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Exploring Native Language Interference Impact on the Speaking Skill Acquisition of EFL Adult Learners in the Conversational English Course at Puriscal's Night Technical High School during the Second Quarter of 2017

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TABLE OF CONTENTS

<i>Chapter I.....</i>	<i>1</i>
<i>Introductory Framework.....</i>	<i>1</i>
1.1 Background of the Study.....	3
1.2 Research Question.....	6
1.3 Purpose and Significance of the Study.....	6
1.4 Objectives of the Investigation.....	9
1.4.1 General Objective.....	9
1.4.2 Specific Objectives.....	9
1.5 Limitations of the Study.....	10
<i>Chapter II.....</i>	<i>12</i>
<i>Theoretical Framework.....</i>	<i>12</i>
2.1 Antecedents.....	13
2.2 Literature Review.....	16
2.2.1 Second Language Acquisition in Adult Learners.....	18
2.2.1 The Speaking Skill Acquisition in a Second Language.....	20
2.2.3 Teaching by Principles: Socio Affective Principles.....	25
2.2.4 Language Interference.....	28
2.2.5 Language Fossilization Theory.....	30
2.2.6 Strategies to Work on the Assessment of the Speaking Skill in Second Language Learning.....	32
<i>Chapter III.....</i>	<i>39</i>
<i>Methodological Framework.....</i>	<i>39</i>
3.1 Research Method and Scope.....	39
3.2 Selection and Description of Population and Participants.....	40
3.2.1 Description of the Institution.....	41
3.2.2 Description of the Population.....	42
3.2.3 Description of the Participants.....	42
3.3 Implemented Strategies.....	43

3.4 Data Collection Instruments.....	44
3.4.1 Pre-Test.....	45
3.4.2 Speaking Strategies Instrument.....	46
3.4.3 Post-Test.....	48
3.5 Validation of Instruments.....	48
Chapter IV.....	51
Data Analysis.....	51
4.1 Analysis and Interpretation of the Results.....	51
4.1.1 Pre-Test.....	51
4.1.2 Strategies to Work on the Speaking Skill.....	63
4.1.3 Post-Test.....	68
4.2 Comparison between Pre and Post Tests.....	79
4.2.1 Phonic Level of Interference.....	79
4.2.2 Lexico-Semantic Level of Interference.....	80
4.2.3 Morpho-Syntactic Level of Interference.....	81
Chapter V.....	83
Conclusions and Recommendations.....	83
5.1 Purpose of the Conclusions.....	83
5.2 Conclusions.....	84
5.2.1 To recognize the effect of native language interference on the speaking skill acquisition of EFL adult learners.....	84
5.2.2 To apply speaking strategies for diminishing native language interference impact on the speaking skill acquisition of EFL adult learners.....	85
5.2.3 To evaluate the results of the speaking strategies for diminishing native language interference impact on speaking skill acquisition of EFL learners.....	88
5.3 Restatement of the Research Question.....	89
5.4 Unexpected Results.....	90
5.5 Recommendations.....	90
References.....	93
APPENDIXES.....	95

INDEX OF FIGURES

Figure 1. Results of Pre-Test on Aspiration in Consonant Sounds.....	53
Figure 2. Results of Pre-Test on Insertion of Sounds.....	54
Figure 3. Results of Pre-Test on Articulation.....	55
Figure 4. Results of Pre-Test on Voicing and Devoicing of Sounds.....	56
Figure 5. Results of Pre-Test on False Cognates.....	57
Figure 6. Results of Pre-Test on Content.....	58
Figure 7. Results of Pre-Test on Omission of Sibilant and Past Tense Endings.....	59
Figure 8. Results of Pre-Test on Misuse of Infinitive, and Gerund Forms.....	60
Figure 9. Results of Pre-Test on Misuse of Subject-Verb Agreement.....	61
Figure 10. Results of Pre-Test on Mixture of Verb Tenses.....	62
Figure 11. Results of Pre-Test on Aspiration in Consonant Sounds.....	69
Figure 12. Results of Pre-Test on Insertion of Sounds.....	70
Figure 13. Results of Pre-Test on Articulation.....	71
Figure 14. Results of Pre-Test on Voicing and Devoicing of Sounds.....	72
Figure 15. Results of Pre-Test on False Cognates.....	73
Figure 16. Results of Pre-Test on Content.....	74
Figure 17. Results of Pre-Test on Omission of Sibilant and Past Tense Endings.....	75
Figure 18. Results of Pre-Test on Misuse of Infinitive, and Gerund Forms.....	76

Figure 19. Results of Pre-Test on Misuse of Subject-Verb Agreement.....	77
Figure 20. Results of Pre-Test on Mixture of Verb Tenses.....	78
Figure 21. Results of the Comparison between Pre-Test and Post-Test Phonic Level of Interference.....	79
Figure 22. Results of the Comparison between Pre-Test and Post-Test Lexico-Semantic Level of Interference.....	80
Figure 23. Results of the Comparison between Pre-Test and Post-Test Morpho-Syntactic Level of Interference.....	81

Chapter I

Introductory Framework

Nowadays, learning a foreign language is considered a necessity in order to succeed in the professional life. Many adults are coming back to the classroom on the look for brighter opportunities on their lives; consequently, acquiring English proficiency is clearly one of the main goals. This research, though, is developed in a night technical institution, indicates that the learners of English as a foreign language (EFL) are not exactly looking for learning English because they are interested on it, but because it is a requirement for getting a title, such as a diploma. Presented this inconvenience, the teacher in charge of the English classes must take into account this as a very important factor. The students may present negative attitudes towards the course; however, it is the teacher's job to gain student's interest and motivation.

This language is recognized as the universal one in terms of communication and it is taught in almost every public educational institution in the country, as part of the curriculum. The student's however are usually not aware of the importance of taking advantage of this tool. It is still they start a professional life that the interest on such language grows.

Focusing on the language skills, speaking is the one questioned in this investigation. This because of the complexity that EFL learners find on acquiring it. It is easy for English teachers to detect problems in the oral expression of their students; nevertheless, it is quite difficult to assess and evaluate the students who present these problems. Speaking a second language involves more than being acquainted with its semantics and grammatical rules and structures.

An EFL student can recognize every English word and its meaning, he or she might even know the correct pronunciation of the same in isolation and in context, but that does not mean that he or she has learned the language as a whole. In the book *Second Language Learning Theories*, Mitchell, Myles, and Marsden (2013) affirm that second language learning is usually focused on control of syntax and morphology.

Given this points, the importance of learning a language beyond the academic part is shown as a main factor for the success in acquiring it. Therefore, it is necessary to consider the general context of the language. Students must be aware of the social influences that might change from one English-speaking region to another. The same happens with the different accents and variations of the language and many other factors that might interfere in the understanding of the same. A big part of getting in touch with this part of the learning process becomes the teacher's responsibility or duty. Taron points out in her research *Schools of Fish: English for Access to International Academic and Professional Communities* (2005) that a classroom that does not give the students access to use or being involved with academic content, will not allow them to write or talk about it. It explains the importance of the student's exposure to content relevant for their learning in order to acquire it. Depending on the interests of the population, this idea can be applied in many different kinds of contents such as cultural, scientific, and technological, or any other that suits their needs.

Though an EFL learner might acquire all the possible knowledge that involves speaking the target language, some aspects will still get in the way. The influence that the native language has on the production of a second one interferes in many ways, as developed in this research.

It is considered, as an impossible option, to replace a native language of a person for a foreign one. For students who are not always surrounded by English speakers or an English-spoken environment it becomes even harder.

The intervention of a native language in an EFL learner might also present some advantages to take into account, which can help a teacher to use the student's L1 (native language) as a tool to learn a L2 (second language). The native language affects the learning process of any foreign language student, not only Spanish speakers. This research focuses on the influence of the same on adult learners specifically; this might make it even more complex, taking into account the many other factors that are involved in their learning. One of these factors might be the fossilization process on the student's brain, which is explained by Lightbown (cited by Han and Odlin, 2006) as a moment in which the learning stops, even though the learner has not mastered the language. In the same way, the lack of a proper approach coming from the teacher might interfere in the perception or motivation of a student towards the learning process.

1.1 Background of the Study

The search for brighter opportunities in life encourages Costa Ricans to learn a foreign language, English specifically, in order to achieve their goals. Finding a good job offer is the main concern, nowadays. Globalization takes a big part on this matter, by bringing international companies to the country, which expect people to have at least a B1 level of language proficiency. According to the Costa Rican media sources (La Nación, La Extra, Teletica Canal 7) (as cited by Hernández, 2008), many national and foreign companies involved in a Bilingual Employment Fair, have an important need of English – speaking workers.

It is required in many areas such as customer service, accounting, business administrations, and engineering to domain a high, or at least, basic level of the language proficiency.

Coupled with globalization come the advances in technology, and the influence that it has on the population. The media industry is one of the main tools that make us interact and be acquainted with the English language. There are TV shows for every member of a family that involve the use of this language. Music is, as well, a very important element influencing the English learning in Costa Rica. Telecommunications and social networks keep people updated with the evolution of language and the invention of new terms. There is a constant addition of vocabulary to people records.

It must be mentioned that these factors usually reach younger people's interest first, instead of adults. By not being updated with the language, students make the instructors' work even more difficult. The struggle for teachers to get students to put their native language aside, as well as their accents has been a common concern topic for many years. Most teachers are constantly looking for strategies to get the two languages, the native and the target one, separated; but there is not much attention paid on how these two could be used as a tool to achieve a higher proficiency of both. Research on the Native Language Effect based on H. Brown's (2001) approach has shown that in the acquisition of the target language system, the native language might simplify the process or interfere in its development.

EFL learning usually focuses on adapting or translating the meaning of words to a different language. However, as stated by Bhela (1999), the learning process will become more successful when both, the native language and the L2 are kept as separated as possible. The idea is for both languages to be differentiated by their structures and variants in order to acquire the foreign one.

This been said, the influence of a native language can possibly affect the production of a second one because of the intrusion of words already learned by the student, and their adaption to another context, leading to misconceptions of meaning and mistakes in the oral production.

Moreover, when it comes to the influence from the native language, speaking appears to be the skill with most notorious results of interference. Tremblay (n.d) notes that a person can mislead the information in communicating another language because of the cues that signals the beginning and ending of words may change from one language to another.

On the contrary, other skills tend to be easier to acquire. This skill is evaluated in the study because it seems to be the most relevant for people. A person who knows how to write in English is not going to receive as much attention as one that makes a decent use of the spoken language. In Costa Rica, the main use for this language is communication. Call centers and tourism can be mentioned as the main purposes of communicating in a foreign language for Costa Ricans.

However, it is important to understand that the other three skills, which are listening, reading, and writing are equally relevant in English learning. The knowledge of the language's background is also very important for EFL learners in order to make use of phrases, idioms, proverbs, metaphors, and other elements of the language; therefore, students must understand the meaning, explanation, and origin of the same.

Another factor that might intervene in the process of learning is the effect of Culture Shock, term defined by Oberg in the mid-1950's, which according to Alves & de la Peña (2013), explain that people are born with the capacity of understanding a culture as they grow and interact with the environment.

With this in mind, it must be clarified that EFL learners can experience culture shock not only when studying a language abroad. The impact that receiving new information about a foreign language, English in this case, has on students is as important as the one perceived in ESL learners. There must exist an extra effort from the instructors to deal with the impression that the English speaking cultures are leaving on their students.

The interest for questioning these effects on adult learners is born with the idea of finding methods that allow English teachers to intervene and find the most viable way of meeting the students' capacities of taking advantage of their native language impact, as well as working their weaknesses.

1.2 Research Question

The difficulties found in learning a foreign language are one of the main topics studied in this investigation. It is clear that acquiring a second language has become a common struggle for adults at an advanced age. Various limitations in resources, cultural, and technological awareness, and even in terms of mental abilities are studied as main factors influencing the limitations present on this population. Because of this, it is of special interest to focus this research on finding an explanation for every possible limitation, and in the same way, providing a solution. Therefore, the research question intends to analyze how does the native language interference impact the speaking skill acquisition of EFL adult learners in the conversational English course at Puriscal's Night Technical High School during the second quarter of 2017?

1.3 Purpose and Significance of the Study

The investigation aims are to reveal any possible limitation holding back learners in the process of second language acquisition. Non-native speakers of a language will, in almost every case, present signs of interference of their native accents. Therefore, the purpose is to find and study strategies that could help eliminating these barriers on students, as well as finding possible ways of taking advantage of the native language as a possible base for learning a new one.

It is important to realize how economy, tourism, studies, intercultural relationships, technology, and many other factors are encouraging people to comprehend the relevance of acquiring a second language, English specifically. This language has had a major influence in Costa Rica and all over the world; consequently, it is requirement for almost every job position to have at least a B1 level of English proficiency. As stated by Villegas (cited by Hernández, 2008), in 2007 there were 2000 job offers left vacant in different companies of the country due to the fact that employers were not able to find fluent English speakers.

Another key point is that the people who are learning another language, are not just receiving tools to communicate, but also getting to meet new cultures, beliefs, and ways of living, making a sense of respect for others and tolerance grow in their minds. It is important for teachers to do everything possible to transmit this kind of knowledge to each student, reflecting on the importance of acquiring all of its elements.

It should also be mentioned that not only the content learned is relevant, but also the students' feelings towards the learning process. When there is a purpose for learning a L2 set by the learner itself, motivation becomes a key for success. Adult learners are usually looking for English as a tool to obtain better job opportunities.

This because of the exposure they have to a professional environment where their abilities or skills are going to make them stand out and move closer to their goals.

The focus of this investigation is on adult learners of this language, whom did not look for it specifically, but instead are required to take it in order to acquire a different degree or job position. The aims of the same are to reveal the obstacles getting in the way of these students English language acquisition. The Native Language Interference boosts the researcher to discover the influence that the Spanish language has on these student's performance of spoken English, including the knowledge of pitch, tone, stress, intonation, word order, fluency, and other elements that the speaking skill includes.

The reason for focusing on adults is based on the notorious differences between English learners depending on their ages. Adult learners usually present the most notorious struggles on achieving a good execution of English oral expression and communication, this because of the involvement of the language fossilization process interfering with their learning. Gardner (n.d) reported to the *Language Magazine* that some affective factors such as culture shock, motivation, and ego permeability, contribute to the emotional state that prevents speakers from learning a foreign language.

Therefore, the lack of development of oral skills on the population studied calls a special interest for this investigation. The idea of studying this matter emerges from the interest of helping the students in the conversational English course at Sección Técnica Nocturna del to overcome all the adversities getting in their way.

The researcher must, previously, and carefully analyze every method or strategy applied in this study in order to establish the advantages or disadvantages that it could bring. The investigation is expected to follow official guidelines recommended or set by the National Ministry of Education or MEP (for its initials in Spanish).

MEP (Ministerio de Educación Pública) has the purpose of providing an advancement on educational strategies and tools for English teachers; however, it must be of each instructor interest to search for better ways of increasing their student's interest in the matter, as well as the outcome of their learning. Because of this, it is ideal for the instructors involved in this investigation to present an important level of knowledge about teaching methods and intervention strategies. Since they are the professionals in charge, any mistake or variation in the results may affect the environment, and the way that these factors are handled is of big importance for the development of the whole project.

In the same way, professionals of the English language understand that in order to reach students' needs more than one teaching method must be applied. This research intends to give instructors a tool to take as many advantages as possible from their student's abilities, thus supports the process of working on their weaknesses or areas of possible improvement.

1.4 Objectives of the Investigation

1.4.1 General Objective

To analyze the impact of native language interference on the speaking skill acquisition of EFL adult learners at a conversational English course at Puriscal's Night Technical High School during the second quarter of 2017

1.4.2 Specific Objectives

1.4.2.1 To recognize the effect of native language interference on the speaking skill acquisition of EFL adult learners in the conversational English course at Puriscal's Night Technical High School

1.4.2.2 To apply speaking strategies for diminishing native language interference impact on speaking skill acquisition of EFL adult learners in the conversational English course at Puriscal's Night Technical High School

1.4.2.3 To evaluate the results of the speaking strategies for diminishing native language interference impact on speaking skill acquisition of EFL adult learners in the conversational English course at Puriscal's Night Technical High School

1.5 Limitations of the Study

In every investigation, there will appear unavoidable limitations that could interfere with the development of the same. The possible lack of available time is the first limitation to consider; since the research is due to be done in few weeks it might result to be not enough time to gather as much information as the researcher wants.

In terms of time, there might as well appear factors related to the period of the year. Since it is developed in the second term of a school year, feelings of weariness might affect students' perception towards the course, the teacher, or even their classmates. It might not be surprising to find cases of dissatisfaction at some point in the course. Most of the people in the course might present symptoms of fatigue and lack of motivation due to the established schedule that result hard for them to carry on with. Therefore, situations such as *job burnouts* are a possible concern; some students might not show up for class on time, or would not be able to deliver a good performance in the classroom.

Based on these last examples, the location of the institution must be also studied as barrier on the student's learning process. This Technical High School is placed on Puriscal downtown; however, many of these students do not spend their days near the area, instead, they go to their work places out of town. This been said, the location of the institution is a factor that could develop interferences in the process of the investigation. The teacher, students, and researcher are all locals from Puriscal, a place recognized for its hard accessibility in terms of distance and weather. The intrusion of this element is the least important to consider. It is expected as an optimistic thought, to develop the whole investigation without the intervention of this limitation; however, people from this place recognize the difficulty of making their way to work or back to their home since at least once a month the main road is most likely to be closed.

Leaving the environmental limitations aside, another possible struggle for the development of the research is the lack of sources to deepen the study. It is always difficult to find the kind of theories that support the investigator's ideas, but in this case, specifically, there seem to be no updated documents.

Given these points, the research is going to be developed and applied in the institution with the consideration of these possible obstacles. At the same time, the researcher maintains the hope to achieve the aims of the study, or the way to move on with it in case of any adverse situation found.

Chapter II

Theoretical Framework

In the last 20 years, the interest of Costa Rican adults on concluding their studies, or in some cases, even starting their education has grown noticeably. MEP has then implemented several programs, which have as a main purpose to satisfy these needs. This institution offers various types of options including schools with night schedules for learners who want to complete their I and II cycle of education. The opening of technical institutions, which provide the opportunity to obtain a title to certify students who work as soon as they finish, is another improvement in the system.

The national educational system contributed to the Costa Ricans' petitions by offering these options for public use. Most of these programs include foreign language instruction, of English specifically, as a mandatory subject. This is the reason why, in this study is explained that the observed population is not focused acquiring a language for communicative purposes, but, because it is a course taken as a requirement to acquire another title.

As it has been noted, this study will be based on the interference that the native language of a student has on the process of learning a foreign one. The main interest of the researcher is to find the reasons, explanations, and solutions for this phenomenon. The study focuses on the acquisition of the oral skills, specifically speaking, because of the notorious struggles towards its acquisition. In the same way, different definitions and theories regarding native language elements that are present in L2 acquisition will be analyzed as a base for finding possible solutions.

