

**UNIVERSITY OF EL SALVADOR  
SCHOOL OF ARTS AND SCIENCES  
FOREIGN LANGUAGE DEPARTMENT**



**UNDERGRADUATE RESEARCH:**

“STUDY ABOUT THE INFLUENCE OF STUDENTS' COMPETENCE IN THE USE OF LANGUAGE RULES IN L1 ON THE LANGUAGE CONSTRUCTIONS IN L2 DURING THE LEARNING PROCESS OF THE ENGLISH LANGUAGE IN ADULT PROGRAM COURSES, LEVEL 15 AND 16 AT CENIUES DURING THE YEAR 2016”

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And I have filled him with the spirit of God, in wisdom, and in understanding, and in knowledge, and in all manner of workmanship.

Exodus 31:3

## **KENIA ADELINA MORALES NIETO**

*For the LORD gives wisdom, and from his mouth come knowledge and understanding  
Proverbs 2:6*

First of all, I thank God for his love and loyalty throughout this longed dream. Words are not enough when describing the mercies of our heavenly Father. From the most humble way, I thank the good Lord for loving me with eternal love; this has been a long road, but I know I have not walked alone, God has always been by my side and he will remain faithful.

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*We give thanks to you, o God, we give thanks...Psalm 75:1*

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*Eben-ezer thus far the LORD has helped.*

*1 Samuel 7:12*

## INTRODUCTION

In our actual world, the learning of English has gained a great importance since it is considered a significant tool to interact and communicate with people from different countries and cultures. Moreover, this language opens possibilities to continue growing in various areas like medical support, social aid, business, education, etc. Due to the opportunities that this language provides, people consider necessary to learn it. As a consequence, the process of learning English has become an important object of study because not all people learn in the same way. Therefore in order to make it easier, it has been necessary for some investigators to carry out some research to identify and determine different phenomena, and the stages and mechanisms involved in this process.

Different studies, in the field of TEFL, have determined that the process of learning our mother tongue differs from learning a second language. Based on this point of view, as researchers, we took into consideration to study the influence of the language rules of L1 on the language construction in L2, which is considered as a normal step when learning a second language because the learner tries to communicate using the structures and construction of L1 and L2, noteworthy that the student mixes both languages in an unconscious manner.

This topic caught our attention because we have experienced this phenomenon during the process of learning a second language, thus, we considered that people should be aware about this stage to avoid desertion due to the feeling that the level they have acquired is not good enough. For this reason three main aspects were considered to accomplish this study: A) which are the most common structures from L1 that language students use in the construction of L2?, B) the solutions that can be analyzed to minimize the phenomenon and C) the impact that our experiment had on students' performance. All this perspectives helped to have a meaningful understanding about this subject.

We expected with this study to provide more information about the interlanguage as well as different ways to minimize it. This investigation included a direct contact with the

participants through visits and reinforcements about the topics they studied with the teacher\*. According to different authors whose hypothesis, theories and postulates will be better analyzed in the theoretical framework (Chapter II), the influence of language structure in the L1 on the construction in the L2 is considered as a system which has distinct stages and it is a natural phase that every student who learns a second language has to experience.

\* To have a detailed information about the experiment, please go to experiment's log, chapter III, page n° 42)

## **CHAPTERS' ABSTRACT**

The research work was divided into five chapters, which are explained in the following order:

### **CHAPTER I**

In this chapter, the reader will be able to identify the problem and its background, the reason by which it is studied, the objectives, the research questions and the delimitations of the study.

### **CHAPTER II**

This part of the research work presents the theoretical framework. It includes the postulates, theories; and research of different authors. The characteristics and the role of the study object are compiled in this section as well as its importance over history.

### **CHAPTER III**

The methodology and the type of study used to carry out this research is compiled in this section, as well as the experiments' log which describes the different activities that the researchers developed with both groups (control and experimental). At the end of the chapter, the reader will know about the population and the way the sample was selected.

## **CHAPTER IV**

This section consists on the data analysis process. The results are presented through charts and graphs with its explanation, the interpretations were divided in four groups (15A, 15B, 16A and 16B). Moreover, the reader can locate the answers for the research questions that were established on chapter I, as well as the major findings and additional findings that were identified during the study.

## **CHAPTER V**

This last part is focused on the conclusions and recommendations that the researchers prepared for further investigation on this topic.

## **EXTRA-INFORMATION**

In the last section of this work, the reader will find the main sources that we consulted to develop this study and annexes which includes: photos, letters to CENIUES, the transcriptions of the oral exams, the list of participants, and all the documents that were used during the development of this project.

## GLOSSARY

- **Dialect**  
It is a regional or social variety of a language distinguished by pronunciation, grammar, and/or vocabulary. The term *dialect* is often used to characterize a way of speaking that differs from the standard variety of the language.
- **Interlanguage**  
The language system that the foreign language learner created based on the data he had been exposed to.
- **Isomorphous**  
It means that two objects or structures have the same form, appearance or construction.
- **L1**  
**First Language; Native Language:** The acronym "L1" is shorthand for referring to someone's native language. This is generally used in contrast to [L2](#), the language a person is learning.
- **L2**  
**Second Language; Foreign Language:** The language a person knows, is learning or is acquiring in addition to their native language ([L1](#)). This is a key term if you need to cut down the word count in your writing; "L2 classrooms" is shorter than "second language and/or foreign language classrooms".
- **Non-probability sampling**  
It is a sampling technique where the samples are gathered in a process that does not give all the individuals in the population equal chances of being selected.
- **Structural approach**  
Units and categories postulated for the grammar of a given language.
- **Target language**  
It refers to the language learners are studying, and also the individual items of language that they want to learn, or the teacher wants them to learn.

- **To fossilize**  
To become permanently established in the interlanguage of a second-language learner in a form that is deviant from the target-language norm and that continues to appear in performance regardless of further exposure to the target language.
- **Vernacular style**  
It is related to use the language of ordinary speech rather than formal writing.

## CHAPTER I

### 1.1 Description of the problem

The knowledge of a second language has become a very important tool because many people consider it as an opportunity to succeed in different professional areas. Most of the time, students perceive some difficulties that make harder the learning process of a second language. One of the factors that students deal with is the influence of language rules from L1\* to L2\*\* (also known as Interlanguage\*\*\*). In the process of second language acquisition, this phenomenon continually evolves into an ever-closer approximation to the target language, and ideally should advance gradually until it becomes equivalent, or nearly equivalent, to the target language (Corner 1974). In this research we studied the influence of L1 language rules on the L2 language construction in the learning process of a second tongue.

The researchers considered that the influence of mother tongue structures can be problematic. For most students, it is hard to communicate using the correct structure of the second language. The problem of this influence is based on the fact that L1 constructions do not always follow the second language patterns. However, it does not mean that all L2 structures will be difficult to learn, since their complexity will depend on how similar both languages can be. If we compare English with Spanish, it is possible to notice certain differences. Starting from its origins, Spanish belongs to Romance language, but English to Germanic. As a result, there would be a higher difference between their structures, for example: the Spanish expression “Yo estoy de acuerdo” uses the verb to be, but in English the use of this verb is unnecessary since the word “agree” is a verb which contains the same meaning. For this reason, English speakers say “I agree”; however a Spanish speakers who learns English may say “I am agree” showing the influence of their mother tongue on the L2. Based on the previous explanation, we can stipulate that this interference is a stage which is considered a gradual transformation because the second language used by the students suffers a constant change that learners have to overcome for completely acquiring the accurate use of L2.

\*L1 (see definition on page n° 14)

\*\*L2 (see definition on page n° 14)

\*\*\* \* Definition of interlanguage, Larry Selinker: (see glossary on page n°14)

<http://www.academypublication.com/issues/past/tpls/vol02/04/19.pdf>



## **1.2 Justification**

The learning of other languages has gained a great importance all around the world, for this reason it is necessary to be aware of the different phenomena concerning the learning process. This research project was developed by the necessity to detect if there is an influence of L1 rules on L2 constructions of students from the CENIUES English Adult Program. In order to identify this influence, it was necessary to carry out an experiment in which the participants were exposed to different activities in which they practice their communication skills (listening, speaking and writing).

The researchers decided to carry out this study because the grammatical construction is a fundamental basis in the process of learning another tongue (L2). Learners are unable to communicate in an effective and correct way, due to the lack of knowledge about L2 constructions. Consequently, they mix both, the mother-tongue (L1) and the second language (L2), makes learners unable to communicate in an effective and correct way. It has an effect on the proficiency of students, especially when they express and process information with certain irregularities that don't follow the prescribed patterns of the second language.

Moreover, the research team considered providing reinforcement of language structures in L2, through spaces to practice English on Campus. The technological resource is indispensable in the learning process of a second language; for this reason, the researchers took advantage of it with the purpose of providing the necessary assistance and an extra space where students can continue learning and thus obtaining a solid foundation since the beginning of their learning process.

This study was important for the following reasons:

- The actors (the teachers and the students) need to be aware of the most common language structures that intermediate low students at CENIUES transfer from L1 to the language construction of L2.
- The teachers of the English Adult Program at CENIUES should consider the possible solutions to minimize this phenomenon in the classroom.
- Through this study, it was possible to evaluate the effect that the activities developed by the researchers have on students' improvement at the end of the experiment.

Through this study the researchers intended to identify the influence that the mother tongue has in the process of learning a second language. Similarly, this study presented the most common L1 language structure that learners use in the second language, as well as the possible solutions that can be considered to minimize this phenomenon.

## **1.3 Objectives**

In order to accomplish this study, we established the following research objectives:

### **1.3.1 General objective**

To determine the influence that the language rules in L1 have on the language constructions in the L2, used by intermediate low students from levels 15 and 16 of English Adult program at CENIUES, 2016.

### **1.3.2 Specific objectives**

- To identify the most common language structures that intermediate low students use from the L1 on the language constructions of the L2.
- To suggest the possible solutions to reduce the influence of language structures in L1 on the language constructions in L2.
- To assess the effect caused through the activities carried out by the researchers on the students' development at the end of the experiment.

## **1.4 Research questions**

### **1.4.1 Main question**

What is the influence of the Language rules in L1 on the language constructions in the L2, used by intermediate low students at the CENIUES English Adult program?

### **1.4.2 Subsidiary questions**

- What are the most common language structures used by intermediate low students from L1 on the language constructions in L2?
- What kind of solutions can be suggested to minimize the phenomenon?
- How did the experiment affect the students' performance?

### 1.5 Delimitation of the study

This investigation was planned to identify the influence of students' competence in the use of language rules in L1 on the language constructions in L2. The sample groups were integrated by students from level 15 and 16 (section A and B) at CENIUES English Adult Program, 2016. According to the institution, the course started at noon, from 12:10 to 1:50 pm. Every group had a maximum admittance of 30 students, but the investigation was carried out with 20 participants, divided in two groups with equal number of people, (taking 10 participants from each section). The researchers visited the groups twice per week, observing the classes of the control group and, when classes finished, providing about half an hour of reinforcement to the experimental group. (See schedule below). The investigation took place during 4 weeks only because the duration of the module was 2 months in which the learners studied two levels (four weeks at level 15 and four weeks at level 16). Even when 8 weeks is not enough to completely assess all the errors made by the students, it was possible to identify that the participants were influenced by the structures of their mother tongue when they used L2 constructions.

GROUPS VISITS				
DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
EXPERIMENTAL GROUP (Section 15A/ 16A)	Reinforcement of the subjects taught by the teacher.		Assessment	
CONTROL GROUP (Section 15B/ 16B)		Observation: Class, subject and students' performance.		Assessment

## CHAPTER II

### 2. Theoretical framework

In this chapter we referred to the influence of language structures in L1 on the language rules in L2 as interlanguage. The process of learning a second language involves the combination of different competences: speaking, listening, reading and writing. At the same time, every area of learning is ruled by the structure of the language. Through the history of TEFL, researchers have studied not only different strategies to make this process easier and faster but they have also taken into consideration many phenomena associated to language structure, for this reason we decided to invest our time in knowing more about the influence of Spanish rules on the English construction. We took into consideration the following aspects to continue our study which postulate that the language rules in L1 on the language construction in L2, known as interlanguage, influence the learning process.

The first aspect considers the theory. The research of interlanguage has gained importance through history. The first author to introduce this term was Larry Selinker (1972), who stated that during the interlanguage stage, learners do not merely copy what native speakers do, but they create an entirely new language system, unique to themselves. Even though this phenomenon is under constant study, it is not possible to define a specific pattern of interlanguage used by learners because the nature and origin of this system is not a voluntary creation but an automatic process for the necessity to communicate. It makes essential to keep researching in this specific area.

As a second aspect, we can mention the evolution of language. Every tongue tends to change over time, and most of these factors affecting the evolution of languages correspond to extra linguistic issues, such as cultural, political, historical and geographical factors. There are many reasons why a language may change but one of the most important is the interaction with other languages since all languages appear to be equal in their ability to explain the complexities of human life, thus causing a transformation in the linguistic production. Flege (1980) postulated that “learners’ language production reflects a linguistic competence that is in evolution, which in turn reorganizes in successive stages during the learning process, gradually approaching the linguistic competence of native speakers of the target language”.

When learners start the process of learning a second language, despite their effort, time and hard work, they continue creating an unconscious reflection space where they communicate in a spontaneous way, thus changing the rules of the second language by new temporary rules; it is in this involuntary space where new linguistic structures are created. During the process of learning another tongue, the influence of language structure in L1 on the language construction in L2 is considered a stage of change and evolution, which continues until reaching the language proficiency of the native speaker.

The third aspect we considered is the communication, to be more specific the necessity that every human being has to communicate his/her ideas. The communication makes possible good interactions in order to reach a goal, for this reason the capacity to produce and transmit an accurate message is important, so that there will be a clear exchange of ideas between the transmitter and the receiver. According to Connor (1996), learners are intelligent beings who create rules and systems based on the language rules they hear and use. Dickerson and Dickerson (1975) explained that in order to communicate, learners make a combination of both languages that creates a hybrid linguistic system which is structured by elements of both, the mother tongue and the second language. For this reason we can state that communication is an essential tool that makes learners use different means to transmit their ideas.

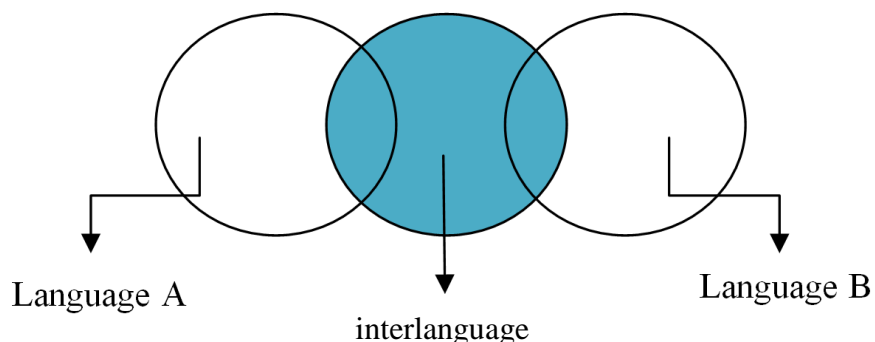
Based on these aspects, this study aimed to find the most common structures learners use from their L1. Once we gathered this information we were able to look for ways to minimize the use of the mother tongue in the language construction of L2. Taking into consideration that the necessity to communicate is important between people, we considered that the production and use of accurate ideas are essential to understand the way of thinking of others, for this reason we wanted to find different ways to minimize the use of the mother tongue in L2. In order to accomplish this goal we verified and consulted different data which is related to our study, this way we were able to continue constructing our theoretical framework with the following information.

## 2.1 Error analysis and interlanguage

Researchers have considered in the field of TEFL that the quality of the teaching methodology affects the production of errors; to be more specific, if the method to teach improves to perfection, learners will be able to acquire a more accurate form of the foreign language. This way, errors could decrease during the learning process. However, the production of mistakes is inevitable in the learning process; they have their own right to be considered as a system. The field of applied linguistics identified learners' errors as an interface between their mother tongue and the langue they learn. This field suggests that the problems increase when the difference between the two languages is considerably vast. "Errors were predicted to be the result of the persistence of existing mother tongue habits in the new language" (Corder 1981). Psycholinguistics has shown that the errors are regulated by patterns and rule-governed structures of the learner's mother tongue.

According to Corder, learners' errors are significant for all participants in the learning process, it is important: first, for teachers because it will show the students' progress towards the goal of acquiring the target language. Second, for researchers because they can gather evidence of how the language is learnt as well as to know about the best strategies and procedures that teachers can use to instruct. Third, for learners because they will have a better understanding about the learning process; the awareness of errors during the learning process may help students to improve their skills, and they will be able to get better at communicating in the second language if they are willing and engage to work hard.

Selinker discarded the conception of "errors"; he preferred to view the language used by the learners as a system, for which he coined the term "interlanguage". According to his point of view this phenomenon shares characteristics of languages:





From Corder's point of view, the language used by students is considered a dialect\* which is based on their competence. For him, "any spontaneous speech intended by the speaker to communicate is meaningful, in the sense that it is systematic, regular and describable in terms of a set of rules. Sentences of the language are isomorphous\*\* with some of the sentences of the target language\*\*\*, and have the same interpretation" (Corder 1981). He took into consideration that the utterances produced by learners when communicating in their language are legal and genuine (in terms of their interlanguage). For this reason Corder argued that the learner does not speak the target language, but a unique language he/she has created, which shares many features of the second language.

## **2.2 Interlanguage during language acquisition**

There is a stage during the learning process in which the target language (L2) is not completely learned due to the influence of the mother tongue. For this reason, this specific area in the theoretical framework discusses the nature of interlanguage (its meaning, its characteristics, and its stages), as well as the pedagogical implications of this phenomenon.

### **2.2.1 Meaning and origins of the concept of "Interlanguage"**

The study of the influence of language structure in L1 on language rules in L2 has been identified with different terms, but the most used conception is "interlanguage". At the beginning, interlanguage was defined as a half-way house between L1 and L2. L1 is considered as the language source which contains the main reference of language structure that gradually mixes with the target language, the result of it is neither L1 nor L2 but a combination of both. The notion was first used in "*The Significance of Learner's Errors*" (Corder, 1967); this author described the phenomenon about the combination of both languages as "transitional competence". Corder noticed that the linguistic ability used by second language learners did not match the linguistic ability of native speakers.

\* Dialect (see glossary on page n° 14)

\*\*Isomorphus (see glossary on page n° 14)

\*\*\*Target language (see glossary on page n° 14)

Then, the American linguist Larry Selinker (1972) introduced the word “interlanguage” from the Weinreich’s\* term “interlingual” which refers to “the linguistic system evidence when an adult second language learner attempts to express meanings in the language being learned.”\*\*

Selinker worked with Corder to develop a systematic research regarding the language production of adult second language learners, with the goal of identifying psycholinguistic processes (transfer included) that shaped learner’s language. The research intended to explain the way learners build up interlingual structures as well as the tendency of adult learners to stop learning and to fossilize♦ the structures they already know. It is important to mention, that there is a crucial and central psycholinguistic difference between a child and an adult when learning a second language. This difference is due to the language acquisition device (LAD) that is enabled during childhood for learning the mother tongue, therefore, children always succeed in completely acquiring the target language (L2), but adults rarely accomplish a native like level when learning a second language because they already have the psycholinguistic structure when learning another tongue.

Selinker hypothesized about five different central processes of the psycholinguistic structures that adults use for learning a foreign language:

- **Native language transfer:** Selinker (1972, 1992; following Weinreich, 1968) explained that during the process of learning a second language, learners intend to identify certain words or phrases in the L2 that may have the same structure and meaning with their mother tongue; this process is also known as “interlingual identification”. The use of learners’ mother tongue to create their own language system should not be considered an error but a normal stage during the learning process, for example: the word choice in the sentence “Today was really tired” was not the best option.

\*Weinreich U (1968). Languages in contact. The Hague: Mouton

\*\*Interlanguage: <http://socling.genlingnw.ru/files/ya/interlanguage%20Tarone.PDF>

See definition on page n° 14

♦ Fossilize (See glossary on page 15)

- **Overgeneralization of target language rules:** In this process the learners master a general rule; however, they do not yet know all the exceptions to that rule. The overgeneralization shows what the person has already learned. For example: the learner knows that the verbs use –ed for the past tense, in this case he/she may use this rule in an indiscriminate way for regular and irregular verbs like walked, wanted, dranked, hitted, goed, etc.
- **Transfer of training:** This process occurs when the second language learner uses rules he found in textbooks; for example: if a lesson plan or textbook describes the past perfect tense as “the past of the past”. Instead of the simple past tense, the learner may start using this tense to explain and talk about situations or events that took place in the distant past. It is also known as “induced errors”, e.g. my relatives had come from Italy in the 1700s.
- **Strategies of communication:** Learners use this process to communicate with native speakers. When learners attempt to communicate, they feel that their linguistic level is not enough, for this reason he/she tends to use a variety of strategies to transmit the message. For example: if learners need to refer to an electricity cord in English and do not know the exact word in the target language, they may try to describe it or to use a similar word as a reference.
- **Strategies of learning:** Some of the rules in the learners’ interlanguage may be the result of a conscious attempt to master the target language. In this case the student will use a specific learning technique or strategy (mnemonics to remember vocabulary, the memorizing of textbooks dialogs, the use of flash cards, etc.) to reduce the second language to a simpler system, thus easier to understand and assimilate. For example: memorizing lists can generate confusion since the student may combine the vocabulary of one list with the words of the other one. If an English speaker learns Spanish, he/she might use a mediator word like “pot” to remember that

the Spanish word “pato” means “duck”; however, the student may end using “pot” instead of “pato”.

Further investigation in this field leads Saville-Troike to identify the interlanguage as “transfer”. She proposed that the transition from L1 knowledge to L2 knowledge is a process that involves an interlingual development. She identified two types of transfer: a) positive transfer and negative transfer. Positive transfer is related to the use of L1 structures when expressing ideas or thoughts, and that use is considered appropriate. Negative transfer is manifested when an L1 structure is used in an L2 utterance, but it is considered inappropriate or incorrect. This process includes vocabulary, pronunciation, grammar and all aspects of language structure and use.

A great number of researchers have taken into account that L2 learners use a systematic language, which creates a rule-governed behavior. This fact generates the conception that interlanguage is based on mental grammar that L2 learners have internalized. Interlanguage grammar is considered a real grammar since it has a natural language system that includes rules and principles; which represent the essence of human language.

### **2.2.2 Characteristics of the influence of language rules in L1 on the language construction in L2 (Interlanguage).**

Selinker (1972) identified three main characteristics:

- **Permeability:** It means that the language structure changes and evolves depending on the student’s competence. The rules that constitute the learner’s knowledge at any stage are not fixed; those constructions have the capacity to get improved.

- **Dynamic:** Interlanguage is under constant change; however, those modifications in the structure occur slowly. It is due to the learner's capacity to adapt new constructions from the target language. For example, when a student learns a new rule, he/she will be able to use it in one context, then in another; it will continue until the learner has mastered it in all linguistic contexts.
- **Systematic:** Selinker considered that the interlanguage is systematic because it is possible to identify the rule-based nature of the learner's interlanguage. Interlanguage rules are not accidentally chosen but in predictable ways, since the student may always try to associate the new information with something familiar for him/her.

As an additional characteristic, Dickerson (1975) and Huebner (1979) considered the variability of interlanguage. At any level, the learner's language operates based on a system of rules that he/she has built up. Each learner's interlanguage contains alternative rules to develop the same function, but it may depend on his/her will to use one or the other.

### **2.3 Variability of interlanguage**

The variability refers to the cases when a second language learner uses two or more linguistic variants to express his/her ideas. Rod Ellis (1985) noticed the variation that learners may use to express their ideas. He cited the case of a Portuguese-speaking boy who learnt English. While he was playing a game, he used different ways to express negation in contiguous chunks of speech like "No look my card" and "Don't look my card". Labov (1972) described that variability is a systematic function of the language, which allows using formal or familiar constructions for transmitting ideas.

Dickerson (1974) observed some variations in the English pronunciation of ten Japanese speakers at performing different tasks: 1) reading a list of words, 2) reading a dialog and 3) free speech. He studied one of the phonological phenomena he had taught, prevocalic /r/; he found out that the accuracy of the pronunciation depended of two factors: a) the nature of the task and b) the nature of the vowel sound following the /r/. The learners were more native-like at reading than at free speech. Moreover, the pronunciation of /r/ had more resemblance to a native speaker before mid-vowels like *run*, than before high vowels like *read*.

Elaine Tarone (1982) attempted to explain the systematic variability. She suggested that learners have mental grammars that overlap each other. The use of these constructions will depend on the context. On one hand, learners have a grammatical construction for informal or vernacular style\* (e. g. in spontaneous casual conversation). On the other hand, learners have grammatical structures for formal or careful style (e.g. in writing or classroom use of the second language). In addition, it is possible to identify different levels of formality, which will vary on the context. Tarone named these overlapping styles as “the interlanguage capability continuum”. She stated the theory that the grammar used for formal or careful speech requires a higher degree of attention to the structure, whereas, the grammar used for casual or vernacular speech requires not attention to form. If her theory is correct, it means that these actions will produce variability at the moment learners perform different tasks.

### **2.3.1 The role of interlanguage variability in the process of acquiring the L2.**

Tarone (1983) argues that the process of acquiring a language involves a transition from a formal vocabulary to a familiar vocabulary. The primary structures used by a second language learner are highly formal (careful style), then, he/she spreads to a familiar or informal construction (vernacular style). She explained that during this process, the style is not the only aspect that changes at learning a second language, but she pointed out that the degree of complexity increases. It is due to the reduction in variability, insofar the learner acquires the correct structures, he/she will discard the less significant variants of language and meaning.

According to Ellis (1985) the second language acquisition includes two stages: 1) the assimilation of new forms and 2) the sorting-out of form-function correlation. Assimilation is the result of the student's consent to new forms occurring in the input. The learner forms a hypothesis about the target language rule, then the learner will try to increase his/her linguistic sources. In first instance, the learner uses forms of free variation, but subsequently he/she starts using a more functional form. This process can be long; some learners may never fully achieve it because it is under continuous change until the structure is completely assimilated.

To sum up, it is important to mention that the influence of language structures in L1 on the language rules in L2 has two main types of variability. Non-systematic variation occurs when the student learns a new rule, but it has not been completely assimilated, thus integrated in the learner's form function system. Systematic variation occurs when the student is able to use the new structure without any variation since he/she has already internalized it.

#### **2.4 Role of linguistic aspects of interlanguage**

Rod Ellis took into consideration some linguistic aspects that help to explaining the development of the influence of language structure in L1 on the language rules in L2.

- **Typological universals:** this type of study contributes with some predictions about the order that students may follow to learn language structure it shows what learners will acquire first and what elements they will transfer from their mother tongue.

- **Universal grammar:** Noam Chomsky explains that language is ruled by abstract principles which determine the parameters of language construction. This belief helps to identify the structures that cause the learning of a second language a harder process to accomplish. It also regulates the similarities or differences between the mother tongue and the second language.
- **Markedness:** in linguistics, this term makes reference to the suggestion that some language structures are more natural and basic than others. As a result, learners have a tendency to acquire a frequent and marked structure before acquiring an infrequent and unmarked structure.

## 2.5 Stages of interlanguage

### 2.5.1. Initial stage

At the beginning of the learning process, students' mother tongue has a higher influence on L2 grammar. This can be explained due to the learner's necessity to associate the new structures with something familiar for them. We can also mention that the first stage can be the innate capacity of human beings to acquire the mother tongue. This characteristic is more active during childhood; however, it may or may not continue active for L2, or may be active in some limited ways.

### 2.5.2. Intermediate stage

During this stage, the L2 development reaches almost the same level of development of L1. There are two main processes in this stage that explain the degree of similarity between the languages: 1) positive transfer (when the use of L1 structures on L2 construction is correct) and 2) negative transfer (when the learner uses L1 structure on L2 constructions but they are not acceptable). This stage is also determined by the learners' maturity, to be more specific when the learner can understand and produce complex utterances in his/her mother



tongue, the process of learning can be influenced by the language structures that the learner has already internalized.

### **2.5.3. Final stage**

This stage is represented by the final outcome of language transfer. If the intermediate stage is concluded with positive transfer, there are more possibilities that the learner acquires a native-like level or a level above it. However, if the negative transfer during the intermediate stage is not corrected, the learner has a tendency to make a pause in the learning process and fossilize.

## **2.6 Pedagogical significance of interlanguage**

This phenomenon is important in pedagogy because it explores the natural rules involved in the second language learning process to provide theoretical basis and implications for classroom instruction, as well for arrangements of content and strategies of teaching materials.

The fact that interlanguage is systematic and rule-governed, helps researchers to create and adapt teaching methods. Thanks to the variability of this phenomenon, it is possible to modify and use different linguistic and social contexts to facilitate language teaching because “the more language teachers are aware of the variability of interlanguage and its various factors, the more they may be conscious of its importance and thus may be efficient in their teaching practice, and the better they can use of the conclusions of the study.”\*

It is a fact that interlanguage changes quickly and naturally, for this reason it is important to expose learners to correct L2 structures, this way they will construct and consolidate the correct forms of language, thus learners will abandon the incorrect forms.

