



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

La universidad Técnica Particular de Loja

ESCUELA DE CIENCIAS DE LA EDUCACIÓN

MENCIÓN INGLÉS

MODALIDAD ABIERTA Y A DISTANCIA

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

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

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**CENTRO UNIVERSITARIO RIOBAMBA**

**2009**

## **DEDICATION**

This thesis is dedicated to my family, especially to my husband Ramiro and my daughter Katherine Juliette, who offered me unconditional love and support throughout the course of this thesis and also to my parents Elva and Eduardo and finally to my mother and father in law Rita and Eugenio who have supported me all the way since the beginning of my studies.

## **ACKNOWLEDGEMENT**

I would like to thank God for the opportunity of studying and making this investigation possible. I am indebted to my husband Ramiro Alvear for his insight and guidance. I would also like to express my gratitude to Ms Rosario María Burneo, Alexandra Zuñiga, Jannet Alvear Sánchez, Inés Torres, Verónica Segarra and César Ochoa for their invaluable help at different stages of this project. Finally, I would also like to thank those who agreed to be interviewed, for, without your time and cooperation, this project would not have been possible.

**CERTIFICATION**

Lcdo. César Ochoa, Thesis Advisor CERTIFIES THAT:

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

Loja, 15 de junio del 2010

Signature.....

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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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## **ABSTRACT**

The linguistic interference of the native language constitutes a problem within the learning of a new language. In the present study I consider necessary to determine the level of interference of the native language Spanish, in the spoken target language English. This study was made in the city of Riobamba-Ecuador in the San Francisco Institute during the school year period between September and July 2009.

In this Institute, it was analyzed the interference of the native language (L1) in the target language (L2) of three speakers of English as a foreign language. The methods applied in this project were scientific methods such as the bibliographic, analytic and descriptive methods which were very helpful for gathering the scientific necessary for the theoretical frame and for the interpretation of the data gathered through the field research done.

In this study, the omission of the subject pronoun was the indicator with the greatest number of errors made by the participants with a frequency of 12 and a 70% in the interview, with a frequency of 12 and 44% in lecture 1 and with a frequency of 18 and 75% in lecture 2.

It also was found the participants did not present any kind of interference of their native language in the use of adjectives and negation.

For this reason, I conclude the difference in the syntactic and semantics between English and Spanish produces a negative interference in the use of the target language.

I suggest determining some methods to reduce the frequency of interference of Spanish in the spoken target language English with regard to the errors of omission of the subject pronoun and false cognates.

## **INTRODUCTION**

The topic proposed for this research is concerned with the interference of the native language habits in the speech of individuals using English as foreign language.

In a Second Language Learning environment, learners are already possessed of their mother tongue (L1) which is likely to play some role in the language learning tasks. With this view in mind, this research intends to find some influence of L1 on the Spoken English (L2) Proficiency among a study of three speakers of English as a foreign language.

The influence of the native language (L1) in learning a second language has largely been addressed in the major research domain of Contrastive Analysis and Language Transfer. The field of Language Transfer has a long history of research data.

When a person learns and uses English, he is confronted with the problem of cultural inappropriateness. As Lado (1957) states, that “individuals tend to transfer the forms and meanings, and the distribution of forms and meaning of their native language and culture to the foreign language and culture- 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 the natives”.

In a study made in Flinders University School of Education about Native language interference in learning a second language by

Baljit Bhela was found that significant numbers of errors that native Spanish speakers using English make in speech are due to the influence of syntactic and semantic habits of the native language where she mentions that learners have used some L1 structures to produce appropriate responses in L2, producing semantically acceptable texts; subsequently, learners have also used L1 structures interchangeably with L2 structures, producing inappropriate L2 responses, indicating an interference of L1 on L2. They have attempted to use invented or borrowed items, all more or less approximated to the rules of L2 structure as far as their knowledge of L2 allows. Bhela's study is similar to the present study because it shows us there is a real interference in the use of the mother language (L1) in the spoken target language (L2) English.

Unfortunately, our society does not give importance or value to English. In our educational institutions English is not taken seriously as other subjects such as Grammar, Math or Science, and that is one of the reason that research projects like this are not taken into account.

I sincerely believe it is important to educate and change people's mind about English, and remind them that English is the most often used language worldwide; in fact, it serves the purpose of communication either as a native language, a second language and foreign language. Therefore, it deserves a deep investigation on

language transfer or linguistic interference in the English spoken as a foreign language by native Spanish speakers in Ecuador. In this way, the results from the research can be extrapolated to the general population and make educational decisions that may decrease the incidence of errors arising from the interference that currently exists.

Besides the importance of the objectives of this research, the present study has also influenced other aspects in the preparation of this work as the achievement of my bachelor's degree in teaching English as a foreign language and the application of these results for students who are and will be in charge of me in the performance of my career throughout my professional life.

Thanks to the present study I can take preventive procedures and interventions to reduce the frequency of errors which have been result of linguistic interference.

The research objectives have been achieved thanks to the methodological approach and the technical parameters of research which have enabled me to meet the necessity to know the level of interference between Spanish and English.

The first specific objective was to determine the most frequent syntactic and semantic errors found in the speech of proficient speakers of English as a foreign language, through the analysis of

some spoken texts by the individuals selected in the sample, this specific objective was achieved by the application of scientific methods.

To compare English and Spanish Structures to find out the possible causes of error in the speech of EFL speakers was the second specific objective. This was achieved through the comparison between the grammatical structures used by each of the participants in the English language that allowed me to identify errors and then through the conduct of research enabled me identify causes of mistakes and analyze them in the results section.

Finally, the third specific objective was to set up the basis for further studies and inquire on first language interference in second or foreign language speech in our country. This third objective was achieved by having made this study and with the results obtained with a small sample which were the three speakers of English as a foreign language; so through this research further studies can be done and its results can be extrapolated to the general population and make educational decisions that may decrease the incidence of errors arising from the interference that currently exists.

## **METHODOLOGY**

This is a case study designed to identify errors, and describe and analyze the level of interference of Spanish in spoken English. The purpose is to collect evidence on Spanish language interference in the speech of speakers of English as a foreign language; and to use the results of the investigation to make judgments about the proficiency of speakers in both the native and the foreign language.

This work was performed with descriptive diagnosis field design and subsequent statistical analysis in the city of Riobamba- Ecuador during the school year period between September and July 2009 in the San Francisco Institute.

Three (3) fluent speakers of English as a foreign language having Spanish as their native language were the selected sample for the present study and the subject of observation during two months. The three individuals were asked to perform different activities, such as lectures and interviews. The first lecture was carried out a month after the interview and a second lecture 15 days after the first one. Both activities interviews and conferences were conducted in English and recorded for later analysis. The topics for the two conferences were free choice by each participant. It is important to point out that the three participants have had the opportunity to travel abroad and improve some of their language skills, especially speaking; they have improved this skill through the interaction with English native

speakers, also the audience or students who listened to the lectures have an advance level of English.

For carrying out this research and for the collection of data it has been necessary to use the scientific methodology which is composed by scientific methods such as bibliographic, analytic and descriptive method. The first one, the bibliographic method, has been an important point for gathering the necessary and scientific material for the theoretical frame. Internet magazines and books have been a support for carrying out this method. On the other hand, the use of the analytical and descriptive method has been a great help for the descriptive statistical analysis and the interpretation of data gathered through the field research.

In the course of this research, several techniques have been used. For instance we have; note taking which was used to collect information about the participants, bibliographic information, interviews, recording and transcription for obtaining a better result. However, it is important to point out that without the tools or instruments used in this research such as direct observation, questionnaires, cards and tape recorder I couldn't have obtained the necessary information.

Prior to the interviews, a questionnaire was prepared with 14 questions approved by Ms Rosario María Burneo, Thesis Project Tutoring Teacher of the University of Loja. After gathering the



recorded information, the interviews and lectures were transcribed to determine the linguistic interference using the variables grammar structure and lexicon. Within these variables some indicators were used such as the use of subject pronouns, use of definite article, use of the indefinite article, double negation, position and pluralization of adjectives, prepositions, word order, the use of false cognates or false friends and invented words. After analyzing the data and classified it according to the indicators, the results given were tabulated in charts where the frequency and percentage of errors were shown.

Subsequently, pie charts were made for each type of activities which are interviews and conferences. With these statistical tools, the data were analyzed using descriptive, analytical and bibliographical methods taking into account the origin of errors and the degree of interference presented by the participants.

## **RESULTS**

After completing this research it has been identified that there is some sort of syntactic and semantic interference of the native language in the speech of the selected sample, which were, three (3) fluent speakers of English as a foreign language having Spanish as their native language.

The three individuals were asked to perform different activities, such as lectures and interviews and their speech were recorded in order to have a real sample to be analyzed, tabulated in charts and to establish the level of interference of the native language among EFL speakers in our country.

This work was performed with descriptive diagnosis field design and subsequent statistical analysis in the city of Riobamba- Ecuador during the school year period between September and July 2009 in the San Francisco Institute.

**CHART ONE**

**Variable: Grammar Structures**

**Indicator: Subject Pronouns**

<b>Type of the text</b>	<b>Most common errors</b>	<b>Examples</b>
<b>Interview</b>	Omission of the subject pronoun	I think ___ is important. ___ was to learn English. ___ is not real English. ___ is similar. Because I like ____. ___ is amazing.
<b>Lecture 1</b>	Omission of the subject pronoun	___ may help to create endorphins. ___ is not going to be understood. Because in Ecuador ___ didn't have much water. ___ is the centre of the attention. I think ___ is a very good question.
<b>Lecture 2</b>	Omission of the subject pronoun	___ opens you a lot of opportunities. ___ was my real ... I think ___ was good. ___ is very important for all the people. ___ is not in a natural condition.

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## CHART TWO

**Variable: Grammar Structures**

**Indicator: Use of the definite article**

Type of the text	Most common errors	Examples
Lecture 1	Overuse the definite article	I want to talk about <b>the</b> luck.

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## CHART THREE

**Variable: Grammar Structures**

**Indicator: Use of the indefinite article**

Type of the text	Most common errors	Examples
Interview	Indefinite articles with mass nouns	A couples
Lecture 1	Indefinite articles with mass nouns	A some examples
Lecture 2	Inadequate use of the indefinite articles	It's a good milk.

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## CHART FOUR

**Variable: Grammar Structures**

**Indicator: Prepositions**

Type of the text	Most common errors	Examples
<b>Interview</b>	Direct translation of the preposition in Spanish	My friends <u>of</u> the university. They try to speak <b>in</b> English <b>with</b> me.
<b>Lecture 1</b>	Direct translation of the preposition in Spanish	You can depend <u>of</u> your sense of humour. <b>In</b> illustrations I found these news papers in Riobamba <b>in</b> the floor.
<b>Lecture 1</b>	Inadequate use of the prepositions	A European <b>in</b> white aspect.
<b>Lecture 2</b>	Direct translation of the preposition in Spanish	It is a typical bird <u>of</u> the Chimborazo region. This power can be translated to people <b>in</b> dreams.

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**CHART FIVE**

**Variable: Grammar Structures**

**Indicator: Word order**

<b>Type of the text</b>	<b>Most common errors</b>	<b>Examples</b>
<b>Interview</b>	Word order	Because of the <b>knowledge English</b> I got.
<b>Lecture 1</b>	Word order	My beautiful house that is located in the <b>street Chile and La Valle.</b> <b>You can</b> take a paper out? <b>This lady is</b> dressed like an Ecuadorian girl in those times? I think today <b>a little bit the situation is changing.</b>
<b>Lecture 2</b>		

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**Lexicon**

**CHART: SIX**

**Variable: Lexicon**

**Indicator: Use of false cognates**

Type of the text	Most common errors	Examples
Interview	Inadequate use	I had to study my <b><u>career.</u></b>
Lecture 1	Inadequate use	I started to <b><u>recollect</u></b> information. He told him his <b><u>history.</u></b> Because in those times and even in <b><u>today.</u></b> I found these news papers <b><u>broken.</u></b>
Lecture 2	Inadequate use	All those <b><u>recipients</u></b> His <b><u>fathers</u></b> were owners They can <b><u>take</u></b> it In small <b><u>sizes</u></b>

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**CHART: SEVEN**

**Variable: Lexicon**

**Indicator: Invented words**

Type of the text	Most common errors	Examples
Interview	Invented words	To <b><u>capt</u></b> all the knowledge
Lecture 2	Invented words	But the <b><u>eases</u></b> of these cactus If you have a yogurt in not <b><u>refreeging</u></b>

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## CHART EIGHT

### Variable Grammar Structures

Indicator:	Error	Interview		Lecture 1		Lecture 2	
		f	%	f	%	f	%
Adjectives	<b>Pluralization</b>	-	-	-	-	-	-
	<b>Position</b>	-	-	-	-	-	-
Subject Pronouns	<b>Omission</b>	<b>12</b>	<b>70</b>	<b>12</b>	<b>54</b>	<b>18</b>	<b>85</b>
Definite article	<b>Omission</b>						
	<b>Overuse</b>	-	-	<b>1</b>	<b>5</b>	-	-
Indefinite article	<b>With mass nouns</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>5</b>	-	-
	<b>Other</b>	-	-	-		<b>1</b>	<b>5</b>
Prepositions	<b>Direct translation of the preposition in Spanish</b>	<b>3</b>	<b>18</b>	<b>4</b>	<b>18</b>	<b>2</b>	<b>10</b>
Double negation		-	-	-	-	-	-
Word order		<b>1</b>	<b>6</b>	<b>4</b>	<b>18</b>	-	-
Total		<b>17</b>	<b>100</b>	<b>22</b>	<b>100</b>	<b>21</b>	<b>100</b>

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## CHART NINE

### Variable: Lexicon

Indicator:	Interview		Lecture 1		Lecture 2	
	f	%	f	%	f	%
False Cognates	<b>3</b>	<b>60</b>	<b>9</b>	<b>100</b>	<b>7</b>	<b>77</b>
Invented words	<b>2</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>23</b>
Others	-	-	-	-	-	-
TOTAL	<b>5</b>	<b>100</b>	<b>9</b>	<b>100</b>	<b>9</b>	<b>100</b>

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## **DISCUSSION**

### **Theoretical Background**

Learning a new language involves several factors that help students with their educational goal, but in addition, there are several factors that can interfere negatively in the teaching and learning process of a new language such as native language interference in the target language. Therefore, it is necessary to measure native language interference in learning the target language to turn this item into a measurable, characterize, modifiable and controllable factor to prevent their possible negative influence on teaching the new language.

In this research, it was considered Sapir (1921) says “Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols”.

We all learned to understand and speak our first language by hearing and using it in natural situations, with people who cared about us. However, we are not very conscious about the importance and meaningfulness of language in human life. Though we use language every second of our lives, we do not really consider it as an object to be studied. This language constitutes the principal communication way in our lives.

Lyons (1970) says “Languages are the principal systems of communication used by particular groups of human beings within the particular society (linguistic community) of which are members”. However, as native speakers of a language, we speak or write without paying attention to how something should be expressed correctly; we speak a language without consciously knowing about the rules governing it. So, we think we speak correctly but we do not realize about the errors or mistakes we make in the native language (L1) could affect us when we want to learn a second or foreign language (L2) and produce an interference between our previous and new knowledge, this interference makes some concepts from the native language transfer to the target language.

Ellis (1997) refers to interference as ‘transfer’, which he says is “the influence that the learner’s L1 exerts over the acquisition of an L2”. He argues that transfer is governed by learners’ perceptions about what is transferable and by their stage of development in L2 learning. While Beardsmore (1982) suggests that many of the difficulties a second language learner has with the phonology, vocabulary and grammar of L2 are due to the interference of habits from L1. 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.

For this reason, this research is concerned with the interference of the native language habits in the speech of individuals using English as a foreign language.

### **Previous Studies on the Theme**

In previous studies on the topic, it has been found out that a large number of errors resulting from interference emerge when students try to import the linguistic structures of their native tongue because of a lack of knowledge of the structure and the lexicon of the foreign language. Besides, the lack of knowledge of the culture of the target language might increase the frequency in the occurrence of such errors. To this respect, Malinowski (1938), mentioned in Katan (2004) says “language is essentially rooted in the reality of the culture”, then “it cannot be explained without constant reference to these broader contexts of verbal utterance”. In fact, we may assert that language exists only within a cultural and social context. Therefore, to learn at least some cultural aspects of the target language it is mandatory to improve its use.

As such interference generates errors in the spoken and written use of the target language, particularly with Spanish and English. Thus, we believe that the topic chosen for this research project would be of great interest for teachers; in addition, it will be useful in the classroom since being aware of interference, teachers could work on improving the use of English in EFL classes.