Language acquisition appears to be harder for adult learners. For this reason, the researcher focuses the study on a population of students from 18 to 50 years old. Given that, the investigation will study the possible elements interfering in the production of the language. First, it is important to consider the similarities and differences between languages that might get in the way in the student's understanding. The lack of resources or opportunities of intellectual growth are also relevant for the production of a L2, resulting as another topic of interest. As a solution for the need of better opportunities in language learning, this research aims to increase the level of speaking the population studied has.

2.1 Antecedents

The acquirement of a second language covers all the activities that involve receiving new information in the target language (TL). According to Skinner (as cited by Lemetyinen, 2012), a language is acquired based on the reinforcement of behaviors and the person's capacity to link words with meanings. Having said that, it is understood that people will get the knowledge of the language according to what they perceive from their surroundings.

Moreover, the acquisition of a second language becomes a task almost impossible to master in a 100%. Several social, linguistic, and cultural factors hinder the development of the linguistic skills of a learner; the native language of a person might be one of these aspects. As stated by Brown (2001), every learner counts with the native language as a strong factor influencing the building of a new language proficiency. Brown explains that the assumption of the students on finding a native-like operation in the second language leads them to commit most of the errors in the production of the L2.

Whereas the information founded on several theories on this matter makes this study to build conclusions about the inquiry, the lack of interaction with foreign languages, and cultures is a possible factor for the misperceptions on second language acquisition. As stated by Byram (as cited by Allard, Bourdeau & Mizouguchi, 2011), the development of intercultural competence on an individual guarantees the ability for them to relate and interpret different cultures. When the L2 learner maintains a link exclusively with the native language, the possibilities of perceiving the nature of the second language and its implications are directly diminished.

On the other hand, for the understanding of this phenomenon, some authors have reinforced other aspects of cultural interference. As mentioned by Best & Tyler (2005), the use and interaction with a different dialect from the L1 (native language) expands the possibilities of perceiving accurate information in a foreign language. Thus, it is essential to understand the connotation of a language as a tool for communication to elaborate a connection between two languages.

Interference of a native language in the acquisition of a foreign one might affect the speaker's delivery of a meaningful message. In agreement with Noor (cited by Allard, Bourdeau & Mizouguchi, 2011), the transfer of a language involves a positive connection that will assess the development of a skill, but the interference, on the other hand, provides an adverse result by causing an unexpected production of the L2. Both negative and positive effects are presented in the exchange of languages and cultures.

For a more complete perception of this investigation, the research on bilingualism definition is of big importance. Lekova, (2010) defines correlative bilingualism as a process in which both, the native language and the target language's systems, coexist. Meanwhile, subordinate bilingualism refers to the mastering of L1 over L2. The former present less affection from the L1, making the second language learning process easier, and the latter adopts a form of interference in the performance of a L2, this because of the persistence of the native language as leader in communication terms.

On her research, Lekova (2010) establishes the existence of two types of interference (Interlanguage and intralanguage). Interlanguage interference involves an errant transfer of habits. Students confuse word order by thinking in the native language and translating it to the L2. However, intralanguage interference affects a student once he or she possesses a relevant amount of knowledge and habits, but still commits mistakes in the production of the L2. The influence of the target language patterns work as a distracting and affecting element.

On the other hand, the knowledge of the language of an English speaker must match the one from an English listener. According to Tench (2001), the process of interpretation of a language engages the knowledge of possible variations (p.261). The listener must be able to make a connection, and have a perception of the possible changes within a language. This information becomes relevant for this study when analyzing the fact that any EFL learner must be acquainted with listening, as well as speaking features of the target language in order to be able to reproduce it. If adult students, the population studied, are not familiar with this matter, the misperception of the language can become an obstacle in the learning process.

In the research called “An Applied Interlanguage Experiment into Phonological Misperceptions of Adult Learners,” Tench (2001) also mentions how the message received by the listener can interfere in the communicative process if there is no native speaker in the conversation. Tench explains that the level of phonological competence in an individual is related to the effectiveness in which the speech is going to be developed. If none of the participants, of an exchange of information in a L2, is a native-speaker, the L1 filter might affect the perception and production of the language delivered.

As a conclusion, many theories and studies have been applied in the look for interferences of a mother tongue in the acquisition of a second language. However, it is each person’s duty, and this investigation’s idea, to find out if the interferences can benefit the student, or if there are strategies to diminish their effects.

2.2 Literature Review

This research is based on several theories involved in a concern on the existing interference of the native language in the learning of an L2. Moreover, second language acquisition is a topic that will be reviewed in this part of the investigation, as well. Besides that, the effect that the second language’s culture has on this process and some difficulties and advantages that adult learners present on the process of acquiring a second language acquisition will be also taken into consideration. Furthermore, not only the definition and implications on learning English as a foreign language, but also the difference between ESL and EFL learning will be reviewed.

Different levels of native language interference will be analyzed in this investigation as possible elements present in on the population’s speech. These levels are

expected to cover all the possible areas in which language can be affected, such as pronunciation, speech delivery, and grammar. This investigation does not disregard the importance of recognizing the language fossilization theory, as it will also represent a stage up on individuals' learning that may become a possible current factor interfering in the studied population's performance of spoken language. This theory focuses on adult second language learners, which follows the characteristics of the population studied.

Moreover, the importance of students' attitudes towards the language and its culture is seen as an important element to achieve a more amiable experience. Learners' confidence in their performance is as important for this investigation, as the assessment given by the teacher to reach a positive environment for them to feel safe. Equally important, a socio-affective analysis on H. Douglas Brown's Teaching by Principles will be developed as part of the main concerns of this research.

This inquiry goes deeper into the improvement in regards to the speaking skill acquisition. For this reason, the influence of L2 acquisition emphasizing speaking, and a relevant analysis of values for the creation of a trustful evaluation on the skill's acquisition based on the learner's age as an influence for interferences, will be stated. Finally, some strategies such as Self-Repair, Teaching Conversational Skills, and Training Learners in the use of Communication Strategies, will be explained. These strategies are going to be applied in this investigation as possible tools for improving the speakers' skills and speech development.

2.2.1 Second Language Acquisition in Adult Learners

Throughout time, there has been a constant confusion between the terms “learning” and “acquiring,” when talking about second languages. Both words refer to different meanings, but they are still around the same topic. According to Ellis (2000), the acquisition of a language happens when a person does not make any extra effort in studying, instead, he or she masters the language without consciously “picking it up.”

In the same way, Ellis (2003) explains that learning involves the instruction of the language and an effort made by the person. Having said that, it is understood that both terms might be developed in different contexts. The learning process usually occurs in a classroom, and the acquisition is based on what the environment and surroundings give to the person to use and master.

In addition, the acquisition of a language involves more than just vocabulary management. It is the understanding of a language’s background, which includes being conscious about the culture beneath it. According to Cruz (2007), teachers and learners engaged to a language learning process, must be aware of the context of the same. This refers to knowing the speakers of this target language’s way of living, communicating, and expressing their ideas and thoughts; in other words, their language usage.

In his research, Cruz (2007) discloses his thoughts on how people, without considering the differences between cultures, adapt new language’s patterns of their own (p.145). Figure of the speech such as metaphors, idioms, or idiomatic expressions and proverbs interfere in the delivering of a message in a fluent conversation because they are very likely to be misunderstood by non-native speakers of the target language.

The importance of culture knowledge of a language is, addressed in this research once again an important element in acquiring L2.

A foreign language learner can perceive a message as literal if he or she does not know the speaker's intention such as when using sarcasm and irony in the speech, which might be listed as obstacles for understanding a language. Consequently, it is crucial to understand how a language can be different from other in terms of structure, lexicon, usage, and meaning; similarly, it is necessary to avoid translating thoughts of the native language to the target one.

Once an EFL learner manages language context, it is important for him or her to understand that learning English involves other factors such as body language and knowledge of the language's history, rather than just mere vocabulary or structures. In order to achieve a valuable use of English for communication, people must add to their development of the target language facial expressions, hand gestures, variations in the tone of voice, and any other element which may help them to obtain an outcome as realistic and natural as possible.

In the same way, the management and use of vowels and consonants in words varies in every language. According to Lisker & Abramson (as cited in So & Best, 2010), studies on cross language perception describe how non-native consonants and vowels are perceived with difficulty by adults. The changes from L1 to L2 interrupt the development of a functional process of acquiring a foreign language.

Usually, adults decide to engage in a learning experience by an inquiry born from their own interest. However, as mentioned before, this research focuses on assisted learning, a process of educational enrichment provided by a professional in the field. For this reason, it is important for teachers to approach these students in the most accurate way, taking into account what works for them, and how does their learning processing will develop its best.

As reported by Russell (2006), theories on this matter, claim that an effective instructor is in charge of working with the learner's prior knowledge, taking into account that there are many different styles in learning, as well. The main way to reach the student's needs is to work with his or her skills or learning style, and make use of approaches and strategies that will assess his or her learning and provide a successful outcome.

In any of the different learning methods, the main goal is to have the student's focus on the process and the information received, as well as the interest in participating in a collaborative teacher-student learning interaction. Russell (2006) explains in his theory how motivation takes a big part on this matter; student's awareness of their need to acquire new information is the key of a successful learning (p.349). The implementation of approaches, which include extrinsic motivation principles, is going to assess the teaching development of instructors.

2.2.2 The Speaking Skill Acquisition in a Second Language

Every language is developed in four specific areas; these areas are called skills. From the four skills, which are reading, writing, listening, and speaking; the last one is the one who adjusts to this investigation's aims.

Bahrani and Soltani (2012) explain that the main purpose of using these skills is to build in the students an efficient way of communicating (p.25).

The speaking skill is the one that defines most of people's language management and knowledge. In fact, nowadays, most jobs and educational institutions focus on demanding or providing more emphasis in oral skills. Therefore, if a person does not have a good speech performance, he or she is going to be judged in a tougher way than a person with good speaking skills is. Crystal (as cited by Nazara, 2012) affirms that "At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international communication."

The growing interest towards the language, and the speaking skill specifically, became of great importance for this investigation due to the fact that the population studied (adults) is looking to acquire English because of the need of a high job positions. It is definitely a challenge to teach these people a skill that has not been practiced before, or that they have forgotten how to use because of all the years that have passed since they were in high school, where they received their last English classes. As a result of these difficulties, some of the sub-skills of speaking are going to be worked, as well.

In this research, the micro skills worked are pronunciation, intonation, fluency, accuracy, and word order. The idea is to use all of them at the same time, and try to improve in each student the one that presents more deficiencies. It must be clarified that in order to deliver a good speech, it is still necessary to manage most of the language skills, not just speaking.

According to Liyong (2006), “The ability to use a language, such as English, is gained from acquisition, not from learning.” Having said that, it is understood that the production of a language is not always a conscious action; instead, it involves collecting information necessary to develop our own knowledge. Moreover, it is clear that for some people, speaking might come as a natural process; it can be fluent, understandable, clear, and most important, easy to perform. However, not all Costa Rican’s can relate their experience towards this.

For Spanish speakers, speaking is presented as the most relevant skill on language learning and yet, the hardest to accomplish. The achievement of oral skills is a common struggle for EFL learners, because of the interference of the accent, which might be permanent, and differences in intonation from one language to another. In addition, the lack of confidence in students can be another element that interrupts the process. Any student is willing to be bullied, made fun off, or criticized for his or her English speaking performance; it is then a constant battle for teachers to get their students to speak the target language.

The assessment of the speaking skill can be as difficult as the production. Instructors tend to evaluate the product of a spoken performance by judging for their own impressions the student’s work. It is very important to maintain the use of objective assessment and evaluation, and try to stay focused on the expected product or activity rather than in the student as an individual. The use of the *Cornerstones of Testing* provide trustful criteria to apply in speaking evaluation.

This theory establishes different values important in the assessment of a skill that can easily be mistaken by subjective. For this investigation's aims, the use of cornerstones by Coombe & Hubley (n.d) is imperative. There are seven cornerstones included in this theory; however, this research will only study three of them, which are relevant for speaking assessment, specifically.

The first value is Validity. It focuses on measuring and testing only what is taught. By applying this value, the teacher gives to the students a fair evaluation of their progress. The Ministry of Education in Costa Rica (MEP) follows the principals of validity, since it expects all teachers to evaluate the topics seen in class only, and if that is not the situation, it is possible for the teacher to receive a warning.

Reliability, the second cornerstone, refers to the consistency in test construction. In other words, it involves creating tests that can be applied in other circumstances and will provide similar results. The idea for this cornerstone is to demand good-structured test that are not focused on one population only. It is important and beneficial for a teacher to create tests avoiding the unreasonable use of elements such as money, time, or resources. The cornerstone in charge of this Practicality. This value is present in almost every classroom, and should not be taken for granted. The waste of these elements or resources results to be arduousness for the teachers. All of these principles have as a purpose to work as tools for the teacher when assessing or evaluating students.

In terms of speaking, the approach given by the teacher is highly important for the development of the students. For an instruction-based learning, it is ideal to be surrounded by the target language in order to get more involved with its variables and features.

In Costa Rica, the majority of English teachers are non-native speakers of the language. This fact creates the interest for inquiring, how does the teacher's proficiency affects the student's perception of language?

As previously mentioned, the total mastering of a foreign language is almost impossible to achieve. Although experience is viewed as a factor of improvement of the language knowledge, these teachers must present some influences of their native language in their speaking. In the same way, this effect may affect the perception of the students, as well. In contrast to Costa Ricans, non-native English teachers struggle in other countries for their profession. According to Braine (2012), most of these professionals have trouble finding employment.

Another concerning situation is the marginalization they suffer by being questioned and misunderstood because of their accents. In Costa Rica, most of the English teachers employed by MEP are non-native speakers of the language. A native-speaker is more likely to develop a better production of the spoken language, as well as the knowledge of the implications of the same such as linguistics, semantics, and background in general; this means that the information transmitted to the students is going to be more assertive in terms of understanding.

In this investigation, Braine (2012) explains the possibility of non-native speakers (NNS) of becoming competent in their work. Braine mentions that the analyses and explanations of the abilities are within the scope of the NNS. There is no way of declaring that the nationality of an educator will instantly turn him or her into a mediocre professional. In the same way, it cannot be guaranteed the excellence of education delivery coming from a native speaker based only on their origin.

It is common for a student to look for the best opportunities in the market to suit their needs. Braine (2012) discloses the reality of adult learners of EFL, who believe that in order to achieve a higher language proficiency they should be taught by a native speaker. Society has taken its part by creating a sense of discrimination towards non-native educators, and building these ideas in people's minds.

Though there might exist an interference in these teachers' language performance, a positive aspect must be considered, as well. In the assessment of the learning process, as mentioned before, it is important to establish a teacher-student-language connection. A teacher, who understands the struggles of his or her students, because he or she has personally experienced them, is more likely to implement better strategies to help the students. If the instructor for example, knows how it feels to be affected by a Language Ego-like process, he or she will instantly know how to provide to the student ideal activities to reinforce the student's confidence.

In conclusion, in order for acquiring language skills, specifically speaking, it is necessary to have all the surroundings in one's favor. The teacher's assessment and performance will definitely make a relevant impact on each student's life, and it is imperative to make of it a positive one to obtain their interest and improvement.

2.2.3 Teaching by Principles: Socio Affective Principles

Brown (2001) describes 12 different principles on language learning. The purpose of knowing these principles is to avoid quick-fix approaches in the classroom, and provide teachers with the tools for assessing their student's needs and their work's success. Brown divides these principles into three sets, cognitive, socio-affective, and linguistic.

The first set includes principles regarding intellectual functions of the student's language acquisition skills. The second set, the socio-affective principles, are essential for this research's aims, the influence of emotional features within an individual towards learning or communicating with others. Finally, there is the linguistic principles as a third set. These last principles focus on the development and perception of language as a whole.

One of the principles of the socio-affective teaching is the previously mentioned Native Language Effect, which has worked as a base for this research. It is important to mention the coexistence of three sets of principles for a successful learning. The first socio-affective principle studied by Brown (2001) is called "*Language Ego*." Brown explains how the performance of a second language guides the learners to get involved in creating a new perception of the language by immersing themselves in thinking and acting in a new way. In other words, the students acquire new thoughts and reflections towards the language. They also become more affective and fragile when it comes to performing.

It is common to observe a sense of vulnerability in second language learning. An EFL learner becomes disturbed by the presence of fragility, yet not always aware of it. Language Ego might be seen as a possible interference in speech-delivery of adult EFLs. It creates a feeling of self-exposure to committing several mistakes in the production of the TL because of the lack of complete knowledge necessary for building meaningful messages. Brown (2001) explains that when using a second language, humans develop a second identity, as well as new thoughts, feelings and perceptions towards life; this causes the increase of inhibitions and fragility on a learner.

Some possible ways of supporting students who present this principle are suggested by Brown (2001). He establishes the importance of creating a safe place for them to learn by showing patience and empathy towards them.

They should feel that they are able to overcome their struggles. The second recommendation is to provide an adequate selection of techniques and approaches for assessing their learning that become not too easy nor too difficult to perform.

Another possibility to help the students is to consider their language states for assessment. Recognizing their individual needs by knowing who to call and ask for feedback is one of them; the instructor should as well establish limits on explanation, correction of mistakes, intensity and planning of activities. Previous research developed on this study supports the awareness of the importance of guiding students in their learning process and implementing the use of suitable strategies relevant for their learning.

The second principle analyzed in this study is directly related to Language Ego. Brown (2001) discloses Willingness to Communicate as a combination of senses of self-confidence and risk-taking contrasted with self-efficacy and anxiety. The ability of an individual to believe in his or her capacities and accomplishments is fundamental for the development and improvement of his or her skills.

It becomes of great importance for learners to recognize their scopes and their boundaries on the matter and to find when overcoming their limitations by taking risks. Adult learners are often aware of their need of improvement; however, they are not always willing to take an initiative on surpassing their constraints. It is imperative to build a three-way connection between the students, the instructors, and the target language. In this way, the process of acquiring knowledge as well as applying it in real life situations becomes amiable.

The last principle to inspect deals with the relation between a language and its culture. On the Language-Culture Connection Principle, Brown (2001) explains the unattainable separation of these two elements; to acquire a language without receiving something from its cultural background becomes an impossible task.

Some of the classroom applications for this principle include examining and explaining the features of the TL and its culture, as well as creating an amiable environment where the students understand that any culture has better features than others. In order to achieve empathy between the students and the TL, the classroom must be a discrimination-free environment. This explains as well another recommendation that ask instructors to avoid the use of offensive material or techniques.

Finally yet importantly, teachers must give emphasis on the student's own culture by reminding them the aspects of the same that they are not aware of. A student who feels connected to its culture is more likely to understand the implications of other cultures. Moreover, the most important elements for language acquisition in this research are based on recognizing the relevance on correlating the native culture and language with the target ones to achieve a successful language acquisition.

2.2.4 Language Interference

The ability to communicate and produce a language is the characteristic that differentiates human beings from other species. The same happens with the capacity of learning a second, third, or fourth one; as Chomsky (2005) explains in an article called "Three Factors in Language Design." In present time, in the process of language learning, the oral skills are highly emphasized as factors determining the level of proficiency and management that a person has.