This belief is supported by the Input Hypothesis of Krashen, which suggests that the more input of correct language forms, the better the learner will be at performing different activities in the target language.

## **2.7 Development of the interlanguage hypothesis in the 90's**

After Selinker designed the Interlanguage Hypothesis, Steven Krashen suggested the Monitor Model. There is an important difference between these two models because the Monitor Model proposes that when second-language learners, adult or children, acquire a second language in an unconscious way, the transfer between languages disappears, however when they learn in a conscious way the transfer is inevitable.

The original interlanguage hypothesis was center on second language adult learners, during the 90's the linguists discovered that other programs like the French immersion program in Canada, also presented interlanguage. At the end of the research, the learners used interlanguage. According to the researchers, the students had fossilized linguistic systems with considerable influence from their mother tongue. The study showed that the learners lacked opportunities to practice the language, as well as the teacher's motivation to produce what they call "comprehensible output". For this reason learners were unable to interact with their classmates for creating an environment of significant interaction.

Selinker did not consider the interlanguage as a "natural language" due to the following arguments: a) natural languages are produced by the Language Acquisition Device (LAD), b) interlanguage has evidence of transfer as well as the tendency to fossilize; c) interlanguage is the result of latent psychological structures. However, Adjémian (1976) took the opposing position; from his point of view interlanguage is a "natural language". Adjémian argued that interlanguage obeys to language universals. He considered this phenomenon like the product of the same language acquisition device, whose fossilization is the consequence of complex changes in contexts where the language structure follows a establish parameter.

It is also to highlight that the variation of interlanguage and fossilization is going to be determined by the learner, since everyone acquires the language in different ways and with different strategies.

In the initial research about the influence of one language structure on the construction of another language, the psycholinguistic processes that shape interlanguage gained importance because the researchers considered that native language transfer operates in a selective way. It means that some language structures from the target language influence the language construction of L2, and some other structures do not cause any influence. For this reason in the 1990's some crucial questions were formulated: What gets transferred? Can we predict in advance what native language characteristics will influence the L2 and which ones will not? For the moment there is no specific answer for these questions because the researcher had taken into consideration that transfer can combine with other factors like markedness, learning strategies, or transfer of training to influence the L2.

To conclude this chapter, we have to consider that the process of acquiring a language involves a creative construction, where the learner constructs consciously and unconsciously his/her language system. As a result the student acquires the capacity to understand and produce utterances in the second language. The influence of language structures in L1 on the language construction in L2 has been considered a system, which is flexible, dynamic and approximative. Learners systematically adjust their language; they can change from a vernacular system in unplanned discourse to a more careful style in planned discourse. From the point of view of the researchers we mentioned in this chapter, a continuous observation on students develops the careful discourse, whereas, a low level of surveillance develops the vernacular style, which is more natural and systematic.

## 2.8 The influence of false cognates in L2

Part of the vocabulary in the second language that share similar form with words in the learner's mother tongue can be categorized in two: 1) cognates, when the students use words that share almost the same form and meaning in both languages. 2) False cognates, when the words in the L2 share almost the same structure in the L1, but their meaning is completely different. The similarity between structures is higher when words of both languages share roots. This resemblance can increase the incorrect use of L2 constructions, as a consequence the learning process become slower and less accurate.

Students, who have a tendency to use the natural language transfer when learning a second language, can assume that the words with a similar sound in L1 may have the same meaning in the L2. The following chart shows the most common false cognates that learners use when communicating:

<b>English Word</b>	<b>Correct Spanish Word</b>	<b>Confused With</b>	<b>English Translation</b>
Actually	en realidad	actualmente	Currently
Assist	Ayudar	asistir	to attend
Attend	Asistir	atender	to attend to
Bizarre	Extraño	bizarro	Gallant
Carpet	Alfombra	carpeta	Folder
Choke	estrangular	chocar	to collide
deception	engaño	decepción	Disappointment
embarrassed	avergonzado	embarazada	Pregnant
Exit	Salida	éxito	Success
Idiom	modismo	idioma	Language

## CHAPTER III

### 3. Methodology

#### 3.1 Research approach

The researchers implemented a mixed method research, that is to say, the approach was based on quantitative and qualitative research; this combination of both approaches provided a more complete understanding about how L1 influences the CENIUES students' L2. The research team considered important to select suitable material for performing the study; therefore, the activities implemented in the sessions used authentic material such as dialogues, songs, listening to English conversations via the CD player. As a research group, we considered it necessary to speak English most of the time during the sessions since it is important to expose the students to the target language as much as possible. The fact that we did not speak only English is due to the learners' understanding of the L2 language.\* Thus, there was a greater effort by the students to express themselves and think in the L2. Similarly, the researchers detected whether the language rules by the learners are mostly L1 or L2.

In this study the researchers tried to identify a relationship between an independent variable and a dependent variable. The independent variable was the use of language rules from L1 and the dependent variable was the students' production when using language rules from L2. The dependent variable was measured through some instruments such as an observation sheet (checklist), quizzes, the corresponding diagnostic exam and a final-exit exam, so that the data could be analyzed by the use of a statistical system (PSPP for obtaining frequencies). Moreover, It is important to mention that the methodology was based on a structural approach\*\* not neglecting the students' opportunities to develop their communication skills (listening, writing and speaking).

\*Students have an intermediate low level, for this reason we decided to give directions using Spanish when necessary.

\*\* Definition of structural approach:

<http://purwarno-linguistics.blogspot.com/2006/01/structural-approach.html>

### **3.2 Type of study**

The researchers considered using a correlational study because it focuses on the relationship of two or more variables from the same group. This type of study allowed the researchers to manage the experimental groups to obtain specific results. In this case, the influence of the language rules of L1 in the language constructions in the L2 of intermediate students at CENIUES English Adult Program was measured to determine their degree of incidence. The study intended to analyze this phenomenon through observation, evaluations and other intermediate activities for the students, which were divided in two groups\*: 1) a control group and 2) an experimental group. The findings are shown through statistical representation (graphs and charts) in the study.

\* The distribution of the groups is more detailed in the population and sample. Page n° 41

### **3.3 Research design**

The researchers used the quasi-experimental design, which is an empirical study that involves selecting groups, upon which a variable is tested, without any random pre-selection processes. It allowed the researchers to control the assignment to the treatment condition and the ts. This design was effective because it used a “pre and post testing.” It means that a test was done before any data was collected to see if the participants presented certain tendencies related to our study. Then the actual experiment was done through the development of different activities reinforcing the contents, then they were assessed with a “post-test”. The results were recorded in order to obtain the final progress of students’ performance at Speaking, Writing and Listening. The researchers decided to use this method because the level 15 at CENIUES English adult program was available to implement this study. Taking into consideration all these aspects, the research was developed by means of three stages.

First, the group for the investigation presented the required elements to start the study; those included: 1) the level they had was intermediate low, 2) age, we wanted to work with adults for this reason we chose the English adult program that CENIUES offers, 3) time of classes, the researchers worked with the group that starts at noon (from 12:10pm to 1:50pm). Once the subjects of investigation were selected the researchers divided the number of participants in two groups: a control group, which followed the lesson plan designed by the teacher, and an experimental group, which followed the same lesson plan, plus the activities provided by the researchers.

Second, to start, the researchers assessed the participants with an initial test to diagnose the incidence of language structures of L1 in the language constructions in L2. A reinforcement of contents was provided to the experimental group but at the moment of assessing their progress, the whole group was evaluated with 8 short quizzes. The activities were developed in the following order: 1) writing, 2) listening and 3) oral quizzes. The reinforcement was based on the CENIUES Adult Program Curricula. The researchers used the error correction technique in order for the students to be aware of the correct use of the

English structural rules. At the end of the study a final-exit test was administered to evaluate the improvement in the use of L2 constructions.

Third, at the end of the established time to develop the activities with the students, the researchers proceeded with the data analysis process. In order to have the quantitative results, the PSPP program was used to obtain the results' frequency of each group (a control group and an experimental group). The interpretations and the major findings were established once the results are gathered. This way the influence of language rules of L1 in language rules of L2 better known as Interlanguage was identified.



### **3.4 Population and sample**

This research about the influence of students' use of the language rules in L1 on the language construction in L2 was addressed to level 15 and 16 students of CENIUES English Adult Program. Along the duration of the study the institution offered a maximum admittance of 150 students per module divided in 5 groups of 30 students, divided in two levels (15-16) with a total duration of two months. To accomplish this study the researchers started to work with the 15th level, which was divided in two sections (15A and 15B). The courses started at noon, from 12:10 to 1:50 pm.

In the selection of the sample the researchers applied the “non-probability sampling” method\* for small groups. At the beginning of the study, 20 people were registered for level 15A and 17 people were registered for level 15B, for this reason the researchers selected 10 participants per group (see the list of participants in the annexes, page n° 143-144).

In order to define the sample, the researchers selected equal numbers of participants per each section; the distribution also took into consideration the gender, so as to have a balance between the groups. However, most participants were women in both sections due to the low number of men. It was important to consider the participants' age, since the adult program teaches people who are 18 years and older.

\* Non probability sampling, see glossary on page n° 14)  
<https://explorable.com/non-probability-sampling>

### 3.5 Experiment's log

The following information shows in detail the different activities that we, as researchers, developed during the experiment. It is divided in two sections, the first one includes the four weeks of work of the level 15<sup>th</sup>, sections A and B; the second one contains the four weeks of level 16<sup>th</sup>, sections A and B. Every group was visited two times per week. The first day was used to observe and to provide the reinforcement, meanwhile in the second day the students of both groups were assessed with a short quiz.

Ms. Leticia Franco was in charge of the group 15<sup>th</sup> A and 16<sup>th</sup> A, while Mr. Francisco Reyes was in charge of the group 15<sup>th</sup> B and 16<sup>th</sup> B. Both courses had the same schedule, from 12:10 to 1:50, four days a week from Monday until Thursday. Therefore, it was necessary to organize the days of the visits\*.

Regarding the evaluations, in level 15 (sections A and B) four evaluations (one per week) were performed: a diagnostic test, a written quiz, an oral quiz and a listening quiz). In level 16 (section A and B) the evaluations followed the same sequence (written, oral and listening). At the end of the experiment a final-exit exam was carried out. It is necessary to clarify that during the study, each level lasted one month; as a consequence, it was not possible to assess the students with more than one evaluation per week because the teachers also prepared a weekly evaluation based on the contents they had developed during classes.

\* In order to have more detailed information about the distribution of the visits, please go to Chapter 1 page n° 21. Delimitation of the study

### **3.5.1 First section: 15<sup>th</sup> Level**

#### **First week of the experiment**

The researchers talked with the teachers in charge of the groups, the result was an agreement to visit the groups two times a week.

#### **First day of visit:**

##### **Execution:**

The researchers introduced themselves to both, the experimental group (15A) and the control group (15B). The research topic was presented, and the purpose of the study was explained.

#### **Second day of visit:**

##### **Evaluation (Diagnostic test)\*:**

Directions to answer the diagnostic test were provided, students were assessed so as to know their basis of the language and verify if there was any influence of the mother tongue.

In order to accomplish the oral and listening part, it was necessary to use of a CD player, two cell phones, and a camera.

The elaboration of the diagnostic test was made in the following order:

- A. Written Part (This exercise used the grammar translation method in order to identify the structure students used the most. It is necessary to mention that this exam was administered for identifying the English structures the participants had acquired).
- B. Listening Part (An audio recording was presented to evaluate the correct English pronunciation.)

\* To verify the Diagnostic test, please go to the annexes page n° 127-128.

C. Oral Part (Two main questions were asked to make sure students were able to introduce themselves, provide general information and measure their capacity to describe their environment)

### **Second week of the experiment**

#### **First day of visit:**

#### **Experimental group (15A)**

The first reinforcement was provided to the experimental group. The researchers made some activities to practice the modal verb “used to”, as well as the first and second conditional.

#### **“Used to”**

#### **Planning:**

The uses and construction of “used to” were explained, examples of every use were provided.

#### **Practice (written part):**

In order to practice the content, the researchers asked the students to form a semi-circle, and then a balloon was provided to everyone. They were asked to explode it because it contained a piece of paper with the half of a sentence; the activity consisted in looking for the other person who had the other part of the phrase and, forming pairs, both had to join the pieces of paper to form a single sentence.

#### **Planning:**

#### **“First and second conditional”**

We presented the main structure and uses of each conditional, an example of each one was provided for a better understanding.

**Practice (written part):**

The practice consisted in rolling a ball; the students had to pass it while the music played, once it stopped the student who had the ball were asked to formulate a question using the first or second conditional, the he/she had to choose a classmate who had to use the structures of the conditional that were explained to answer it.

**Control group (15 B)****Planning:**

On the first day of the visit, the researchers observed and recorded the oral presentations of the students using a camera. Notes about the mistakes were taken, we made a list of the most common and repetitive errors they made.

**Second day of visit:****Experimental group (15A)****Evaluation (first written quiz):**

The students were assessed with a short quiz. They were asked to write down 3 sentences of “used to”, 3 sentence of the “first conditional” and 3 sentences of “second conditional”. They had to include a question, a positive and a negative sentence. The teacher in charge allowed the researchers 10 minutes before the class finished to pass the quiz.

## **Control group (15B)**

### **Evaluation (first written quiz)\*:**

The students were assessed using a quiz in which we asked to use the “first and second conditional” as well as “used to”. We used the same exam in both groups. The teacher in charge provided us 10 minutes before the class ended.

### **Third week of the experiment**

#### **First day of visit:**

##### **Observation:**

We went to the classrooms (15A and 15B). We observed the students’ development during a normal class. Both teachers practiced the narrative tenses (simple past, past continuous and past perfect) and the passive voice (present and past).

Teacher’s day was celebrated on Wednesday 22<sup>nd</sup> June, due to this reason students did not attend class; for this reason we changed the practice of the listening part for Thursday 23<sup>rd</sup>. The activity was developed for both groups, in different schedules.

#### **Second day of visit:**

##### **Evaluation (first oral quiz)\*:**

The researchers assessed the students of both groups with a short oral quiz. The evaluation was divided in two, the first day for the experimental group and the second day for the control group. The participants had to tell a story about a past experience. They had to use a combination of the narrative tenses. We took into consideration the following aspects: 1) correct use of simple past, 2) correct use of past continuous, 3) correct use of past perfect, 4) combination of both, L1 and L2, 5) pronunciation and 6) accuracy.

\* To verify the first written quiz, please go to the annexes page n° 129.

\* To verify the first oral quiz, please go to the annexes page n° 130.

## **Fourth week of the experiment**

### **First day of visit:**

#### **15A**

##### **Planning:**

During this week the reinforcement was provided to the experimental group, a review of the simple past and the past progressive was provided, we also included some practice of the passive voice.

#### **15B**

##### **Observation:**

This group was visited to verify the contents and the way students performed the different activities provided by the teacher, it necessary to highlight that the teacher not only used the material included in the book but he also looked for extra information about the topics. He presented it in a chart.

### **Second day of visit:**

##### **Evaluation (first listening quiz)\*:**

On the second day of visit both groups were assessed with a listening quiz, we focused on the simple past and the past perfect. Students listened to a recording; they had to identify the correct conjugation of the verb.

\* To verify the first listening quiz, please go to the annexes page n° 131.

### **3.5.2 Checklist**

#### **Transition level 15 – level 16**

This checklist was developed at the end of the level 15. The researchers filled in an observation about the students' performance in sections A and B. It was necessary to analyze the participants' development through this tool. In order to evaluate the students' performance we took into consideration these aspects: participation in classes, error correction, the use of L1 constructions when expressing ideas in L2, the previous grammatical base, literal translation from L1 to L2, the capacity to understand the material and the explanation that the teacher provided, pronunciation, the classroom's conditions and the material used by the teacher.

The results of this checklist were used to verify the major findings; for this reason the researchers did not include the data analysis process of this evaluation.

### **3.5.3 Second section: 16<sup>th</sup> Level**

#### **First week of the experiment**

##### **First day of visit:**

#### **Experimental group (16A)**

##### **Observation:**

The researchers attended the class to take notes about the activities that the teacher prepared and the students' behavior. At the beginning of the class the teacher provided a word search about personality adjectives. Once the students finished it, the teacher verified the answers, and then all words were repeated. The first time, the teacher said the word and the students repeated it. The second time, the words were repeated by the students only; however, the teacher corrected the mispronunciation at the moment it was produced.



As a second activity, the teacher asked some students to pass in front of the class to mimic some adjectives, this way she was able to verify the students' understanding about the vocabulary. They had to mimic adjectives like: moody, generous, friendly, energetic, shy, etc. This activity was very interesting because students had to identify through different movements the adjective, during this process it was possible to identify some influence of our mother tongue on the L2, for example a girl had to mimic the word "creative" but the student who answered was not sure about the adjective she was doing the representation for, thus he answer with the word "pensive". This way we can appreciate that students compare words to have a reference.

During this observation, it was possible to make sure that students use their mother tongue, in this case Spanish, when the teacher is not near them or outside the classroom. Regarding the teacher's work, she always made corrections in the pronunciation and intonation at the moment it was produced; she got involved in all activities. It was possible to observe that she created harmony among students because she asked to work with different people in order to answer some questions.

### **Control group (16B)**

In the first day of visit, the students made a presentation about movies, which should be based on natural disasters like a volcanic eruption or a tornado. It was possible to observe that some students did not use connectors to associate their ideas, while some others did not use the correct conjugation of the verbs in present tense as well as the plural and singular, for example one of the students said "many house" or "tornados begins". Some others made morphological errors like "a really history" instead of "a real history". Students used Spanish to express some words or asked for their translation.

Since the presentations were evaluated by the teacher, he did not correct the mispronunciation; however, he was willing to help with the vocabulary that was difficult for the student to pronounce.

## **Second day of visit:**

### **Experimental group (16A)**

#### **Practice and evaluation (second written quiz)\*:**

It was necessary to provide the reinforcement and pass the exam on the same day. The practice was based on modals to express advice and possibility. The information and structure for might, may, should and shouldn't was provided, then some exercises were developed with them. At the end of the reinforcement we assessed the students with a short written quiz about the topic we had just developed.

### **Control group (16B)**

#### **Evaluation (second written quiz)\*:**

On this visit the students were assessed with a short written exam, based on modals. The same exam was used in both groups.

## **Second week of the experiment**

### **First day of visit:**

### **Experimental group (16A)**

#### **Observation:**

The researchers decided to monitor this group a second time since in the first observation; it was possible to take notes about the students' development. We stayed in the classroom for a short period of time. At the beginning the teacher gave a paper containing a grid, the students had to interview their classmates for filling it in. They had to be specific with their answers, it was necessary to include: 1) the movie's name and 2) the movie genre.

Once they finished the interviews, the teacher provided a feedback based on the structures she listened during the exercise.

\* To verify the second written quiz, please go to the annexes page n° 134-135.

Then the teacher made corrections about the correct structures, she explained to them that it is incorrect to say “I interviewed to”, because they tried to use a Spanish structure to express their opinion. As a second activity, the teacher asked the students to work on the book and finish an exercise about modals (can, could, must, should and the negative form of those modals).

### **Control group (16B)**

At the beginning of the class, the teacher asked the students to develop a speaking activity. He provided enough time for the students to work and express themselves. Corrections to wrong structures were made immediately. In order to review the present perfect and present perfect continuous, the students had to identify the past participle of regular and irregular verbs. We noticed that the teacher prepares and designs extra material; he not only uses the information provided by the book, which we consider important for a better understanding of the topic.

### **Second day of visit:**

#### **Experimental group (16A)**

##### **Practice:**

The feedback about the passive voice and the modals was developed in this visit. We continue with the other part of the modals, we took into consideration can, could, must, and have to. The structure and the use of modals was provided, as well as the construction and employ of the passive voice

##### **Evaluation (second listening quiz)\*:**

The exam of this week was focused on testing the students’ listening skills. To accomplish this goal the researchers used an audio which was a mixture of different songs. We found a listening exercise about modals; the person who designed it combined different songs that

\* To verify the second listening quiz, please go to the annexes page n° 136.

used modals, the audio did not have the complete song but only the part in which the modal was used.

### **Control group (16B)**

#### **Evaluation (second listening quiz):**

The students were assessed with a listening quiz. We used the same audio in both groups. We decided to play it three times because we wanted to make sure students were able to complete the exercise.

### **Third week of the experiment**

#### **First day of visit:**

#### **Experimental group (16A)**

##### **Practice:**

The researchers developed an activity about modals. Students worked in groups of four people and helped students with some exercises that the teacher provided.

#### **Control group (16B)**

##### **Observation:**

It was not possible to attend the class for monitoring it because CENIUES suspended classes for two days due to some problems with the water service. Most faculties at the university did not have access to water because the pipelines were in maintenance.

## **Second day of visit:**

### **Evaluation (second oral quiz)\*:**

Due to the problem we have just explained, it was necessary to assess both groups (16A and 16B) the same day. This week we developed an oral exam, to accomplish this activity we presented a sequence of images, students had to create a story using the direct and indirect objects. Their participation was recorded because it was necessary to transcribe their answers, this way we were able to identify their tendency to use Spanish structures at the moment to express their ideas in English.

### **Fourth week of the experiment**

This was the last week of our study; we concluded it with a final-exit exam\*\*. Students were assessed in three areas: listening, writing and speaking. The evaluation was divided in two days, the first day we passed the listening and oral exam. The second day students answered the written part.

\* To verify the second oral quiz, please go to the annexes page n° 137.

\*\* See the final-exit exam on the annexes page n° 138-140

## CHAPTER IV

### 4. Data analysis process

In order to present the results of the experiment, the researchers made use of the PSPP Program, which is one of the most known statistical programs. It was also necessary to use a checklist in the transition between level 15<sup>th</sup> to level 16<sup>th</sup>, the result of this evaluation was not reflected with charts because it was used as extra information to identify the major findings as well as to determine the participants' performance in level 15<sup>th</sup>. At the end of the result a final-exit exam was used to verify the ultimate students' results.

For better understanding of the data analysis process, the researchers detailed the table of contents of the PSPP Program in this manner:

- Value label:** it refers to the name given to the response (e.g. Correct, Incorrect).
- Value:** this variable shows the response options (Option 1 = correct, 2 = incorrect).
- Frequency:** it is the number of times that a value is repeated; it refers to the number of participants (10 participants answered correctly and 0 participants answered incorrectly).
- Percentage:** it represents the proportionality of a part with respect of a total that is considered divided into one hundred units. (In the table 100% of participants obtained a correct answer).
- Valid percentage:** it is the percentage rated which is calculated without taking into account the lost cases or the abstentions (all the participants made the translation of the phrase).
- Accumulated percentage:** it is the sum of all the percentage values of the category. (The final percentage).
- Beneath the entered data, there is space where a short interpretation of data obtained in each graph is placed. When all participants have a single answer, the program does not cast graphics.

The values that will be important for the researchers to analyze are: the value label, the frequency and the accumulated percent.

E.g. Él tiene un carro rojo.					
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
Correct	1	10	100.00	100%	100%
Incorrect	2	0	00.00	0%	0%
<b>The pie chart to question one was omitted because it only had a single value; the 100% of participants correctly translated the first sentence.</b>					

The tests' scores that were conducted during the experiment have been detailed in the following graphics:

#### 4.1 Data Analysis, level 15 "A".

##### 4.1.1 Diagnostic test.

The diagnostic test was divided into three parts:

- A. Written part (with four questions).
- B. Listening part (with eight questions).
- C. Oral part (with two questions).

##### Written part

**Directions:** Translate the sentence using the correct English structure.

1. Él tiene un carro rojo.

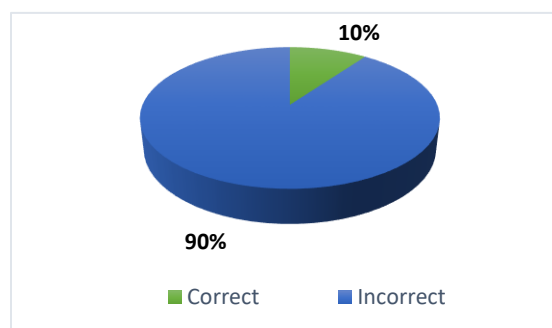
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>10</b>	100.00	100%	<b>100%</b>
<b>Incorrect</b>	2	<b>0</b>	00.00	0%	<b>0%</b>

The pie chart to question one was omitted because it only had a single value; the 100% of participants correctly translated the first sentence.

2. Yo estoy de acuerdo.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>1</b>	10.00	10%	<b>10%</b>
<b>Incorrect</b>	2	<b>9</b>	90.00	90%	<b>90%</b>

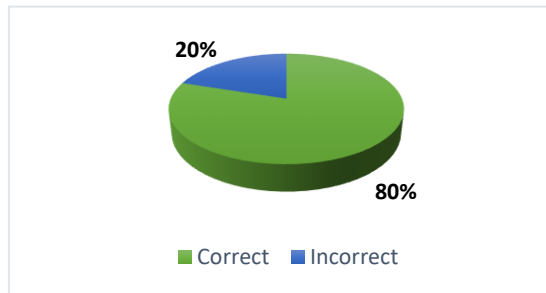
The participants could not translate this expression.



3. Yo hago ejercicio todos los días.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>8</b>	80.00	80%	<b>80%</b>
<b>Incorrect</b>	2	<b>2</b>	20.00	20%	<b>20%</b>

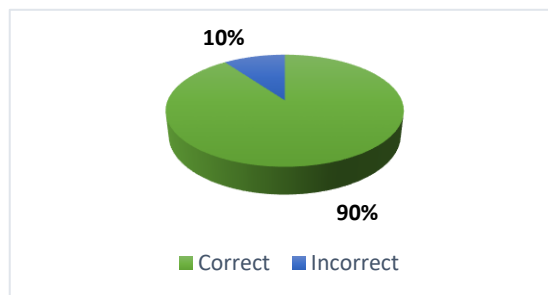
More than half of the participants correctly translated this sentence.



4. ¿Cuál es tu nombre?

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>9</b>	90.00	90%	<b>90%</b>
<b>Incorrect</b>	2	<b>1</b>	10.00	10%	<b>10%</b>

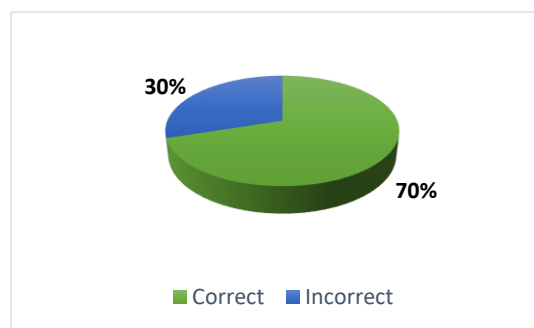
The participants were able to skip the first exclamation.



5. Es una buena idea.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>7</b>	70.00	70%	<b>70%</b>
<b>Incorrect</b>	2	<b>3</b>	30.00	30%	<b>30%</b>

The participants were able to add the personal pronoun to the phrase.





## Listening part.

**Directions:** Pay attention to the following audio and write the correct answer.

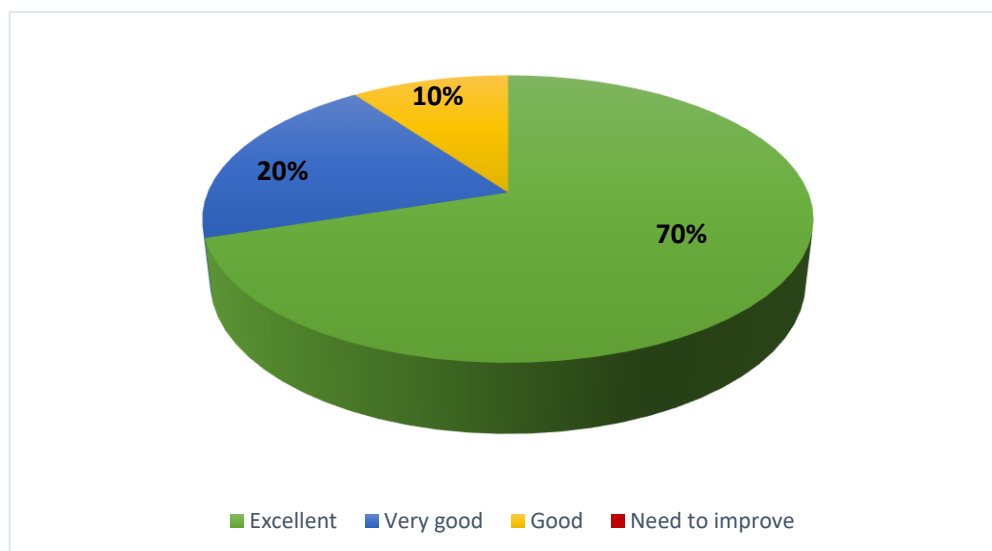
My name \_\_\_\_\_ (1) Ima and I \_\_\_\_\_ (2) from Chile. I \_\_\_\_\_ (3) been in Australia for 2 years. I \_\_\_\_\_ (4) in Melbourne and my \_\_\_\_\_ (5) is 3/55 Adams Street, Kensington. I am 25 \_\_\_\_\_ (6) old and single. In Chile I \_\_\_\_\_ (7) a waitress and in Australia I am a waitress \_\_\_\_\_ (8).

