two related, but distinct abilities, and Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres. It is stated that these discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent and other elements which are used to make important points distinctive or prominent.

LinguaLinks Library (1999) it is stated that many authors use the term discourse to refer to the ability to participate effectively in conversations.

Branches of linguistics

In order to understand how some branches of linguistics help to use of language within a social context.

"Wikipedia" mentions the following subparts.

- Phonetics
- Phonology
- Morphology
- Syntax
- Semantics
- Pragmatics

Firstly, Ferdinand de Saussure (1970) defines the fields of linguistics as:

> Phonology (the study of the sound patterns of language). Phonetics (the study of the production and perception of the sounds of speech). Morphology (the study of word formation and structure). Syntax (the study of grammar and sentence structure). Semantics (the study of meaning). Pragmatics (the study of the purposes and effects of uses of language) and language acquisition.

Nevertheless, in the annex "An Introduction to English Syntax" by Dr. Rosario Maria Burneo (2003) she expresses that:

> The Syntax of a language is the set of constitutive rules that speakers follow when they combine words into sentences. Syntax is one fields of linguistic study. The other fields are: Phonology, morphology, semantics and pragmatics.
>
> • Phonology deals with the sounds of the language.
>
> • Morphology studies word formation.
>
> • Semantics deals with the meaning of words and sentences; and,

- Pragmatics studies language within a social contest.

Phonology, for the English Phonology Didactic guide (2003), "Phonology is a branch of linguistics that studies the function of sounds of the language, within the physical nature, that is the objective of phonetic study."

Similarly, J. Goldsmith (1976) says:

> "It is a subfield of grammar. Whereas phonetic is about the nature of sound (or phones), phonology describes the way sounds function within a given language. For example, /p/ and /b/ in English are distinctive units of sound, (i.e., phonemes). We can tell this from minimal pairs such as "pin" and "bin", which means different things, but differ only in the sound."

Morphology, According to Saussure (1980) "Morphology is a sub discipline of linguistics that studies word structure. Words are the interface between syntax and semantics."

In Addition, Collins Dictionary (1996) it is said "Morphology is a science of forms and structure of organisms of words, words do not form small parts of language; they are formed of smaller parts called morphemes, which are the minimal units of syntax in a language, from which words are formed."

According to Microsoft Encarta (2004), "morphology, part of grammar, that studies the form of the words with their significant values, its formation, derivation, composition or inflection."

Syntax, according to Chomsky (1957) "a native speaker of a language internalises syntactic rules without given them much though. The internalisation process is part of the natural language acquisition process," He says that this set of rules includes rules for arranging words into basic sentences, rules for arranging words into phrases, rules for making changes into single sentences to express the same idea in a different way or to convey a different meaning, and rules to transform simple sentences into complex sentences.

It is concerned with how different words (which are categorized as nouns, adjectives, verbs, etc,) are combined into clauses, which in turn are combined into sentences.

In addition, C. Barker (1997) says:

> "The syntax of a language is the set of constitutive rules that speakers follow when they combine words into sentences. I some way, the syntax of a language, for instance in English can be regarded as the core of the language since the branch of linguistics is the one that links meaning with sounds and written symbols that form words."

Semantics according to Wikipedia, (from Greek semantikos, o "significant meaning," derived from sema, sign,) is "the study of

meaning. Semantics is often opposed to syntax, in which case the former pertains to what something means while the latter pertains to the formal structure."

Now it is important to analyze some theories that have been proposed in order to understand how second language acquisition is developed

Contrastive analysis approach

Firstly, I look at some theories that have been proposed to account second language acquisition. Some theories give primary importance to learners' innate characteristics; some emphasize the essential role of the environment in shaping language learning; still others seek to integrate learners characteristics and environmental factors in an explanation for how second language acquisition takes place.

So, behaviourism according Lado (1946) says "Learners receive linguistic input from speakers in their environment and they form 'associations' between words and order or events. The associations become stronger as experience are reputed. Learners receive encouragement for their correct imitations, and corrective feedback on their errors. Because language development is viewed as the formation of habits formed in the first language and that these habits interfere with the new what needed for the second language."

Moreove, Pasti an Nina Spada (1999) say "Behaviourism was often linked with the Contrastive analysis Hypothesis (CAH) which wasdeveloped by structurallinguistics in Europe and North America.

The (CAH) predicts that were there are similarities between the first langiage and the target language, the learner will acquire target language structures with ease; where there are different the learner will have difficulty."

Secondly, an innatist theory of second language acquisition which has had a very great influence on second language teaching practice is the one proposed by Stephen Krashen (1982). Five 'hypothesis' constitute what Krashen originally called the 'monitor model'. He claims that research findings from a number of different domains are consistent whit these hypothesis:

- The acquisition-learning hypothesis.

- The monitor hypothesis.

- The natural order hypothesis.

- The input hypothesis.

- The affective filter hypothesis

The acquisition-learning hypothesis.

According to Krashen (1982), there are two ways for adult second language learners to develop knowledge of a second language: 'acquisition' and 'learning'. In this view, we acquire as we are exposed to samples of the second language which we understand. This happens in much the same way that children pick up their first language-with no conscious attention to language form. We learn, on the other hand, via a conscious process of study and attention to form and rule learning.

Further, Krashen asserts that learning con not turn onto acquisition. He cites as evidence for this that many speakers are quiet fluent without ever having learned rules, while other speakers may 'know' rules but fail to apply them when they are focusing their attention on what they want to say more than on how they are saying it.

The monitor hypothesis.

Krashen (1982), has specified that learned system on the other hand acts only as an editor or 'monitor'. Krashen states that learners use the monitor only when they have sufficient time to search their memory for relevant rules, and when they actually know those rules.

The natural order hypothesis.

According to Krashen (1982) this hypothesis is based on the observation that, like first language learners, seem too acquire the feature

of the target language in predictable sequences. Natural order is independent of the order in which rules have been learned in languages classes.

The input hypothesis.

Krashen (1982) states that one acquires language in only one way- by exposure to comprehensible input. If the inputs contain forms and structures just beyond the learner's current level of competence in the language, then both comprehension and acquisition will occur.

The affective filter hypothesis

It is an imaginary barrier which prevents learners from acquiring language from available input. Affects refers to such things as motives, needs, attitude and emotional states.

