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Language: A Case Of Study Of Three Speakers Of English

As A Foreign Language

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Author:

Porras Cristina

Advisor:

Mgs. Toro Vanessa

Centro Universitario Quito

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CERTIFICATION

Lic. Vanessa Toro Gallardo

Thesis Advisor

CERTIFIES THAT:

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

Loja, March 2010

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AUTHORSHIP

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

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Cristina Isabel Porras Cisternas

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DEDICATION

To my family, especially to Rafaella, who has being the engine in my life and my efforts, from the moment of her birth. God Bless you my love.

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ABSTRACT

In this research we will deal with the problem of native language interference in the spoken target language. A case study of three speakers of English as a foreign language.

The population chosen for this research was English volunteer teachers with a good level and fluent spoken English. The investigation consists on a recorded interview and two conferences directed by the teachers to students. These conferences took place in “Los Alamos” school and were given to high school students. After making the respective transcriptions the conferences were analyzed to find all the errors corresponding native language interference, and these were classified into charts according to the variables grammar structure and Lexicon, considering several indicators on each case.

In the period of around six months of study I found that the highest frequency of errors occur in the variable, Grammar Structures with the indicator subject Pronouns, the rate is followed by the use of prepositions. In the variable Lexicon we can appreciate a higher rate of recurrence in the invention of vocabulary.

It is very important to consider that these are not global statistics just the result of the study in this particular population although the collected information can be helpful for further studies in the foreign language speakers residents.

INTRODUCTION

The purpose of this research study is to identify the level of interference of the native language on the verbal performance of speakers of English as a foreign language. Native Language interference is the consequence of language learners' first or native language on their performance of the language they are learning. This strong influence can exist on any aspect of language: grammar, vocabulary, accent, spelling and others. In this research it has been considered the most important grammar structure errors and a few lexicon ones. The sample for the field research was chosen from a group of English teachers with a fluent and good level of spoken performance of the language. Three activities were accomplished by each of the participants, an interview and two conferences given to a group of high school students. Every single activity was recorded using an iPhone voice program that efforts on raising the speakers' voice, eluding the external noise. After listening and carefully examining them; they were transcribed by hand and typed on a computer. All the errors found were classified into grammar structures or lexicon interference and charted as corresponding.

During the research the researcher found many interesting facts referring interference. As said by Stanciu in previous studies, language interference not only causes errors (negative transfer) where the relevant feature of both languages is the same, it results in correct language production (positive transfer). An important fact to

consider is that, 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. We also have to think over that the interference may be conscious like when the speaker may guess because he has not learned the proper usage or it may be unconscious like when the speaker does not consider that the features of the second language differ. Even, this is a very important topic and this kind of teaching problem is very frequent, there is not too much information about it, in Ecuador. After all, the researcher thinks that language teachers, should add importance to this problem, due to every learner of English that engages in multilingual education, faces the problem of language interference in a formal setting such as at school and university.

After carefully analyzing all the components of the speech the researcher determined that the most frequent grammar error took place in the interview and in the indicator adjectives. On the other hand, the most frequent lexicon error took place in the first conference and referring invented words. Considering these results the researcher can assume that the main goals and objectives of the research have been accomplished. The specific objectives proposed and achieved were:

- 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.

- Compare English and Spanish structures to find out the possible causes of error in the speech of EFL speakers.

- Set up de basis for further studies and inquire on first language interference in second or foreign language speech in our country.

The first objective was totally accomplished because by applying the analysis and classification method of all the collected data produced by the speakers the statistics were driven and the researcher was determine the syntactic and semantic errors and their frequency. The second objective was necessarily accomplished because all the information was carefully analyzed by taking into account the differences between all the structures in both languages. Finally, the last objective has been achieved because by developing every stage of this research study the investigator noticed the importance of the topic and considers that the reader will want to know some more about language interference.

METHODOLOGY

In this study, the researcher made an exhaustive bibliographical research about all the topics related to the native language interference in the spoken target language. It was clearly important to consider as a first point the previous studies made on the theme, to know more about this spread linguistic phenomenon in the spoken target language community of second language learners.

After all these studies were reviewed, it was necessary to get knowledge about linguistics and all the aspects related to the human Language; its competence and performance, the factors affecting native and second language acquisition and the facts causing interference. It was necessary to read many concepts, rules and texts referring the languages' grammar structure, coherence, cohesion to carefully select the better written material to include as a bibliographical support of this research study.

In addition, a field research of the problem was crucial to live the interference errors present in the speech of the participants. For this the analytic and descriptive methods were applied to look after the descriptive and statistical analysis of the studied sample. Additionally, to do the field research, three fluent English speakers were chosen to perform the three activities (an interview and two conferences). They were volunteer teachers in Los Alamos school they are used to talk to young students and to perform conferences.

Speaker number one is 22 years old; he made his last high school year in Rockville, Maryland. He is studying to be a lawyer and works in Los Alamos High school as a volunteer to help the principal teacher. Speaker number two, wanted to do an experience as an English teacher before studying in the university, she is 23 years old and has traveled to the United States several times. Finally, Speaker three is a volunteer teacher in a school of a little town near Manglaralto in Santa Elena. He studied English at high school and at Espe institute; he has never been in the United States.

They have a high level of English and the researcher recorded the interview and each speech to analyze the information. The interviews to the three speakers were made at their respective houses and the conferences were made in an institution with about 30 high school students and respectively recorded, transcribed and analyzed.

The transcription was made by hand and after accurately listen the speeches they were typed on a computer. The analysis consisted on the tabulation of the information, counting and classifying the interference errors into the two variables proposed: Grammar Structures and Lexicon and into the different indicators for each variable; subject pronouns, definite article, indefinite article, and others concerning with the Grammar Structures. And the use of false cognates and Invented words dealing lexicon. Finally, after evaluating the results they were represented into statistical charts. The results were also useful to draw the conclusions.

RESULTS

The field investigation was done with three Spanish native speakers with fluent English. They are volunteers in a school and they work in different places. They are all from Quito and two of them have traveled to the USA as tourists to study or to live for a short period of time. The following charts show the errors of inference found in some interviews and conferences which were recorded and transcribed for this study.

Qualitative Tabulation

Chart One

Variable: Grammar Structures

Indicator: Subject pronouns

Type of text	Most common errors	Examples
Interview	Omission	___ is really important to know English ___ was so easy.
Lecture 1	Omission	___ is like I don't know I need two hours to travel and ___ is very, very far ...
Lecture 2	Misuse	I think English is very important for <u>we...</u>

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Chart Two

Variable: Grammar Structures

Indicator: Definite Article

Type of text	Most common errors	Examples
Interview	Overuse	I'm talking about <u>the</u> America high school... ... we were going to <u>the</u> Raleigh in North Carolina...
Lecture 1	Overuse	... it was a good time specially in <u>the</u> Ecuador
Lecture 2	Overuse	I really love <u>the</u> life...

Author: Cristina Porras

Chart Three

Variable: Grammar Structures

Indicator: Indefinite article

Type of text	Most common errors	Examples
Lecture 1	Omission	I am__ student I felt just like__king. To become____great professional.

Author: Cristina Porras

Chart Four

Variable: Grammar Structures

Indicator: Double Negation

Type of text	Most common errors	Examples
Interview	Double negation	They <u>didn't</u> like <u>nothing</u> I <u>didn't</u> understand <u>nothing...</u> I <u>don't</u> work for <u>nobody</u>
Lecture 1	Double Negation	I <u>don't</u> want <u>nothing</u> of this ...
Lecture 2	Double Negation	I <u>don't</u> know <u>nothing</u>

Author: Cristina Porras

Chart Five

Variable: Grammar Structures

Indicator: Adjectives

Type of text	Most common errors	Examples
Interview	Position	... since we are <u>kids</u> <u>little...</u> ... they go to a <u>place</u> <u>different.</u>

	Pluralization	...as I said I have a lot of differents friends... share my philosophy to another youngs people.
Lecture 1	Position	... that was a <u>career good</u>
Lecture 2	Pluralization	...because to the <u>youngers children</u> , ... the other <u>importants</u> things in my life ...who can solve <u>differents</u> problems in the humanity

Author: Cristina Porras

Chart Six

Variable: Grammar Structures

Indicator: Prepositions

Type of text	Most common errors	Examples
Interview	Direct translation	I went to see <u>to</u> my aunt. My mother took <u>to</u> me.
Lecture 1	Direct translation from Spanish.	...so when I moved <u>to</u> this another grade ... I am 21 years old, <u>by</u> now I'm working and also finishing ...about what I do now, well, <u>for</u> not saying so much things more

	Misuse	... like agronomy and gardening it all get sense to them.. ... taking care to a plant...
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Author: Cristina Porras

Chart Seven

Variable: Grammar Structures

Indicator: Word Order

Type of text	Most common errors	Examples
Lecture 1	Word order	I am at the <u>university Catolica</u> We come from two <u>countries different</u>
Lecture 2	Word order	...well how can I say <u>answers positive</u> or... ... games are an <u>activity recreational</u>

Author: Cristina Porras

Qualitative Tabulation

Variable: Lexicon

Chart Eight

Variable: Lexicon

Indicator: Use of false Cognates

Type of text	Most common errors	Examples
Lecture 1		I had a good <u>argument</u> to travel.

		Well about my <u>familiars...</u>
Lecture 2		It could also make you some <u>dinner</u> . People about his <u>form</u> of thinking.

Author: Cristina Porras

Chart Nine

Variable: Lexicon

Indicator: Invented Words

Type of text	Most common errors	Examples
Interview		... first you can <u>applicate</u> in some areas of...
Lecture 1	Invented Words	I used to like <u>literaries</u> ... I was <u>selectionated</u> to They can see that, and select me to participate in <u>theatrical</u> acts I am a <u>pacify</u> people You <u>coulded</u> really choose... ...was a lawyer and all of that, the <u>judcional</u> ... that career or that <u>specialty</u>

Author: Cristina Porras

Quantitative Tabulation

Variable: Grammar Structures

Chart Ten

Variable: Grammar Structures

Indicator	Error	Interview		Lecture 1		Lecture 2		Total
		F	%	F	%	F	%	
Adjectives	Pluralization	2	12.5 %	0		3	37.5	5
	Position	2	12.5 %	1	7.1%	0		2
Subject Pronouns	Overuse	0		1	7.1%	1	12.5	2
	Omission	2	12.5 %	2	14.2 %	0		4
	Misuse	1	6.25 %	0		0		1
Definite Article	Omission	0		0		0		0
	Overuse	2	12.5 %	1	7.1%	1	12.5	5
Indefinite article	Omission	1		2	7.1%	0		3
Prepositio ns	Misuse	0		2	14.2 %	0		1
	Direct translation	2	12.5 %	2	14.2 %	0		6
Double Negation		3	18.7 %	1	7.1%	1	12.5	5
Word Order		0		2	14.2 %	2	25%	4
TOTAL		16	100 %	14	100 %	8	100 %	39

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Chart Eleven

Variable: Lexicon

Indicator	Error	Interview		Lecture 1		Lecture 2		Total
		F	%	F	%	F	%	
False Cognates		0		2	22.3%	2	100%	4
Invented Words		1	100%	7	77.7%	0		8
TOTAL		1	100%	9	100%	2	100%	12

Author: Cristina Porras

DISCUSSION

In this section the researcher is going to report, comment and analyze all the results obtained in the field research. The theoretical background, will support all the information that is necessary for this study. All the information is based on previous studies of the topics related to the native language interference in the target language, on linguistic studies of human language and facts dealing with linguistics, such as Morphology which deals with the grammar and syntax of the languages, Phonology which takes care of all the sound system included in performing a speech. In this section, linguistics and performance competence are going to be explained and many other topics related with the study. After the background the description on the analysis of the results obtained in the field investigation will be presented and will be analyzed to determine why those errors are caused by interference of the native language. In addition two variables: Grammar Structure and Lexicon and some indicators are going to be considered in this study. The frequency of each error is going to be represented with graphics and charts. Finally the respective conclusions based on the results and the analysis are going to be drawn.

THEORETICAL BACKGROUND

This research is about the native language interference in the speech of people using English as a foreign language. Then, to illustrate this fact it is important to keep in mind that acquiring a second or a foreign language involves a much extended system of extraordinary complexity. When a person deals with something new; if it is a new food, music, or new information, it is a natural instinct to relate these new things with those that are familiar, to try to find similarities and differences with what we know. Nicholls (2006) says in a journal article “Consciously or unconsciously, we take what we know to what we do not, making it impossible to learn anything entirely from scratch.”

It is not possible to learn a foreign language without relying to some extent on your mother tongue, and the inclination to look for similarities and to draw conclusions based on them is as strong here as in any other learning context. If we say so, it is no less true when we speak about learning a foreign language.

Nicholls states, “In most cases, textbooks and teachers’ explanations are in the students’ mother tongue”. This is true, even in the classroom, using the most direct language-teaching methods; the learner will still need to conduct any internal dialogue in their native tongue. Anyway, there are many other influences when we

learn a foreign language, but the influence that the mother tongue has on the language we produce, when we use a foreign language, is an important area of study for researchers and its called 'Language Interference', 'Transfer', or 'Cross-linguistic influence'. It is suggested by some researchers that the language produced by foreign learners is so unavoidably influenced, and even distorted, by the mother tongue of the learner that it should rather be termed an 'Interlanguage'.

Extensive research has been carried out in the area of native language influence on the target language including interference. According to some researchers there are a large number of terms used to refer interference. One of these terms is *transfer*, which is also known as *cross-linguistic influence*. Some of them denied its existence and others have been skeptical about its importance. Most researchers assume that other, non-linguistic factors, such as motivation and formal education do not influence the nature of the process. Yet there are also researchers as Odlin who have argued for the importance of transfer. Odlin (1989) has given an overview of results from studies of transfer and has gone so far as to consider it the dominant fact of second language acquisition. As he says: "The influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" Odlin (1989: 27) However, as Selinker (1992) says the general view is that language transfer is not

an 'all or nothing' phenomenon as was thought in the earlier days of contrastive analysis.