### Answers:

- \* Address                      \* Are                              \* Is                                \* Was                            \* Were
- \* Years                         \* Live                             \* Have                          \* Too                            \* Come

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (8 answers)</b>	1	<b>7</b>	70.00	70%	<b>70%</b>
<b>Very good (7 answers)</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good (5-6 answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-3 answer)</b>	4	<b>0</b>	00.00	0%	<b>0%</b>

Most of the students correctly answered the listening part thus showing a good understanding of what they hear.

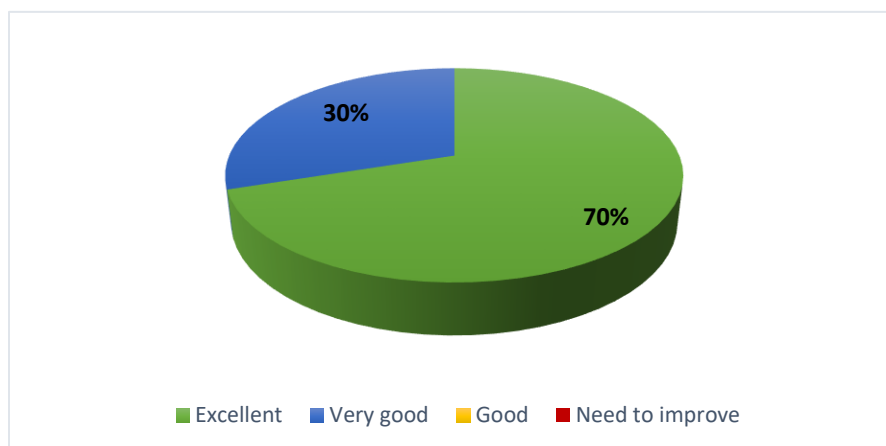


### Oral part.

- Can you introduce yourself? Include:
  - ✓ Name
  - ✓ Place of residence
  - ✓ Age
  - ✓ Nationality

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (mention 4/4)</b>	1	<b>7</b>	70.00	70%	<b>70%</b>
<b>Very good (mention 3/4)</b>	2	<b>3</b>	30.00	30%	<b>30%</b>
<b>Good (mention 2/4)</b>	3	<b>0</b>	00.00	0%	<b>0%</b>
<b>Need to improve (mention 1/4)</b>	4	<b>0</b>	00.00	0%	<b>0%</b>

70% of the participants were able to include essential information of themselves responding with an acceptable level of the second language (L2).

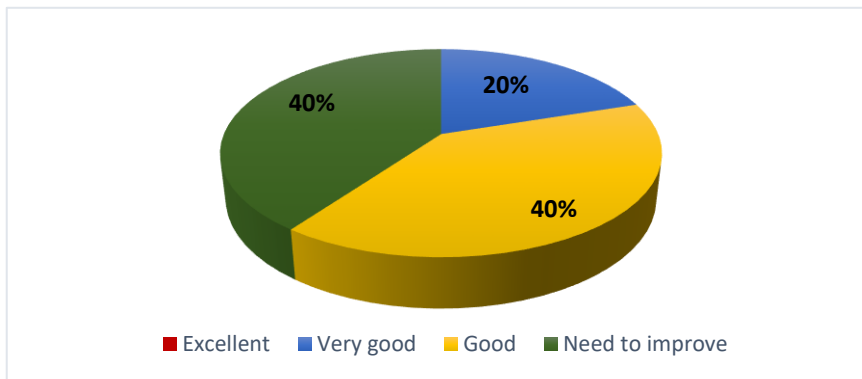


- Can you describe the image?



Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent</b>	1	<b>0</b>	00.00	0%	<b>0%</b>
<b>Very good</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve</b>	4	<b>4</b>	40.00	40%	<b>40%</b>

The participants had many difficulties to describe what they saw, showing low level of fluency.



#### 4.1.2 First quiz, written part.

The Written quiz was divided into two parts:

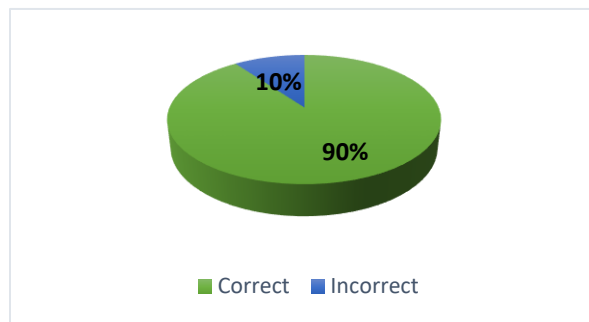
- A. Used to (with three aspect: affirmative, negative and interrogative form).
- B. Conditionals, first and second conditional (with six aspect: affirmative, negative and interrogative form).

#### Used to

**Directions:** use the modal verb “Used to” for writing down a sentence with each form presented below.

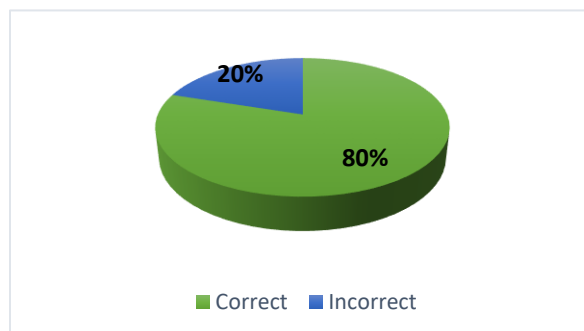
1. Used to, affirmative form.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>9</b>	90.00	90%	<b>90%</b>
<b>Incorrect</b>	2	<b>1</b>	10.00	10%	<b>10%</b>
The participants were able to create sentences with “Used to” in its affirmative form.					



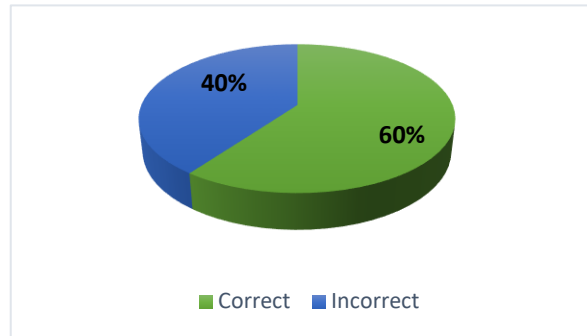
2. Used to, negative form.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>8</b>	80.00	80%	<b>80%</b>
<b>Incorrect</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
The participants were able to create sentences with “Used to” in its negative form.					



3. Used to, interrogative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>6</b>	60.00	60%	<b>60%</b>
<b>Incorrect</b>	2	<b>4</b>	40.00	40%	<b>40%</b>
More than 50% of participants were able to create sentences with “Used to” in its interrogative form.					



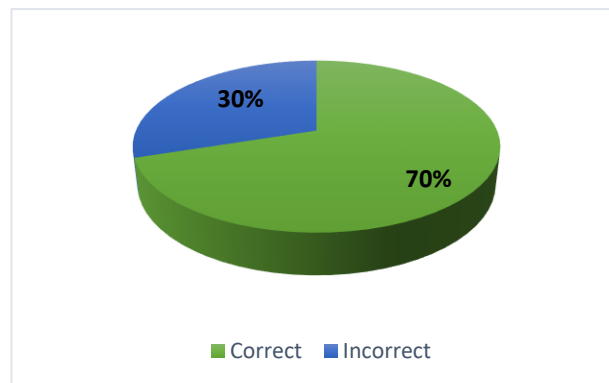
**Conditionals.**

**First conditional.**

**Directions:** write down sentences using the first conditional.

1. First conditional, Interrogative form.

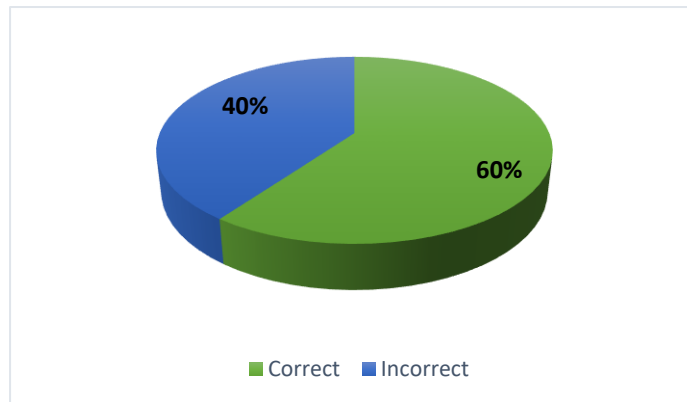
<b>value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>accumulated percentage</b>
<b>Correct</b>	1	<b>7</b>	70.00	70%	<b>70%</b>
<b>Incorrect</b>	2	<b>3</b>	30.00	30%	<b>30%</b>
More than 50% of participants were able to create sentences with “First conditional” in its interrogative form.					



2. First conditional, affirmative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>6</b>	60.00	60%	<b>60%</b>
<b>Incorrect</b>	2	<b>4</b>	40.00	40%	<b>40%</b>

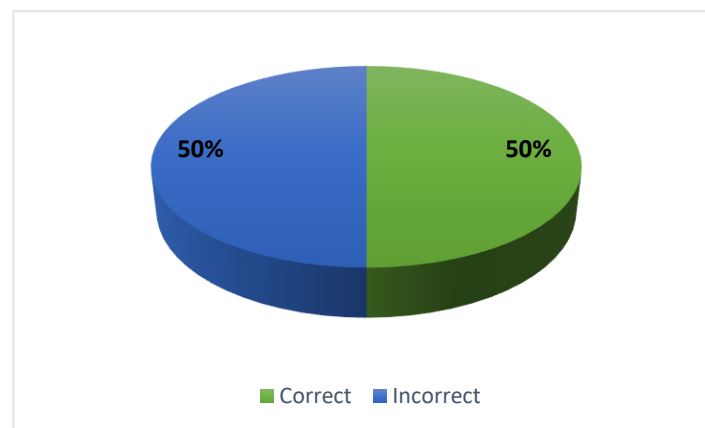
More than 50% of participants were able to create sentences with “First conditional” in its affirmative form.



3. First conditional, negative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>5</b>	50.00	50%	<b>50%</b>
<b>Incorrect</b>	2	<b>5</b>	50.00	50%	<b>50%</b>

The 50% of participants were able to create sentences with “First conditional” in its negative form but the 50% of participants were not able to create a sentence with this structure.



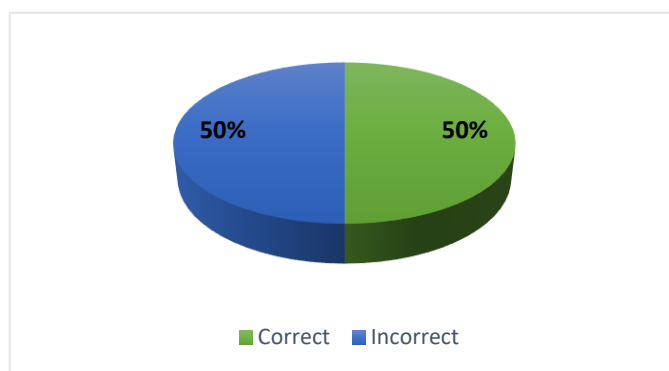
## Second conditional.

**Directions:** write down sentences using the second conditional.

### 1. Second conditional, interrogative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>5</b>	50.00	50%	<b>50%</b>
<b>Incorrect</b>	2	<b>5</b>	50.00	50%	<b>50%</b>

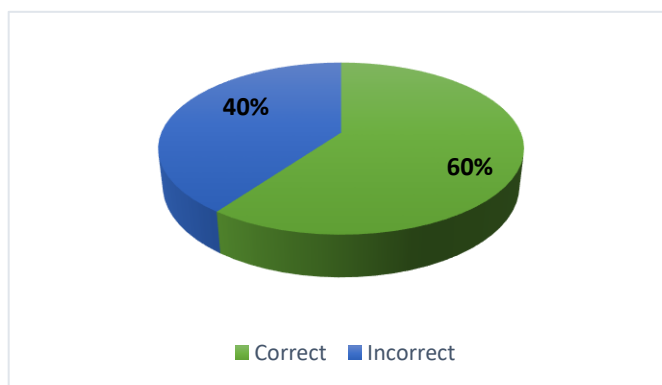
Half of the participants created a sentence with this structure, the other half was not able to do it.



### 2. Second conditional, affirmative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>6</b>	60.00	60%	<b>60%</b>
<b>Incorrect</b>	2	<b>4</b>	40.00	40%	<b>40%</b>

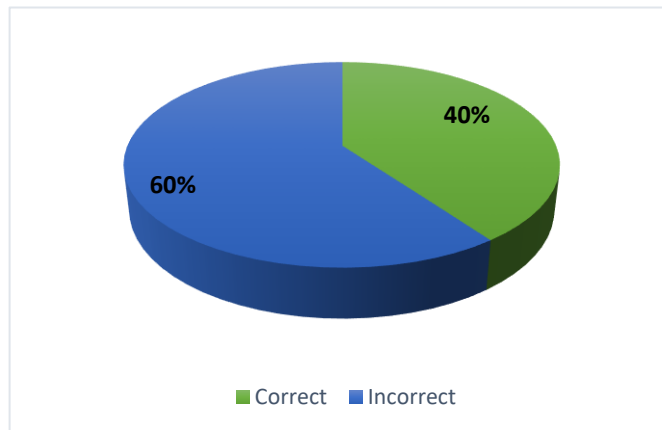
More than 50% of participants were able to create sentences with “Second conditional” in its affirmative form.



3. Second conditional, negative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>4</b>	40.00	40%	<b>40%</b>
<b>Incorrect</b>	2	<b>6</b>	60.00	60%	<b>60%</b>

Less than 50% of the participants were able to create a sentence with this structure.





### 4.1.3 Second quiz, oral part.

The Oral quiz was divided into six aspects:

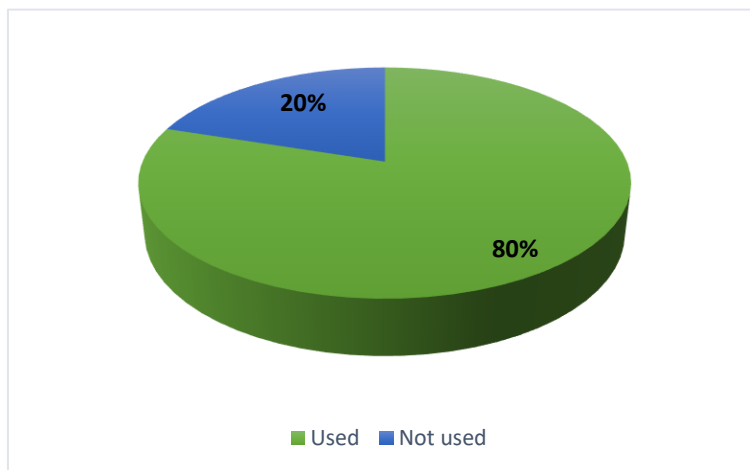
1. Use of correct construction of the simple past.
2. Use of correct construction of the past continuous.
3. Use of correct construction of the past perfect.
4. Combination of both languages, the L1 and the L2.
5. Pronunciation.
6. Accuracy

**Directions:** use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.

1. Use of correct construction of the simple past.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>8</b>	80.00	80%	<b>80%</b>
<b>Did not use</b>	2	<b>2</b>	20.00	20%	<b>20%</b>

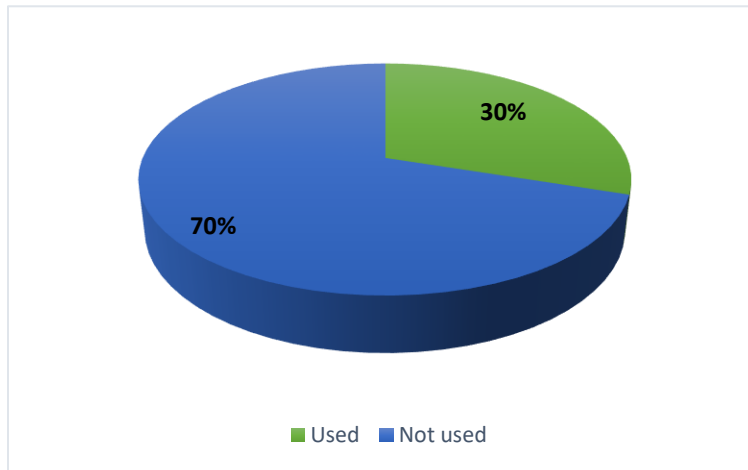
More than 50% of the participants were able to express events using the simple past.



2. Use of correct construction of the past continuous.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>3</b>	30.00	30%	<b>30%</b>
<b>Did not use</b>	2	<b>7</b>	70.00	70%	<b>70%</b>

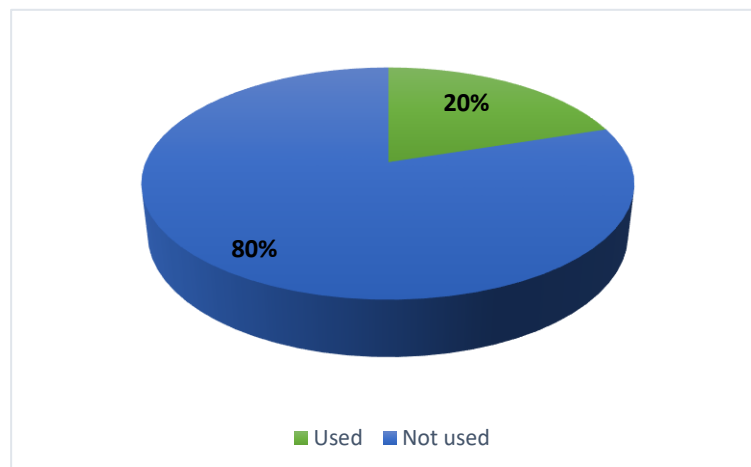
The participants had difficulties with the use of past continuous.



3. Use of correct construction of the past perfect.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Did not use</b>	2	<b>8</b>	80.00	80%	<b>80%</b>

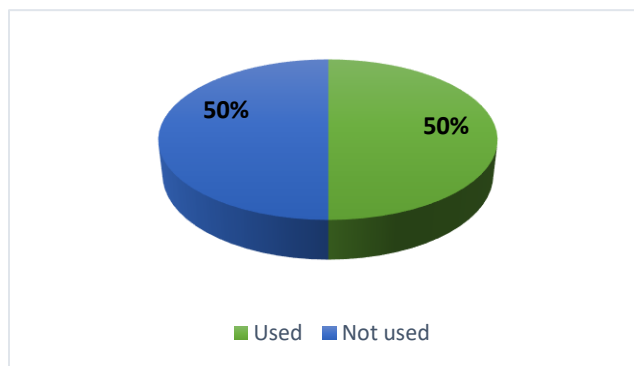
The participants were not able to use the past perfect.



4. Combination of both languages, the L1 and the L2.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>5</b>	50.00	50%	<b>50%</b>
<b>Did not use</b>	2	<b>5</b>	50.00	50%	<b>50%</b>

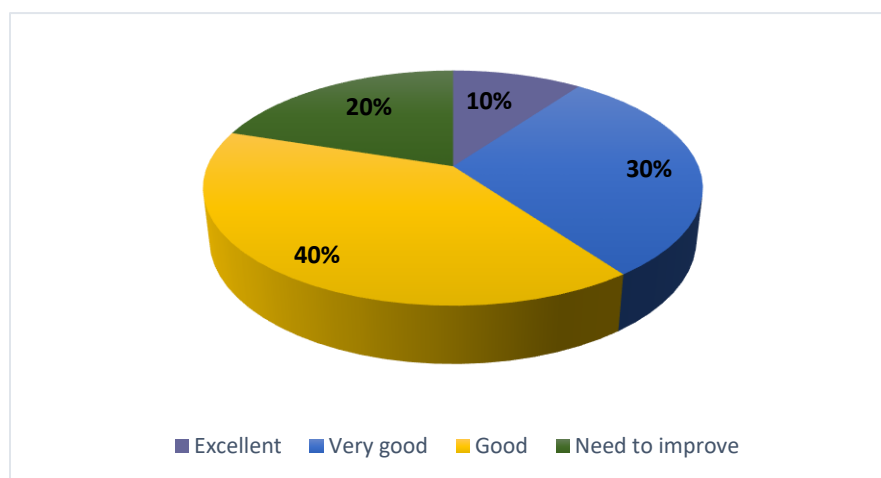
The half of the participants used a mixture of both languages, the L1 and the L2.



5. Pronunciation.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent</b>	1	<b>1</b>	10.00	10%	<b>10%</b>
<b>Very good</b>	2	<b>3</b>	30.00	30%	<b>30%</b>
<b>Good</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve</b>	4	<b>2</b>	20.00	20%	<b>20%</b>

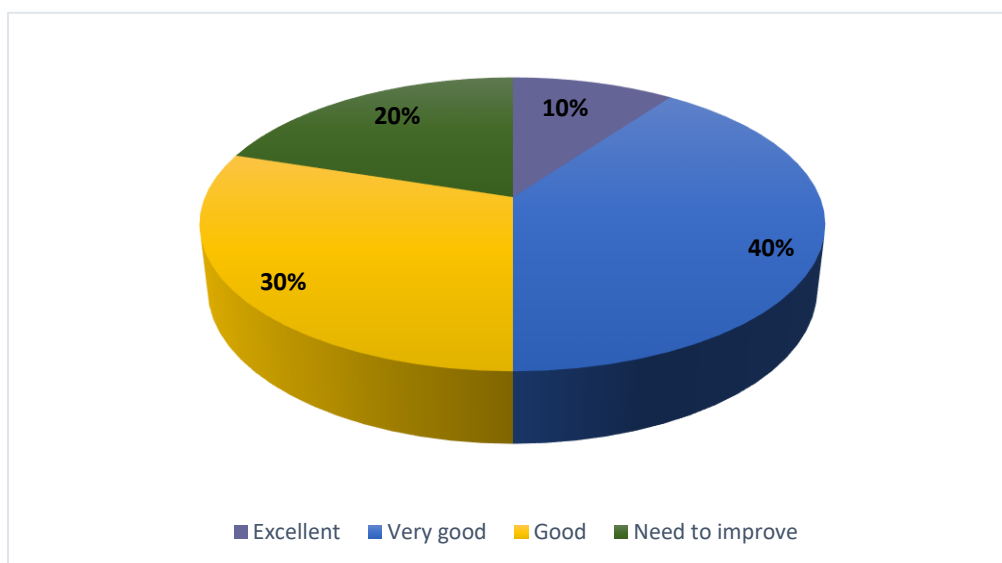
Most of the participants had a good pronunciation.



6. Accuracy.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent</b>	1	<b>1</b>	10.00	10%	<b>10%</b>
<b>Very good</b>	2	<b>4</b>	40.00	40%	<b>40%</b>
<b>Good</b>	3	<b>3</b>	30.00	30%	<b>30%</b>
<b>Need to improve</b>	4	<b>2</b>	20.00	20%	<b>20%</b>

Most of the participants showed a very good accuracy in what they expressed.



#### 4.1.4 Third quiz, listening part.

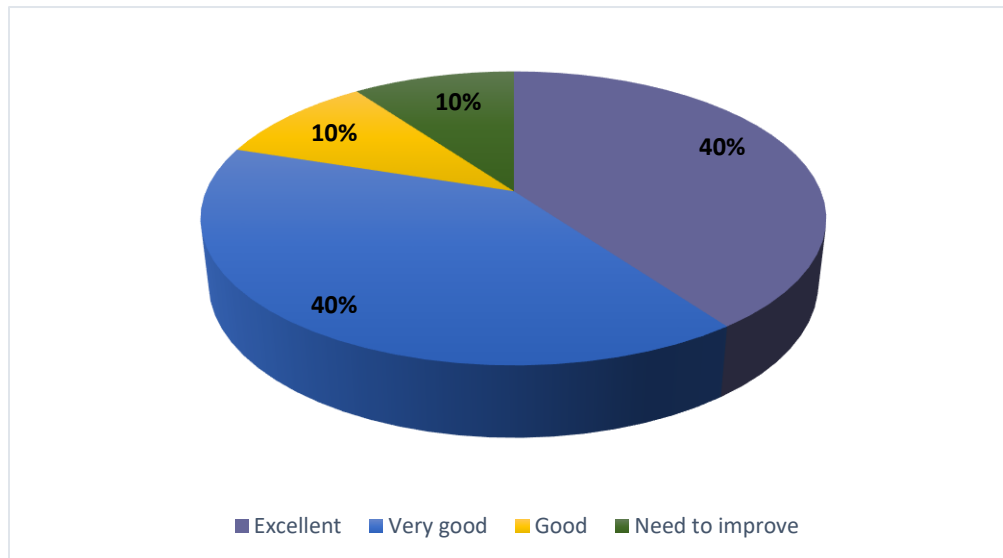
The Listening quiz took into account two aspects:

1. Simple past.
2. Past progressive.

**Directions:** listen to the audio and choose the correct option “Simple past/Past progressive”.

1. Simple past, (5 answer).

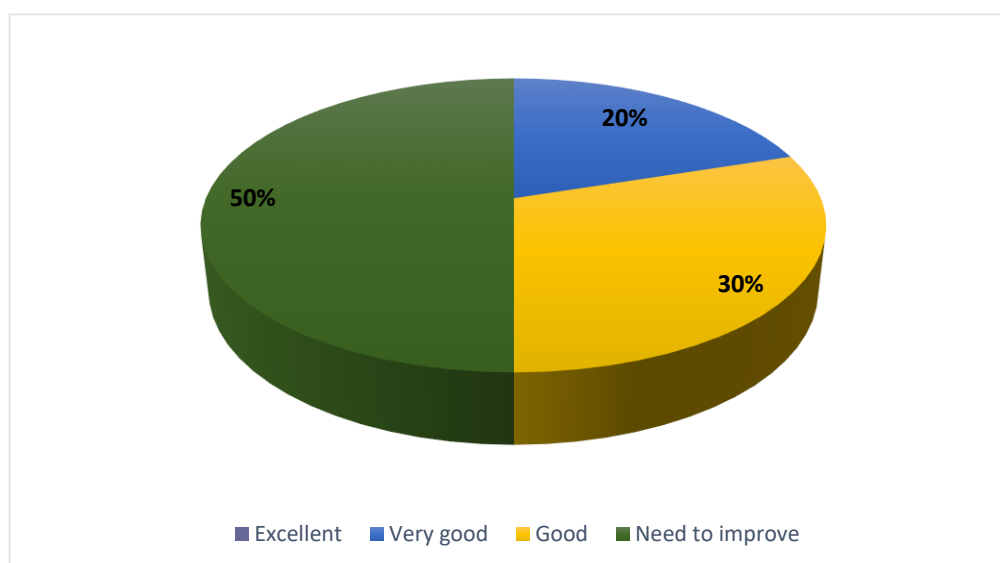
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (5 correct answers)</b>	1	<b>4</b>	40.00	40%	<b>40%</b>
<b>Very good (4 correct answers)</b>	2	<b>4</b>	40.00	40%	<b>40%</b>
<b>Good (3 correct answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-2 correct answers)</b>	4	<b>1</b>	10.00	10%	<b>10%</b>
The participants were able to detect the simple past in the audio they heard.					



2. Past progressive, (10 answer).

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 correct answers)</b>	1	<b>0</b>	00.00	0%	<b>0%</b>
<b>Very good (8-9 correct answers)</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good (6-7 correct answers)</b>	3	<b>3</b>	30.00	30%	<b>30%</b>
<b>Need to improve ( 1-5 correct answers)</b>	4	<b>5</b>	50.00	50%	<b>50%</b>

The participants had difficulties to detect the past progressive.



## 4.2 Data Analysis, level 15 “B”.

### 4.2.1 Diagnostic test.

The diagnostic test was divided into three parts:

- D. Written part (with four questions).
- E. Listening part (with eight questions).
- F. Oral part (with two questions).

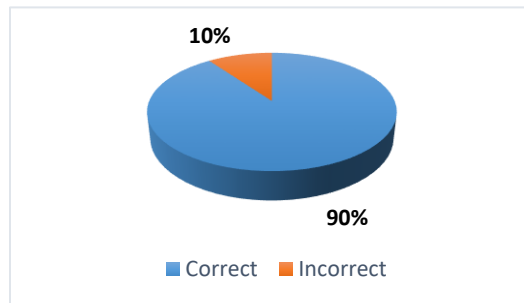
#### Written part

**Directions:** Translate the sentence using the correct English structure.

6. Él tiene un carro rojo.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
Correct	1	9	90.00	90%	90%
Incorrect	2	1	10.00	10%	10%

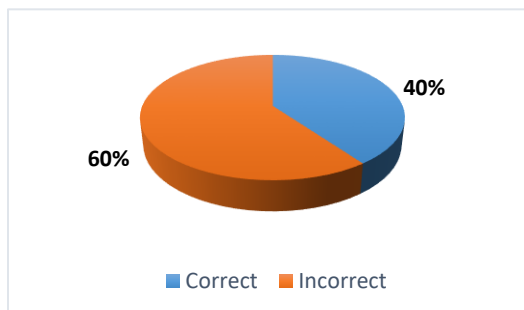
The participants were able to translate the first sentence.