Thirdly, some interactionist theorist, while influenced by psychological learning theories, has developed their ideas mainly within second language acquisition research itself.Evenly, Hatch(1992), Teresa Pica (1994) and Michael Long (1982), among others, have argued that

much second language acquisition takes place through conversational interaction. Michael Logan's (1983) view are based on his observation of interactions between learners and native speakers. He argues with Krashen that comprehensible input is necessary for language acquisition.

Error analysis

Errors are a natural part of language learning. According to M. Lightbown P. and Spada N. (1999), they say that "errors reveal the patterns of learners' developing interlanguage systems - showing where they have overgeneralized a second language rule or where they have inappropriately transferred a first language rule to a second language."

According to Encarta (2007), mistake is defined as an "incorrect act or decision: an incorrect, unwise, or unfortunate act or decision caused by bad judgment or a lack of information or care." And in the other hand, Error is "something in a piece of work that is incorrect."

In Wikipedia, it is stated that "In language teaching error analysis studies the types and causes of language errors. Wikipedia classify errors according to:

- Modality (i.e. level of proficiency in speaking, writing, reading, listening)

- Linguistics levels (i.e. pronunciation, grammar, vocabulary, style)

- Form (e.g. omission, insertion, substitution)

- Type (systematic errors/errors in competence vs. occasional errors/errors in performance)

- Cause (e.g. interference, interlanguage)

- Norm vs. System"

According to Pasty M and Nina Spada (1999) say:

> "Many of errors which learners do make are not predictable on the basis of Contrastive analysis Hypothesis. For example, adult beginners use simple structures in the target language just as children do: 'no understand,' or 'yesterday i meet my teacher.' Such sentences look more like a child's first language than like translations from another language. Indeed, many of the sentences produced by second language learners in the early stages of development would be quite ungrammatical in their first language, What is more, some characteristics of these simple structures are very similar across learners from a variety of backgrounds, even if the structures of their respective first languages are different from each other and different from the target language."

According to Wikipedia, it is stated that error analysts distinguish between errors, which are 'systematic', and mistakes, which are not, they often seek to develop a 'typology of errors'. It is stated that error can be classified according to basic type: omissive, additive, substitutive or related to word order. They can be classified by how apparent they are: overt errors such as "I angry" are obvious even out of context, whereas covert errors are evident only in context. Closely related to this is the classification according to domain, the breadth of context which the analyst must examine, and extent, the breadth of the utterance which must be changed in order to fix the error. Errors may also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic

errors, and so on. They may be assessed according to the degree to which they interfere with communication: global errors make an utterance difficult to understand, while local errors do not. In the above example, "I angry" would be a local error, since the meaning is apparent.

Finally here we have some factors that affect acquisition the second language in our social life.

Affective and social factors that influence second language acquisition

There are differences in the success of second language acquisition in two individuals if we have information about their personalities, their general and specific intellectual abilities, their motivation on their age. According to Krashen (1982), he states that 'Affect' refers to such things as motives, needs, attitudes, and emotional states. He says that the affective factor

According to Frankfurt International School (2007). It is state that this simple fact is known by all who have themselves learned a second language or taught those who are using their second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However there are other crucial factors influencing success that are largely beyond the control of

the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned. It is stated that "Internal factors are those that the individual language learner brings with him or her to the particular learning situation such as: Age, Personality, Motivation, Experiences, Cognition. External factors are those that characterize the particular language learning situation such as: Curriculum, Instructional, Culture and status, Motivation, Access to native speakers.

Social factor

According to Frankfurt International School (2007). It is state that the process of language learning can be very stressful, and the impact of positive or negative attitudes from the surrounding society can be critical. One aspect that has received particular attention is the relationship of gender roles to language achievement. Studies across numerous cultures have shown that women, on the whole, enjoy an advantage over men. Some have proposed that this is linked to gender roles. Doman (2006) notes in a journal devoted to issues of Cultural affects on SLA, "Questions abound about what defines SLA, how far its borders extend, and what the attributions and contributions of its research are. Thus, there is a great amount of heterogeneity in the entire conceptualization of SLA. Some researchers tend to ignore certain

aspects of the field, while others scrutinize those same aspects piece by piece."

Additionally, in the same article it is state that community attitudes toward the language being learned can also have a profound impact on SLA. Where the community has a broadly negative view of the target language and its speakers, or a negative view of its relation to them, learning is typically much more difficult. This finding has been confirmed by research in numerous contexts. A widely-cited example is the difficulty faced by Navajo children in learning English as a second language.

Other common social factors include the attitude of parents toward language study, and the nature of group dynamics in the language classroom. Additionally, early attitudes may strengthen motivation and facility with language in general, particularly with early exposure to the language.

Affective factors

Firstly, the Frankfurt International School (2007). It is stated the affective factors relate to the learner's emotional state and attitude toward the target language. Research on affect in language learning is still strongly influenced by Bloom's taxonomy, which describes the affective levels of receiving, responding, valuing, organization, and self-

characterization through one's value system. It has also been informed in recent years by research in neurobiology and neurolinguistics.

Some research has shown that motivation correlates strongly with proficiency, indicating both that successful learners are motivated and that success improves motivation. Thus motivation is not fixed, but is strongly affected by feedback from the environment. Accordingly, the study of motivation in SLA has also examined many of the external factors discussed above, such as the effect of instructional techniques on motivation. An accessible summary of this research can be found in Dörnyei (2001).

In their research on Willingness to communicate, MacIntyre et al (1998) have shown that motivation is not the final construct before learners engage in communication. In fact, learners may be highly motivated yet remain unwilling to communicate.

Description, Interpretation and Analysis of Results.

There are some similarities and differences between the two syntactic structures of Spanish and English, and the relationship between the two languages must be considered. According to Albert and Obler (1978) "people show more lexical interference on similar items. As a result, languages with more similar structures are more susceptible to mutual interference than languages with fewer similar features."

In the following piece of writing the variables grammar structure and lexicon will be analyzed and compared in both languages Spanish and English in order to point the existing interference of Spanish over English.

To explain the differences and similarities between both languages, it has been considered important to use some examples that will help to have a clear idea about when interference occurs and which will help in the linguistic analysis.