The authors of the textbook 'Second language acquisition', Susan M. Gass and Larry Selinker, retain the multidisciplinary approach that presents research from linguistics, sociology and psychology. So, according to them (2001), transfer: "is a term that was used extensively in the first half of the century and refers to the psychological process whereby prior knowledge is carried over into a new learning situation."

Odlin (1989) cited by Skoog offers another definition for the context of applied linguistics: "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired." Transfer is not only a direct linguistic reflex, but also indirectly shows underlying principles of language. Mueller Rita (1996) stated that "Transfer and developmental influences are interacting processes. Congruence between L1 and L2 allows learners to see relevant L2 features. It affects production and comprehension of L2. Similarities in L1 and L2 influence language development even where there is no structural similarity. Transfer is also seen as a constraint on the acquisition process."

Linguistics

Human language is made possible by special adjustment of the human mind and body this took place in the course of human

evolution, and is used by children in acquiring their mother tongue. According to Tomas Eccardt the language is a structure of symbols which had the most general meanings of any other. The detectable linguistic symbols are articulatory gestures transmitted as sounds. The symbols are words and their meanings involve all we humans are and deal with every day. “When the symbols are transmitted only between locations in the brain, we are thinking in language. When the symbols are converted into articulatory gestures and the resulting sounds are heard by others, we are talking or communicating. When the symbols are converted into bits in a computer or printed on paper, or when we write, we are storing information.”

The scientific study of the nature and structure of language is called linguistics.

The founder of modern linguistics was Ferdinand de Saussure (1857-1913), a Swiss historical linguist, who showed us how to separate historical (diachronic) linguistics from non-historical (synchronic) linguistics. A linguist is a scientist who studies the nature of language. Observes languages as they are, does not try to modify any; as Eccardt published “ so a linguist will note that some people say *he do not*, and others say *he does not*, but a linguist will not pass judgment on which is better.”

Branches of Linguistics

In Wikipedia it is said that, "Linguistics is the scientific study of language". On this web we can find the two branches of linguistics: theoretical linguistics and applied linguistics, and its subfields:

Theoretical linguistics

It is the branch of linguistics which is concerned about developing models of linguistic knowledge. Its fields are: syntax, phonology, morphology, and semantics.

Syntax

It is the study of the rules and principles for constructing sentences in natural languages. One of the most important aspects of syntax is how the parts of speech connect together. There are rules that dictate where a part of speech is allowed and where it is not, and how to interpret the resulting sentence.

In Encyclopedia Britannica, Bloomfield is cited with his definition of syntax as the study of free forms composed entirely of "free forms". He says that essential parts of this theory are the notions of form classes and constituent structure. Bloomfield defined form classes, in terms of some common "recognizable phonetic or grammatical feature" shared by all the elements. For instance, "personal substantive expressions" these are the structure that, when spoken with exclamatory final pitch, call the attendance of people, "John," "Boy," "Mr. Smith"; "infinitive expressions" are the structures

that when with exclamatory final pitch, have the meaning of a command", "run," "jump," "come here "nominative substantive expressions", "John," "the boys"; and so on. It should be clear from these examples that form classes are similar to the traditional parts of speech and that one and the same form can belong to more than one form class. Also, what Bloomfield had in mind to form class membership and therefore of syntactic equivalence, was substitutability. Form classes are sets of forms; simple or complex, free or bound, which may be substituted for any other in a construction or set of constructions throughout the sentences of the language. Nevertheless a construction can be analyzed into smaller figures its constituents, for example, the phrase "poor John" is composed by, the constituents "poor" and "John." By the constituent structure of a sentence is meant the hierarchical organization of the smallest forms of which it is composed."

This importance given to the constituent is because it helps to account for the ambiguity of constructions. A classic example as is cited by Britannica encyclopedia is the phrase "old men and women," which may be interpreted in two different ways according to whether one associates "old" with "men and women" or just with "men." Under the first of the two, the immediate constituents are "old" and "men and women"; under the second, they are "old men" and "women." The difference in meaning cannot be attributed to any one of the ultimate constituents but results from a difference in the way in which they

are associated with one another. This is called syntactic ambiguity. Not all syntactic ambiguity is adequately accounted for in terms of constituent structure.

Phonology

It is the systematic use of sound to encode meaning in any spoken human language, or the field of linguistics studying this use. Just as a language has syntax and vocabulary, it also has phonology in the sense of a sound system.

Morphology

It is the identification, analysis and description of the structure of words. While words are generally accepted as being the smallest units of syntax, it is clear that in most languages, words can be related to other words by rules.

Semantics

It is the study of meaning, fixed combinations of words and the combination of both. Semantics refers to an individual's own interpretation of the meaning of a sentence based on their previous knowledge. For that reason, a sentence that apparently makes no syntactic sense can have meaning when talking about semantics. To illustrate: The sentence "Baby milk drinks" does not have a syntactic meaning, but in semantics most would interpret it, as our prior

knowledge tells us that a baby drinks milk, and therefore we can find a meaning from the key words.

In conclusion we can say that the difference between syntax and semantics is that syntax is only apprehensive with what is linguistically and grammatically correct and semantics requires all ones earlier knowledge which, as Anderson states, “goes far beyond anything which is language specific”.

Pragmatics, studies the ways in which context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature, talk in interaction and other approaches to language behavior

Text linguistics, deals with texts as communication systems. Its original aims lay in uncovering and describing text grammars.

Sociolinguistics, is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used.

Psycholinguistics, Is the study of the psychological and neurobiological factors that enable humans to acquire, use, comprehend and produce language.

Discourse Analysis: is the examination of text usage in language. This includes spoken, signed and written formats.

Applied linguistics

It is an interdisciplinary field of study that identifies, investigates, and offers solutions to language-related real-life problems. Some of the academic fields related to applied linguistics are education, linguistics, psychology, anthropology and sociology.

Competence and Performance: According to Chomsky there is an insistent distinction between the "competence" of a language user and the "performance" of this language user.

The competence of a language user consists in the knowledge of the he had first while, the performance is the result of the psychological process that employs this knowledge (when producing or in inferring language utterances).

Linguistics viewpoint on performance involves the implied hypothesis that language performance can be accounted for by a system that includes a grammar-competence as a sub component.

In addition of language competence, there is communicative competence that is the ability to use the language in a correct and appropriate way, with the aim of accomplishing communication goals. "The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does."

Said this, it is important to point out that the communicative competence has several areas to deal with. The National Capital Language Resource Center of Washington asserts that these areas are four:

Linguistic or Grammatical competence, consists knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

Sociolinguistic competence, consists knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: 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?

Discourse competence, deals with knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

Strategic competence, deals with knowing how to recognize and repair communication breakdowns, how to work in ones' knowledge

of language breaches, and how to learn more about the language. “Strategic competence asks: 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? ”

As said by Sarn “Of the components of communicative competence identified by Canale and Swain (1980) strategic competence is something of a Cinderella”, long ignored by linguists, when compared to grammatical and sociolinguistic competence involving knowledge of sociocultural rules for an appropriate use of language, and discourse rules related to cohesion and coherence. Strategic competence is defined as 'the verbal and non-verbal communication strategies that may be needed to balance for breakdowns in communication due to insufficient competence or performance variables. Sarn cites the explanation by Dornyei and Thurrell, “as the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process.”

The classification of communicative strategies varies; in the following chart, we have one made by Elaine Tarone Brown (1994)

<p>Paraphrase Approximation Circumlocution Word Coinage</p>	<p>Use of a vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item (<i>pipe</i> for <i>windpipe</i>).</p> <p>Describing characteristics or elements of the object or action ('she is, uh, smoking something. I do not know what is its name? That, uh, Persian, and we use in Turkey a lot of.)</p> <p>Inventing a word to communicate a concept (<i>airball</i> for <i>balloon</i>).</p>
<p>Borrowing Literal Translation Language Switch</p>	<p>To translate word for word from L1. It is used L1 without bothering to translate (ba/on for balloon).</p>
<p>Mime</p>	<p>Nonverbal Strategies (jumping to illustrate jump)</p>
<p>Appeal for Assistance</p>	<p>Asking for the correct term ('What do you mean? What color is this?')</p>
<p>Avoidance Topic Avoidance Message Abandonment</p>	<p>Avoiding topics for which L2 items or structures are not known. Answering to a question with another question.</p>

Even Though, it is not mentioned in Tarones' list, we should also include the use of fillers, explain Dornyei and Thurrell (1991), "since these invaluable delaying or hesitation devices can be used to carry on the conversation at times of difficulty, when language learners would otherwise end up feeling more and more desperate and would typically grind to a halt." These can also give a chance to the listener

foresee what is coming. Repetition is another device, goes over the interlocutor's question or repeating oneself to draw attention to main ideas or to give oneself time to think.

Communicative competence, certainly, includes all the linguistics competence and all the whole of the amorphous (indefinite shape or form) range of facts included under socio-linguistic pragmatic competence (the rules and conventions for using language items in context and other factors like attitudes, values, and motivation. Dell Hymes says that one who studies language should be able: “to account for this fact that a normal child acquires knowledge of sentence not only as grammatical but also appropriate. He or she acquires competence as to when to speak, when not and as to what to talk about, with whom, when, where, in what manner”. In short, a child becomes able to acquire a repertoire (all the skills, etc that a person has and is able to use) of speech act to take part in a speech act, and to evaluate their accomplishment by others.”

However, Chomsky believes that linguistic competence can be separated from the rest of communicative competence and studied in isolation but socio-linguist, like Dell Hymes believes that the notion of linguistic competence is unreal and that no significant progress in linguistics is possible without studying forms along with the ways in which they are used.

Language Learning

Language is a learned code that allows us to communicate ideas and express wants and needs. Language learning contains several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one's own or another culture. There are several theories and about this process and it is considerably to know more about behaviorism.

Behaviorist Theory main representants are Ivan Pavlov, who investigated classical conditioning, and John B. Watson (1878-1958) who rejected introspective methods and sought to grounding to behaviorism, relating it to pragmatism. This approach is based on the proposition that behavior can be researched scientifically without needing to use inner mental states. One of the assumptions of behaviorist thought is that free will is illusory, and that all behavior is determined by the environment either through association or reinforcement. This theory has some stages:

- Classical: The behaviorism of Watson; the objective study of behavior; no mental life, no internal states; thought is covert speech.
- Methodological: This is a kind of materialism; it can be researched scientifically without inner mental states, denying any independent significance for the mind. It assumes that

free will is illusory, and that all behavior is determined by a combination of forces comprised of genetic factors and the environment. Experimental and cognitive psychology must be inter-subjectively verifiable; no theoretically prescribed. Two popular subtypes are Neo-Hullian and post-Hullian, theoretical, group data, not dynamic, physiological, and Purposive: Tolmans' behavioristic anticipation of cognitive psychology.

- Radical: includes behavioral approach to 'mental life, analyzing behaviors and reactions to let us get insight human actions; and this outlook is combined with the ideas of determinism, evolutionary continuism, and empiricism.
- Teleological: Post-Skinnerian, purposive, close to microeconomics. Theoretical: Post-Skinnerian, accepts internal states (the skin makes a difference); dynamic, but eclectic in choice of theoretical structures, emphasizes parsimony.

Contrastive Analysis Approach: Contrastive Analysis was conducted before the Second Language Acquisition field was established; it was about comparing systematically two languages. The aim for researchers was to identify points in which both languages the native and the target were similar or different. According to Saville Troike, contrastive analysis involves predicting and explaining learner problems based on comparing L1 and L2 restrict psychology to experimental laboratory methods. B.F. Skinner

sought to give ethical similarities and differences. There was a strong belief that a more effective pedagogy would result when these were taken into consideration. Charles Fries, one of the leading applied linguists of the day, said: "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."(Fries) cited by Tono Yuki.

Speakers tend to change the forms and meanings, the distribution of forms and meanings of the target language and culture with the native language ones - both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives. (Lado 1957, in Larsen-Freeman & Long 1991)

Lado said a more controversial position, anyway, he claimed that "those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" (Lado 1957). This certainty that linguistic differences could be used to foresee learning complexity produced the notion of the contrastive analysis hypothesis (CAH): "Where two languages were similar, positive transfer would occur; where they were different, negative transfer, or interference, would result." (Larsen-Freeman & Long 1991).

Even though, the lack of firm theoretical foundations has left contrastive analysis in a weak position. Because of its focus on arrangement and on the linguistic differences between languages, the pedagogy which has emerged has been criticized as being prescriptive (Leki 1991).

On the other hand we have Error Analysis.

It was Corder who first supported in the ELT/applied linguistics community the importance of errors in the language learning process. "The significance of learners' errors." On 1967 he asserts the paradigm transfer in linguistics from a behaviorist point of view to a more rationalist, and says that in language teaching an important effect is to change the emphasis away from *teaching* towards a study of *learning*. He says "Within this context the study of errors takes on a new importance and will I believe contribute to a verification or rejection of the new hypothesis." (in Richards 1974).

Vacide Erdogan (2005), in his work "Contribution of Error Analysis to Foreign Language Teaching", states that it is natural that in the native language acquisitions process every child commits errors or mistakes which are immediately corrected by adults, this response allows them to understand the grammatical and semantically structure of the native language. Error analysis as said by Troike is the first approach that includes an internal focus on learners' creative ability of creating language. Corder goes on saying that in L1

acquisition we interpret child's 'incorrect' utterances as being this evidence that he is in the process of acquiring language and that for those who try to describe his knowledge of the language at any point in its development, it is the 'errors' which provide the important evidence. Lennon, cited by Brown (2000), indicates that errors have two dimensions:

Extent: that consists on reordering, replacing, or abolishing the error in order to be understood.

Domain: that considers the error from the context for its understanding.