7. Yo estoy de acuerdo.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
Correct	1	4	40.00	40%	40%
Incorrect	2	6	60.00	60%	60%

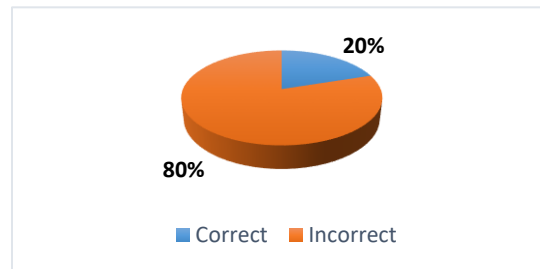
The 60% of the participants could not translate this expression.



8. Yo hago ejercicio todos los días.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Incorrect</b>	2	<b>8</b>	80.00	80%	<b>80%</b>

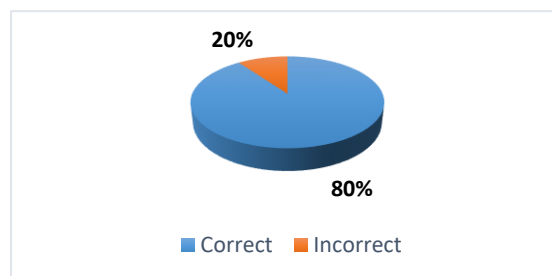
More than half of the participants could not translated this sentence.



9. ¿Cuál es tu nombre?

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>8</b>	80.00	80%	<b>80%</b>
<b>Incorrect</b>	2	<b>2</b>	20.00	20%	<b>20%</b>

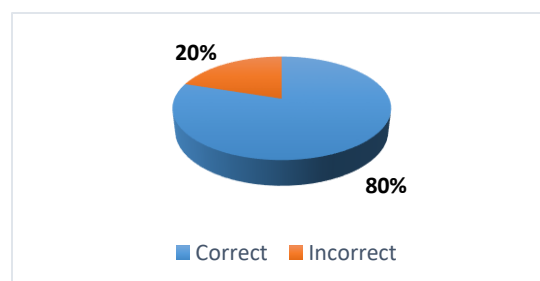
The participants were able to skip the first exclamation of the question.



10. Es una buena idea.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Correct</b>	1	<b>8</b>	80.00	80%	<b>80%</b>
<b>Incorrect</b>	2	<b>2</b>	20.00	20%	<b>20%</b>

The participants were able to add the correct personal pronoun to the phrase.





## Listening part.

**Directions:** Pay attention to the following audio and write the correct answer.

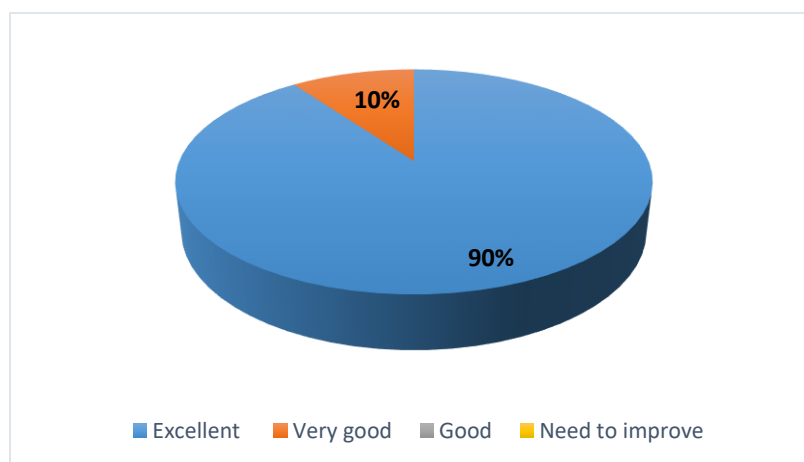
My name \_\_\_\_\_ (1) Ima and I \_\_\_\_\_ (2) from Chile. I \_\_\_\_\_ (3) been in Australia for 2 years. I \_\_\_\_\_ (4) in Melbourne and my \_\_\_\_\_ (5) is 3/55 Adams Street, Kensington. I am 25 \_\_\_\_\_ (6) old and single. In Chile I \_\_\_\_\_ (7) a waitress and in Australia I am a waitress \_\_\_\_\_ (8).

### Answers:

- \* Address
- \* Are
- \* Is
- \* Was
- \* Were
- \* Years
- \* Live
- \* Have
- \* Too
- \* Come

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (8 answers)</b>	1	<b>9</b>	90.00	90%	<b>90%</b>
<b>Very good (7 answers)</b>	2	<b>1</b>	10.00	10%	<b>10%</b>
<b>Good (5-6 answers)</b>	3	<b>0</b>	00.00	00%	<b>00%</b>
<b>Need to improve (1-3 answer)</b>	4	<b>0</b>	00.00	00%	<b>00%</b>

Almost the 100% of participants correctly answered the listening part thus showing an excellent understanding of what they hear.

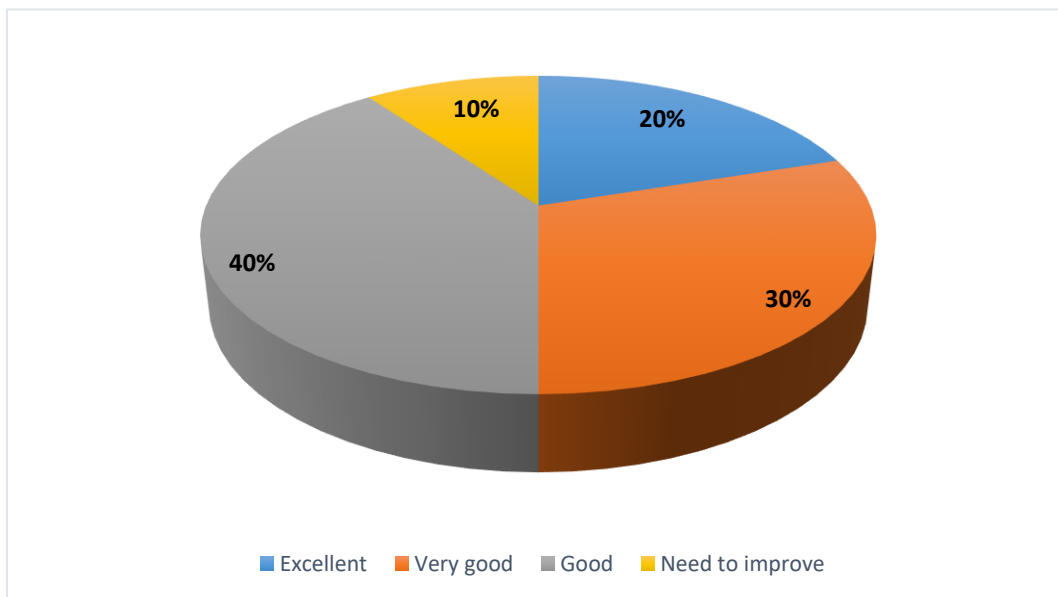


### Oral part.

- Can you introduce yourself? Include:
  - ✓ Name
  - ✓ Place of residence
  - ✓ Age
  - ✓ Nationality

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (mention 4/4)</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Very good (mention 3/4)</b>	2	<b>3</b>	30.00	30%	<b>30%</b>
<b>Good (mention 2/4)</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve (mention 1/4)</b>	4	<b>1</b>	10.00	10%	<b>10%</b>

The participants responded with an acceptable level of the second language.

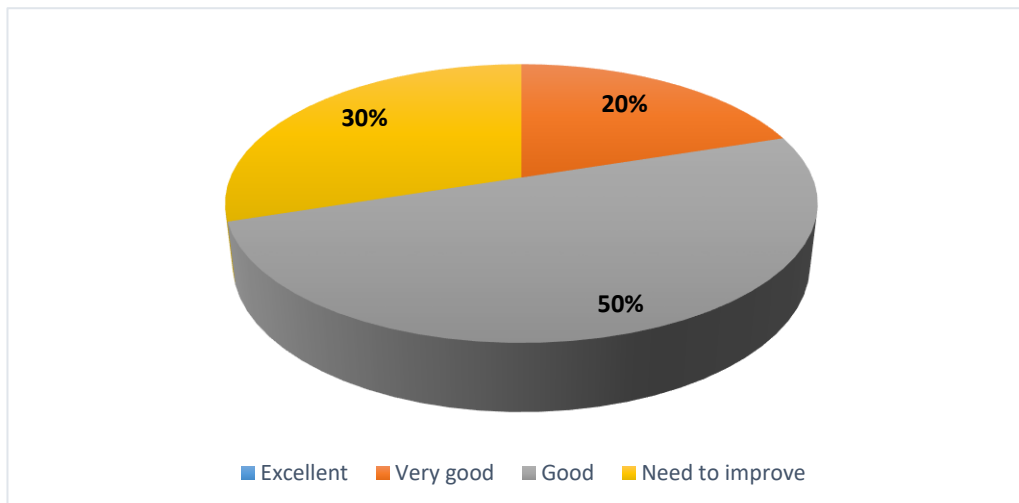


- Can you describe the image?



Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good</b>	3	<b>5</b>	50.00	50%	<b>50%</b>
<b>Need to improve</b>	4	<b>3</b>	30.00	30%	<b>30%</b>

The participants had difficulties to describe what they saw, showing low level of fluency.



#### 4.2.2 First quiz, written part.

The Writing quiz was divided into two parts:

- C. Used to (with three aspect: affirmative, negative and interrogative form).
- D. Conditionals, first and second conditional (with six aspect: affirmative, negative and interrogative form).

#### USED TO

**Directions:** use the modal verb “Used to” for writing down a sentence with each form presented below.

- 4. Used to, affirmative form.

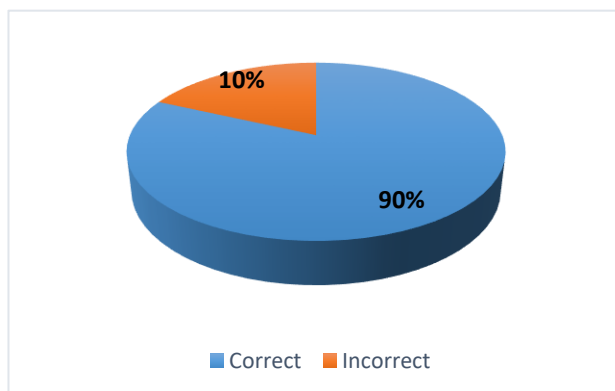
<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>10</b>	100.00	100%	<b>100%</b>
<b>Incorrect</b>	2	<b>0</b>	00.00	0%	<b>0%</b>

The pie chart to question one is omitted because it only has a single value; the 100% of participants correctly created a sentence using the affirmative form.

- 5. Used to, negative form.

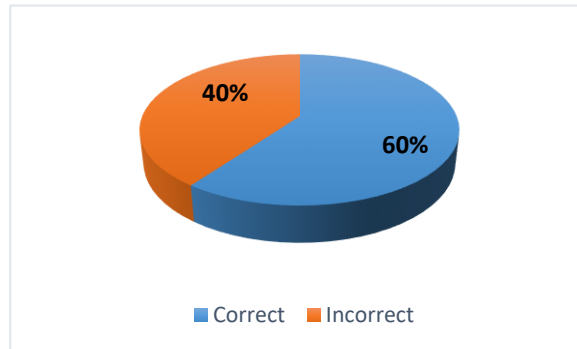
<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>9</b>	90.00	90%	<b>90%</b>
<b>Incorrect</b>	2	<b>1</b>	10.00	10%	<b>10%</b>

The participants were able to create sentences with “Used to” in its negative form.



6. Used to, interrogative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>6</b>	60.00	60%	<b>60%</b>
<b>Incorrect</b>	2	<b>4</b>	40.00	40%	<b>40%</b>
More than 50% of participants were able to create sentences with “Used to” in its interrogative form.					



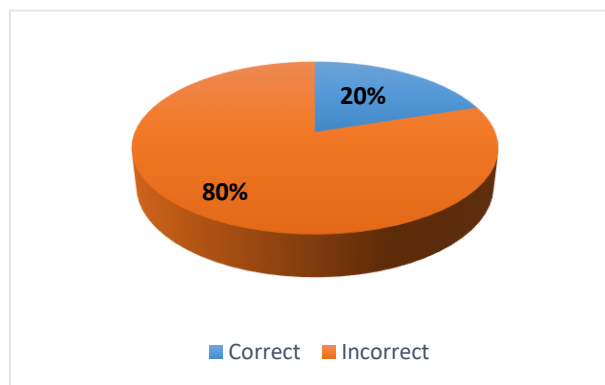
**Conditionals.**

**First conditional.**

**Directions:** write down sentences using the first conditional.

4. First conditional, Interrogative form.

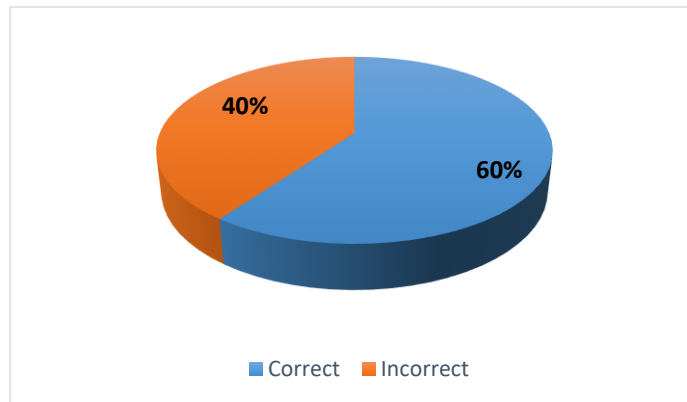
<b>Value Label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Accumulated Percentage</b>
<b>Correct</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Incorrect</b>	2	<b>8</b>	80.00	80%	<b>80%</b>
More than 50% of participants were not able to create a sentence with “First conditional” in its interrogative form.					



5. First conditional, affirmative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>6</b>	60.00	60%	<b>60%</b>
<b>Incorrect</b>	2	<b>4</b>	40.00	40%	<b>40%</b>

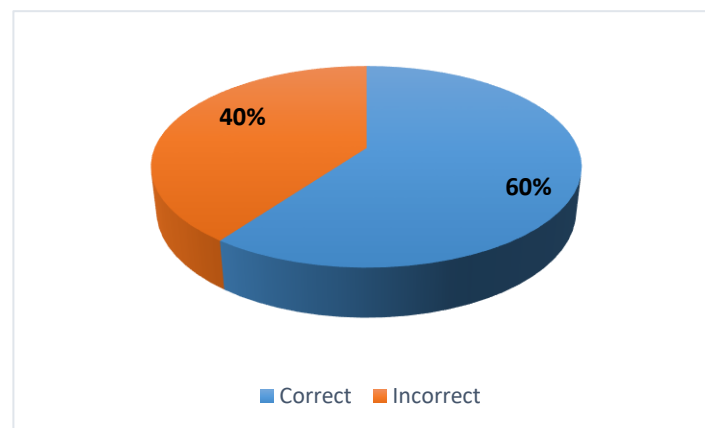
More than 50% of participants were able to create sentences with “First conditional” in its affirmative form.



6. First conditional, negative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>6</b>	60.00	60%	<b>60%</b>
<b>Incorrect</b>	2	<b>4</b>	40.00	40%	<b>40%</b>

Most of the 50% of participants were able to create sentences with “First conditional” in its negative form.



## Second conditional.

**Directions:** write down sentences using the second conditional.

1. Second conditional, interrogative form.

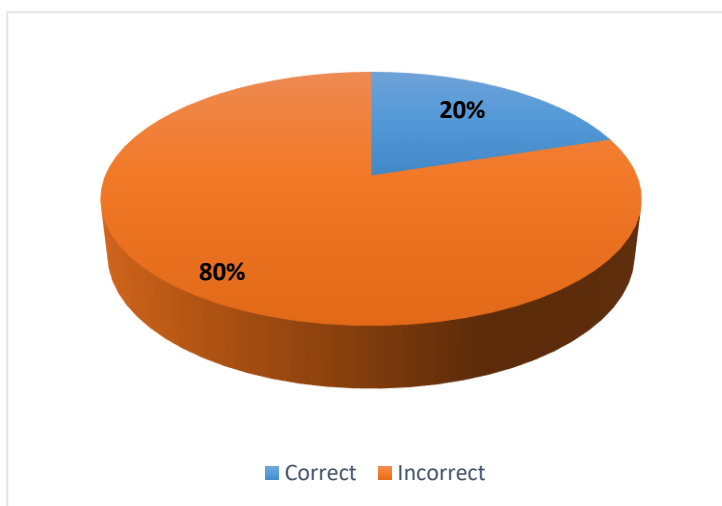
<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>0</b>	0.00	0%	<b>0%</b>
<b>Incorrect</b>	2	<b>10</b>	100.00	100%	<b>100%</b>

The pie chart to question one is omitted because it only has a single value; the 100% of the participants were not able to make a sentence with the use of second conditional form.

2. Second conditional, affirmative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Incorrect</b>	2	<b>8</b>	80.00	80%	<b>80%</b>

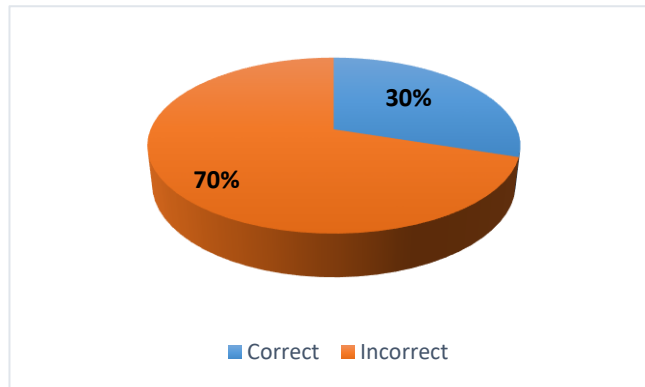
More than 50% of participants were not able to create a sentence with “Second conditional” in its affirmative form.



3. Second conditional, negative form.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Correct</b>	1	<b>3</b>	30.00	30%	<b>30%</b>
<b>Incorrect</b>	2	<b>7</b>	70.00	70%	<b>70%</b>

Less than 50% of the participants were able to create a sentence with this structure.





#### 4.2.3 Second quiz, oral part.

The Oral quiz was divided into six aspects:

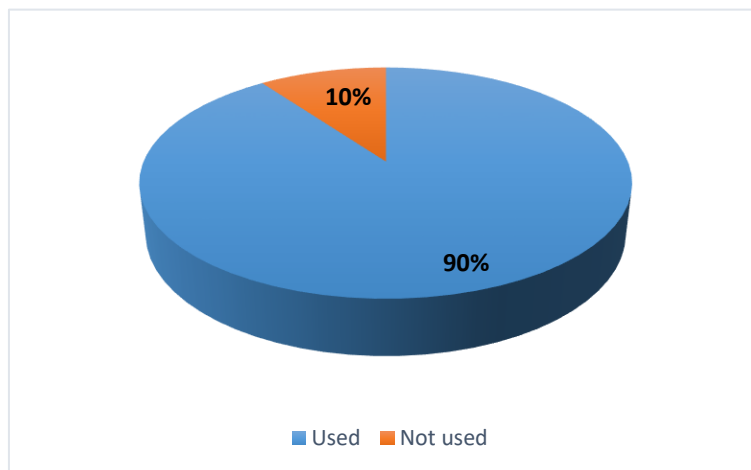
7. Use of correct construction of the simple past.
8. Use of correct construction of the past continuous.
9. Use of correct construction of the past perfect.
10. Combination of both languages, the L1 and the L2.
11. Pronunciation.
12. Accuracy

**Directions:** use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.

7. Use of correct construction of the simple past.

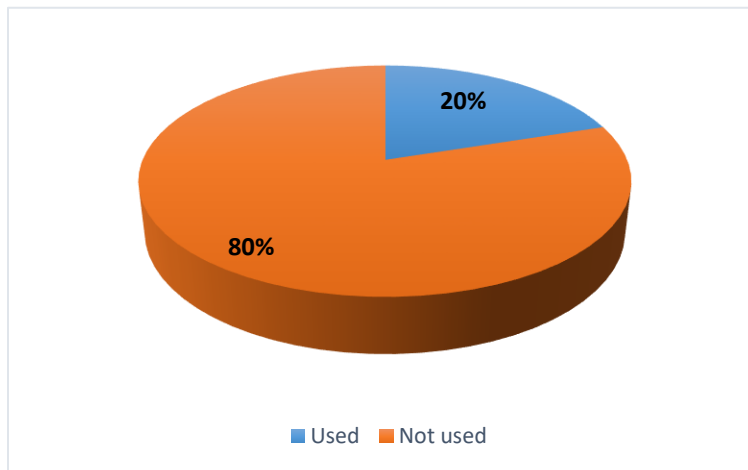
<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>9</b>	90.00	90%	<b>90%</b>
<b>Did not use</b>	2	<b>1</b>	10.00	10%	<b>10%</b>

More than 50% of the participants were able to talk about events using the simple past.



8. Use of correct construction of the past continuous.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Did not use</b>	2	<b>8</b>	80.00	80%	<b>80%</b>
The participants had difficulties with the use of past continuous.					



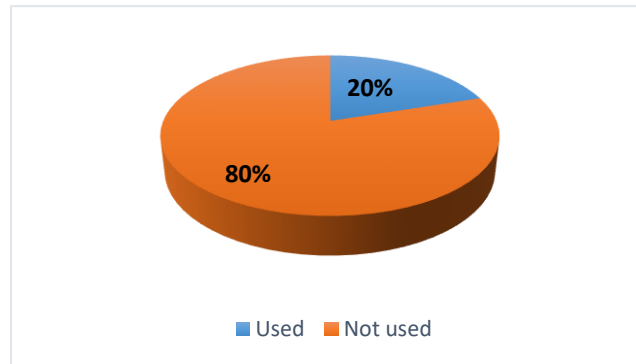
9. Use of correct construction of the past perfect.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>0</b>	00.00	0%	<b>0%</b>
<b>Did not use</b>	2	<b>10</b>	100.00	100%	<b>100%</b>
The pie chart to question one is omitted because it only has a single value; the 100% of the participants were not able to use the past perfect.					

1. Combination of both languages, the L1 and the L2.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Did not use</b>	2	<b>8</b>	80.00	80%	<b>80%</b>

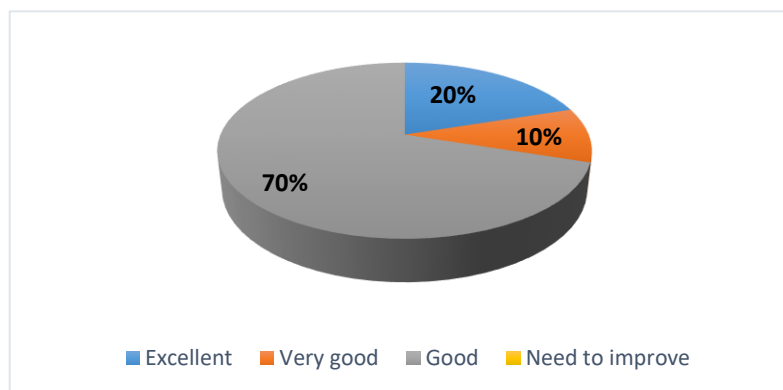
The half of the participants used a mixture of both languages, the L1 and the L2.



2. Pronunciation.

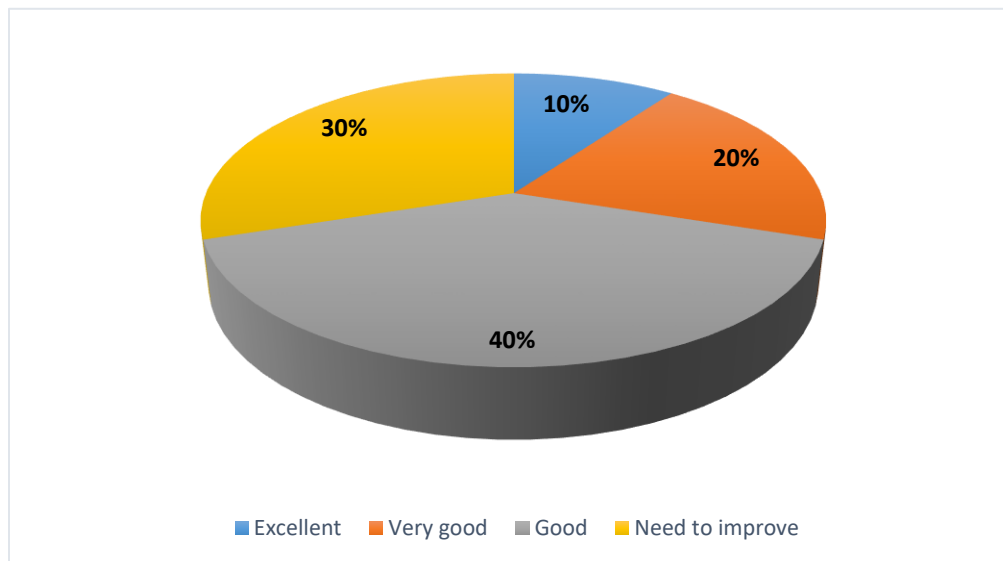
<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Very good</b>	2	<b>1</b>	10.00	10%	<b>10%</b>
<b>Good</b>	3	<b>7</b>	70.00	70%	<b>70%</b>
<b>Need to improve</b>	4	<b>0</b>	0.00	00%	<b>00%</b>

Most of the participants had a good pronunciation.



### 3. Accuracy.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent</b>	1	<b>1</b>	10.00	10%	<b>10%</b>
<b>Very good</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve</b>	4	<b>3</b>	30.00	30%	<b>30%</b>
Most of the participants showed good accuracy in what they expressed.					



#### 4.2.4 Third quiz, listening part.

The Listening quiz took into account two aspects:

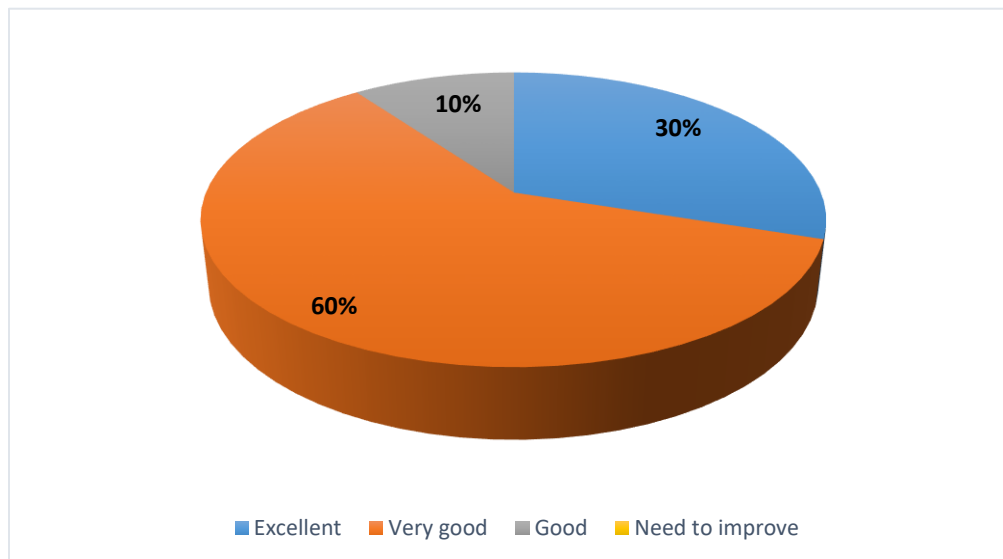
3. Simple past.
4. Past progressive.

**Directions:** listen to the audio and choose the correct option “Simple past/Past progressive”.

3. Simple past, (5 answer).

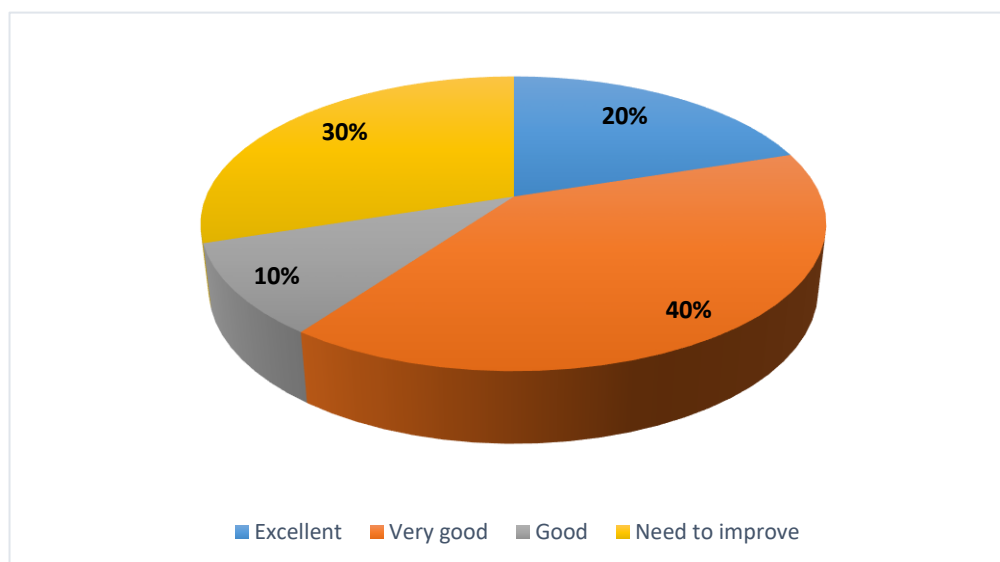
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (5 correct answers)</b>	1	<b>3</b>	30.00	30%	<b>30%</b>
<b>Very good (4 correct answers)</b>	2	<b>6</b>	60.00	60%	<b>60%</b>
<b>Good (3 correct answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-2 correct answers)</b>	4	<b>0</b>	00.00	00%	<b>00%</b>

The participants were able to detect the simple past in the audio they heard.