In fact, previous research done abroad has found that significant numbers of errors that native Spanish speakers using English make in speech are due to the influence of syntactic and semantic habits of the native language. As in an study made in Flinders University School of Education about Native language interference in learning a second language by Bhela where she mentions that learners have used some L1 structures to produce appropriate responses in L2, producing semantically acceptable texts; subsequently, learners have also used L1 structures interchangeably with L2 structures, producing inappropriate L2 responses, indicating an interference of L1 on L2. They have attempted to use invented or borrowed items, all more or less approximated to the rules of L2 structure as far as their knowledge of L2 allows.

It seems that the interference is occurred because when writing or speaking in the target language, learners tend to rely on their native language structures and vocabulary to produce a response in the target language; as in another study made by Zualkernan and Raddawi in American University of Sharjah; about Exploring Game-based m-Learning for First Language Interference Problems in Higher Education says that first language interference is the influence of a first language in interpreting the second language.

However, according to Wikipedia not all the interferences are negative, the same source states that sometimes, when one lexical

term or structure of both languages is the same, linguistic interference can result in correct language production, according to native's speaker's standards of acceptability. Positive transfer is usually ignored and thus less discussed because it does not cause communicative misunderstanding; so, it will be very important to pay attention to both negative and positive transfer.

### **Linguistics**

Generally, linguistics is the study of human language. However, the ways in which language can be studied are a complex issue. For De Saussure (1986), linguistics is also the study of the manifestations of language and the social and cultural influences that shape its development. Still, Nunberg (2003) goes further that definition when he claims that linguistics deals with the study of all aspects of human language regarding the way in which speakers use their native language, and what they must know in order to use it in a communicative manner.

Then, Asseburg (1999) says "Linguistics covers a broad subject area focusing on different issues as sounds, word's formation, structures, meanings and the relation between language and social context. The main branches of linguistics, namely phonology, morphology, syntax, semantics and pragmatics, study these aspects of language. These areas are interdependent, but they can be

distinguished from each other due to their concentration on specific aspects of the language”.

### **Branches of Linguistics**

Within Linguistics we find some branches or divisions which as Morphology, Phonology, Syntax, Semantics and Pragmatics. Morphology deals with the formation and structure words

### **Phonetics**

Phonetics studies language at the level of sounds: How sounds are articulated by the human speech mechanism and received by the auditory mechanism, how can be distinguished and characterized by the manner in which they are produced. Phonology studies the combination of sounds into organized units of speech, the formation of syllables and larger units. It describes the sound system of a particular language and the combination and distribution of sounds which occur in that language. Classification is made on the basis of the concept of the phoneme, for example; /m/, /g/, /p/. These distinct sounds enter into combination with others. The rules of combination are different for different languages.

### **Phonology**

Through phonology it is considered to be surface or superficial level of language since it is concrete and not abstract as in the case of

meaning, there are some aspects of it such as tone, which contribute to the meaning of an utterance.

## **Morphology**

Morphology studies the patterns of formation of words by the combination of sounds into minimal distinctive units of meaning called morphemes. A morpheme cannot be broken up because if it is, it will no longer make sense. For example a morpheme “bat” is made up of three sounds /b/, /æ/and /t/. This combination makes up the single morpheme “bat”, and if broken up, it will no longer carry the meaning of “bat”. Words can be made up of single morphemes such as “bat”+ “s”. Morphology deals with the rules of combination of morphemes to form words, as suffixes or prefixes are attached to single morphemes to form words. It studies the changes that take place in the structure of words, for example; the morpheme “take” changes to “took” and “taken”. These changes signify a change in tense. So, morphological changes often involve changes at the levels of both sounds and meaning.

Morris (1938) organizes semiotics, the study of signs, into three areas: syntax as the study of the interrelation of the signs; semantics as the study of the relation between the signs and the objects to which they apply; and pragmatics as the relationship between the sign system and the user.

## **Syntax**

Linguistically, Syntax is the level at which we study how words are combine to form phrases, phrases combine to form clauses, and clauses join to make sentences. That is to say, the Syntax of a language is the set of constitutive rules that speakers follow when they combine words into sentences. And, as defined by the Concise Oxford Dictionary of Linguistics, “Syntax is the study of the grammatical relations between words and other units within a sentence”. Syntax also attempts to describe how these elements function in the sentence. An example made by Syal (2007), the word “boy” is a noun. However, in each of the following sentences, it functions in different roles: “the boy likes cricket” and another could be “The old man loved the boy”. In the first sentence the word “boy” functions as the subject of the sentence while in the second one the word “boy” functions as the object.

A sentence should be both grammatical and meaningful. As an illustration made by Syal (2007) a sentence like “Colorless green ideas sleep furiously” is grammatically correct but is not meaningful. Thus, rules of syntax should be comprehensive enough to explain how sentences are constructed which are both grammatical and meaningful.



## **Semantics**

Syal considers semantics has to be with the study of meaning in language; it attempts to show these inter-relationships through forming “categories”. It also tries to give an explanation of both word and sentence meaning, and it attempts to analyze and define that which is considered to be abstract. It may be easy to define the meanings of words such as “tree” but not so easy to define meanings of words such as “love” or similar abstract things. This is why semantics is one of the less clearly definable areas of language study. On the other hand Donahue and Prosser (1997) refer to Semantics as “the study of meaning in language forms in linguistics and the relation between signs and symbols and what they represent in logic”.

However, for Pulman a semantic description of a language is some finitely stated mechanism that allows us to say, for each sentence of the language, what its truth conditions are. Just as for grammatical description, a semantic theory will characterize complex and novel sentences on the basis of their constituents: their meanings, and the manner in which they are put together. The basic constituents will ultimately be the meanings of words and morphemes. The modes of combination of constituents are largely determined by the syntactic structure of the language. In general, to each syntactic rule combining some sequence of child constituents into a parent constituent, there will match some semantic operation

combining the meanings of the children to produce the meaning of the parent.

### **Pragmatics**

An extension of semantics is pragmatics. Pragmatics deals with the contextual aspects of meaning in particular situations. For example the following sentence “Kim’s got a knife” can be used to accomplish different things in different contexts; it can be used to make an assertion or you can use it to give a warning, it depends on the situation you are passing through.

Bunt and Black (2000) say “Pragmatics is the branch that studies the relation between linguistics phenomena and aspects of the context of language use”. However, Shaozhong Liu, Ph.D. professor of Linguistics and Applied Linguistics at the Guangxi Normal University mentions that pragmatics studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation (hence - conversation analysis). It distinguishes two intents or meanings in each utterance or communicative act of verbal communication. One is the informative intent or the sentence meaning, and the other is the communicative intent or speaker meaning. Shaozhong (1999) says “...the ability to comprehend and produce a communicative act is referred to as pragmatic competence” which often includes one's knowledge about the social distance, social status between the

speakers involved, the cultural knowledge such as politeness, and the linguistic knowledge explicit and implicit.

### **Competence and Performance**

For a long time, students of language did not really separate the study of language use from the study of language structure. Both were part of a broader study of language. In 1960, that began to change. With the introduction of generative linguistics by Chomsky, the two began to be considered distinct, though connected, fields of study. For Chomsky, it was essential to distinguish people's linguistic competence, their capacity to produce and recognize the sentences of their language, from their linguistic performance, how they actually produce and understand uses of these sentences on particular occasions. In his view, competence is people's tacit knowledge of their language, and this is represented by the grammar rules of phonology, morphology, syntax and semantics. Finally, Scha (1990) refers to performance as "a reflection of this competence, but it is subject to additional principles".

Chomsky (1965) says "competence is the perfect knowledge of an ideal speaker-listener of the language in a homogeneous speech community". As it was mentioned above; Chomsky made an emphatic distinction between the competence of a language user and the performance of this language user. The competence consists in the knowledge of language which the language user in principle has; the

performance is the result of the psychological process that employs this knowledge.

O'Grady, Dobrovolsky and Aronoff (1993) define linguistic competence as "the ability speakers have to produce and understand an unlimited number of sentences, including many that are novel or unfamiliar". Normally, language users speak a language without consciously knowing about the rules governing it. For this reason, some authors refer to linguistic competence as grammatical competence. This knowledge has five main components: phonological, syntactic, semantic, lexical and morphological.

Phonological competence refers to the knowledge speakers have of the sounds and possible sound combinations of a language. This implies that speakers of a language can recognize the words of their language (or those who might be) by simple listening to them.

Syntactic competence is another type of competence and it refers to the knowledge the speakers have about the possible syntactic combinations of their language. Usually speakers know most (if not all) of the possible combinations of their native language. Also, there is a competence that refers to the knowledge speakers have of the meanings of words in their languages which is known as Semantic Competence.

Jaimes (2006) explains that "lexical competence refers to the knowledge speakers have of an extensive amount of words in their

language". He also refers to the ability that speakers have to use these words according to the appropriate context. While, morphological competence refers to the knowledge speakers have of the formation of words in their language, or better said, word structure. Sometimes, speakers of languages know about word-formation in their languages. They create words, for fun or fashion, that sound like their languages, but that maybe they do not officially constitute a part of their lexicon.

Finally, a competence that involves not only the structural features of language, but also its social, pragmatic and contextual characteristics is Communicative Competence.

### **Performance**

Korossy (1993) states that "competence means skills or abilities that enable people to solve problems, performance is the behavior". On the other hand, Chomsky (1965) says "...performance is the result of the psychological process that employs this knowledge in producing or in interpreting language utterances". While Fromkin and Rodman (1981) claim that performance is considered to be the physical representation, usually in utterances of any type, of the human competence.

There are two aspects of performance which are use and usage. According to Widdowson (1978) usage is the manifestation of the knowledge of language system; on the other hand, use refers to the

realization of the language system as meaningful communicative behavior. The distinction of "usage" and "use" is based on the notion of "effectiveness for communication" This means that an utterance with a well-formed grammatical structure may or may not have a sufficient value for communication in a given context.

### **Communicative Competence**

Richards and Schmidt (1983), say "Strategic competence is the mastery of verbal and non-verbal communication". They add that it has two main roles to compensate for breakdowns in communication and enhance the effectiveness of communication; whereas, Kilfoil and Walt (1997) add that it is "...the ability to make one's meaning clear in a variety of ways". However, Hymes (1974) introduced the idea of communicative competence as "this has become generally defined as 'the socially appropriate use of language'".

Communicative Competence refers to a series of Competences such as grammatical, sociolinguistics, discursive and strategic competence. The first competence known as Grammatical Competence is defined by Kilfoil and Walt (1997) as the "correct application of rules of grammar but not explicit knowledge of grammatical rules". According to them, it is also referred to as linguistic competence. Besides, Canale and Swain (1980) say that it deals with features and rules of language vocabulary, word formation,

and pronunciation, sentence formation to understand and express accurately the literal meaning of utterances.

The second one, refers to the ability speakers have to produce sentences according to the communicative situation, this is the Sociolinguistic Competence. Speakers usually know when, where and whom to say things. The third one, known as discursive competence refers to the ability speakers have to be able to use the different types of discourse.

To conclude, there is a competence which refers to the knowledge speakers have to maintain communication known as strategic competence. Therefore, this competence accounts for the strategies language users have to be understood, and to understand others; gestures, expressions, mimics and intonation are among others some of the most strategies used.

### **Contrastive Analysis Approach**

Contrastive analysis might be considered as an investigative approach based in each one of the elements used within a language. In Wikipedia it is said that contrastive analysis was used extensively in the field of Second Language Acquisition (SLA) in the 1960s and early 1970s as a method of explaining why some features of a target language were more difficult to acquire than others and according to the behaviorist theories prevailing at the time, language learning was a question of habit formation, and this could be reinforced or

impeded by existing habits. Therefore, the difficulty in mastering certain structures in a second language (L2) depended on the difference between the learners' native language (L1) and the language they were trying to learn.

The theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated by Lado (1957); he claimed that "those elements which are similar to the learner's native language will be simple for him, and those elements that are different will be difficult". While this was not a novel suggestion, Lado was the first to provide a comprehensive theoretical treatment and to suggest a systematic set of technical procedures for the contrastive study of languages. This involved describing the languages using structuralist linguistics, comparing them and predicting learning difficulties.

Contrastive Analysis, along with Behaviorism and Structuralism exerted a profound effect on the second language acquisition (SLA) curriculum design and language teacher education, and provided the theoretical pillars of Audio-Lingual Method. In its strongest formulation, the Contrastive Analysis Hypothesis claimed that all the errors made in learning the L2 could be attributed to interference by the L1. However, this claim could not be sustained by empirical evidence that was accumulated in the mid- and late 1970s. It was soon pointed out that many errors predicted by Contrastive Analysis were inexplicably not observed in learners' language. Even



more confusingly, some uniform errors were made by learners irrespective of their L1. It thus, became clear that Contrastive Analysis could not predict learning difficulties, and was only useful in the retrospective explanation of errors. These developments, along with the decline of the behaviorist and structuralism paradigms considerably weakened the appeal of Contrastive Analysis.

Contrastive Analysis Approach refers basically to the main theories and positions. One of those is the Behaviorist Theory; but first of all, it is very important to know that behaviorism is an approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. It is a form of materialism, denying any independent significance for mind. Its significance for psychological treatment has been profound, making it one of the pillars of pharmacological therapy.

According to Culatta, the behaviorist school of thought ran concurrent with the psychoanalysis movement in psychology in the 20<sup>th</sup> century. Its main influences were Ivan Pavlov, who investigated classical conditioning, John B. Watson who rejected introspective methods and sought to restrict psychology to experimental laboratory methods and B.F. Skinner, who sought to give ethical grounding to behaviorism, relating it to pragmatism.

Culatta also claimed that the classical conditioning is the process of reflex learning investigated by Pavlov through an

unconditioned stimulus. This is a disciplined account of our common sense experience of learning by association, although; that is often much more complex than a reflex process, and it is much exploited in advertising.

Atherton (2009) affirms that “the operant conditioning is when an organism emits a behavior that means, when it does something, the consequences of that behavior are reinforcing, it is more likely to emit or to do it again”. What counts as reinforcement, of course, is based on the evidence of the repeated behavior, which makes the whole argument rather circular. He also says that “learning is really about the increased probability of a behavior based on reinforcement which has taken place in the past, so that the antecedents of the new behavior include the consequences of previous behavior”.

### **Error analysis**

Closely related to the study of inter language are two traditional approaches: Contrastive Analysis and Error Analysis. Researchers from the 1940s to the 1960s conducted Contrastive Analysis systematically comparing two languages. Charles Fries (1945), one of the leading applied linguists, stated it in this way. “The most efficient materials are those that are based on a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.” By the 1970s, however, their positions about the predicative power of Contrastive Analysis and

about the relationship between L1 and L2 learning faced serious challenges. Empirical research seemed to show that significant learning difficulties are not necessary due to the differences between L1 and L2; Corder (1967) made five crucial points....

First, we should look for parallels between L1 and L2 learning, since these are governed by the same underlying mechanisms, procedures and strategies. Second, errors are evidence of the learners' in-built syllabus, or of what they have taken in, rather than what teachers think they have put in: intake should not be equated with input. Third, errors show that L1 and L2 learners. Both develop an independent system of language, although it is neither the adult system .....nor that of the second language but is evidence of a transitional competence. Fourth, errors should be distinguished from mistakes. Last point, errors are significant in three aspects: they tell the teacher what needs to be taught; they tell the researcher how learning proceeds; and they are a means whereby learners test their hypotheses about the L2.

Although, there is a number of definitions of error as the one made by Norrish (1987), who says that "error is a systematic deviation, when a learner has not learned something and consistently gets it wrong". Another definition is given by Cunningsworth (1987) which says "errors are systematic deviations from the norms of the language being learned". It seems that the phrase "systematic deviation" in these definitions is a key word which can be interpreted as the deviation which happens repeatedly.

Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish (1983) says that "...a mistake is an inconsistent deviation". That is sometimes the learner gets it right but, sometimes wrong. However, Richards (1985) states that a mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. From these two definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule or rules that he actually knows; in other words, a mistake is a non systematic deviation from the norms of the language.

### **Linguistic, affective and social factors that influence second language acquisition**

According to Muriel (2006), Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as a young children, and to the process of learning that language. The new language or the additional language that we are learning is called a second language (L2), even though; it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL) which refers to any language that is the aim or goal of learning.