Non-native speakers usually struggle because of this situation. It is as important as it is difficult to manage the speaking skill of a second language, but Spanish speakers suffer different interferences coming from their native language, that become obstacles on their performance. This part of the investigation is focused on describing possible types of interferences and how they affect the speakers.

The online dictionary Your Dictionary (2017) defines interference as “The act of or something that obstructs or hinders.” In this case, the investigation intends to find possible barriers on EFL adult learners’ speech delivery due to their native language. On the other hand, GeoCities (n.d) states that “Language interference stands for an influence of extra linguistic factors upon a particular language.”

According to Faerch and Kasper (as cited by Bhela, 1999), the learning of a second language is more likely to succeed if it is separated from the first language (p.23). Usually, the speakers intend to produce similar structures or patterns present on the native language, but translated to the L2. Having said that, it would be more accurate if the speaker focused on the differences and characteristics of the target language, and the understanding of the same.

In addition, the term transfer is of great importance for the understanding of this topic. According to Ellis (as cited by Bhela, 1999), the interference of the native language of a person in the process of learning an L2 is known as transfer. It is in fact, the presence of native-like patterns of speech on a L2 learner.

The awareness about language transfer goes beyond the acquisition of a language; the teaching process of a L2 could also be benefitted from transfer. According to Odlin (2003), a teacher who is familiarized with transfer errors in the L1 production can easily detect the errors in the L2 production.

In this way, the recognition of the situation will allow the teacher to give feedback and apply necessary strategies for the improvement of the student.

Moreover, the interference of the native language can be measured in different levels. Deepa, Avanthi, Abhishek, and Chengappa (2009) stated the existence of three levels phonological, grammatical, and lexical. The phonological level covers the appearance of foreign accents (stress, rhythm, intonation). The second level, the grammatical interference is focused on word order, use of tenses, and determinants. Finally, the lexical level borrows words from one language and converts their sounds in the L2. This theory explains the importance of giving reinforcement to all of these areas of speaking in order to achieve a real and complete improvement of the speaker's performance.

2.2.5 Language Fossilization Theory

The principles or keys for learning a second language are present in every single person who has the faculty for it, and biological system functions in general. Then, how is it possible that for some people it becomes harder to acquire this skill than for others? This study aims to find the answer to this matter. It is quite noticeable, the differences of language learning depending on the age of the students. Adult learners, most of the times, present some conflict on perceiving and managing foreign languages' structures and background, in order to apply them on the daily basis or just for academic purposes.

Second language learning is believed to be easier to develop in children rather than in adults. The former, present innate abilities to perceive and recognize elements of speech unconsciously; the latter, on the other hand, appears to be harder to acquire.

As stated by Lightbown & Spada (cited by Navarro Romero, 2010), adults reach a “critical period” in which they cannot acquire the phonological development expected, and show difficulties on producing certain native sounds.

Studies made on second language acquisition usually show how the acquirement of this proficiency is more efficient on children. On the book called *Studies of Fossilization in Language Acquisition*, White (cited by Han & Odlin, 2006) explains, “native-like performance is the exception rather than the rule” (p.2). The ability of acquiring native-like speaking skills on EFL in adults is considered as a possibility; however, not a very common one.

There is a stage in people’s learning when the errors or misperceptions of language become almost impossible to correct or overcome. Ortega, (1996) explains fossilization as a permanent state of interlanguage knowledge (p.124). This period is present in adult learning and might be the main factor affecting the poor English proficiency on this population. The presence of language fossilization is a matter of concern not only for adults; there exist a possibility of premature presence of this stage in children and adolescents. Selinker & Han (cited by Han & Odlin, 2006) establish the existence of five properties in language fossilization. (a) It affects 1L features that diverge from norms of the L2; (b) it is involved with all the linguistic domains; (c) it is persistent and resistant; (d) it is not exclusive for adults or children, it occurs in both ages; and (e) it could take form of backslides (p.3).

It does not have a specific area of affection, since the scope covers the different linguistic branches. Selinker & Han (2006) also state how fossilization is a process, which endures throughout time. Meaning that it can appear at any stage on a person’s learning.

As mentioned before, it is not an exclusive characteristic of adults, even though it is most frequently presented on them.

Moreover, the fossilization of the language is a process likely to appear if the student has not worked on the interference of his or her native language. The effort made by the teachers to work with a learner, who presents this phenomenon, must be stronger than usual. The implementation of a plan to assess the education of these students is essential for the success of the same. Activities of prior knowledge activation may be ideal for this matter. When activating prior knowledge in a student, the teacher makes himself/herself sure that the student has an important perception of the product. Strategies for this method include working on new information before applying it.

As previously stated, it is of big importance to create a link between the learner and the TL's culture and background. The inclusion of native-like TL materials works as a strategy to familiarize the student with the different implications of a language.

2.2.6 Strategies to Work on the Assessment of the Speaking Skill in Second Language Learning

Part of the progress made in language learning depends on the instructor. Wlodkowski (2007) recalls the importance of the responsibility of teachers on providing a relevant education and creating ideal environments. Any important instructed education is likely to be successful without the interest from the teacher to give students the best of the methods to gain an enrichment in proficiency and performance.

The implementation of strategies, which engage the students' interest, are ideal for the success of the instruction. The strategies must be planned according to the student's interests and needs. According to Wlodkwski (2007), it is vital for the instructor to understand the reason of the behavior presented on students, as well as the importance of respecting the cultural practices and context in which the student is immersed. It is a matter of interest for this investigation, to establish the difficulties or facilities students present on their oral speaking skills when they get involved in the learning process of a second language. It is also important to disclose the possible strategies for assessment of this skill.

2.2.6.1 Self-Repair Strategies

One of the purposes for learning a foreign language is to communicate. According to Bilash (2009), promoting communicative efficiency is the main goal of speaking a language; however, in the oral production of languages, many elements in terms of native language that interfere in the development of the speech of a learner. To overcome these situations, there are some strategies studied in this investigation expected to help the speakers reach a better production level of English.

The first strategy studied is called repair, which is explained by Rabab'ah (2013) as a product of the recognition of mistakes in the spoken language by the speakers. Repair strategies consist on assessing the speaking skill as soon as the faulty situation is detected. Rabab'ah states that both native and non-native speakers use these strategies as a tool for understanding a language or being understood (p.124). To explain, repair is a main strategy from which several others are derived.

Self-repair is one of these, and the one that calls particular attention for this research.

Rabab'ah discloses how speakers include fillers such as *uh* and *um* on their speech, as well as the prolongation or shortening of sounds when they recognize a mistake and expect to obtain extra time on their delivery.

The idea of teaching self-repair strategies to L2 learners is to obtain speakers that are more fluent. Native speakers usually make use of these vocal fillers and characteristics on their speech; therefore, if any of these are recognized in a non-native learner speech, it would make it sound more natural and native-like. Given these points, repair strategies demand to be properly taught and applied in order to avoid errors. The abuse of the lengthening of sounds might create misunderstandings or poor delivery of speeches instead of helping.

Moreover, Smith (2008) mentions the existence of two different types of Self-repair. The first one is called Covert Self-Repairs and it is explained as "Those cases whereby the speaker discovers imminent trouble in his/her message and "interrupts" him/herself before the troublesome item is uttered." On the other hand, Overt Self-Repairs counts with four sub – types itself. The first one is Error-repair that occurs when the person recognizes his/her error and corrects it instantly. Appropriateness-repair is made when a speaker considers that the message was not appropriately delivered, or that the listener can misunderstand it. The third type of Overt Self-Repair is known as Different-repair. A speaker makes this repair when he/she interrupts his/her own speech and starts a new topic of conversation. Finally, when all of the previously mention self-repair types occur in the same speech, it is known as Rest-repair.

The recognition of these types allow the researcher to give the students the help they need to achieve a better development on the speaking skills. For example, it would be easier to assess a student when the instructor recognizes the specific problems present on his/her speech, and therefore gives emphasis on it.

With this in mind, the application of the Self-Repair strategy on the classroom will be through conversational activities such as dialogues and speeches. With these kind of activities, the students have to provide an opinion orally, and there, develop their skills with errors included. In this way, the instructors will assist them on the improvement of their delivery.

2.2.6.2 Teaching Conversational Skills

The second strategy called Teaching Conversational Skills focuses on the production of the speech, mostly. Beare (2016) reported on his work *Speaking Strategies for English Learners* that for the development of better speaking skills is ideal to use the language by talking, conversing, and gabbing as much as possible.

This strategy intends to get improvement of the skills by engaging the students in an environment full of the target language influence. In this way, learners acquire practice, which develops feelings of confidence and security on oral expression abilities. In the same way, according to Beare (2016), it is of great help to produce building skills first, such as listening and speaking. The idea is to become acquainted and familiarized with the L2 in terms of oral expression before learning rules and structure theoretically. Most of the times the students present difficulties in their oral expression because of the lack of emphasis given by their teachers.

It is easier for an English instructor to clarify in the native language, any question or doubt a student has, instead of making full use of the second language during the class.

As stated by Beare (2016), the oral skills are mainly focused on production rather than accuracy; that is the reason why, teaching grammar takes less effort from the teacher. He states that sometimes the learners seem inhibited by oral activities because of different factors, such as not being familiar with the topic or not having an opinion about it. As a result, the educator is in charge of intervening in these situations by providing topics that students recognize. Another option is to activate prior knowledge and provide enough information about the topic learned before asking the students to produce a speech about it.

To introduce this strategy in the classroom, the researcher intends to plan games and interactive activities that allow students to express their ideas without feeling pressured for their delivery. On the other hand, it should be mentioned the fact that every activity planned must have an objective to follow, and that they are all going to be well prepared beforehand in order to count with back-up plans in case of the failure of it.

2.2.6.3 Training Learners in the Use of Communication Strategies

In the book, *The Impact of Strategies-Based Instruction on Speaking a Foreign Language* the third strategy is found. Dörnyei (as cited by Cohen, J, Weaver and Li, 2013) explains “training learners in the use of communication strategies,” as a tool for viable results in language production. Cohen et.al (2013) analyze the application of this strategy on Hungarian population. It focused the assessment on making the students describe images, make brief speeches about specific topics, and defining Hungarian words in English.

These activities trained the students to overcome moments of stress and difficulty when delivering speeches, and instead trying and exploring vocabulary until they made themselves clear and understood.

Due to the lack of self-confidence on speech delivery found on the population studied in this investigation, this strategy appears to be ideal for the promotion of resilience and improvement on them. Several activities can be adapted to the social, economic, and cultural context of these students by calling their attention and interest upon participating, and avoiding making them feel evaluated or analyzed by the instructors.

The increase of the speaking skills is highly related to the development of social abilities. The following strategy focuses on strategy training through interaction. Counihan (as cited by Lourdunathan & Menon, n.d) believes that dialoguing, making comments immediately after listening to a person, filling silent spaces with talk, and supporting or disagreeing with other speakers, is imperative for an effective communication process.

It is of great importance for students to learn how to create a conversation on the spot and to find the ideal moments to interrupt or add a comment to it, without interfering the interaction in a negative way. In this study, this strategy is seen as an instrument for developing speech skills. It can also be taken into account, the synergy already existent among the students to create a good environment.

2.2.6.4 Cooperative Learning

For the improvement of oral skills, it is imperative to interact with other speakers. For all the strategies studied in this investigation, it is fundamental the existence of communication and practice with people in similar situations. Lourdunathan & Menon (n.d) explain Cooperative Learning as a way for students to achieve their purposes by working

together. The importance of this strategy is that it will provide success for all the students in the classroom, as a group, instead of individually. Richards & Rodgers (as cited by Lourdanathan & Menon) mention that, “Within cooperation situations, individuals seek outcomes beneficial to themselves and all other group members” (p.2).

In addition, the implementation of cooperative learning as a strategy will be delivered through every other strategy. By the time the students make conversations, support other classmates’ answers, or simply give feedback, they will instantly be making use of cooperation as a tool in their learning process.

For the purposes of this investigation, it can be said that this strategy functions as a base for the rest of the strategies. Even though, most of them have as purpose to achieve personal improvement, without the interaction with other peers, the goals will not be achieved. The interference of the native language present in this sample’s speaking skills is what the researcher builds the investigation on. Several theories that function as a base for this research have been analyzed in order to create a valuable work. In the same way, the studied strategies are going to be applied on the classes of the population under study in the look for their improvement.

Chapter III

Methodological Framework

This chapter is focused on explaining the population and the instruments used for this research and their description. In the same way, there will be a justification for their selection according to the population's and research's needs.

3.1 Research Method and Scope

This investigation is based on a mixed research method. Hernández (2010) explains that the goal of a mixed method is not to replace the other types, but to use the strengths of each method and to combine them to avoid their weaknesses (p. 544). As mentioned by Hernández Sampieri & Mendoza (as cited by Hernández, 2010), the mixed method represents a set of empirical, systematic, and critical processes of investigation that imply a collection and analysis of data, both quantitative and qualitative; this in order to achieve a higher understanding of the phenomenon under study.

Moreover, the investigation looks for this method because of its purposes. Since the idea is to find possible interferences on the population's speech, it will be guided with a specific purpose, which is common in qualitative researches. On the other hand, the idea is to discover possible ways to assess their performance. In order to achieve this purpose, there is the need to use a probabilistic focus (quantitative) that will allow the researcher to evaluate the student's development and find suitable strategies to overcome any weakness.

The investigation follows a descriptive type. Hernández (2010) explains that a descriptive investigation intends to specify properties, characteristics, and features important from any analyzed phenomenon. It describes tendencies of a group or population. Hernandez mentions that in this type of studies, the investigator must be capable of

defining or visualizing what is going to be measured and the population from which the data collection is going to be based on. Therefore, there exists the need for a detailed description of all those factors.

The investigation will be developed through case studies. Feagin, Orum, & Sjoberg (1991) define case study as “An in-depth, multifaceted investigation using qualitative research methods, of a single social phenomenon. The study is conducted in great detail and often relies on the use of several data sources.” In addition, Feagin et al. explain that a case study offers investigators the chance to study social researches in an easy way, since it requires only one person to observe and interpret the data collected. This being said, it is understood the importance for this investigation to make use of this tool, since the purposes are to develop a research on a social phenomenon and report it with details.

3.2 Selection and Descriptions of Population and Participants

The selection of the population for this investigation is a well thought process. Martínez Salgado (2011) explains that any unity of people is carefully selected because of the deep and detailed information it can provide to the matter studied. The idea of this is to focus on useful responses to the strategies applied, and avoid wasting time. Moreover, this research follows a selective and intentional sampling method. Martínez Salgado (2011) discloses this as a method in which measuring is not necessary; on the other hand, what is fundamental is the understanding of social processes and different situations. This been said, it is understood that the population under study in this investigation is expected to provide concrete thoughts and reactions, instead of simple information.

The group participating in this research is 10th grade at Puriscal Technical Professional Night High School.

Their ages go from 20 to 35, and they are a proactive and dynamic group. Most of them are girls, to be exact; there are 11 women and only 3 men. The majority of the women in this group are young mothers, and all of them work during the day.

3.2.1 Description of the Institution

The institution is located in Puriscal downtown, in a building that during the day is a regular technical high school. This is the largest Educational Institution in the area because of the technical focus, and the courses related to tourism, and agricultural activities that take place during the day. It is surrounded by many green spaces. It also counts with many classrooms that were recently built or reconstructed, which gives a good appearance to the place.

The institution where the investigation takes place is the Puriscal Technical Professional Night High School. Technical Sections were created by the Ministry of Public Education to provide adults with the opportunity of continuing their studies on a night shift. These institutions offer technical careers in purposeful areas, in which there are many vacant and job opportunities, nowadays.

On the other hand, the schedule is of four hours a day, from 5:50 pm to 9:50 pm. This means, 5 lessons of 40 and 45 minutes long, and 2 short recesses of 15 minutes each. These facilities were established based on the population's needs. The kind of students who attend to this institution are mostly day-shift workers and homemakers.

3.2.2 Description of the Population

The population for this study are adult learners of the conversational English course at Puriscal Technical Professional Night High School. These students of the Executive for Service Centers major attend to English classes three times a week. They are trained to work in costume service on international companies; that is the reason why they take many classes of the language.

To get into this program, they have to be at least 18 years old. These students go from 19 to 35 years old. They also have to present a bachelor's diploma as another requirement. This because what the institution offers is to get a technical career 3 years long, and with a schedule similar to the one in some night shifted high schools.

3.2.3 Description of the Participants

The 10th grade group consists in 13 students, 4men and 9 women. They are students of a specialty that requires the most English performance, which was previously mentioned, the Executive for Service Centers course. This group takes grammar and conversational classes on Mondays, Tuesdays, and Thursdays.

Most of the girls on this class are single moms; only two of them are married. All of these moms have in common the fact that their children were the reason why they left their studies on hold. The rest of the girls affirm that they are studying on this institution because they do not have the economical support to go a university. Their English level, according to observations done previously, is above average, meaning that it is a good one, but needs to be polished. This is of big help for the research's purposes of analyzing their production of the language and improving it.

3.3 Implemented Strategies

For this investigation, the researcher intends to find suitable strategies that support the objectives, and in that way, discover possible interferences of native language present on the students speech, as well as the improvement of the same. The first instrument used is a pre-test. The first one is going to be used at the beginning of the process, as prove of the existence of interference of the native language on the students. This test is going to be supported by a rubric that allows the instructor to be objective. The idea for these tests is to find and analyze the errors present. It consists on a video from which the students will be asked some comprehension questions. According to the student's responses, the researcher will evaluate their speech.

Another instruments implemented in this investigation are strategies for the improvement of the speaking skill. These strategies aims to work with the interferences of native language found and impulse the improvement of the students' delivery. Because of this, this instrument is placed in the middle of the two tests, the pre-test and the post-test. In this way, the researcher has a before-strategies and after-strategies perception.

Only three strategies are going to be applied. First, the self-repair strategy intends to create awareness of the interferences on the students in order for them to improve their delivery by themselves. The second strategy is about teaching conversational skills. With this strategy, the researcher pretends to make the students get in touch with the target language, and use it as much as possible. The idea is to apply activities that demand the students to speak in English during the whole class. Finally, the third strategy is in charge of training learners in the use of communication strategies. The aims of this are to make the students use the L2 in meaningful tasks or situations.

Here, the instructor will ask the students to describe objects, pictures, processes, and words in order to get them to think and talk in English.

Moreover, after the strategies, the post-test is applied as the last instrument of the investigation. The purpose of this post-test is to evaluate the progress made by the students on their performance of the spoken English, after the application of strategies. The test consists in the same process as the pre-test; the students will watch a video and answer some questions regarding to the content seen. In the same way, the researcher will evaluate their delivery through a rubric.

The rubric for both tests consists in an evaluation criteria that covers three levels of interference of native language: phonic, lexico-semantic, and morpho-syntactic level. The levels intent to evaluate language production elements, vocabulary and content, and grammar usage. The rubrics and the tests are going to be applied on different periods of the investigation. The evaluation criteria of both rubrics for the tests is going to be on a scale from one to five, being one the most presence of interference, and five the best production of spoken English.

