

UNIVERSIDAD MAYOR DE SAN ANDRÉS  
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LINGÜÍSTICA E IDIOMAS



SPANISH LANGUAGE AS L1 AND AS L2 AND THE  
ERROR/MISTAKE CODE IN SPOKEN PERFORMANCE

Tesis de grado presentada para la obtención del Grado de Licenciatura

POR: ERICK RICARDO TRILLO RODRÍGUEZ

TUTOR: MARÍA TERESA TERÁN ZUBIETA Ph. D.

LA PAZ – BOLIVIA  
Diciembre, 2013

UNIVERSIDAD MAYOR DE SAN ANDRÉS  
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN  
CARRERA DE LINGÜÍSTICA E IDIOMAS

Tesis de grado:

**SPANISH LANGUAGE AS L1 AND AS L2 AND THE  
ERROR/MISTAKE CODE IN SPOKEN PERFORMANCE**

Presentada por: Univ. Erick Ricardo Trillo Rodríguez

Para optar el grado académico de *Licenciado en Lingüística*

Nota numeral: 95/100

Nota literal: noventa y cinco puntos

Ha sido aprobado con **Mención Honorífica**

Director de la carrera de Lingüística: Lic. Ma. Virginia Coronado Conde

Tutor: María Teresa Terán Zubieta Ph. D.

Tribunal: Lic. Evelyn G. Molina Peñarrieta

Tribunal: Lic. Freddy B. Sepúlveda T.

To my mother, for her unconditional support and love.

## ACKNOWLEDGMENTS

I would like to express my gratitude to the Institutions and people who helped me to develop this work.

To the kindergarten “Nuestra Señora del Carmen”, the staff who were really kind, the children and their parents.

To the Spanish learners as L2, for their patience and cooperation when they were being recorded, but overall for their spontaneity developing the tasks.

Likewise, I would like express my thanks to María Teresa Terán Zubieta Ph.D. for her time, collaboration and advices, as well as for her outstanding supervision developing this work. Also, thanks to Lic. Mirtha Martinez and Lic. Mari Luz Gomez for their contributions.

Similarly, to the SPLLOC Project (<http://www.splloc.soton.ac.uk>) and the CHILDES Project (<http://childes.psy.cmu.edu>.) for the provision of the international standards to transcribe and analyze oral language corpus, as well as to Mr. Jonathan Langley for permitting me to use the artwork of “Missing”.

Finally, thanks to my friends for their encouragement to finish this work.

## SUMMARY

This study is intended to contribute to the development of the current methods and materials, for teaching/learning Spanish as a second language in Bolivia, by offering a list of the most common errors that language learners make when performing Spanish as their L2. These lists have multiple pedagogical uses.

We have done a contrastive analysis of errors in spoken language performance based on the Innatist/Naturalistic approaches for FLA and SLL to prove or falsify the Chomsky's statement (1968) "children learning their first language make errors similar to that of students of a second language", if so the errors in oral language performance, in children and in L2 learners, should be the same or at least similar. By this, what we try to do is to open a discussion considering the effectiveness and appropriateness of the second language learning materials.

Moreover to suggest that, in a way to avoid that second language errors could lead to fossilization, the results of error's analysis should be considered as a core element when designing and developing second language teaching/learning methods as well as materials.

The present work is structured into the following chapters: Problem Statement, Justification, Objectives, Theoretical Framework, Error Analysis Model and Contrastive Analysis Model, a subdivision in two parts: Part One. Second Language Learning, describing the naturalistic approaches and methods for SLL as well as Interlanguage and its stages, and Part Two. First Language Acquisition, describing the Innatist approach for FLA as well as the Critical Period and its stages and whole cognitive tools that allow an access to the mother tongue, Methodology, Data Collection and Data Interpretation. We here describe the instruments used, the samples, in greater detail, the analyses, and the Conclusions and Recommendations.

*Keywords: second language learning, first language acquisition, error analysis, contrastive analysis, interlanguage, critical period, innatism, nativism*

## ABBREVIATIONS

CA	Contrastive Analysis
CP	Critical Period
CPH	Critical Period Hypothesis
DM	The Direct Method
EA	Error analysis
FLA	First language acquisition
IH	Interlanguage Hypothesis
IL	Interlanguage
LAD	Language acquisition device
L1	Native language
L2	Second language - target language
P&P	Principles and Parameters
SLL	Second language learning
SLA	Second language acquisition
TPR	Total Physical Response
TL	Target Language
UG	Universal Grammar

## CONTENTS

CHAPTER I	
1.1 INTRODUCTION.....	1
1.2 PROBLEM STATEMENT.....	4
1.3 JUSTIFICATION.....	4
1.4 OBJECTIVES.....	5
1.4.1 GENERAL OBJECTIVE.....	5
1.4.2 SPECIFIC OBJECTIVES.....	6
1.5 HYPOTHESIS.....	6
1.6 VARIABLES.....	7
1.6.1 Variable Conceptualization.....	7
1.6.2 Variable Operationalization.....	7
CHAPTER II	
THEORETICAL FRAMEWORK	
INTRODUCTION.....	8
2.1 ERROR AND MISTAKE.....	10
2.2 CONCEPT OF ERROR.....	12
2.3 ERROR ANALYSIS MODEL.....	15
2.4 ERROR ANALYSIS DEVELOPMENT AND PROCEDURE.....	17
2.4.1 Classification Criteria.....	17
2.4.2 Taxonomies.....	18
2.4.3 Descriptive Criteria.....	19
2.5 CONTRASTIVE ANALYSIS MODEL (CA).....	21
2.5.1 CA Definition and Hypothesis.....	22
2.5.2 L1 (acquisition) = L2 (learning) CA Hypothesis.....	24
2.6 CONTRASTIVE ANALYSIS AND LINGUISTIC THEORY.....	25
2.6.1 The Generativist CA.....	25
2.6.2 Contrastive Analysis vs. Error Analysis.....	27
PART I. SECOND LANGUAGE LEARNING	
2.7 LANGUAGE.....	28
2.8 LEARNING.....	29
2.9 LANGUAGE LEARNING AND LANGUAGE ACQUISITION.....	31
2.10 APPROACH AND METHOD.....	35
2.11 APPROACHES FOR SECOND LANGUAGE LEARNING.....	36
2.11.1 The Natural Approach.....	37
2.11.2 The Communicative Approach.....	40
2.12 METHODS IN LANGUAGE TEACHING.....	45
2.12.1 The Total Physical Response (TPR).....	45
2.12.2 The Direct Method.....	49
2.13 THEORY AND HYPOTHESIS OF SLL.....	51
2.13.1 Krashen's Monitor Model Hypotheses of SLL.....	53
2.13.2 The acquisition-learning distinction.....	53
2.13.3 The natural order hypothesis.....	54
2.13.4 The monitor hypothesis.....	56
2.13.5 The input hypothesis.....	57
2.13.8 The affective filter hypothesis.....	58
2.14 INNATISM.....	59
2.15 NATIVISM.....	60
2.16 THE DIFFERENCE BETWEEN INNATISM AND NATIVISM.....	61
2.17 LEARNING LEVELS.....	63
2.18 COMPETENCE AND PERFORMANCE.....	65
2.19 INTERLANGUAGE (IL).....	69
2.20 STAGES OF INTERLANGUAGE DEVELOPMENT.....	74
PART II. FIRST LANGUAGE ACQUISITION	
2.21 LANGUAGE ACQUISITION.....	76
2.22 INNATISM APPROACH TO FLA.....	79
2.23 STAGES OF FIRST LANGUAGE ACQUISITION.....	81
2.24 THE CRITICAL PERIOD HYPOTHESIS.....	83
2.25 LANGUAGE ACQUISITION DEVICE.....	85
2.26 UNIVERSAL GRAMMAR.....	89
2.27 PRINCIPLES AND PARAMETERS.....	93