There are numerous factors affecting the process of second language acquisition. It most frequently occurs in a classroom situation, which means fewer hours in which learners are exposed to language comparing to first language acquisition. Moreover, there are many things happening in classes that disturb the process, such as embarrassment and fear of making mistakes, lack of motivation to learn or unwillingness to sound foreign because of lack of sympathy towards the target language culture. Two Factors that influence second language acquisition are Linguistic, and non-Linguistic Factors. Non-linguistic Factors are social, affective and linguistic.

According to Holmes certain social factors refer who are you talking to, the social context of the talk, the function and topic of the discussion which turn out to be important in accounting for language choice in many different kinds of speech community. Ellis (1994) in his book the study of second language acquisition examined in what ways specific social factors affect L2 learning. With regard to age, it has been found that younger learners are generally more successful than older learners, possibly because their identity is less threatened by target-language norms. In the case of sex, mixed results have been obtained, but female learners generally outperform male learners in language classroom setting and also display more positives attitudes. Male learners do better in listening vocabulary; however the effects of social class may depend crucially on the setting; in language classroom that emphasize formal language learning, working-class

children are often less successful than middle-class children, whereas there is some evidence to suggest that in immersion settings they do just as well. The core factor and the one that has attracted the most attention is ethnic identity. A normative view emphasizes the effect of cultural distance on L2 learning; learners who are close to the target language culture are likely to outperform those who are more distant. A socio psychological model emphasizes the role of attitudes.

The relationship between attitudes and L2 learning is bidirectional and dynamic, and it is likely to vary to setting. In general, learners with positive attitudes towards their own ethnic identity and towards the target culture can be expected to develop a strong motivation and high levels of L2 proficiency while also maintaining their own L1. Successfully L2 learning is also possible, however in learners with non integrative attitudes towards the target culture. Attitudes based on learners' sense of ethnic identity can also affect the nature of the interactions in which learners participate. Learners who are status and person centre are more likely to converge on L2 norms and therefore more likely to be successful learners than those whose solidarity with their own in group encourages divergence.

It is clear that the relationships between these four factors and L2 learning are extremely complex. It should be recognized that it is

not age, sex, social class or ethnic identity that determine L2 proficiency, but rather the social conditions and attitudes associated with these variables. Also, the factors interact among themselves, and their effect on learning depends to a large extent on the setting. Any conclusions, therefore, need to be cautious.

On the other hand, the influence of affective factors on how well a foreign language is acquired has been discussed by a number of writers in the field. Krashen (1985) and his associates, for example, advance the notion of an affective filter, those affective factors or emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. They function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. These negative emotions prevent efficient processing of the language input.

Research on affect in language learning is still strongly influenced by Bloom's taxonomy, which describes the affective levels of receiving, responding, valuing, organization, and self-characterization through one's value system. Furthermore, researchers believe that language learners all possess an affective filter which affects language acquisition.

If a student possesses a high filter they are less likely to engage in language learning because of shyness, concern for grammar or other factors. Students possessing a lower affective filter will be more

likely to engage in learning because they are less likely to be impeded by other factors. The affective filter is an important component of second language learning.

Although, some researchers continue to propose that a low level of anxiety may be helpful, studies have almost unanimously shown that anxiety damages students' prospects for successful learning. Anxiety is often related to a sense of threat to the learner's self-concept in the learning situation, for example if a learner fears being ridiculed for a mistake.

Second language acquisition is defined as the learning and adopting of a language that is not your native language. Studies have shown that extraverts or unreserved and outgoing people acquire a second language better than introverts or shy people. Logically, fear will cause students not to try and improve their skills, especially when they feel they are under pressure. Just the lack of practice will make introverts less likely to fully acquire the second language.

In contrast to non linguistics factors, are linguistic factors which are phonological, morphological and syntactical. Phonology refers to the sound systems of different languages and the study of such systems generally. Transfer of the segmental structure from L1 to L2. Transfer of phonotactic constraints. Morphology refers to the composition of words in different languages and the study of such systems generally and Syntax refers to the linguistic study of



grammatical relationships of words within sentences, such as ordering and agreement.

### **Language interference**

The difference between standard English and another language can be great, more marked of course, than the difference among various dialects of the same language. Many college students today have learned English as a second language. They may continue to speak their first language at home and in their community and English at school. But because languages differ so significantly in idioms, pronunciation, and grammar, strict translation from one to the other is rarely effective. With both languages available to the mind of the bilingual speaker, transference of some of the conventions of the first language into written English is quite common. Of course, these half English constructions are considered errors by readers. They do not conform to the standards of written English. Sometimes the writers have used a perfectly logical structure in the first language, generalizing it to a principle of English. But the result is considered wrong. It is important to realize that this kind of error is not merely a careless mistake. The thought that has gone into the analogy between the two languages needs to be channeled into recognizing the contrast in the two languages. Once aware of some basic contrasts, any writer can look out for cases in which they would be likely to occur. By reinforcing the distinctions between the

language through observation and practice, the writer learns to separate the languages.

All speakers of second languages could benefit from learning the contrasts between their first and second languages through observation and practice. Of course, the form of Spanish speakers speak their native language reflects their social status and where they come from. How much formal Spanish the students know and how often they speak it also contribute to the frequency and kinds of interference from Spanish to English. And the social level of the people with whom they most often communicate in Spanish will influence vocabulary and grammar, the two most common types of interference from first languages. Despite differences in the backgrounds, some general contrasts and common interference errors are worth nothing because they are the source of confusion in the English many bilingual students.

Sharwood (1983) says “language interference is the influence of a first language in interpreting the second language”. While Stanciu (2009) said that “Language interference also known as linguistic interference, cross-linguistic interference or 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. It is most often discussed as a source of errors (negative transfer)”. Although where

the relevant feature of both languages is the same, it results in correct language production (positive transfer)". The greater differences between the two languages, the more negative the effects of interference are likely to be. Stanciu (2009) also mentioned that "interference is most commonly discussed in the context of ESL teaching, but it will inevitably occur in any situation where someone does not have a correct command of a second language".

Stanciu (2009) mentioned that "mechanism interference may be conscious or unconscious. Consciously, the student may guess because he has not learned or has forgotten the correct usage. Unconsciously, the student may not consider that the features of the languages may differ, or he may know the correct rules but be insufficiently skilled to put them into practice, and so fall back on the example of his first language".

Odlin (1989) provides another description as "Positive Transfer which refers to the positive aspects of language interference are less often discussed, but they can be very important. Generally the process will be more positive the closer the two languages are, and the more the learner is aware of the relationship between the two languages". And he added that "Thus, an English learner of German may well correctly guess an item of German vocabulary from its English equivalent, but the word order is more likely to differ. This

approach has the disadvantage that it makes the learner more subject to the influence of false friends.

## **DESCRIPTION AND ANALYSIS OF RESULTS**

Learning an additional language broadens our minds and enriches our personality. Being able to speak a second language gives us a well deserved feeling of confidence and comfort. Also, it provides us new opportunities such as traveling abroad, knowing new people and cultures. Nowadays, English is used as a Universal language and it is a tool used in almost all the fields. When people learn a new language there is often an interference of their native language.

However, it is important to point out there are many differences between the syntactic structure of Spanish and English which sometimes is used in the spoken form causing an interference or language transfer instead of helping in the understanding and comprehension of an expression.

Among the three speakers who participated in this project there is a similarity. All of them have traveled abroad and they have had the opportunity to improve their English through the interaction with native speakers. These experiences have been a great help for carrying out this research and for identifying the level of interference of the native language using the indicators showed below within the variables grammar structure and lexicon.

## **Omission of the subject pronoun**

Most of Spanish speakers have interference of their native language in the use of the subject pronouns because the grammatical structure in Spanish indicates we can omit the subject of the sentence, while in English that cannot happen. An example made by one of our participants is the following sentence. "I think\_\_\_ is important" (as it is shown in the first example in the interview of the chart number one) which in Spanish means *pienso que es importante*.

As we can see, in Spanish the subject pronoun **it** was omitted, that is the reason of the native language interference in the target language. The correct structure should be "I think it is important". So, in English it is necessary to mention the pronoun.

In a study of Chicano children from 5 to 9 years of age conducted by Politzer and Ramirez (1973), based on speech samples collected by having the children describe a silent movie they had watched. The results were interpreted as indicating that Spanish influence was the major cause of error as shown by such mistakes as in the omission of the pronoun in sentences such as (He) pinch the man, (I) likes him, then (he) flew away.

In a further discussion topic Politzer (1974) noted that there is ample evidence that many of the mistakes made by second-language learners are similar or identical to the mistakes made by children in the process of first language acquisition.

The problem of the Negative Transfer on English Learning is not just from Spanish to English. In a study made in China by Xiaoru Wang (2009) in the XianYang Normal University with a sample of 10 students from the Math Department and 13 from the Chinese Department was found that when learners try to translate Chinese into English, the negative transfer from mother tongue will influence the interpretation of subject because the subject in Chinese sentence can be missed. So we can miss the subject when conveying something and there exist a lot of zero subjects in Chinese sentence.

In one small-scale study by Phinney (1987) at the University of Puerto Rico, compositions by ESL/EFL students who had received 12 years of English in school were found to include sentences that lacked subject pronouns (e.g., \* Is my brother instead of He is my brother). In two studies by White (1985, 1986), adult intermediate-level ESL students were asked to make grammaticality judgments regarding sentences with missing subjects. Both studies found that Spanish Speakers tended to accept subjectless English sentences more than French speakers. (French is not a pro-drop language.)

Finally, according to the studies showed above and the results and evidence from other studies indicate that the preference for missing pronouns is carried over when speakers of pro-drop languages (languages that do not require a subject pronoun) learn English.

Some of the most common errors about this indicator made by the participants are shown in the chart one, in the interview, lecture one and two. (Results section, page 11)

### **Use of the definite article**

There are some instances of foreign language speakers in the inadequate use of the definite article. As it is known the indefinite article “**the**” is used to refer to a specific object that both, the person who speaks and the listener know.

In English we only have the definite article **the**, this word will always precede the noun that is determining. Unlike Spanish, in English we do not distinguish between masculine and feminine, singular and plural forms in the articles and adjectives. So the English definite article is equivalent to the Spanish articles “el, la, los, las”. That is why most of Americans get confused and they do not use these articles in an appropriate way in Spanish.

Sometimes, English nouns can or indeed must be used without an article; this is called the zero article which is a speaking behavior where the articles **the** or **a** are not used. This type of article is used when there is a generalization rather than a specific location (e.g., She is in hospital). Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since a learner's native language may lack articles or use them in different ways than English does. Although the information



conveyed by articles is rarely essential for communication, English uses them frequently (several times in the average sentence), so that they require some effort from the learner.

The following sentence shows the interference caused by the first language “I want to talk about **the** luck” In this example the word “**the**” is not necessary because we are referring to a non-countable noun, so this kind of literal translation of Spanish into English is not appropriate according to the English syntax. (Results section, page 12)

### **Use of the indefinite article**

The inadequate use of indefinite articles in English is very prominent in Spanish speakers because of the interference made by the use of their native language. Sometimes, they get confused in the rule and in the use of these articles because in Spanish there are different indefinite articles such as; **un, una, unos, unas**; so people think they are equivalent to the articles **a** and **an** in English. That is why Spanish speakers sometimes use these articles before plural nouns. Some examples found within this research are the following expressions which are showed in the chart two within the interview and lecture 1. The examples are; “a couples, a some examples and a experience”. As it is shown, the three examples above are incorrect; the first two are plural and the third one does not follow the rule

which indicates the indefinite articles are used to refer to an specific object (just one). The article “**a**” is used when the noun starts with consonants, while the article “**an**” is used with vowels as the following illustration; I’m **a** doctor. or She is **an** engineer.

Frauenfelder (1974), who studied the acquisition of gender marking among English-speaking children in a French immersion program, found that although the children made many errors in gender on articles, they never confused the definite / indefinite contrast.

That Dulay and Burt found their Chinese learners acquiring articles so early might be attributed to the scoring method: they did not differentiate between a and the. Finally Fathman who administered an oral-production task (SLOPE) to Korean- and Spanish-speaking children, found a generally similar ordering on various grammatical forms for these two groups. A close look at her data, however, shows a very large discrepancy in the children’s performance on articles: the Korean children, whose language has no article equivalents, performed poorly.

Thus, we conceive the order of acquisition of English grammatical morphemes as resulting from an interplay of at least two factors. One factor, consisting of variables such as frequency and salience, seems to direct the order of acquisition toward a universal order. But a second factor, transfer from the native language,

modulates the order so as to produce differences between learners of different language backgrounds.

Apart from the inadequate use of this indicator, the omission of the indefinite articles was found as another common error in this research. All of them, are shown in chart number 3 in the lecture number 2. (Results section, page 12)

### **Double Negation**

This indicator is one of the biggest errors provoked by Spanish speakers. It is really easy to understand why Spanish speakers use it incorrectly because in Spanish, it is normal to use two negatives in the same sentence for example; “no tengo nada”. As it is shown before, there are two negatives in the same expression the first one is the word **no** and the second one is **nada**; if this expression is translated in a literal way to English would be “I don’t have nothing”, which in English is considered substandard because the two negatives contradict each other. For that reason, it is important to point out that in English it is better to use just one negative as it is illustrated in the following sentence. I don’t have anything or I have nothing. The words **don’t** and **nothing** are negatives. In this research, the participants did not have any problem with this kind of indicator so; there was not any interference of the native language.

## Pluralization of Adjectives

Another big difference between English and Spanish is the pluralization of adjectives.

The adjectives rank next to the nouns and verbs in importance. They have received the name of Adjective, because they are intended for the purpose of being added to a principal word to determine, limit, describe, or qualify it; or, to use the more general expression, which we employ as including all these purposes, to modify it. The adjective may be considered the chief modifier.

Pluralization of adjectives is produced because in Spanish, adjectives reflect the characteristic of the noun. For example, if the noun is feminine, the adjective will have a feminine ending. If the noun is plural, the adjective will have a plural form. For example, with the sentence, *los patos blancos son más rápidos que los negros*, we are referring to a masculine and plural noun. So, according to the grammatical rule in Spanish the adjective has to be in masculine and in plural form.

When speakers use their native language, and translate it literally from English to Spanish the sentence will be *the whites ducks are faster than the blacks ones*. This sentence is wrong because in English there is not a pluralization of adjectives. Instead of adding **s** or **es** at the end of the adjective, it is used in the singular form, but it becomes plural when the noun is plural. For example, *the white ducks are faster than the black ones*. In this sentence, the

nouns are plural, so it is implicit the adjectives are plural too. It is important to indicate that all the participants did not make any mistake using adjectives. They use them appropriately.

### **Prepositions**

This Latin name preposition, indicates what is placed before. It has been given to this class of words because, at least in one of their functions, they are placed (in Latin almost always, and very generally in other languages) before the noun which, with them, forms a complex modification of some principal word.

Prepositions are a vital part of a language and it's hard to build a sentence without them. In Spanish, prepositions are easy to understand, since they are used the same way as in English, the only difficult part is how to use them, especially because one preposition in Spanish can mean many prepositions in English. Like the preposition "en" which means not only (in, on) but also (at, about, by, on top of, upon, inside of and so on).

Sometimes, a divert meaning arises when students expect that a word in English will take the same preposition or adverb as in Spanish. Of course, sometimes, a change in these particles amounts to a complete change in the meaning of the word it goes with.

This is a reason for non native speakers getting confused, so they prefer to make a direct translation of the preposition as it is illustrated in the following example made by one of the participants.

“I found these newspapers in the floor”. This sentence is illustrated in chart 4 in the lecture 1. If we examine this sentence we can realize the word in is not correct because in English it means something or someone is inside a place. But in that case the participant meant the newspapers were found on the floor, which means on a surface. In my opinion, non-native speakers have an inadequate use of prepositions because their use is very difficult and sometimes it is complicated to understand and as an illustration of chart four. (Results section, page 13)

### **Word Order**

Each language has its own structures and rules. It is very difficult to adapt ourselves to a different structure; and our native language interferes a lot in this point.

The difference in the order of the words signals the difference in meaning. Spanish also has pairs of sentences where a difference of meaning is signaled solely by a difference in word order.

The majority of non native speakers do not know how to formulate a good question, they get confused and they translate everything literally into the target language. Even though, there is a case which is very vulnerable such as the use of adjectives. The position of the adjectives within a sentence is often forgotten because in Spanish the adjective normally goes after a noun while in English it is the opposite.