DIFFERENCES

PRONOUNS

Spanish   English

Tengo un libro	I have a book

Tengo una naranja	I have an orange

According with the sentences above, the difference is that in English it is necessary to write or mention the subject, because it indicates who the verb refers to in the sentence. However, in Spanish the subject is not necessary because it is implicit in the conjugation of the verb.

Another difference:

ADJECTIVES

Spanish   English

La casa bonita	The nice house
El bebe *hermoso*	The *beautiful* baby

English grammar places the adjective before the noun; on the contrary, the Spanish grammar places the adjective after the noun.

Although English grammar and Spanish grammar have differences, they have similarities too. Here there are some examples:

WORD ORDER

SIMPLE SENTENCES

Spanish   English

Spanish	English
Yo vivo en Quito	**I live in Quito**
Yo tengo una manzana	**I have an apple**

In English grammar and Spanish grammar the order for simple sentences is the same: SUBJECT + VERB + COMPLEMENT

Another similarity is:

THE VERB TO *BE* WITH *ADJECTIVES.*

Spanish   English

Spanish	English
Yo estoy cansada	**I am tired**
Tú estás feliz	**You are happy.**

According with English grammar and Spanish grammar, in this example the rule states that the adjective goes after the verb TO BE. The word order is SUBJECT + BE + ADJECTIVE.

Therefore, considerable practice is required for both the English speaker and the Spanish speaker to master the system of the language,

The English speaker, however will have more difficulties with the Spanish system.

Consequently, this research will be analyzed in two sections to have a better explanation about the native language interference in a second language. The sections are: grammar structures and lexicon.

Grammar structures

It is important to analyze this variable to have a better explanation about this research, this variable includes the indicators: subject pronoun, adjectives, definite article, preposition, double negation and word order with their corresponding examples.

Subject pronoun

Subject pronouns in Spanish are like medicine. They are often essential, but their use should be avoided when they are not necessary.

In my research, it was found that the most common errors in the use of English language were the omission of the subject pronoun.

In fact, omission of the subject pronoun is a very common and understandable mistake that Spanish speakers make when studying English; just keep in mind that, unlike Spanish, a subject is always necessary in English.

Here is an example of what I mean:

Speakers often write (or say)

- *is important talk to the teacher*

Whereas, they should write (or say)

- ***IT*** *is important to talk to the teacher*

The subject pronoun *it* may not refer to anything in particular, but it is absolutely necessary to make this sentence grammatically correct.

In addition, in my research it was found many errors about this point, For example:

- *Sometimes __ do exercises*

- *And ___ go to the house*

- *Because __ is an interesting subject.*

According to the English rule these sentences are incorrect. The rule emphasize that subject pronoun is absolutely necessary to make the sentences grammatically correct because it indicates who the verb refers to in the sentence, and without the subject pronoun the sentence does not have a clear meaning.

With those examples has been demonstrated that there are Spanish structure interference over English structure because the subject pronoun was omitted by the speakers just like in Spanish rule which indicates that subject pronoun is implicit in the verb and it is not necessary to mention it. However, in English without the subject pronoun the sentence has not a complete sense.

For all explained above, the correct form have to be:

- *Sometimes _I_ do exercises*

- *And _I__ go to the house*

- *Because _it_ is an interesting subject.*

In the sentences above the subject pronoun has been included, and with this, the meaning of the sentences is clear because English rule states that it is absolutely necessary to know who the verb is referring to. In the first example, I can know **who** is doing exercises. Perhaps the error was done by the speakers because in Spanish the verb indicates the subject pronoun and it is not necessary to mention it.

With all exposed above we can know why the English rule states that it is important to include it but the speakers forgot that in English it is necessary to have a clear meaning of the sentence.

Moreover, another indicator to be analyzed is the definite article.

Definite article

The definite article is used before singular and plural nouns when the noun is specific or particular. The signals that the noun is definite, that it refers to a particular member of group. For example:

- **The** dog that bit me run away

Here, we are talking about a *specific* dog, the dog that bit me.

According to Hill and Bradford (1975), Spanish and English generally use the definite article in the same way; although, there are some exceptions:

Spanish   English

la cadena de plata	**Silver chain**

For example, Spanish grammar has five definite articles el, la, los, las, and lo. The articles el, la, los, and las must agree in gender and number with their nouns, *el hombre, la tía, los hombres, las tias*, lo is a neuter definite article which does not show agreement, it may used with both masculine and feminine gender words. Usually, the adjectives produce a nominalization with abstract meaning; *lo bueno que eres, lo buena que eres.*

As an example, a wrong use of the definite article was said by one of my participants in her interview:

- *On my free time I do **the** exercises*

The error in this sentence deals with the presence of the article *the.* In this sentence this article translated to Spanish means *los* which

in Spanish rule it is correct, but in English rule it is not, because the rule states that we can use the definite article only if its noun is a particular one (or ones) identifiable to the listener. In this case the word *exercises* does not have to take an article because it does not refer to a specific or a particular exercise.

For all exposed above, the correct form in English is:

- *On my free time I do exercises.*

According to English rule, this sentence is grammatically correct because it does not have the article *the*, which is not necessary because this do not refer to a specific exercise. The error mentioned implies the incorrect transfer of Spanish over English that Spanish learners normally use all the time when they translate from their own language.

Concerning with the adjectives, other common errors were found in my research. Those errors deal with the position of adjectives and the pluralisation of them.

Adjectives

According to Hill and Bradford (1975), "Spanish adjectives always have at least two and often have four or five forms. It is consistently inflected by number (singular vs plural) and it is often inflected by gender (masculine vs feminine)".

The English adjective has only one form, it is never marked either by gender or by number. In English the adjective precedes the noun, it modifies almost without exception. For example:

- *The first man arrived in a **black** car*

On the other hand, Spanish adjectives can either precede or follow the noun; they modify according to the classification they have. For example:

- *La casa **blanca** esta lejos*

Furthermore, it is important to mention some errors concerning with wrong position that were found in this research:

- *The _____fishes **very beautiful**.*

- *_____House of the **farm***

- *_____ plants **small***

- *My mother lives in a house **very nice***

-

English rule states that adjectives have to be placed before the noun. On the contrary, Spanish rule places the adjectives after the noun. According to the examples above, there were found errors concerning with adjectives that have been placed like in Spanish rule. This is the case of the adjective *small* which has been placed after the noun.