Corder (1973) defines: Overt Errors like undoubtedly ungrammatical at the sentence level; and, Covert Errors that has a correct grammar but are not understood in the context of communication. Erdogan (2005) observes that domain and extent dimensions are parallel to Corder's categorization. By classifying the errors that learners made, researchers could learn a great deal about the SLA process by inferring the strategies that second language learners were adopting.

Errors are classified according to:

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

Corder in Troike, states that the making of errors is significant because it is part of the learning process itself: “a way the learner has of testing his hypothesis about the nature of the language he is learning.” Errors are thus a sign that learners are exploring the system, and the correct procedure to follow according to Ellis would be:

1. Collection of a Sample of learner language.
2. Identification of errors: Requires the determination of elements in the sample target. Corder distinguishes the difference between error and mistake.
Error: Results from learners lack of knowledge.
Mistake: Results from a processing failure in memory.
3. Description of errors: Check the error classification upwards.
4. Explanation of errors
5. Evaluation of errors

Second language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organizing this knowledge into appropriate, coherent structures. There seems to be a significant gap between the accumulation and the organization of the knowledge. This then raises a critical question - what kinds of language do second language learners produce in speaking? When

speaking the target language (L2), second language learners tend to rely on their native language (L1) structures to produce a response. If the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2 (Dechert, 1983 and Ellis, 1997).

Linguistic Affective and Social Factors That Influence Second Language Acquisition

These two levels of context affect Second Language acquisition; Microsocial factors that deal with the immediately surrounding circumstances, communicative events within which language is being produced, interpreted and negotiated. Including the level of formality and participants relationship and if the interaction is public or intimate. Such features interact with the amount of attention is paid to language form. The first factor is variation, the other deals with input: this stimuli is necessary for L1 or L2 to take place and interaction: provides learners the quantity and quality of external linguistic input. Examples of Variation:

- variable vocabulary: I ate dinner, I ate supper.
- variable phonology: I am coming, I'm comin'

Macrosocial factors that deal with broader cultural, political and educational environments. These include features as; a global and national status, the power and status of learners languages; borders

and identities, unify speakers as members of a language community and exclude outsiders; institutional forces and constraints, affect the use and knowledge of L2 in relation to social control, political and religion practices, economic and educational opportunities; social categories: age, gender and ethnicity. Finally circumstances of learning: prior education experiences, type of educational models, formal, informal. Examples

- of status of L1 and L2

Establishing the official use of Hebrew instead of Yidish or other languages was symbolically important to the creation of Israel. Massive efforts were made to teach Hebrew to all immigrants and sanctions were applied against who spoke other code.

- of Social Categories

Age is a biological factor affecting SLA Young L2 learners are more likely than older learners to acquire the language in naturalistic settings.

In addition to macro and micro social factors affecting SLA, Mc Cain in a research conducted by the Bryn Mawr College states that, “While initial language acquisition relies mainly on neurological development over time, second (and subsequent) language acquisition relies on age only in associated characteristics and not in actual brain structure”. He also says that after a child two years the structure of the brain and differences play only a nominal role. More relevant to second

language acquisition the research showed that there are four other factors: motivation, opportunity, environment, and personality. These are the reasons and results of each one.

- **Motivation:** A person's motivation behind learning a second language (L2) and the views she holds regarding the L2-speaking community both come into play in speed of SLA and degree of proficiency achieved. Motivation is differentiated along a continuum integrative at one end and instrumental at the other. Integrative motivation is seen in language learners whose desire to learn is rooted in wanting to become part of the L2-speaking community, wants more contact with it, or is genuinely interested in it. On the other end of the spectrum is instrumental motivation.. Integrative motivation is more helpful in SLA and proficiency because there is more desire for interaction with the community and the language that helps acquisition. Also, students with low views of the L2 community are likely to not see benefits in learning the language.
- **Opportunity:** Opportunity and motivation work together to affect language acquisition. Motivated students are more likely to seek out more opportunities that utilize language skills. Stephen Krashen has argued that "the learner improves and progresses... when he or she receives second language input that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at stage 'i', then acquisition takes place

when he/she is exposed to 'comprehensible input' that belongs to level 'i+1'" (2). The learner can still follow the conversation, but is exposed to new words or concepts. Many theorists stress that varied and frequent comprehensible input is the key to acquisition.

- Environment: The environment in which these opportunities take place also affects SLA. As explored before, the level of input provided has maximum effect at the level, In addition to this; an environment which encourages the greatest amount of use of the language is beneficial. Dulay and Burt proposed that people use an 'affective filter' that "regulates how much input is received by a language processing mechanism"

If the affective filter is over-used, a person tries to compose grammatically perfect sentences every times she speaks, and if it is underused she speaks without regard to the 'rules' she is aware of. The optimal user of the affective filter speaks naturally and often and eventually incorporates more rules into her speech. In this way, the brain is provided with more experience and input while also progressing toward more fluent speech.

- Personality: Personality can also affect SLA. In combination with environment it can act to inhibit learners or to encourage increased opportunity. Introversions has the greatest chance of negatively affecting SLA. Students that are afraid of embarrassing

themselves by speaking incorrectly or by not being able to speak at all may try to avoid opportunities that would otherwise aid their learning..

All of these external and internal characteristics affect the way in which language is acquired by the brain. Increased input, lowered anxiety, strong integrative motivation and positive environments can help processes of language acquisition progress.

Language Interference

The Behaviorist Theory brought up by Lightbown and Spada (2000), is based in the process of a children learning his first language through imitation, interaction, practice, reinforcement and habit formation. This theory states that learning follows a process in which the learner is exposed to linguistic knowledge in their own environment creating “associations” between words and objects or words and events, these get stronger through recurrence. So, as language development is based on habit formation, behaviorists think that a second language learner begins with those acquired native language habits which interfere with the needed for the target language.

However, Odlin (1989) also says that it is difficult to give a precise and correct definition of transfer as long as there is no existing adequate definition of language. Odlin also states that, the concept

can be divided into positive and negative transfer and it can occur in levels of: language, grammar, vocabulary, spelling, pronunciation, etc.

Positive transfer results in correct performance because the new presentation is the same, and as appropriate as, the other. According to Odlin (1989), the consequences of positive transfer are only determinable through contrast of the success of groups with different native languages. Similarities between native language and target language vocabulary can reduce the time needed to develop good reading comprehension. Similarities between writing systems can provide learners a base in reading and writing the target language. And similarities in syntactic structures can facilitate the acquisition of grammar.

On the other hand, negative transfer refers to those instances of transfer which result in errors because as Dulay (1982) says, habitual performance is different from that to be learned. Negative transfer involves differences from norms in the target language and it is usually easy to identify. While negative transfer tends to be associated with error production, there are other ways in which an individuals' second language performance may differ from the native speakers' one.

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. “ On the other hand Lott (1983) “defines interference as 'errors in the learner’s use of the foreign language that can be traced back to “the mother tongue”

Language interference also known as L1 interference or negative transfer 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. 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.

Language interference often results in English distinctive to a learners’ first language. It is often easy to determine a non-native English speakers’ first language by the mistakes they commonly make in syntax, word choice, and especially pronunciation

In a case study made by Baljit Bhela is cited Ellis (1997) referring to interference as ‘transfer’, which would mean 'the influence that the learners’ L1 exerts over the acquisition of an L2'. He argues that transfer is governed by learners’.

When learning a target language, learners construct their own rules (Selinker, 1971, Seligar, 1988 and Ellis, 1997) using their L1 knowledge, this seems to happened only when they believe it will be

helpful for the learning task or when they have reach the aptitude in L2 for transfer to be feasible.

As Bhela asserts, Ellis (1997) makes an important distinction between errors and mistakes and increases the need to distinguish them. He says that errors reflect gaps in the learners' knowledge; they take place when the learner ignores what is correct. Mistakes reflect occasional slips in performance; in a particular instance, the learner is unable to perform what he knows.

Learning a second language seems to be much more difficult to adults. Usually, a person learns a second language on basis of what he's already learned in his first language (Carroll, 1964; Albert & Obler, 1978 and Larson-Freeman & Long, 1991).

Other things to consider would be that the learner is less fluent in L2, and the expressions he uses in L2 are just the interpretation of the ones he knows in L1.

Carroll (1964) suggests that it looks like that learning is most successful when the situations in which the two languages (L1 and L2) are learned. To successfully learn L2 requires the learner to prevent the L1 structures from the acquisition process, especially if the structures of the two languages are clearly different.

As said by Beardsmore (1982) seems that the difficulties on phonology, vocabulary and grammar of L2 are due to L1 habits interference. "The formal elements of L1 are used within the context

of L2, resulting in errors in L2, as the structures of the languages, L1 and L2 are different.”

Bhela’s study also identifies the effect of differences and/or similarities between the structures of L1 and L2 on the target language.

Types of Interference

According to Muriel Saville Troike, there are many kinds of negative transfer but there are some interferences more common for instance:

- Same form and meaning, different distribution:
“la paloma blanca”; “the dove white”, when the correct form would be, “the white dove”

- Same meaning, different form:
Spanish: iré; English: I will go
Spanish: saldre; English: I will go out

- Same meaning different form and distribution
Spanish: agua English: water

In Spanish water can be used just as a noun while in English it could be a noun, a verb or a modifier.

- Different Form, partial, Overlap in meaning
Spanish: pierna; human leg. Pata, animal leg
English: leg for both cases.

- Similar form, different meaning

Spanish: asistir (to attend) English: assist

DESCRIPTION AND ANALYSIS OF RESULT

In this research study we can appreciate that people are learning foreign languages moved by the necessity to have a better curriculum to find a good job. The wish to improve knowledge is growing every day, young people are studying more careers than just one, and every individual wants to get the best training to be preferred by companies. Every year are more the family members who have to travel to another country with the hope of finding a better place to live and work, a community with moral values for their children to grow. As a consequence of this resettlement, be part of a new culture and be able to share the own one, requires to dominate the foreign language and its performance.

Languages are very necessary in the business field, products are negotiated all around the world in all kind of industries and communication is vital for the development of these agreements. This need to cross the barriers of language is the principal reason or motivation for people to decide studying a different language. This is called, communicatory skill development.

Being more specific, knowing English is nowadays an obligation in almost all the working areas, due to the globalization in nearly all aspects that are taking place all around the world and obviously in our country. For this reasons the Ecuadorian students wanting to learn this language are every day growing in number. How difficult is for them to understand this language grammar? Are there any

similarities among these two major world languages? The interrogant arises. As said by Sam Hill and William Bradford (2000) cited in previous sections of this research, in the acquisition of a second language we tend to carry over it many linguistic features of the first language. Due to this fact when there are similarities between the features of the two languages, there are only few errors, but where between these features exist many grammar variations we can anticipate serious problems on the language performance. It is also important to notice the linguistic origins of the two languages involved, as well known, Spanish is a romance language which evolved directly from Latin on the contrary, English, belongs to the Germanic family of languages which in its evolving process has suffer a reduction and even a complete loss of the grammatical features that characterizes other languages of this family. Having stated this fact we can notice big syntactical and semantical differences among these languages. Talking about syntax we can mention several differences for example: word order, negation, plurals and questions; while referring to semantics we can find the different meaning of words and the use of prepositions.

On the other hand there are many similarities among these two languages; to start we can say that learning to read and write uses the same basic process according to August, D., Calderón M., & Carlo M. (2002) (phonemic awareness, decoding, fluency, comprehension, writing mechanics). Both languages use the same Roman alphabet,

and both sentence structures consist of predications. As Sam Hill and Bradford 2000 said: “Something is predicated about the subject”, which means that the basic elements in the sentence are subject and predicate, for both language sentences.

These similarities could help the students to have a better understanding of the foreign language. If there is something else to consider about differences, we could deal with the student’s cultural background. As the sociolinguistic theory argues, the culture of a person has a huge impact on its language and on the learning process of a foreign one. The National Center for Cultural Competence cited by Elizabeth Peterson and Bronwyn Coltrane 2003, defines culture as an “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations”.

Consequently, the cultural background of the learner or the speaker cannot be ignored in this research. In the case of the three speakers of this study, it can be appreciated that speaker A has a richer cultural background on the foreign language; he has lived and studied in USA and that is noticeable when we pay attention to the pronunciation, the vocabulary, on the fluency he has when he speaks and obviously on the expressions he uses. It is easy to notice that the

structures of the sentences get more complex while he speaks, showing the exposure time that he has had with the language and the influence of the rest of young students that lived around him.

Moreover, it is evident that speaker B has a less exposure to the foreign language culture than the first speaker. Pay attention to the degree of formality she uses to speak to young people, the vocabulary is simpler, her fluency is not as accurate as speaker A even though is a very good one. Also, notice that the topics she talked about belong to her native language cultural acquisition.

In relation to speaker C, his background is totally different, he has not been exposed to the foreign culture at all so he uses limited vocabulary, his speech is not as fluent as speaker A nor B, also the information he gives, is from his own experience and there are clear structural errors.

The analysis, of this research considers indicators like, pronouns, prepositions, articles; adjectives that are the most important aspects of syntax, due to in the use of these structures, the errors of interference can be appreciated. As a clear syntactical structure difference we can name auxiliaries that in Spanish are absent and in English are very necessary which can cause serious troubles to the speaker, as misunderstanding the message or the meaning of some expressions.

In relation to grammar structures; in chart one (page 6), it is easy to appreciate some mistakes in the use of the Subject Pronouns

that are the second indicators concerning error frequency according to chart number one (pg 49), there is interference when students apply their knowledge of the grammatical structure into the production when learning English. It is important to state that on both languages the pronoun replaces the noun, regarding the Subject Pronouns they can replace the subject of a sentence and are also called Personal pronouns. In Spanish they are: yo, tu, el, ella, for the singular and nosotros, vosotros y ellos for the plural. While in English for the singular I, You, He, She, It and for the plural We, You, They. Notice that in English there is an extra singular pronoun: It, which is used for objects and animals. Because of this, the most common interference error with this structure is omission for example:

- The expression in English: __ is raining, in Spanish is: está lloviendo, when the correct form would be: It is raining.
- The expression: __ is really important, in Spanish is: es muy importante, the correct form in English would be: It is really important.