Some examples made by one of the participants from this research are the following sentences which are showed in chart 5 in the lecture 1 and the interview. The first sentence is; “because the knowledge English I got” and the second is “you can take a paper out?” As it is shown before, in the first sentence the word order is not correct, the word **English** should be before the word **knowledge**; while in the second sentence, we have a question so the verb supposedly must be first and the pronoun after it. (Results section, page 14)

### **Use of False Cognates**

False cognates are also known as false friends. They are words that are sometimes written in a similar way in Spanish but actually they have a different meaning in English. The use of this indicator is caused by the lack of vocabulary, but often it is caused because non-native speakers get confused between the native language and the target language. The most common error made by our participants was the word **career** as it is illustrated in chart six within one of the interviews and in the following example; I had to study my **career**. This sentence is wrong because the participant is trying to say she had to study her major or degree. Therefore, the word career is confused with (carrera universitaria) in Spanish, but it refers to (una carrera profesional ). The correct translation for carrera universitaria is degree. In conclusion, the literal translation of some words

produces interference in the foreign language and misunderstanding as in the interviews and lectures given by our participants and showed in chart 6. (Results section, page 15)

### **Invented Words**

According to this research, the use of invented words could cause many difficulties as the misunderstanding of an expression or a whole sentence.

Obviously, the use of invented words is made by the lack of vocabulary and confidence in the target language; so people who do not know the second language very well look for loophole and try to express their thoughts or feelings through the invention of new words; that sometimes bore no relationship to English or Spanish as the following words hackear, deletear, vacumear and so on.

One of the invented words made by one of our participants was the verb **to capt**, which is not part of the English vocabulary, and according to the meaning of the sentence the participant wanted to say captar or entender in Spanish which in English is equivalent to understand or to get. This and more examples about invented words are showed in chart 7 in lectures 1 and 2 and in the interview. (Results section, page 15)



## **Grammar Structures**

According to chart eight within the variable Grammar structures the speakers who participate in this study did not present any kind of errors in the indicators related with negation, pluralisation and position of adjectives.

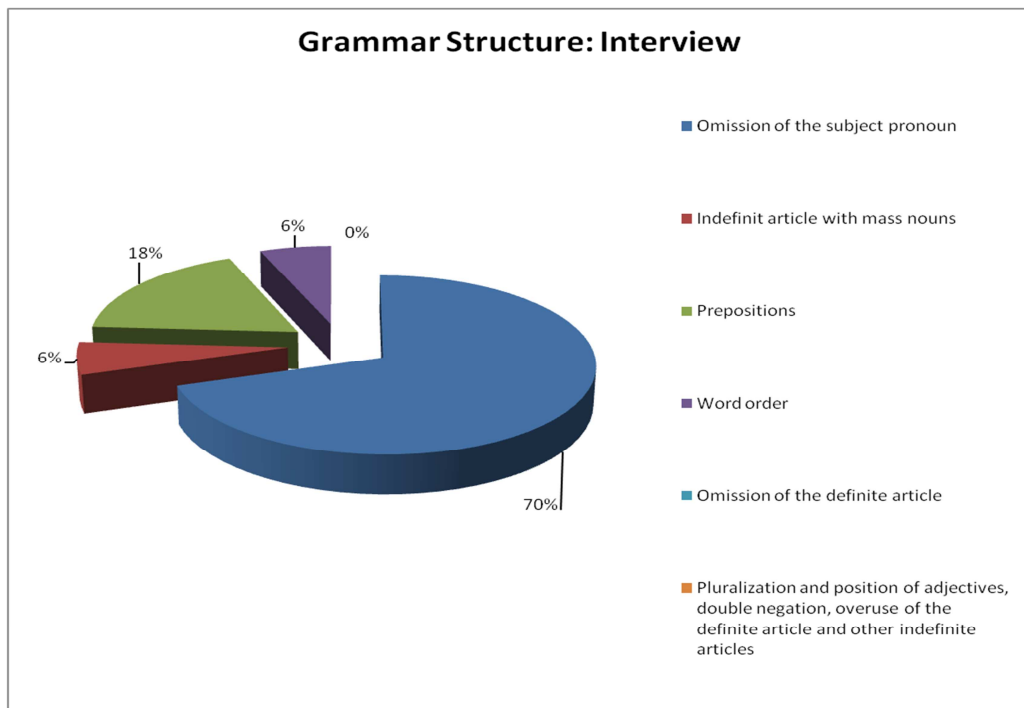
However, it has been found a representative number of errors in the omission of the subject pronouns; seventy percent in the interview, forty four percent in lecture one and seventy five percent in lecture two. This numbers mean there exist more interference of the first language in this indicator than in the others.

It is important to point out that in Lecture 1 and 2 the frequency of errors made by the participants are 27 and 24 respectively. A frequency of 17 errors was found in the interview which corresponds to a little bit more than half of errors in the lectures. This shows us at first glance that the participants had fewer errors in the interview than in the lectures. I consider that the participants had more errors in the lectures 1 and 2 because they had duration of 20 to 25 minutes, while the interviews were only from 10 to 15 minutes which it is a little bit more than half of time in the lectures 1 and 2. Therefore, it has been made an equal number of errors per unit of time: 27 errors in 20 minutes (lecture 1) = 17 errors in 10 minutes (interview). (Results section, page 16)

In this research, it has been shown how the interference of the native language exerts great influence in the foreign language. The most frequent errors made in the interviews and the lectures performed by the Spanish speakers were in the variable grammar structure in the indicator of the omission of the subject pronouns. These errors were made due to the difference and the direct consequence of the syntactic structure involved in both languages. The preference for missing pronouns is carried over when speakers of pro-drop languages (languages that do not require a subject pronoun such as Spanish) learn English.

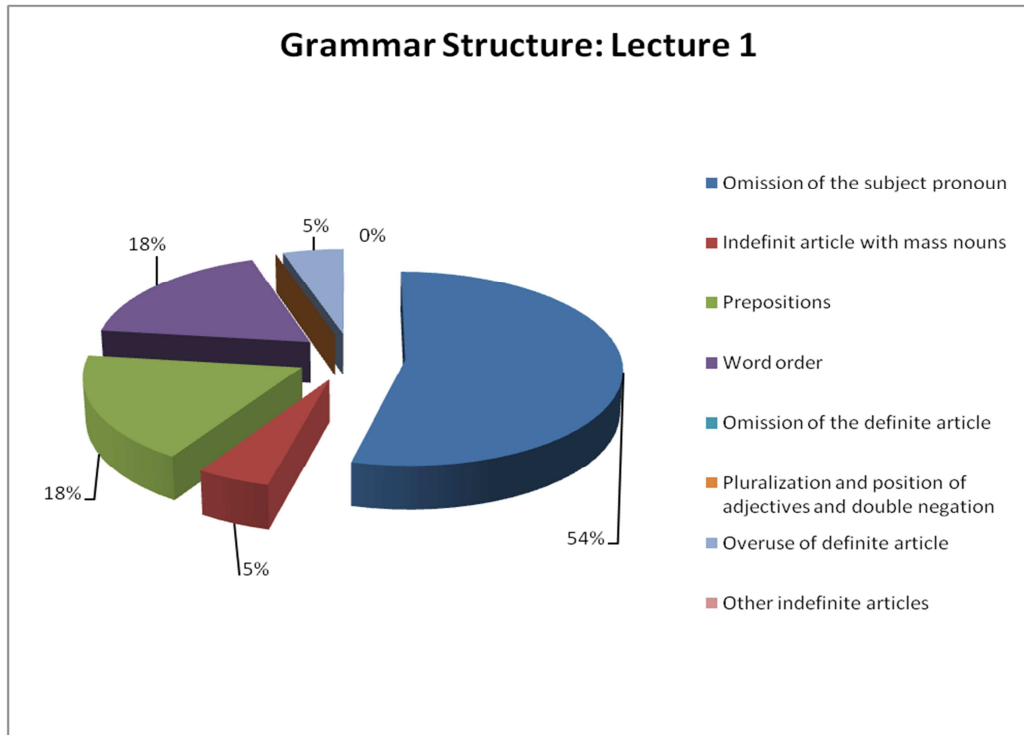
I think another reason of this result is due to the time the 3 participants had for preparing and performing this lecture, since the time given for this lecture was longer (a month) than for the interviews and lecture 2 (fifteen days).

**Figure 1**



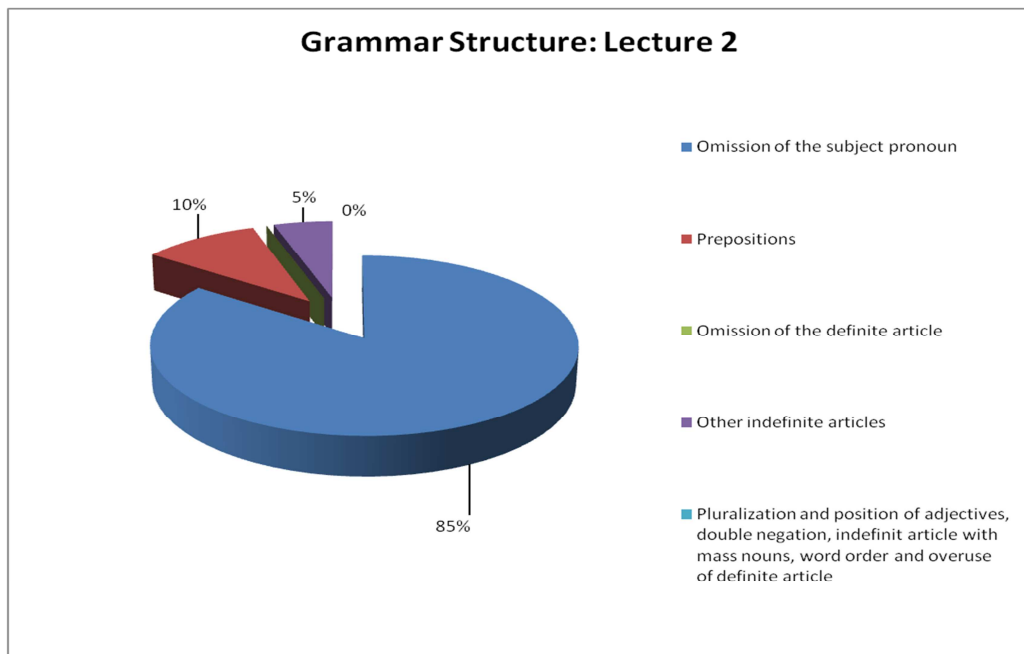
**Author:** Ana Karen Henríquez Romero

**Figure 2**



**Author:** Ana Karen Henríquez Romero

**Figure 3**



**Author:** Ana Karen Henríquez Romero

## **Lexicon**

A difference was found between the two indicators from this variable. The three participants have shown a majority of errors within the indicator false cognates 60% interview, 100% in lecture one and 77% percent in lecture two rather than the indicator invented words.

It is important to raise awareness that in the interviews there are fewer errors (5 errors) made than in lectures 1 and 2 (9 errors) within the variable lexicon. The explanations of these results are detailed above, in the variable grammar structure: 9 errors in 20 minutes = 6 errors in 10 minutes. These results mean the participants have more interference of Spanish in the indicator False Cognates. Students normally take it for granted that these similarities also occur at the plane of the signified but, unfortunately, this is not always so. The result of all this process is that semantic features from one word in L1 are ascribed to its cognate in L2.

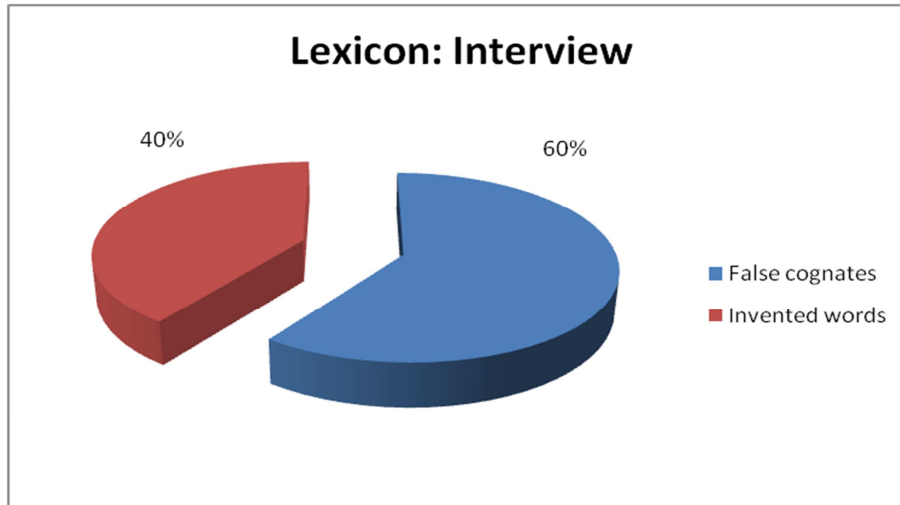
(Results section, page 16)

Within this variable, two indicators have been chosen for this research which are the use of false cognates and invented words. The first one has to be with words that are sometimes written in a similar way in Spanish but actually they have a different meaning in English.

As we can see a major number of errors have been made in both figures 4 and 5 within the indicator false cognates because of the lack of vocabulary and confusion about some words used in the participant's native language but they are not compositional or

straightforward in the function of the meaning and its parts in the target language.

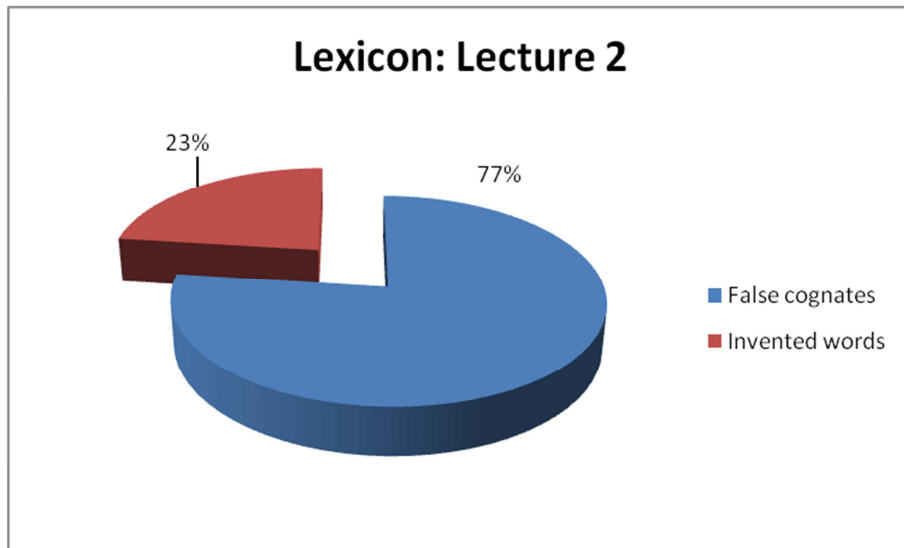
**Figure 4**



**Author:** Ana Karen Henríquez Romero

It is important to point out, that lecture 1 was not drawn because the errors made in this activity were only in the indicator false cognates with a frequency of 9 which corresponds to 100%. That is why the figure is not necessary.

**Figure 5**



**Author:** Ana Karen Henríquez Romero

## CONCLUSIONS

- ✚ The present study has focused on the problem of how correspondence of speakers of two languages can provide a sufficient basis for explaining the possible origin of grammatical errors made by native speakers of one language when learning a second one.
- ✚ This study has shown that people often rely on their knowledge of one domain when learning a new similar domain. A similar situation seems to be the case for language learning where Spanish speakers learning a second language use much of the knowledge they have of their native language.
- ✚ The results in this study show that there are considerable differences between English and Spanish, and that the contrasts between the two languages influence the acquisition process of the target language.
- ✚ The difference in semantics and syntax between English and Spanish produces a negative interference between the native language (L1) in the spoken target language (L2) in the foreign language learners.
- ✚ The preference for missing pronouns is carried over when speakers of pro-drop languages (languages that do not require a subject pronoun) learn English.



- ✚ The indicator omission of the subject pronoun within the variable grammar structure shows the greatest number of errors with a frequency of 12 and a 70% in the interview, with a frequency of 12 and 44% in lecture 1 and with a frequency of 18 and 75% in lecture 2.
- ✚ L1-transfer affects article semantics, not only article omission transfer affects meaning as well as form.
- ✚ The lack of structure pronoun-verb-complement in Spanish where it is used the structure verb-complement without necessarily being preceded by a pronoun is the reason that there is more interference in the indicator omission of the subject pronoun within the variable grammar structure.
- ✚ Most errors caused within the variable grammar structure were in the omission of the subject pronoun **it** because Spanish speakers do not use it.
- ✚ The indicator false cognates within the variable lexicon presents the greatest number of errors with a frequency of 3 and a 50% in the interview, with a frequency of 7 and a 100% in lecture 1 and with a frequency of 7 and a 77% in lecture 2.
- ✚ Lack of vocabulary and transposition of meanings of similar words in both languages but with different meanings were due to more interference in the indicator false cognates within the variable lexicon

- ✚ The length of experience in the management of foreign language and the degree of knowledge of grammatical rules influenced the absence interference in the indicators position and pluralization of adjectives and double negation in the variable grammar structure.
- ✚ The frequency of errors in all participants and all activities remained constant per unit time.