4. Past progressive, (10 answer).

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent (10 correct answers)</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Very good (8-9 correct answers)</b>	2	<b>4</b>	40.00	40%	<b>40%</b>
<b>Good (6-7 correct answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve ( 1-5 correct answers)</b>	4	<b>3</b>	30.00	30%	<b>30%</b>
The participants were able to understand most of the sentences in the past progressive.					



### 4.3 Data Analysis, level 16 “A”.

#### 4.3.1 First quiz, written part.

The Written quiz was divided into two parts:

- A. Can/could, may/might, will/would.
- B. Change the sentences using the appropriate modal.

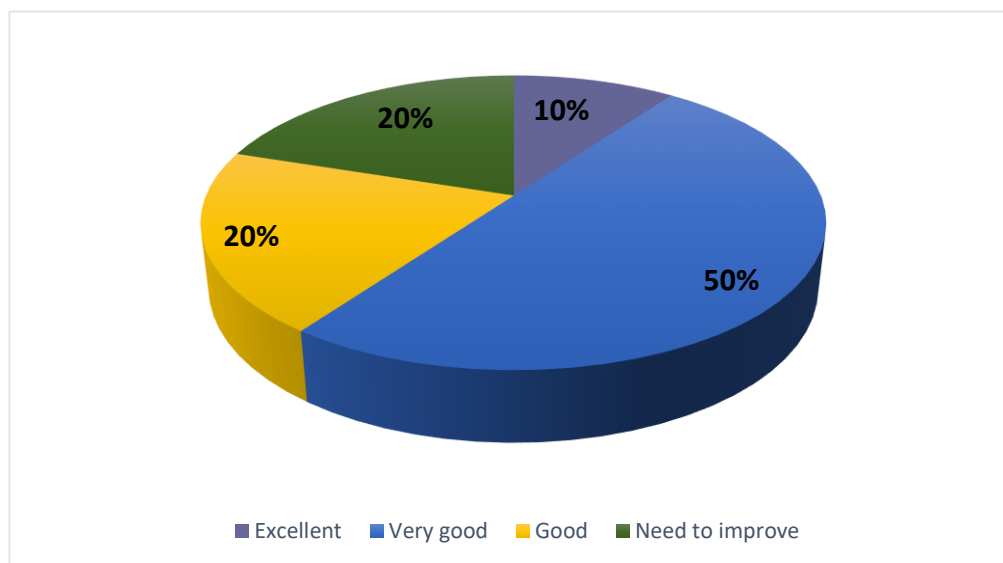
#### Modals.

**Directions: Chose the correct modal according to the context.**

- A. Can/could, may/might, will/would.

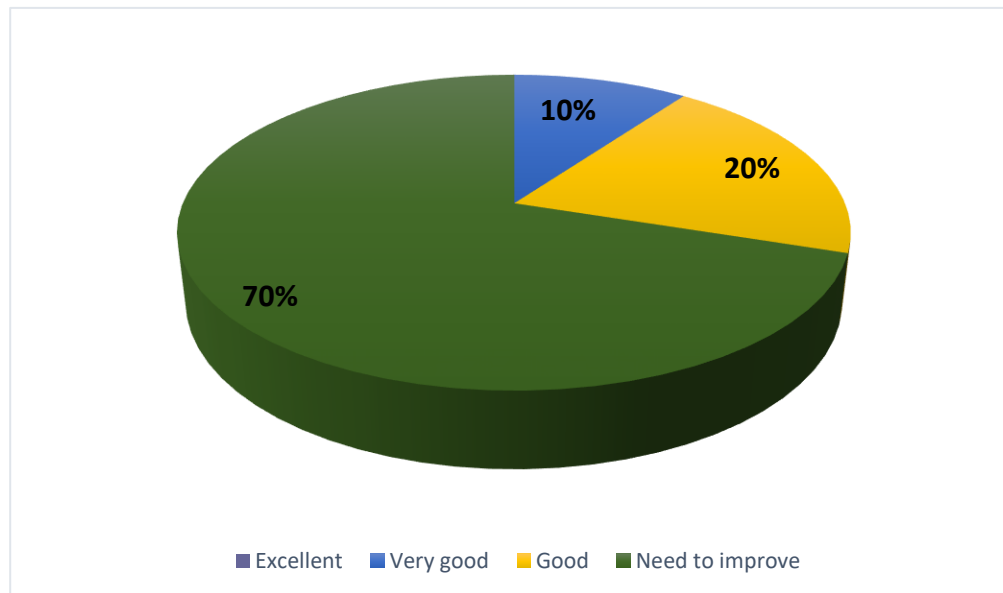
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 answers)</b>	1	<b>1</b>	10.00	10%	<b>10%</b>
<b>Very good (8-9 answers)</b>	2	<b>5</b>	50.00	50%	<b>50%</b>
<b>Good (6-7 answers)</b>	3	<b>2</b>	20.00	20%	<b>20%</b>
<b>Need to improve (1-5 answers)</b>	4	<b>2</b>	20.00	20%	<b>20%</b>

The 50% of the participants were able to choose the correct modal.



B. Change the sentences using the appropriate modal.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (5 answers)</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good (4 answers)</b>	2	<b>1</b>	10.00	10%	<b>10%</b>
<b>Good (3 answers)</b>	3	<b>2</b>	20.00	20%	<b>20%</b>
<b>Need to improve (1-2 answers)</b>	4	<b>7</b>	70.00	70%	<b>70%</b>
The participants were not able to change the sentences using the modals.					





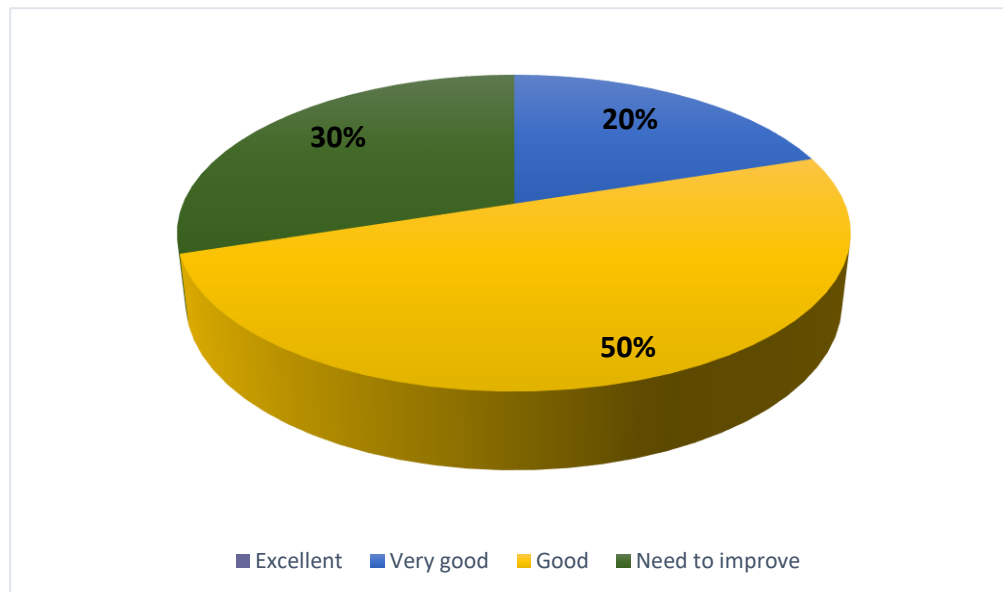
### 4.3.2 Second quiz, listening part.

Modals.

**Directions:** listen carefully and fill in the blanks with the modal verb.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 answers)</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good (8-9 answers)</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good (6-7 answers)</b>	3	<b>5</b>	50.00	50%	<b>50%</b>
<b>Need to improve (1-5 answers)</b>	4	<b>3</b>	30.00	30%	<b>30%</b>

The 50% of the participants could understand the audio and thus answer correctly.



### 4.3.3 Third quiz, oral part.

The oral quiz took into account two parts.

- ✓ Direct
- ✓ Indirect Object

**Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.

#### 1. Direct Object.

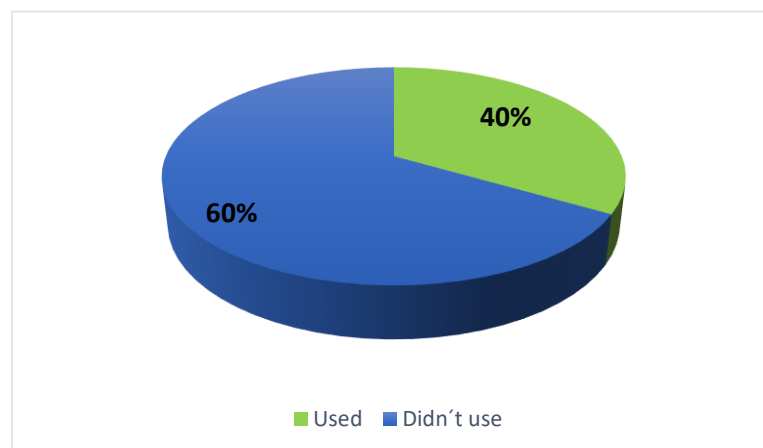
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
Used	1	<b>10</b>	10.00	100%	<b>100%</b>
Did not use	2	<b>0</b>	00.00	00%	<b>00%</b>

The pie chart to this section was omitted because it only had a single value; the 100% of participants unconsciously used the Direct object.

#### 1. Indirect Object.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
Used	1	<b>4</b>	40.00	40%	<b>40%</b>
Did not use	2	<b>6</b>	60.00	60%	<b>60%</b>

The participants were unsure of using the indirect object, still 40% of the participants could unconsciously use it.



#### 4.3.4 Final Exam.

The final exam was divided into three parts:

- A. Written part (with five items).
- B. Listening part (with ten items).
- C. Oral part (with five items).

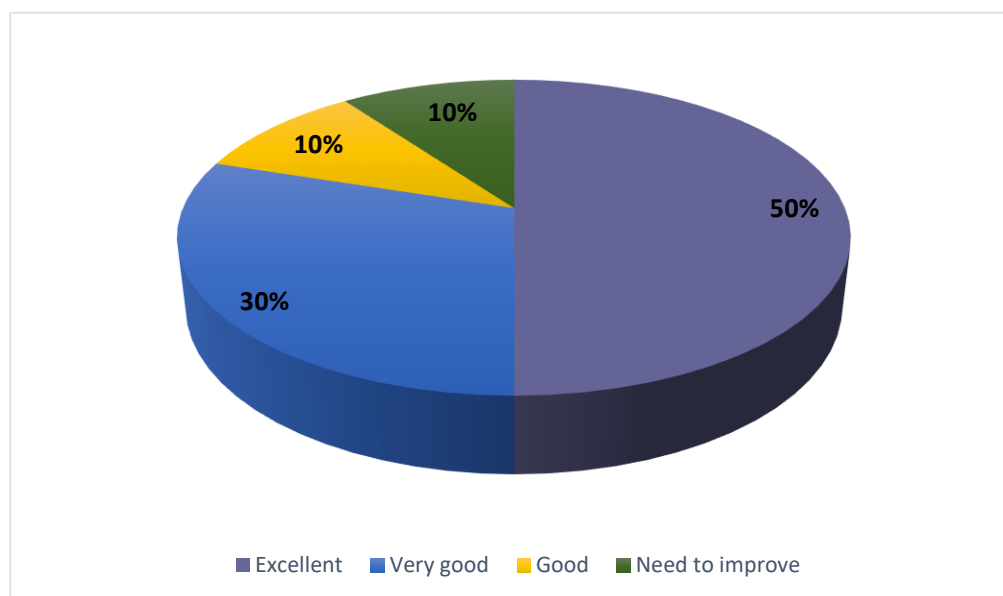
#### Written part.

The written part was divided into 2 keys, one key for level 16 “A” and another key to level 16 “B”.

**Directions:** Identify if the sentence is written in active or passive voice. Write A for active voice and P for passive voice.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (5 answers)</b>	1	<b>5</b>	50.00	50%	<b>50%</b>
<b>Very good (4 answers)</b>	2	<b>3</b>	30.00	30%	<b>30%</b>
<b>Good (3 answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-2 answers)</b>	4	<b>1</b>	10.00	10%	<b>10%</b>

This was the last topic the participants studied in a short time, even so, 50% of them managed to identify the active and passive voice.

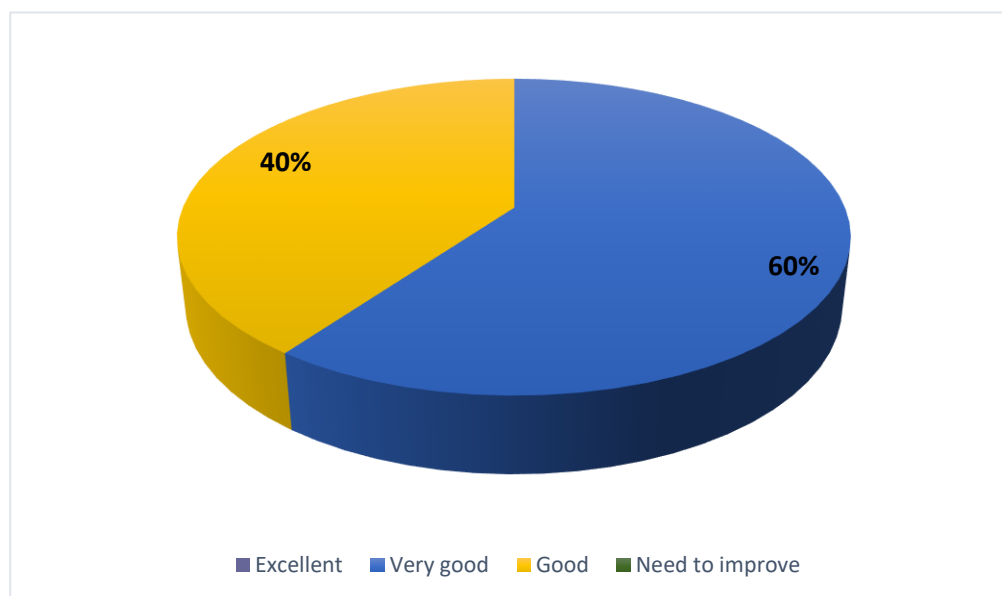


## Listening part.

**Directions:** listen carefully to the following interview and circle the correct answer, Past Perfect/ Past Perfect Continuous.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 answers)</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good (8-9 answers)</b>	2	<b>6</b>	60.00	60%	<b>60%</b>
<b>Good (6-7 answers)</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve (1-5 answers)</b>	4	<b>0</b>	00.00	00%	<b>00%</b>

More than 50% of the participants were able to differentiate between the Past Perfect and the Past Perfect Continuous.



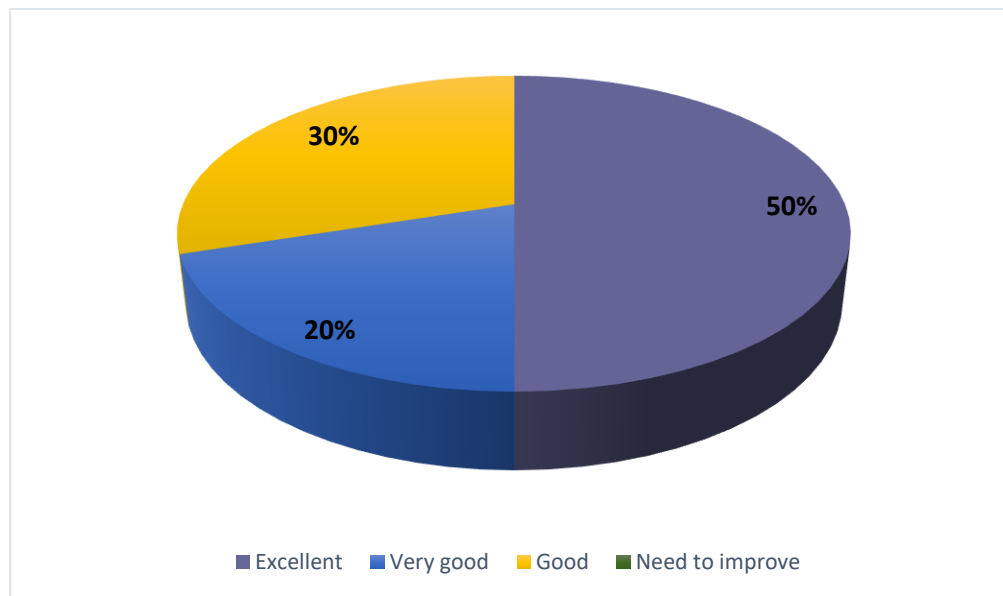
**Oral part.**

**Modal verbs.**

**Directions:** give an advice for each situation presented below.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent (5 answers)</b>	1	<b>5</b>	50.00	50%	<b>50%</b>
<b>Very good (4 answers)</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good (3 answers)</b>	3	<b>3</b>	30.00	30%	<b>30%</b>
<b>Need to improve (1-2 answers)</b>	4	<b>0</b>	00.00	00%	<b>00%</b>

The participants were able to give advice using the modal verbs.



#### 4.4 Data Analysis, level 16 “B”.

##### 4.4.1 First quiz, written part.

The Written quiz was divided into two parts:

- C. Can/could, may/might, will/would.
- D. Change the sentences using the appropriate modal.

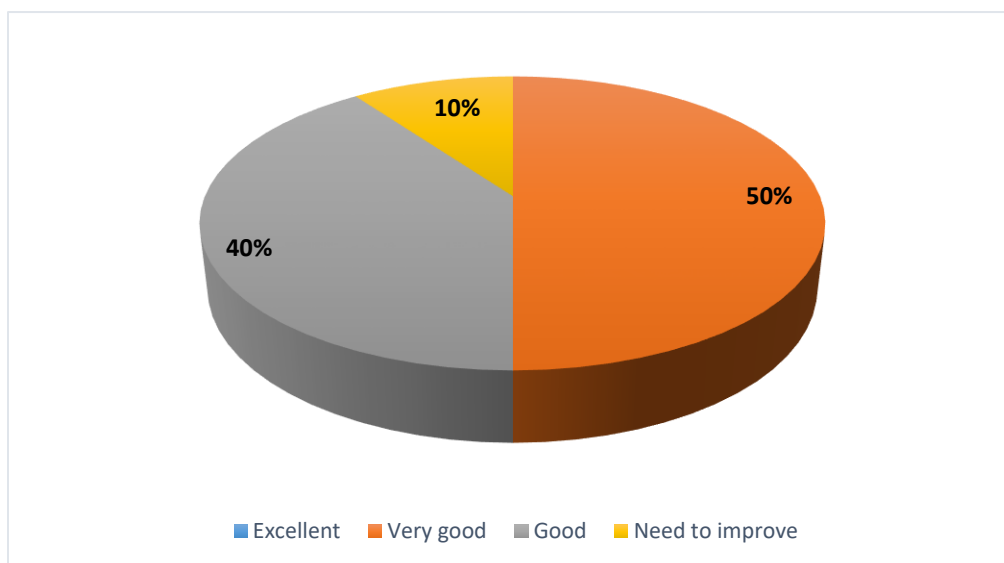
##### Modals.

**Directions: Chose the correct modal according to the context.**

- C. Can/could, may/might, will/would.

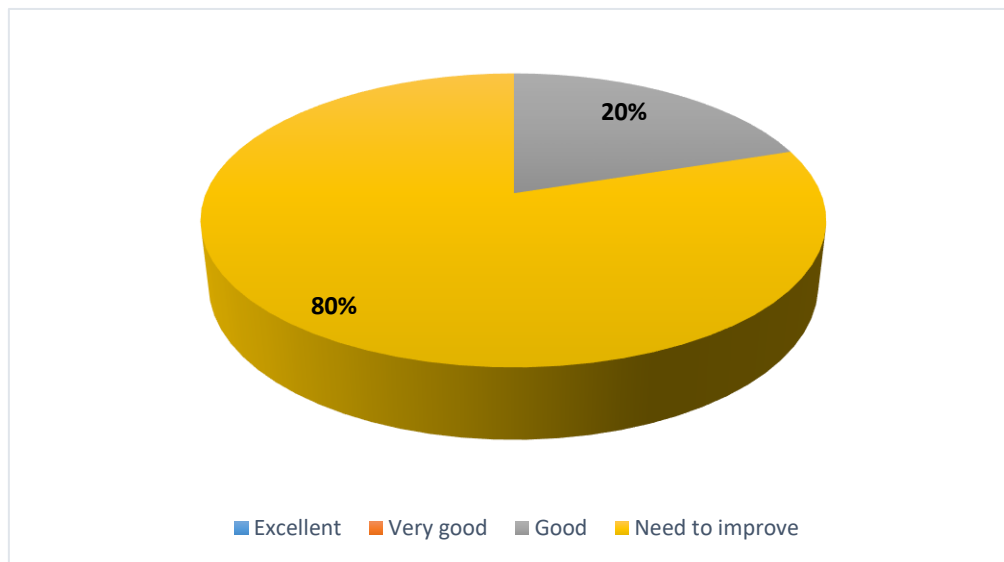
Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 answers)</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good (8-9 answers)</b>	2	<b>5</b>	50.00	50%	<b>50%</b>
<b>Good (6-7 answers)</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve (1-5 answers)</b>	4	<b>1</b>	10.00	10%	<b>10%</b>

The 50% of the participants were able to choose the correct modal verb.



D. Change the sentences using the appropriate modal.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent (5 answers)</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good (4 answers)</b>	2	<b>0</b>	00.00	00%	<b>00%</b>
<b>Good (3 answers)</b>	3	<b>2</b>	20.00	20%	<b>20%</b>
<b>Need to improve (1-2 answers)</b>	4	<b>8</b>	80.00	80%	<b>80%</b>
The participants had difficulties and they were not able to change the sentences using the modals.					



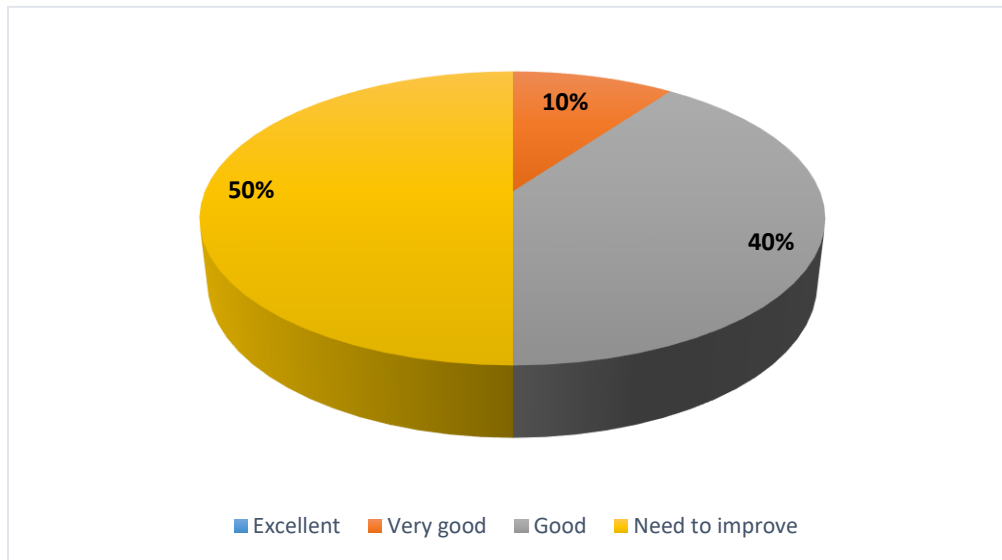
#### 4.4.2 Second quiz, listening part.

Modals.

**Directions:** listen carefully and fill in the blanks with the modal verb.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 answers)</b>	1	<b>0</b>	00.00	00%	<b>00%</b>
<b>Very good (8-9 answers)</b>	2	<b>1</b>	10.00	10%	<b>10%</b>
<b>Good (6-7 answers)</b>	3	<b>4</b>	40.00	40%	<b>40%</b>
<b>Need to improve (1-5 answers)</b>	4	<b>5</b>	50.00	50%	<b>50%</b>

The 50% of the participants were not able to answer correctly the listening quiz.





#### 4.4.3 Third quiz, oral part.

The oral quiz took into account two parts.

- ✓ Direct
- ✓ Indirect Object

**Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.

##### 2. Direct Object.

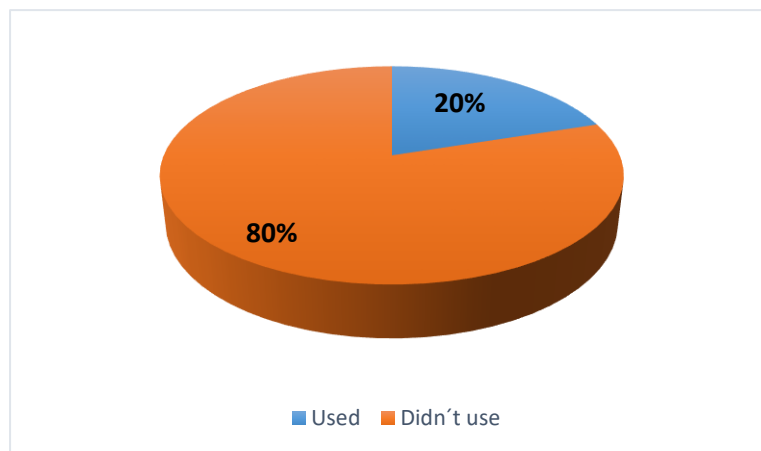
<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>10</b>	10.00	100%	<b>100%</b>
<b>Did not use</b>	2	<b>0</b>	00.00	00%	<b>00%</b>

The pie chart to this section was omitted because it only had a single value; the 100% of participants unconsciously used the Direct object.

##### 2. Indirect Object.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Used</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Did not use</b>	2	<b>8</b>	80.00	80%	<b>80%</b>

The participants were unsure of using the indirect object, the 80% of the participants were not able to use it.



#### 4.4.4 Final Exam.

The final exam was divided into three parts:

- D. Written part (with five items).
- E. Listening part (with ten items).
- F. Oral part (with five items).

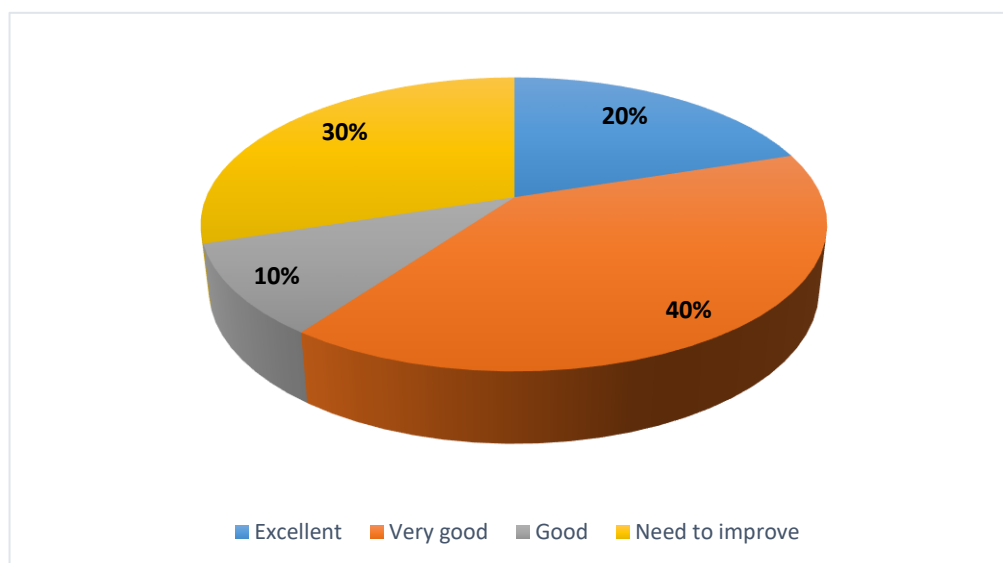
#### Written part.

The written part was divided into 2 keys, one key for level 16 “A” and another key to level 16 “B”.

**Directions:** use the passive voice to rewrite the following sentences.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (5 answers)</b>	1	<b>2</b>	20.00	20%	<b>20%</b>
<b>Very good (4 answers)</b>	2	<b>4</b>	40.00	40%	<b>40%</b>
<b>Good (3 answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-2 answers)</b>	4	<b>3</b>	30.00	30%	<b>30%</b>

This was the last topic the participants studied in a short time; they were able to rewrite the sentences.