3.4 Data Collection Instruments

The instruments applied for the collection and analysis of data must be carefully chosen. As explained by Annum (2016), the appropriate choosing of an instrument provides the validity and reliability in the research. The present study, with the intention of gathering as much relevant information to the matter as possible, will implement several instruments, which will work as a tool for the researcher's work.

3.4.1 Pre-Test

A test is going to be applied with the aim of evaluating the student's strengths and weaknesses on the language production. This is called pre-test because it will be done before the implementation of any strategy. The main purpose is to know in which ways the native language of the students is interfering with the oral production of the second one. In the same way, it will benefit the research with the emergence of specific results that will show the aspects to improve and the ones to base the strategies on. It is important to mention that it is going to be developed in English, even though the students do not have a high level of proficiency. The results obtained from this first test will be reevaluated on a post-test done after the necessary strategies have been applied and analyzed.

The test consists on watching a 13 minutes long video from a TEDx talk by John McWhorter called *4 Reasons to Learn a New Language*. This video is going to be subtitled in English in order to obtain the students understanding and attention. After watching the video, the students will receive a set of questions related to the content of the video. The students' responses must be written on the paper, but also have to be presented orally in front of the class. The idea is to find out how much information they understood and how well they can explain this information. The researcher will have a rubric in which he or she will fill the aspects of native language interference found, such as errors on pronunciation, vocabulary and content, and grammatical structures on each student's speech, and from there, look for strategies to improve.

3.4.3 Speaking Strategies Instruments

3.4.3.1 Self – Repair

This strategy is focused on providing the students with guidance in the use of language fillers to acquire more fluent and precise delivery of their speeches. The first introduction to the topic is going to be through direct explanation of what fillers are, and how they work. In the same way, the instructor will illustrate with examples how is that a self-repair happens and in which ways they can take advantage of it.

The classroom will have as decoration different fillers such as “um,” “well,” and “I mean...” The students will paste these words on the walls and the boards, to remind themselves to use them. In addition, the researcher will give the students a small bell that they need to ring each time they realize they have made use of self-repair. The idea is for them to realize when this happens, and start including fillers or expressions when needed. By the end of the application of the strategy, the students should understand the concept of repairing the speech, and the ways of doing it. It is important to explain that this strategy is used as a base for the second and third strategy, which intend to improve the students speaking skills.

3.4.3.2 Teaching Conversational Skills

Teaching Conversational Skills is the second strategy to be applied. The idea here is to make the students produce the language orally as much as possible, in order to acquire subskills such as fluency, intonation, and accuracy. The instructor will implement this strategy through games and engaging activities, in which the students will participate and at the same time, be in touch with the language. First, the teacher will instruct the students on

the game know as Charades, in which they will perform an action or will act as a person they were given randomly. Here, the student performing will not be able to talk, but his or her classmates will guess what he/she is doing. All of this is going to be developed in English.

Role-playing is another activity that will be applied during this period. These activities follow the same objective of giving the students the chance to overcome their fears and speak in English, even if they are making mistakes. Throughout this process, the students will receive teacher and classmates' feedback.

3.4.3.3 Training Learners in the Use of Communication Strategies

The purpose of this strategy is to engage the students on their own learning. With the implementation of this strategy, the instructor intends to make the students improve their language, and lessen their fears and feelings of anxiety when delivering speeches. The activities implemented in this strategy consist on giving the students random topics such as: (a) receiving a complaint from a costumer, (b) ways of gaining a customer interest, (c) the importance of the tone of voice on a phone call.

From these topics, they have to make up stories or short speeches in the time established. On the other hand, the instructor will give the students different pictures from animals, famous people, or daily activities for them to describe on the spot, as well. These images are going to be selected according to the topics evaluated by the teacher in charge. In this case, the images have faces of soccer players. The intention is to take advantage of the attention towards soccer during these years to gain the student's attention, while they are using adjectives to describe people, which is the topic recently, covered.

With these activities, the students will practice speaking in a dynamic and attention calling way, which looks to keep them motivated towards the class. It is important to mention that in order to diminish the interferences of the native language the teacher will constantly correct their mistakes on pronunciation as soon as they produce them.

3.4.4 Post – Test

The last instrument to be applied is a post-test. As mentioned before, this test will possess the same questions and format of the pre-test. The purpose is to analyze the improvement of the students after the realization of the strategies established. This test will measure the errors made by the students in order to find suitable recommendations for future practice. For this, the students will watch a video called *8 Secrets of Success*, by Richard St. John on a TEDx talk. This time the video will as well be subtitled in English, but it will be only 3 minutes long, and the analysis asked from the students will be a little bit more complex.

The students will have to answer four questions about the content of the video, in the same way they did on the pre-test, but this time, they must give longer answers, and show more of their personal opinions about the content. Again, a rubric will be filled after the students' oral answers to the previous questions to find the interferences worked with the strategies, and discover if there has been any improvement on them on their native language interferences.

3.5 Validation of Instruments

The validation of the instruments took place in a conversational class of fifth grade, at CEDIC School in Santa Ana, San José, from June 5th to June 9th of the year 2017. This group is composed by 2 girls and 6 boys; they were all present on the day of this validation. The first instrument, the pre-test was presented to them on their earliest class period. The students watched the video and answered the questions as expected. The instrument was understandable and objective. The use of the rubrics was of high importance, since it was the way to measure in the instrument was really working.

After this, the instrument validated was the Self-repair strategy, to which the students responded perfectly. They were taught how to include speech fillers in their oral production, and they instantly put it in practice. On a different day, the last instruments were put into practice. The strategy called “Teaching Conversational Skills” was basically used throughout the whole validation process, since the researcher tried to constantly remind the students to speak in English as much as possible. However, for a formal validation, the students were presented some games such as trivias, and Pictionary, which impulse them to use their English without feeling forced or evaluated.

The last strategy validated was Training Learners in the Use of Communication, in this case, the students were given some pictures of animals, which is the topic they were working with. They had to describe the animals for their names, physical characteristics, and different facts they knew; for example, some of them explained whether the animals were carnivorous or herbivorous. The students responded to these strategies with great attitude. All of the strategies were applied and gave the expected results. The last instrument was the post-test. In this case, the students watched the video and answered the

questions. The questions applied reached their objective, as well as the correspondent rubrics.

After this validation, the students were asked if they had any questions or observations towards the strategies and tests. Most of them agreed on the fact that it was completely understandable, but they felt the questions were a little bit easy for them. This however, does not concern the researcher because these fifth graders possess a higher level of English, and are used to more complex activities involving the language. In conclusion, the validation of the instruments succeeded and served as a way to avoid possible failures on the application on the population under study.

Chapter IV

Data Analysis

This chapter consists on an analysis of every result obtained from the application of the instruments. As reported by Hernández Sampieri (2010), to analyze the data on a mixed method, the researcher relies on the standardized qualitative and quantitative procedures, as well as a combined analysis. This analysis depends on the type of design or strategy chosen for the procedures.

The investigation is developed through the use of triangulation. Olsen (2004) explains triangulation as “The mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic.” In other words, the triangulation process makes use of different types of data analysis in order to achieve the validation of the research.

4.1 Analysis and Interpretation of the Results

This part of the investigation is focused on the analysis and explanation of the data collected, as well as the result from the application of the instruments on the population studied.

4.1.1 Pre-test

4.1.1.2 Pre-test Criteria: Phonic Level

The pre-test was focused on recognizing and evaluating the student’s native language influence on their speech delivery. It consisted on playing a video for the students in which they had to pay close attention to answer four comprehension questions after they watched it. For the measure of this instrument, the instructor created a rubric that covered

all the levels of interference studied on this investigation that could be present on the student's delivery.

The rubric's evaluation criterion was divided in pronunciation, vocabulary, and grammar. All of these aspects were measured on a scale from 4 to 1; in which, 4 indicated that it had an excellent delivery of the aspect and 1 specified the need for improvement on the same.

It must be explained that the students did not present much trouble in terms of understanding of the video. Even though, the majority of them wanted the instructor to translate the questions; at the end, they finished their work without any help. The questions were mainly about content, which is why they could easily find the answers. However, the most notorious mistakes were detected on their language production at the time they wanted to express their thoughts.

The pre-test was applied to 13 students of the Conversational English course at Puriscal Technical Professional Night High School, on Monday, June 12th, 2017. The results of these rubrics are analyzed through graphics in this chapter.

4.1.1.1.1 Aspiration in Consonant Sounds

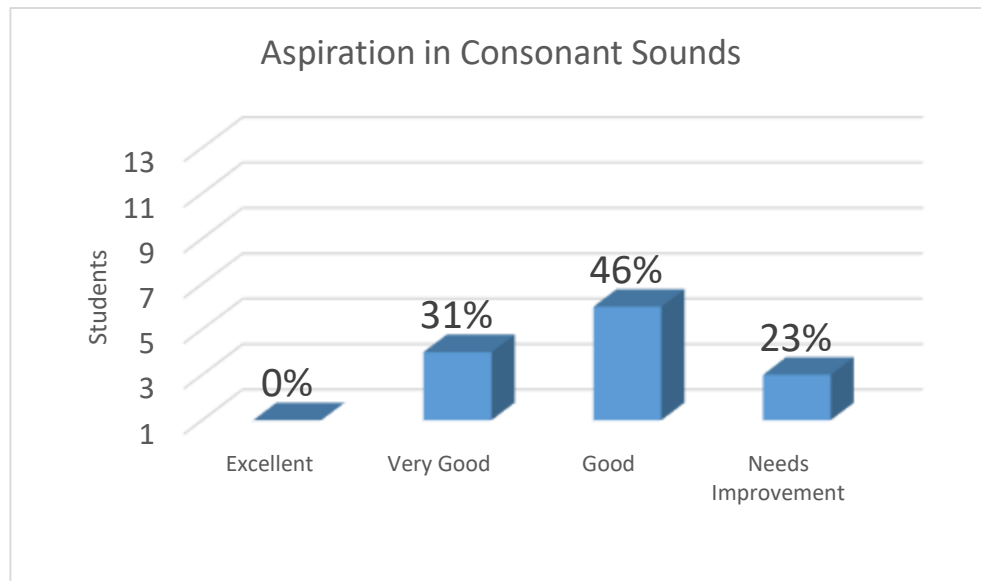


Figure 1 Results of Pre-Test on Aspiration in Consonant Sounds

Figure 1 represents how the aspiration in consonant sounds is a possible interference of the native language found on the student's speech according to the rubric applied in the Pre-Test. From all of the 13 students, being the 100%, none of them presented an excellent delivery in terms of aspiration; meaning that they committed at least two errors. Only 4 of the students, which is a 31%, reached a score named as "very good." This indicated that they made from 2 to 4 mistakes. The 46%, which is equivalent to 6 students was the majority of the population which presented from 5 to 9 errors; this made their delivery be evaluated as "good." The remaining 23% (3 students) showed the highest amount of mistakes, which is more than 10 words with bad use of aspiration in consonant sounds; these indicated that their delivery needs improvement.

4.1.1.1.2 Insertion of Sounds

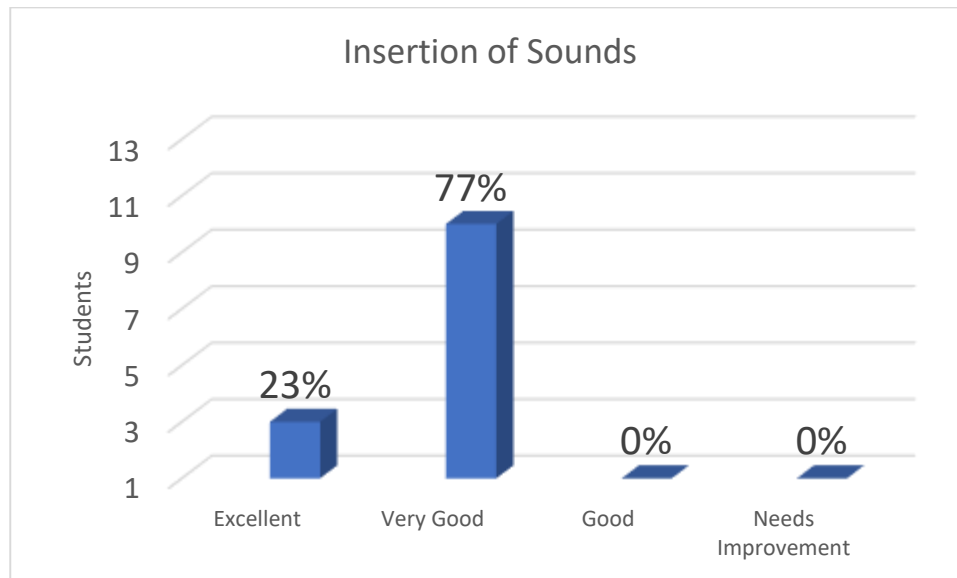


Figure 2. Results of Pre-Test on Insertion of Sounds

Figure 2 represents the results of the insertion of sounds according to the rubric for the pre-test in charge of evaluating the student's native language interference on speaking. Any of the students presented more than five errors in inserting sounds. From all the 13 students evaluated, that is the 100% of the population, 10 of them committed from 2 to 4 mistakes, which qualifies their delivery as "very good," they are equivalent to a 77%. Only a 23%, which means 3 students, showed an "excellent" result; this meant that they committed only 1 error.

4.1.1.1.3 Articulation of Sounds

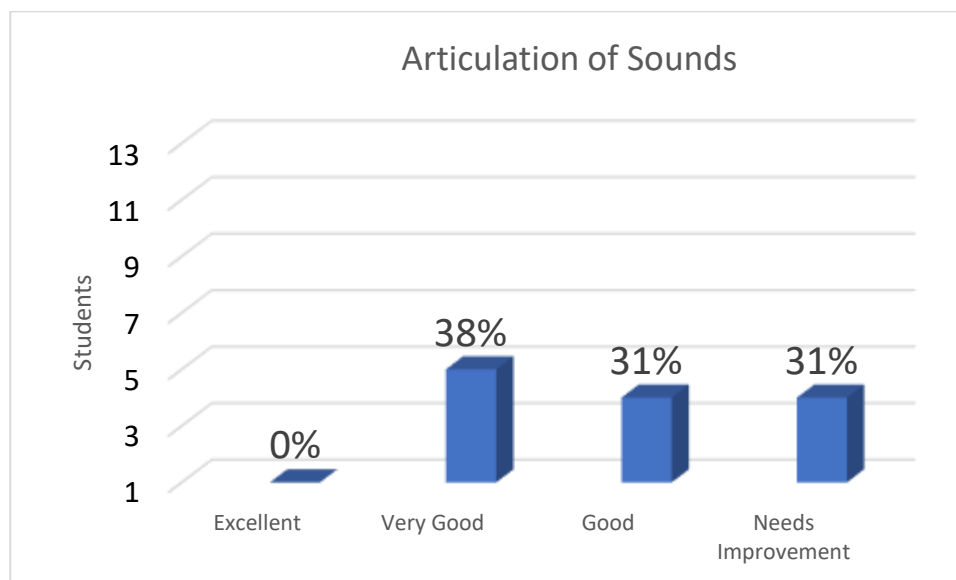


Figure 3. Results of Pre-Test on Articulation

Figure 3 represents the interference of the native language in terms of articulation present in the student's speech, as evaluated on the rubric for the pre-test. Any of the students from all the 100% of the students (13) was qualified as "excellent" in this aspect because they all committed at least 2 mistakes. From these students, 5 which is the equivalent to a 38%, presented a delivery described as "very good;" that meant that they made from 2 to 4 errors. The 31% (4 students) was qualified as "good" on a scope from 5 to 9 mistakes. In the case of the remaining 4 students, the other 31%, the presence of more than 10 mistakes on articulation indicated the need for improvement.

4.1.1.1.4 Voicing and Devoicing of Sounds

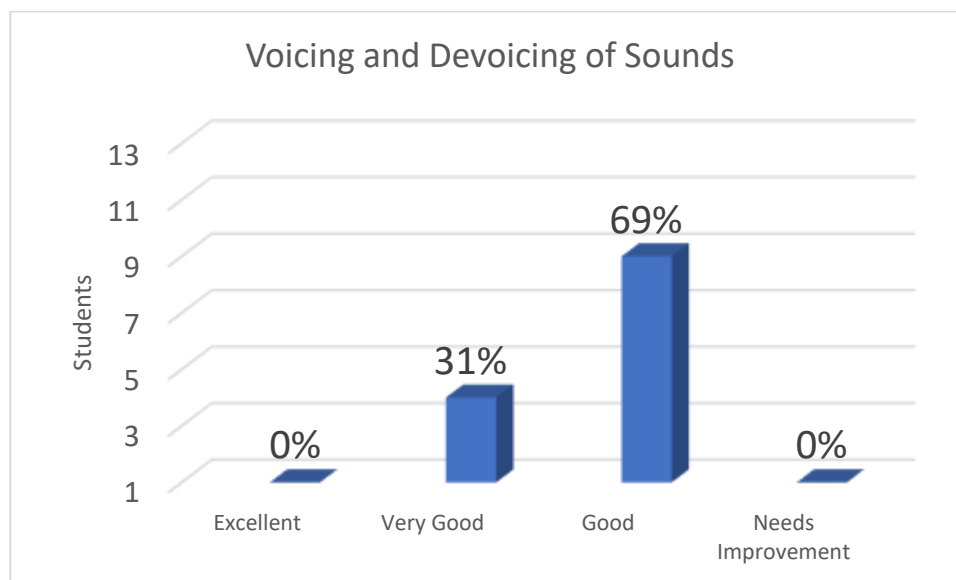


Figure 4. Results of Pre-Test on Voicing and Devoicing of Sounds

Figure 4 represents the results found in voicing and devoicing of sounds as interference of native language of the rubric for the pre-test used to evaluate the students. The 100% of the students (13) committed 2 or more mistakes, 4 of them were qualified as “very good” because they got from 2 to 4 mistakes only; which is the 31% of the population. The majority of the students, which is represented as a 69%, presented from 5 to 9 mistakes, which meant that they belong to the category established as “good;” this is equivalent to 9 students. Any of the students presented more than 10 mistakes.