2.28 GENERATIVE GRAMMAR.....	95
CHAPTER III	
RESEARCH METHODOLOGY AND DESIGN	
3.1 STUDY APPROACH.....	100
3.2 UNIVERSE.....	102
3.3 INSTRUMENTS.....	103
CHAPTER IV	
DATA COLLECTION AND INTERPRETATION	
4.1 DATA COLLECTION.....	106
4.1.1 Learner’s Task One.....	106
4.1.2 Learner’s Task Two.....	108
4.1.3 Learner’s Task Three.....	109
4.1.4 Children’s Qualitative Observation.....	110
4.2 DATA INTERPRETATION.....	111
4.2.1 Learner’s Error Analysis.....	116
4.2.1.1 Task One: “Natalia y su gato Pancho”.....	116
4.2.1.2 Task Two. Non-Addressed interview”.....	121
4.2.1.3 Task Three. Role Playing “La máquina del tiempo”.....	129
4.2.2 Children’s Error Analysis.....	132
4.3 CONTRASTIVE ANALYSIS (CA).....	136
4.3.1 Omission.....	138
4.3.2 Addition.....	149
4.3.3 Erroneous Formation.....	156
4.3.4 Lack of Sentence Order.....	163
CHAPTER V	
CONCLUSIONS AND RECOMENDATIONS	
5.1 CONCLUSIONS.....	165
5.2 RECOMENDATIONS.....	167
BIBLIOGRAPHY	



## APPENDIX

- APPENDIX 1 Artwork Use Permission
- APPENDIX 2 Transcription Format
- APPENDIX 3 Corpus LC1-Ci
- APPENDIX 4 Analysis LC1-Ci Omission
- APPENDIX 5 Analysis LC1-Ci Addition
- APPENDIX 6 Analysis LC1-Ci EF and LSO
- APPENDIX 7 Corpus LC2-Ci
- APPENDIX 8 Analysis LC2-Ci Omission
- APPENDIX 9 Analysis LC2-Ci Addition
- APPENDIX 10 Analysis LC2-Ci EF and LSO
- APPENDIX 11 Corpus LC3-Oi
- APPENDIX 12 Analysis LC3-Oi Omission
- APPENDIX 13 Analysis LC3-Oi Addition
- APPENDIX 14 Analysis LC3-Oi EF and LSO
- APPENDIX 15 Corpus LC4-Oi
- APPENDIX 16 Analysis LC4-Oi Omission
- APPENDIX 17 Analysis LC4-Oi Addition
- APPENDIX 18 Analysis LC4-Oi EF and LSO
- APPENDIX 19 Corpus GLC1-RP
- APPENDIX 20 Analysis GLC1-RP Omission
- APPENDIX 21 Analysis GLC1-RP Addition
- APPENDIX 22 Analysis GLC1-RP EF and LSO
- APPENDIX 23 Corpus CC1-M
- APPENDIX 24 Analysis CC1-M Omission
- APPENDIX 25 Analysis CC1-M Addition
- APPENDIX 26 Analysis CC1-M EF and LSO
- APPENDIX 27 Corpus CC2-F
- APPENDIX 28 Analysis CC2-F Omission
- APPENDIX 29 Analysis CC2-F Addition
- APPENDIX 30 Analysis CC2-F EF and LSO

## LIST OF GRAPHICS

Figure N° 1	Variable Operationalization	Page N° 7
Figure N° 2	Parameters for CA	Page N° 19
Figure N° 3	“Natural Order” for ESL	Page N° 55
Figure N° 4	LAD’s Location on mind	Page N° 86
Figure N° 5	Model of L1 Acquisition	Page N° 92
Figure N° 6	Principles and Parameters	Page N° 94
Figure N° 7	Process of FLA and SLL	Page N° 98
Figure N° 8	Features of Research Focus	Page N° 101
Figure N° 9	Study Approach	Page N° 102
Figure N° 10	Universe and Sample	Page N° 103
Figure N° 11	Natalia y Pancho	Page N° 107
Figure N° 12	Typology	Page N° 112

## CHAPTER I

### 1.1 INTRODUCTION

To utter and perform a spoken language is what distinguishes human beings from animals, besides reasoning and other aspects; language is, definitely, the most important, cognitive, aspect to be considered. Saussure (1916/1945)

Over the years, the terms, language, language acquisition and language learning have been studied, not only, by Linguists, such as L. Bloomfield (1933) B. F. Skinner (1957) Piaget (1965), Vygotsky (1978), Chomsky (1959), Krashen (1982), Lenneberg (1959), but also by researchers of similar or related branches to the science of Linguistics.

In fact, the postulates those researchers published were considered as the main approaches to describe and explain First Language Acquisition (FLA) and later they became on the basis to describe Second Language Learning (SLL)<sup>1</sup>.

Pinker (1994) states, there is the possibility that humans go cognitively backwards when passing for the process of Second Language Learning. Ellis (1997) asserts that “when talking about adult people we say that they learn a language”, understood on the fact that there is formal instruction; but when talking about children “we normally say that they acquire a language”, understood on the fact that there is no formal instruction and the speaking skill comes alone. (Ellis, 1997, p. 73, 74)

Indeed, the distinction is stated for First and Second Language Acquisition, since Second Language Learning and Second Language Acquisition are used indistinctly as synonyms. (Richards & Smith, 2002). For the purposes of this study we will use the notion of First Language Acquisition (FLA) and Second Language Learning (SLL).

We recommend the reader to keep on mind these terms to avoid misunderstanding at reading this work.

---

<sup>1</sup> Term used for other authors as Second Language Acquisition (SLA),

Children acquire a language through a subconscious process during which they are unaware of grammatical rules. At a certain moment, they get a feeling for what is and what is not correct. In order to learn a language, the learner needs a source of natural communication. The emphasis is on the text of the communication and in the input provided and not on the form or on the grammatical structure. They readily learn the proper language to communicate with classmates. (Haynes, 1998-2005)

Language learning, as a fact, is not communicative, it is the result of direct instruction in the rules of the target language, and it certainly is not an age-appropriate activity for learners. (Haynes, 1998-2005)

In language learning, learners have conscious knowledge of the new language and they can communicate based on that knowledge. They can fill in the blanks on a grammar page just guessing the form and grammatical rules. Nevertheless research, in general terms, has shown that knowing grammar rules does not necessarily result in good speaking or writing. A learner who has memorized the rules of the language may be able to succeed on a standardized test of the learned language but may not be able to speak or write it correctly. (everythingesl.net, 1998-2005)

We would like to emphasize that the attempt of this study is to describe and contrast children's errors in the oral production of Spanish as L1, when they are during the Critical Period, between two and three years old, and Language Learners' errors in the oral production of Spanish as L2, when they are during the development of Interlanguage. We understand Language Acquisition as an informal and involuntary way of learning, and Language Learning, itself, as a formal and academic way of getting knowledge or developing a skill, since children acquire a language and learners learn a language.

Although the terms, SLA and SLL, are used as synonyms by some authors, such as: Ellis (1997), Krashen (1981, 1985), Brown (2000), Bauer (2007) and others, for the purpose of this study is necessary to make a distinction between language acquisition and language learning.

The Critical Period (CP) of first language development and Interlanguage (IL) of second language development are two different statements working, independently, in different periods of human being's language development.

Since CP and IL are different hypothesis, to achieve the goals of this study, we will contrast the children's language errors in spoken performance when they are at the Multiple Word Sentence stage, two and two and a half years old, and More Complex Grammatical Structures stage, two and a half and three years old, of first language development during CP, and learners' language errors in spoken performance at the Lower Intermediate level of learning Spanish as a second language during the Systematic stage of IL in second language development, making a contrast of errors in children's CP and learners' IL.

This is an **INTRALINGUAL** research, since it is doing a contrast, contrastive analysis, of language errors, error analysis. Therefore its principal scope of study is **Spanish Language as L2**.

The intention of this study is to explore and describe the errors in spoken performance of Spanish as L1 and as L2 only, and for any reason analyze them or predict the possible causes or effects, because another complementary research should focus on analyzing and explaining the source of errors in the acquisition and learning of Spanish language.

Moreover to put into consideration if the existing theory about FLA and SLL used worldwide is appropriate for Spanish language, taking into account that all what we apply has been translated from researches that study and explain proper facts of English language and there is not any research, similar to those for English, studying proper facts of the Spanish language yet.

Thus, this study likes to contribute to applied linguistics to increase the linguistic research on Spanish language in Hispanic countries, like Bolivia. This study also represents a basis to the development of methods for learning/teaching Spanish as second language in Bolivia, since the Spanish spoken in La Paz is easy to be understood by foreigners and this is an aspect that motivates them to learn this language.