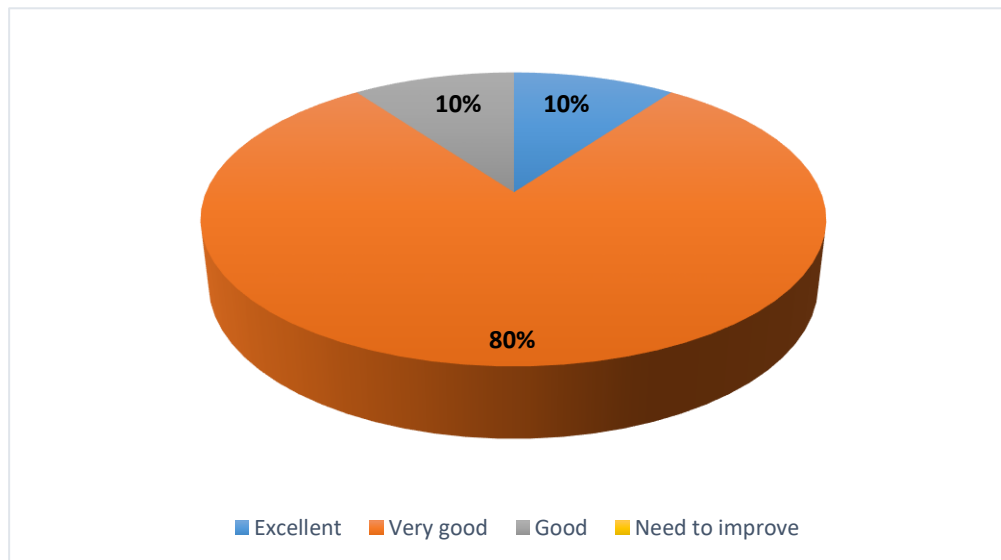


## Listening part.

**Directions:** listen carefully to the following interview and circle the correct answer, Past Perfect/ Past Perfect Continuous.

Value label	Value	Frequency	Percentage	Valid percentage	Accumulated percentage
<b>Excellent (10 answers)</b>	1	<b>1</b>	10.00	10%	<b>10%</b>
<b>Very good (8-9 answers)</b>	2	<b>8</b>	80.00	80%	<b>80%</b>
<b>Good (6-7 answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-5 answers)</b>	4	<b>0</b>	00.00	00%	<b>00%</b>

The participants were able to differentiate between the Past Perfect and the Past Perfect Continuous.

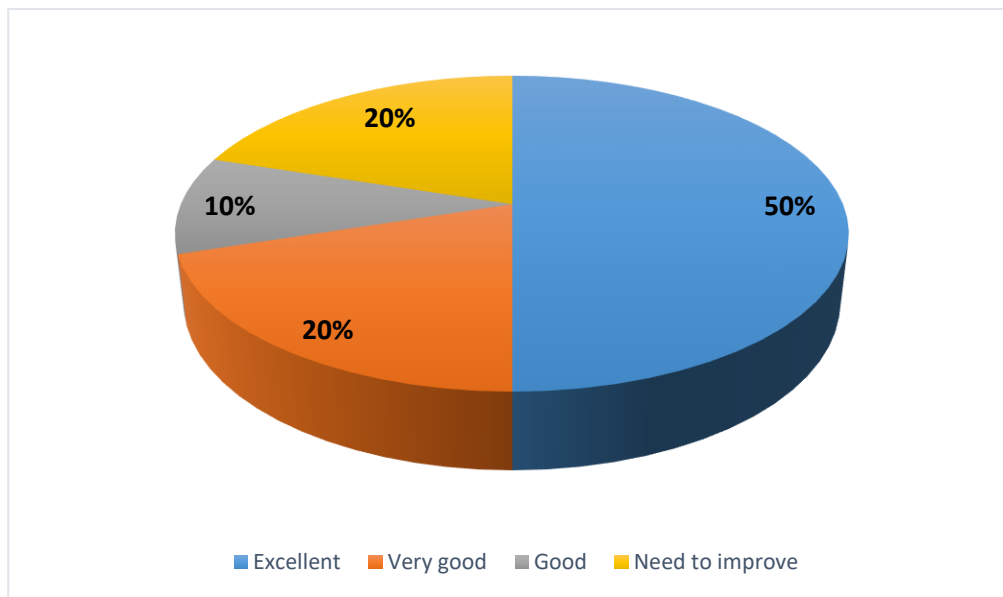


**Oral part.**

**Modal verbs.**

**Directions:** give an advice for each situation presented below.

<b>Value label</b>	<b>Value</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid percentage</b>	<b>Accumulated percentage</b>
<b>Excellent (5 answers)</b>	1	<b>5</b>	50.00	50%	<b>50%</b>
<b>Very good (4 answers)</b>	2	<b>2</b>	20.00	20%	<b>20%</b>
<b>Good (3 answers)</b>	3	<b>1</b>	10.00	10%	<b>10%</b>
<b>Need to improve (1-2 answers)</b>	4	<b>2</b>	20.00	20%	<b>20%</b>
The 80% of the participants were able to give advice using the modal verbs.					



## 4.5 Answers to the Research Questions

Once the experiment finished and the data was analyzed, the researchers were able to answer the following research questions:

### 4.5.1 Main question

**What is the influence of the Language rules in L1 on the language constructions in the L2, used by intermediate low students at the CENIUES English Adult program?**

In order to answer this question, the researchers compared the data that was gathered through the experiment with the information of the theoretical framework. It was possible to identify that, in fact, students from level 15 and 16 presented a certain degree of influence of the L1 rules on the L2 construction. The research team identified the presence of this phenomenon by means of the following characteristics, which were noticeable at the moment students participated in different activities:

- **Natural language transfer.** Due to the way students expressed their ideas, it was possible to identify the use of both, the positive and the negative transfer, which consist on literal translations that students use to communicate, it is positive when the Spanish structure is acceptable in the L2, however it is negative when the students use a structure from his/her mother tongue that is not suitable in the L2. In addition, during the experiment the research team observed and took notes about the type of language learners used according to the situation they came in contact with. For example, when the teacher asked them to create a dialogue, which they had to act the next day, they looked for the most appropriate words and rules because they had enough time to prepare the role play, thus they were better organized and spoke in a more accurate way. However, when we assessed the students with the oral quiz, they did not have the time of preparation to verify their vocabulary, thus they had a tendency to use a basic language and the negative transfer was detected. We also noticed that during the students' participation in class, some of them did not speak too much; instead they spoke in Spanish to communicate with their classmates.

\* To verify, please go to page n° 151

\*\* To verify, please go to page n° 166

♦ To verify, please go to page n° 179

Among the negative transfer that we identified, we can mention: “it is very night”\*, “I was a little happy”\*\*\*, “the little young.”♦ According to Selinker, these structures are produced by the learner’s necessity to communicate, thus creating a new language system.♦

- **Overgeneralization of the target language rules.** For this aspect the researchers considered that the use of verbs and their correct conjugation was the most significant. Most of the time, students used the infinitive form with modals. For example: “I must to gave him my cell phone.”\*
- **Communication strategies.** The research team identified that some students did not use the specific words when referring to objects or actions, but describing them instead. For example: a student said: “his father gave the good morning to Pablo”\*\* as a substitute of: “Pablo’s father woke him up.”

At the end of the experiment, it was possible to identify that these are the main areas that are affected by the influence of L1 structures on L2 construction:

- 1) The transfer maybe positive or negative, depending on the use of L2 structures. (As it was mentioned in the previous page)
- 2) The incorrect verb conjugation was the principal aspect of the overgeneralization of language rules that students used the most.
- 3) The description of objects and actions was highly used by students, since they did know the specific word in the L2.

♦Theoretical framework page n° 22, second paragraph  
\* To verify, please go to page n° 148  
\*\* To verify, please go to page n° 170

#### 4.5.2 Subsidiary questions

- **What are the most common language structures used by intermediate low students from L1 on the language construction in L2?**

Based on the information that the researchers gathered while the experiment was developed, it was possible to identify the following structures students used:

**a. Little or no use of personal pronouns.** The participants were not able to maintain the use of personal pronouns when narrating a story or explaining something. At the beginning, students used the personal pronoun, but to the extent in which they continued talking about the person or the object, most of them had a tendency to omit the personal pronoun, as a result they only used the verb with its complement.

- Well, I think that is a little cat. (Dilcia Johana Alarcón Aguirre, 15A page n° 146 )
- It is a cat and that eat a watermelon. (Erick Roque Mejía Galán, 15B page n° 174 )

**b. Incorrect use of verbs.** Some students associated the sense of English verbs with Spanish verbs due to the way they are written, while some others used a verb that did not match with what the participants wanted to express: use of false cognates, incorrect use of modals, among others.

- The father introduced in the bedroom. (Jazmin Arely Arana Ascencio 16A page n°148)
- I only came just for to register and pay but I didn't know where the classes would be. (Moisés Elías López 15A page n° 154)
- He brush her hair (Carlos Josué Guevara Palencia 16B page n° 173 )

- She can study, she can search information on web sites. (Giving advice, Cindy Vanegas 16B page n° 185 )
- c. Pronunciation of English words according to Spanish rules.** The phonetic aspect played an important role in this investigation since the production of Spanish corresponds to the way the word is written however in English the sound differs from its graphic representation.
- He should be more happy. // h'i: f'oud b'i: m'or h'api (Laura Jazmin Mendoza Rodas 16A page n° 159)
  - I don't remember the direct and /aɪ dɒnt rɪm'emɒə ðə ,dir'ekt, and ,ɪndɪr'ekt/ indirect.(Erick Roque Mejía Galán, 16B page n° 174)
- d. Incorrect use of possessive pronouns.** Most students did not employ the pronoun that corresponded to the object or the person they were talking about.
- He should brush your teeth every day. (Dennis Obed Bautista Flores 16A page n° 151)
  - The cat has a watermelon in their hands. (Abigail Elizabeth Córdova Rojas 15B page n° 166)
  - She should concentrate in his notes. (Alejandra María Fuentes Aguiluz 16B page n° 171)
  - The boy is sleeping in your bed. (Maira Guadalupe Solórzano Orellana 15B page n° 183 )
- e. Inclusion of Spanish words within English sentences.** At the moment to speak students used some Spanish words, it seems that their use was unconsciously.



- The mister is angry, he should take a brake and think about the problems y relax.(Jazmin Arely Arana Ascencio 16A page n° 149)
- The father arrived a his bedroom. (Maira Guadalupe Solórzano Orellana 16B page n° 183)
- **What kind of solutions can be suggested to minimize the phenomenon?**

Based on the experience that was acquired when developing the experiment, the research team took into consideration the following solutions to minimize the influence of language structure in L1 on the language rules in L2:

- Teachers and students should visit different practice websites to improve their macro skills (listening, writing, speaking and reading).** Nowadays the technology eases the access to information because people can find and visit a vast amount of websites for increasing the capacity of speaking a second language. Both, teachers and students have the opportunity to look for different pages on internet to practice and to improve their English level. There are many websites that promote the practice of all skills, for example:

Best of Bilash: Improving Second Language Education:

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/fourskills.html>

- The institution in charge of teaching English should open tutoring sessions and conversation clubs.** During the time the researchers observed and worked with level 15 and 16, it was possible to notice that there were no extra help for students. For this reason, it is necessary to create different spaces where learners can clarify their doubts and improve their skills. In addition, teachers or advisors can identify the use of L1 rules and provide the correct L2 structures.

**c. Teachers could include in their lesson plans some cultural aspects about the language.** It is important to learn not only the language but also the cultural aspects of it. The researchers took into account the country's culture because the language can be modified by these features, for example the accent or the use of specific words may depend on the region it is spoken. Teachers could include different activities based on traditional aspects of the country (food, folklore, geography, history, etc.) where the language is spoken, this way students may have a better understanding of the L2 in relationship to its variation and use of accentuation, vocalization and intonation.

**d. Students should focus on practicing the language inside and outside the classroom.** Teachers should insist on the use of L2, to make students aware about the opportunities they have to practice the language. This way they can improve the L2 construction and minimize the use of L1 structures.

- **How has the experiment affected the students' performance?**

At the end of the experiment, it was possible to identify the students' enhancement based on these characteristics:

**a. Students have improved their self-confidence:** the research team noticed that students were more willing to use English to communicate during different activities that the teacher developed while the investigators were inside the classroom.

**b. Students have increased the desire to achieve their goals:** when the experiment finished, the researchers noticed that most students appeared to be enthusiastic to accomplish the target language.

- c. **Students have better understood the subjects and their structure:** in the transition from level 15 to level 16, the investigators remarked a progress in the students' performance. Students from the experimental group improved in comparison to the first three quizzes in level 15 since they had an extra practice on the grammatical construction of the L2. Students showed a positive response to the researcher's activities, they were active participants during the reinforcement.

## **4.6 Findings**

This part of the research intends to report the main results and findings of the study.

### **4.6.1 Major findings**

The research team confirmed that there is not a specific pattern of rules students use from their mother tongue in the target language structure. According to Selinker every person creates a language system which is based on the knowledge that the individual had acquired, for this reason the L2 language that every person uses is unique. Based on his point of view, it was possible to notice that not all participants had the same problem in the same area of knowledge. For example, some of them forgot to use “s” at the end of the verbs when they are conjugated in the present.

Based on the data analysis, the participants seemed to be between the initial and the intermediate stage of interlanguage. Through the data gathering instruments, the researchers discovered that the learners continued using structures from their mother tongue in the L2 construction, which corresponds to the initial stage. In addition, students could not be completely placed in the intermediate stage because they have not reached an advanced level of development in the L2. According to Flege, the linguistic competence is in constant evolution, which gradually approaches to a native like level. Therefore, at this point learners have enough knowledge of the target language for not to be considered novices. They have acquired the capacity to use the positive and the negative transfer in an unconscious way.

According to Tarone, who supported the idea of the style-continuum, students change from vernacular style to the careful style depending on the context. The students, who participated in classes, felt the urgency to express their ideas, thus did they not pay attention to the appropriate L2 structure. As a result, the researchers found that the style, the participants used the most, was the vernacular.

#### **4.6.2 Additional and unforeseen findings**

There were both, positive and negative aspects that the researchers considered important during the study.

Regarding the negative aspects the researchers include:

##### **The lack of tutoring sessions**

During the investigation, the researchers discovered that CENIUES does not provide tutoring or extra reinforcement for the students' community. As a consequence students may feel harder the process of learning; the researchers found it firsthand, such the case was of some students who asked the researchers for help to complete homework. The investigators also verified with the CENIUES's authorities about this situation, and they confirmed that not tutoring or type of club to reinforce the student's knowledge exists.

Regarding the positive aspects the researchers include:

##### **Background**

The classroom conditions were suitable to teach because the size was favorable to develop group activities, it was located in the building's second floor as a result it was well vented and there were enough desks for all students. Even though the classroom lacked the technological equipment, CENIUES always provided all the tools that teachers needed.

##### **The environment**

CENIUES provides a variety of schedules for people who are interested in learning English. From the researchers' point of view, the time in which the course takes place may influence not only the students' performance, but also the students' motivation. During the experiment, it was possible to appreciate that even though the classes were programmed at noon, students attended their courses.

## CHAPTER V

### 5. Conclusions and recommendations.

#### 5.1 Conclusions

At the end of this research project, the investigators accomplished the following conclusions:

- During the process of learning a second language, the influence of the mother tongue structures on the L2 construction is inevitable because of the necessity to communicate. During this process, students adapt different language components to create a linguistic system which enables them to transmit ideas. However, they are not careful about the structure and its correct use.
- The influence of L1 structure on L2 construction is based on the student's knowledge about the language. The most they know about vocabulary and L2 structure, the better they are at acquiring and using the target language.
- Teachers should know more about the different phenomena involved in the learning process, and explain it to their students in order to keep them motivated.
- The influence of the mother tongue on the target language can be overcome, but the duration of the different stages may depend on the student's will to learn the L2.

## 5.2 Recommendations

Based on the experience gathered in developing this study, the researches took into consideration the following recommendations:

- The CENIUES authorities could consider the opening of tutoring sessions. CENIUES and the Foreign Language Department (FLD) could work together. This way, the institution could have an extra help for its student community while students from the FLD could develop their social service as tutors.
- CENIUES could look for a way to implement different conferences about the phenomena involved in the learning process. This type of activities may help not only teachers but also students who would be interested in increasing their knowledge about the target language; as a result they will be able to use more accurate structures of it.
- Teachers could consider explaining to their students the different stages they may experience in the process of learning a second language. This way, learners will be better prepared to acquire the L2, thus reducing the influence of the L1.
- Teachers could recommend or provide online sources to their students with the aim of practicing their skills as well as increasing the use of the correct L2 structures.
- Students could consider complementing their learning process by looking for different options to improve their skills. So that, they will learn faster the correct use of the target language.
- During the experiment, researchers should consider an alternate plan in the case a situation delays the investigation process.

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- GASS, C. y L. SELINKER (1983) (eds.) Language Transfer in Language Learning. Rowley. Mass: New House.
- *LIGHTBOWN, P. (1983). "Exploring relationships between developmental and instructional sequences in L2 acquisition". In Seliger, H; Long, M.H. Classroom oriented research in second language acquisition. Rowley (MA): Newbury House.*
- MANCHÓN, R. M. (1988): Aspectos psicolingüísticos y pedagógicos del aprendizaje de lenguas: estudio de la transferencia como estrategia de comunicación. Tesis, Universidad de Murcia.
- SELINKER, L. (1972) "Interlanguage". IRAL, International Review of Applied Linguistics 10 (3): 209-231.

### Electronic resources

- Cambridge English placement test for young learners

<http://www.cambridgeenglish.org/images/181158-cambridge-english-placement-test-for-young-learners-teachers-guide.pdf>



- Contrastive analysis, errors analysis, interlanguage  
<http://www.homes.uni-bielefeld.de/sgramley/CA-ErrorAnalysis-Interlang-Lennon.pdf>
- Definition of interlanguage on the variability of Interlanguage  
<http://www.academypublication.com/issues/past/tpls/vol02/04/19.pdf>
- Definition of L1  
<http://www.teaching-english-in-japan.net/acronyms/11>
- Definition of L2  
<http://www.teaching-english-in-japan.net/acronyms/12>
- Definition of interlanguage  
<http://www.academypublication.com/issues/past/tpls/vol02/04/19.pdf>
- Definition of structural approach (It is necessary to clarify that we had to create an account on Cambridge University Press in order to have access to the article's extract, the website showed the page n° 50 of the book, the definition can be found at the end of the last paragraph.)  
<http://ebooks.cambridge.org/chapter.jsf?bid=CBO9781139165785&cid=CBO9781139165785A017>
- Definition of dialect  
<http://grammar.about.com/od/d/g/dialectterm.htm>
- Definition of isomorphous  
<http://www.dictionary.com/browse/isomorphous>
- Definition of target language  
<https://www.teachingenglish.org.uk/article/target-language>

- Definition of “to fossilize”  
<http://www.dictionary.com/browse/fossilize>
- Definition of vernacular style  
<http://www.merriam-webster.com/dictionary/vernacular>
- Definition of non-probability sampling  
<https://explorable.com/non-probability-sampling>
- Errores en interlengua en el aprendizaje del español como lengua extranjera. Sonsoles Fernández López (E.O.t.Madrid)  
<http://revistas.ucm.es/index.php/DIDA/article/viewFile/DIDA9595110203A/20051>
- Error analysis and second language acquisition  
<http://www.academypublication.com/issues/past/tpls/vol02/05/22.pdf>
- Error analysis and interlanguage  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.138.7414&rep=rep1&type=pdf>
- How to write my research objectives. [Xaquín S. Pérez-Sindín López](#)  
<https://xaperezsindin.com/2012/10/31/how-to-turn-your-research-question-into-your-research-objectives/>
- Idiosyncratic dialects and error analysis  
[http://www.degruyter.com/dg/viewarticle.fullcontentlink:pdfeventlink/\\$002fj\\$002firal.1971.9.issue-2\\$002firal.1971.9.2.147\\$002firal.1971.9.2.147.pdf?t:ac=j\\$002firal.1971.9.issue-2\\$002firal.1971.9.2.147\\$002firal.1971.9.2.147.xml](http://www.degruyter.com/dg/viewarticle.fullcontentlink:pdfeventlink/$002fj$002firal.1971.9.issue-2$002firal.1971.9.2.147$002firal.1971.9.2.147.pdf?t:ac=j$002firal.1971.9.issue-2$002firal.1971.9.2.147$002firal.1971.9.2.147.xml)
- Interlanguage study  
[https://www.academia.edu/2344295/Interlanguage\\_Study\\_of\\_SLA](https://www.academia.edu/2344295/Interlanguage_Study_of_SLA)

- Le modèle quasi-expérimental. Martyn Shuttleworth  
<https://explorable.com/fr/le-modele-quasi-experimental>
- Metodología de la investigación. Cuarta edición, Dr, Roberto Hernandez Sampieri.  
Versión digital (PDF)  
[https://competenciashg.files.wordpress.com/2012/10/sampieri-et-al-metodologia-de-la-investigacion-4ta-edicion-sampieri-2006\\_ocr.pdf](https://competenciashg.files.wordpress.com/2012/10/sampieri-et-al-metodologia-de-la-investigacion-4ta-edicion-sampieri-2006_ocr.pdf)
- Modals activities  
[http://www.voanews.com/MediaAssets2/classroom/article\\_media/efl7\\_teacher.pdf](http://www.voanews.com/MediaAssets2/classroom/article_media/efl7_teacher.pdf)
- Non probability sampling  
<https://explorable.com/non-probability-sampling>
- Placement test  
<http://www.cambridgeenglish.org/images/128100-paper-based-exam-document.pdf>
- ¿Qué es la Interlengua? Prof. Eduardo Roldán Y.  
[http://www.humanidades.uach.cl/documentos\\_linguisticos/docannexe.php?id=485](http://www.humanidades.uach.cl/documentos_linguisticos/docannexe.php?id=485)
- Quasi-experiment  
<https://en.wikipedia.org/wiki/Quasi-experiment>
- Structural Approach  
[https://en.wikipedia.org/wiki/Structural\\_approach#About\\_Structural\\_Approach](https://en.wikipedia.org/wiki/Structural_approach#About_Structural_Approach)
- Tarone interlanguage  
<http://socling.genlingnw.ru/files/ya/interlanguage%20Tarone.PDF>

- The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Zoltán Dörnyei (2005)  
<http://www.tesl-ej.org/ej37/r7.pdf>
- The role of the L1 in the acquisition and use of the L2: new perspectives. M<sup>a</sup> Luz Celaya Villanueva Universidad & Barcelona  
<http://www.raco.cat/index.php/bells/article/viewFile/98198/148953>

# ANNEXES

## FIRST APPROVAL OF THE RESEARCH TOPIC

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department



**Major:**

Modern Languages: specialty in French and English.

**Research project:**

Study about the influence of students' competence in the use of grammatical rules in L1 on the grammatical construction in L2 during their learning process of the English Language in beginner courses at CENIUES during the year 2016.

**Advisor:**

Teacher Nelda Maria Ivette Henríquez

**Students**

Gómez Escamilla, Irene María  
Morales Nieto, Kenia Adelina  
Rubio Rivas, Cristina del Carmen

**ID**

GE09003  
MN09001  
RR09049

Recibido  
21/4/16  
M.H.



University city, 21<sup>st</sup> April 2016

**FIRST LETTER SENT TO CENIUES FOR DEVELOPING THE RESEARCH WORK**

Jueves 09 de Junio de 2016

Licda. Guadalupe Martínez  
Coordinadora General  
CENIUES  
Presente.

Reciba un cordial saludo.

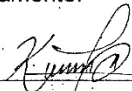
Haciendo uso de este medio nosotras, Kenia Adelina Morales Nieto con carnet MN09001, Irene María Gómez Escamilla GE09003 y Cristina del Carmen Rubio Rivas RR09049, estudiantes egresadas de la Licenciatura en Lenguas Modernas: especialidad en Francés e Inglés del Departamento de Idiomas Extranjeros, formamos parte del Proceso de Grado y solicitamos su amable colaboración al permitirnos realizar nuestra investigación, tomando como población estudiantes del nivel 15 para realizar el siguiente tema de investigación:


Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in Adult Program courses, level 15 at CENIUES during the year 2016.

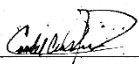
En espera de una respuesta favorable a nuestra solicitud nos suscribimos a usted.

Que Dios, a quien nadie le gana en generosidad recompense cada uno de sus esfuerzos.

Atentamente.

  
Kenia Adelina Morales Nieto

  
Irene María Gómez Escamilla

  
Cristina del Carmen Rubio Rivas

09 JUN 2016

V.B.   
M.A. Nelda María Ivette Henríquez  
Docente asesor



Vo 150  


## LETTER REQUEST TO MODIFY THE RESEARCH TOPIC

Ciudad universitaria, 16 de Junio de 2016

Lic. Manuel Alexander Landaverde  
Coordinador Proceso de Grado  
Departamento de Idiomas Extranjeros

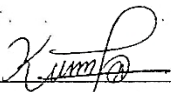
Deseando éxitos en sus labores cotidianas, reciba un cordial saludo.

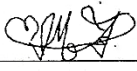
Haciendo uso de este medio nosotras, Kenia Adelina Morales Nieto con número de carnet MN09001, Cristina del Carmen Rubio Rivas con número de carnet RR09049 e Irene María Gómez Escamilla, con número de carnet GEO9003, nos dirigimos a usted con el objetivo de solicitar nos concedan modificar nuestro tema de investigación.

El motivo de este cambio tuvo origen el día de la defensa de nuestro Perfil del Proyecto de Investigación, luego de presentar nuestro tema y responder las preguntas formuladas por el coordinador y nuestra asesora, nos hemos visto en la necesidad de hacer ciertas modificaciones a nuestro tema de investigación, ya que nuestro estudio abarca más áreas de las que están delimitadas en el tema original.

En la espera de una respuesta favorable nos suscribimos a usted.

Que Dios, a quien nadie le gana en generosidad, recompense cada uno de sus esfuerzos.

  
Kenia Adelina Morales Nieto

  
Irene María Gómez Escamilla

  
Cristina del Carmen Rubio Rivas

  
M.A. Naida María Ivette Henríquez  
Docente asesor.

*Recibido.*





## APPROVAL OF THE RESEARCH TOPIC

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department



### Research Project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in level 15 and 16 courses at CENIUES during the year 2016.

### Advisor:

M.A. Nelda María Ivette Henríquez



### Students:

Gómez Escamilla, Irene María	GE09003
Morales Nieto, Kenia Adelina	MN09001
Rúbio Rivas, Cristina del Carmen	RR09049

Main Campus, June 16<sup>th</sup> 2016

## AGREEMENT OF JUNTA DIRECTIVA



### UNIVERSIDAD DE EL SALVADOR FACULTAD DE CIENCIAS Y HUMANIDADES SECRETARIA



*Ciudad Universitaria, Final avenida Mártires y Héroes del 30 julio, San Salvador, El Salvador, América Central*

FAC. DE C.C. Y HH. UES DEPTO. DE IDIOMAS RECIBIDO: <i>[Signature]</i> HORA: <i>9:55 am</i> FECHA: <i>5-9-16</i>	<h4 style="text-align: center;">TRANSCRIPCIÓN DE ACUERDOS DE JUNTA DIRECTIVA</h4> FECHA: 25 de agosto de 2016 ARA: Mtro. Manuel Alexander Landaverde Castillo <i>Coordinador General de Procesos de Graduación del Departamento de Idiomas Extranjeros</i>
---	--

**ACUERDO No:** 1397  
**PUNTO:** VI.9)  
**ACTA No:** 31/2016 (10/2015 -10/2019)  
**FECHA DE SESIÓN:** 19 de agosto de 2016

Junta Directiva, a solicitud del Coordinador de Procesos de Graduación del Departamento de Idiomas Extranjeros, Mtro. Manuel Alexander Landaverde Castillo, conoció petición para modificar el tema de Investigación del Proceso de Graduación presentado por las bachilleres: *Irene María Gómez Escamilla*, carnet No. GE09003; *Kenia Adelina Morales Nieto*, carnet: NM09001 y *Cristina del Carmen Rubio Rivas*, carnet No. RR09049, egresadas de dicho Departamento. Por lo tanto, Junta Directiva, con base en las atribuciones que le establece el Art. 32 letra g) de la Ley Orgánica de la Universidad de El Salvador, con seis votos a favor,

**ACUERDA:**

Aprobar la modificación del tema de Investigación del Proceso de Graduación, autorizado en el acuerdo de Junta Directiva No. 912, de fecha de sesión 07 de junio de 2016, el cual ha sido solicitado por las bachilleres: *Irene María Gómez Escamilla*, carnet No. GE09003; *Kenia Adelina Morales Nieto*, carnet: NM09001 y *Cristina del Carmen Rubio Rivas*, carnet No. RR09049, egresadas de dicho Departamento, quedando de la siguiente manera:

TEMA APROBADO SEGÚN ACUERDO No. 912, de fecha de sesión 07 de junio de 2016	TEMA CON MODIFICACIÓN
"Study about the Influence of Students' Competence in the Use of Grammatical rules in L1 on the Grammatical Construction in L2 During their Learning Process of the English Language in Beginner Courses at CENIUES During the Year 2016"	"Study about the influence of students' competence in the use of language rules in L1 on the language constructions in L2 during the learning process of the English language in level 15 and 16 courses at CENIUES during the year 2016"

Lo que hago de su conocimiento para los efectos legales consiguientes.

**"HACIA LA LIBERTAD POR LA CULTURA"**

  
 Mtro. Héctor Rafael Carballo Díaz  
**SECRETARIO**

*Rm*

**LETTER SENT TO CENIUES FOR DEVELOPING THE RESEARCH WORK**

Jueves 16 de Junio de 2016

Licda. Guadalupe Martínez  
Coordinadora General  
CENIUES  
Presente.