Taking into account this rule, the correct form to write or say the adjectives have to be:

- *The very **beautiful** fishes.*

- ***Farm** house*

- ***Small** plants*

- *My mother lives in a **very nice** house*

Therefore, like in Spanish grammar we have many different forms to place the Spanish adjective; in English, there is only one form different to the English grammar. The interference error appears when the participants try to speak fluently, and the first that comes to the mind is the Spanish grammar. In fact, the errors mentioned above could be due to the habit of using the Spanish grammar.

Moreover, in this indicator it is important to analyze the *pluralization* of the adjectives. In English grammar adjectives have no plural forms. However, in Spanish different adjectives have plural when they are describing a plural noun.

For example:

SINGULAR   El muchacho es ***aplicado***   The boy is ***diligent***

PLURAL   Los muchachos son ***aplicados***   The boys are ***diligent***

In Spanish grammar, the plural of adjectives like the plural of nouns, is formed by adding (s) if the adjective ends in a vowel or (es) if the adjective ends in a consonant

SINGULAR   SIMPATICA

PLURAL   SIMPATICAS

For instance, in my research this error was found:

- *The houses are very **nices**.*

The error found in this research deals with the word *nices,* in this case, Spanish grammar was applied by the speaker in the adjective *nice* adding the (s). It is grammatically incorrect in English because the rule states that English adjective do not have plural.

According with the rule mentioned above, the correct form is:

- *The houses are very **nice**   .*

It is important to take into account that word order when using an adjective after the verb to be is the same for both languages English and Spanish, but the difference here is only the pluralization.

In fact, the errors made in second language were done as native language habits interfering with the acquisition of second language. It means that where there are similarities between native language grammar and second language grammar, the learners use second language structures with ease.

From the collected data, I can obtain that common syntactic structures of Spanish that are transferred into English causing errors

are specially located in the indicator Position; however, in the pluralisation of adjectives there were few problems due to similarity of the rule.

Another indicator to be analyzed is:

Word order

According to Britanica concises Encyclopedia, "arrangement of words in sentences, clauses and phrases, and the study of the formation of sentences and the relationship of their components parts in ENGLISH the main device for showing their relationship is word order;" for example:

- *the boy loves his dog*

    It follows a standard

    Subject + Verb + object

Word order and switching the order of such sentence would change the meaning or make the sentence meaningless.

Besides, word order is much more flexible in languages such as Latin, in which word endings indicate the case of a noun or adjective.

For instance, in English there are different positions of adverbs:

Adverbs of manner

The adverbs of manner are located behind the direct object:

- *He drove the car **carefully***

Adverbs of place

These adverbs are located behind the direct object or the verb:

- *I didn't see him **here.***

Adverbs of time

They usually are located at the end of the sentence

- *I will tell you the story **tomorrow.***

Moreover, in Spanish the natural position of the adverbs is after the verb

- *El convendría de muy Buena gana*

In addition, in my research some errors were found that deal with this topic:

- ***Usually** I worked in the morning.*

- **never** you will forget them

According to English grammar, the adverb of frequency places before the verb, in this case *usually* and *never* were placed in a wrong position, the participants are using the Spanish rule which in this case the position of the adverb is more flexible.

The correct form to place these adverbs in English have to be:

- *I **usually** worked in the morning*

- *You **never** will forget them*

Another example:

- ***Any differences** do you have?*

English word order to do question sentences is *AUXILIAR + SUBJECT + VERB + COMPLEMENT + QUESTION MARK.* In Spanish rule this order is more flexible. For that, in the sentence before the order for a Spanish questions is not wrong, but in English it has an error because the words *any differences* must to be write or say after the verb.

The correct form considering the rule is:

- *Do you have **any differences**?*

In fact, this interference occurs due to in Spanish the word order is different from the English word order, and learners translate literally from their mother tongue. Another reason for the errors is that speakers are not aware of the correct use of adverbs in English, due the complicated rule that we have in English.

Besides, it is important to analyze the last indicator:

Double negation

Grammarians may tell you that English does not use the double negatives because the two negatives contradict each other and make a positive, in other words, "*I don't know nobody*" is the same as saying "*I know somebody*" but in Spanish, the negative are not viewed that way.

In addition, in Spanish the negatives are seen as reinforcing rather than contradicting each other; although, sometimes the second negative is used to make a stronger statement just as it is in substandard English, in most cases it is merely part of the grammatical structure of the sentence.

For instance, the most common negative terms in addition to no (no, not) are **apenas** (barely; scarcely, hardly) **jamas (** never) **nadie** (nobody)

In the case of double negation, the errors I have found in my research were*:*

- *I don't practice **nothing***

- *They don't want **nothing***

In these sentences were found interference errors when using the Spanish grammar over English grammar, the participants added to the sentence the word ***nothing*** which in Spanish grammar it is acceptable because it reinforces the negation, but in English the rule state that two negatives contradict each other and make it positive inside of reinforce the negation.

According to all exposed above, the correct form is:

- I do not practice.

- *They do not want.*

Therefore, Lott (1983) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'. These errors made in my participants are due to the literal translation of Spanish over English.

To conclude, with this section of the analysis of the variable grammar Structures, it is relevant to mention that has been

demonstrated that most of the speaker´s errors reflected the presence of the mother tongue or environmental factors that influenced their spoken language.

Lexicon

According to the collected samples from the three teachers, through the various speeches and interviews, there were few instances where interference was detected; it deals with the use of false cognates and the use of invented words.

For that, this variable has been divided in two indicators, false cognates and invented words.

False cognates

There are several words in Spanish that are similar in English, but they have a different meaning, it is known like false cognates.

"False cognates are one of the most common bridges from Spanish and English. These cognates do not always positively facilitate communication, but can be of the kind of false cognates which interfere with communication", Nicholls 2007.

Significant miscommunication can result from the use of false cognates and there are several reasons for this miscommunication. Some false cognates have additional meanings that do not apply in other languages Nicholls, 2007. In other cases, cognates differ in intensity;

and some words can have similar meaning. Also, some English cognates are narrower in meaning than their Spanish counterparts.

In addition, it is important to mention some examples to have a better idea about cognates.

The word *actually* is similar to Spanish *actualmente*; however, *actualmente* is better translated with e.g. currently, as actually. The word *actually* in English language means *in reality*.