## 1.2 PROBLEM STATEMENT

Based on the previous information the problem is going to be stated as follows:

- **WOULD LEARNERS OF SPANISH AS SECOND LANGUAGE MAKE THE SAME ERRORS CHILDREN MAKE WHEN ACQUIRING SPANISH AS FIRST LANGUAGE?**

## 1.3 JUSTIFICATION

This research describes a fact well studied in English language but poorly focused for a study in Spanish language, since these languages have many features in common, but they are different in essence and structure, nevertheless there are some language acquisition/learning processes which are conventional, the same in all languages, but cultural background, linguistic environment and linguistic input are completely different in every language as well as their typical linguistic factors.

As the practical implications of this study, we consider necessary to describe the learners' errors, through an inventory of the most frequent errors in the spoken performance of Spanish as second language, thus with this knowledge researchers will be able to contribute to the development of the existing Spanish language teaching methods, focusing them in the characteristics that native speakers of foreign languages (such as English, French or Chinese) have when they learn Spanish as L2. Through this the language learner will be able to know in advance the coming problems during the learning process and the language teacher will be offered a tool to help the learners do not get fossilized with their errors in oral production of the target language.

Moreover, to mention that there are few **Intralingual** researches since most studies regarding Contrastive Analysis are focused on **Interlingua**, even though it is obvious that language learners make errors at speaking, it is necessary to develop a inventory of those errors to find a method to avoid them in language performance and success in the learning of a L2.

The theoretical value of this study contributes to the fact of considering that the target language is responsible for L2 learners' errors. It opens a new perspective towards the discussion of comparing L2 learning with L1 acquisition taking into consideration that the Critical Period in children and Interlanguage in adult second language learners could be similar cognitive processes that an individual passes through in different times of one's life.

Finally, we justify this research stating that it has a multidisciplinary point of view and a very important social relevance, because within its scope of study and analysis, fields such as morphology, syntax, applied linguistics, contrastive linguistics and error analysis have to do with it. As well as anyone who is interested in language acquisition, language learning, first/second language development, researchers interested in Error Analysis, teachers and learners of ELE (Español como Lengua Extranjera), language teaching curriculum designers and professionals of similar fields.

## **1.4 OBJECTIVES**

### **1.4.1 GENERAL OBJECTIVE**

- TO CONTRAST LEARNER'S ERRORS IN THE SPOKEN PERFORMANCE OF SPANISH AS L2 DURING THE "SYSTEMATIC STAGE" OF INTERLANGUAGE AT THE "LOWER INTERMEDIATE LEVEL" OF LANGUAGE LEARNING, AND CHILDREN'S ERRORS IN THE SPOKEN PERFORMANCE OF SPANISH AS L1 DURING THE CRITICAL PERIOD AT THE "MULTIPLE WORD SENTENCE STAGE" AND THE "MORE COMPLEX GRAMMATICAL STRUCTURES STAGE", THROUGH ERROR ANALYSIS AND CONTRASTIVE ANALYSIS.

### **1.4.2 SPECIFIC OBJECTIVES**

- TO DESCRIBE THE CHILDREN'S LANGUAGE ERRORS UTTERED IN SPOKEN PERFORMANCE DURING THE CRITICAL PERIOD IN FIRST LANGUAGE ACQUISITION.

- TO DESCRIBE THE LANGUAGE LEARNERS' ERRORS UTTERED IN SPOKEN PERFORMANCE DURING INTERLANGUAGE IN SECOND LANGUAGE LEARNING.
- TO EXPLORE IF THE ERRORS ARE SIMILAR OR THE SAME IN BOTH GROUPS DURING EACH INDEPENDENT PROCESS.
- TO DETERMINE IF THERE IS A SIMILARITY BETWEEN CHILDREN'S CRITICAL PERIOD AND SECOND LANGUAGE LEARNER'S INTERLANGUAGE.

## **1.5 HYPOTHESIS**

ADULT LEARNERS OF SPANISH AS SECOND LANGUAGE MAKE THE SAME ERRORS IN SPOKEN PERFORMANCE AS CHILDREN MAKE IN THE ACQUISITION OF SPANISH AS FIRST LANGUAGE.

## **1.6 VARIABLES**

### **1.6.1 Variable conceptualization**

1.6.1.1 Variable one: ADULTS LEARNERS OF SPANISH AS SECOND LANGUAGE.

1.6.1.2 Variable two: CHILDREN ACQUIRING SPANISH AS FIRST LANGUAGE.

### **1.6.2 Variable Operationalization**

ADULT LEARNERS OF SPANISH AS SECOND LANGUAGE, (IN THE LOWER INTERMEDIATE LEVEL AT THE SYSTEMATIC STAGE OF INTERLANGUAGE,) MAKE THE SAME ERRORS IN SPOKEN PERFORMANCE AS CHILDREN MAKE, (IN THE MULTIPLE WORD SENTENCE STAGE AND MORE COMPLEX GRAMMATICAL STRUCTURES STAGE OF CRITICAL PERIOD,) IN THE ACQUISITION OF SPANISH AS FIRST LANGUAGE.



<b>VARIABLE</b>	<b>CONCEPT</b>	<b>DIMENSION</b>	<b>INDICATORS</b>	<b>INSTRUMENTS</b>
Errors in adult learners. Spanish as second language.	Errors observed in learning of Spanish as a second language, which do not derive from transfer from another language, which may be called intralingual and developmental errors.	Errors in spoken performance in the lower intermediate level in learning Spanish as L2 during the systematic stage of interlanguage of second language learning development.	Errors in spoken performance referring to a morpho - syntactical level	<b>Interviews</b>  <b>Direct Qualitative observation</b>
Errors in children. Spanish as first language.	Errors observed in the acquisition of Spanish as first language, which do not derive from linguistic input neither social nor cultural environment, which may be called intralingual and developmental errors.	Errors in spoken performance of Spanish as L1 during the critical period in the multiple word sentence stage and the more complex grammatical structures stage of first language development.	Errors in spoken performance referring to a morpho - syntactical level	<b>Direct Qualitative observation</b>

Fig. N° 1

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **INTRODUCTION**

This theoretical framework reviews the concepts and postulates related to Error, Error Analysis and Contrastive Analysis; it is important to understand the difference between Error and Mistake, since errors are due to the learner's competence of the target language, while mistakes are failures of performance in the target language.

Following, the Concept of Error and the difference between errors which are derived from interference or transfer from the learner's mother tongue, these are interlingual errors, and the ones that reflect the learner's competence in the L2 at different levels, these are intralingual errors. As in every proposal there are contrary attitudes, in this case, the positive to Error Analysis, stated by Corder (1967), considers that errors are an unavoidable phenomena in modern languages learning. The conservative linguists such as Ringbom (1986) and Zydatiss (1974) agree with the idea that errors are a negative influence in the learning process.

The error analysis is a model inspired in Chomsky's Generative Syntax postulated in 1965, its main concern is to predict the areas of difficulty by the elaboration of an inventory of the most frequent errors learners make when performing the target language.

Considering to Richards (1974) in the fact that error analysis should be used to authenticate the obtained information through contrastive analysis which is like a predictor of errors.

The contrastive analysis is intended to compare the systems of two languages; they are the learner's native language (L1) and the target language (L2). In this study is used the term "interference" which was first proposed by Weinrich (1953), meaning by interference to the use in a L2 any characteristic of the L1, or better understood by the effect of the native language over the target language in the learning process.

Subsequently, what it has been covered, with theory, was divided in two parts to offer a clear description of what this study tries to explain, it is necessary to know these terms since we will be referring to them in the following chapters of this research. Therefore, the Part I is about adult language learning, it means SLA, SLL to this study; a difference between SLA and SLL was found, but in fact both are the same, even though the mastering of a L2 happens inside or outside the classroom, some authors state differences and similarities but even they agree with the postulate that SLA and SLL are the same.

Krashen (1982) and his five hypotheses define the innatist position towards SLL, since he agrees that there is a partial access to the LAD during the learning of a L2. We do a review to the representation of innatism and nativism and their philosophical perspective.

The natural approach was taken into account as a method for language learning and the Total Physical Response as one for language teaching, since that part is about L2 learning we present the innatist perspective of both, L2 learning and teaching. The learning levels are only a reference of research for this study; we are not declaring that these are the ones stated and accepted, thus they could be different according to other studies, so that we are working with the “Upper Advanced level”. Finally, to part I, competence and performance, or I-learning and E-learning, and their importance to SLL.