4.1.1.2 Pre-test Criteria: Lexico-Semantic Level

4.1.1.2.1 False Cognates

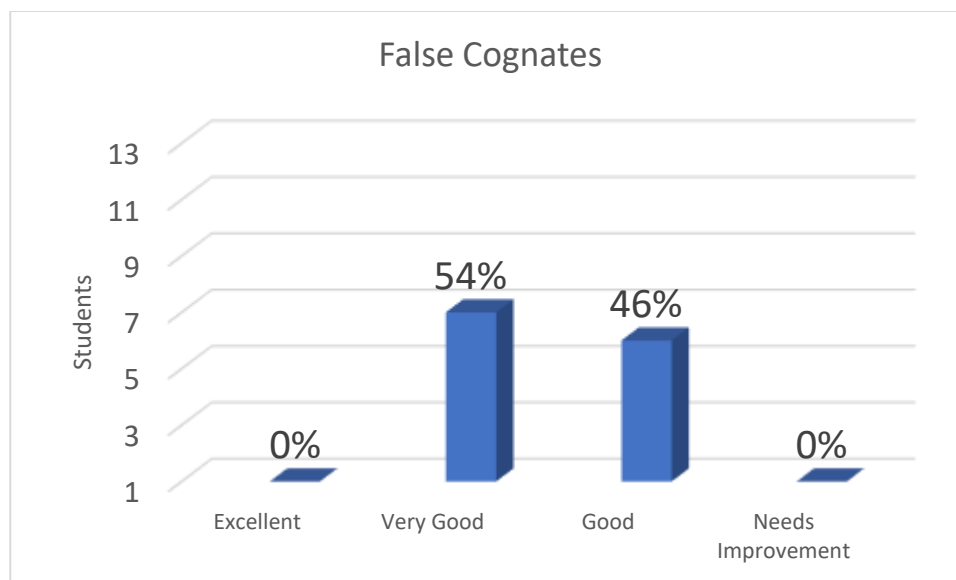


Figure 5. Results of Pre-Test on False Cognates

Figure 5 represents the results of the rubric for the pre-test used to evaluate the student's native language interference in terms of use of false cognates. All of the 13 students (100%) presented a scope of errors from 2 to 9, 7 of them, which equals the 54% were qualified as "very good" because they committed only from 2 to 4 errors. The other 46%, which is an amount of 6 students, committed from 4 to 9 errors in the use of false cognates.

4.1.1.2.2 Content

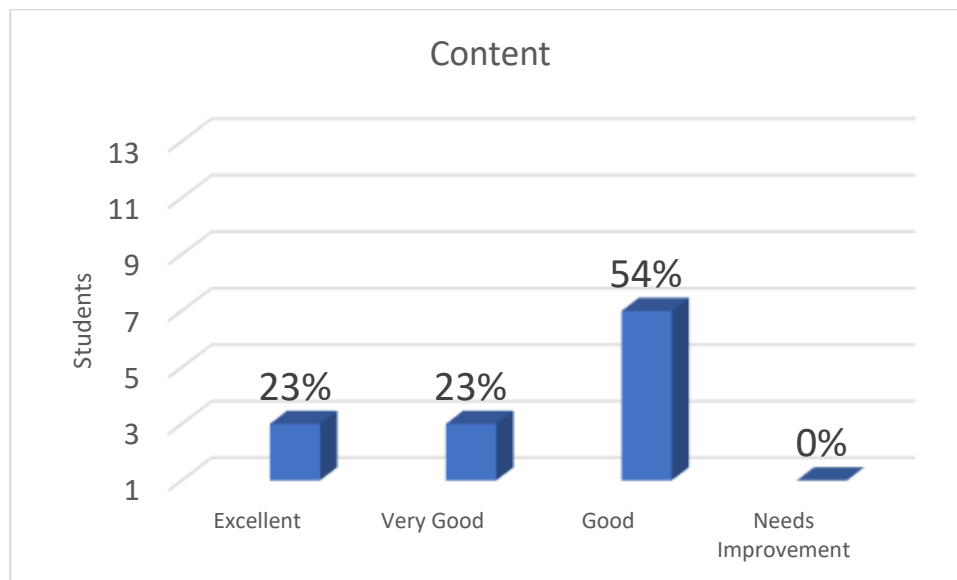


Figure 6. Results of Pre-Test on Content

Figure 6 represents the results of the pre-test on content, which evaluated the interference of the native language on the student's speaking skills. Any of the students from all the 13 evaluated, which is recognized as the 100% of the population, presented more than 10 mistakes in terms of content. The majority of students, which is the 54% of 7 in total, were qualified as "good" because they committed from 5 to 9 mistakes. The 23% of the students, which equals an amount of 3 people, stayed in a scope from 2 to 4 mistakes; this meant that they were "very good." The other 23% committed only 1 mistake and are considered as "excellent."

4.1.1.3 Pre-test Criteria: Morpho-Syntactic Level

4.1.1.3.1 Omission of Sibilant and Past Tense Endings

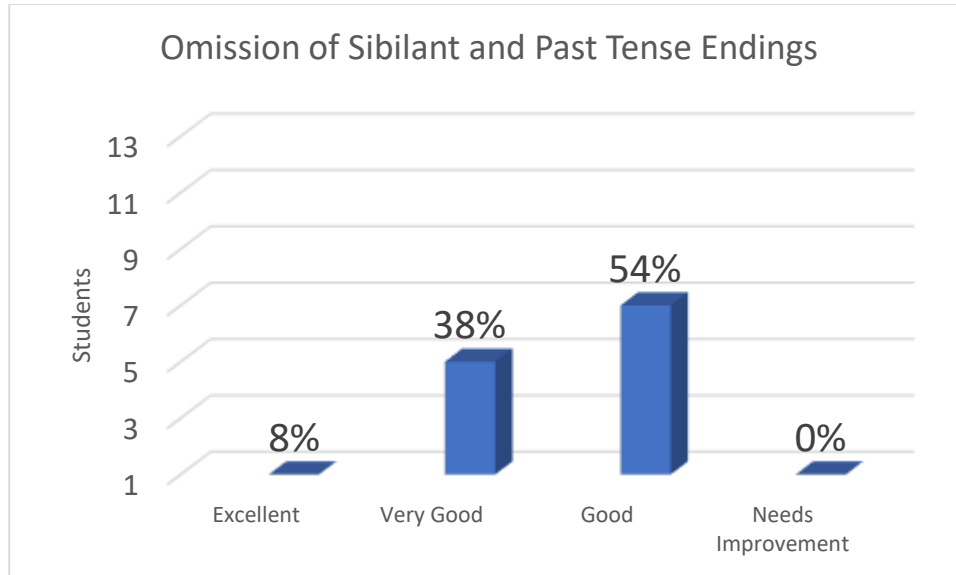


Figure 7. Results of Pre-Test on Omission of Sibilant and Past Tense

Figure 7 represents the results on the omission of sibilant and past tense endings as interference of the native language on the students evaluated with the rubric for the pre-test. From all 13 students, the 100% of the population under study, 1 student committed only 1 mistake and was qualified as “excellent,” it is represented as an 8% of the population. Making from 2 to 4 mistakes made 5 students, which is equivalent to 38%, be qualified as “very good” in terms of delivery. The majority of the students, which is the 54%, presented from 5 to 9 mistakes and are considered to have a “good” delivery; this equals an amount of 7 students. Any of the students committed more than 10 mistakes.

4.1.1.3.2 Misuse of Infinitive and Gerund Forms

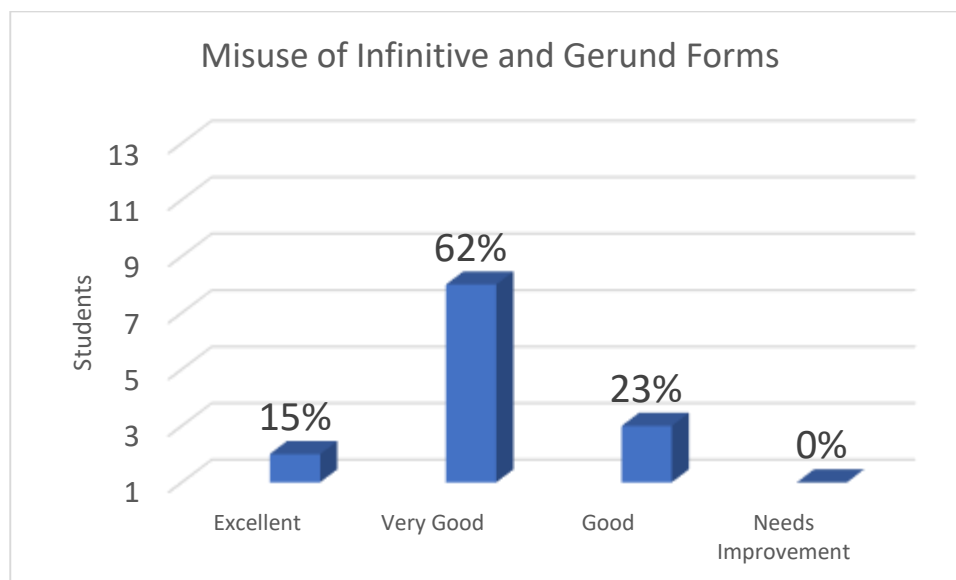


Figure 8. Results of Pre-Test on Misuse of Infinitive, and Gerund Forms

Figure 8 represents the results of the rubrics for the pre-test on the misuse of infinitive and gerund forms. From all 13 students (100%), only a 15%, which equals the amount of 2 students, presented an “excellent” delivery because they committed only 1 mistake. The 62%, which is equivalent to 8 students, was qualified as “very good;” this meant that they presented from 2 to 4 mistakes in their speech. The remaining 3 students, represented as a 23%, made from 5 to 9 mistakes. Any of the students produced more than 10 mistakes.

4.1.1.3.3 Misuse of Subject-Verb Agreement

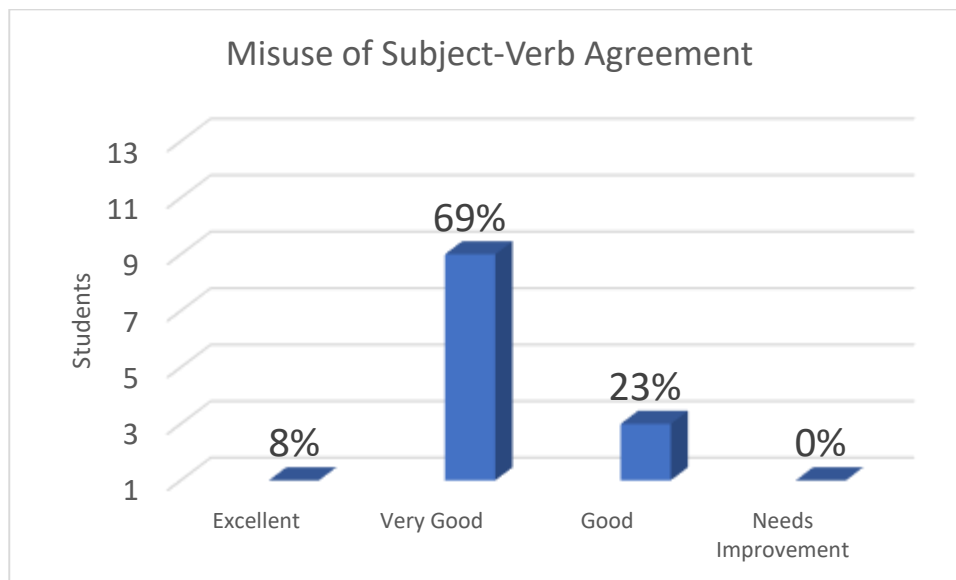


Figure 9. Results of Pre-Test on Misuse of Subject-Verb Agreement

Figure 9 represents the results obtained on the misuse of subject-verb agreement of the rubric for the pre-test. Any of the students, from all thirteen (100%), committed more than 10 mistakes. The 23% of them stayed on a scope from 5 to 9 mistakes, which is established as “good,” and it is equivalent to 3 students. Most of the students committed from 2 to 4 mistakes, which is qualified them as “very good;” they were a total of 9 students, which is equivalent to 69%. Only an 8% of the students reached an “excellent” performance in terms of subject-verb agreement because only one mistake was made, this equals only 1 student.

4.1.1.3.4 Mixture of Verb Tenses

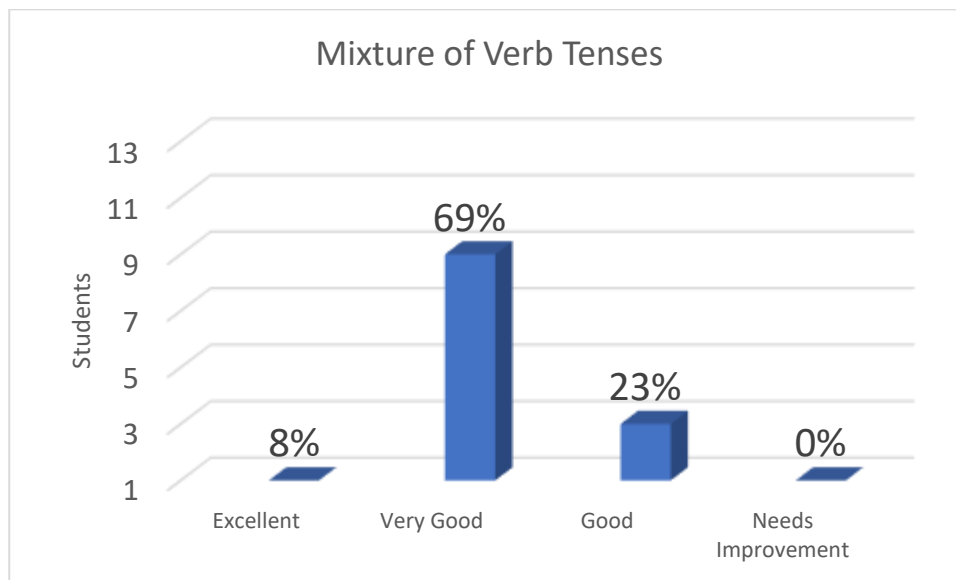


Figure 10. Results of Pre-Test on Mixture of Verb Tenses

Finally, figure 10 represents the results of the rubric for the pre-test on the mixture of verb tenses. An 8% of the 13 students evaluated, this means only 1 person, was qualified as “excellent” in the oral delivery because only committed one mistake. The majority of the students, a total of 9 which is equivalent to 69%, presented from 2 to 4 mistakes in the delivery, which meant they were qualified as “very good.” The remaining 23%, which is 3 students, had from 5 to 9 mistakes in mixture of verb tenses, placing their speech on the level established as “good.” Any of the students made more than 10 mistakes.

4.1.2 Strategies to Work on the Speaking Skill

The application of the following strategies has as the main purpose, achieving the improvement of the students' speaking skills and the interference of their native language. The Self-Repair strategy focuses on creating awareness on the students about faulty situations on their speech delivery and allowing them to correct their mistakes by themselves. Teaching Conversational Skills is the second strategy and its aims are to get the students to use the language as much as possible. In this way, the students will achieve more consciousness about oral skills development, and will improve the presence of any interference from the native language.

Finally, the strategy known as Training Students in the Use of Communication Strategies has the same purpose of using the language in order to perfect it, but in this case, it involves interaction with the environment, classmates, and language background. It also engages the students in a process of inferring and creating new information by themselves. It must be noted that alongside with the implementation of speaking strategies, the daily activities performed during the rest of the classes worked as support for the improvement of the student's.

4.1.2.1 Self-Repair Strategy

The Self-Repair strategy consisted on providing the students with the tools for improving their speaking skills. It was applied to all thirteen students of the course of Conversational English at Puriscal Technical Professional Night High School, during four lessons on June 13th, 2017. The main intention was to explain them what repair was about, and then teach them how to make use of the strategy in their delivery.

During the first half of the class, the instructor explained to the students that Self-Repair was an unconscious response from the speaker when they notice a faulty situation happening. Usually, when that happened, the speakers would prolong sounds or add fillers that intend to gain some time while the person finds the right word to say. Some students make questions about the topic, because they wanted a clearer explanation. One girl asked if this was a bad behavior or something to worry about, which of course, is not. The instructor and the teacher of the group made sure to explain that this strategy could actually make them improve their delivery.

After the explanation, the students had to make a conversation about customer service, which is their field of expertise. They got in pairs and created a dialogue simulating a phone call. During this conversation, they had to make use of the self-repair strategy. They were given a bell to ring each time they recognized the presence of repair strategies in their speech. This activity was not very clear for the students, since they assured that it was too difficult to recognize those errors on speaking. However, after the instructor repeated the explanation, some students achieved the objective and were precise in the moments they rang the bell.

In addition, the instructor explained the use of fillers during the second half of the class. One student said that he was a little confused because he always thought that fillers were bad for oral communication, or at least in Spanish. The teacher and the instructor indicated the benefits that fillers give to the oral performance of a person; the speech becomes more native-like and fluent with the addition of fillers such as *um, well, eh, I mean, actually*.

Once the explanation of this second topic was done, the students proceeded to do a second activity. For this, they had to take a piece of paper that had three words written on

it. Based on those words, they had to create a short dialogue for a phone call in which they would add fillers. This activity was very similar to the one applied before, but it was planned based on the teacher in charge's way of teaching. It must be mentioned that the results of this achieved the expectations of the researcher, since the students did not show any struggles while doing it.

4.1.2.2 Teaching Conversational Skills

The implementation of this strategy occurred on June 14th, 2017, in three lessons of the Conversational English course at Puriscal Technical Professional Night High School. The thirteen students from the group studied were present that day, but two of them were late and missed the first part of the explanation. The main purpose of this strategy was to make as much use of the English language as possible without any language interference. The students needed to interact with their classmates and the environment using the target language in order to achieve improvement of oral skills.

During the first lesson, the students played the game called Charades. For this, one of them had to take a paper, which had an action written; he/she had to perform without saying any word that action for his or her classmates, and they had to guess what it was. The actions were written in the Present Continuous tense, which was a topic, recently covered by the teacher, which needed practice. Once a student guessed the action, that his/her classmate was acting out, he or she had the chance to take the next paper and be the one performing. Even though not all of them could guess the performances, they all got the chance to do it, since the teacher wanted to see all of them participating. This activity made the class had a fun time. They were not even conscious of the fact that they were being evaluated and studied because they were pleased as they were playing. At the end of the

activity, the goal was achieved; all of the students were speaking in English, participating, and interacting with the others.

Finally, the second activity applied with this strategy took around two lessons. For this, the students got into two groups of four and one of five people. Each group had to take a paper in which it was written one sentence. These sentences explained situations that they have to act through a role-play activity. Each group had around 10 to 15 minutes for preparing the role-play in which they all have to participate equally. The first group had to act a situation in which they planned possible vacation ideas. The second group was in charge of discussing the planning of a party for the company they all supposedly worked in. The last group had to pretend they all had to go to an appointment with their doctors. The activity was successfully performed, and the students commented that they were excited for doing similar things in future classes. Their English level is considered intermediate, but with the addition of these activities on their everyday courses, their proficiency could improve because of the use and contact with the L2.

4.1.2.3 Training Students in the Use of Communication Strategies

This strategy focused on providing students with a safe environment where they can feel comfortable and confident when delivering speeches. The aims were to make the students feel that not all speeches have to be practiced and memorized, but instead they can be improvised and done only based on the vocabulary they know and the message they want to deliver.

All thirteen students of the Conversational English course at Puriscal Technical Professional Night High School participated vigorously on these activities, which were developed during three lessons on June 19th, 2017. The first part consisted on gaining their

attention and interest on the class, which is why the instructor brought candies as a grouping technique.

Each student had to take one color candy. Depending on this color, they had to take one folded paper with the same color in which was written one word. After discovering their words, they had to look them up in the dictionary and look for examples because once everyone was ready; they had to present their words in front of the class. They had to explain the word with their own words avoiding the use of translation, and they could support their answers with examples. The activity did not took a lot of time and because of this, the students agreed to do it once more. In this way, the instructor reinforced the purpose and utility of the instrument.