According with my investigation few errors were found, those errors were:

- *We could **assist** to classes with a better disposition.*

To illustrate the term, in English language the word *assist* means *to lend, to contribute, to help.* This is not agreeing with the meaning of the whole sentence. The speaker has to use the word ***attend*** which is agree with the meaning of the sentence.
The correct form is:

- *We could **attend** to classes with a better disposition.*

A correct meaning of the sentence is given by the word ***attend**,* which its meaning is *asistir (a una clase o una conferencia).*

Another error was:

- *It was my first **title***

The word *title* in English does not have the same meaning that in Spanish. In English, *title* means *letrero, titulo de propiedad,* but in this

sentence the speaker tries to say *bachelor´s degree* which means *licenciatura de primer grado.*

As a result, the correct form is:

- *It was my first bachelor´s degree.*

On these examples we can notice that the errors *assist* and *title* deals with the similarity from the words in Spanish.

In this case, my participant could assume that these words have the same meaning in English than in Spanish, it makes more difficult to her to notice the difference between them because in English we can have several meanings of these words.

In fact, when learners speak fluently they do not realize that some words have similar writings, sounds, etc but the use English language is different due to its meaning.

Moreover, most of the participants were aware of how to use the lexicon correctly in the interviews, just in the conference, one of my participants had problems with an invented word.

Invented words

The speakers could invent a list of words, and assign the meaning as needed. Those words interfere with the second language, because in second language they do not exist.

I can write many examples of this topic, because they do not have a limit. For example

Ausens the correct word have to be *absence*

Puerts the correct word have to be *Ports*

Exprim the correct word have to be *squeeze* and so on

About this indicator, I did not find many errors of them, I had found one error:

- *The **ausens** of my mother*

This error was found in the conference. The speaker invented the word **ausens** which in English and Spanish lexicon it does not exist. According with the conversation the speaker tried to say **absence** which means *ausencia de una persona.* The correct sentence is:

- The **absence** of my mother.

Ausens is not even a Spanish word, its meaning is almost similar in English but its spelling is incorrectly, beyond that I infer that she used this word because it comes from the Latin root and they are quite similar in both languages (English and Spanish). I think that the participant in order to talk proficiently forgot to focus in the meaning in English.
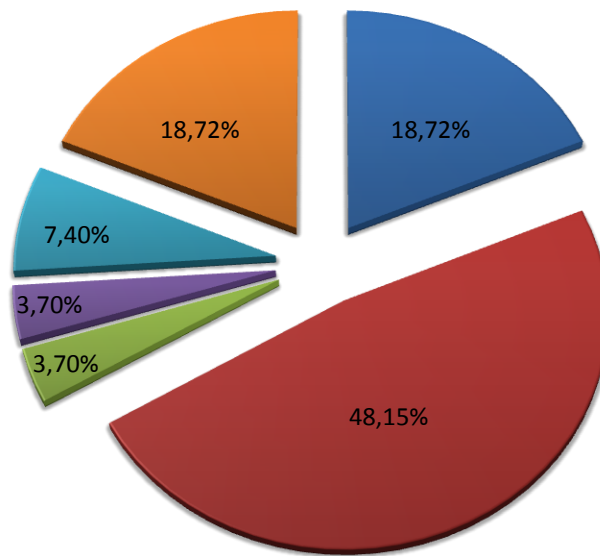
For concluding the analysis of the lexicon variable, I can say that according to the obtained results, few errors were found in this variable. It could be to due to a mastery of the use of the language that the three participants had.

Quantitative analysis.

Moreover, for having a better idea about the number of errors that were found in the variables Grammar structures and lexicon, it is important to do a quantitative analysis.

In the next analysis, I am going to explain the results about grammar structure variable and I am going to indicate the most common errors found in this research:

GRAMMAR STRUCTURE

- ADJECTIVES 18,72 %
- SUBJECT PRONOUNS 48,15 %
- DEFINITE ARTICLES 3,70 %
- PREPOSITIONS 3,7 %
- DOUBLE NEGATION 7,4%
- WORD ORDER 18,72 %

The most common errors found in this variable were located in the indicator subject pronouns. It has a 48,15 %, then it is followed by the word order with a 18,72 % and adjectives with the same percentage, the following indicator is double negation with a 7,4% Finally, the less number of errors are found in the indicators definite articles and prepositions with 3,7 % for each one.

As I can understand, the percentages demonstrate that the most errors mentioned above could be done as a result of automatic translates. It means that the participants use the Spanish structure on the English structure.

Furthermore, the following chart illustrates the range of errors classified according to the type of the text where the errors were found:

ERRORS ACCORDING TO THE TYPE OF TEXT
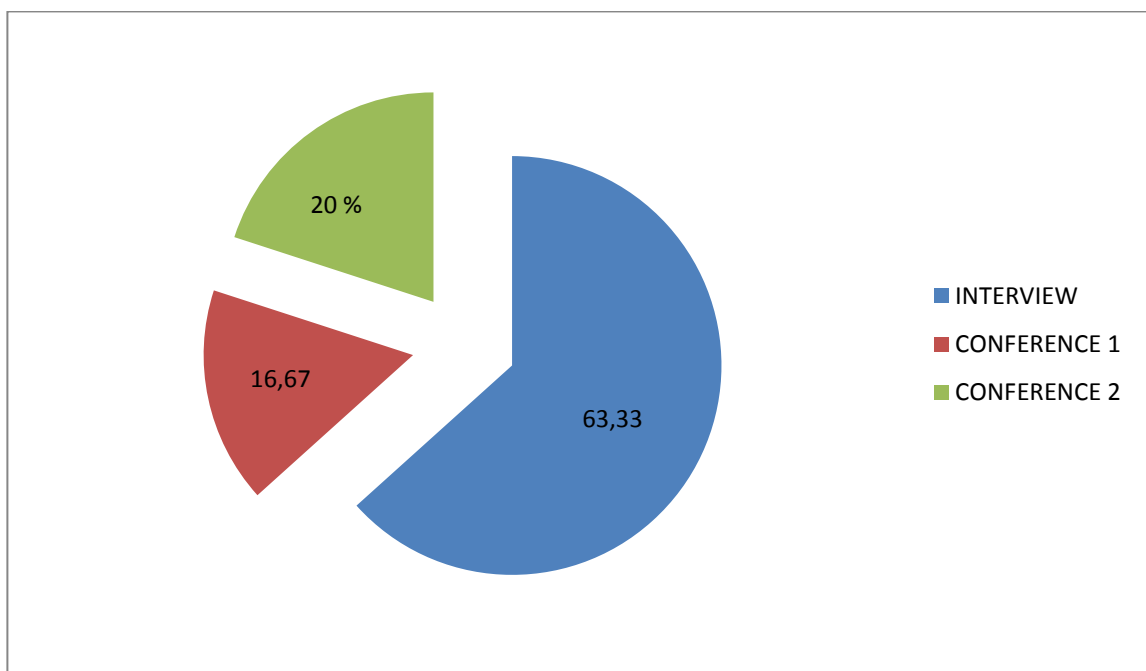
According to the results, there were found thirty errors in total. The highest range in errors found in grammar structures and lexicon were in the interviews. There were 19 errors, this represents a 63,33 %, in conference 1, it was found five errors, this represent a 16,67 %, and in conference 2 it was found six errors, this represents 20 %.