The part II, of this theoretical framework, is about first language acquisition or children acquiring their L1; at this point is where we go into the roots of innatism, we present the suggested, but adequate to this study, six stages of language development. The biological perspective to innatism is supported by the E. Lenneberg (1970) with the CPH that perceives language as what it really is, a cognitive skill that needs an input to be developed and mastered.

From the middle sixties N. Chomsky has been studying language acquisition and language development, his contributions on this field are important to linguistic research as well as to this study, we take and contextualize Chomsky’s description of LAD, term coined by him in 1965, the GG that explains how human beings are pre-programmed for FLA, the theory of principles and parameters and the relationship to the linguistic systems according

their roots and the differences according to their grammar and syntax, the UG and the concept that there are universals, innate general language knowledge (that is why it is called black box), on grammar of every language and the close relationship to LAD for FLA.

To sum up, mention that this study has two observation groups, L2 adult learners and L1 children; being the first (L2 learners) the observation control group and the second (L1 children) the comparison group. On this sense to establish the parameters to compare the errors in spoken performance of both groups we considered the levels of SLL and FLA that both, children and learners, are in, as well as the stages of the cognitive linguistic development that each group passes by, it means, adult L2 learners in the Lower Intermediate level of SLL at the Systematic stage of Interlanguage, and L1 children in the Multiple Word Sentence stage and More Complex Grammatical stage, during the Critical Period of FLA.

In other words, we consider that, according to the group, CP and IL, both, are crucial periods in which the speaker will develop the spoken performance, since during these, the input received, the stimuli and the environment are strong factors that affect the output, and in the case of **do not pass successfully** the IL, in learners, and CP, in children, the speaker could fossilize the errors and could show a delayed language development in both processes, FLA as well as SLA.

## **2.1 ERROR AND MISTAKE**

“We learn through our errors, and making mistakes can indeed be regarded as an essential part of learning”. (Norrish, 1983, p. 1)

“Mistake is defined as a performance error that is either a random guess or a “slip”. It is a failure to use a known system correctly, whereas Error is a noticeable deviation from an adult grammar of a nominative speaker, reflecting the interlanguage competence of a learner”. (Brown Y. D., 1983) quoted in (Aduviri, 2006, p. 30) Hence, Mistake is a performance error and Error is a grammar deviation that reflects the competence of the speaker.

It would be useful to do a broader distinction between different types of anomalous language behaviour: the error, the mistake and the lapse. As Norrish (1983) defines, a

systematic deviation, when a learner has not learnt something and “gets it wrong” is an **error**, since a child acquiring the first language sometimes consistently makes the same error. In the same way, when a learner of a second or foreign language makes an error, systematically, it is because the correct form is not well learnt yet. Sometimes the learner, as well as the child, uses one form and sometimes the other, quite inconsistently, this inconsistent deviation we shall call a **mistake**: sometimes the learner “gets it right” but sometimes makes a mistake and uses the wrong form. There is another type of wrong usage which is neither a mistake nor an error and can happen to anyone at any time. This is a **lapse**, which may be due to lack of concentration, shortness of memory, fatigue etc. A lapse bears little relation whether or not a given form in the language has been learnt, has not been learnt or is in the process of being learnt. Native speakers suffer lapses in the same way as learners of the language. (Norris, 1983) A recent example was shown by the BBC Radio 1’s host, Jameela Jamel, who said “every Sunday on 4pm” instead of “every Sunday at 4pm”. ([www.bbc.co.uk/radio1](http://www.bbc.co.uk/radio1))

In few words, an **error** is a systematic deviation, a **mistake** is an inconsistent and eventual deviation, and a **lapse** is a deviation due to extra linguistic factors, such as lack of concentration, short memory, etc.

About children and their L1 Norris (1983) states that there is one thing that is clearly shown by them at acquiring their first language, it is that “they make guesses about the forms of what is supposed to be the L1”, these guesses are mainly based on the information that they already, innately, have about the language. That seems to be an assumption of why children make systematic errors in their oral language production.

## **2.2 CONCEPT OF ERROR**

The concept of **error** was first formulated by S.P. Corder in 1967, and since then it has attracted the interest of researchers such as Selinker (1972) studying Interlanguage, Nemser (1971) approximative systems, James (1971) Interlingua, and Corder, himself, (1971) idiosyncratic dialect.

There are two classes of errors. Those derived from interference or transfer of the learner’s mother tongue, these are called interlingual errors, and other that reflect the learner’s

competence at a particular stage and which illustrates the general characteristics of language acquisition, these are called intralingual and developmental errors. This could be better understood if it is said that there are errors due to the interference that the mother tongue represents and there are errors which learners make because of the difficulty that language learning involves at different levels such as pronunciation, syntax, lexicon and others, Richards (1971) quoted in (Aduviri, 2006).

Two contrary attitudes had been postulated to the concept of error, since it was first postulated, thus the criticisms are divided into the positive and the negative perception towards errors:

- a) Positive: it is a very necessary and an unavoidable product in the learning process.
- b) Negative: it is a sign of the inadequacy of our techniques and the learning techniques used by the learners.

### **Positive**

The S.P. Corder's first publications represent the Error analysis' theoretical framework, in which, Corder (1967) establishes and states the basic concepts as well as he offers a scheme of the procedures to follow in research on this field.

Corder (1967) considers that learners' errors are unavoidable phenomena in modern languages learning. In this first conceptual approximation underlies the applied linguistics and applied psychology to the study of a L2 and the learning process it involves, and it adds a new dimension to the processing of errors. In the concept's idea S.P. Corder takes into account the value of contrastive studies, and he states that from them, an inventory of the most frequent errors in L2 production should be done.

Language errors are the evidence and characteristic of a language system that is neither the native language nor the language that is being learnt, and they are systematic. They have to be treated as a kind of linguistic behavior. Also, they characterize the Interlanguage of the learner: a linguistic system that the language learner uses to communicate and such system has

rules of the L2, as well as rules of the L1 and other which neither belong to first language nor to second language and they are merely idiosyncratic. (Spolsky, 1966) quoted in Santos (1993) (trans. by Erick Trillo).

### **Negative**

There is also a group of linguists that critic the concept of error proposed by P. Corder, and they defend the idea that errors are a negative influence in the learning process. H. Ringbom (1986) quoted in Santos (1993) keeps this contradictory attitude to P. Corder, although Ringbom admits that the number of errors is highly balanced by the right phrases. Similarly, W. Zydatiss (1974), quoted in Santos (1993), states that the concept needs to be reoriented, he criticizes the fact that erroneous instances, components of a transitory competence, should be considerably accepted.

According to that, Lyons (1968) quoted in Santos (1993), refers to the concept of acceptability:

“Acceptability is a pre-scientific term and an accepted instance is that one which has been uttered and can be accepted by native speakers of such language. As a consequence, the acceptable term is related with the textual and situational coexistence. Nevertheless, according to Corder, all instances are well formed and are appropriate under the context of the transitory dialect. Criticisms to Corder say that his argument is cyclical and, these, are based on the deceitful fact that the learner never speaks in the target language” (Lyons, 1968) quoted in (Santos, 1993, p. 79)(trans. by Erick Trillo)

For Landriault (1980) quoted in Santos (1993) the development of the concept of error can be summarized as follows:

- |                         |  |
|-------------------------|--|
| 1. Type of analysis:    | Contrastive Analysis.  |
| Theoretical background: | Structural linguistics and behaviourism.                                 |
| Field of interest:      | Language description and error prediction.                               |
| Error concept:          | error is a defect, a violation of the target language linguistic system. |
| Causes of error:        | L1 interference  |
| 2. Type of analysis:    | error analysis   |
| Theoretical background: | Generative – transformational linguistics and cognitivism.               |
| Field of interest:      | L2 acquisition.  |

Error concept: The error is useful and necessary. It is a systematic characteristic and reflects the transitory linguistic competence in a specific moment.

Causes of error: L1 interference, L2 characteristics and the proper teaching strategies.

(Landriault, 1980) quoted in (Santos, 1993, p. 79) (trans. by Erick Trillo)

In fact, towards the concept of error there are contradictory attitudes, on one side it is considered as an inevitable phenomenon in the learning process and a sign of the different developmental stages that the language learner goes through, and on the other side it is considered as a negative phenomenon that distorts the learning process moving the learner away of the desired level of competence.

We agree with Santos (1993) considering that the error is a systematic deviation that affects the standard linguistic structure of the L2.