For the second activity, the instructor placed on the floor 16 pictures of famous people upside down. In these pictures, there were famous actors, politicians, singers, and sports people. The students had to stand up and chose one of the pictures without looking at it. After the selection of pictures, each student had to make a short speech about this person they had, and include a description of their physical appearance. They also had the chance of using their cellphones to access to more information about them, such as the profession, their age, full name, and others.

With all the information collected, they had to present their speech in front of the class. Each speech had to be three minutes long approximately; however, most of the student did it in less than two minutes. The purpose and objectives were achieved, since the students were making use of their oral skills and, at the same time, were practicing the descriptive adjectives. This strategy made the students get in touch with the improvisation skills needed on speaking, and helped on the practice of their pronunciation and fluency.

4.1.3 Post-test

In the same way as the pre-test, this instrument evaluates the interference of the native language on adult EFL students at Conversational English Course at the Puriscal Technical Professional Night High School. It was applied to the same 13 students on Tuesday, June 20th, 2017. The rubric evaluated the speaking skills of the students with the aim of finding any interference of the native language. Since it was applied after the strategies, the researcher now intended to obtain any type of improvement on the students. The rubrics analyzed the use of accurate pronunciation, vocabulary, and grammar, and provided the scale from four to one, where four meant excellent delivery and one indicated the need of improvement. This time, the video presented was longer; but included four comprehension questions, as well. These questions were not difficult for the majority of the students because they knew that they had to pay attention to the video in order to answer them and they even took notes.

In this part of the chapter, the results found after the application of the post-test are analyzed and expressed on graphics.

4.1.3.1 Post-test Criteria: Phonic Level

4.1.3.1.1 Aspiration in Consonant Sounds

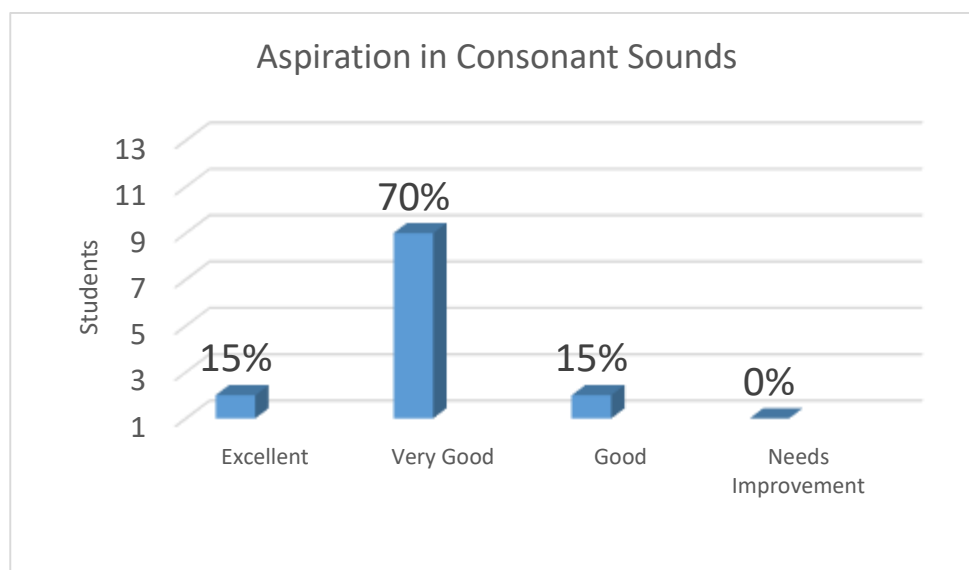


Figure 11. Results of Post-Test on Aspiration in Consonant Sounds

Figure 11 represents the results on aspiration in consonant sounds of the rubrics for the post-test used to evaluate the improvement on the interference of the student's native language in speaking. The amount of population under study was of 13 students, represented as the 100%. 15% of students, that is 2 people, was qualified as excellent because they presented only 1 mistake on their delivery. Most of the students, 9, committed from 2 to 4 mistakes, which meant their delivery qualifies as "very good"; this is equivalent to a 69%. The remaining 15% of the students had from 5 to 9 times in which they committed mistakes; therefore, they were "good." Any of the students committed more than 10 mistakes.

4.1.3.1.2 Insertion of Sounds

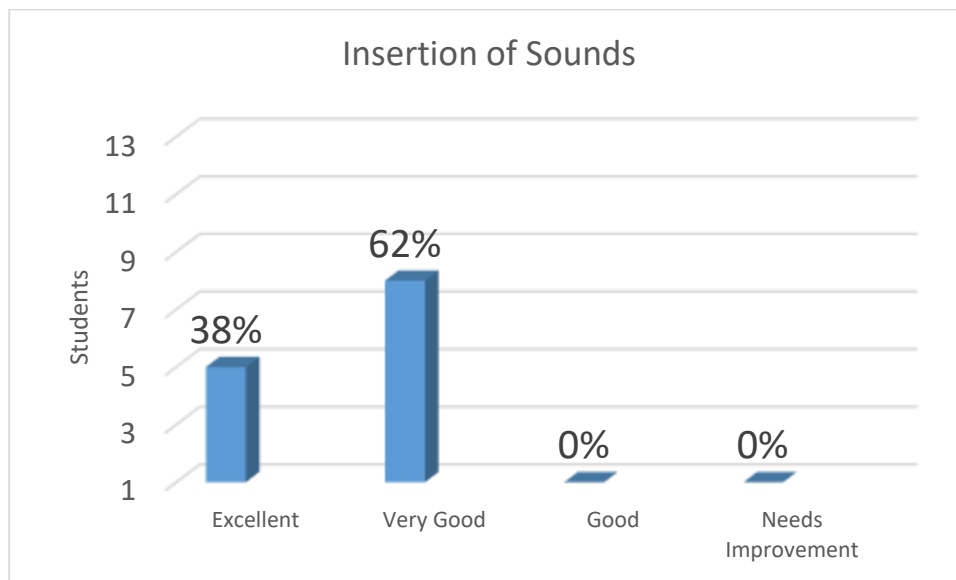


Figure 12. Results of Post-Test on Insertion of Sounds

Figure 12 represents the results insertion of sounds evaluated on the rubric for the post-test. From all 13, any of them committed more than 5 mistakes. The majority, which was a 63%, stayed in a scope from 2 to 4 mistakes which makes their delivery be qualified as “very good;” this is equivalent to 8 students. The other 38%, a total of 5 students, obtained an “excellent” delivery because they made only one or no mistakes at all.

4.1.3.1.3 Articulation of Sounds

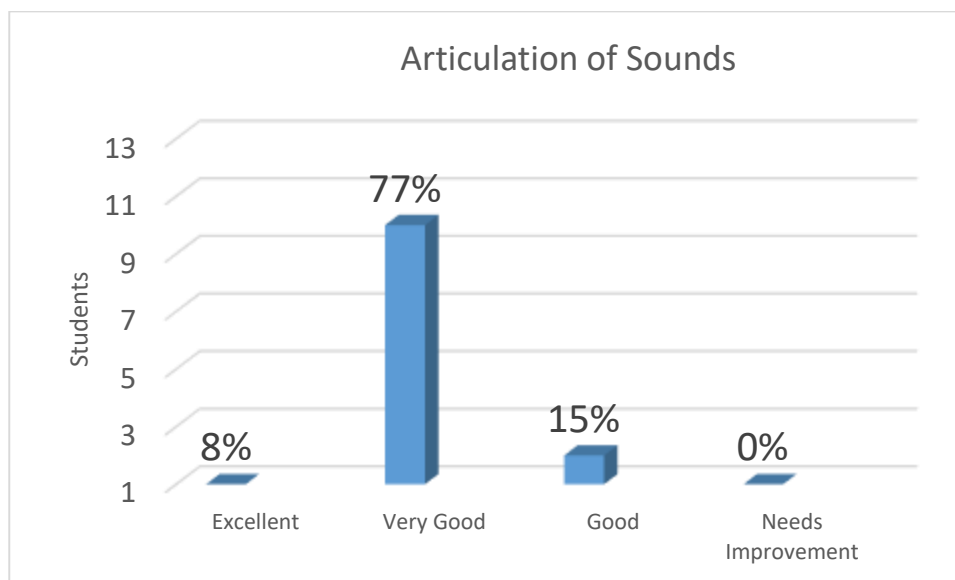


Figure 13. Results of Post-Test on Articulation

Figure 13 represents the results of the rubric for the post-test in terms of articulation. In this case, only an 8% (1 student) was recognized as “excellent” because there was only one mistake on the delivery. A 77% of the students, out of 13 students, was qualified as “very good” in articulation, maintaining a scope of mistakes from 2 to 4; this equals an amount of 10 students. The other 15%, which is equivalent to 2 students, stayed in the category “good” with the making from 5 to 9 mistakes. Any of the students committed more than 10 mistakes.

4.1.3.1.4 Voicing and Devoicing of Sounds

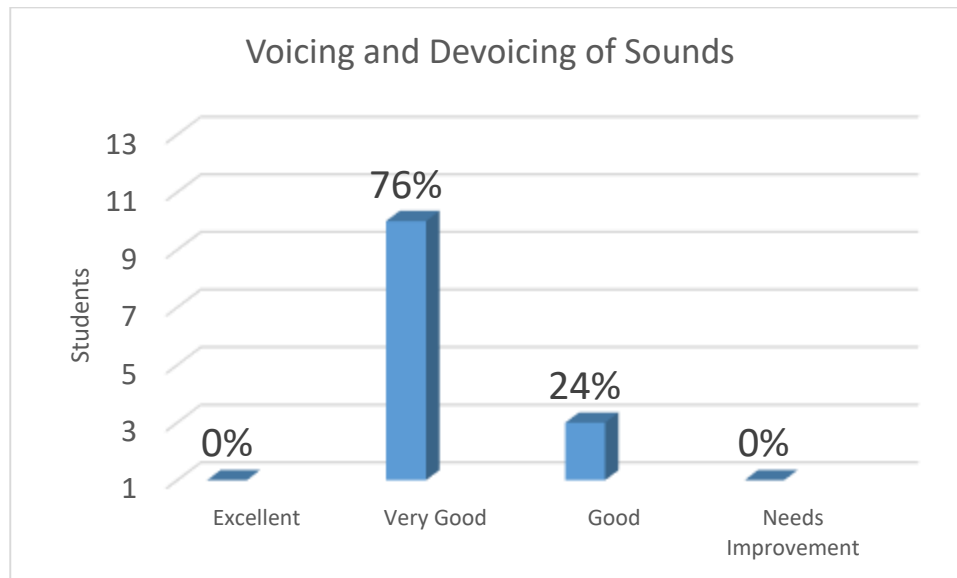


Figure 14. Results of Post-Test on Voicing and Devoicing of Sounds

Figure 14 represents the results of the post-test on the voicing and devoicing of sounds, according to the rubrics evaluating the student's improvement on the interference of the native language. From all 13 students, a 76%, which is equivalent to 10 students, maintained a scope of mistakes from 2 to 4, and was qualified as "very good." The other 24% (3 students) was "good" because they made from 5 to 9 mistakes. Any of the students made more than 10 mistakes in voicing and devoicing of sounds.

4.1.3.2 Post-test Criteria: Lexico-Semantic Level

4.1.3.2.1 False Cognates

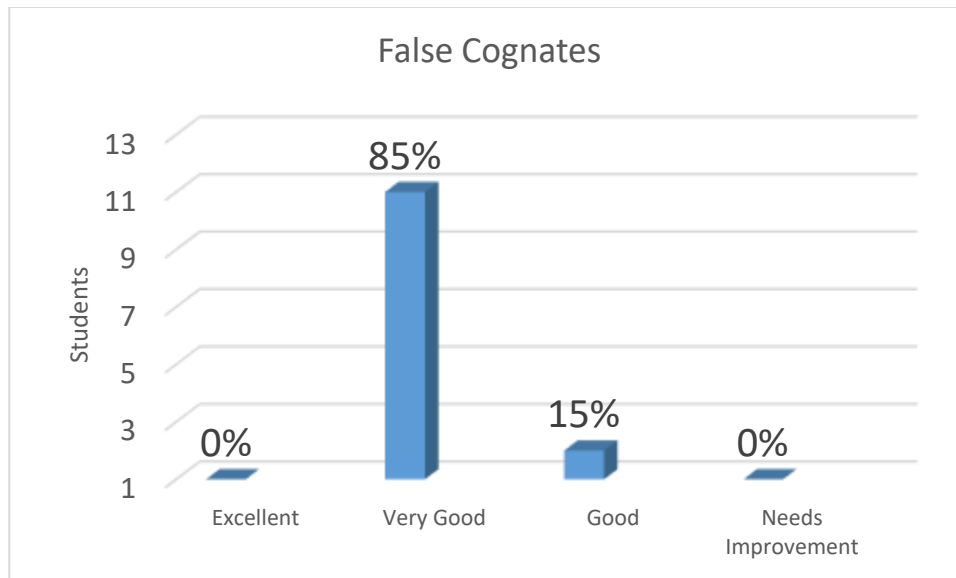


Figure 15. Results of Post-Test on False Cognates

Figure 15 represents the results on false cognates of the rubric for the post-test. Any of the students made more than 10 mistakes in the delivery. From the 13 people under study, only a 15%, which is equivalent to 2 students, was qualified as “good” because they made from 5 to 9 mistakes. The remaining 11 students, that represent an 85%, were “very good” because they maintained a scope of mistakes from 2 to 4.

4.1.3.2.2 Content

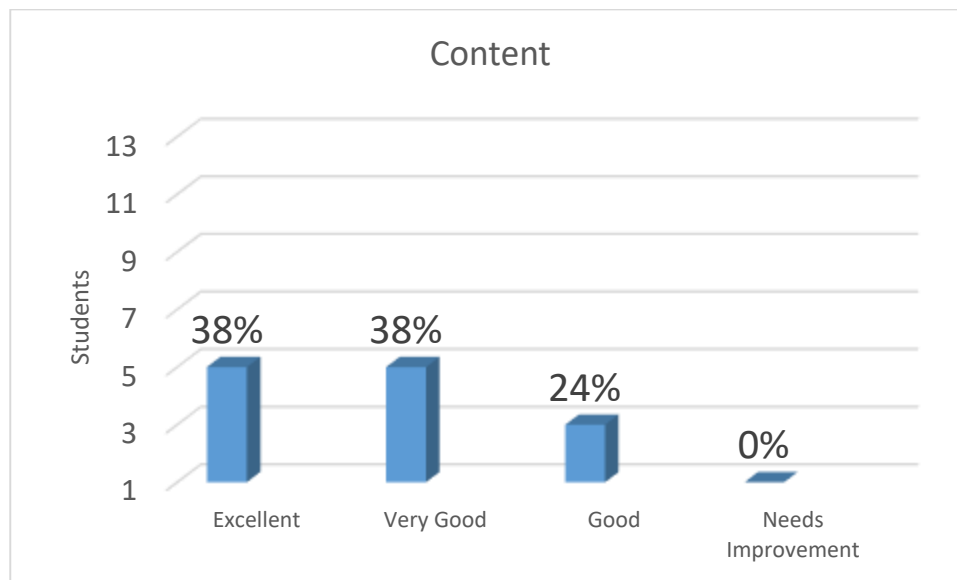


Figure 16. Results of Post-Test on Content

Figure 16 represents the results from the rubric for the post-test in content. Any of the students committed more than 10 mistakes in content. The 24% out of 13 students was “good” and made from 5 to 9 mistakes; this is equivalent to 3 students. A 38% of the students were qualified as “very good” because they stayed on a scope of mistakes from 2 to 4, this meant an amount of 5 students. The other 38% were “excellent” because they committed only one mistake.

4.1.3.3 Post-test Criteria: Morpho-Syntactic Level

4.1.3.3.1 Omission of Sibilant and Past Tense Endings

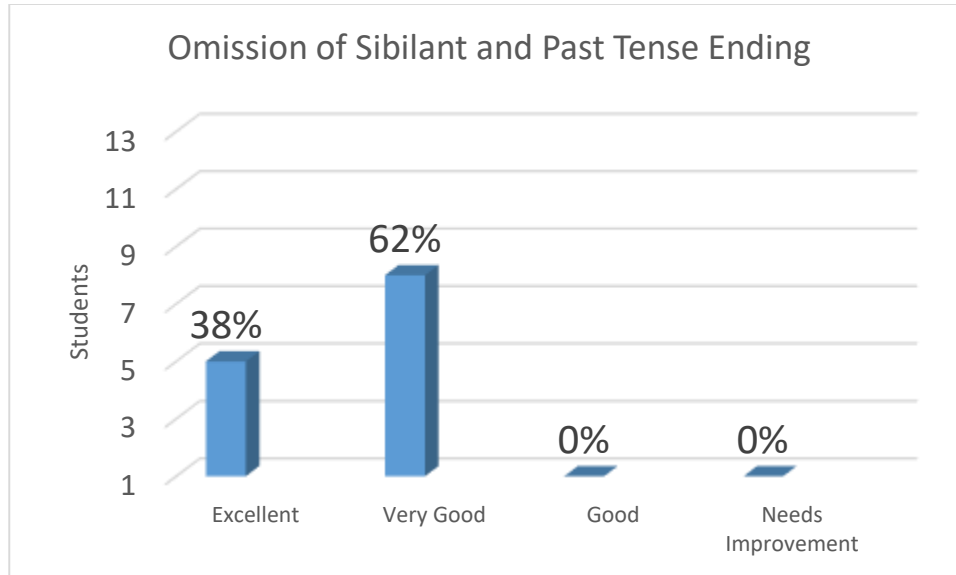


Figure 17. Results of Post-Test on Omission of Sibilant, and Past Tense

Figure 17 represents the results in omission of sibilant and past tense endings of the rubric for the post-test. From all 13 students, no one committed more than 5 mistakes. A 62% of the students were qualified as “very good” for maintaining a scope from 2 to 4 mistakes; this is equivalent to 8 people. The other five students (38%) had an “excellent” delivery with the presence of only 1 mistake.

4.1.3.3.2 Misuse of Infinitive and Gerund Forms

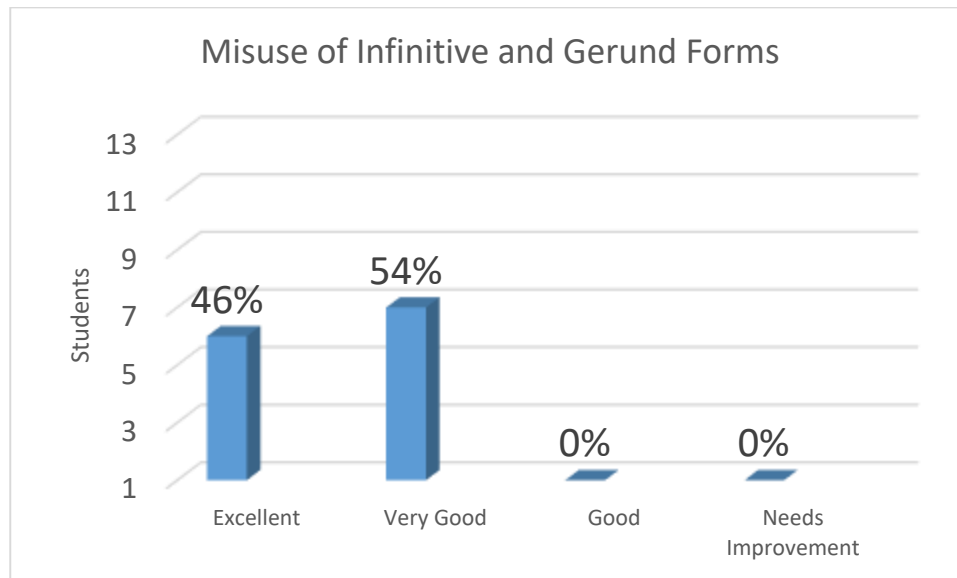


Figure 18. Results of Post-Test on Misuse of Infinitive and Gerund Forms

Figure 18 represents the results of the rubric for the post-test, in the misuse of infinitive and gerund forms. In this case, the majority, 54% that is equivalent to an amount of 7 students, presented from 2 to 4 mistakes, which meant they were “very good.” The remaining 46%, which were 6 students, reached a qualification of “excellent” for making only one mistake. Any of the students made more than 5 mistakes.