Another mistake found in the indicator Subject Pronouns was its misuse, the problem is caused due to the speakers think first on Spanish and then translate the sentences into English as for example:

Spanish	English
El le dice a <u>ella</u> .	He tells <u>she</u> .
Cuando fui con <u>ellos</u> .	When I went with <u>they</u> .

In relation to this examples the correct form in English is the use of an object pronoun such as He tells her and When I went with them.

- The expression in English: I think English is very important for we, in Spanish is: Pienso que el Inglés es muy importante para nosotros, when the correct form in English is: I think English is very important for us.

The error here a literal translation from Spanish to English causing interference in the use of Subject Pronouns instead of Object Pronouns this is usually because the speaker thinks in Spanish and translates word by word.

The second indicator is the definite article. Referring the Article, in both languages, is defined as the word that determines a noun and there are two types: definite and indefinite. The definite article forms in Spanish are:

GENDER	NUMBER	
	Singular	Plural
Female	<i>La</i>	<i>Las</i>
Male	<i>El</i>	<i>Los</i>
Neutral	<i>Lo</i>	<i>///</i>

We can appreciate that in Spanish this article determines Gender (male and female) as well as Number (Singular and Plural), while in English the definite article corresponds just to the word “The” which

determines neither gender nor number. The most common errors found concern overuse, this is due to the fact that in Spanish this article is commonly used before the name of places, things and people, while in English this incidence is totally unacceptable example:

- In the expression, I am talking about the “America High School”..., that in Spanish is Estoy hablando de el “Colegio de America” when the correct form in English would be: I am talking about “America High School”
- In the expression ... it was a good time especially in the Ecuador. In Spanish is, fue una buena época especialmente en el Ecuador, when the correct form in English would be: ...especially in Ecuador

The third chart of grammar structures concerns the Indefinite articles which forms in Spanish and English are:

GENDER	NUMBER	
	Singular	Plural
Female	<i>Una</i>	<i>Unas</i>
Male	<i>Un</i>	<i>Unos</i>

INDEFINITE	
<i>A</i>	<i>An</i>

We can notice that in the transcriptions there are errors related to the omission of this structure due to in Spanish there is a wider flexibility in the speech, like for example:

- In the expression: I am student, that in Spanish is: soy estudiante, when the correct form in English would be: I am a student.

Also, this article, in Spanish determines Gender (male and female) as well as Number (Singular and Plural), on the other hand, in English the correct use of indefinite articles depend on the letter preceding the word, if the word starts with a vowel the correct article would be an, and if it starts with a consonant we will use a and for plurals we omit the use of this article the difference of these rules, causes interference for native Spanish speakers who use **a** for what they think are male pronouns and **an** for female pronouns, Example:

- In the expression: Choosing an career, That in Spanish is: Escoger una carrera, when the correct form in English would be: Chosing a career

Referring to the indicator double negation (chart four, page 7) it can be appreciated the double use of a negative expression, which takes place when the auxiliary and the “not” are used with a word starting with “no” and that expresses negation. For example

- In the expression: They didn't like nothing.... That in Spanish is: No les gusto nada, when the correct form in English would be: They didn't like any.

- In the expression: I don't know nothing, That in Spanish is: No se nada, when the correct form in English would be: I don't know any.

This is a frequent error due to in Spanish the words that express negation can be used together: No deseo nada, no se nada.

In relation to chart five, which deals with adjectives, the researcher found that speakers make errors concerning the difference of adjectives use in both languages. Adjective is the word that describes a noun and it is classified as Qualifying and Demonstratives. The differences between these utterances have to do as well with number and gender. While in Spanish the adjectives vary in the plural as in: Las tres casas rojas in English the adjectives are the same than in singular as in: The tree red houses. The same happens with the gender, while in Spanish there is a different form for male and female as in: los perros estan furiosos; las perras estan furiosas in English the adjectives are the same as in: those old man, those old ladies. The errors found in the transcriptions are the most about pluralization for example

- In the expression ... as I said I have a lot of differents friends ..., in Spanish: ... como dije tengo muchos amigos diferentes, when the correct way would be, ... as I said I have a lot of different friends ...
- In the expression: ... greats ideas That in Spanish is:grandes ideas, when the correct form in English would be: ... great ideas.

Another interference mistake taking place in this indicator is the position of the adjectives. In Spanish the adjective goes after the noun it describes, while in English the adjective goes before the noun it describes. Example

Spanish

English

El carro azul

The blue car

Los pajaros negros vuelan

The black birds fly

- In the expression ... since we are kids little... that in Spanish is ... desde que somos niños pequeños, while the correct use would be ... since we are little kids.
- In the expression ... they go to a place different. that in Spanish is ... fueron a un lugar diferente, while the correct use in English would be ...they go to a different place.
- In the expression ... that was a career good that in Spanish is ...esa era una carrera muy buena while the correct use in English would be that was a good carrer.

The next indicator is Prepositions; which are words used to show the relationship between one thing and another. They can be of place, time and circumstances, the mistakes takes place when the speaker translates the Spanish preposition instead of using the one that corresponds. Example:

- In the expression I went to see to my aunt, which in Spanish is Fui a ver a mi tia and the correct form would be I went to see my aunt.
- In the expression ... it all get sense to them, which in Spanish is ... lo que toma sentido para ellos, while the correct form would be ... it all get sense for them.
- In the expression ... taking care to a plant, which in Spanish is ...cuidar de una planta, while the correct form in English would be ... take care of a plant.

Finally, for the indicator word order, it is easy to notice that in Spanish there is in some way a flexible way to combine words while speaking, which causes problems of interference when the speaker translates the expression from their language because in English there is an obligatory pad to follow so that the context is the one intended. For Example:

- In the expression ... well how can I say answers positive that corresponds, in Spanish, to ... bueno como puedo decir respuestas positivas while in English the correct way would be: ... well how can I say positive answers.
- In the expression ... we come from two countries different... that corresponds, in Spanish, to ...venimos de dos paises diferentes

while in English the correct way would be: ... we come from two different countries.

- In the expression ... games are an activity recreational... that corresponds, in Spanish, to ...los juegos son una actividad recreativa... while in English the correct way would be: games are a recreational activity.

For the next variable which is **Lexicon** two indicators will be taken into account, the first one referring to Invented Words: this error is most frequent in the spoken language, as It is represented in chart number two (pg. 49), it is caused by the obvious lack of vocabulary and the similarity of some word sounds' between the studied languages. Example:

- In the expression I am a pacify person... , that corresponds in Spanish to, Soy una persona pacifica, in English the correct expression would be: I am a pacific person.
- In the expression I was selectionated, that corresponds in Spanish to, Fui seleccionado, which corresponds in English to, I was chosen.

Conversely, the second variable is called “False Cognates” which take place when there is a misconception on the lexical equivalence between the words of the target languages. This is caused due to the

similarity of the words' sound and meaning, this error is sometimes also called false friends. For Example

- In the expression: I had a good argument to travel, that corresponds, in Spanish, to tengo un gran argumento para viajar, while in English the correct way would be: I had a good reason to travel.
- In the expression: Well about my familiars..., that corresponds, in Spanish, to Bueno acerca de mis familiares, while in English the correct way would be: Well about my relatives. The following illustrate this kind of error.

English Word	Meaning	Misconception
Argument	Discussion	Argumento
Familiar	Conocido	Pariente
Dinner	Cena	Dinero
Curse	Maldición	Curso
Advice	Consejo	Aviso

To continue with the analysis the researcher made a comparative study of the results found in order to perceive in which of the three activities recorded, two conferences and an interview, there was a higher incidence of mistakes.

Two of the activities were not prepared, conferences given to a group of students in a high school, the conferences last around 20 minutes. The third activity was an interview which last 15 minutes related to personal information, general knowledge, sports and about the process in which he or she learned English. Due to the fact that the participants from the sample have a high level of knowledge of English, they did not perform a great amount of mistakes related to interference of their native language.

Regarding Grammar Structures we have made the statistics based on the indicators and other based on the activities performed. It can be appreciated that the higher amount of mistakes were found in the interview, sixteen mistakes and corresponding to the indicator, Adjectives had seven mistakes. (Chart 1)

For the variable Lexicon the first conference had a higher incidence of mistakes, and corresponding the indicator invented words with eight errors (Chart 2). It can be appreciated that regarding the activities performed: Corresponding grammar structures, the researcher found more mistakes in the interview, 42% (refer to chart 3 on page 57). In direct speech with the interviewer the speakers get nervous and start to omit or misuse this structure with more frequency than in the conferences were the participant was in a quiet situation.

Regarding knowledge, it can be assumed that according the incidence of mistakes in the speeches, the participant with less

frequency of errors has a higher level of knowledge of the target language. In this case it corresponds to the speaker number one that also has been exposed to the spoken target language during his studies. Speaker number two, who studied English at a bilingual school and as a teenager was exposed for several months to the spoken target language has an evident increase of interference errors in the speeches. Finally, speaker number three had regular English studies and has never been directly exposed to the spoken target language during his speeches the researcher found more number of errors in more simple indicators such as in adjectives and pronouns. And referring to lexicon we have the higher incidence of errors on the first conference, lecture 1, and with 75% (refer to chart 4 on page 57). It could be appreciated that lexicon errors are more frequent when it has been a long time since the speaker used his foreign language.

STATISTICAL CHARTS

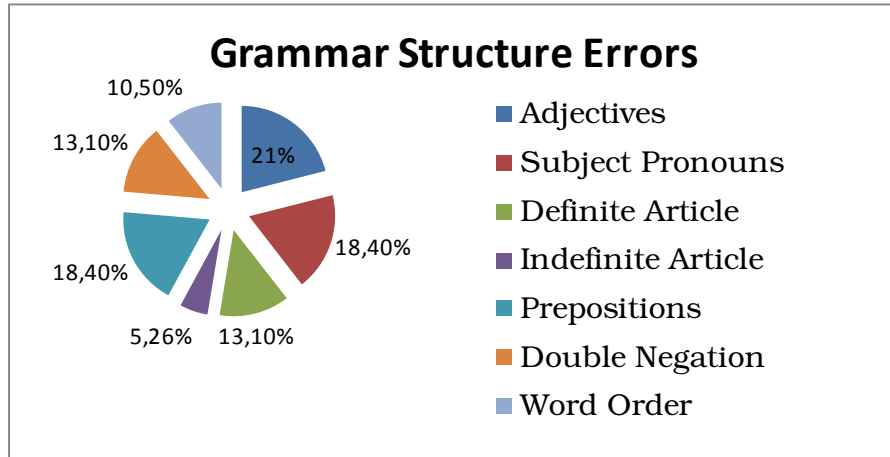


Chart 1 Variable: Grammar Structures Author: Cristina Porras

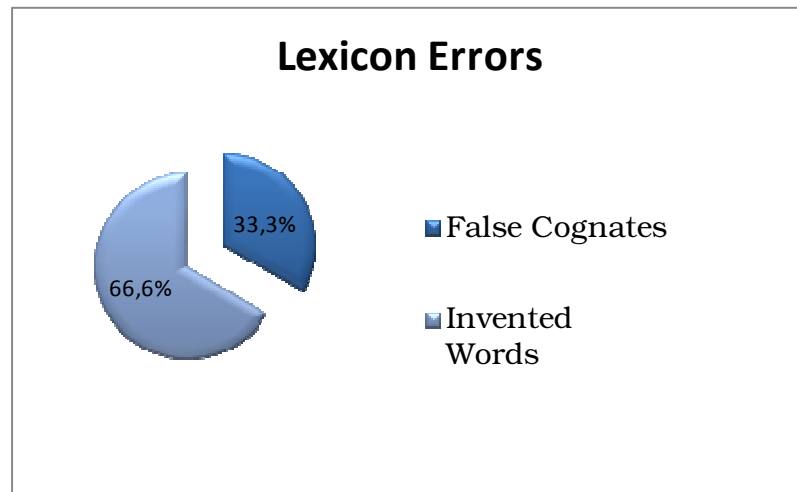


Chart 2 Variable: Lexicon

Author: Cristina Porras

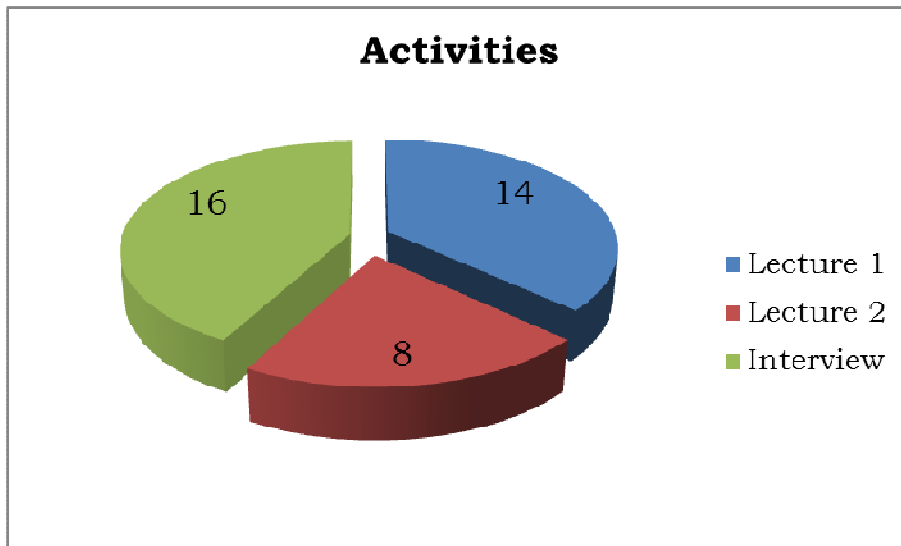


Chart 3 Variable: Grammar Structures Author: Cristina Porras

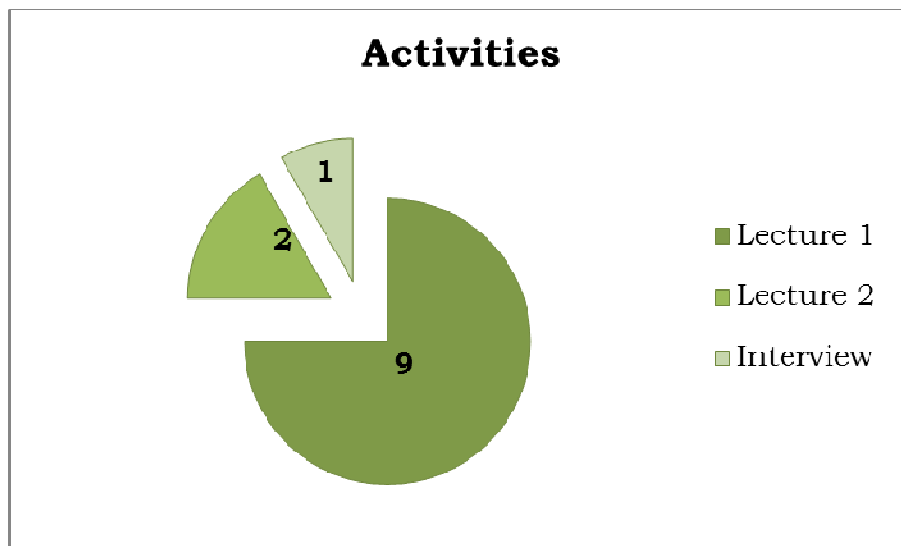


Chart 4 Variable: Lexicon Author: Cristina Porras

CONCLUSIONS

According to the results of this research study, some conclusions were drawn:

The data obtained in the literature studied indicates, that the native language interference in the spoken target language is a wide spread phenomenon in all language communities.