### **2.3 ERROR ANALYSIS MODEL**

The research model of Error Analysis (EA) emerged in the late 70's in the context of second language learning<sup>2</sup> theory, as a bridge between the Contrastive Analysis and the future studies of Interlanguage. The conclusions of the EA, together with the first theoretical formulations of S. Pit Corder (1967), represent a scientific step forward in the field of applied linguistics research.

It is inspired in the Generative Syntax from Noam Chomsky, who in *Aspects of the Theory of Syntax* (1965) disagrees with elemental features of the psychological behaviorism (base of Contrastive Analysis) and the Skinner's theory of language acquisition (behaviorism), what leads to a reassessment of both, the theory of language learning and the treatment of errors. (Santos, 1993)

The systematic study of errors in L2 learners has been the core of research since the publishing of Corder's first postulates in 1967. Until then, and since the middle 40's, researches contrasting linguistic systems and pairs of languages have been elaborated, with the goal to identify the areas of difference and similarity between one language and other, and on

---

<sup>2</sup> On this study all references to second language acquisition must be understood as second language learning.



that way, to predict the potential errors that second language learners could show during the learning process, since it was thought that all discursive anomalies came from the interference with the mother tongue. (Santos, 1993)

At the late 60's and early 70's, some researchers and professors, realized that Contrastive Analysis was, in too many cases, fragmentary and very poorly suited (M. P. Jain, 1974; B. Hammarberg, 1974; and others), insomuch as a great number of errors could not be explained as occurring only by the interference with the native language, which it was inferred that there were other sources inducing to error, and therefore it was necessary to extend the concept of Interference. Since Corder's postulates the linguistic research has changed its methodology: it starts analyzing the learner's oral and/or written performance.

Chomsky (1965), quoted in (Santos, 1993), disagrees with the behaviorism and subsequent surveys led to adopt the Piaget's psycholinguistic theories, on this way, the errors analysis got a rich source of explanation for many errors that, until then, had kept without any possible solution. Chomsky and Piaget, as proponents of psychological cognitivism, are interested in human behavior and they considered that knowledge is a process through which the individual builds up the surrounding reality. Such process follows consecutive and invariable stages, it means, common to every human being and each stage is the result of interaction between the mature organism and its adjustment to the environment.

Error analysis can be used as an important source of authentication of the obtained information through a Contrastive Analysis, which works as a predictor of errors. (Richards J. C., 1984)

Corder (1967) stated that the Error Analysis', EA's, fundamental objective was the prediction of the areas of difficulty by means of an inventory of the most frequent errors, evaluating the importance of their severity from the perspective of grammar correction. In later publications (1971a, 1981) Corder expanded the objectives focusing in the didactical applications of the model, like improving the teaching material and correcting its deficiencies with the objective to give the learner the chance to successfully confront a communicative situation. G. Nickel (1972)

In conclusion, we can say that the Error Analysis research model is useful to verify or falsify the CA's findings.

## **2.4 ERROR ANALYSIS DEVELOPMENT AND PROCEDURE**

The Error Analysis on its first stages, behaved in a manner that research results would be useful to detect the grammatical areas that carry more difficulty on learning, as well as to evaluate the learner's grammatical competence.

J. Arabski (1968), as quoted in Santos (1993), made an error analysis, the results lead him to make a difference between interlinguistic interference (external) and intralinguistic interference (internal). In the first case, the learner's native language is the main causative of errors, whereas in the second the target language is the causative of errors.

### **2.4.1 Classification Criteria**

According to Santos (1993):

“An Error Analysis intended show the oral production needs to work with different criteria, besides the ones used traditionally. The term “communicative competence” regards to the learner's ability, not only to utter grammatically correct sentences from the point of view of the linguistic norm, but also to utter sentences under the communicative context in which they have been uttered” (Santos, 1993, p. 88) (trans by Erick Trillo)

N.E. Enkvist (1973) quoted in Santos (1993), states three criteria to establish a scale which gives a grade to the error from the point of view of the communicative competence, the scale is as follows:

- a) Grammaticality: it refers to the relationship between a sentence and its grammar, where a sentence is grammatical if and only if it is uttered in terms of such grammar.
- b) Acceptability: it refers to the relationship between the uttered sentence and the value judgement given by the hearer.
- c) Adequacy: It means conceptualized acceptability, the transmittion of meaning in context.

Additionally of these three criteria, other linguists care about the effect of errors uttered by the interlocutor and have proposed two criteria that we consider relevant:

d) Intelligibility: it refers to the message's quality sensitive to be decoded by the hearer.

e) Comprehensibility: it also refers to the capacity of the message to be understood by the interlocutor.

We agree with Santos (1993) when she states that the CA's goal is to build a contrastive grammar which establishes a rank of correspondences in different grammar levels, with the objective to adjust the learning difficulties and the possibilities of interference.

One of the fundamental goals of the Error Analysis was to establish an inventory of the most frequent errors valuing their importance and gravity, with the objective to signal the areas of difficulty on learning a second language to a determinate group of learners with the same mother tongue.

#### **2.4.2 Taxonomies**

H. Dulay, M. Burt and S. Krashen (1982), as well as quoted in Santos (1993), state that the description of an error is a bit different of the task to deduce the cause of such error. The errors are classified according to a more complex system that constitutes the linguistic norm of a community, and can be a language or dialect, depending on the system of the language that is being learned.

Different criteria were used depending if the objective of the analysis is the grammar competence or communicative competence. For this study we choose to work with the Descriptive Criteria, which reflects the grammar competence, because it classifies errors by the form in which the language structure is distorted or twisted.

Since our goal is to contrast learner's and children's errors, the samples obtained, from both groups, are going to be analyzed according to the typology explained by the Descriptive Criteria.

### 2.4.3 Descriptive Criteria

Typology, based in the classification provided by Santos (1993, p. 92).

For the contrastive analysis the parameters to be contrasted should be understood as follows:

<b>Learners</b>	<b>Children</b>
<b>Typology</b>	<b>Typology</b>
<b>a) Omission</b>	<b>a) Omission</b>
<b>b) Addition</b>	<b>b) Addition</b>
<b>b1) double mark</b>	<b>b1) double mark</b>
<b>b2) regularization</b>	<b>b2) regularization</b>
<b>b3) simple addition</b>	<b>b3) simple addition</b>
<b>c) Erroneous Formation</b>	<b>c) Erroneous Formation</b>
<b>d) Lack of Sentence Order</b>	<b>d) Lack of Sentence Order</b>

Parameters for CA in children and learners' spoken language performance Fig.2

Following, we are going to provide a brief definition of each criteria of the typology to analyze performance errors as well as an illustrative example.

#### **a) Omission**

It is the lack of a word or morpheme that should appear in a well built utterance. Making use of the traditional distinction between grammatical morphemes and lexicon, the studies done by H. Dulay, M. Burt and S. Krashen in 1982 conclude that the omission of grammatical morphemes is less meaningful but more frequent than the lexical ones.

The omission of morphemes is caused by an incomplete knowledge of grammar rules, while the omission that affects to lexical morphemes, normally is due to the lack of vocabulary. Santos (1993)

(1) \* Lo árboles

In the example (1) the morpheme of plural of the article has been omitted giving place to an ungrammatical utterance for the lack of agreement within the nominal system between the noun and the determinant.

### **b) Addition**

It is the unwarranted presence of a word or morpheme that should not appear in a well built utterance. Santos (1993) argues that the main cause is due to an excessive use of rules of the linguistic hypercorrection. Normally they are more frequent in advanced stages of language learning where the learner, peaceful because he/she knows the rules, concentrates on the exact and exhaustive use of them. These errors are indicators that the use of rules has not been achieved.

b1) double mark

It refers to the use of a double grammatical mark that results an incorrect utterance for the lack of use of one of the marks. Santos (1993)

(2) Mi yo tenía cinco

b2) generalization

It refers to the application of a grammar rule in a regular way to a word that expected to the rule. Also it is considered as a false analogy. Santos (1993)

(3) \*La sistema

Applying the Spanish language rule of gender formation for which the words ending in vowel “a” are considered to feminine gender. Its application to the exception such as the word “sistema” in Spanish is an ungrammatical instance.

b3) simple addition

It refers to a type of addition that is neither the result of regularization nor the one of the double mark. There is anything characterizing it, simply the use of a word that should not appear in a well built utterance. Santos (1993)

(4) \*Jugar el beisball

The example (4) is ungrammatical because of the unnecessary presence of the article.