Understandably, when participants had the opportunity to previously elaborate their speech, the level of interference of the native language on the verbal performance was not quite high. However, when the participants are involved in an open conversation, referring to interviews, without an elaborate answer, they produce more errors.

Meanwhile, to have a better explanation of all mentioned above, the following charts demonstrate each indicator with the number of errors found compared with each type of text (interview, conference 1 and conference 2).
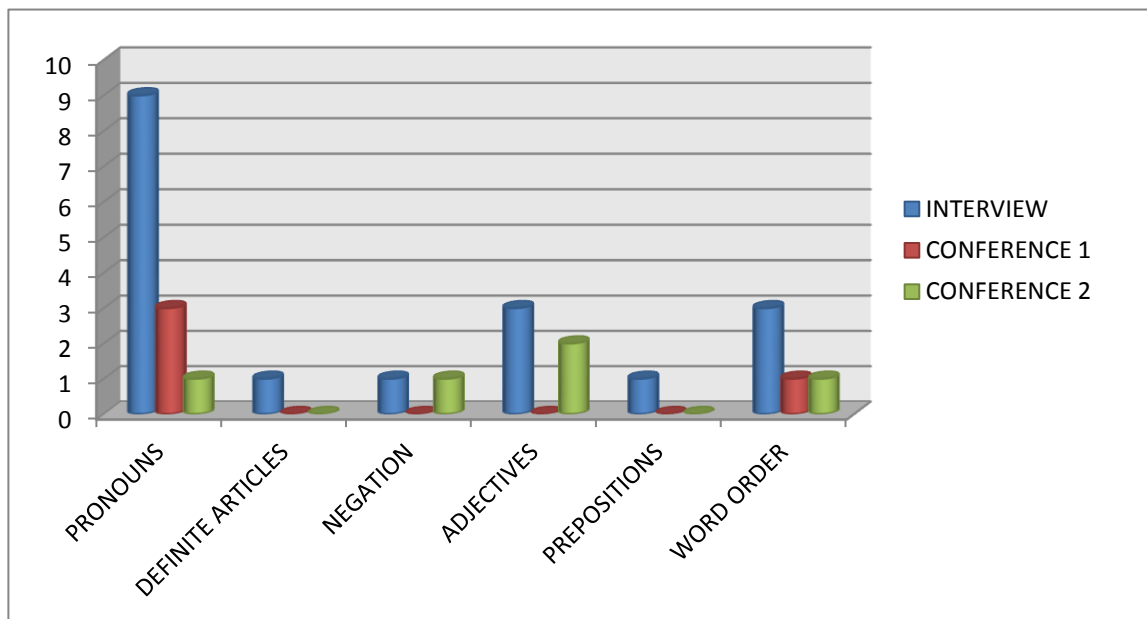
In the indicator of 'pronouns' the results obtained are the following: in the interview, there are nine errors, this represents a 69,23%. In the conference number one, there were three errors which represents 23,07 % and in the conference two, there is one error. This represents 7,7%.

Therefore, most common errors were found in 'interviews', it could be due to the participants have a freely and open conversation, it means that they do not have time to elaborate their answers with anticipation.

Next, in the indicator 'definite articles' the results obtained are the following: In the interview, there is one error, this represents the 100 %. In the conference number one and in the conference two there is not errors, this signifies the 0%. According to this information and taking into account my research there are only one error of interference in the use of the definite articles it is due to mastery in the use of a foreign language.

Afterwards, in the indicator is NEGATION the errors found were:

In the interview, there is one error, this represents the 50 %. In the conference number one there are not errors, this represents 0 % and in the conference two there is one error this represents 50%.

In addition, in the indicator 'position and pluralisation of the adjectives' the results found were:

In the interview, there are three errors, this represents the 60%. In the conference number one there are not errors, it represents 0%, and in the conference two there are two errors, it represents 40%.

According with the indicator of 'prepositions,' the results obtained was only one error: in the interview, this means 100 %.

Besides, talking about the indicator 'word order,' in the interview there are three errors, this represents the 60 %. In the conference number one there is one error, this represents the 20% and in the conference two there was one error, this represents the 20%.

The errors found were done due to the translation of Spanish to English without take into account the English grammar structure. It is stated by Dulay et al (1982) "who defines interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language."

In the next analysis, I am going to explain the results about the errors found in lexicon:

LEXICON

■ FALSES COGNATES   ■ INVENTED WORDS

25,00%

75,00%
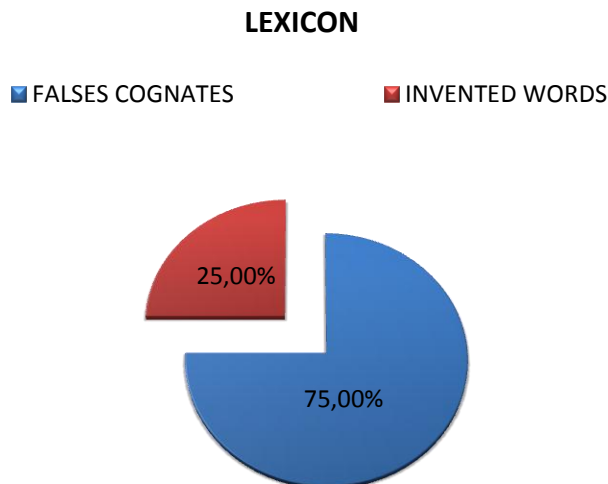
In this variable, we have a total of three errors. Two errors were found in the variable false cognates, it represents 75% and one error was found in invented words, it represents 25 %.