- The sample studied in this research has a high level of proficiency in their native language, which not necessarily reflects their ability to distinguish the use of certain language mistakes like cross meaning words or linguistic interference.
- In most instances of this research, it has been noticed that the higher proficiency in English the speakers had the lower incidence of native interference errors.
- The results gotten in this research work demonstrates that there is a higher range of grammar structure errors than lexical interference errors.
- Under the studied parameters it has been concluded that a higher cultural background in the second language knowledge helps to achieve a more precise use of its grammatical structure, avoiding the use of words with the same meaning and form but different root or misunderstanding the grammatical structures correct order of a sentence in the second language.

- This study also helped to increase the studied community awareness of the use of this common mistake called interference, giving them a new opportunity to improve their English proficiency and their students' performance.
- After the analysis of the results the researcher found that there was a higher incidence of grammar structure mistakes concerning the indicator; adjectives.
- As well, regarding the activities performed, the researcher found more grammar errors in the interview; and more lexicon errors in the first conference of the speakers.
- During this investigation, it was also found out the importance of being able to discriminate interference errors which help the researcher to improve his teaching.

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- **ANNEXES**

Anex 1: Charts

Variable	Indicators
Grammatical Structures	Use of subject pronouns Use of definite article Use of indefinite article Double negation Position and pluralization of adjectives Prepositions Word order
Lexicon	Use of false cognates Invented words

Tabulacion Cualitativa

Variable: Grammar Structures

Chart One

Variable: Grammar Structures

Indicator: Subject pronouns

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

Tabulacion Cuantitativa

Grammar Structures

Chart One

Variable: Grammar Structures

Indicator	Error	Interview		Lecture 1		Lecture 2	
		F	%	F	%	F	%
Adjectives	Pluralization						
	Position						
Subject Pronouns	Omission						
Definite Article	Omission						
	Overuse						
Indefinite article	With mass nouns						
	Other						
Prepositions	Direct translation of the preposition in Spanish						
Double Negation							
Word order							
TOTAL							

Chart Two

Variable: Lexicon

Indicator	Interview		Lecture 1		Lecture 2	
	F	%	F	%	F	%
False Cognates						
Invented words						
TOTAL						

Annex 2: Transcriptions

Interview Speaker 1 Andres

C: Good morning, I'm going to make an interview to my speaker number one his name is Andres and he's going to help me in this research for the university. Andres, good morning...

A: Hi good morning

C: Do you think speaking English is important for a person nowadays? And Why?

A: YES, I think ahww is really important nowadays to speak English due to ahww this globalization that we are living in right now and because almost ah every single government teach to their children aw this language because is a is based on Latin so I guess most of the languages all around the world are based on this language so it becomes ahh it is not easy it becomes like aww kind of familiar so, if we make easier to communicate people awh to another people from another country so nowadays is ahh really important because we use it to, to do aw eh this aw treatments, no, aw this aw country pacts and business and also emm why not we meet people from other country and get married because this language so when a person from Latin America goes to the US they can meet other people and it becomes part of our lives that's why it is aww in our education.

C: Okay,mmm tell me do you like English and what do you think about the language

A: Yes, I really like English because ammm well for me it became easy because amm I kind of a studied from aa short age so amm it wasn't that hard like Russian or farce mm it is because our.. the way we write it it is also the same alphabet so it's not hard, it's not that hard mmm I really like English because it opened to me it opened doors for m e emm recently I have met people from Ukraine who spoke English so we were able to communicate with each other and it was really nice because amm without this language we, it wasn't, it wouldn't be possible for us to do it so nowadays I have this aww mm relationship with my friends over there and also from people from other countries like china, amm from Iran so yeah I really do like this this language because it had help me out a lot.

C: amm you said you start studying English since you were pretty young can you tell me how did you learn English ?

A: Yeah amm well over here in this country Ecuador we have in our schools we have this subject called English so yeah since we are kids little we start learning this language learning the grammar amm also one thing that I think that help us out or that help us or that make us aw feel familiar with English is the fact that emm all the movies or almost all the video games come in English so even though we don't want to to learn it we start learning it from aww from aww young age so mm so I think that's why we we we learn it from from really young because ahh our country is amm have like a lot of relationships or like aww connections with the with the USA so the

mm the fact that we start learning it from young from from we are kids we don't we never stop aww using it because as we are growing up we still use it in video games we'll we see it we watch it at movies or we need something to do with the internet and we do it in English so we never stop using it e even though a person says they don't know anything about English they do know something aa at least they they they know more than ten words or they know when somebody is introducing themselves ammmn like a what's your name mm where is your house and things like that , things that are really common we we use it a lot

C:Ammm and Did you study in some place else than your school or you just think that your school gave you this good level of English

A: No, I as I said amm my parents they also thought that it was really important for me to learn English so at age of fifteen or sixteen aamm they they told me that I had to study in a different place than my school so I started aww to studying it in an institute called ESPE so so they give you something like a certification that says that you are able to speak English and or to communicate with other people in English so as my parents thought and as I think aww English is very important for for we because it it is used all over the world and it really, really helps you for getting a new relationship or new more than friends it can give you opportunity, job opportunities or or life, yeah so, yeah my I think is aww is really important not to stop studying it at school you can improve it in a

different place so you can become better and not to be one of the people at the end of the line if I can said that so you can be able to be more capable than other people .

C: mm okay. Can you share with us which are the satisfactions that speaking English has given to you in your professional mm, not yet professional but aww student life?

A: yeah sure, amm English as I said before I feel mmm yeah I really feel that it is part of my life because amm as I said I have a lot of differents friends from all over the world so the fact that we can communicate and give each other ammm news or talk about our our countries situation aww it really helps me out it really helps me a lot because mm I study law so once for example I was talking with this girl in the U S she was becoming a lawyer too so we start sharing each other aaa opinions about law ee how it develops in each of our countries so it also helps because emm well the main pint is the communication because you can do anything with it emm for example I used to work in a in a club as a bar tender so it was really funny because people from the USA they were trying to to ask for any drink and my friends , they didn't understand nothing so I started to asking them they wanted so they told me and they said like thank God you were here because like we have been three days without a person who speaks Spanish I mean who speaks English and also Spanish so we were like yeah not able to communicate with other people so we didn't get to a one place we wanted to or we didn't

get the things that we wanted to so it really, really helps a lot and
mmm that's it

C: okay mm what do you think about the importance of English ee
being a basic mmm a basic language for social interchange

A: Well, as I said before us people who speak these languages that
comes from Latin I guess it is really emmm what was the question

C: How is English important for basic social interchange

A: Yeah I would say yeah it is the most spoken language all over the
world so it is really really helpful for you that you speak it and not
only to to try emm a conversation it also helps you to know how to do
your job aa applying it with emm different with this language because
because emmm in the actual times almost nobody stays in their
country so they go to a place different they even can cross the sea
and get to a different continent and actually somebody who do that
can get a really good advice or a really good business for for their
country or for their selves in a different place like China let's say
some country emm almost nobody speaks Chinese almost nobody
speaks Russian even though they are like huge countries they we
don't speak it we don't speak those languages because they are not
that easy than English English though even for some people is not
easy enough is not the hardest thing we can try as for example: I
know another language from from from Asia or from Europe so it's
really really easy .

C: I know you like to sing, that you like music and you are like a very young composer can you tell me how has English been important in your personal life or when you write your songs or I don't know.

A: ah yeah something that I really love is when I traveled to the Us and lived a little bit over there is that mmm with my music I could mmm not change the mentality of a person but I could mmm create this question of what is this person doing wrong for example mmm I'm catholic so I believe that mmm is really good to us to life in a good way and not to have drugs and not to do drugs mmm not to stop studying things like that mmm so I write this letters and these lyrics at my songs and share my my opinion and share my mentality and share my philosophy to another youngs people mmm it is amazing for me it is amazing because we come from two different countries, we come two different cultures and we may be thinking the same but mmm but it won't be mmm something that we it it it won't be mmm an obstacle anymore so doing rhymes and doing hip hop music or another person from another country so this person may think the same thing that I do and I cannot describe the feeling because is superior than anything I have tried

c: ok thank you very much.

Speaker 1 Speech one

Hi my name is Andres Chuga, I'm twenty years old, I'm at the university, I'm studying right now ahh Law, I was, got graduated in "Rockville Maryland" in the United States, I studied one year over there, I'm on the university Catolica, I'm on my a seven semester, right now I'm doing some like summer, summer subjects, well I like two like two years no four, ah three yeah three years ago I traveled to the united states so I did my last year of high school over there amm Ah it was aahh, it was a quickly good experience because I met a lot of good people and I was a really interesting culture over there, all the education system was like pretty different over here, first of all my high school over there it was aww there were like a 500 students including elementary school and high school, so but over there in the united states just for last years I mean eight grade, nine grade, ten grade, eleven grade and twelve grade were like more than a 1500 students, so my high school was really really big, was huge actually because the first day they gave me something like a map, so I don't get lost over there and they was really really it was really I mean it was like really different as in my country, so also and other and other and other thing it is a all the subjects that I took over there, because every day I have the same subjects, I mean first subject it was like U.S. History and it was the same all days of the of the of the week so you know over here in Ecuador is not like that we have and we have to move from one class to another class, it was like some was like a

university system but it was in high school, so it was really different for me, I got lost like my first two days and, also I wasn't allow to go out of the school over here you know you can play soccer and have fun and lunch, over there I think that I used to do it was just eating my food and talk with a friend, so it was really different, other other thing is the security I was a really really like in shock in the halls of the high school were like this security guards because the violence over there is really really a an important problem they have over there, it is a main problem they have over there, violence on high schools because there are a lot of "Gangs" of you know black people, Latinos, and there are security in the halls, so also I was like a shock because of that amm by the way on my high school it wasn't that dangerous, actually it was one of the, if was in the fifty seven group and the fifty seven place, of the best high schools in the united states, so it wasn' that bad, but you know like get used to those things it was kind of for a child of seventeen or sixteen years I was that time, it was like kind of I don't know kind of yea kind of scared, yes also I was like over here I was one of the tallest of my class, over there I was one of the smallest at the high school so it was it was really fun because I was like, in I was a senior over there people who is in twelve grade I mean the last year of high school they are called seniors so I was a senior and all the seniors were like two heads more ahh... bigger than me and I was like really small emm when I got there as I told you I got the map, the first day but before mmm

classes were started mm I used to go to this soccer team of high school and I don't know but people from the United States are not that good in soccer so when I start playing soccer they were like aww... they were like aww really happy because I started to play with them because my first game I scored like two goals and we won that game but the thing is that I was supposed to go to eleven grade so I was playing with this team that was from nine grade to eleven grade but then they looked at my grades so the people from the high school they told me that I was allowed to be a senior so when I moved to this another grade eh senior people they had like mmm like this own team for seniors so it was already full so I wasn't allowed to play over there it was sad because I was really excited about playing with them and mmm well that's first . I know I'm I can talk this about this a lot of time but let's move on. Another thing about my life it's like well as I was telling you I love soccer so actually I'm gonna play today at 6 pm, so eh I really love playing soccer eh I play with my friends so I go to this emm championships ammm I play at Guapulo gardens so I play mmm on Thursday amm each Thursday we play at 8 pm or nine pm with another people. Am why do I love soccer well I don't know I guess is because all southamerica... mm is the main game , is the principal game so when I... since I was a kid I used to play this game so then I love all the tricks that you can do with a ball mm you know mm how do you you can score a goal or how you play and you give like 110 per cent and try to always do better so that's

why I love soccer mmm also mm I'm a rapper well a rapper means that I love rap music and I sing rap music. I do rap so rap music is like the music of this culture called hip hop so when I was in the USA I also learn there a lot of about hip hop culture but the main thing because I love hip hop is because mmm you got to write rimes so mmm I love poetry I really do love poetry so mmm is like I don't I may sound crazy or something but mm well I have more than six mmm notebooks with my songs because I like mm each thing that I feel that's amm that will be like ... I'm gonna write it down at a paper so that's why I love it because the rhymes because the poetry is like you can mmm create your own world so that's why I love it and also the beats the hip hop beats are based you know with violins and mmm pianos and I love it mmm so I'm a rapper and I have you know my crew my team you know my my my people my homes you know and mmm it is called the la gens and we have been doing about more than seven years so we always had this mmm this goal and this goal was to to create like a cd so ehh not ,not to buy , not to sell it but mmm to represent our country you know to the fullest and try to do it right so our country can have like this, this respect and all that and me as a personal goal I have to do mmm I have to build mmm a studio, recording studio you know so I went to California like yeah one year ago I went to California and I was working as a, as a housekeeper and let me tell you it was really hard because I had to do like five or four departments in eight hours and I had to made the