### **c) Erroneous formation**

It is the use of a word that has been uttered or derived of a word form for addition or omission of some of its morphemes. The normal cause is the learner's ignorance or insecurity to the absence of a synonym in his/her competence, the learner tries to "guess" the form, using false analogies. Santos (1993)

(5) \*memorias muy dolorosos

Because of the absence of the word "recuerdos" in the learner's competence, he/she has tried to guess by analogy from English language.

#### **d) Lack of Sentence Order**

It is the wrong placing of a morpheme or set of morphemes in the utterance, affecting the sentence order of the linguistic system that is being learned. It is more frequent on languages in which the sentence order is less flexible. Santos (1993)

6) \*hemos tenido antes un programa regional

### **2.5 CONTRASTIVE ANALYSIS MODEL (CA)**

The Contrastive Analysis Model for surveys in the field of learning – teaching a foreign – second language is based on the works developed by AC. Fries (1945) y R. Lado (1957), professors from the University of Michigan, who have suggested the systematic comparison of two languages (that normally works with pairs of languages) the learner's native language (L1) and the target language that is going to be learnt (L2).

#### **2.5.1 CA Definition and Hypothesis**

Santos (1993) points out it is postulated that this kind of linguistic contrast can lead to the classification of differences and similarities between two languages, and by this is possible to identify the areas of difficulty and predict the problems that a learner is going to confront during the learning process.

In the principles of C. Fries (1945) and R. Lado (1957) it is clearly stated the idea that, when learning a second language, learners have a tendency to transfer the structures and

vocabulary of the mother tongue in performance as well as in reception of the target language. As it is described in Santos (1993)

By these definitions we are able to say that CA does both: contrasts the linguistic systems of a language X with the ones of a language Y, and also predicts the tendency of transferring grammar rules and vocabulary from the L1 to the L2 that learners show when learning a L2.

Santos (1993) states that one of the fundamental concepts of CA is based on the “interference”, term proposed by U. Weinrich (1953). It is said that there is interference when an individual uses in a target language (L2) any particular characteristic of the native language (L1):

- a) Phonetical Interference
- b) Morphological Interference
- c) Syntactical Interference
- d) Lexical Interference

According to Santos (1993) the concept of interference in CA was subjected to different tests to be valid, because of its own weaknesses, so that, different empirical studies concluded that the average of the linguistic interference (that was between 0% and 50%) was not enough to give it the state of an only source of deviations. How could be explained an error of the type *\*he escrito una carta a mi novia, la chica más guapa de New York*, phrase in which the irregular participle of the verb escribir has been ignored? How could be explained the lack of temporal concordance and the modal inadequacy between the verb of the main proposition and the verb of the subordinate in *\*cuando llegara, fui a verte*? The results of surveys determine that there were other aspects implicated, such as the learning – teaching strategies, materials used and other features which could be the reason of the performance of an error.

The Weinrich’s concept of “interference” refers to those deviated utterances of the norm of any linguistic system which are present in the speech of a bilingual because of the familiarity that the speaker has with more than one language, as a result of a situation of languages in contact. This will be the case of a bilingual person, English – Spanish, that performs the following phrase, oye, ¿donde has metido el brochure que traje ayer?

U. Weinrich (1953) states that the CA hypothesis is based on the concept of interference that, by definition, is understood as the effect of native language over the target language in the learning process. That is why Santos (1993), agrees with J. Arabski (1968), when talking about two kinds of interference:

- a) Interlinguistic interference (external) – the native language is responsible for linguistic performance errors.
- b) Intralinguistic interference (internal) – the target language, that is being learnt, is responsible for linguistic performance errors.

The Contrastive Analysis's fundamental hypotheses were reformulated by R. Wardhaugh (1970) who made a difference between the "strong" hypothesis and "weak" hypothesis. The CA in its "strong version" is characterized by the ability to predict through the comparison meanwhile the CA in its "weak version" diagnosis and explains the discovered deviations. The author claims that the weak version only requires linguists to know how to figure out to the current difficulties in foreign language learning, and assigns to this thought the famous Stockwell Bowen and Martin's (1965) English and Spanish works.

Santos (1993) argues that:

"In present time, the majority of linguists agree with defeating the CA's strong version, derivative attitude from the performed empirical studies. That is why CA had, modestly, to accept the limitation of the original pretentions". (Santos, 1993, p. 38) (trans. by Erick Trillo)

Even though the CA's hypothesis claims that language learning is a fact of "habit formation" we follow the concept that this is a "fact of "rule formation". Nevertheless, this theory sustains the aim to suggest that this is an Intralingual study, since the target language is responsible of the error in language performance. This hypothesis delineates the parameters to make a contrastive analysis that is intended to contrast the similarities and differences between two languages; we have included this because it offers a clear description of the CA's goals.

The hypothesis we agree with is L1=L2 hypothesis because it follows the guidelines of this study, since it asserts that to perform in a L2 is required to follow the similar process to that of a L1<sup>3</sup>.

---

<sup>3</sup> Children learning English as first language make errors similar to that of learners' of English as second language.



### 2.5.2 L1 (acquisition) = L2 (learning) CA Hypothesis

Santos (1993) considers that an alternative to the CA hypothesis is the “Hypothesis of identity” in which the process of L1 acquisition is comparable to the L2 learning. The hypothesis is based on the mentalism, perspective linked to the generativist’s psycholinguistic theory, which considers that language is an innate capacity and the only source of knowledge and it is related to the existence of linguistic universals. The basis is to believe that the exposition a child has to language activates the known LAD (Language Acquisition Device) that is expanded acquiring a series of linguistic universals. The child chooses the necessary data from many other around him, due to the child has an innate ability which makes work the LAD automatically.

According to that, Santos (1993) declares, if we affirm that the child’s language acquisition and adult’s language learning processes are isomorphic, consequently, we postulate that L2 learner activates innate mental processes that develop rules and elements of the language that is going to be learnt, and does so in the same order in which the native language was learnt.

Santos (1993) also outlines that regarding to L2 learning, it is stated that the strategies employed by the language learner are similar to the ones employed by the child, on this way she agrees with N. Chomsky:

“Equally the L2 learner will have a specific kind of mental organization which will leave the learner to only utilize a limited class of strategies to produce utterances in a certain foreign language. There is a gradual development of the syntactic structures in the target language, first the basic structures and later the other structures subject to transformation. The language learning comes from the learner’s practice of those processes through syntactic rules that gradually organizes and adds according the target language is being heard”. (Santos, 1993, p. 40) (Trans. by Erick Trillo)

Indeed, the hypothesis of identity invalidates and rejects the CA’s concept of interference as Santos (1993) asserts. If L2 learning is determined by the hierarchical organization of structures of the linguistic system that is being learnt, and do not by the

---

\*she doesn’t wants to go.

\*I eated it.

structures of the L1, errors, as those of children, will be conditioned by the structures of the L2.

## **2.6 CONTRASTIVE ANALYSIS AND LINGUISTIC THEORY**

### **2.6.1 The Generativist CA**

Santos (1993) tells that the criticisms to the contrastive studies developed under the structuralist model left to many linguists convinced of its usefulness and reliability to seek an alternative, since it is thought that the error was not in the contrastive analysis itself, but instead, it was in the linguistic model used.

G. Nickel and K.H. Wagner (1968) suggest that the most appropriate model is going to be the one which explains how the language works, which means that the generativist-transformational is the most suitable model.

How the generative theory to Contrastive analysis is applied? It is thought that the Contrastive Analysis must contrast the rules of the native language and its correspondent in the target language, comparing the rules to obtain information about their mandatory or optional character, their order and their presence or their absence in the compared linguistic systems. (Krzyszowski, 1981) quoted in (Santos, 1993)

The generative grammar plays with a finite vocabulary, structural elements and a finite set of rules that are applied in a hierarchical order previously established. The errors will result from an unorganized application of these rules, and in the case of L2 learning, the norm deviations occur when arising to a conflict between the rules of the native and the target language. (Santos, 1993)

E. Köning (1971) quoted in Santos (1993) states that the most appropriate version of generative grammar is the Fillmore's grammar, and claims that contrastive analysis is only worthwhile if it is based in an explicit model like the generative – transformational.