Reciba un cordial saludo.

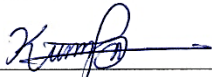
Haciendo uso de este medio nosotras, Kenia Adelina Morales Nieto con carnet MN09001, Irene María Gómez Escamilla GE09003 y Cristina del Carmen Rubio Rivas RR09049, estudiantes egresadas de la Licenciatura en Lenguas Modernas: especialidad en Francés e Inglés del Departamento de Idiomas Extranjeros, formamos parte del Proceso de Grado y solicitamos su amable colaboración al permitimos realizar nuestra investigación, tomando como población estudiantes del nivel 15 para realizar el siguiente tema de investigación:

**“Study about the influence of students’ competence in the use of language rules in L1 on the language constructions in L2 during the learning process of the English language in Adult Program courses, level 15 and 16 at CENIUES during the year 2016”**

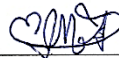
En espera de una respuesta favorable a nuestra solicitud nos suscribimos a usted.

Que el buen Dios que no se deja ganar en generosidad recompense cada uno de sus esfuerzos.

Atentamente.



Kenia Adelina Morales Nieto

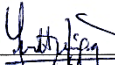


Irene María Gómez Escamilla



Cristina del Carmen Rubio Rivas

V.B.



M.A. Nelda María Ivette Henríquez  
Docente asesor



23 JUN 2016

**LETTER SENT TO CENIUES FOR OBTAINING THEIR AUTHORIZATION ABOUT THE USE OF PHOTOGRAPHS, TRANSCRIPTS AND COLLECTED MATERIAL FROM CENIUES ENGLISH ADULTS PROGRAM**

Martes 09 de Agosto de 2016

Licda. Guadalupe Martínez  
Coordinadora General  
CENIUES  
Presente.

Reciba un cordial saludo.

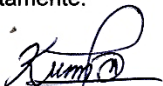
Haciendo uso de este medio nosotras, Kenia Adelina Morales Nieto con carnet MN09001, Irene María Gómez Escamilla GE09003 y Cristina del Carmen Rubio Rivas RR09049, estudiantes egresadas de la Licenciatura en Lenguas Modernas: especialidad en Francés e Inglés del Departamento de Idiomas Extranjeros, solicitamos su amable colaboración para hacer uso de fotografías y audios que fueron tomados a los estudiantes de los niveles 15 y 16 del Programa de Inglés para Adultos. Dicho material es de vital importancia para nuestro proyecto ya que ha sido necesario tomar evidencia del trabajo que hemos estado realizando. El fin de esta información es colaborar con el desarrollo académico puesto que, se incluirán en los anexos como demostración de nuestro experimento, en el proyecto:


Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during their learning process of the English language in Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

En espera de una respuesta favorable a nuestra solicitud nos suscribimos a usted.

Que Dios, quien no se deja ganar en generosidad recompense cada uno de sus esfuerzos.

Atentamente.

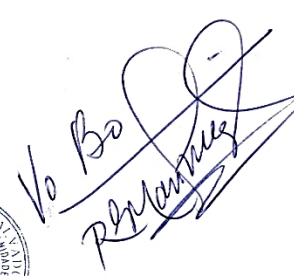
  
\_\_\_\_\_  
Kenia Adelina Morales Nieto

  
\_\_\_\_\_  
Irene María Gómez Escamilla

  
\_\_\_\_\_  
Cristina del Carmen Rubio Rivas

V.B.   
\_\_\_\_\_  
M.A. Nelda María Ivette Henríquez  
Docente asesor



  
Vo Bo  
R. Henríquez

**PROGRAM LEVEL 15 A AND B**



**PLANIFICACIÓN DE MÓDULO Programa Intensivo**

Módulo: II-2016 Del: 6 de Junio de 2016 Hasta: 30 de Junio de 2016

Nivel: 15

Unidades: 9-12

Maestra: Lidia Leticia Jeannette Franco

Libro: Network 3

Objectives	June 6 <sup>th</sup> , 2016	June 7 <sup>th</sup> , 2016	June 8 <sup>th</sup> , 2016	June 9 <sup>th</sup> , 2016
Información del libro a cubrir (Nº de página, actividad, ejercicio, etc.)	<i>To talk about natural disasters.</i> Pages 58 - 59 Vocabulary, grammar and conversation	<i>To practice use of first and second conditional</i> Pages 60 - 61 Grammar, reading and writing	<i>To learn expressions for talking on the telephone.</i> Pages 62- 63 Your story, Real world listening, review	<i>To review essential content of unit 9</i> Pages 64 Discussion, role play, reading
Funciones y Estructuras Gramaticales	Vocabulary: disasters Noun and verb collocations	Grammar: First and second conditionals	Expressions to use on the telephone. Review conditional	Presentations: Recent natural disasters
Materiales extras:	Worksheets of natural disasters	Board game/ dices	Debate: controversial situations	
Actividad de evaluación:				Workbook exercises
Actividad especial (si existe)				
<b>Objectives</b>	<b>June 10<sup>th</sup>, 2016</b>	<b>June 13<sup>th</sup>, 2016</b>	<b>June 14<sup>th</sup>, 2016</b>	<b>June 15<sup>th</sup>, 2016</b>
Información del libro a cubrir (Nº de página, actividad, ejercicio, etc.)	<i>To talk about changes at work or school using used to.</i> Pages 64 - 65 Conversation, vocabulary, pronunciation	<i>To talk about past habits.</i> Pages 66 - 67 Grammar, pronunciation, reading and speaking	<i>To talk about changes in the city using past tense.</i> Page 68 - 69 Your story, Real world listening, review	<i>To review essential content of unit 10</i> First evaluation Presentation: conditionals Past and present
Funciones y Estructuras Gramaticales	Vocabulary: Technology	Used to / didn't use to	Expressions for describing changes	
Materiales extras:	Worksheet	workbook exercise	Role play	Interview
Actividad de evaluación:				
Actividad especial (si existe)				

	<b>June 16<sup>th</sup>, 2016</b>	<b>June 20<sup>th</sup>, 2016</b>	<b>June 21<sup>st</sup>, 2016</b>	<b>June 23<sup>rd</sup>, 2016</b>
<b>Objectives</b>	<i>To talk about something that was stolen</i>	<i>To tell a story using narrative tenses</i>	<i>To talk about a famous crime</i>	<i>To review essential content of unit 11</i>
Información del libro a cubrir (Nº de página, actividad, ejercicio, etc.)	Pages 70 - 71 Conversation, vocabulary, speaking	Pages 72- 73 Grammar, vocabulary, reading and writing	Pages 74 - 75 Your story, vocabulary, speaking	Discussion, listening, speaking, writing
Funciones y Estructuras Gramaticales	Vocabulary : criminal activities Past, past continuous and past perfect	Narrative tenses: past simple, past continuous, past perfect	Expressions: expressions with When	Use of grammar structures Past, past continuous and past perfect
Materiales extras:		paper slips		2 <sup>nd</sup> exam Presentation
Actividad de evaluación:	Workbook exercises	Workbook exercises	Video	
Actividad especial (si existe)				
<b>Objectives</b>	<i>To talk about a place they have visited</i>	<i>To evaluate essential content of units 9 to 12</i>	<i>To report what someone said</i>	<i>To review essential content of unit 8</i>
Información del libro a cubrir (Nº de página, actividad, ejercicio, etc.)	Pages 76- 77 Conversation, vocabulary, pronunciation	Review: Vocabulary, grammar	Pages 78- 79 Grammar, vocabulary, reading and speaking	Pages 80- 81 Your story, real world listening, video
Funciones y Estructuras Gramaticales	Vocabulary: describing a festival Passive voice	Review grammar and vocabulary	Passive voice	Review, evaluation feedback
Materiales extras:		Test photocopies		Song copies
Actividad de evaluación:	To talk about a famous festival	Written final test units 9-12	To talk about a famous festival	
Actividad especial (si existe)				

**EXAMINATIONS FORMAT, LEVEL 15 A AND B  
DIAGNOSTIC TEST**

**University of El Salvador  
School of Arts and Sciences  
Foreign Language Department**

**Diagnostic test  
Date: \_\_\_\_\_**

**Research project:**

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

**Name:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Gender:**     F \_\_\_\_ M \_\_\_\_

**Schedule availability:** from \_\_\_\_\_ to \_\_\_\_\_

**Do you work or study?**     Study      Work

**A. Written part**

**Directions:** Translate the sentence using the correct English structure.

**1. Él tiene un carro rojo**

\_\_\_\_\_

**2. Yo estoy de acuerdo**

\_\_\_\_\_

**3. Yo hago ejercicio todos los días**

\_\_\_\_\_

**4. ¿Cuál es tu nombre?**

\_\_\_\_\_

**5. Es una buena idea**

\_\_\_\_\_

## B. Listening part

**Directions:** Pay attention to the following audio and write the correct answer.

1. My name \_\_\_\_\_ (1) Ima and I \_\_\_\_\_ (2) from Chile. I \_\_\_\_\_ (3) been in Australia for 2 years. I \_\_\_\_\_ (4) in Melbourne and my \_\_\_\_\_ (5) is 3/55 Adams Street, Kensington. I am 25 \_\_\_\_\_ (6) old and single. In Chile I \_\_\_\_\_ (7) a waitress and in Australia I am a waitress, \_\_\_\_\_ (8).

**Answers:**

- |           |        |        |       |        |
|-----------|--------|--------|-------|--------|
| * address | * are  | * is   | * was | * were |
| * years   | * live | * have | * too | * come |

## C. Oral part

Can you introduce yourself? Include

- Name
- Place of residence,
- Age
- Nationality

Can you describe the image?





## WRITTEN QUIZ

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

Second quiz, written part  
Date: \_\_\_\_\_

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

#### A. Used to

**Directions:** use the modal verb "used to" for writing down a sentence with each form presented below.

Affirmative form: \_\_\_\_\_

Negative form: \_\_\_\_\_

Question form: \_\_\_\_\_

#### B. Conditionals

**1. Directions:** write down sentences using the first conditional.

Question: \_\_\_\_\_

Affirmative: \_\_\_\_\_

Negative: \_\_\_\_\_

**2. Directions:** write down sentences using the second conditional.

Question: \_\_\_\_\_

Affirmative: \_\_\_\_\_

Negative: \_\_\_\_\_

## ORAL QUIZ

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

Third quiz, oral part  
Date: \_\_\_\_\_

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

Use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.

Aspects to evaluate		Tenses		Development of the participant			
		Used	Did not use	Excellent	Very good	Good	Need to improve
1	Use of correct constructions of the simple past.						
2	Use of correct constructions of the past continuous.						
3	Use of correct constructions of the past perfect.						
4	Combination of both languages (L1 and L2).						
5	Pronunciation.						
6	Accuracy.						

Observations

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## LISTENING QUIZ

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

Fourth quiz, listening part  
Date: \_\_\_\_\_

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

### Instruction:

Listen to the audio and choose the correct option "Simple Past /Past Progressive"

I (to read) \_\_\_\_\_ the newspapers when he (to come) \_\_\_\_\_ in.

When she (to have) \_\_\_\_\_ an accident, she (to drive) \_\_\_\_\_ to work.

As Tom (to study) \_\_\_\_\_, we (to chat) \_\_\_\_\_.

Just as I (to go out) \_\_\_\_\_ out, the phone (to ring) \_\_\_\_\_.

Nobody (to listen) \_\_\_\_\_ while the teacher (to explain)  
\_\_\_\_\_.

Who (to do) \_\_\_\_\_ my job while I (to be) \_\_\_\_\_ in hospital?

Bob and I was walking to the office, when it suddenly (to start) \_\_\_\_\_ to rain.

While I (to do) \_\_\_\_\_ the exercises, you (to play)  
\_\_\_\_\_ games.

## CHECKLIST

**University of El Salvador  
School of Arts and Sciences  
Foreign Language Department**

**Check list  
Date: \_\_\_\_\_**

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

### OBSERVATIONAL CHECKLIST OF STUDENTS' PERFORMANCE

OBSERVATIONS	YES	NO	COMMENTS
1- Students are active participants during the different activities.			
2- Students make grammatical mistakes when expressing their ideas.			
3- Students build sentences according to the rules of its L1 and makes use of them in its L2.			
4- Students maintain eye contact when speaking and answering.			
5- Students have a good basis on L2 grammatical rules.			
6- Students make literal translations from L1 to L2.			
7- Students need much help to build or to think about sentences in L2.			

8- Students seem to be self-confidence when speaking English.			
9- Students understand the material provided by the teacher.			
10- Students put into practice what he/she is learning and avoids the interlanguage.			
11- Students are able to elaborate well-structured phrases.			
12- Students take care about their pronunciation.			
13- The classroom is well equipped to facilitate the learning process.			
14. The teacher prepares extra information for a better understanding of the topics.			
15. The teacher designs his/her own material, not only follows the information that the book has.			

**EXAMINATIONS FORMAT, LEVEL 16 A AND B  
WRITTEN QUIZ**

**University of El Salvador  
School of Arts and Sciences  
Foreign Language Department**

**First quiz, written part  
Date: \_\_\_\_\_**

**Research project:**

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

**1. Choose the correct modal according to the context.**

- a) Can/could/will/would you come and pick me up tonight? No, unfortunately. My car is at the mechanic.
- b) She may/might/could travel to Asia in the spring, but she is not sure.
- c) Can/could/should you play the piano? I can't/couldn't/shouldn't, but I can/could/should play the violin.
- d) What would/can/may you buy if you win the lottery? I would/can/may buy a house, but I could/can/may save or invest the money.
- e) Tomorrow we will/may/might/can/could go shopping. Will/would you come with us?

**2. Rephrase the following sentences using the appropriate modal:**

**Example:** It is possible that he comes with us tonight. => He may / might come with us tonight.

- a) There is a 100% chance of rain tomorrow.
- 

- b) It is impossible for them to travel to New York City for the holidays. They can't travel to New York City for the holidays.
-

c) Please, drive carefully tonight, ok?

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d) It is very unlikely that we get a loan from the bank, but it's possible.

---

e) I don't want to miss Eric Clapton's concert because I'm a fan.

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## LISTENING QUIZ

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

Second quiz, listening part  
Date: \_\_\_\_\_

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

**Directions:** listen carefully and fill in the blanks with the correct modal verb.

- You \_\_\_\_\_ think I'm crazy to hang around with you maybe you think I'm lucky to have something to do, but I think that you're wild Inside me is some child, you \_\_\_\_\_ think I'm foolish or maybe it's untrue (You might think) you \_\_\_\_\_ think I'm crazy but all I want is you...
- I just \_\_\_\_\_ get you out of my head, boy your loving is all I think about, I just \_\_\_\_\_ get you out of my head, boy it's more than I dare to think about, la, la, la, la, la, la, la, la, la...
- I know I \_\_\_\_\_ be what I wanna be, if I work hard at it, I'll be where I wanna be, I know I \_\_\_\_\_ (I know I \_\_\_\_\_) be what I wanna be (be what I wanna be), if I work hard at it (if I work hard at it), I'll be where I wanna be (I'll be where I wanna be), be, be...
- Even when the darkest clouds are in the sky, you \_\_\_\_\_ sigh and you \_\_\_\_\_ cry, spread a little happiness as you go by, please try...



## ORAL QUIZ

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

Third quiz, oral part  
Date: \_\_\_\_\_

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

**Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Aspects to evaluate		Used	Did not use
1	Direct Object		
2	Indirect Object		

Observations

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## FINAL EXAM

University of El Salvador  
School of Arts and Sciences  
Foreign Language Department

Final Exam  
Date: \_\_\_\_\_

### Research project:

Study about the influence of students' competence in the use of language rules in L1 on the language construction in L2 during the learning process of the English language in English Adult Program courses, level 15 and 16 at CENIUES during the year 2016.

Student's name: \_\_\_\_\_

### A. Written part

Key for level 16 "A"

**Directions:** Identify if the sentence is written in active or passive voice. Write "A" for active voice and "P" for passive voice.

- 1 They were informed by the police \_\_\_\_\_
- 2 It was a stormy night \_\_\_\_\_
- 3 You were listening to music \_\_\_\_\_
- 4 She was given a new pencil case \_\_\_\_\_
- 5 The fish was eaten by the cat \_\_\_\_\_

Key for level 16 "B"

**Directions:** use the passive voice to rewrite the following sentences.

You bought fruit yesterday. \_\_\_\_\_

My sister sold her books. \_\_\_\_\_

They serve the diner at seven. \_\_\_\_\_

Nick washes the dishes. \_\_\_\_\_

Sara cleans the house. \_\_\_\_\_

## B. Listening part.

### Directions:

Listen carefully to the following interview, and then circle the correct answer.

1. What had you been before you started your current job?

Well I am a student and an English teacher. But before **I have started/ I started** my teaching career I had been a student. **I hadn't been/ I had been** involved in any other job before I started teaching English.

2. Which cities had you been before 2010?

**I have been/ I had been** to some different cities in Turkey before 2010. Some of them were in the coastal regions; some others were in the central and western part of Turkey. **I had been/ I hadn't been** to any foreign cities before 2010 and **I haven't been/ I hadn't been** to any foreign cities so far either.

3. Had you watched the Godfather before you were 15?

Yes of course **I had watched/ I have watched** the Godfather before I was 15. I was 10 when I watched the first film of the serie. It was really good and **I liked/ I like** it a lot. It is one of the movies that I had watched and I had liked a lot before I was 15.

4. What kind of activities had you been participating until 2008?

I had been participating in activities like sports and music until 2008. Before I was in high school **I had been/ I have been** attending many concerts. But now I don't like concerts a lot. **I have always liked/ I had always liked** sports in my life and Until 2008 I had been attending many sportive activities like playing and watching sports like football and basketball.

5. What games had you been playing before you were in secondary school?

I had been playing football and basketball before I was in primary school. **I had also been/ I have also been** playing computer games like Warcraft before I was in secondary school.

**C. Oral part**

**Directions:**

Using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

Aspects to evaluate		Students' performance			
		Excellent	Very good	Good	Need to improve
N °	Name				
1					

Observations

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## LIST OF PARTICIPANTS

<b>PARTICIPANTS, LEVEL 15 AND 16 “A”</b>	
<b>N°</b>	<b>NAME</b>
1	Alarcón Aguirre, Dilcia Johana
2	Arana Ascencio, Jazmin Arely
3	Bautista Flores, Dennis Obed
4	Castro Marquez, Vanessa Raquel
5	López, Moisés Elías
6	Miranda Montalvo, Dora Alicia
7	Mendoza Rodas, Laura Jazmin
8	Reyes Rico, Melvin Antonio
9	Romero Alas, Yancy Abigail
10	Salguero, Diego

**PARTICIPANTS, LEVEL 15 AND 16 “B”**

<b>N°</b>	<b>NAME</b>
1	Córdova Rojas, Abigaíl Elizabeth
2	Fong Menjívar, Melissa Alejandra
3	Fuentes Aguiluz, Alejandra María
4	Guevara Palencia, Carlos Josué
5	Mejia Galán, Erich Roque
6	Morales Ramirez, Helen Cecilia
7	Rivas Rivas, Hector Antonio
8	Rosa Flores, Laura Leticia
9	Solórzano Orellana, Maira Guadalupe
10	Vanegas Moreno, Cindy Hilary

## LEVEL 15 AND 16 “A”

### TRANSCRIPTIONS

**DILCIA JOHANA ALARCÓN AGUIRRE.**

#### DIAGNOSTIC TEST, ORAL PART

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Dilcia Alarcón, I study in the University of El Salvador, I live with my parents and I study English in CENIUES mmm... Only that.



- **Can you describe the image?**



Well I think that is a little cat, it is a cat that, he (unable to understand the word), beautiful, like orange, black I think that her, his I don't know he is her or his but the eyes are black and he eating watermelon, eee I think that he is very interesting to eat to, to, to ... I forget the word, aayyy.. to enjoy..to enjoy the watermelon.

#### SECOND QUIZ, ORAL PART, (LEVEL 15B)

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Well, I am not sure because I, I forget, I forget, I forgot my, my memories, something like that, well I guess that I was very girl I was very scared to, to see around my bed and I, I thought that when I look in my bed eee I was, I am going to watch a monster and something like that eee-eh last year I had, I has visited, I has visiting Guatemala and Honduras too, I enjoyed a lot because it is in some cases that you go out in the Country so I enjoyed a lot. I do not know if it is... I am not prepare to, to to make a history.

**SECOND QUIZ, ORAL PART, (LEVEL 16B)**

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



José is in the bed, stay in the bed so after, before, before José stay in the bed his father, eh, go, no, his father go to the bed and his father give José a kiss for a (unable to understand the word) dream. And in the morning, José get up very early, so José take a shower and also he, he wear a, wear a, wear his uniform for the school, and so he, he eat his breakfast with the, his father. And finally, he go out for your, his school.

**FINAL EXAM, ORAL PART**

- **Directions:** using the modals, give advice for the images presented below.



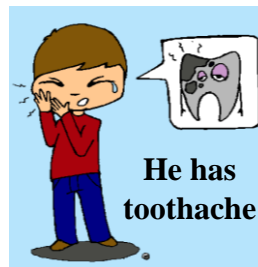
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry, he, maybe he is, he may angry because his wife, wife had done an oral (unable to understand the word). He should take it easy, the situation, and he should talk with his wife and he should take a good decision.
2. He is studying for an exam. He made/ she make a, an exam, a large exam and she should study a lot.
3. He has stomach and maybe if he may eating a lot candies he should take a, a medicine for this problem.
4. He has toothache (this word was hard to pronounce) because he may not brush his tooth.
5. He is tired because he made, no, the last night he studied a lot for his exams.



**JAZMIN ARELY ARANA ASCENCIO.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Jazmin Arana, I am twenty years old, I live in Ilopango, I work in a restaurant...eee.

- **Can you describe the image?**



There is a cat eating something but... mouse... I don't know.



**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Last year I was, I was traveling in a bus and a man stole to me a cellphone mmm... I was traveling to home, eee... traveling home and I go on the bus and the man go on the bus next to me sit and he told me that I, I must to gave him my cellphone mmm... I wanted to cry in that moment because I was scared... I, I told him that I not gave him my cellphone but he ask to me that "I kill you", so I, I must gave my cellphone.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Last night Tony was sleeping in the bed, the next day his father, the father introduce in the bedroom for... the father wake up Tony to go school, after Tony takes a shower in the bed, in the bathroom. Mmm... Tony come with the... he come. After he takes a breakfast with his father and after he go to the school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



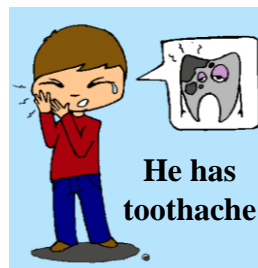
**He is angry**



**She is studying for an exam**



**He has stomachache**



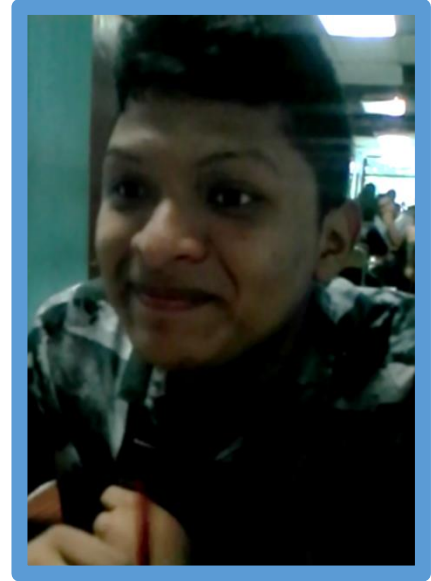
**He has toothache**



**He is tired**

1. The mister is angry, he should take a brake and think about the problems y relax.
2. The girl is studying for an exam. He should to, he should read a lot and maybe take a break too.
3. He has stomachache. Eee...He should to take medicins.
4. He has a toothache. He should go to the doctor and maybe to...(she did not finish the idea)
5. He is tired. He should go to bed.

**DENNIS OBED BAUTISTA FLORES.**



**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Ok, my name is Dennis, I am twenty one years old, I, I student and now I study engineer and English in the University and... in my free time I like to play, I like to play the guitar, I like to play the piano and I like to spend time with my family and I like to read English books.

- **Can you describe the image?**



The imagine, it, it is a cat, the cat eats, it is eating some fruits and the cat is brown, I don't know and ... it is a, it is a nice, I like cats.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

I don't remember but mmm... I think that it was mmm... about one month ago and I was on the bus and I have forgotten my cellphone on my backpack and then the robber sit near, near to me and then he said me "give me your phone" and I was so scared and I, I didn't, I didn't do nothing because I was scared and then only I, only I have to, I have to, I have to give my cell... eee... and only that.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



In the first picture, he is sleeping, he is on the bed, he is on the bedroom because it is very night, I think (unable to understand the word) he is, he is tired and the second it is morning and his father is get up him. I think it is very mmm... very late and he has to go to the school and then he is taking a shower (unable to understand the word), he, he brush his heir and then he is eating with his father and finally he is going to school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He should... he should calm his nervous and he should take a drink. Mmm... only that.
2. He should concentrated in he, in his studies. He should study a lot and he shouldn't watch t.v. when he is studying.
3. He should take a medicine or he should go to the doctor or he should drink alka-seltzer.
4. He should go to the dentist. He should take a medicine too, he should brush your teeth every day.
5. And he's tired. He should sleep very early. Mmm... He should take a coffee.

**VANESSA RAQUEL CASTRO MARQUEZ.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Well my name is Vanessa Raquel Castro, I am twenty three years old, tomorrow is my day, birthday, I live in Apopa and I only, I only study here in CENIUES.



- **Can you describe the image?**



Oow, (unable to understand the word) cats, it is a little cat maybe, eee... he is eating a watermelon, a piece of watermelon, I have a cat like this, mmm... his face is like he is angry, he is angry and I don't know, it is very cute.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

When I was studying eee in high school, I remember my group of friends like were very... very quiet eee... we have a lot laughing moments we, we have sometimes very quiet and something noising mmm... I would like to, I don't know how, how I would say "regresar"? ... I would like to return to that moments.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



I don't know, how can I use the direct and indirect objects here but, for example, yesterday went to bed very late and my father, I don't know, the direct and indirect objects. Mmm... First, he is sleeping. In the second images his father is talked to him and he is trying to wake up him, after he is taking a shower and he is brushing his hair, in the last two images he is taking a breakfast with his father, and finally he is going out.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



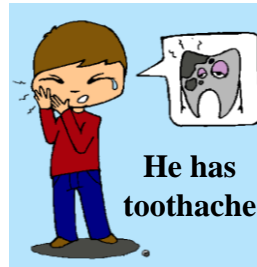
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He had a bad day; he should take "nerviflora".
2. He is studying for an exam, she, she doesn't understand the topic, she should look for another information maybe or examples.
3. He has stomachache; he should take a pill maybe peptobismol.
4. He has a toothache, he should brush his teeth every day and visit a dentist.
5. He is tired, I am tired. He should have funny moments with her friends mmm...his friends or his family maybe.

## MOISÉS ELÍAS LÓPEZ.

### DIAGNOSTIC TEST, ORAL PART

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Moisés Elías López, I am twenty three years old, I live in Apopa mmm and also I am studying just in CENIUES, languages of English and that is all.



- **Can you describe the image?**



Well it is a cat biting a watermelon, it is really cute, I like cats, I had a cat that aaa... he, I had it for four years, and someone give to him, give to him venom yeah...

### SECOND QUIZ, ORAL PART, (LEVEL 15B)

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Ooh well, I don't know, I don't remember mmm... oh well, when I came here for the first time, I remember that I was really, really nervous for my first day of classes last year, so mmm I lose in here, in the University because I, I am, I only came just for to register and pay but I didn't know where the classes would be, so I lost in the University like a half an hour maybe... and well that is all... When we register mmm they didn't say anything about were the class are, is going to be so, we went to CENIUES and there wasn't information so I remember that eee, there was the coordinator, principal so we asked to him where the classes where, where going to be the classes and he... "beins" "brons" "brons us" "he bring in past"... he brought us yeah mmm he came here and we were started to receive classes but I remember for the first time I lost so... that is all.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Max is sleeping and in the morning his father woke up him, then max take a shower and after that brush his hair mmm... they took the breakfast and finally Max go out for the school eee... I thinks I not use the Indirect object.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry I think he should take a rest.
2. She is studying for an exam, she, she can take notes for the exam.
3. He has stomachache; he should go to the hospital.
4. He has a toothache, he should go to the dentist and brush his teeth.
5. He is tired, I think, maybe mmm... he should take a rest...that's all.



**DORA ALICIA MIRANDA MONTALVO.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Dora Alicia Miranda, I am twenty five years old, I am student I study in this University, International Marketing, I am from Suchitoto, now I live here in San Salvador, mmm I don't work that all.