beds, made out the beds , clean the bathroom mmm vacuum , yeah vacuum the carpet ah clean the windows mmm clean the kitchen it was really hard so I went there because I wanted the money to create I mean to built my studio so when I got back to Ecuador I bought a microphone and I bought this, this thing called interface. This interface is something like a equalizer but in a different way because you, you have a software that can, that does all the work of an equalizer because this software is like pretty good and this interface is like a little machine, like a little bomb so I can have like, like a better sound mmm more quality you know also talking about this interface that looks like a bomb; when I was in L.A. I was in Los Angeles emmm I got stopped at the, at the airport and like four or six cops came to me and they they were like you what is this and I was like you it's an interface and they said no, no hold on this is a bomb and I was like no man, then they brought like another machine and they brought something like a towel, I don't know what was that but they brought it and they started like looking this interface all over and no I don't know what were they doing but there were like six or seven cops around me and everybody was like I mean the line were stopped because of me and I was like you relax and chill it so mmm it was kind of funny because I were stopped because of that they were like so nervous and and everybody was like, all the cops were like with their right hands on their guns and looking at me like without looking another place. I felt kind am acquard it was like an

accuard moment but anyways mmm after that they told me oh it's okay it's okay then I took my interface and I went to my airplane but it was it was really funny mmm then well California I loved that place I was in California ammm it is like in the middle of San Diego and Los Angeles so I met over there I met a lot of people really cool people. People from Ukraine, from Mexico , people from Costa Rica mmm and it was , it was a really good experience I went with this travel work programs you you can look at any site in Google. I don't know so I paid for going there then I lived by myself well I went with my best friend he's called, his name is Sebastian so it was really really a nice experience and that's it I guess I hope you enjoyed it the talk, Bye see you later.

Speaker 1 Speech two

Hi again this is Andres well amm today I'm gonna talk about mm well I guess my subject today is life. And why do I what what what I wanna say with life well these are some things that I think that are really important for us to think why we are growing up first of all I would like to to start with talking about you know education about high school, school mmm yeah it were some, it was some really good time mmm most of my friends, my homes, you know my the people that I'm always with they came from high school we met at high school so well in the school is pretty easy is something you, you all have lived because is a really good time of our lives we grow up playing and learning these things so we don't actually we don't see how hard is life aww while we are growing up we start looking at life to it eyes if I can say so

mmm because we, we start mm having more knowledge about how is life, how hard it is aww what do we have to do so we can live, what do we have to do so we can live in a better way or what we should not do mmm if we don't want to have a sad life or mm a hard time or some hard times ammm because mm you know first of all well my topic becomes or starts over here because high school is this time where people start thinking in a different way start opening their eyes to life so we start looking at things in a totally different way. For example mm we start mm thinking in one way like we start mm we identify with certain things like, I don't know some kind of music

sometime of music or some sport or mm I don't know we start mm looking at different things that we can do as a job for example we have the mm example of our parents or also teachers they can give us different examples if can repeat that word different examples of what we can do as aa as aa a job for us what we can do as a profession so high school is this time of life where we, we open our eyes so well we don't live the real way that a normal person lives but amm we start looking at things really really really different mmm in this time we start thinking or we learn something new called responsibility mm since we are kids we start learning about responsibility in our homework or in our tests so in order to have a good test we have to study some days before so we start mm getting some new values mm responsibility I guess is one of the main values that our teachers try to teach us eh something that I have learnt in high school is that I have to take every chance that I can I mean I have to take any opportunity that I can any shot that I can so mm I don't mean in the way like amm I have to go party every Friday or every time I get invited to somewhere I have to meet new people know I don't mean that I mean the fact that we have to grow up as a person learning new things so for example in university you can have different eh classes that you need so you can get graduated but also you can get you can take different classes or different subjects you need so you can graduate so you can get graduated you can take this subjects so you can grow as a person I don't mean the spiritual way I mean the

knowledge way I mean so you can have more knowledge than you need so you can get over your goal and you can help other people in a different way not only the way you are preparing yourself for also I think another value is respect not only for our parents or not only for for the people that is around us I mean for society mmm I mean respect for society in the way that we have to respect some different laws or some different way of thinking of the people that is around us so we can live in a peaceful way mm I guess school, high school tries to give us this values so at the time we are all grown we can mmm pull our society pull it forward so we can get new things or we can get a better type or life mm well of course respect for our parents and for our family is really important too because the way that I have been raised mmm have always been that one to respect my parents to respect my brother my sister my aunt my grandmother because as my mother says that's the only people who is going to support us at any time. I have always thought mmm that if we for example if I have a kind of disgusting illness mmm I think my friends won't come to me and try to help me or some maybe some want so my mother is the only one who's gonna take care of me my father is the only one who's gonna take care of me so I think these values are very important because we stop doing something that hurts somebody because we are thinking what about if I were this person ehh or what about if that person would be my mother I wouldn't like that somebody does something bad to her so I think high school and school plays a really

important play for...in our lives. Also another thing that I have learnt in this time of my life is that mmm well you know at lunch time with my friends we start, we loved literally we loved, to play soccer mmm I do it now too so it was really funny because it was like before ten minutes the bell rings someone of my class one classmate of mine he walked out of the classroom and he was like he was just sit in the field so nobody else can use it but us, so it was really funny because he was like he didn't care about missing classes he, we just care about playing soccer and mmm I think that's another value I have learnt of course in high school we try different things like we are really kids so we try to to mmm we we our thought is that we must try something different so we can feel like an adult person for example I don't know, one of us went to a store and bought some cigarettes and we start you know trying to smoke , even though it was really funny or even kind of gross because we couldn't light up the cigarette so I was another thing I have learnt that playing or having a healthy life it's much better than doing things that will make my body to feel bad for example we used to have these championships inside my high school so we were like in fifth grade I mean no, no it would be high school so it was like mmm one year before we get graduated and we used to play against the people who were about to get graduated so at these championships mmm we were like playing like with all our heart leaving our souls in the field ja ja kind of poetic, so we were playing we were running and we didn't

care about anything mmm we just were trying to score and these guys who were older than us they couldn't run they couldn't play well because they use to smoke so it was a really good example for us that something that we were like trying to look like, we were trying to look like adults so we stop trying it because we saw that the things that we were trying to do were so bad for us that will, would stop our little dream to play soccer and to leave our hearts our souls in the fields to score to score with this ball so we stop doing it that's why we didn't even tried alcohol with my crew with my people you know with my friends so mm we learned that to having this health life, I'm not saying that is totally bad no, not saying that but that's the way we think, we don't, sometimes we don't even tried like this, like any drink, alcoholic drink because we just want to keep in shape and we just want to have this healthy bodies so we can play so we can do the things that we really like, mmm so I think that, that's why I think that school and high school makes or kind of build this person mmm, so mm at school when for example school, yeah that what I think, that's one thing that we like we like doing things like kids with responsibility of course but we like having fun like kids we I mean I'm not saying that this is the way we.. a person should live but I'm just saying that we like the way we live we don't go parting looking for... I mean like some of... some guys do like they go out and like like hunting for a pray you know in a club they go hunting for this weak prey for this drunk girl, girls so they can make out, no no no we,

the things we like to do in mm like this philosophy is to live to the fullest you know to the fullest but doing it in a healthy way because mmm most of us we have mmm sisters, most of us we have mothers so we, we put in the other persons shoes and we start thinking if what about if that girl would be my sister mm or were my sister so that`s some things that stop us to do and but stops but thinks mmm other thing that I like I really like from this country from this... my high school from my school is that mmm as I said they taught us for mm they taught us to respect and over here in our country is really, really nice to share different emm cultures even though our country to the Amazon jungle to, to the Andes mountains you know so at the time that we go out from our country we start like showing of our country our culture I mean with our culture I mean this small cultures that make one that is the Ecuadorian culture so we have Indian people black people we have people who is most, mostly from mmm our conquers from Spanish people, so we mixed and we made this beautiful culture that`s why in school and high school they teach us the most they can about this they teach us they taught us about the different languages we have about these different foods mmm different,, why people dress in a different way and why people from the coast dress in another way so mmm I think high school and school make us mm build like as a person and ... another thing is that mm once, once that you get to the university, God it is like totally, totally different reality that was what I was saying the

moment I said that high school mm is kind of we all arise and start looking at life in a different way so when a person gets to university it is totally totally, totally different than the things and than the that way we used to see things in high school so now some of us start getting a job some of us start just studying some of us amm do both things and we start looking mm how we have to pay bills mmm how life really is how hard it gets to get some things that we were that we got used to when we were kids for example mm no... an ice cream you know this ice cream was mmm we had, we just had to ask this ice cream to our parents but when you get to university you see that instead of buying that ice cream you've gotta use this money for copies or... I mean for photo copies or mm you have to Xerox some things and also mm you need for the you need this money for the for the bus ticket... and you start looking different things. So what's my philosophy about life it's mmm any experience that you have or that you had it always can help you for the rest of your life and that's it. That's why I think that school and high school is really important for us in life. That's it. Thank you very much.

Interview Speaker 2 Iveth

C: Good morning, I'm here with my second speaker, I'm going to make the interview her name is Iveth and she's going to answer some questions. Good morning Iveth...

B: Hello, Cristina how are you?

C: I'm fine thank you I'm going to start with the questionnaire ok? Do you think speaking English is important for a person nowadays? Please Explain Why?

B: Of course it is important. It is important because first you can apply it in some, in some areas of your professional life and it could help you also in your social life as for example you can have many, many friends that could speak it, or now that we have almost everybody has internet you can also find there a lot of communities that speak in the English or sometimes if you need to search something like something about assignments or some like that, you will also find some articles that could serve you well but they are in English so you need it also for that kind of things. mmm what else. It is also important because you can see that sometimes when you ask for a job, many people believe it's important you to know another language to communicate so if they have another type of clients you can also help them even if they don't know, they know that they could find a friend in you that could help him to make business. That's it.

C: Okay,mmm Do you like English tell me and what do you think About this language

B: I do, I do like English and I do because mmm I don't know it is mmm since I have been a child I like it a lot. I like also to learn to communicate with other type of persons that speak in other language and mmm I think that English is, is really important that you know English, for me to learn English was easy, easiest knowing that I like it, for example I know mmm persons that are around me that do not like English but know something about it and they don't really express it. They don't really like it and so I believe that if you think that is important English and you like to study it and you like to communicate with that person it is really, it improve your ability to communicate. It is also important because you can find around people to socialize more when you have another language that is your support

C: Ok and how did you learn English can you tell me all story?

B: It is kind of large I guess so when I was younger of course, when I have almost like what do we say, six years old I went also to school like any other child and this school, I'm talking about the America high school, I learned a lot of English I can say the basic things that you really need to know so you can speak English. I didn't understand nothing else. When I was like let me see like in third grade, or fourth basic mmm I started to like it more and it's like when you start to learn it is not so clear to you that you really like it but

when you are growing up and you find out that it is, I don't know something that you really like, you make an extra effort so you can actually learn it and start to think in the English. I remember a lot that my teacher he was called Fabian mmm he really was tough but he really said that if you try to think in Spanish and talk in English it was aww, really something not useful to speak English, it was better if you try to think in English so thinking in English is first what you can really believe it is really hard to, to find out that you will think in English how do you, I mean, you are a child how do you mmm, can imagine thinking in English that was a little hard for me but it really take significance a little later when I could also speak better English and well then I was in what first course, no third course then I, no, no, no first course these vacations I had between sixth grade and first course, I went to the United States we were really enthusiastic to go there. We I mean me and my mom she was coming with me and we were going to the Rally in North Carolina there is where my mom took to me and we went to see to my aunt it was first because she needed some support of her sister you know my mom but also she wanted me to go so I could know USA some of it, the culture and well I really liked to be there, I was also with my cousin and we are almost the same age so we really are good friends more than also cousins and we also ehh would thought that for me it would be better if I go to her school so I went to her school every day Monday to Friday like it was normal classes and it was really different for me to see a lot of kids in

a normal school that everybody talk English it was really different for me to see than and also trying to see them how they learn Spanish that was something ehh. Also that I would say was entertaining because it was really mmm funny I would say to see then trying to speak in Spanish it was really weird I really didn't know how, why couldn't speak well for example roujou they said rrowjow and it was really like why they don't say rojo, well then I really understand that they also have this problem with the r and all of you know the vocabulary that we use in Spanish mmm I stayed there like three months and the three months were really useful in here and I liked a lot the experience and then I came again here to Ecuador and I enter to first course, it was really different the form that I learned to speak in English in the USA and the form that and the method that you can find the teacher in secondary give to us for example I remember the day well that they started to teach to me something like the verbs and the present and the past or past participle and I really didn't find the sense of it because I also I actually was speaking English but I really didn't thought that you needed so much bases. Mmm after this time I understood that for many kids it was also really difficult and that they needed really to learn like that.

Then I changed of college to the new school, it was mmm really different people didn't like nothing about English it is really difficult to make people understand how good could English be and how, I don't know how cool it could be to learn it and so they really didn't

make so much effort and as well this school really didn't improve so much English, well I remember that I also had this teacher that really didn't know how to speak it or maybe spell it, it was really weird. She pronounced the /r/ like you do it in Spanish, like /r/ it was really funny but well when I ended high school, my dad thought it would be something I don't know better to go to an institute to study English. I like it there because is not only like if you mmm learn it , is like if you try to synchronize with it. Is like you try to talk finally with someone that knows English so you can there mmm find something better, you know it was like with my teacher in the high school I really didn't know how to talk with her, because she didn't know , she didn't speak it fluid like if you are talking in Spanish also with somebody . But then when I was on this institute you could, you could talk about anything, you know, about anything is like music, you could talk about what you've done this day or what you've done in something like in the weekend or something like that and you could speak fluid. That was more than learning or teaching English, that was speaking it and that was really nice. I guess that's it.