The concepts of equivalence and interference are very important. The first establishes the necessary criteria to comparison: only equivalent rules system and similar constructions

can be compared (Krzyszowski, 1967, 1971, 1974; Maton, 1968). And the meaning of the adopted term is the one that considers that equivalent sentences in two languages are the ones which present an identical semantic structure. The second concept establishes that interferences are produced between processes that generate the structures of sentences, and these underlying processes depend on the established rule systems.

The learner moves from basic language, in successive stages of difficulty, to the target language (L2). This movement increases the learner's linguistic competence:

“The generative grammar is organized in vertical way starting from a universal, conceptual or semantic input (...) It is thought that there are underlying equivalent constructions in all languages” (Krzyszowski 1974, 79) quoted in (Santos 1993, p. 48)

Following the Krzyszowski's arguments the learner will go from deep structures to surface structures.

In conclusion, what he suggests is a contrastive grammar vertically organized based on the concept of complication.

Since we are working with Contrastive Analysis and Error Analysis is indispensable to confront them to understand their own scope of study and to validate if they are complementary.

## **2.6.2 Contrastive Analysis vs. Error Analysis**

### **CA and EA are complementary**

The concern that the AC and AE research models are complementary and that a collaborative work is more productive, it is a popular idea shared by the more tolerant linguists.

The EA can verify or refuse the findings of a CA and replace them for new information because this is less restrictive than CA is. Santos (1993)

Nonetheless, the objective of both models is the same: to analyze the language of a L2 learner.

## **PART I**

### **SECOND LANGUAGE LEARNING**

#### **2.7 LANGUAGE**

**Language** is the human capacity for acquiring, learning, and using complex systems of communication, and a language is any specific example of such a system. The scientific study of language is called linguistics. (wikipedia, 2013)

Language may be defined as the cognitive ability to learn and use systems of complex communication or to describe the set of rules that makes up these systems or the set of utterances that can be produced from those rules. This is also described as the close relation between signs and particular meanings, pointing out to the processes of semiotics. L. Bloomfield (1914)

The main parameters to describe language, as a unique activity and exclusive process of human beings, are its properties of productivity, recursivity and displacement; and also because it entirely relies on social convention and learning. L. Bloomfield (1914)

Language is what differentiates human being to other living entities, Bloomfield (1914) thought this skill is unique because it has a system and a structure and all what is uttered, under this system and structure, has a meaning, the same that, later on, will be levelled by the competence and performance of the speaker, moreover it relies on social interaction within other very important aspects.

Another definition, of language, is stated by Agha (2006) quoted in Santos (1993) who mentions that human beings acquire language through social interaction in early childhood, and children speak fluently when approximately three years old. It is evident that for mastering the mother tongue children need stimulus even though language acquisition is a fact of rule formation but rather one of habit formation.

Agha (2006) adds that it is also possible to learn a second language, by formal instruction, during youth or early adulthood. The use of language is deeply entrenched in human culture, Santos (1993). This assumption contributes to think that language has not strictly communicative uses; language also has many social and cultural purposes, such as signifying group identity, social stratification, as well as for social grooming and entertainment.

Languages have evolved and diversified over the time, and the history of their evolution can be reconstructed by comparing modern languages to determine which traits their ancestral languages must have had in order for the later stages to have occurred. A group of languages that descend from a common ancestor is known as a language family. (Tomasello, 2008)

In general terms, language is a human's cognitive skill that allows, once it is well developed, to use complex systems of communication. Some structural similarities can be found between different languages, but it depends on language family they belong to or the corresponding language root they have as a background. Language is also part of culture, and it defines all cultural and social aspects that every human being is going to be surrounded by.

## **2.8 LEARNING**

Learning is an act that happens every day, every hour, every minute, every second; we are getting new knowledge about something that was unknown, or simply, reinforcing the background knowledge to clarify our ideas.

Learning for psychologists such as: Schacter, Gilbert & Wegner (2009; 2011) is:

“Learning is acquiring new, or modifying existing knowledge, behaviors, skills, language, values, or preferences and may involve synthesizing different types of information”. (Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner, 2009, 2011, p. 264)

They also mention that the ability to learn is possessed by human beings, animals and some machines since learning is not compulsory it is contextual and it does not happen all at once and, most of the time, it is conditioned by what we already know, so that, it is assumed

that learning is based on real life experience. Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner (2009, 2011)

Among the broad definition they state for learning, we find the following paragraph very important, as Schacter, Gilbert & Wegner (2009; 2011) state:

“Human learning may occur as part of education, personal development, schooling or training. It may be goal-oriented and may be aided by motivation”. (Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner, 2009, 2011, p. 264)

The study of how language occurs is part of fields such as neuropsychology, educational psychology, learning theory and pedagogy. Based on this, they state that learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as playing, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Learning that an aversive event cannot be avoided nor escaped is called learned helplessness. Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner (2009, 2011)

Moreover, playing is another important aspect for learning since it has been approached by several theorists as the first form of learning. Children experiment with the world, learn the rules, and learn to interact through playing. Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner (2009, 2011)

Playing is pivotal for children's development, since they make meaning of their environment through play. Active learning helps to develop 85% of a child's brain during the first five years of life. Lev Vygotsky (1970)

Vosniadou (2001) adds that the context of conversation based on moral reasoning offers some proper observations on the responsibilities of parents.

Finally, we can say that the broad concept of learning can be summarized, in few words, as the act of gaining knowledge.

In order to understand what language learning is, we provided the concepts of Language and Learning separately with the only intention to be objective at giving definitions

and contextualizing them into the essence of this study, since we are covering concepts from the general idea, what is understood in general terms, to the specific one, what is understood under the scope of this study.

It is important to be aware that these terms seen independently mean different things but together offer a broad definition of how languages are learnt by human beings; nevertheless the term Language Learning is not considered as a term for a concept, so that theorists use the term Language Acquisition for both processes, first language acquisition, itself, and second language acquisition (also known as SLL), we know it could be confusing, this is why we recommend the reader to keep in mind that Second Language Acquisition actually means Second Language Learning understood on the fact that seconds languages are learnt; and language acquisition is referring to First Language Acquisition, itself, understood on the fact that first languages are acquired.

## **2.9 LANGUAGE LEARNING AND LANGUAGE ACQUISITION**

There are few definitions for language learning, since most of them describe the term as language acquisition, moreover these terms are used as synonyms; Judie Haynes (1998-2005) states that language learning is not communicative. It is the result of direct instruction in the rules of the target language. And it certainly is not age-appropriate activity for young learners. In language learning, they have conscious knowledge about the L2 and can talk about based on such knowledge.

On language learning the learner is aware of grammar rules, there is direct instruction and the learner has a previous knowledge that helps him/her to perform the target language.

To succeed on learning a language, as Haynes (1988) says, it is necessary to get formal instruction to get involved with the target language. The native language works as a backup which provides the learner a previous knowledge about the new language, so, that backup is going to help the learner to achieve the main goals in the process of language learning.



On that way, second language learning is going to be conditioned by the experiences gotten during first language acquisition; this experience helps to achieve the learning goals of the L2. At this point the L1 becomes into a tool for the process of second language learning.

As it was, previously mentioned, the concept of language acquisition is broader than the one of language learning due to their similarity and the use as synonyms given by theorists such as S. Krashen and others, from the same school, who have made just one, obvious, distinction calling learning as the conscious process of getting knowledge and acquisition as the subconscious process of getting knowledge; they also assert that learning does not lead into acquisition, being children the only ones who acquire a language and adults learn second languages, since they are supposed to have acquired a first language or mother tongue already. About language learning Richards & Smith (2002) state:

“Language acquisition, also language learning, is the learning and development of a person’s language. The learning of a native first language is called FIRST LANGUAGE ACQUISITION, and of a second or foreign language, SECOND LANGUAGE ACQUISITION. Some theorists use “learning” and “acquisition” synonymously. Others maintain a contrast between the two terms, using “learning” to mean a conscious process involving the study of explicit rules of language and MONITORING one’s performance, as is often typical of classroom learning in a FOREIGN LANGUAGE context, and using “acquisition” to refer to a nonconscious process of rule internalization resulting from exposure to comprehensible input when the learner’s attention is on meaning rather than form, as is more common in a SECOND LANGUAGE context. Still others use “acquisition” only with reference to the learning of one’s first language”. (Richards & Smith, 2002, p. 284)

Is it confusing? It probably is, due to the use of these terms as synonyms, so we agree with the concept that language learning is a conscious process and language acquisition is a nonconscious one.