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# **ANNEXES**

## Questionnaire

**Theme:** Native Language Interference in the Spoken Target

**Language:** A case study of three (3) speakers of English as a foreign Language.

1. Why did you choose to learn English? And no another language?
2. How much time did you spend learning English?
3. Did you study in any place else or not?
4. Which are the factors that have helped your learning process until achieve a high level of pronunciation and fluency?
5. Do you think Spanish has been good or bad for the target language?
6. How has influenced Spanish in the English Learning process?
7. What motivated you to learn English as a foreign language?
8. Which are the benefits you have had as a good command of English?
9. In which professional activities do you apply the mastery of English as a foreign language?
10. Do you have any familiar and social activities where you use this foreign language?
11. Do you have any message for people that they don't know if they want to study another language?
12. Do you apply English in social activities or familiar activities?
13. Would you give us a message about the experience that you have learned English?
14. Do you recommend people to learn English?



## **INTERVIEWEE 1**

**Interviewer:** How you learned English?

**Interviewee:** Well, one year ago I had a bout a program here in the San Francisco University, so I thought why not, why not to learn another English sorry language. With this experience has been really good learning English here. I started in the level number 3, so in a few days I will be finish the whole program.

**Interviewer:** Why did you choose to learn English? And no another language?

**Interviewee:** Well, when I was doing my thesis work because I need to get my certification as a biologist, all the books were in English, so was to learn English because I had to read a lot of books in English to do that work.

Interviewer: **Okay. How much time did you spend learning English?**

**Interviewee:** Well, I started when I was in school but you know is not a real English, Well I began to learn here I learned really really good English and I spent like 6 months learning English.

**Interviewer:** Did you study in any place else or not?

**Interviewee:** No, this is the place where I learned.

**Interviewer:** Which are the factors that have helped your learning process until achieve a high level of pronunciation and fluency?

**Interviewee:** Okay. It is really useful because I can communicate with people from other countries and sometimes I work as a touristic guide, so it's really helpful to try to...I don't know to talk with other people from another place and try to explain things and try to...When I have to buy something is.. I don't know completely in other language I can read and say we yeah this I can or not.

**Interviewer:** Do you think Spanish has been good or bad for the target language?

**Interviewee:** It's good you know because the alphabet is similar with English I mean in English right?

So, is similar some words are similar between English and Spanish so is not... was useful too..

**Interviewer:** So you think it's better to know Spanish than another language

**Interviewee:** It's better what do you mean with better?

**Interviewer:** For example if you know Chinese?

**Interviewee:** I don't know, but I think it's better Spanish.

**Interviewer:** How has influenced Spanish in the English Learning process?

**Interviewee:** No, it's good influence learning Spanish in the process to learn English too. But sometimes it's a kind of Spanglish, you can mix the words into Spanish and English. So that is not good to do right? But at the end was good Spanish to learn English.

**Interviewer:** What motivated you to learn English as a foreign language?

**Interviewee:** Because I like. I like to learn about languages and I like English.

**Interviewer:** But what motivated you?

**Interviewee:** Oh.. my thesis work

**Interviewer:** That's why you study?

**Interviewee:** Yes.

**Interviewer:** And any person?

**Interviewee:** No, I had to study my career. That's my motivation to start to learn another language.

**Interviewer:** Which are the benefits you have had as a good command of English?

**Interviewee:** Well, as I said the benefits that you can communicate with people from another place, you can express your thinks in another language too. You can...I don't know when you need to buy something and if it is in another language you can read the

instructions. I don't know, maybe understand maybe what the product talks about or what the product mean.

**Interviewer:** In which professional activities do you apply the mastery of English as a foreign language?

**Interviewee:** Well, I apply it in my career, I'm a biologist so, I apply it in that way, and too when I work as a touristic guide.

**Interviewer:** Do you have any familiar and social activities where you use this foreign language?

**Interviewee:** No, no really I don't know, maybe I use English only when I'm working.

**Interviewer:** No friends?

**Interviewee:** No, Yeah friends too. When my friends come from other places I use English.

**Interviewer:** Do you have any message for people that they don't know if they want to study another language?

**Interviewee:** Yes, I just want to say that people that want to learn another language is very helpful, is very helpful, because you can. I don't know, open door is an open door where you can I don't know get some benefits in maybe your career maybe if you want to look for a job is very helpful because people say if you know another language. So, if you say yes it would be helpful for you.

**Interviewer:** An experience that you have?

**Interviewee:** Experience? Yes, for example when I was looking for a job, the people who make the interview asked me if I know some language and I say yes English, and they say good. This is a good point for you in your résumé thing. So I got a job by knowing another language.

## **CONFERENCE 1:**

Hello guys how are you today? Today I want to talk how humour heals. I don't know maybe if you got humour sense it would be really useful for you to listen the things that I want to talk to you. Okay?

I want to start with a some example about a humour I want to talk to you a bout a experience.

I had to spend a week or so in the hospital last year. A minor ear infection turned into some major problems for my immune system. I was fairly depressed and frustrated one night after my doctor had given me the news that still more tests would be needed, which meant another few days in an uncomfortable bed with people poking and prodding at me.

As I thought about it, the pain began again, and I was sure that my condition might only become more serious. About the time I began to wonder if I would ever see my own home again, my best friend from high school stopped by. She was, quite literally, our class clown. She always had great joke on the tip of her tongue. She was the mascot at the football games because her antics were so funny. Even now I can't help but smile when I think about her.

Two hours after she left, I felt great. I had no pain when I woke up the next morning, and that evening, all of my test results were positive. A miracle? Actually, yes. Study after study has indicated that humor has interesting healing powers.

One way that humor can help to heal is that it literally changes our outlook on life. As we laugh, we have trouble seeing life's difficulties the same way. Suddenly, our problems don't seem quite as bad. Humor allows one to distance him from a painful physical or medical

situation while also acknowledging that he or she is in such a situation.

This change in perspective is a powerful healing force. Distancing yourself from a distressing situation allows you to view certain circumstances from a more objective perspective, and this can help you extract powerful emotions that focus on your pain or sorrow. In doing this, you do not reject the painful circumstances surrounding you, but acknowledge the reality of your situation - the good with the bad.

I have read that recent mental health studies have shown that laughter can stimulate areas of the brain that release endorphins, helping us to see our situation more clearly.

I think that the benefits of humor, though, aren't all mental. Humor triggers laughter. According to physiological studies, the laughter, in turn, stimulates our cardiovascular systems by increasing the rate at which the heart beats and contracting the muscles. In fact, one study suggested that laughing one hundred times per day is the equivalent of spending ten minutes on a rowing machine.

I read too that one study went so far as to suggest that the benefits of laughter reach far beyond our body system. "Laughter reduces levels of certain stress hormones which suppress the immune system, increase the number of blood platelets.

The healing power of humor is wide-ranging in scope and situation. Though medically, the interesting healing powers of humor are still being studied by many scientists, humor clearly heals the spirit - a part of every one of us which is often neglected by medicine and science. So, in these words you can laugh every time that you can.

Seeing the humor in our painful or emotional situations can free us from the chains we have built around ourselves, helping us to recognize that life is more than anger or pain or sorrow, but that it is full of humor and the contagious sound of laughter.

Another thing I want you to know is the health benefits of humor and laughter. I want to read something I found in the Internet. This is an article written by *Jonathan Swift*.

Humor injected at the appropriate time can make a dull and down moment a fun and exciting one. However, often neglected, is how beneficial humor and laughter can be for our health. Here is just a partial list of those benefits. For example humor and laughter:

- Reduces Pain Perception
- Stress Level Reduction
- Anti-depressant
- Enhances your immunity
- And Cardiovascular workout!

Well guys, we are going to talk about pain reduction. We can outline three possible ways in which laughter and humor can help reduce the perception of pain. Shifts our attention, our perception of our pain increases the more we pay attention to it. Humor can be used to distract our attention away from our pain. Reduces muscle tension. When we feel pain our natural reaction is to tense muscles around the painful region of our body, worsening the feeling of pain. In addition, we can sometimes find ourselves in pain due to tension itself, such as when we have tension headaches. Laughter can cause the loss of tension in the skeletal muscles and thereby reduces and sometimes relieves pain when tension exists. And three, may help create endorphins. According to *The Laughter Prescription* by a Dr. Laurence J. Peter and Bill Dana, studies show that laughter may help

produce the bodies natural pain killers known as endorphins:

Another sign that laughter can help is stress reduction. Stress is impossible to escape from. Actually, every time we have to adapt to new situations (or believe we do) or anytime we feel strongly about anything we experience some level of stress. If we were not to feel stress, we may not be living at all. However, much of our stress is self imposed, coming from our anxieties and by nonproductive worrying. Having a humorous outlook can help diffuse our anxieties and can give us a broader world view in which we are less likely to worry about trivial things. In addition, as we mentioned previously the act of laughing reduces tension providing us with muscle relaxation.

Maybe if you laugh, it could be anti depressant. Humor can help with depression in a couple of ways. First, having something to laugh at can distract somebody from their feelings of disappointment, guilt and lack of self-worth. A reprieve from these feelings may lead to an openness to a positive self image. The second thing is having a humorous perspective implies having the ability to step back from one's immediate perception of the world and see the world through a wider lenses. By cultivating this humorous outlook, one may be able to see themselves more objectively and outside their normal negative thought patterns.

Watching funny tapes of Richard Pryor Live temporarily boosted levels of antibodies in saliva which help fight off infections such as colds. The second thing is people who reported using humor often as a means of dealing with stress consistently had higher baseline levels of these antibodies. And the third thing is people who supposedly have a "strong" sense of humor do not have the expected drop in immune function following exposure to stress.

Cardiovascular Workout .- When we laugh our heart rate and blood pressure temporarily rise, we breath faster, oxygen surges throughout our bloodstream, and several muscles get exercised. Our face, shoulders, diaphragm, abdomen, and other muscles are involved when we give out a good outburst of laughter. Laughter is even referred to as "inner jogging" as it can burn up as many calories per hour as a brisk walk.

So the moral in all of this is Laugh hard and laugh often. Your health depends on it. You can. Depend of your sense of humor too.

I want to talk about how can humor be holistic, or even therapeutic?

Because humor is used like a holistic therapy. People who is doing it or practicing it said that Humor can be Therapeutic and it is divided in 3 topics like mind, body and spirit, so I want to talk about hoe this therapy works on mind.

How often are you angry or upset over the events of the previous day? Or, how many times do you find yourself driving in your car on the way to work worrying about your next meeting or a possible confrontation with a boss, coworker or client? In our minds many of us prepare for battle, engage in warfare, and bury ourselves in our own graves before ever stepping out of the car. The stresses of our everyday modern lives hold many of us captives. We relive painful memories of past relationships, past failures, and past decisions only to find ourselves next worrying about future relationships, future failures and future decisions. Here, the most obvious effect of humor is its use as a distractive mechanism, distracting us from our own harmful thoughts. In simple terms, it forces us to look at our present situation in such a way that we feel good. We are either able to see the world in a different context and are able to not take it so



seriously, or we are able to laugh at ourselves. In either case a humorous outlook can help us relax when the stresses of the world seem overwhelming.

How the humor works in the body. The human body, you know has evolved to include natural responses to the environment. When confronted with life threatening situations, such as confrontations with wild animals, our ancestors developed the ability to quickly change their heart rates and increase their adrenaline in preparation to either run away or gear up for battle. This is of course known as the Fight-or-Flight response. However, while our minds have evolved to bring about a more complicated and technically advanced civilization, this fight-or-flight response still remains with us. It is very rare to be faced with a bear attack while placing an order at the McDonald's drive through window. Yet, the stress we feel while driving there, or the stress of having our orders screwed up still initiate the same body chemistry reaction as if we were in the face of life threatening danger. The fight-or-flight response is still active, but instead of being activated once in a blue moon, it's activated when we wake up dreading going to work or school, or when we drive in rush hour traffic, or when we can't find parking, or when we're late for an appointment, or when we're worried about our finances, etc... This constant stress on our body chemistry results in a weakening of our immune systems. It creates an internal toxic build up that we typically do not have a release mechanism for. Now imagine being told that you are sick or that you've been diagnosed with a horrible disease. Wouldn't you be even more stressed out, thereby worsening your body's internal defense systems? That's why humor can be such a helpful therapy. Not only can it be used as a distraction to ease your mind, but also studies now have shown that being exposed to humor can help boost your immune system. In addition, laughing out loud provides a release for your tension. It ain't throwing a punch at

a grizzly, but it's close. So, at the very least humor dulls the pain you feel and at its best it may help aid in your recovery. More so, having a humorous outlook in general helps us defend against the many stress related illnesses that have become commonplace in our hectic modern lives.

How humor works in our spirit. The great wisdom traditions of the world, whether they be from Hinduism and Buddhism from the east, or the three Abrahamic traditions of the west have very similar notions of the human condition. They have described the typical human being as fumbling around the world "half asleep", not being fully aware of his/her own life and surroundings; living as a bundle of preconditioned responses reacting unconsciously to worldly stimulus just as we've been brought up by our cultures to do. The symptoms include valuing material goods as dictated by society, valuing our social status, and valuing other cultural norms. One day you're in high school worried about getting a date for the prom and the next day you're the proud owner of two malfunctioning cars, a mortgage, and a job you hate. Ten years pass by without you even blinking an eye and you're left wondering how you got where you are. Many of us "live in the wilderness" all our lives without ever realizing the world is more than the forest we find ourselves in. Many of us "look" at the world without ever truly "seeing" it. Humor is valuable here in a few ways. Some groups, as illustrated through the Sufi tales compiled by Idries Shah, use humor as a way of "waking" people up from their preconditioned trance. Through the use of a joke or humorous story your regular pattern of thought is jolted. That's what makes something funny. The farther away the punch line is from what you were expecting the funnier the joke. Another, and related, value of humor is it forces your mind to stop neurosing over the past and fretting the future. Instead, it forces you to live in the present moment. When we stop our minds from stressing us out over past

events or future problems we are left with the world as it really is in the present moment, not how we imagine it to be. Take a deep breath. Smell the roses. In our context, relax, pause every once and a while and laugh. And everything that you want.

## **CONFERENCE #2:**

Hello guys how are you today. This is a new class maybe the last because we are finishing the ILE program so, before to start I want to give you a topic because I want to talk about the Luck. You consider a lucky or not lucky person. I want to start saying some words from Thomas Jefferson, he said this. "I'm a great believer in luck, and I find the harder I work, the more I have of it." What, though, is luck? Webster's dictionary suggests that luck is the "events or circumstances that operate for or against an individual." In truth, luck has nothing to do with something operating for or against you. Luck is not a matter of chance, it is a matter of being open to new experiences, perseverance and hard work, and positive thinking. You decide if you are lucky or not. A history about luck

When seventeen year old Steven Spielberg spent some time in the summer of 1965 with his cousin, they toured Universal pictures. The tram stopped at none of the sound stages. Spielberg snuck off on a bathroom break to watch a bit of the real action. When he encountered an unfamiliar face who demanded to know what he was doing, he told him his history. The man turned out to be the head of the editorial department. Spielberg got a pass to the lot for the very next day and showed a very impressed Chuck Silvers four of his eight millimeter films. This was the foot in the door Spielberg needed to start squatting on the lot, a decision that led to his first contract with Universal Studios. Studies have shown that lucky people tend to be far more open to new experiences. Those who are unlucky are creatures of habit, never varying from one day to the next. If you

want to be lucky, add some variety to your life. Meet new people, go new places, and increase the possibility of those chance opportunities the "lucky" people always seem to run into.

Luck, though, isn't just about trying new things. Luck is also about hard work, even when it is, well, "hard." A 1994 study suggested that lucky people are the ones who continue to try, even when they are faced with obstacles. Study initiator Richard Wiseman said, "People have to persevere, they have got to stick at it. People give up too soon. The ones who achieve their goals are the ones when they hit obstacles don't just give up and pack it in, they try again. They find another route. They are versatile, they are flexible, they have got new ways of finding solutions.