C: mm okay. Can you share with us which are the satisfactions that speaking English has given to you please?

B: Well you could find a great satisfactions in English as another language you can use, for example in well when I first met my cousin in the U. S it was really cool for me to know I could speak something

at least something to communicate with her well, then I was also mmm satis..., it was a satisfaction knowing that I could really speak English and that my friends that really were in the same school, know that they couldn't. It's not like if I was a mean girl or that I want that I wanted competition but it was really nice to know that you could do it and that you are not like trying to, trying to again and something else is also that when I find sometimes people in the street that knows English but don't really know much Spanish so they could communicate with any other you could help them really and it is nice to know that you could help someone else, that gets into your culture that you could really make them understand how to, how to make things in other, in another part or something like that and finally in my job its really interesting because you can make lot of business and it is, I don't know it is really enjoying that you mmm, that you attend to a client that is not, that do not know only your culture and that is , that he is discovering something new. That's it.

Ok, Iveth thank you very much.

Speaker 2 Speech one

Hello guys, how are you? I am Iveth Porras I'm 21 years old by now I'm working and also finishing my career in the Metropolitan College in Quito. I wanted to talk with you because mmm I guess is a really important thing to talk about what are you going to do when you get out from high school when you choose your profession in your college and take a career to your life and this what you'll be working almost all the time since you start your first job until you really I don't know at least that you really want another job, this job that you will try to have almost all your life and it is really important that you prepare this time, you know, when you are in high school is really mmm important that most see that is not only choosing what is easiest or what you really think that your mom and your dad told you is better it's also what you like and it is actually about what you like what you know what you like more it would be necessary if you study physics, or science or maybe social studies or all of that mm things that you try to choose the best thing that takes mmm that is relation to have a straight relation to what you really want or that you really wish to do or that you really like, for example; I first thought what I want wanted to become when I was on third course, there I remember I had a hobby and I used to like literaries, did I mean literature and I liked too, I liked also like poems and all of that and actually, that, takes you to read more things and you like social things and that make me in that instance like for example to be a

lawyer or some like that. I was straight with this desire to continue this career, but when I was on what... let me see, fifth grade, fifth course, sorry, it all changes it, it actually becomes more important for me the numbers than for example what was mmm lawyer and all of that the judicial. I just thought once that if I have to keep reading all my life this boring things, Oh my God I really wouldn't like it and I would stop too easy and I wouldn't make an extra effort so I started again to see what I wanted, see I was just in fifth course I really had just one year to know what I wanted so somehow what I study that definitely I did was social studies mmm somehow that had a relation with being lawyer but if in fifth course I liked numbers and I wanted to do some work like counters work or like have the numbers of an enterprise or a company and all of that and it was really difficult for me to know then what I would choose if I would choose physics, science or what well science I didn't really liked it so much it was like chemicals and all of that and I really didn't thought that was interesting but what I did thought was interesting by that time was the numbers as I told you and mmm somehow I didn't know why, something changed me in that year, changed all my wish about numbers and all of that and I suddenly just decided that I really wanted social studies. You can say how you could really choose that career or that speciality if you just six months before weren't sure about it. I also asked myself that, in that moment, but when I choose social studies I knew that was what I liked you know history

and tourism and then is when I thought about what I do now. I thought that I really would like mmm for example work in a hotel I didn't know exactly if I would have like a hotel or an agency a trips agency or travel agency, but I thought I liked it and by then I really like so much my idea that I started to know the business you know and by 2004 or 2005 I thought that was a career good it was a good time especially in Ecuador when all these tourist and all these thing about hotels and all of that was taking a good development, so mmm I thought I was in a really good career I started then to think that I could actually help me with another language and also try to, to help this development that was taking by 2005 in tours and all of that so yes I did. I took social studies I finished it and I finished it with all this idea it has never mmm changed since then and by now, well by now I work on that and this story well is really easiest because once I knew what I wanted in sixth course or seventh I don't know how do you say now is like third of secondary or some like that and I knew what I liked I started to make some investigations about the university or the college where I wanted to study and I found out my college that is metropolitan college I liked it first because I thought it has a different modality than any other and it was not only quicker but you really didn't have these periods of vacations so, so large that you, what you have learned and you end finally the semester you would get like three months of vacations and you actually forgot everything that you learned before so it was actually something

important for me the, the way that this college take to learn and it is a European plan where you study like two months continually and then you have like only one week of vacation and then you have another two months and one week and two months and one week of vacation so I guess that is something that you have your knowledges fresh and it keeps you so you can actually take the other course and don't forget the one that you've learned and that was really important for me so you don't waste also the time while everybody is having three months of vacations and if it is not three months then is like two, you are also studying and if you count the weeks that you have in a year, of vacations it's not really more time and you try to mmm to I don't know. You try to improve your time and well you also have to take at least three different subjects to study and mmm you could also try to have four or even have fifth subjects to study but not always, you have to do this by times and prove your guide teacher that you could really choose this five subjects in the same time so it was a way that you also do quicker your career mmm the only difference with another college is that you actually study in a module and not in a semester it is a little confusing because when you have your friends and they will ask you in what semester are you or how much time you, you will be in the college you now, how much... more time you will be there. How long you will be there and you, there are like twenty three or twenty four modules and they are like, you know like semester? And it's really difficult to tell them in which exactly

position in the college you are but you know for example that you are in the middle or some like that and it's better to tell them that telling them an special semester well that was the reason I choose my college also is something about savings and payments and all of that, you know if you don't have a job you really have to know how you will mm make this inversion you know, it's really important that you know that is not your money and if you're going to study something and you are not able to, to pay it then you will have to choose well because you won't be like one year and then say no I don't want nothing of this and like change of career and all of that is really tough to the people that pays it you know, so I really took this opportunity and by now I'm finishing my career mm there are only like 6 months left so I can finally finish and make my final project and that's it, but I started in this college studying about tourism and all of this, and I liked a lot well in the first time, the first modules you have only basic, basics subjects like for example administration, and you have for example something about national reality, politics and all of that, it's really boring when you really want to start with your career, but when I started to choose specials subjects, the ones that really had to do with my career, it was really enjoying actually you have some different subjects and all of them was entertaining and well for example once I had art and that was really tough for example here in Ecuador you could find so much churches so much history, so much art and that was a little tough but it was so interesting about

museums, about paintings about everything, statues and all of that and you try not only to study that but also to feel how that was in that time how people try to find another meaning to culture and all of that. It is actually really important, mmm there are so many things that I really liked that also for example you study on this career is kitchen and many persons would say like if you like to cook or some like that but it is really nice that you learn how to cook gourmet things and know this world is really, really I don't know nice it's really cool that you know this world about gourmet and all the types of foods that you could find actually here of course they have their price and you will actually take a time studying these things but it's really nice and after this I had some other subjects of course but all of them were interesting in... and at the end it is a career of administration and that you also do what you like for example tourism the trips that you need to do in a college they are really interesting, the trips are I don't know how to say it is like, they give you a big mmm I don't know how to say this, they give you a vision a big vision of what you are for example you have to go and travel all the Ecuador not all the world yet but all the Ecuador and know what you have here and what you have here you can see it is a paradise once you are in your home and you gets to the malls and all of that, that's not only what you have here in Ecuador and when we have vacations you only go to the beach and you do not make more like tourism and do not make an effort to, to know all of your country, if

you go not only to the beach but also to for example the south of Ecuador to Cuenca and all of this history that it takes with it and Cañar and Ingapirca for example it is so important that these things take relevance in tourism and specially international tourism. mmm Well for not saying so much things more, mmm when I, when I what had more than three years in the college in the university studying I make a practice, a practice to know more about hotels because I liked it and I wanted to know what was to, how it was to work there and mmm I made this practice in two areas: the first one was food and beverages and I like it a lot it was more administration than operation but I like both. I took practice in a hotel, in an important hotel and I make this practice two months it was just little time but you can find there really kind of people, they are really friendly and mmm you could also understand the environment that you will have for example not necessarily there but almost in all the hotels you can have almost the same, the same work but not the same environment so mmm. And I liked it a lot and in the first department I was, was food and beverage, it was really interesting. I did it of course in administration not in operation even though operation is cute, is cool but it is also exhausting, so well each work has it, has sometimes these exhausting times when it is full time and all that and for example in hotels it is almost mmm all the year full there are two months or actually three months that you are not so busy or full and there are, here for example August, September and mmm January.

And well mmm I liked it a lot. Then I went to wines, how I, I really didn't thought that there was "wines" in a hotel but I, we, but they had it and mmm it is like an area of sales, of wines is not like for example when you go to a restaurant and you say ok, you have wines, what types of wines do you have, no way this person actually has like a business inside the hotel it was not actually part of what a hotel do but it is so in the events and all of that you do and that so it has also relation and it is really it was really weird for me to know this part but it was really interesting. I did it also take by that time mmm wines in my college and all this science about wines and the history and this culture and this different tastes, different mmm grapes and all of that it was really interesting till I actually end my practice and I had this mmm this subject in the college where I of course like it a little more and well once I knew how it was I really wanted to work in that it again happened that I liked it again and too much so I really wanted to work in that and actually I you know like one year after that I returned to the hotel and I apply I said of course I do have to end my studies but I can take mmm a different time for studying so I would complete here the hours of working and that's it we get to a solution and I'm working there is really interesting it is what I really liked it. I wouldn't choose another career it has all of what you need it has administration, it has entertainment, and it has sales if you like it, if you don't like it also there are another parts of the hotel that you could work in and well the meaning of this talking,

of this essay is that you really have to do what you like and choose it, because you like it a lot not because an influence of your father or of your mother that says is better you take this or this other thing its better if you do it by what you like and knowing your career is what is going to take you to love working and will make you satisfy, satisfying yourself, that's it. Thank you. Bye.

Speaker 2 Speech Two

Hello, again it is me again going to talk to you but this time I try to find something more entertaining, cause before we were trying an specific subject as it is your profession but now I'm going to talk to you about something really interesting I'm going to talk about hobbies, what people know about hobbies. When you usually are in a class and there is a teacher says for example what's your hobby or what do you do much persons actually say I like to listen to music, mmm some other likes to play soccer to play basket, something different but I want to talk about hobby as an special activity to improve your personal life. This hobby that anybody could have as you'll think I guess is something that needs to be something well is something that needs to recreate to has, for example mmm I don't know if there is a time that you have free but isn't necessary that it is longer it could be like half an hour or some like that or even though there are some hobbies that do not need to be more than fifteen minutes but it is actually really important that you find out what is this spear time, recreational time I mean recreational activity that you would like to do to I don't know nothing, to dance, to sing, or whatever that makes you feel better that makes you maybe be unstressed because by now I guess that everybody knows that been stressed is something like fashion is a fashion because every person is over there, every person is stressed now, they have little time they aren't relaxed and once they have one minute to relax they or spend

this time an improve this time with some skill he have that he could make it better with the, with this hobby or also well he or she waste this time for example, like watching TV or doing something that is not so, mmm how can I say reach for them sometimes people looks for help some other persons don't even know what this hobby is an extensives things or hobbies that we can have mmm with kids and adults... are a lot and for example we have top hobbies like sports and mmm, another hobbies that make you pass time and that importantly make you have a little relax but also improve something. You can cultivate this hobby that you choose or that you have always liked and mmm maybe use it in activities based on this interest that you have with this hobby and it might help you, you know to have a little entertainment time there are so much things it could be also well there are some that as I told, a little better than others in the way they can make you improve some skill, or some like that, we have for example arts, arts are really a good hobby, it could also make you some dinner, by this I'm telling that for example there are people that makes collections and from this thing, this hobby that people have choose, there has been a tendency that when you have a lot of collections you can make a museum and it is an interesting point of this hobby mmm there are also for example antiques, antiques are also a super nice hobby but well it is actually expensive and it doesn't gives you money at least that you sale it in a better price, but it is actually another hobby that is really interesting. But

let's go to action hobbies for example like baseball or sports, what do you think about that. Is that many persons for example skateboarding or maybe fishing, fishing is very nice it's a good hobby or diving and snorkeling it's a favorite recreation hobby you know when you are in or may I say when you like the activities that's really nice and it specially happens in vocational time it has been for many years like that and diving and snorkeling it's a also a competitive sport, that is what it makes it so interesting sometimes and there is this thing with sports when it is competitive you make an effort and you can improve that skills of this sport and that is also mmm healthy. It makes you happy of course it improves your life and of course you get a little relax but also sometimes you get tired in well when we are talking about snorkeling and diving these are amazing opportunities for tourists you know and for improving tourism there are so much people that like to do this hobby and like also to be in this competitions for example in the athletic events and all of that mmm its sometimes for people but they find it the best thing they could do because as me for example I like a lot to be swimming and diving and snorkeling. Snorkeling also if you do it in the sea of course it is so entertaining you can, you can enjoy it and have a good time with this and you can experience a lot. For example you can see a lot of fishes if you are in the sea you can find out the... I don't know this spectacular animals that live inside the water and also if you like swimming well you can enjoy since you are in and watch the sea and

you could be doing this for hours sometimes if you can see mmm lot of interviews and lots of like TV shows and all of that people really like this amazing sport.