4.1.3.3.3 Misuse of Subject-Verb Agreement

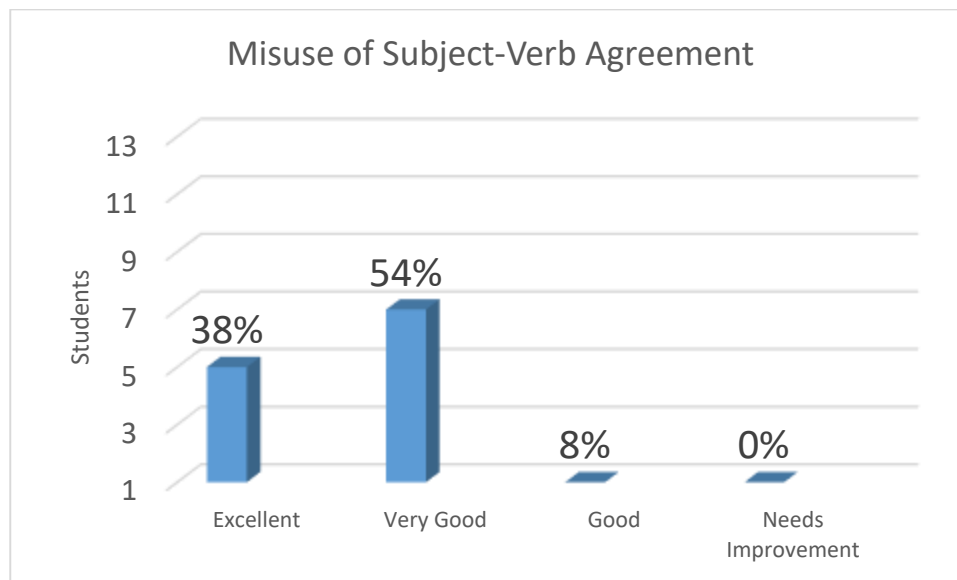


Figure 19. Results of Post-Test on Misuse of Subject-Verb Agreement

Figure 19 represents the results in the misuse of subject-verb agreement evaluated in the rubric for the post-test. From all 13 students, a 38% ,which means 5 students, were qualified as “excellent” for delivering an oral response with only one mistake in agreement of subjects and verbs. The 54% students, that equals an amount of 7 students, stayed in a scope from 2 to 4 mistakes, and were qualified as “very good” in their performance. The remaining student (8%) presented from 5 to 9 mistakes, and is considered as “good.”

4.1.3.3.4 Mixture of Verb Tenses

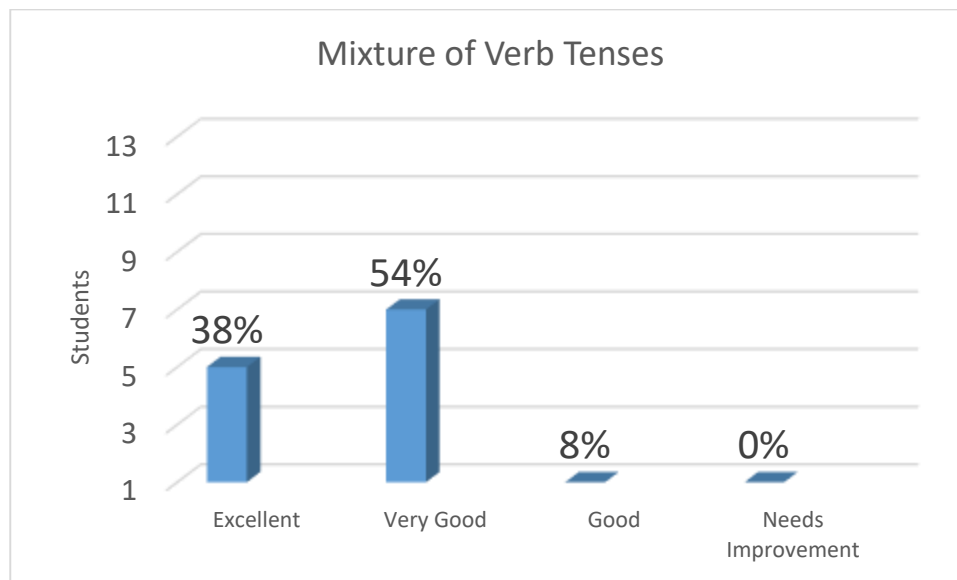


Figure 20. Results of Post-Test on Mixture of Verb Tenses

The last figure, 20, represents the results of the rubric for the post-test in terms of mixture of verb tenses. Here, the student, who represented an 8%, with more evidence of mistakes is qualified as “good” as made from 5 to 9, From the 13 students evaluated, the 54%, that equals a total of 7 students, were recognized as “very good” in their delivery for staying in a scope of mistakes from 2 to 4. The last 38% (5 students) were “excellent” for not committing more than 1 mistake.

4.2 Comparison between Pre and Post Tests

4.2.1 Phonic Level Interference

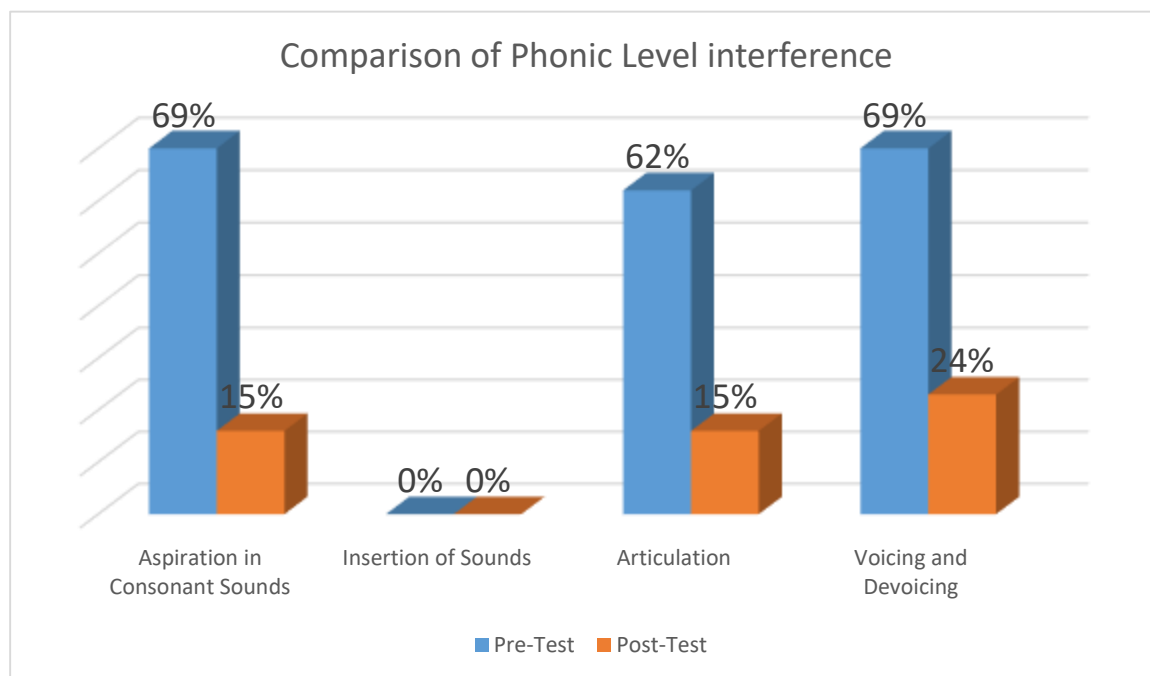


Figure 21. Results of the Comparison between Pre-Test and Post-Test Phonic Level of Interference.

Figure 21 represents a comparison between the results from the pre-test and the post-test. The blue bars indicate the percentage of students that presented from 5 to 9, or more than 10 mistakes in a phonic level of language interference in the pre-test. The orange bars, on the other hand, explain the same result but in the post-test.

In the pre-test, from all thirteen students are represented as 100%, the 69%, which is equivalent to 9 students, committed at least five mistakes in the aspiration of consonant sounds or even more than ten. In the post-test, there was a noticeable improvement because only 2 students (the 15%) committed that amount of mistakes. In the insertion of sounds, any student presented more than 5 mistakes neither in the pre-test nor the post-test.

The presence of more than 5 mistakes in articulation of the students decreased from a 62% to a 15% of the population, meaning that it went from 8 students to only 2. Finally,

in the voicing and devoicing of sounds, 69% of the population, which is an amount of 9 students, committed more than 5 mistakes in the pre-test and only 24% (3 students) in the post-test.

4.2.2 Lexico-Semantic Level of Interference

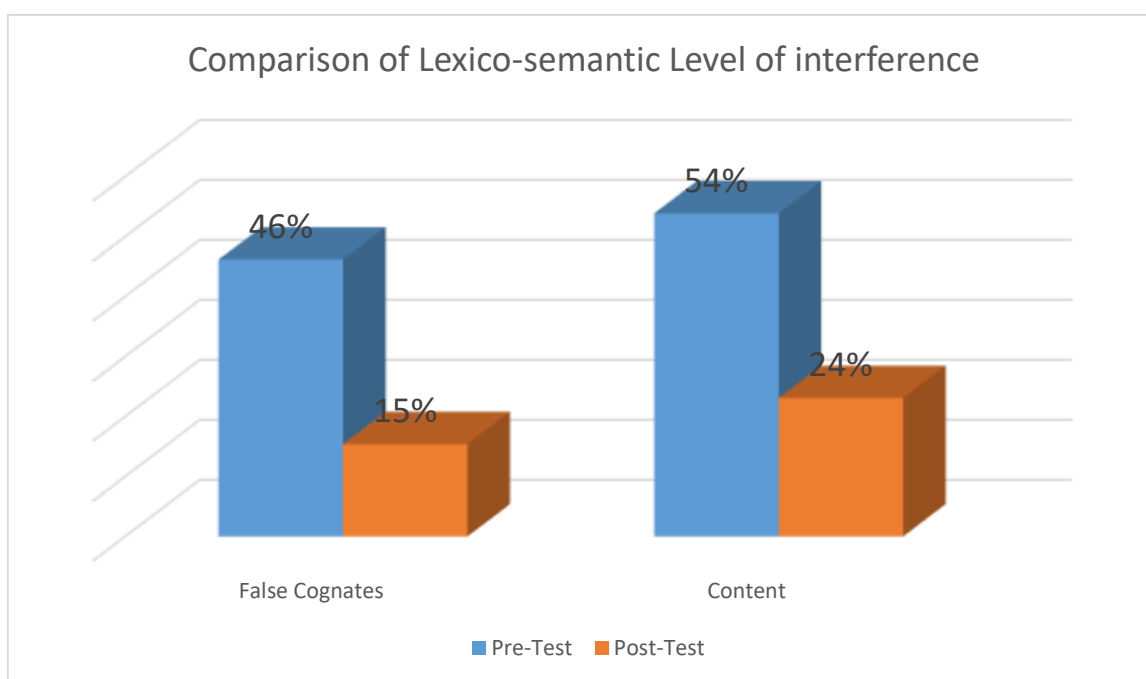


Figure 22. Results of the Comparison between Pre-Test and Post-Test Lexico-Semantic Level of Interference.

Figure 22 represents the results found in the comparison of interferences on a lexico-semantic level, between the pre-test and the post-test. The blue bars indicate the percentage of students who presented from 5 to 9 mistakes or more than 10, in the use of false cognate or understanding of content. The same results are explained with the orange bars based on the results of the post-test.

All of the thirteen students, in other words the 100% of the population, were part of the evaluation; an amount of 6 students, which is equivalent to 46% of the population, were qualified as “good” or with need for improvement in the pre-test because of the amount of

mistakes committed. In the post-test, only a 15% (2 students) presented the same amount of mistakes, which shows a big improvement. In terms of content, a total of 7 students, which is the 54% of them, committed more than 5 mistakes, in the pre-test and the post-test results presented a decrease to a 24%, a percentage equivalent to only 3 students.

4.2.3 Morpho-Syntactic Level of Interference

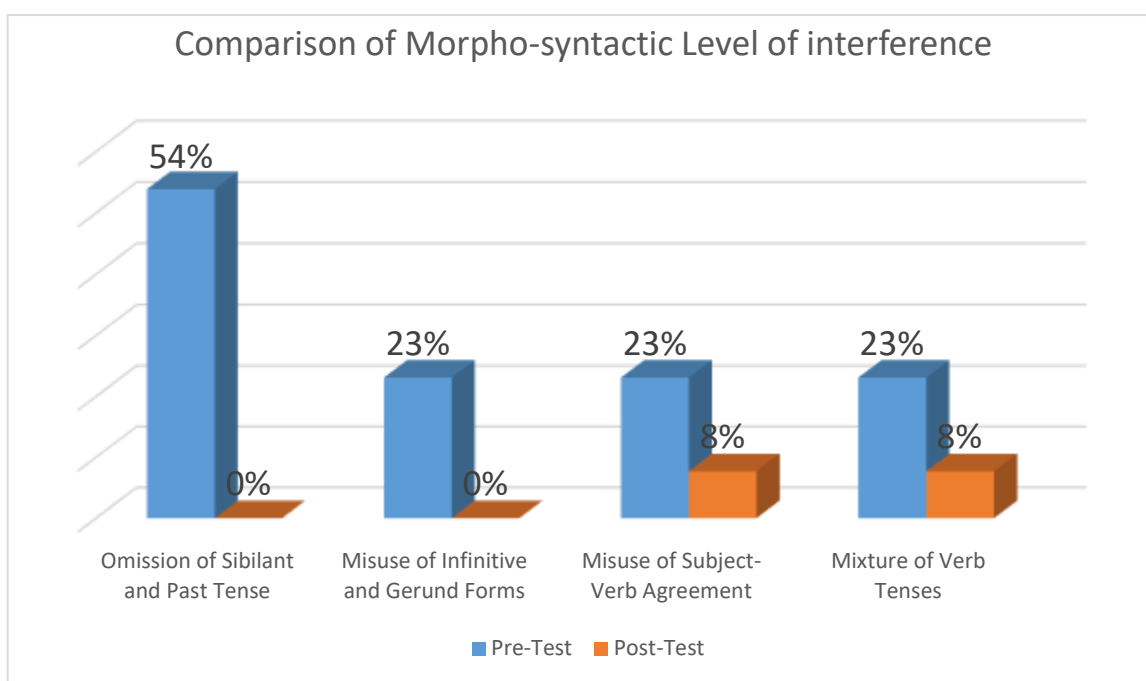


Figure 23. Results of the Comparison between Pre-Test and Post-Test Morpho-Syntactic Level of Interference.

Figure 23 represents the result of the pre-test and post-test compared, in terms of the morpho-syntactic level of the native language interference. The pre-test results are represented with blue bars and the post-test results with orange bars. These results indicate the percentage of students who presented from 5 to 9 mistakes or more than ten, in the use of grammar.

In the pre-test, from all the thirteen students evaluated, represented as the 100%, 7 of them (54%) presented at least five mistakes in the omission of sibilant and omission of past tense endings. In the post-test, there is an important decrease of the percentage to a

total of 0%. This indicated that no student made more than five mistakes. A 23% of the students, which is an amount of 3 people, presented a “good” or “needs improvement” score in the pre-test, which will later be reduced in the post-test to a 0%. In the misuse of subject-verb agreement, other 3 students (23%) committed mistakes in the pre-test, but the improvement noticed in the post-test changed to a 8% of the population, which is equivalent to 1 student.

Finally, in terms of mixture of verb tenses, 23% of the thirteen students committed at least five mistakes; this is an amount of 3 students. This lowered to only 1 student, which is a 8%, in the post-test. The representation of the results is of big importance for the development of this research because is the way of analyzing the work done throughout the time invested. The results obtained were carefully analyzed by the researcher with the intention of being certain and sure of every detail. All this analysis means that the purpose of improving the students speaking skills was achieved by the implementation of the strategies previously mentioned.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

For every research, there is the need for a disclosure of the results obtained and the development of the process. In this case, the investigator in charge intends to summarize the outcome of the project in the development of the conclusions, which is of great importance for future researchers interested on the topic.

This final chapter is concerned with the development of conclusions based on the results analyzed previously. For this, the specific objectives of the investigation will be analyzed. Each objective will be explained in order to find if it was achieved and developed accurately. Later in this chapter, there will be a restatement of the research question. In this part, the researcher aims are to answer the question established in Chapter I and detail the reasons for it.

Moreover, according to the conclusions made, the researcher will provide recommendations for further investigations on the topic. With this part, the research becomes a source for supporting other investigations about related topics. The idea is to give future researchers several recommendations that can be useful to expand their perceptions on the matter. In addition, these recommendations provide ideas on how to improve the research or have a side focus.

5.2 Conclusions

5.2.1 To recognize the effect of native language interference on the speaking skill acquisition of EFL adult learners

This first specific objective of the investigation had as a purpose finding evidence of the native language interference of the speaking skills of adult EFL learners. For this, the researcher focused on a population of thirteen students of a conversational English course at Puriscal Technical Professional Night High School. For the recognition of these elements, the researcher implemented a pre-test, which consisted on making the students use their listening comprehension and oral skills to answer four questions regarding the content of a video. These questions were completely related to the video and did not involve any personal opinion. They were used only as a way to get the students to produce the language. The students' speech was evaluated through a rubric.

The rubric included three levels of language interference, which were pronunciation (phonic level), vocabulary (lexico-semantic level), and grammar (morpho-syntactic level). These levels allowed the researcher to focus the evaluation not only on a specific area of the speech, but also on language production as a whole. According to the results found through this evaluation, articulation and aspiration of consonant sounds were the two pronunciation sub-categories in which the students presented more mistakes. Therefore, it can be stated that the interference of the native language is mostly present on the pronunciation aspects of the speech.

On the other hand, they showed the best results in terms on content and insertion of sounds. Because of this, the researcher understands that the students do not have much problems in comprehension of the language, but instead, they commit more mistakes in

production. So this this means that for objective one, it is concluded that the students present more difficulties in the influence of the native language in terms of pronunciation rather than content or grammar use. After the analysis of the pre-test's results, the researcher was able to search for suitable strategies for the students to achieve a better delivery of the spoken English. The strategies chosen must work as possible solutions to the student's problems in speaking in order to achieve better performances.