Luck can be lack of control over our constitution, circumstances or simply our personal ignorance regarding some factors that affect our lives. However, according to rationalists it is probability taken personally and believing in luck is a result of poor reasoning and wishful thinking. Since the outcome of any action or reaction can be as a result of consequence, then somebody crossing the road and getting hit by a car can easily be explained or rationalized by keeping all the factors involved in such an accident in mind.

Another people believe in changing their lucks by performing rituals and in a way modifying fortune by spirituality to avoid certain circumstances. Yesterday a black cat crossed right in front of me, so I returned home and refused to go outside in case something bad was going to happen. Although, I had to cancel two appointments, I managed to watch my favorite program on TV. Later on while surfing on the cyber highway, I came across Carl Jung's "Synchronicity", which he described as "a meaningful coincidence". I was a bit disappointed for being a superstitious person, yet to certain extent thankful to the little black kitten for making me relax and enjoy a quiet afternoon.

Whether, we want to believe in luck or not, feeling lucky can be the predictor of our level of success and joy in life. Dr. Richard Wiseman, author of the book *The Luck Factor*, was curious about people who are consistently blessed with good fortune. For eight years he studied 400 people who considered themselves either particularly lucky or unlucky. As a result, he has proved scientifically that luck isn't a coincidence. Lucky people think and act with specific behaviors that open the way for good things to happen. They expect success, moving beyond the "glass-half-full" power of positive thinking. One way Wiseman measured this, was by asking all 400 subjects to count the number of photographs in a newspaper. In the third page there was a large advertisement that boldly declared, "stop counting! there are 43 photographs in this newspaper." Lucky people noticed, laughed and kept on counting. Further along there was another advertisement that read "stop counting! tell the experimenter you've seen this and win 150 pounds (Sterling)." Pounds are the currency from England. Once again, the people who considered themselves lucky consistently noticed the advertisement. In contrast, the 'unlucky' ones flipped right past them. What would you have done?

Fortune often emerges from the ashes of a problem. During the acceptance speech for his first of thirteen Grammy awards, Duke Ellington said "I merely took the energy it takes to pout, and wrote some blues.". Lucky people have automatic psychological techniques to cope and thrive in unfavorable situations. Such people strengthen their intuition by regularly quieting their minds, using practices like meditation, prayer, and eliminating unnecessary conversations. It feeds a relaxed attitude about life that expands resilience and builds momentum for the cycle of good fortune. Besides, it always makes me feel better if somebody wishes me good luck in steps I am about to take. So good luck to you all in anything you are planning to do this beautiful summer, in your vacation after your ILE program.

So, I want you to ask you something

Why do some people get all the luck while others never get the breaks they deserve?

A psychologist says he has discovered the answer and this psychologist said that, ten years ago, I set out to examine luck.

He wanted to know why some people are always in the right place at the right time, while others consistently experience ill fortune.

He placed advertisements in national newspapers asking for people who felt consistently lucky or unlucky to contact him.

Hundreds of extraordinary men and women volunteered for my research and over the years, He have interviewed them, monitored their lives and had them take part in experiments. Here are some tips from Professor Wiseman.

The results reveal that although these people have almost no insight into the causes of their luck, their thoughts and behavior are responsible for much of their good and bad fortune.

Take the case of seemingly chance opportunities. Lucky people consistently encounter such opportunities, whereas unlucky people do not.

Dr. Wiseman carried out a simple experiment to discover whether this was due to differences in their ability to spot such opportunities.

He gave both lucky and unlucky people a newspaper, and asked them to look through it and tell me how many photographs were inside.

He had secretly placed a large message halfway through the newspaper

saying:

"Tell the experimenter you have seen this and win £250."

This message took up half of the page and was written in type that was more than two inches high.

He revealed something about anxiety. It was staring everyone straight in the face, but the unlucky people tended to miss it and the lucky people tended to spot it.

Unlucky people are generally more tense than lucky people, and this anxiety disrupts their ability to notice the unexpected.

As a result, they miss opportunities because they are too focused on looking for something else.

They go to parties' intent on finding their perfect partner and so miss opportunities to make good friends.

They look through newspapers determined to find certain types of job advertisements and miss other types of jobs.

The doctor Wiseman found something about Self-fulfilling prophecies

And he said that Lucky people are more relaxed and open, and therefore see what is there rather than just what they are looking for.

His research eventually revealed that lucky people generate good fortune via four principles.

They are skilled at creating and noticing chance opportunities, make lucky decisions by listening to their intuition, create self-fulfilling prophecies via positive expectations, and adopt a resilient attitude that transforms bad luck into good.

Towards the end of the work, He wondered whether these principles could be used to create good luck.

He asked a group of volunteers to spend a month carrying out exercises designed to help them think and behave like a lucky person.

Another thing that he discovered was something about dramatic results. These exercises helped them spot chance opportunities, listen to their intuition, expect to be lucky, and be more resilient to bad luck.

One month later, the volunteers returned and described what had happened. The results were dramatic: 80% of people were now happier, more satisfied with their lives and, perhaps most important of all, luckier.

The lucky people had become even luckier and the unlucky had become lucky.

Finally, he had found the elusive "luck factor".

I want to tell you about the four top tips for becoming lucky. So listen carefully about these tips if you want to be lucky person

Listen to your gut instincts - they are normally right

Be open to new experiences and breaking your normal routine

Spend a few moments each day remembering things that went well

Visualise yourself being lucky before an important meeting or telephone call. Luck is very often a self-fulfilling prophecy

Okay guys, I don't know what do you think about lucky or not lucky people but I want you write about the experience that you have been lucky or not lucky so, see you tomorrow have a nice weekend bye, bye.

## **INTERVIEWEE 2**

**Interviewer:** Hi Alex, thank you for coming and for helping me in this project. I just want to know something else about you okay? So, for this I am going to make you some questions. How did you learn English?

**Interviewee:** Well, I learned English since I were a child, I'm Ecuadorian so I learned English since Kinder Garden and also my mom and my father they always teach me and bought me books in English and everything. After I had the opportunity to travel to another countries, just to visit our families or just to have fun. So, in those occasions I tried to learn like as much vocabulary as I can, also in high school and school, but the principal opportunity to learn English was when I was in Chicago living with my aunt alone. In this city, I tried to learn English as better as possible in my high school because I was studying in a public school as a normal student. In this school there were no English, sorry Spanish speakers. So I had to learn English or I had to learn English, even with signs or everything. You know my sister was there, but I don't see my sister,



because the school was so huge. So even my aunt, she lives in the states for a long long time, at the beginning she starts to giving us some rules, so we cannot speak Spanish even in our house, so that was very good so, I tried to learn English inside my house at States and also in my high school, so that is why my pronunciation maybe is not as a Spanish speaker but as an American citizen.

**Interviewer:** Why did you choose to learn English and no another language?

**Interviewee:** No just for me but for all the world English is very important not just for our knowledge. English opens you the opportunity to know more technology more knowledge even in books in everything. You can go to another country and you can take a mastery in English no Spanish, and opens you a lot of opportunities in job in your knowledge and also in your studies, that is why I choose to learn English and also because you have the opportunity to go to the States, so it was necessary for me to communicate, that's why.

**Interviewer:** Okay. How much time did you spend learning English?

**Interviewee:** Like learning learning English during during my kinder garden and my high school but not for real learning English because in my High School I had a private teacher of ESL, so she teach me how to pronounce to write and everything, also I don't know maybe I don't know, as a regular Ecuadorian student you know, all your life you learn English but, when I was at States it was not like a real study I was not studying studying, I was living and trying to understand and capt all the knowledge of English but it was not a real study study English, so I don't know. Maybe all period that I was not here in Ecuador was my real...my real study of English.

**Interviewer:** Which are the factors that have helped your learning process until achieve a high level of pronunciation and fluency?

**Interviewee:** The necessity to communicate to others. I think this was the best necessity for me to improve my pronunciation, because sometimes as a Spanish speaker you have some problems in pronunciation, but after when you listening other people and sometimes at the beginning they cannot understand you, so you make an effort to pronounce really good the words, maybe in those situations, my goal was to have a really good English, so they can understand me in those situation or those particular moments. Yeah, the necessity you have a communication with other people I think it was the better improvement that I had.

**Interviewer:** Do you think Spanish has been good or bad for the learning process of the target language?

**Interviewee:** I think was good, you know, because a lot of ideas of English have relation with Spanish and vice versa so, a lot of vocabulary comes from Latin and Spanish also, so I think for us is a little be easier to understand some vocabulary that maybe for an ancient citizen will be very hard, so I think it´s a little bit easier for us to understand grammar and understand the pronunciation and even the structure of English, so I think is very good for me to know also Spanish because you can understand some topics of grammar really good.

**Interviewer:** What motivated you to learn English as a foreign language?

**Interviewee:** My family...Well first me myself and after my friends and my family because you know I told you it was a necessity to communicate with my family because they don´t speak Spanish so, I had to know English so I can have a conversation a normal conversation with them.

**Interviewer:** All right. Which are the benefits you have had as a good command of English?

**Interviewee:** The benefits. For example right now I'm teaching English here in Ecuador Riobamba and also it opens you an opportunity maybe in another works\_I'm a graphic designer so, I can understand more about technology more about software because all the new technology comes in English and not in Spanish so, it's really important for me to capt all that information that maybe other people cannot understand. All the technology comes in English, all the knowledge comes in English that is pretty good, not just for me for all the people that knows English.

**Interviewer:** In which professional activities do you apply the mastery of English as a foreign language?

Interviewee: As an English teacher first, principal and second in my career as a graphic designer, yeah... because all the soft wares comes in English. I try to work in English because there are two types Spanish and English. But I try to work in English because the technology comes in English. I don't want to translating.

Interviewer: Do you apply English in social activities or familiar activities?

Interviewee: Yeah, with my brother with my sister they know English and also with my family from states. I speak English.

**Interviewer:** What about your friends?

**Interviewee:** My friends here of the university of course, because they are English speakers and I usually have a hobby that is climbing so they are learning English so, because they know I speak English so they try to speak in English with me, so that's very nice I can help my friends also and they speak English with me not in Spanish even they are Ecuadorian.

**Interviewer:** Would you give us a message about the experience that you have learned English?

**Interviewee:** I think is very important for all people not because is more important than Spanish but it's because opportunities you know that America is the power of the world in all the technology in all the important information about everything comes in English that is why it's very important to understand this language and also English will make you open a lot of opportunities in studies in work in everything not just in Ecuador but in another countries also because when you go to another university or to study a master or doctors the requirement is to know English or to understand English so, I think it is very important to catch a goal in your life to know English is like one step from the others.

**Interviewer:** Do you recommend people to learn English?

**Interviewee:** Of course, I recommend people to learn English and not just English maybe other languages maybe mandarin I don't know or German not just English. The more you know is better for you.

#### **CONFERENCE 1:**

Maybe you have an idea about what I'm going to speak about You are asking why I bring all these stuffs to my class okay?

I did an investigation of three years, okay? Three years of my work okay? Because I am a graphic designer, so before I graduated I start to recollect these news all these news papers because I thought yeah really nice... They are very old and I want to put all these papers in my bedroom okay? So it's so nice. I started to think Why do these people put a woman inside the an announcement, in the news why? And I started to make myself a lot of questions, so what I did is that I started to look in books and to read and I couldn't find the information about my questions. So when I finished my University, I started to recollect information three years before, and I decided to do my thesis about printing press, only printing press in Ecuador. How publicity takes woman inside the announcements do you see? All these announcements have a lot of woman inside Do you see? I decided to search and to find information about all this topic. And all

the topic around graphic designer that maybe for you is not going to make understood but in this case I am going to speak about the important of women inside the printing press in Ecuador but not imaging to study all the history about women inside printing press its' big uuu... impossible ! It's really a big investigation so, what I decided is to start my investigation when the printing press came to Ecuador. So an important news for you to know is the press "la prensa" the big machine the first big machine of press came to Ecuador with the priests for religious ideas, so they could make books in Ecuador because it was so expensive, very expensive to bring books from other countries to Ecuador and to make the indigenous learn about Catholicism learn about religion. And because al ot of convents a lot of nuns and a lot of priests wanted to know more about religion. The priest "los jesuitas" they brought this machine to Ambato. Thanks for the help of Juan Montalvo and the priests that were living in Ambato. So, my investigation starts when the print of the press came to Ecuador until the 1940's where you can find a little bit of change between the old or the first printing announcements press, you just see a little bit of change as the design colour and pictures and you will see a little bit of difference before and after. So, I am going to describe it for example: I'm going to divide my description in 3 periods. What I'm gonna do is the first period. The first period is for example where Ana Karen has a little bit where you cannot find any picture, only letters a lot of funny information maybe for us because we are going to find a lot of information. For example you have a party and you want to invite I don't know party in Riobamba in any part of Riobamba so, you make a printing press announcement and you are going to see I invite all my friends and classmates are invited to my beautiful house that is located in the street Chile and La Valle, so a lot a lot of information, no pictures no illustrations nothing like just letters, big letters, and only one kind of letters, so for that tome it was okay, maybe they decorate with some

artistic ornamental things like flowers or something but women pictures not, and only one colour white and black. Do you wanna see it okay you can pass it out all over the class. The times were changing you know a lot of foreigners came with more information with more technology with new ideas. See, inside the news papers it was the only way to make announcements to sell to bring to interchange products. A lot of boats came from Europe what we were buying in Ecuador was soup, tooth paste, anything that has to be with cleaning products, combs, shampoo a lot of liquids soda, alcohol a lot of wine and beauty products and a lot of clothes for men and for women. In those big boats you are going to find a lot of the information from Europe came to Ecuador. We started to put some graphics in the second period, simple graphics inside the news. And the second period you can see it here. You are going to find bottles because Ecuador was a really good place to sell alcohol, any time not just today , see the cleaning products for our body they were important. Why? Because in Ecuador didn't have much water before. So, in the highland cities we didn't have a lot of water to take a bath. So what we were buying? We were buying perfumes to take that smell. Because people before they didn't take a bath many times or everyday, so it was because we had a problem with water, so we were buying shampoo and toothbrush toothpaste from Europe and also liquor and technology. The first typing machine the first telephones and all those stuffs that were new for us. So people started to imagine how can we sell more and more this new technology in Ecuador? So, in Europe they found that women were very important in the commercial business. In Europe they selected women to sell products. There were only illustrations in the third period with women. If you want to sell a toothbrush a woman with a toothbrush was there in the illustration, if you want to sell boots a woman with boots were in the announcement, if you want to sell any kind of product a woman was inside the news in the news paper. For

example; in this picture you see a woman this is a clothing store where you can find boots hats all kind of clothing for men or for women. Also, in Ecuador the principal cities Quito, Guayaquil Cuenca and Riobamba, because Riobamba was very important before, in these four cities we are going to find a really big difference from all the cities around Ecuador because they choose all of the information from Europe and United States to sell products. And you are going to see that woman is very important in Ecuadorian culture. But it is a very interesting kind of woman always inside old news why? Is this a indigenous girl? No. This lady is dressed like an Ecuadorian girl in those times? No. So, you always are going to find really elegant illustrations with pretty woman Europe kind of white. Always white, always pretty women always with the European style very elegant because in those times and even in today you have to find typical pretty woman to sell products. We are treated as products, not just today but sorry before I have to say also. So, all the time you are going to find a European in white aspect in illustrations. What is the characteristic of the third period? You always are going to find for example in one colour letters with illustrations and women and all kind of announcements for example you see? Elegant woman with European style. To sell umbrellas women with umbrellas to sell pills you are going to find a woman taking a pill, all kind of announcements with woman but all in white and black. This happened until maybe the beginning of 90's. You are going to find only one colour. The illustrations were better and better everyday and another technology and ideas came from Europe and What did they do? The illustrations almost disappeared when the photographs came. When the photographs came the pictures take the place of the illustrations and maybe for a period of time illustrations almost disappeared. We are only going to find a lot of pictures but also with women. Now pictures with women. This is a pharmacy "una botica" because before inside pharmacies they make the medicine. Here is a