According with the results, the participants had few problems with the correct use of the lexicon; in fact, most of them we aware of how to use the lexicon correctly in the interviews, just in the conference one of my participants had few problems with one invented word, the reason is that it encodes grammatical and semantic information that was difficult to understand for this participant.

Meanwhile, the following charts demonstrate the variable LEXICON. Each indicator shows the number of errors found in each type of text.

ERRORS ACCORDING TO THE TYPE OF TEXT
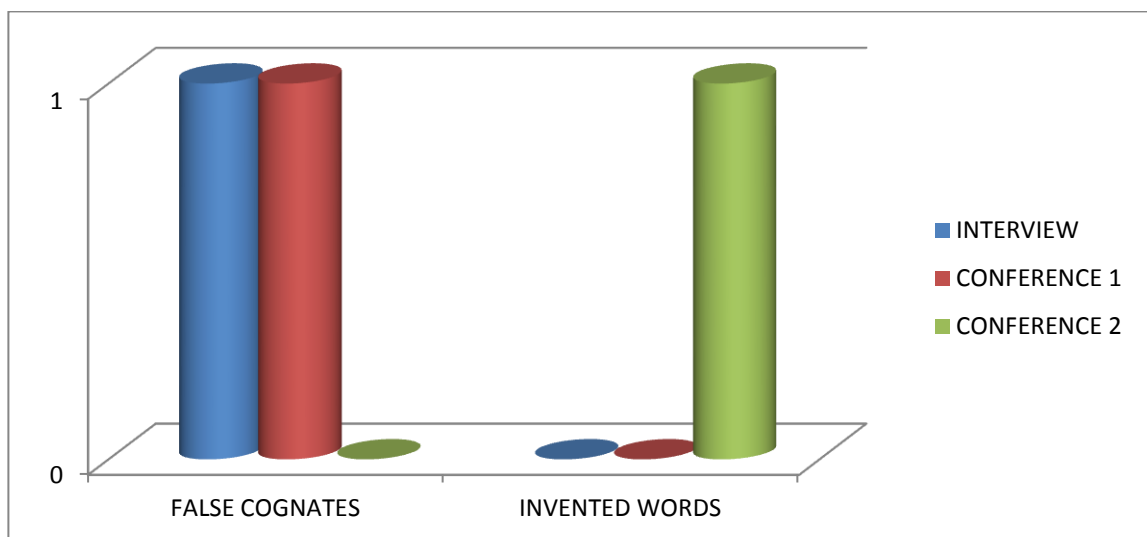
First, in the indicator *false cognates* there were found two errors. In the interview, there is one error, this represents 100 %. In the conference number one there is one error, this represents 100% and in the conference two there was not found errors.

Finally, the last indicator is *invented words.* There is only one error and this error was found in the conference two.

In fact, the errors found in the lexicon variable did not have a representative number due to the mastering of my participants about this topic and to know the correct meaning of all the words used.

Moreover, the following chart has been done to show the specific errors done in the interview dealing with grammar structures. (This diagram is an abstract of the chart one located in the section of RESULTS page 14)
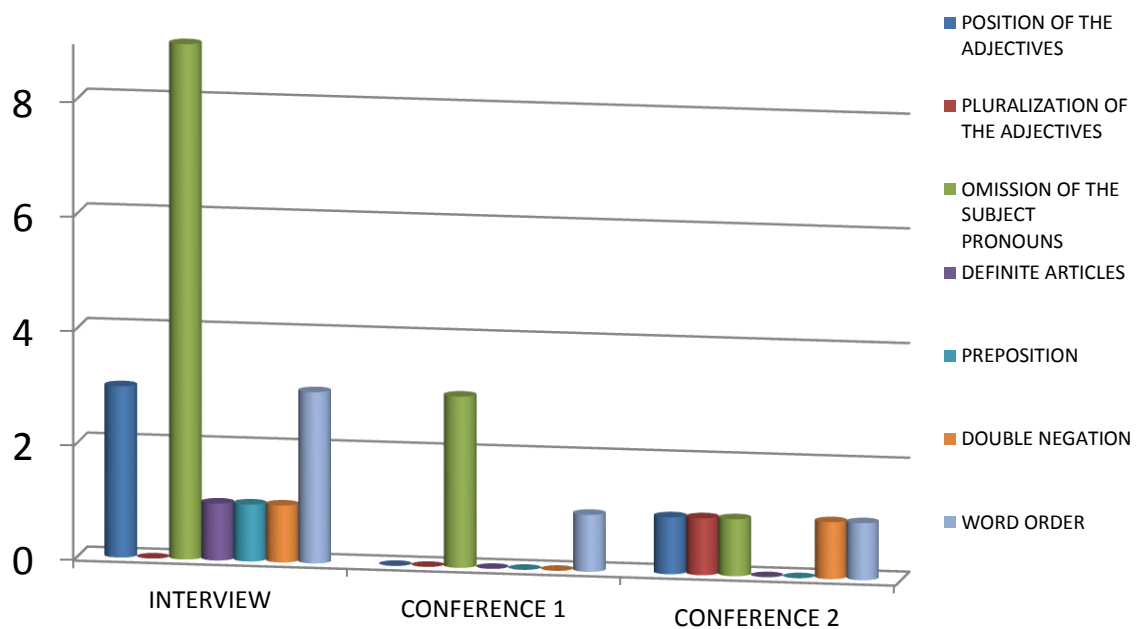
Concerning to the interview, there were found eighteen errors. This graphic shows that the most common errors are found in the Omission of the subject pronoun with nine errors, it represents the 50 %. There are three errors found in the indicator of word order and three errors in the indicator position of the adjectives, it represents 16,67 % for each one. The less numbers of errors are found in the indicators Definite Article, Prepositions and double negation, there were found one error which represents 5,55 % for each one.

Next, according to the conference 1 there were found four errors. The indicators where the errors were found are in subject pronoun, with three errors, this represents 75 %, and in the indicator word order there was one error which represents 25 %.