- **Can you describe the image?**



It is a cat, the cat is eating aaa... watermelon I think.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Eee last vacations I went to the beach with my family, I stayed there only there and it was funny because all, all eee watching, eat eee, (misunderstanding), and (misunderstanding) there was a “ban, a band eee playing in this place, mmm there was a little dance and ... it is all.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Well, Tomas is sleeping in the bed, maybe he is sleeping about what he can do the next day, and the next morning her father, his father going tell him wake up and then he wake up and take a shower, then she, mmm... he wear her uniform and then he with her father take the, their breakfast and finally he go to the school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



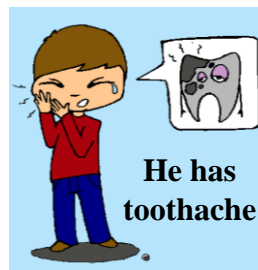
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry, may he started got bad grade in the school and
2. She is studying for an exam and he wants take good grade and maybe may get a good grade or this exam is como previous to the next level or other subject.
3. He has stomachache, well she, he should take a pill or I don't know, maybe she need, she, he should go to the doctor for some medicine.
4. He has toothache (hard to pronounce), he should go to the doctor, to the dentist. May he need extract, an extraction.
5. He is very tired. He may worked a lot, all day, he should take a break or sleep earlier.

**LAURA JAZMIN MENDOZA RODAS.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Laura, I am from El Salvador, I live in Sensuntepeque Cabañas, I have two brothers and one sisters only that.



- **Can you describe the image?**



Mmm..., I like it, it is a pretty cat, it was, it was eating watermelon, it is blond and yellow maybe, only that.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

My friends eee... when they was in a party and she was in an accident in the street because the mmm... her, her friend, her friends was takin a lot of vodka and it hadn't, he had never go at the party to him and after that she had to drive the car for San Salvador because the friends was take, aaa... drinking a lot.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Mike slept and he dreaming a present for his father, in the morning his father wait, woke up very early and he was very happy, after that, he take, took a shower and when he took a shower he thought that his father was the best, and Mike gave him, his father a watch. After that he look at the mirror and he thought that he was handsome, and he was very, very happy for that. After that his father cooked him a delicious breakfast and after that he went to the, the school and closed the door and after that he thought that he gave his father a watch and he both in a, in a beautiful (unable to understand the word).

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



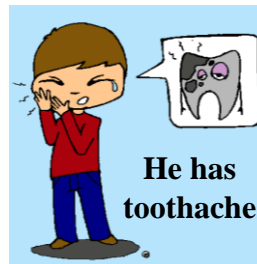
**He is angry**



**She is  
studying for  
an exam**



**He has  
stomachache**



**He has  
toothache**



**He is tired**

1. He should (pronunciation very literal) be more happy because he is very angry. He is take it easy.
2. She should start for, for the most difficult part forget, for she will got a, a good grade.
3. He should take a medicine and...mmm, I don't know.
4. He must visit the dentist.
5. He should take a rest.

**MELVIN ANTONIO REYES RICO.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Hi, my name is Melvin, I am twenty, twenty-five years old, I live in Apopa city, I work and study, I work in a shoes store and I study here and... that's all.



- **Can you describe the image?**



Mmm... this is a cat, mmm beautiful cat, and the cat is orange, the cat is eating a piece of melon... watermelon, mmm... the cat has beautiful eyes that's all.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Ok, two years ago I had a car accident, when I, when I was driving aaa the other car, the other car hit me and I broke my leg, I...I was in the hospital for, for four months and for me it was terrible because I lost my work and mmm... I stop, I stopped to study and that's all.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Carlos is sleeping now, she, she, he is taking a rest to, to his, and his father, and, and talked, tell to his that “wake up”, “wake up”, and you have to take a shower and then the boy sit, sit by himself in the mirror and the father prepared the breakfast to, to his son and the boy is ready for the class, for going to the school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



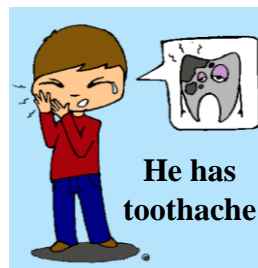
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. I see he's angry and he should, should be more happy.
2. She is studying for an exam, she should, should take a rest.
3. He has stomachache, he should visited, visit a doctor.
4. He has toothache (the pronunciation of this word was not clear) he should go to the clinic, “dentic” clinic.
5. He's tired. He should and take a rest.

**YANCY ABIGAÍL ROMERO ALAS.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Yancy Abigaíl Romero Alas, I am twenty years old, I from El Salvador, I live in San Salvador, I have two brothers, I live with my parents and my father's name is Victor Romero and my mother's name is Milagro Alas, and now I student, I am a student, I study International Affairs mmm in my free time I like listen to music, I read a lot, and sometimes I play the guitar and finally, I like to take lunch.



- **Can you describe the image?**



The imagine is a cat and in the hands take a camera is beating the camera, mmm I think the cat is very angry, I don't know but the imagen is... I like it, the cat is (unable to understand the word).

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

I remember, I think the... my bestfriend had an accident when she was eighteen, eighteen years old, she and she liked practiced volleyball in the University but one day she try to stopped the boall, she eee (unable to understand the word)...and she, she hurt her leg and she, she told me the, the, the... her leg is broken and she does not practice anymore not anymore but for for 3 or 4 months, I ... (Unable to understand the word). really bad I never had an accident and she had, that is all.

**SECOND QUIZ, ORAL PART, (LEVEL 16B)**

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



It's a, I see the one night a boy, very good, after that in the morning your, his dad gave get up and he (unable to understand the word). Well her, his father held his brother and he final. At 8 o'clock the boy take a shower in the morning and he preparing for the school and he in the same time the boys brush your hair, his heir. After that, Juan eat a delicious (mispronounced) breakfast with his father and finally Juan go a school, high school.

**FINAL EXAM, ORAL PART**

- **Directions:** using the modals, give advice for the images presented below.



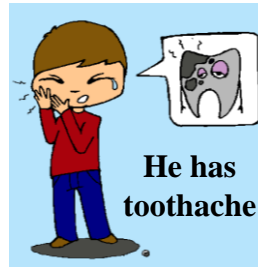
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry because he has a bad day, bad day and he show be a happy person because the life is very easier, I think.
2. The second, I see that she study, study for an exam, and she study for an exam because she, she will be a good professional and she should study everyday
3. And the third one, he has stomachache mispronounced maybe he eat a lot.
4. He has a toothache and he should visit a dentist very early because the tooth is very bad.
5. And finally he is tired because he, he go home very late and he should visit his, her bed.

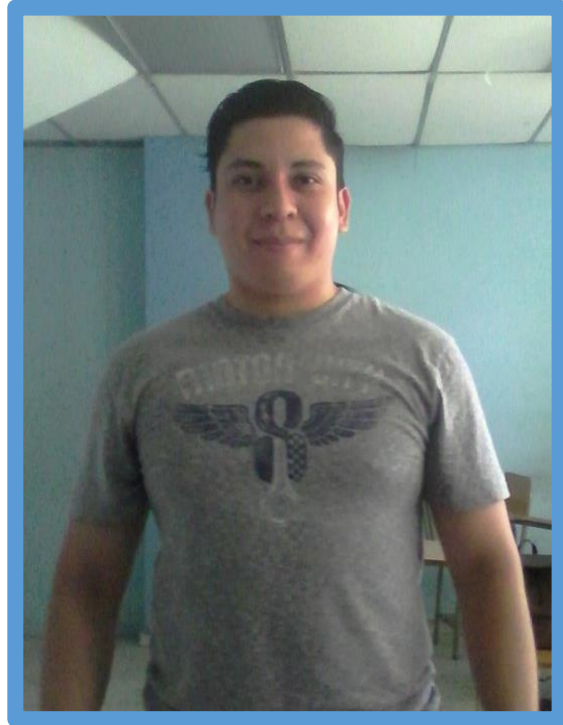


## **DIEGO SALGUERO.**

### **DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Hello my name is Diego, I am from El Salvador eee I am Salvadorian, I am twenty five years old, I am a student, I like to play the guitar, I like to draw too, I don't know, in my free time I love see series like "CSI" (unable to understand the word) like "Friends", vampires of man mmm I don't know.



- **Can you describe the image?**



Yeah ooh that is a cat is a little cute, I don't know, he is biting something, I don't have idea what he is biting mmm or hugging , I don't know eee could be eats... eee he is angry, is all.

### **SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

I will try... let me see aaa I stayed at home because I am not a man very interesting so I just played soccer with my friends eee I listened to music but... That is not a history right, so let me see (after a wait) ... I want to tell you but I don't remember so, I don't know.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



The character that is on the bed or is sleeping and he calls Antoine, and his father calls Peter. And Antoine is sleeping very early, well Antoine went to bed early because the, because he want to, he wanted to (unable to understand the word) the next day and his father so, the next day the father went to wake up to Antoine, and Antoine went to the, take a shower. I don't know, get dress, Antoine get dress too and took a breakfast with his father and after the breakfast Antoine knew to go to the school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



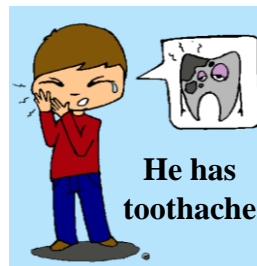
**He is angry**



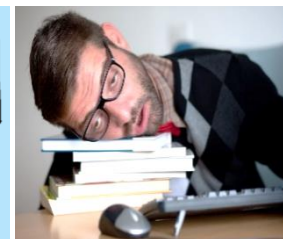
**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. The men in angry, right? he might to, he might to get relax.
2. The next, she is studying for an exam, she might to study a lot of.
3. He has stomachache (hard to pronounce), aaa.. well, he might to go to the doctor
4. He has toothache, he should go to the dentist.
5. He is tired (hard to pronounce), he should get rest.

**LEVEL 15 AND 16 “B”**  
**TRANSCRIPTIONS**

**ABIGAÍL ELIZABETH CÓRDOVA ROJAS.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Ok, my name is Abigaíl Córdova, I am twenty years old, and I am studying here in the University and that is all.



- **Can you describe the image?**



It is a cat, the cat has a watermelon in their hands mmm... it is eating and eee...he has brown hair and I think green eyes.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

When I was on high school I had a friend and (unable to understand), he wrote his name in a big paper and I,I do the same but in little papers and he write the name in a big paper and the teacher told us he was joking and all were really, were really scared with the teacher because he was really angry and later he told to my friend that he has to pass in front of the class and he was mmm... was mmm doing... Was... Eee he went to the bathroom and cry... ”no sé” it’s a little sad but I was a little happy.

**SECOND QUIZ, ORAL PART, (LEVEL 16B)**

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



The Little boy is on the bed, mmm... later in the, in the morning his father eee... is with him, he is very happy to see him, and he decided go to take a shower and later to take a shower, he brush his hair, and she... and he, he thinks that he looks so good, later with, with his father eee... he takes the breakfast and he felt really happy to (unable to understand) he wants to go to, he wants to go to the school and only that.

**FINAL EXAM, ORAL PART**

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



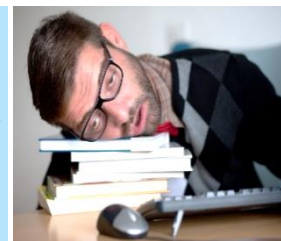
**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. The old man is angry so he shouldn't eee... take serious decisions now.
2. The girls is studying for the exam, she mmm... she should take a relax later. Mmm...
3. He has stomachache he, he, he might drinks a pill.
4. He has toothache, he should mmm... go to the, go to the den, dentist and
5. He is tired, she, she is not able to eee... drive a car.

**MELISSA ALEJANDRA FONG  
MENJÍVAR.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Melissa Fong, and I, I study, I am a student, study here in the University, I study International Affairs mmm... I, I have twenty one years old, and my favorite job is practice volleyball and, and mmm... go out with my friends and only that.



- **Can you describe the image?**



Ok, the cat is eating aaa... a watermelon and... mmm... is all

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

When I was coming at the University my first day, I, I lost in, I don't, I didn't find my mmm... my classroom, so I, eee... talked with my father and he, he says me where are, where are my eee... my classroom.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Eee...in the first eee... the boy sleep in his bed and second one mmm... father eee... have his, his (unable to understand), eee... next the boy take a shower, and the fourth the boy mmm... see across the...“aayy se me olvidó como decir espejo” in the, the mirror and next father and son have a breakfast and then the boy go outside that his house.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



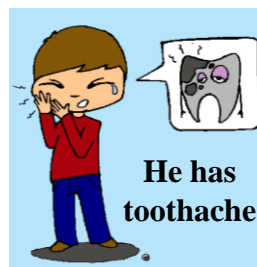
**He is angry**



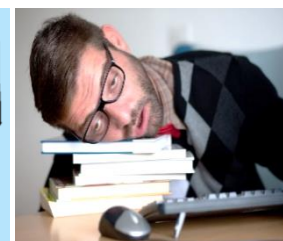
**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He should be relax
2. She study for an exam, mmm... she, she should write aaa... notes.
3. He should, he should don't eat junk food
4. He should mmm... he should brush her, his tooth
5. He should sleep more

**ALEJANDRA MARÍA FUENTES  
AGUILUZ.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Alejandra I am twenty years old I live in Zacatecoluca, I study here at the University and... what more mmm, also I study here in CENIUES and my parents' name are Mirna and Prudencio, mmm what... all.



- **Can you describe the image?**



It's a cat, the cat, the cat is eating a water, watermelon and I think that he is a little angry and also he, he has aaa, he, he is in a hand of a person, I don't know mmm the cat has a, a big hair...

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Last year we went to the beach with my family and I went, my mom and I went to the, to the water and suddenly I star, started to, to jump because I felt mmm a fish in my short and I only started to scream a lot because I, I was scared and my mother, my mom started to, to scream too and we, we were very scared but at the end eee the fish go out to my short and I was very, very mmm eee that, that was a, a very embarrassing situation because in the beach there was a, there were a lot of people and they was seeing, saw, saw us...

**SECOND QUIZ, ORAL PART, (LEVEL 16B)**

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



He is, I don't know Pablo. Ok, he, he live mmm... sleeping mmm... I don't remember the Direct and Indirect object... wait... (Thinking)... he is sleeping in his bed and suddenly his father enter to the room and his father gave the, gave the "good morning" to Pablo and then, Pablo wakes up and he started to, to, to sing, to sing in the bathroom and he gave, and he said good morning to the soon, I don't know. Then he, he start to brush his hair and, and then he, his father gave him the breakfast and finally he goes to the school.

**FINAL EXAM, ORAL PART**

- **Directions:** using the modals, give advice for the images presented below.



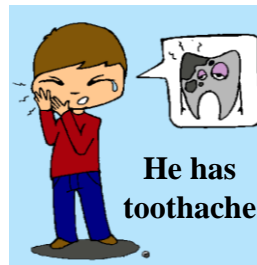
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry, you should, you should calm... also you should be more happy.
2. She is studying for an exam, you should, she should concentrate in his notes, she should study more, and she should drinks a coffee to study more.
3. He has stomachache, she should, he should take a pill, o he might go to the doctor.
4. He has (mispronounced word) he should go to the dentist and also he should take a pill.
5. He is tired and I think he should sleep, he should eee... take a break, he should go to the vacation.



## CARLOS JOSUÉ GUEVARA PALENCIA.

### DIAGNOSTIC TEST, ORAL PART

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Well my name is Carlos Josué Guevara Palencia, I am twenty years old, I study International Affairs in the University of El Salvador, I live in Santa Tecla mmm my mom is a teacher and my father is a, he works in the army aaa I study my four year on my degree and only that.



- **Can you describe the image?**



This is a cat and the cat is eating a watermelon he has brown hair, I don't know but he has green eyes and cute nose, he has paw, are white, only that.

### SECOND QUIZ, ORAL PART, (LEVEL 15B)

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Ok... when I, when I stayed in the Kinder Garden I, I remember I took a joke to my friends but for me was very, very funny but the, the joke was so innocent but for me I remember the all people was laugh and laugh a lot and for me was aaaw very cute. there was a, there were a lot of people and they was seeing, saw, saw us...

**SECOND QUIZ, ORAL PART, (LEVEL 16B)**

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



Ok... he is sleeping and then the father, his father goes to the, his room mmm... touch her body and tells the father, he I don't know, Roberto "wakes up you need to go to the college" and the, the kid wakes up so happy and take a shower, and then he brush her hair, his hair because he wants look very nice for, for a girl in the college, then he eats a breakfast with his father mmm... the father said him "put attention in the class during the exercises in mathematics" and then he is going alone from the school.

**FINAL EXAM, ORAL PART**

- **Directions:** using the modals, give advice for the images presented below.



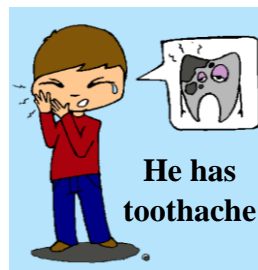
**He is angry**



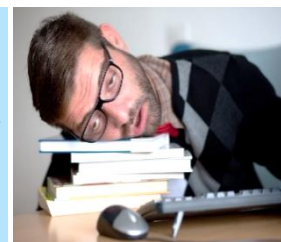
**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

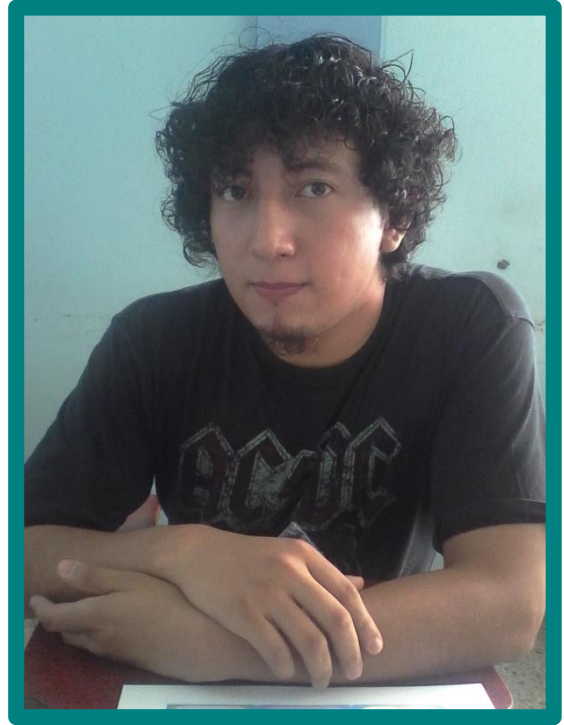
1. He is angry, he need take calm or maybe take calm his work.
2. She is studying for an exam, I don't know what advice I give you her, maybe memorize the all things, the dates or something like that, or create a summary of the text or the lecture she eee... about the teacher gives her.
3. He needs takes a medicine, for the stomachache.
4. He has toothache, he needs go to the dentist
5. He is tired, he needs sleep.

## **ERICH ROQUE MEJIA GALÁN**

### **DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My full name is Erich Roque Mejia Galán, I'm twenty three years old, mmm I, I live in Apopa, I'm studied a Tecnológica, eee my major is computer (unable to understand), also, I studied mmm English class in the University of El Salvador, and I live with my parents and my brothers and mmm I don't know.



- **Can you describe the image?**



It is a cat and that eat a watermelon he big eyes, mmm... he is angry and hungry eee... only that.

### **SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Eee ... mmm for example when I was in school, I, I, I went to the zoo with my friends and, and we was joking and my friends decide, decided to open the door to the animal and the animals escaped eee and the people were scared and for me it was very funny...

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



He... I don't remember, he is sleeping on the bed, I don't know... I don't remember the direct and indirect (literally pronounced), he woke up in the morning, he take a shower and he, he brush his hair eee... he, he eats his breakfast, he leave his home.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



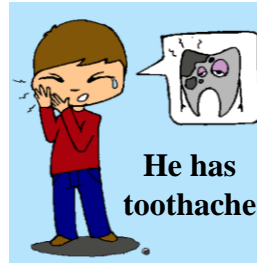
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

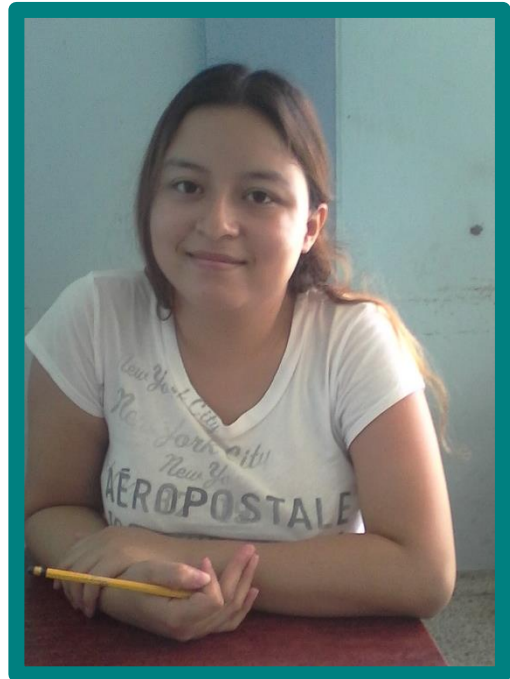
1. He is angry, he should relax and maybe he should take vacations.
2. He, she is studying for an exam, she should study very hard, she shouldn't do other things, for example.
3. He should take medicine, or I don't know, "espectomobicina"
4. He should go to the dentist and he, he, he shouldn't eat candy for example.
5. He should sleep more.

**HELEN CECILIA MORALES RAMIREZ.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Helen, I am twenty three years old, I live in Huizucar with my parents mmm I went to a special school and I study International Affairs only that.



- **Can you describe the image?**



It is a cat, and it is eat ... mmm ... “sandía no sé cómo se dice”... and it is orange and it is a little cat...only that.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

I went a, I went a, a Cerro Verde mmm I was drinking coffee and pupusas, I, I had a, a good day.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



The children go to bed late because he studied a lot, and the father, the fathers mmm... the father are to bedroom of the children and the children take a shower at seven a.m. and after that. Eee...he, he watch to the mirror and the father and son mmm... they, they are taking a breakfast and finally, the, he go to the school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry, he should aaa... don't worry in your, in your job.
2. You should study more before an exam
3. You should go to the doctor
4. He should go to the dentist
5. He should eee... he should, he should go (unable to understand the word).

**HÉCTOR ANTONIO RIVAS RIVAS.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Hector, I came from El Rosario La Paz, is near to Zacatecoluca between the airport and Cerro Quezalapa, I am an engineer, well actually I almost a chemical engineer I am doing my thesis right now, and I am studying English here at CENIUES.



- **Can you describe the image?**



It is an evil cat, it's eating watermelon, I hate the cats, I love dogs.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Well few months ago I was playing the guitar in a band with my friends aaa when the set (unable to understand), is enough finish, I put the guitar in the stand, I was in a bar there was a lot of people taking dinner and drinks, mmm I put my guitar in the stand and when I start to walking to the table I stumbled, stumbled and fell down and the people who, who saw me started, starting, starting mmm yelling "hey he is drunk pick it up, pick it up... it was embarrassed me.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



The little young was anxiously sleeping tonight before the first day at school. Early in the morning his father woke up him because he had to take a shower, when he finished to take his shower, he combed his hair and then takes breakfast with his lovely father, and then he left the home and go to the school.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



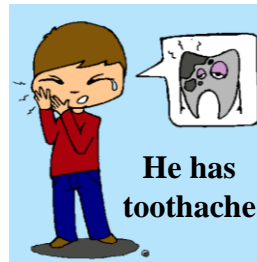
**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry, he needs to take a break.
2. She is studying for the exam, she should study very hard.
3. He has stomachache, he have to go to the doctor.
4. He has a toothache, he must visit the dentist.
5. He is tired, he have to take a break.



**LAURA LETICIA ROSA FLORES.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Laura Leticia Rosa Flores, I am twenty one years old, I am studying Mother Languages mmm I work in a school for hours and I like to listen to music, and I aaa on weekend, on weekends mmm so I got to the, I go to watch eee movies.



- **Can you describe the image?**



Oh well it is a cat, cute cat, and he, the cat is... eat a meat I think, and I don't know.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Well, mmm last month I went to my friend's house and she was talking with a handsome boy and I like him, and when my friend introduced him I was eating, I was eating tacos and he was mmm he was a laughing because I had aaa I had sauce in my face and it was a really mmm I was really nervous because he was talking, talking to me, and he told me that I had sauce in my, in my mmm in my face and well at the end he, now he is my boyfriend.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



He, mmm... he sleep at night mmm... he, his father (unable to understand), he takes a shower, he brush, brush his hair. Her father, maybe her father mmm... his father gave a (unable to understand) for the class and he close the door, closed the door. That is.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He is angry, maybe he must go, or maybe he must take a relax
2. She is studying for an exam, maybe she can listen to music, well in my case, I listen to music when I study.
3. He has stomachache, he must go to the doctor.
4. He has toothache, yes, he must go to the dentist because aaww... it's very hard.
5. He is tired, maybe he must go to the bed and sleep a lot.

**MAIRA GUADALUPE SOLÓRZANO  
ORELLANA.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

Ok, my name is Maira Solórzano I am twenty three years old, I live in San Salvador, I live with my mother and my brother and my sister eee nowadays I study my fourth year in my career I study International Affairs, eee my favorite hobby is reading the, reading the different kinds of, of books and watch different movies and aaa ... I don't know.



- **Can you describe the image?**



This picture is a cat, it is orange, your color is orange and is, the cat is cute, it is wonderful, beautiful, I don't know, the cat is playing with a toy.

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

My last vacation eee with my family mm I traveled eee Guatemala and I, my family and I visited different place mmm I, I don't know, I took different pictures and I, I, I enjoyed, I enjoyed it a lot.

**SECOND QUIZ, ORAL PART, (LEVEL 16B)**

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



The boy is sleeping in your bed and in the, in your morning eee... his father, her father arrive a his bedroom I don't know eee... no remember direct and the indirect object... the boy sleeping very happy in the night and in the morning he is get up very happy and then her, his routine is take a shower because he prepare for the, for the school, and he, he brush, brush his hair, and he takes breakfast and he go, and then he go out, he go to school.

**FINAL EXAM, ORAL PART**

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

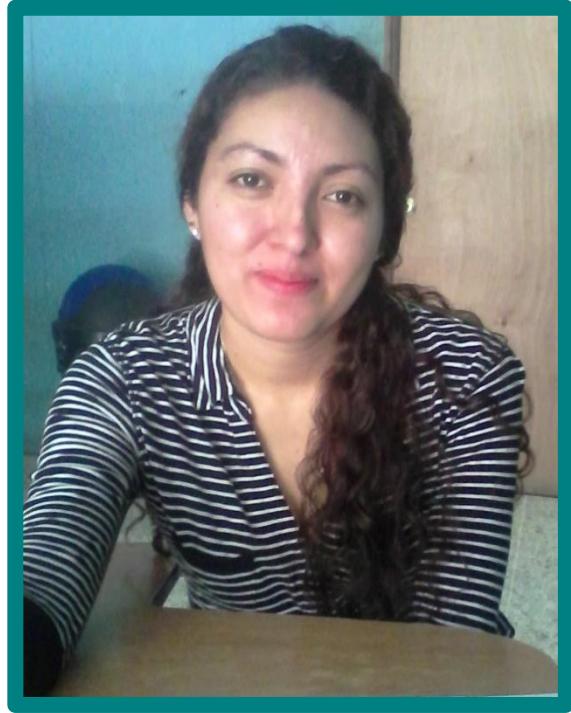
1. He is angry, he might go relax and he might take a vacation.
2. She is studying for an exam, she must study hard for exam.
3. He has stomachache, he might take medicine
4. He might go to the doctor.
5. He is tired, he must sleeping a lot mmm... he must go to the bed and sleep a lot.

**CINDY VANEGAS.**

**DIAGNOSTIC TEST, ORAL PART**

- **Can you introduce yourself? Include your name, place of residence, age and nationality.**

My name is Cindy Vanegas, I am a student, I study English in this University, I work in a, in a call center and I am friendly...



- **Can you describe the image?**



That is a, an angry cat and it has, it is hungry and is, it is yellow, short...

**SECOND QUIZ, ORAL PART, (LEVEL 15B)**

- **Directions: use a combination of the narrative tenses (simple past, past continuous and past perfect) to tell a story. It can be an anecdote or personal experience.**

Last month I, I was in Mexico with my coworkers and we traveled to Cancun and we went to the disc, Coco Bongo discotheque at night eee we drinks beers and dance and all, all were happy and...we stayed at "como se llama"... Barcelo to Cancun Hotel mmm the best hotel in Cancun for me... It was wonderful.

## SECOND QUIZ, ORAL PART, (LEVEL 16B)

- **Directions:** With the images in sequence below, create a short story using the Direct and the Indirect Object.



The child, the child, first go, the on bed and then he no, the father, the father gets up her child but is using the direct and indirect object, when he gets up early he has a lot of time to take a shower for a long time, he, he could “drash” his hair, in, in that day the child and his father has, has a cool breakfast and he went to the school very early.

## FINAL EXAM, ORAL PART

- **Directions:** using the modals, give advice for the images presented below.



**He is angry**



**She is studying for an exam**



**He has stomachache**



**He has toothache**



**He is tired**

1. He should take a break to relax.
2. She can study, she can search information on web sites.
3. He should go to the hospital or take an aspirin.
4. Perhaps he should go to the dentist.
5. And the last one, he should, he should... I forgot... aah take a rest.

# UNIVERSITY OF EL SALVADOR



## LEVEL 15 A



Teacher Leticia developing an oral activity



# LEVEL 15 B



Professor Francisco teaching the class