typical picture a woman inside an announcement. Pictures a lot of pictures Because they found a lot of pictures in the news. At the beginning only the important people can use pictures why? Because they were very expensive only rich people can have a picture, important families have pictures, indigenous, poor people? They were not allowed because it was very expensive. You have a few and maybe I count with my fingers pictures of indigenous or poor people why? Because they were not typical for foreigners. So, tourists came to take pictures of these strange man or this strange flower or this strange or weird or not typical for them, so only for scientific information. But it was typical to take pictures, they have to keep like no moving maybe for 20 minutes, like this, not moving. So it was very hard to take pictures only in those times. That is why it was very expensive also. After this third period you can find illustrations and pictures right? Only in black and white. People started to find that you can put colours in news papers, not just pictures, not just illustrations. So, people started to get better in the design of the publishing stuff. After in the fourth and last period you are going to find that Ecuadorian people organized in a better way the space of the announcement, they reduce all the information and they just put the important information. For example: this is an announcement in white and black. A woman is there. In this case they are selling cigarettes, but what is really important before? What do you see before and after? In the first period you had a lot of information, only letters in this one you are going to have a lot of free space. It's more empty, the illustration is bigger. It's more important the illustration the image than the information. The first important thing in the last part is the woman is the centre of the attention and after the center of the attention you are going to read the information. At the beginning, this was very important because there was a big change from before and when they put some colours inside the announcements you are going to find only 5 colours, red, green,



yellow and black. The principal colours only those, because there was very expensive. Because if you want to print a news paper with colours for example this. This is a real news paper and the first. It was really big and after if you want to find an announcement like this. This was made in serigraphy "serigrafia" before they had to make each colour one time one time one time it was made by hands each news paper. This news paper was painted four times, so four times each news paper. Maybe they printed 100 or 200 news papers, imagine doing 200 news papers four times. It was very hard to do these printing press and also the illustrations very difficult. You use acids, you use models to do these announcements, and also women again, here you are selling Pilsener "cerveza". This is first beer of Ecuador I found these news papers in Riobamba in the floor broken so, very broke I asked in the bookstore Can I take that paper?. Yeah, sure. So, I took it and I tried to keep this news paper as my treasure because they don't know the importance about these old papers. Because you can see our culture, how woman are important not just before but today also, so with colours you are going to see a lot of announcements like this Do you see? After they change, they mixed the colours and they had this a little bit purple. They found maybe that colour may impact. And the colour with the image about woman it was very important to sell products, no just today but before also they founded we are very important in the commercial business. So, as today for example; you can open any magazine. This magazine what is in the cover? A woman. If you want to sell any product the first thing or the most important thing is woman. I thought that this was going to be really common. I knew that women were very important before and today, but there is not information about women or the importance of woman in a scientific investigation or book that tell us that we are important. The negative thing is that woman was treated from the beginning as a product. Believe it or not that is true. We are a product , an important and powerful product to

sell. I think today a little bit the situation is changing but it still we are the most powerful product to sell products. As you can see not just in Ecuador in all Latin America and all the world you are going to find different kinds of announcements depending on the language, depending on the culture, but the common thing that you are going to find is woman inside all the printing press, all the time. If you want to ask me some questions about maybe anything that you want to ask me about printing press or what was the most important maybe that made announcements was Quito, Quito Guayaquil and Riobamba, Cuenca no to much, because Cuenca it was a rich city, but in those times Riobamba was very important and I was very surprised because I was searching Cuenca = , Quito yeah , Guayaquil, yeah but Riobamba had a very important information in graphics in illustrations. We had a lot of magazines in the library where we can find information. We don't know the importance of this information. So, Do you have any questions about my presentation?

## **CONFERENCE # 2:**

Good morning. Today my exposition is going to be about the importance of death in the Ecuadorian culture in the highland Amazon and coast region, we are going to start with the first and main point that is what is death for our culture. Our culture has a lot of synonyms of death depending of each culture and each person. But the most important thing that our culture thinks during all the centuries is that we have all kinds of ways to go to death, so this is represented by all kinds of graphics, all kinds of visual communication during the cultures, for example; we are going to start talking about how highland regions represent death, for example Puruhaes is a typical culture from Chimborazo they represent death in their tattoos in their ceramics. They believe they have another life after death, they represented with mythological gods inside their designs. Most of their designs are very common for

example; eagles. The eagles was very important animal. They represent power. They represent a lot of important things like for example power and spiritual powers that the Puruhaes have in those days. You can find a lot of eagles inside plates, inside glasses or inside tattoos. Today we know that they were used inside clothes, because our indigenous were the first in the world to use clothing even before Egyptians or any other culture in the world, so this was a representation of the highland. Another representation of the highland is the Panzaleo culture is in Tungurahua. They use a lot of birds to represent freedom to represent death but they have another kind of meaning of them. They have a meaning for example; when you death you go to another level of life just your body stays here, but your spiritual powers go in another way like the birds. They are very free like today the hippy movement is also with our Panzaleos. They thought that they were free when they die. Also we can find a lot of birds in their designs in clothing in ceramics in all kind of tattoos; they also make tattoos with the pigments of flowers and with blood of animals. In general all the highland culture, death had a lot of importance because our people used to live in the nature so, the power of nature is very important for them and even that is very important because all the mystery that this topic has and because of the culture like we don't have like a scientific proofs in those days so, they thought that maybe the nature is the most powerful thing in life, not god. They believe in a lot of Gods for example; mountains, tigers, a lot of white animals depending of each region, but death was one of the most important powerful thoughts in those days. They move everything around death. Even mummies, they had mummies for example Inca had mummies, even after death they mummified this person and this person has power. They gave the mummy food, they gave power, they were also owners of land after death. So Tupacyupanky, his others fathers before him they were owners of a lot of power until they had the possibility to change that when a very

very poor period where they cannot find a lot of food, because all these mummies were owners of the land, they cannot plant or do anything with those lands because they were not from the indigenous. After a few period of poorness, they changed these laws and they changed also that the indigenous can in the way the can use this land for food for them and to use this land and not just for the mummy. So even after death Tupacyupanky and all those emperors of the Incas but not just Incas because Incas came from Perú and other cultures have a lot of another religious, customs and a lot of and a lot of indigenous culture that were not from Perú. So they decided to mix Peruvian culture with our culture to mix it and to have a very powerful and religious culture of that always surrounded by death. You can see a lot of this death culture. Let's talk about that inside of the tombs where you can find a lot of great designs about animals, they can find a lot of animals spiritual gods but most of them were animals for example llamas or condors a lot of birds or mountains or a lot of eagles, curiquingues, I don't know, it's a typical bird of Chimborazo region, where they were gods they were small birds like eagles, and they have really colours like white black and also yellow and orange. These were very important in those days. This was about the highland. What about the coast? In the coast you can find a lot of the culture surround the death for example; the Valdivia culture they had a very very very big culture. It's one of the most important cultures not even in Latin America but even in the world because is the one of the most ancients cultures that they develop a communication system, communication graphics inside the sand around the ocean. So they use a lot of graphics inside the ceramics inside the fashion designs they use conchas, oysters and they use espondidos. What is a spondidos? Espondidos is a very powerful oyster in those days. They use these oysters like a representation of power in death. Also all the people who have like these oysters, that means that this person has power. They used to put these oysters

inside the tomb when the people die with another kind of representative and important things for the people. For example they put some.. I don't know how to say... they are called casupus are all those recipients where they put all the skeleton inside and they put decorative things, they put food they put even the animal of the owner they kill the animal of the owner and they put inside this person so, they represent that they go to another life with the most important things for them. After for example if it is the mother that die. They put this tomb next to the tomb maybe of her father or her mother or her son depends on what person died. And they make this kind of ceremony , very important ceremony, they make like a temple. They put the tombs in a circle, the most important person goes in the middle with the most important things and around that person you put a lot of tombs where all the family goes so, even the ocean was very important. You can find a lot of religious and mysteries around death. They believe that animals even in the highland and the coast, they believe that animal have powers. This power can be translated to people in dreams and also in the nature. How do they thought about that? They use a lot of plans, for example in the highland. They drink , I don't know some kind of cactus called San Pedro. San Pedro is like a cactus, it is like a drug. SO they can take it in small sizes, they boil this cactus and they made something like a soup. It's not like a soup but the eases of these cactus and they drank this thing. This is like hallucination so they were stone, so they imagine a lot of things, so they represent nature because it was very important for them because nature and also death because they don't know what happened after they died. They didn't know what happened. So, thought that the animals and plants had a lot of powers and these powers came inside their body and they started to see things and to imagine things. That 's why they created a lot of gods, they created a lot of mystery surround death and also in the coast. They have like some kinds of mushrooms "honguitos" or

something. They have a typical name. I called them mushrooms because they are similar like those but each one of these plants have a lot of powerful chemical reaction when they eat it and they eat it inside food in special ceremonies that they have surrounded death. Because they were like having a religious ceremony for mummies and even for animals and they always have ceremonies for nature. For example when they want to have more rain they had ceremonies for nature and after they had also a ceremony for the death people or the deadness like in general. Also the stars were very important in the Ecuadorian culture and the planets, the space because they thought that the stars or space were very important in death. They thought that the spiritual gods go to another level and they were representing La Cruz del Sur. La Cruz del Sur was this union of 4 stars were they saw inside to represent the gratefulness of living and they also see this constellation in the sky you know where they can have a real true time to plant their food. Also they represent a very important thing that is called the Dualism. The Dualism is for example they represent for each thing, everything has its opposite for example the jing jang, they had this philosophy for example; each woman has a man, a bad thing has a positive thing that is why is called Dualism and it's also related to death because they think that when you are good in life, you go to a better and a good spiritual level, when you die. This is very important, because all the things that they do are based on this law, this is like a very important law in our culture, like a ying yang, like a cause and effect always like a cause and effect, and you also see this law inside the communication, the graphical communication in tattoos, so you can find a lot of these designs in the ceramics inside the tombs, and this is related with the geometrical graphics; for example: squares, triangles with points and something like that. It's really common to use it but it's because of this law. Every reaction has its cost. This is also in the coast or in the highland. Now, in the Amazon is very different, you know the jungle has a lot of

trees, has a lot of nature and they also have another kind of gods. They think it was good thing when they were speaking about death. They also use a lot of plants, for example; yucca or a lot of plants inside the jungle, they also had a chemical reaction on the people so, they thought that animals have powers and they have mystery powers, so they can use those powers inside the person, and also death is really important. They use this representation of animals, leopards, tigrillos or butterflies or snakes, they use a lot of snakes. They use all kind of animals and plants surrounded about death. We cannot find tombs around death in the Amazon because of its weather all the things that they did, they are ready damage, so we cannot find a lot of graphical proofs to show this but, how we know it's true? It's because our religious even today they use the same rituals that in those days because they don't have like as much contact like with our culture Occidental culture as the indigenous from the highland or the indigenous from the coast. Practically they lost the culture. So, as you can see even today, Los Guaraníes, they use to do a lot of culture with a kind of liquid called chicha. This chicha is a liquid or drink made of yucca where they boiled this liquid and it's also very powerful and it's very important this ritual around death. You can only do this ritual if you are accepted by this group of people that live there. That is very important for them. In the Amazon they think that they have another life after death or they can take like another...reincarnation. They believe in reincarnation. They believe after the death they can come to our life inside an animal or inside of a plant. They also think that spirits gave a special person powers to kill another person. The name of this person is the casique or the shuar the shaman. Now shamans are really famous in Ecuador because they are the most powerful person inside the community. If you are not accepted by this shaman, maybe all the community is not going to accept you. It's all about religious, it's always surrounded deadness. For example; if you don't accept any gift that they give you.

They can give you like a kind of plant or some kind like a mystery penalty all is surrounded by death. You can die, so you are going to die if you don't drink this. You are going to die if you don't do this, so today is even dangerous to go to the Amazon because they have until today their religion and their thoughts about dead. They are really inside their culture. In general not even in Ecuador even in all Latin America we have a lot of cultures. Death is really important; we can find deadness inside all kind of graphical representations, communicational representations inside religion, political. Deadness has been very important not just for today, but was very important, always was very important not just for Ecuador for the Egyptians for the Indians. All the religion is surrounded by death, always even if they don't have one god, because they were polytheists a lot of them believe in God, so even in those days that was the most powerful custom or thought even today.

### **INTERVIEWEE 3:**

**Interviewer:** Hi Joe. I just wanna make you some questions, so I would like to know how did you learn English?

**Interviewee:** Hi Karen. Well, How did I learn English I forgot how I did it but well.. I'm Ecuadorian, I was born in Guayaquil but I moved to Riobamaba when I was 3 years old. When I came here I was in Despertar Kinder Garden, so I learned a couple of vocabulary in Despertar... Do you know this place? Angelita she is from Australia and she was my English teacher. So it was good because I learned like basic words. Afterwards I went to elementary school which was La Salle elementary school and I think I learned a couple of word there but not really that much. When I went to high school. I was in San Felipe High School I remember that Carpio Mr. Carpio fue my teacher and my second was Guambo licenciado Guambo I think like my first second and third year I learned a lot in San Felipe, but all



this time besides learning English in high school in my school and kindergarden I remember that when I was 7 years old. All the time since I was 2 until I graduated from high school I was always attending to different language School here in Riobamba, so I went to many different schools here in Riobamba like the one I spent the most of my time was in this place Mundo Idiomas was the name of this place and the lady who was encharged of this program was I forgot her name but I think is the grand daughter of the owner of the Cellus hotel. Anyway, it was a very good thing for me because she learned English in England. So I think I picked up like a little of English words as well as the pronunciation. I also went to the Politécnica, to Espoch, I finished all of the programs they have there. I also went to a couple of 2 or 3 more different institutes in Riobamba. When I moved to Quito for university I was learning English in the university but at the same time I was attending this World Street Centre, it supposed to be a good institute in Quito and that was a very good institute for me to learn more English, Before that, when I was in fourth year in high school, when I was like 15 or 16 years old I had this opportunity to go to England and I went to England when I was 15 years old and I spent there 3 months. So I think in England that was my first experience I needed to use English for my daily things and I think I improve both knowledge, pronunciation in speaking, fluency all these things. So I think England was the key point . It was the changing point in my learning process in my life. Afterwards, I came back 3 months later and it was definitively, I was able to speak to any one on the street even any foreigner any gringuito in the street. T was able to talk to them. When I was in university in Quito I stayed in Quito only for one year and then I moved to the Unite States. I went to Nebraska and I spent in Nebraska 4 years. By the time I went to Nebraska I didn't believe that I had enough English to get English classes, so I was afraid of my English I was not very confidence. So, I took English classes for 2

months I was enrolling in this intensive English program in Nebraska. Then, afterwards, I felt like English was gradually flowing on me. So I was able to really you know maintain a serious conversation with any body in any topic. Gradually, I think until now I keep learning new words I mean as a teacher with the different experiences, different songs that we have to do. So I think this process will never end I don't know even in Spanish.

**Interviewer:** Why did you choose to learn English and no another language?

**Interviewee:** Why, why did I choose? I think no the guilty person but the main person to give credit that I know English, I think is my mom. My mom has been that kind of person who was always pushing me to learn a different thing in high school or outside high school, so that's why since I remember. Oh my gosh! I think attending like all kind of different classes like piano classes, guitar lessons, karate, theatre, a lot of things I was taking like swimming lessons you know in "La Brigada" so I was always involved with something like extra school activities. So, yes definitively, my mom she was always helping me to try to learn English, but I think I like it. She did the same with all my brothers. I have a brother and 2 sisters, and she did the same thing with my cavils' but no body really follow through the way I think. So, I think I like it but I don't thing that I have a reason why I chose to learn English, maybe I was just forced to, and gradually I thought I enjoyed it. Once, I learned English when I was in England I realized Oh my goodness! This is very serious, very important. Then I get more motivated, so I think after coming back from England I felt more motivated to study more English.

**Interviewer:** How much time did you spend learning English?

**Interviewee:** How much time did I spend? Well, as I said well, this whole process started when I was in kinder garden until now. So, it has been 23 years so far.

**Interviewer:** Do you think Spanish has been good or bad for the learning process of the target language. I mean, for English.

**Interviewee:** I think it was extremely good. Definitely, both Spanish and English we have some many similar words. That was a very good help for me to be able to know some vocabulary in English because I spoke Spanish. Yes, it was good definitely.

**Interviewer:** Which are the benefits you have had as a good command of English?

**Interviewee:** The benefits of being able to speak a different language were so many. Well I was able to study in a different country in a different language. I was able to get the previous in job when I was in Nebraska to my English knowledge. I think is important not to know only a language but if you know more than that is very well. I mean you can have many doors open for you in the future and I felt that when I was in the States. Many different things, being able to work in this university right now because of the knowledge English I got when I was in the States. So, I would say like not only monetary benefits like money, but also I was in Japan for 6 months a couple of years ago. I felt like I didn't really have any problem with the language in that country because I spoke English if I wanted to know where went to go I just ask to any high school student they answered me where I go. So I think it was a benefit.