Finally, in the conference 2 there were found five errors. In the indicators: position of the adjectives, pluralisation of the adjectives, omission of the subject, double negation, and in word order there was found one error for each one, this represents 20% for each variable.

According to the quantitative results, the most number of errors were found in the indicator Subject pronouns, this can be traced back to their native language influence were subject pronouns are already implicit in the verb endings.

In addition, the following diagram has been done to show the specific errors done in the interview dealing with lexicon. (This chart is an abstract of the chart two located in the section of RESULTS page 15).

LEXICON VARIABLE
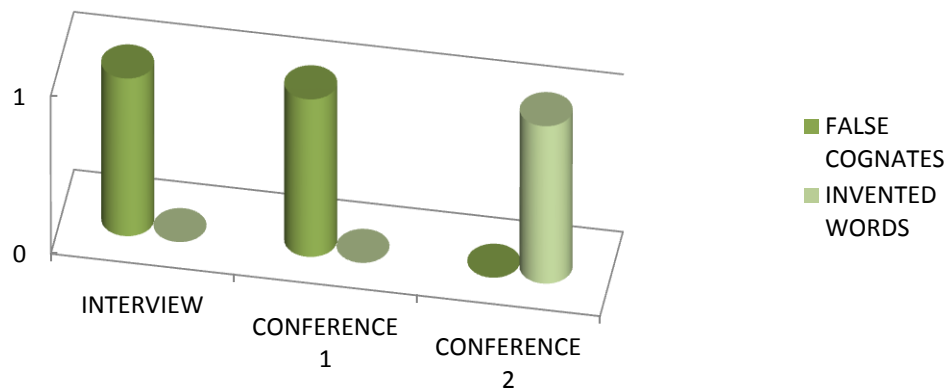
In the lexicon variable there were found three errors, those errors are: in the interview there is one error in the indicator false cognates, it represents 100%, in the conference 1 there is one errors in the indicator false cognates which represents the 100% and in the conference 2 there was found one error dealing with the indicator invented words, it represents the 100%.

In fact, the few errors produced by the three English teachers are due to speakers are aware of the difference the use the lexicon between the native language and the foreign language.

Furthermore, to have a better context about the three participants, it is important to mention some characteristics about them.

First, the participants in this investigation were females, English teachers, and I will call them as participant A, participant B, and participant C.

Moreover, the goals that the participants A and C had in order to learn English were different from participant B. The participant (A) and participant (C) studied English in the high school and they liked it; after that, they were motivated to study English to get a bachelor´s degree.

However, the participant (B) moved to United States of America when she was five years old and she had to learn English for communicating to the other people, later, when she came back to Ecuador due to the mastery of the use on English language she decided study a bachelor´s degree dealing with English.

It is important to mention that there is not big cultural background differences between the teachers A and C, because they learned English in Ecuador, the age is similar, they lived in the same city and they work in the same Technological Institute, but, The teacher B is different from the other two teachers because she is young, she learned English in United States of America, she moved there when she was five years old, she lived there for seven years; therefore, she learned first to write English and then Spanish.

I would say that the level of interference found in my research was not high for what I expected; however, the level of proficiency of my participants was almost excellent; especially, from the one who lived and Studied in the U.S.A. I assume due to her personal experience that she learned and studied there.

The most range of error in this research, done by the three English teachers, was found in the omission of the subject pronouns. This means that the knowledge of the speakers A, B, and C about how to use the subject pronouns in English were clear, when the participants elaborated the speech; but in the most cases when the speakers A, B and C spoke fluently in a freely conversation they omitted the pronouns. For example, the speaker A said *plant the tree, clean the house,* she did not use (subject pronoun) it is due to in Spanish it is not necessary to mention it because it is implicit in the verb, but when the participants (A, B and C) prepare a conference they pay attention and took into account almost all the English structures.

CONCLUSIONS

- Learners have used native language structures into the second language structures, producing inappropriate second language responses and indicating an interference of the native language on second language.

- The level of interference of the native language on the verbal performance was not high when the participants had the opportunity to elaborate previously their speech.

- The majority of interference was found in the grammar structure variable, specifically in the indicator omission of the subject pronoun. This can be traced back to their native language influence were subject pronouns are already implicit in the verb endings.

- According to the results, most of the grammar structures and lexicon errors were found in the interviews. It is due to in open conversations they did not have time to think the answer with anticipation, consequently, they try to spoke fluently and the first that comes to the mind is the grammar of the first language which interferes in the second language.

- The less common error found in the variable grammar was in the indicators definite articles and preposition. The few errors found

in these indicators reflect the domain of the English teachers in the use of English rules.

- Also, this research demonstrates that a person who has lived a long time in English speaking countries have a good level of English grammar and do not have many problems with the interference of language.

- According to the number of words produced by the teachers in their speeches and in their interviews, the level of interference was not high.

- Regarding the variable lexicon, the majority of errors were found in the indicator false cognates. This is due to the fact that speakers are aware of the difference between the use of them in the native language and the foreign language.

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ANNEXES

INTERVIEW

- What is your name?

- Where do you live?

- Where do you work?

- Are you married?

- Do you like children?

- Talk about your family

- Do you practice any sport?

- What do you like to do on your free time?

- Where did you learn English?

- Why did you choose to be an English teacher?

- Talk about your experience

- Do you think that is easy to be teacher? Why?

- Which group do you prefer to teach English teenagers or adults? Why?

CHART ONE

Variable:

Indicator:

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

Author:

CHART TWO

Variable:

Indicator:

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

Author:

CHART THREE

Variable:

Indicator:

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

Author:

CHART FOUR

Variable:

Indicator:

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

Author:

CHART FIVE

Variable:

Indicator:

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

Author:

CHART SIX

Variable:

Indicator:

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

Author:

CHART SEVEN

Variable:

Indicator:

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

Author:

CHART EIGHT

Variable:

Indicator:

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

Author:

CHART NINE

Variable:

Indicator:

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

Author:

CHART ONE

VARIABLE:

INDICATOR	ERROR	INTERVIEW		CONFERENCE 1		CONFERENCE 2		TOTAL
		f	%	f	%	f	%	
TOTAL								

CHART TWO

VARIABLE: Lexicon

INDICATOR	INTERVIEW		CONFERENCE 1		CONFERENCE 2		TOTAL
	f	%	f	%	f	%	
TOTAL							