5.2.2 To apply speaking strategies for diminishing native language interference impact on speaking skill acquisition of EFL adult learners

The second specific objective of this research intended to provide solutions to the problems found with the recognition of native language interference in the population under study. As the researcher got to identify the impact of these interferences, it became easier to find viable ways to assess the students development, with the implementation of strategies focused on the difficulties found. The researcher got the chance to focus mainly on the aspects in which students struggled the most, but also worked the speaking skill in general.

Three strategies were applied to 13 adult-EFL learners at Puriscal Technical Professional Night High School, during their classes of conversational English in a period of three days. Each strategy was applied in a different day. However, it did not cover the whole time of classes, so because of the short time established for these strategies, the expectations for the improvement of the population were not very high. All of the strategies were accurate for the process because they all intended to improve the speaking skill, and they were concluded successfully.

Self-Repair strategy was the first one to be applied. The purpose was to create awareness on the students about faulty situations in their speech. In this way, they would become able to correct themselves by the time they commit a mistake and improving their fluency in general. The students' responses indicated misunderstanding in terms of the use of this strategy. They found the explanation to be clear, but did not understand when to use it, or what for.

At the end and, after having explained the instructors several times, the students managed to complete the activity planned. The implementation of this strategy was successful. The intention of it was achieved. Although the improvement obtained cannot be measured separately from the other strategies, it can be stated that it supported the process.

After this, the second strategy applied was called "Teaching Conversational Skills." Through this strategy, the researcher intended to make the students use the language for as long as they could, and maintain an environment full of the influence of English. In this way, they would get used to using the language for simple communication and interaction, and at the same time, practice their production.

The activities planned for this part, included the game Charades in which the students got to relax themselves a little bit from their academic charges and learn in a fun way. In addition, they participated in the creation of a simple role-play that encouraged them to discuss a subject, work in groups, and come up with a final oral exposition. For these activities, the instructors implemented ice-breaking tools, such as conversations with the students before classes, or short games for calling the row; all of that in order to have the students feeling confident and relaxed.

The researcher considers this strategy as the most effective one, because it made the students talk, which was the main purpose, but also made them enjoy learning and practicing their skills. The students understood that the process of learning is not always passive and that they can improve by playing games and participating actively in their classes.

The third and final strategy applied, Training Learners in the Use of Communication Strategies, had as a purpose to make the students use the English language in a scenario where they did not have to prepare what they were going to say; but instead, they had to analyze and react instantly to what they were asked to do or say. This time, the students were given activities in which they had to describe a person or create speeches with short time for preparation. In this way, they were using the language to express relevant ideas that came from their minds without trying to make it perfect, but instead only achieving communicative purposes. This strategy provided effective results. Here the students got the chance to improvise and produce the language as if they were experts, which gave them a lot of confidence. The researcher used this strategy as the last one because the intention was to have students feeling comfortable with each other and in that way achieving a better outcome.

Through the implementation of these strategies, the researcher wanted to increase the use of English in the classroom, for the students to be able to improve their oral skills. The best way to learn how to speak a language is doing it, so it was very important to get the students to produce. Once they speak, the researcher is able to correct them, and suggest, or teach proper ways of improving.

It must be mentioned the fact that alongside with these instruments, the teacher in charge of the group, worked regular activities that were written in the lesson plan.

The strategies applied were based on the topics worked in class, so it was almost impossible to implement the strategies with unassociated matters. There had to be certain relation among the topics covered in class and the strategies in order to help the students assimilate the information in a better way.

By the time the instruments of this investigation were being applied, the students were also receiving explanation and practice on other topics. Because of this, there is no certainty about the success of the speaking strategies without the side work of other activities. These activities supported the process for the students to improve in general, and the use of the strategies worked as reinforce.

5.2.3 To evaluate the results of the speaking strategies for diminishing native language interference impact on speaking skill acquisition of EFL adult learners

The third specific objective of the research intended to analyze the outcome of the use of the speaking strategies. After the implementation of the second instrument of the investigation, there was a post-test in charge of analyzing the improvement. Here the researcher could evaluate any changes seen on the students' speech after they had put into practice the activities planned.

For the measurement of this post-test, the researched implemented a rubric following the same levels of interference seen on the pre-test's rubric. This time, the students had to watch a 3 minutes long video, and answer four questions related to it. They had to discuss their answers with a partner and present them when they finished. The video was considerably shorter than the one used for the pre-test. The idea was to ask the students the kind of questions that were not just about repeating information heard, but instead the

questions that evaluated their use of the language and abilities to analyze and communicate about something they listened. Moreover, the results from this test allowed the researcher to find the specific areas in which the students presented progress. In the same way, the levels that showed more difficulties for them, which were aspiration in consonant sounds and articulation, were established as data relevant for a final analysis of results.

This instrument was useful for the creation of a comparison between pre-test results, and post-test results. Since the students presented mistakes on the phonic level mostly, the researcher made an analysis of it as the most affected area in the pre-tests, and confirmed if there was any improvement in the second test. All of this is considered as important information that can hopefully work as a base for further research on the interference of the native language on adult EFL learners.

5.3 Restatement of the Research Question

This research had as a main objective to analyze the impact of native language interference on the speaking skill acquisition of EFL adult learners. In order to achieve this, the researcher implemented the use of three instruments. The first one, the pre-test that evaluated the students' levels of interference and provided tools to work on the mistakes found. The second one were three strategies applied to achieve better production of the spoken language. Finally, the third instrument consisted on a post-test that analyzed the achievement of better production skills.

The investigator's aims were to answer the research question and provide an analysis of the interference found. The question done, asked how does the native language interference impact the speaking skill acquisition on EFL adult learners?

Based on the results obtained, it can be stated that there is an important effect of the native language interference mostly on a phonic level in non-native speakers.

5.4 Unexpected Results

This research presented one inconvenience for the achievement of the expected results. The time used for the implementation of strategies was limited. The three instruments took around two weeks to be applied, and each strategy took only one day. For better and more accurate results, future researchers could dedicate more time to the application of speaking strategies. For this investigation in specific, the progress detected on the students was considerably successful. The implementation of strategies for a longer period might provide better outcomes on the student's growth, and more certainty about the results.

It is important to understand that the results may vary depending on the emphasis given on the strategies and practice done during the implementation. However, the unexpected result on this investigation should not be of great concern, because the results obtained were accurate and relevant.

5.5 Recommendations

This investigation reached most of its aims with the use of relevant research and suitable instruments. As mentioned before, it was very difficult to find valuable information to develop this research; therefore, the researcher expects this work to be useful for future investigators interested on the topics.

First, since this investigation was focused on the speaking skills, for further development, future researchers could look for levels of interference of the native language

on another skill, such as writing. This because of the importance for learners to achieve good writing abilities. It would be important to know the effects of the L1 on a person who is trying to write a foreign language, and find suitable ways of improving their performance.

Moreover, the strategies applied could be developed in a class without the intervention of any other different activities. Because of the institution rules, and established schedules, this investigation could not give enough focus to the strategies chosen. For further interest on the subject, it would be important to establish a period for the implementation of instruments only, and in that way obtain more precise results.

In addition, possible researches could be developed on the advantages of having a native language influencing the learning of an L2. In this case, the investigation was focused on finding interferences in order to improve them, but another possibility for it could be looking for the bright side of having a native language getting in the way.

For some students, being educated about their L1 features such as grammar structures and articulation and pronunciation patterns, served as a base for learning the second one. Future researchers could explain the benefits of using it as a base for the acquisition of an L2, and the way it becomes a tool for improvement.

Moreover, the strategies chosen to be implemented in this research achieved their main purposes. However, for further research on the topic, it would be important to try applying different strategies, focused on speaking, as well. In Chapter II of this investigation, the researcher mentions the Cooperative Learning strategy, which was not applied to the population. Therefore, it would be interesting to see the result of the use of this strategy in specific, and many others that can adjust to the research purposes.

In this way, future researchers would be able to find the most effective ones to use, and the possible changes that can be made to the ones already used.

Another way of directing this investigation can be the focusing on how the students feel and react towards their native language interference. There is a possibility that the population under study feel afraid or ashamed of showing non-native like spoken performance of the English language. On the other hand, there are people who do not worry in excess about their speaking abilities, and the lack of awareness of their mistakes, interferences might become a barrier for their second language acquisition process. It is no secret that these feelings affect any speaker's delivery, either in a positive or negative way. As an example, anxiety plays an important part on this matter, because of the constant pressure the students feel for being perfect when speaking in their second languages. It would be interesting to find out how much of this disturbance affects the speakers, and how does that make them feel about themselves. In addition, there is the possibility of adding stage fright to the list of emotional interferences.

The native language interference is a matter of concern for any instructor or teacher of a second language. In order to obtain the progress expected by the system, it is important for any person in charge of transmitting knowledge, to look for every possible obstacle interrupting the student's learning.

With all of these recommendations, the researcher intends to give a help for people who are interest on the topic, and on the look for valuable information to support their own investigations.

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APPENDIXES

**Appendix A.** Pre-Test

Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Agüero Espinoza

II Cuatrimestre 2017

Objective: To recognize the levels of interference of the Native Language on the oral production of EFL (English as a Foreign Language) adult learners.

Instructions: In pairs, watch the video “4 Reasons to Learn a New Language,” and comment it with your classmate.

John McWhorter - 4 Reasons to Learn a New Language

Student: _____ **Group:** _____

Date: _____

Evaluation Criteria		Excellent 4	Very Good 3	Good 2	Needs Improvement 1	Total
Pronunciation (Phonic Level)	Aspiration in consonant sounds	Student presents 1 mistake when applying aspiration of consonant sounds.	Student presents from 2 to 4 mistakes when applying aspiration of consonant sounds.	Student presents from 5 to 9 mistakes when applying aspiration of consonant sounds.	Student presents more than 10 mistakes when applying aspiration of consonant sounds.	
	Insertion of sounds	Student presents 1 mistake in the insertion of sounds.	Student presents from 2 to 4 mistakes in the insertion of sounds.	Student presents from 5 to 9 mistakes in the insertion of sounds.	Student presents more than 10 mistakes in the insertion of sounds.	
	Articulation	Student presents 1 mistakes in articulation	Student presents from 2 to 4 mistakes in	Student presents from 5 to 9 mistakes in	Student presents more than 10 mistakes in articulation of	

Pronunciation (Phonic Level)		of words.	articulation of words.	articulation of words.	words.	
	Voicing and devoicing	Student presents 1 mistake in voicing and devoicing of sounds.	Student presents from 2 to 4 mistakes in voicing and devoicing of sounds.	Student presents from 5 to 9 mistakes in voicing and devoicing of sounds.	Student presents more than 10 mistakes in voicing and devoicing of sounds.	
Vocabulary (Lexico- Semantic Level)	False Cognates	Student presents 1 mistake on misperceptio ns of false cognates.	Student presents from 2 to 4 mispercepti ons on false cognates.	Student presents from 5 to 9 mispercepti ons on false cognates.	Student presents more than 10 misperceptions on false cognates.	
	Content	Student's summary makes sense, and commits only 1 mistake.	Some parts of the student's summary of the text make sense, but commits from 2 to 4 mistakes.	Some parts of the student's summary of the text make sense, but commits from 5 to 9 mistakes.	The student's summary does not make sense, and commits more than 10 mistakes.	
Grammar (Morpho- syntactic Level)	Omission of sibilant, past tense endings.	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	
	Misuse of infinitive and gerund forms	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	
	Misuse of subject- verb agreement	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	
	Mixture of verb tenses	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	



Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Agüero Espinoza

II Cuatrimestre 2017

Comprehension of the video “*4 Reasons to Learn a New Language*”

Instructions: Read carefully the questions below and provide meaningful answers according to the content of the video “*4 Reasons to Learn a New Language.*”

1. How many spoken languages are on the world?
2. Mention the 4 reasons for learning a language stated on the video.
3. Which do you think is the most important reason for learning a language according to the video?
4. Why do you think English should be the universal language?



Appendix B. Lesson Plan

Universidad Internacional de las Américas
 Escuela de Inglés
 María Fernanda Agüero Espinoza
 II Cuatrimestre 2017
 Lesson Plan

General Objective: To receive a phone call using Self-Repair strategies

Weekly Lesson Plan

Institution: Puriscal Technical Professional Night High School

Week: June 5th – June 9th

Strategy	Skills	Objectives:	Procedure	Materials	Evaluation Through:
Self- Repair	Speaking & Listening	1. To identify self-repair strategies. 2. To integrate self-repair strategies on a phone call.	<p>1.a T. will present the students with an explanation on Self-repair strategies.</p> <p>1.b Students will create a conversation about costume service.</p> <p>1.c T. will give each student a bell.</p> <p>1.d As the students perform their conversations, they will ring the</p>	<p>Bells</p> <p>White sheets of paper</p> <p>Pencils</p>	<p>Checking oral response</p> <p>Feedback</p> <p>Question and Answer</p>

			<p>bell each time they recognize they are doing self-repair.</p> <p>2.a T. will explain to the students the use of filler words: <i>um, eh, well, I mean</i></p> <p>2.b Students will take a folded paper from a box in which they will find three words written on.</p> <p>2.c Students will prepare a short speech about a phone call, in which they make use of the three words on the paper.</p> <p>2.d During the speech, the students will use the filler words.</p>		
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**Appendix C.**

Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Agüero Espinoza

II Cuatrimestre 2017

Lesson Plan

Objective: To create conversations about daily situations using present continuous and the strategy of Teaching Conversational Skills.**Weekly Lesson Plan****Institution:** Puriscal Technical Professional Night High School**Week:** June 12th – June 16th

Strategy	Skills	Objectives:	Procedure	Materials	Evaluation Through:
Teaching Conversational Skills	Speaking & Listening	1. To produce sentences including the present continuous tense. 2. To create a conversation or dialogue.	1.a T. will explain the game Charades. 1.b A student randomly chosen will receive a paper with an action written on it (in the present continuous tense). 1.c The student must perform the action without making any noise. 1.d The rest of the students will try to guess. The one who gives the correct answer first will be the next to take a paper. 2.a The students will get in groups of three or four people.	White sheets of paper Pencils	Checking oral response Teacher and Peer Feedback Question and Answer

			<p>2.b T. will give each group a folded paper to choose. These papers will have situations written on them such as:</p> <ul style="list-style-type: none"> - Planning a party for your company - Discussing family vacations options - Teaching a class about the use of_____ -Going to an appointment with the doctor <p>2.c Students will present their role-play in front of the class.</p>		
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Appendix D. Lesson Plan

Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Agüero Espinoza

II Cuatrimestre 2017

Lesson Plan

Objective: To design a speech about personal descriptions using descriptive adjectives and Communication Strategies.

Weekly Lesson Plan

Institution: Puriscal Technical Professional Night High School

Week: June 19th – June 23rd

Strategy	Skills	Objectives:	Procedure	Materials	Evaluation Through:
<p>Training Learners in the Use of Communication Strategies</p>	<p>Speaking & Listening</p>	<p>1. To analyze the meaning of function words. 2. To make use of descriptive adjectives.</p>	<p>1.a T. will give each student a colored candy. She will present four plastic cups containing color papers. Each cup has a different color. 1.b The student will pick a paper that matches in color with the candy he/she got. 1.c Each paper will have a word written on it. The student will look that word up in the dictionary. 1.d The students will present their</p>	<p>Candies: Skittles or Gummies Color sheets of paper Dictionaries Flash cards of famous people</p>	<p>Checking oral response Teacher and Peer Feedback Question and Answer</p>

			<p>words, give a definition, and 2 examples of its use.</p> <p>2.a T. will ask students to pick a photograph upside down of a celebrity/athlete/famous person.</p> <p>2.b Each student will have 2 minutes to prepare a short speech of a description of the person on the photograph.</p> <p>2.c The students will present their speeches in front of the class.</p>		
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Appendix E. Post –Test
 Universidad Internacional de las Américas
 Escuela de Inglés
 María Fernanda Agüero Espinoza
 II Cuatrimestre 2017

Objective: To recognize the improvement on the levels of interference of the Native Language on the oral production of EFL (English as a Foreign Language) adult learners.

Instructions: In pairs, watch the video “8 Secrets of Success”, and comment it with your classmate.

Richard St John – 8 Secrets of Success

Student: _____ **Group:** _____

Date: _____

Evaluation Criteria		Excellent 4	Very Good 3	Good 2	Needs Improvement 1	Total
Pronunciation (Phonic Level)	Aspiration in consonant sounds	Student presents 1 mistake when applying aspiration of consonant sounds.	Student presents from 2 to 4 mistakes when applying aspiration of consonant sounds.	Student presents from 5 to 9 mistakes when applying aspiration of consonant sounds.	Student presents more than 10 mistakes when applying aspiration of consonant sounds.	
	Insertion of sounds	Student presents 1 mistake in the insertion of sounds.	Student presents from 2 to 4 mistakes in the insertion of sounds.	Student presents from 5 to 9 mistakes in the insertion of sounds.	Student presents more than 10 mistakes in the insertion of sounds.	
	Articulation	Student presents 1 mistakes in articulation of words.	Student presents from 2 to 4 mistakes in articulation of words.	Student presents from 5 to 9 mistakes in articulation of words.	Student presents more than 10 mistakes in articulation of words.	

Pronunciation (Phonic Level)	Voicing and devoicing	Student presents 1 mistake in voicing and devoicing of sounds.	Student presents from 2 to 4 mistakes in voicing and devoicing of sounds.	Student presents from 5 to 9 mistakes in voicing and devoicing of sounds.	Student presents more than 10 mistakes in voicing and devoicing of sounds.	
Vocabulary (Lexico-Semantic Level)	False Cognates	Student presents 1 mistake on misperceptions of false cognates.	Student presents from 2 to 4 misperceptions on false cognates.	Student presents from 5 to 9 misperceptions on false cognates.	Student presents more than 10 misperceptions on false cognates.	
	Content	Student's summary makes sense, and commits only 1 mistake.	Some parts of the student's summary of the text make sense, but commits from 2 to 4 mistakes.	Some parts of the student's summary of the text make sense, but commits from 5 to 9 mistakes.	The student's summary does not make sense, and commits more than 10 mistakes.	
Grammar (Morpho-syntactic Level)	Omission of sibilant, past tense endings.	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	
	Misuse of infinitive and gerund forms	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	
	Misuse of subject-verb agreement	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	
	Mixture of verb tenses	Student commits only 1 mistake.	Student commits from 2 to 4 mistakes.	Student commits from 5 to 9 mistakes.	Student commits more than 10 mistakes.	



Universidad Internacional de las Américas

Escuela de Inglés

María Fernanda Agüero Espinoza

II Cuatrimestre 2017

Comprehension of the video

Instructions: Read carefully the questions and statements below and provide meaningful answers according to the content of the video “*8 Secrets of Success.*”

1. Why was John interested on finding the reason for success?
2. Mention the 8 secrets of success according to the video.
3. Give a short description of at least 4 of the secrets of success.
4. With your own words, explain which of the secrets do you think is the most important and why.