Let me see another hobby that could make us notice how we can improve our skills for example dancing, it could be belly dance it could be ballet it could be another type, any type of music that you can dance it is actually something really, really enjoying mmm but also it is not something that you could do over night it is something that takes mmm a lot of effort, it takes patience of course, it takes practice it takes work so you can actually make from these dance an art of course it is really interesting when you see choreographies mmm that are also of any type of music you could dance, it gets to be really interesting and mmm, the persons you know the dancers that practice this can make it at them, I mean like their style they can make it, elegantly or they can make it more like sportily or maybe including new positions, new how can I say they practice another type like modern dancing or some like that I guess that's it a really important hobby. Let me see another one that can help us, but the first thing that I really like about dancing is that makes you an effort it keeps you heal I mean it keeps you healthy and it keeps you in a good form you are always practicing it you enjoy it and finally you can actually be more mmm happier I mean you can be happier when you do it and people like it you know it was like you do something and it is not necessary that you get paid for it but when you like it, It

makes you feel like you are the richest person in the world And everybody that is looking, everybody says like Oh my God how can you do that and it's so much effort but you feel so good you know, you get this satisfaction, you relax, you clear your mind and you think of something that you really like. Let me see another hobby that maybe you could also like. Mmm well I have another one but not necessarily is the one everybody likes some people actually do not like it and it is because it's a little hard but it is maybe boring for them mmm I am talking here about what is gardening. Almost every uncles, every grandmothers and, I mean not every uncles but every aunt and grandmothers and moms and all of them they really like gardening, people really say like how do they like it but there are another persons that actually really like agronomy and gardening it all get sense to them mmm gardening is mmm a little mmm I think that there are two tendencies in gardening. The one that is about mmm taking care to a plant mmm since you start to plant them and then when they grow, you know been there in all this growth of course and it is another part that is designing mmm an special garden with special colors, you know you can enjoy both of them, even though they are two activities different but is the same thing about taking care of these gardening thing you know it is really interesting not much people like it or maybe not the persons that I know I could count them with my fingers but it is actually something that you can even see in TV and there are much persons that really

like it and that have fun that they have really I don't know, they found out something interesting in it.

But now thinking I think I have think a little more and find out something that almost everyone likes and it is not so difficult it could start to be really easy and it could get to be something really important a really important job that you get to do with this and I am talking about handicrafts, how many times you haven't been like mmm tempt to make something cool with your hands or not necessarily with your hands but something nice or something elegant to put in your home and to, I don't know to start making yourself this interesting, that you start I don't know, looking something that is something that you really wouldn't like to use or that you can throw it to the garbage you know that you could actually find a use for this thing and if you paint it well and you find out how to do it, there are so many manners to do this. You can make of this mmm a box; you can make it something useful you know. MMM Handicrafts items are also mmm ah something that improves your imagination it makes you innovate, design it makes you think about how will you paint it, it is an art, you know, it is an art it is a job, it is also something that could make you win some money but you do, I mean is something that this hobby can give you but it is not really necessary if you wanted the point is that you like, it is that you get satisfied with this handicrafts that you've made. These importance that hobbies take it actually is because you

practice them for interest for enjoyment rather than as a financial reward but it also helps you acquiring sometimes as I told before substantial skills, knowledge and of course experience. Of course some others give you points extras you know like mmm an extra skill for example that is responsibility, for example imagination with arts for example patience when you dance and effort, special effort for any other hobby that is for example sports or some like that they are sports that mmm I mean hobbies that are really mmm sometimes tough and it is a little more of your effort and all of that. Sometimes hobbies for people change into their profession, for example a chef, A chef may enjoy playing a computer game for example as a hobby while a professional game texture might enjoy cooking for example here we are talking about a profession for some person is a hobby for another and hobby for another is a profession for another one so mmm the Person who does something for fun not ... that do not expect a remuneration then is a hobbyist and that's why also well several years ago amateurs started to make shows and make mmm special Olympic shows of what they do, for example there also mmm these amateur things that you could also like well, about these thing of a hobbyist and an amateur there is well not all the hobbies can be profession like for example there are hobbies that actually stay by being hobbies only hobbies and I mean this because sometimes for example mmm no one can make a living at a cigarette card or stamp collect, an stamp collecting or some like that but it find well for

people they find enjoyable so it is common the reward as a hobby and another thing about these hobbies, they could give you, as I said before they can give you this special money for example like games but it not necessarily is a profession, games is an activity recreational its naturally like that but there are people that enjoy it so much it is like something vocational because they start with the game and they like it so much and it's a goal to this players is something that they really make an effort to reach and for example in a casino or some like that mmm it gets to be a little dangerous because if you are really wanting to reach big sums of money, there also a big, big, big sum of risks that you have and if you already won and you again, still with this games, gambling and all of that it will get to be not only enjoying, it could be the opposite of it, so there are actual some hobbies that can make you improve your skills and can give you extra points and all of that but there are also another type of hobbies that do not have so much importance may I say or meaning and they are a little in this time that are tricky and there are another hobbies that can make you choose your profession so it is important that once you've like something you know how to act with it, you know how to improve these skills you make your efforts but it is also important that you see that if you stay in this hobby and you see the meaning of this, the goal and all of that and it is really ,how can I say it is productive then it is really important that you continue doing it. That you put different goals in your live, starting with something little and then

going something better you can maybe get to these Olympic shows but do other type of things mmm like games or all of that it is necessary that you keep that and the point about the , the hobbies that have make you find it so cute that you´ve take this tendency to make it your career, no its better that you enjoy then your career, you are enjoying your career and you are making it also as a hobby but is important that you take into account that mmm it is now your job if you choose it like that and it will be like if for a minute you like to do this hobby but for another minute you don´t like it and you take it as your job. Take your hobby like a job but not the opposite it wouldn´t be mmm healthy, for no one. Well I think that´s it I´ve been talking for half an hour or some like that, I hope that you find in this a constructive thing and also something funny you know something that you can really enjoy that could make you mmm reflect about the thing about you like, it you could have an opportunity with it if you still not, and if not, if it is the opposite and if it doesn´t make you feel so good, and do not have , well how can I say answers positive or results you could change it it is not late and you could really find some other there are so many you can choose. Thank you.

Speaker 3 Speech One

Hi my name is Cesar, I am 22 years old, I am married, I have one child. I am student, Mmmm well about my parents, eh hh my father's name is Julio Cesar, his profession is eeee aeronautical mechanic and my mothers name is Elena, sheá profession is gastronomy, I am the only son... And well about my studies, first in kinder garden I studied at La Concepcion in Quito, then I studied school at fiscal school José Enrique Rodo, in high school I was accepted at military Eloy Alfaro high school in Quito, after that I graduated... mmm well I don't finish in military high school because I don't like more than the other college and I changed the college to fifth grade at Colon High School and I graduated in that college, my specialization is math... physical math... when I graduated, I incorporated to Espe university, I took the electronical engineering career, I studied one year but I don't like it to studied too far because from my house to the University, I need two hours to travel and it is very, very far to me, and I need to quit, ammmmm that's the principal reason. Nowadays I study at Espe University, I study Comercial Engineering career and distance modal because presential well I explain it is very difficult for me, and the other career that I like to study it is International negociations at the International University, and the principal career that I want to finish and I really like it is Comercial pilot, that I study at ICARO S.A. in Quito all studies, and nowadays I stay at Olón Montañita I am doing this recording. Well about my experiences, in

school I have a really great experience, principal that I am not only one student more. I like to participate in dancings some expositions, mmm well to be in acts mmm well and the teachers can see that and select me mmm select me to participate in theatrical acts in... mmm as the principal actor, well the traditional events well traditional parties that we have in Quito with the traditional legends, as for example mmm Chulla Quiteño, la casa 1028 mmm you know well that's the principal that I remember of my school. In high school it is other great experience I continue with some similar acts I incorporate new participations in oratoria, libro leído, circle table or debates. I like to participate in expositions in mmm anniversary expositions, kermises and global expositions. Mmmm when I was in the first year of high school I was selectionated to participate in the world championship of table tennis in Miami, Florida but ehhe we don't, we can't travel because there were some problems in high school and it is some expensive travel eh well but I continue to participate in representing my college. In second year I participated in libro leído, I got the third place and the third prize, in third grade I continue participating in debate and the best that I can remember is when I was selectionated with other three friends to represent at our high school in an university forum. I was a kid practically and I want to exposition to universities of all Ecuador and ehhe and the teachers, students of different universities that's because the military high school eh is one hundred years of creation it was it's anniversary

and it's the most important event that I represented and it is great, it's great because I like to explain I like to talk about problems and explain to adults that... what it is in my mind. I like oratoria, I like to speak from other people. Well when I changed high school, I continued to participate at oratoria at mmm poems well I participated again in theatrical acts in fifth and sixth grade mmm I continue at sports I participated in Tae Kwon do mmm well my specialization at high school was physical mathematics mmm after that I graduate at Espe, continue with oratoria I got a new prize. I got prize number one and I got half beca to study in Chile at University of Chile. That beca was Pablo Neruda that is a prize of excellence in literature and expression that's what I like but I can't travel because I don't have money because I need to pay half of the beca and its very expensive to study in Chile and well that's one reason that I started to work, but not the principal reason because I was working in high school. I started to work in 2001 when I was a teenager because I don't like to stay at home in the afternoons, I worked at SPAE a place to help students study so they pass the test in the university and students to go to high school. I teached mathematics because I am good at that. Then I worked at the airport I liked that work very much but the times where a little difficult because they called me very late at night and very early on the mornings. This is the reason I went from this job and start working at Recapt a place to charge all the money that the people owe to the banks and other institutions in all

Ecuador. After this I worked at Ambeb del Ecuador. I need to recollect the cash, do the cash do deposits in the bank and that's the principal functions and reporting all to the principal supervisor. I was working at Unibanco but the principal, nowadays I have my own business I have the importation of cell phones from the United States and other countries and I distribute to all Ecuador. It is difficult, we have some problems but we continue with the business. About my personal life, I am a pacify person, I like to watch TV, I love to go to the cinema, hear music, go to the beach, stay with my friends, play for hours and hours and hours continually, its very fun to play with my friends play station. The sport I like to practice a lot is futbol or soccer. That's all
bye.

Speaker 3 Speech Two

Mmmm well about my life I like to watch TV, to go to play soccer and watch soccer games at TV mmm that's not the most important, the most important is my family, my father, my wife and my little child mmm I like to go to the pool, to go to watch movies, it's very funny to me, I like to travel with my family to know places that we don't know exist and I like when we travel to old towns and little towns I know new things, new costumes and new people I like to interview with other people mmm well about my wife and my kid, what can I say, about my wife we meet in the college in fifth course mmm we don't really like, we fight every time and I don't know when we are in the college we ggrrr. It is not chemical but later chemical and love you know it's the things of the love mmm well until that when we are going to finish the high school we meet in love and we, we have four or three, three to four year of romance and later born Rafaella. Rafaella was my little child she she is one year with ten months , I really like to play to sing to teach some things and it's the , one of the most important of my life and the life of my wife...mmm what else mmm about the other importants things in my life is my studies I really like to finish my studies and continue studying a new career eh learn more learn more about the life about the careers who can solve differents problems in the humanity eh well other things of me, I am organs donator because I think that it's a great act to donate organs because when we die we don't need more our organs and with an

organ example the heart we can save other people and if we donate all of our organs we can save, mmm, more and more lives. Ehhh what else I really like or when I start something I like to be perfect, perfectly, I think that's bad but, or defect mmm I think that's bad a personal defect mmm it's good and it's bad because in some things that are not important I spend a lot of time and some things that really have important, I spent more, and more time and in somethings I can't finish because I think that it is not perfectly eh, and I don't know. I think it's good and it's bad that's the, the... my personal definition. Well about my studies I, first of all I like the math arts, mathematics and I want to study some career that has mmm this point essentially but you know it's all careers are mixed, medical, economical, electrical and the math profession career is very different that the name because mmm exactly exactly eh in the career only learn about math and books, exactly that the books say not no the students doesn't learn techniques eh some things that the book don't explain and its very boring because as the humanity or the people want to know more and discover a new things, not only remember what other people write, another people discover. That's boring to me and I need to be active to do different things to, to be active in the life. Eh other things that I know about me is that I am friendly and I can say but I think that I am mmm sincerely men because when the things need to say , I say I don't stop if I hurt someone I only say I am imprudent but that's the really life and I

don't know that point but what happens with the humanity if all people stop and close his mouth and that's what I think mmm that's other reason why I love to debate, to explain, to be at forums I really like to know debate with other people about his form of thinking and I expose my opinion about that and the rules that be state. Ehh what else, or what more mmm about the new generations I think that is not the way that the old generation, old generations wants to be, to been, because to the youngers, to the kids nowadays it's a simple life he only say they only say I need that, I need that, and the things it and the things and the opportunities are immediately mmm the costumes the respect their own respect to his body doesn't exist or its less because don't like him, ourselves. And the new things it is very I can say different I say in some are ridiculous because without conscience and studies or knows say things to only fly in the wind and he took and say and things that are important or things that has the reason, example some mode about nowadays emo. Emos are a people who thinks that hurts his body to, with gilletes or cut some parts of him is one form of expression and I think that is ridiculous and in some cases funny because he can't know what are he doing but I respect that position or I respect the people who stay in these groups but I prefer to go out or to do an one step to be, to go out of their ways.

That's the principal about me, the other things that I don't say is well I am very funny I really love the life I really like to loving, love the

time that I spend and in some times I spend my time only on video games and parties and I think that is not correct but, but I like it and it is not every time, every weeks. I respect the points and the time and I think that's mmm a hobby to play or to go dancing or go to drink with my friends, go to the beach, its occasional it is not every days. Mmmm that's the more principal about myself ehh nowadays I spend my time in my company I have some problems with my company with acquisitions, but I think that it's only a prove because I am starting my career and as director of my company and we need more experience to be with people in the life and well, I will I like to will be a Pilot a commercial pilot I will be mmm finish the career finish the engineering career, to start to study a new careers I think that the next career that I am going to study was law or philosophy, well that's all my next dreams. I only say that is the present, the present is today and I need to stay today and don't think in the future because if we live in the future or we live in the past we can't live the present and the present is today and that's all and that`s my life. Good bye.