**Interviewer:** Do you use English in familiar and social activities?

**Interviewee:** no that often "O Sea". Not as much I would like. I have a daughter, she is 5 years old and I always try to talk to her in English but honestly sometimes I forget because my wife doesn't speak English and she goes back to Spanish all the time. Of course it's hard to maintain this conversation because she doesn't speak English but I try ... only with my daughter I try to talk to her. I have 2 nephews. They were studying in this program in this university and I try to talk to them in English to my nephew and to my daughter.

Besides that, like outside this work I don't really practice much English no only with my daughter as I said.

**Interviewer:** Have you gotten a message from this experience?

**Interviewee:** A message from learning English. I definitely tell people who... some people doubt they hesitate whether not they need to learn English but I guarantee them that if you are able to speak English not only speak it but if you speak it very well, I mean you are going to have so many great opportunities in life. So, I always try you know, to convince this message to people, especially teenagers that English is actually a very good language to learn and no matter to which country they travel to, they will still be able to use their English because how world is continuous. Is amazing, among from travelling, technology whatever you want to get any machine or anything. I have the experience from my dad. My dad, hew bough these machines for his business and all these things came in English all this came fro m States and they spoke no Spanish it was a key point to help my dad. So in different things, people will always find so necessarily to speak good English.

**CONFERENCE 1:** So, the idea of this exercise is that I want you to take notes, so you can please take a paper out, because you are going to write down a journal about this for tomorrow, about the conference, so you can write what am I going to be telling you. So, Ana Karen is going to be recording this because I have a very beautiful voice, so the thing is that if you have any question what I'm gonna tell you right now, yes you can ask me questions but at the end. Once I finish so please I want you only ask only one thing.

I wanna talk to about my experience in Japan all right? My experience in Japan. Do you know where is Japan? First, before that, people always asked me why I like to speak about the Japanese culture. And I think is a very good question. I wanna answer that to

you. Well, I think the reason why I like to explain about Japanese culture is because it's a different thing, we have different things here than what they have there in Japan. But I think the most important reason I like to speak about it is because of my experience. As you know I'm from Riobamba, I was born in Guayaquil but I moved to Riobamba when I was 3 years old. When I finished high school I went to Nebraska in the United States to study university. I was studying full Science. Anyways when I was in Nebraska in the college in my university my first roommate was a Japanese guy. So that was my first experience with Japanese people his name was Takashi. Takashi is a boy's name is a male's name is not a girl's name and it's a very popular name in Japan, very popular for boys. He was my first roommate and with Takashi we did many things, we used to play ping-pong and tennis. He was a very nice guy. Takashi was different because he was Japanese; his mom was from United States. So when you look at Takashi his appearance was not clear as a Japanese person. He was like a combination like...he was very white like American people but he has like these you know like these eyes like Japanese guy. Through Takashi I got to know many different Japanese people, for example; in my university. Well usually in most of the universities in United States you always have different groups that make different things, for example; if we had here a very big group or different people from different place around the world, of course if we have like a lot of Chinese people in this university, we could have like a Chinese club or people from Indian an Indian club. But, in this university there were a lot of Japanese people so there was a Japanese club inside the university and the name of this group was Global Friends of Japan and for 3 years I was the president. I don't know why. By the way, so I got in contact with Japanese culture a lot with this organization the Global Friends of Japan (GFJ) that was the abbreviation of this group. The object of (GFJ) was to introduce the Japanese culture to people in Nebraska. So we

organized once a year a Japan night. Japan night was a very famous event and it was like different shows you can see there, try Japanese food. It was like a final program that we have here in the university but only about Japanese things. So you can see Japanese dancing, you could try Japanese food and different thing. Anyway, so that's why I know a little bit about Japanese culture because of my experience. Now I wanna talk to you about my trip to Japan. I went to Japan in November of 2005 and I stayed in Japan for 6 months the main reason why I wanted to go to Japan was because all this time when I was these 4 years in Nebraska studying my university career I realized that all these people, these Japanese people, they had something different. They wanna make everything better and much much better and the next day much better, so I was surprised about that because here in Riobamba Do you have homework for tomorrow? Yes...so, once you finish something here in our culture you done with that. You don't go t the next day but in Japan is different they never finish their things because they always wanted to improve things. Does it make sense? So, my goal to go to Japan was to figure out why these Japanese people were like that why? I wanted to know Why Ecuadorians can be like that. So I was in Japan for 6 months but I spent almost half of my time in a library reading books and the culture about the Japanese system is that when you go to a public library you can find a lot of English textbooks. So I think English was very important for you guys. So, I was able to read and do a couple of research about Japanese culture, about religion, about history, about these different things. The main purpose was at the end of my stayed in Japan I found no answer to mu question, so that was the bad thing. So, I didn't find any answer why Japanese were like that. I think it's just the culture. Is a tradition of thousand million of years of doing the same thing why do not do something better everyday in your life. Something about my trip. So I went to Japan because I wanted to discover this little secret with Japanese people first and

second because when I was in Japan. Is my wife gonna see this? When I was in United States I had a girlfriend her name was Kotsue. I met this girl of course in (GFJ) so I went to her house that's why I was able to stay 6 months in Japan. I mean, It would be to expensive for me to be in a hotel for 6 months. Oh my goodness! Impossible. That's why I was in her house eating her food... no her food but anyways that was the reason. She was a friend she was a very good help for me to do different things in Japan. About my trip I was very lucky to visit 25 different cities in Japan from the North Hokaido is a different island. The most important thing about Hokaido is that everyday in winter time that have the winter festival. In winter festival, this place is so cold that the temperature for 6 months will never go below up 0. So, it's gonna be always below 0 for 6 months. So,, it's gonna be always like a freezing. That's is why all the water that you take from Hokaido is meade ice "está hecho hielo" So in Hokaido n this festival people go there and they take big very big pieces, like the size of this classroom. Pieces of ice and then with shovels, con cuchillitos, with knives whatever they turn this cube of ice into something like a princess dancing, like animals running. It's very beautiful, it's very surprising and this is going to stay in this shape for months because it is very cold. It's like for example if you try to form a shape with an animal in ice you just put this in your freeze in your house. It's never gonna melt. So, Hokayo is like this. So if you go to Japan please you have to go to Hokayo it's a very good place and it's very cheap it's not very expensive to go there. That was the first place I went. And I went to the South to Nagazaki. Nagazaki is way way in the South. So usually Japanese people they don't have this luxury to go to different places because I thing the bad thing in Japan is that it's very expensive. The transportation is very expensive. If I wanna go for example in train everything is by train, if I wanna go for example a distance from here to Quito is gonna cost

me like 300 dollars by train. S it's just crazy , it's out of control the transportation cost.

In winter, I went to sky in Japan and I think the ... I don't the name but they have Olympic games in Japan. But I went to this place and it was very beautiful. So, if you wanna sky I think Japan is a very good choice for you guys. Also I was able to go to many different restaurants. Restaurant is a very nice place to go in Japan. The food is maybe a little bit more expensive than here in Ecuador but it's not like out of control. You can find very good meals if you go to Japan. For example: if you go to this place like Joshinoya. Joshinoya is the name of the restaurant. It's like here Pollo Gus. Is everywhere. Joshinoya is a place where you can find fast Japanese food. It's very good quality and it's not very expensive. You can find a very big lunch in Joshinoya in Tokio in that place in Tokyo only for 2 dollars. That's pretty good, it's like Riobamba. Something I wanna to tell you about restaurants. Something I was surprised about restaurants is this that is called kotatsu . Kotatsu I think is one of the most interesting things Japanese people have. When you go to eat in kotatsu you find a small table it's like 50 cm from the floor and when you go to a restaurant you have to sit down, you don't have chairs and tables like Ecuador. You have to sit down and you knee at the table so your legs are always going to be inside this small table. The nice thing is that this table has something inside, so it's always gonna keep warm this area. It's very comfortable. Another thing I wanna talk to you is the Japanese system to go to the bathroom. The bathroom is very different. Usually, when you go to the bathroom you have like this sitting position like... you sit down on the toilet. But the traditional Japanese when you go to the bathroom you have to squat and it's very good for your health, because when you go in that position it's very good is natural that's why Japanese people are people who they exercise a lot their legs. How many times you go to the bathroom? At least once at day right? So imagine to be like in this



position for an hour. It's amazing, so that is why they have very strong legs. And you can see like people who are 90 or 94 years old they can go down very easily. They have no problem. Here our parents they are like 60- 65 years old and they can't bent , so in Japan because they have this custom , this tradition of going down easily, it's good for them and second you know Japanese people they have the least amount of cancer in their colon in the world. Because of this tradition. It's good for them. So when you go to the bathroom you are gonna see a hole in the floor, but it's very beautiful with really nice decoration. Oh my God! You wanna kiss that No no, You don't wanna kiss that. The language, Do you know any word in Japanese? Japanese people they have 3 different alphabets. How many alphabets do yo have in Spanish? They have 3 different alphabets: Katakana, hirakana and kanyi, so each different alphabet they have a different purpose. Katakana is the very first alphabet that Japanese people have to learn, so if you ask to a Japanese little boy to write down something in Japanese he's gonna use Katakana. This is not about speaking only about the writing . Katakana is also used for foreign words. Words that not are from inside the culture. They use hiragana mainly for sounds and Kanyi is very difficult. Finally the onsean is a hot spring what you find in Baños. But if you wanna go to an onsean you have to be naked. No clothes, completely naked. Of course but girls and boys go to different areas.

## **CONFERENCE 2:**

Hey welcome to this very special conference my name is Joe and I'm gonna explain you guys the milk and yogurt and cheese process. First, Do you guys know what do you have for breakfast? What's the common breakfast for an Ecuadorian guy here in Ecuador? Yes, milk, yogurt, cereal sometimes cheese, bread and egg. I wanna talk to guys first about milk I have some experience about this process because I

was studying science in the United States, so it's the whole process about milk and cheese and all these things. But first hey guys it's just amazing what you find in the industry of there, when you drink milk you imagine that you drink normal milk but actually that you have it's totally a different thing because the industry is a very bad thing. I have to tell you these guys because milk has a lot of changes once you buy it from this bag. The thing is that when you drink milk from the cow directly is very pure and in very good conditions. An industry is always trying to get more benefits, they try to get money, so the reason or the way to make money is that all these companies take the fat and all the protein out of the milk because there are other companies that they pay for these ingredients for a much higher price, so that's the reason why in the milk you get in a bag is not in a natural condition anymore but no worry, it's not gonna kill you, but the thing is that all the nutrition, quality you get is not good enough. So talking about the milk that was the thing I wanted to tell you guys. For example, if we compare the milk with the yogurt has a very similar scenario, because if you wanna make yogurt, yes you need milk but unfortunately, most of the people who produces milk here in Ecuador are people that live in the country side, companies they have to work with people from these communities like indigenous communities around the country side and they have to keep collecting the milk day to day. Usually these people who are giving their milk they also try to change the milk, so they can get more money. And the reason to do that is that a lot of people put water in their milk, so they can get a higher price. Yogurt in the industry, I don't know how but it's amazing that make from not milk anymore they use something called suero and that's a big change because the reason to consume yogurt is because all the properties it has you can find in milk. So in these big companies they take the protein out of the milk, so you don't get all the nutrition that you supposed to be getting. Another thing about the yogurt process is that when you buy

a yogurt after 2 or 3 weeks if you see that the yogurt is separating the 2 faces the liquid face and the solid face. Don't worry , Don't panic. That's very good and you have to be very happy that you have that in your yogurt because if you don't find that that means that this yogurt has something that is preventing the 2 faces from separating. So I'm telling you guys if you have a yogurt in normal conditions with no preservatives you have to have this separation and it's good and your yogurt is going to separate that means that is not gonna cause you cancer. A lot of chemicals that Industry has to use and they put in the yogurt, they cause cancer. Another thing about that is for example also with the cheeses, yogurt and milk, there is a very cheap product , there is a very bad chemical it's called bioxin. If you put a little bit of bioxin in the yogurt, you can have the yogurt out of the field in an open area, you can have the rain and the sun and the yogurt will never change its condition and that is no normal guys. If you have a yogurt in not refreezing temperature is supposed to be changed because that is normal. Bioxin is the base element of Sosa caustic and we use this liquid to clean, so it's very bad thing, it's very strong that is gonna cause you cancer in a long way. Maybe the best milk to buy is from those girls that are walking on the street with those small buckets of milk. Maybe is not like a very good milk but you just can boiled and it is gonna be saved for you guys.

At least I guarantee you guys that milk is not gonna cause you cancer first, second, that milk for sure are going to have much more nutrition than the other milk. They are gonna have the protein or the fat those different things. Because of course this poor lady is not going to have the machine to remove all the protein and fat from the milk. A nother thing is when you buy yogurt. Yogurt ca be a very good business if you know how to change all the constitution of yogurt and one way of changing yogurt is as I told you taking all the protein out and the fat out. So, you guys have to be very careful with the yogurt you buy, don't just consider the brand "la marca". When

you buy you have to go beyond that. I don't want to say this but people always pick up Tony they say that Tony is the best yogurt in the market, just because of the brand. Actually that is not true because I would say that Tony is one of the companies that they spend the most amount of money trying to clean and maintain in good conditions all the equipment and all the machines to make the difference things that they make. I know that, but in the other side, the quality of product that they delivery to people is not as good as you think. Don't fight when Tony tells you on TV that has lactobacillus. Guys if you don't have lactobacillus it would be impossible to make yogurt. If you wanna make yogurt you must have lactobacillus, otherwise there is not way to make it. I think Tony is very smart and they just want to make this marketing strategy to find millions of customers. Now, if you wanna make yogurt in your house I can give you like a home recipe, you go to Veloz street and 5 de Junio street and there is a store called Riolac in this place. In this place you have to buy all the bacterial of the yogurt. It's called ferment, so you buy this ferment and then you take like 10 liters of milk in your house, you have to boil it at least 85o. Once you have this temperature you have to keep it for 10 – 15 seconds and then you have to put to down the temperature in 45 or 48 degrees. Then you have to add 1 spoon from this ferment and mix and you have to cover this container with a cloth or something because you want to keep the temperature. Because you know the quality of the yogurt is going to depend on temperature that you have in this container. So it's very important for you guys to keep this container. After 4 or 5 hours open the leap and it's going to smell all of this bacterial that are making yogurt for you. Also you are going to find that milk has turn into a big jelly, like it doesn't move, when you have that you want to introduce this like in cold water. So, like the temperature that it was in 47-48 degrees it's going to go down at least 20 degrees, You want to star mixing all the yogurt like the jelly yogurt that you

have to turn it into liquid. No more than 20 minutes. Once you have mixed you can add some sugar and in Riolax you can find some flavouring and colorant, so you can give it the colour and the flavour that you want. Now you can drink it, so you have yogurt for your house. So I think that's a very cheap way to make yogurt you can save a lot of money and it's for you. You know is a good quality because you made it. You know it's clean, you know is gonna kill you, you know that it has all these properties that you want to find on milk. Let's talk about cheese, when you make cheese is very important the cheese quality. When you start making cheese is very simple the process. You take the milk you want to heat, you want to pasteurize milk until 65-70 degrees, you don't need like a very high temperature as yogurt because yogurt is a very delicate process and that's why you want a very high temperature for pasteurization. But when you make cheese it doesn't matter but of course, you have to consider that when you make yogurt is going to cost you more money because to bring the temperature to 85 you have to have like always a lot of heat putting into the yogurt, so you are going to burn a lot of gas, but when you make cheese is not so expensive, so you have to put like 65-70 degrees you wait this temperature for 5 minutes, and then you bring the temperatures to 40 degrees. Once you have the temperature to 40-45 degrees what you want to do is that you are going to add some quajo. Once you add this to the milk you have to have the temperature of the milk has to be 40 to 41 degrees. Once you have the quajo in the milk you have to stir a little bit for like 1 or 2 minutes. So, after you stir the milk and you wait for like 30 minutes. After the 30 minutes you are going to see that all this milk turns again in a very big jelly. S once you have that, It's very important you wanna touch that and if there is not liquid to come out from the jelly, that's a very good point. That means the cheese is ready to be done. You take something that in Spanish is called lira. Once you take the lira and you are going to cut the cheese with this.

But you have to be very careful because if you go or if you use a very aggressive movement you are going to break too fast all this jelly. So the amount of cheeses that you get from the milk is going to depend of this process so you have to be very careful. You have to mix that for around like 30-35 more minutes. The reason to do this is that you want the quajada to mature, because if you don't do this process once you have the cheese you are gonna see that the suero is gonna be always draining from the cheese and you don't wanna have that. Once you have that you have to put the cheese in the moulds.