Another very important author on this field is Larry Selinker who joint to Susan Gass to state that (Susan Gass, Larry Selinker, 2008, p. 7)

“Second Language Learning (SLL) is most known as Second Language Acquisition (SLA). It is the process by which people learn a second language (L2) in addition to their native language(s) (L1). Second Language Acquisition

refers to what the learner does; it does not refer to what the teacher does<sup>4</sup>. “Second Language Acquisition research” studies the physiology and sociology of the learning process.

Sometimes the terms “acquisition” and “learning” are not treated as synonyms and are instead used to refer to the subconscious and conscious aspects of this process respectively. Second Language Learning, Second Language or Target Language or L2 are used to refer to any language learned after the native language, which is also called Mother Tongue, First Language, L1 or Source Language”.

In fact, SLL is the language learnt in addition the mother tongue. The term acquisition refers to pick up a second language through exposure; and the term learning refers to the conscious study of a second language as Ellis (1990) points out.

Although the two terms differ, some specialists and psychologists such as McLaughlin (1987), Ellis (1986, 1990), Brown (2000) use them interchangeably.

SLA is a term used to refer to both untutored L2 (natural) acquisition and tutored foreign language acquisition (classroom).The former refers to the unconscious learning of a language, whereas classroom learning refers to the conscious study of a second language. (Krashen, 1987, 1988)

Another concept of SLA (for the purpose of this study SLL) is provided by Rod Ellis (1997), professor and researcher from the University of Auckland, New Zealand, who says:

“The systematic study of how people acquire a second language (often referred to as an L2). At first sight, the meaning of the term “second language acquisition” seems transparent but, in fact, it requires careful explanation. For one thing in this context “second” can refer to any language that is learned subsequent to the mother tongue. Thus, it can refer to the learning of a third or fourth language. Also, “second” is not intended to contrast with “foreign”. Whether you are learning a language naturally as a result of living in a country where it is spoken, or learning it in a classroom through instruction, it is customary to speak generically of ‘second’ language acquisition”.

“L2 acquisition”, then, can be defined as the way in which people learn a language other than their mother tongue, inside or outside of a classroom, and “Second Language Acquisition” (SLA) as the study of this. (Ellis, 1997, p. 3)

---

<sup>4</sup> Look for ‘language education’ to work on language teaching.

In fact, learning a second language could be done subconsciously, when it occurs outside the classroom in an informal way in a country where the target language is spoken and the learner is unaware of grammar rules, or could be done consciously, inside the classroom in a formal way where the learner is aware of grammar rules.

It is very important to notice the difference between these concepts to avoid misunderstanding. We recommend reading the previous definitions as many times as possible before moving on to next pages of this work.

To solve the problem of an effective language learning there was the need to create tools and ways to solve it, there it is when the words approach and method appear, one to establish a problem, approach, and the other to solve it or give it some possible solution, method.

Indeed, there are many approaches focussed on the problem of second language learning, as well as there are many methods to learn a second language, nevertheless the discussion between researchers, theorists and lectures is still there because there is not a method which could set the positions and perspectives of the different approaches yet.

Regarding this study, we are defining these topics because we consider it is necessary to understand what SLL actually means to avoid misconceptions; that is on one side, while in the other, to underline that we adopt the position of tutored language acquisition since our observation group has learnt Spanish as second language in a classroom with formal instruction.

Thus, at the moment to collect the samples the participants were currently studying the language. To have coherent result, and following the innatist principle, which is the naturalistic principle for language teaching, we looked for a centre where Spanish language is taught applying and following the principle of Natural Approach, this was done to compare the learner's spoken language performance and children's spoken language performance based on the Chomsky's statement that "language acquisition is not a product of habit formation but rather one of rule formation" Chomsky (1980). He also exposes that human are thought to possess a certain innate predisposition to induce the rules of the target language from the input

they are exposed, in fact children learning Spanish as first language make error similar to that of learners' of Spanish as a second language (Chomsky, 1980).

## **2.10 APPROACH AND METHOD**

Approach and Method are two words that are often confused due to the apparent similarity in their meanings. Strictly speaking there is some difference between the two words.

**Approach** refers to an act or means of coming near or approaching as in the expression 'made an approach'. In the expression 'needs a new approach', the word 'approach' has the sense of 'a way of dealing with a person or a thing'. (Aaron, 2011)

A **method** refers to 'a way' or 'a process'. It means to the manner in which a work is executed. (Aaron, 2011)

This is the main difference between approach and method. On one hand you approach a problem with a view to tackle it. On the other hand you resort to a method with a view to solving it. In other words you can say that the word "approach" is based on "tackling" things whereas the word "method" is based on solving problems. (Aaron, 2011).

You will fail to tackle problems if your approach is not good and effective. At the same time you will fail to solve the problems if your method is wrong or ineffective. This is the basic difference between approach and method. In some cases your approach may pave the way for the method to solve the problem. In other words the approach has to be good for the method to follow. (Aaron, 2011)

Approach is the cause whereas method is the effect. These are the differences between the two concepts, namely approach and method.

As we are working with the problem of language learners' errors in second language learning, Spanish as a second language to be concrete, we need to follow approaches that agree with the naturalistic principle to achieve the goals of this study. According to the previous idea, we have a problem, which will be guided by an approach; we have methods that

help to focus on a solution for the problem, so we are working with approaches and methods that agree with the naturalist position, innatism, for second language learning.

## **2.11 APPROACHES FOR SECOND LANGUAGE LEARNING**

Since the capacity of human beings for learning languages has been developed, theorists have implemented new and revolutionary approaches to make this goal achievable.

On one hand, many of them have been, mainly, written by the experiences of language teachers. Based on these, teacher's experiences, methods for language teaching, as well as for learning, have been elaborated and applied, even though they are a little bit ancient, they are still providing basis and well supported knowledge to the new age of language teaching methodology.

This is the case of the natural approach which, similar to other approaches, was postulated from the experiences of a foreign language teacher, Tracy Terrell, and afterwards was supported, with theory, by the linguist Stephen Krashen, the designer of the monitor model hypothesis.

On the other hand, other approaches were re-postulated because of the changes in the tradition of language teaching. This is the case of the Communicative Approach which until the end of the sixties was known as The Situational Language Teaching, becoming this in the origins of Communicative Language Teaching (CLT), also known as Communicative Approach. (Richards & Rodgers, 1986)

Consequently, we consider the Natural Approach and the Communicative Approach as very important basis for this study for the reason that we worked following the designs of these approaches.

We choose the NA, for two main reasons, first because it is based on Terrell's experience as a Spanish teacher in U.S.A., and second because it is theoretically supported by S. Krashen, the most influential researcher on Second Language Acquisition (for us Second Language Learning) and the designer of the monitor model. And the CLT because it starts from the theory of language as communication; the main goal of CLT is to develop the

communicative competence. It contrasts the communicative view of language teaching and Chomsky's theory of competence.

In fact, NA and CLT, both, contribute in the focus and the methodology to achieve to goals of the present work, hence language learners, the observation group, were taught Spanish as L2 following the designs of these approaches.

### **2.11.1 The Natural Approach**

In 1977, Tracy Terrell, a Spanish teacher in California U.S.A., outlined a new proposal for a "new" philosophy of language teaching, it was called The Natural Approach, with the attempt to incorporate the "Naturalistic" principles in the previous researches identified for SLL. Terrell (1977, 1982) quoted in Richards & Rodgers (2003)

Also, according to Terrell (1977, 1982), She presented the "Natural Approach" based on her experiences as a Spanish Teacher in U.S.A. at the same time she has joined to Stephen Krashen, the designer of the Monitor Model Hypothesis, to elaborate a theoretical rationale drawing on Krashen's influential theory of SLA. Krashen and Terrell's combined statement of the principles and practices of the natural approach appeared in their book, *The Natural Approach*, published in 1983. Richards & Rodgers (2003)

S. Krashen (1981, 1982), He and Terrell identify the Natural Approach with what they call "traditional approaches" to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language". Richards & Rodgers (2003)

The concern to the fact that the authors of the Natural Approach relate their approach to the Natural Method has led some to assume that the Natural Approach and Natural Method are identical terms. Although the tradition is a common one, there are important differences between the Natural Approach and the older Natural Method. Richards & Rodgers (2003)

The Natural Method is another term for what by the turn of the century had become known as the Direct Method, it mainly consists on a series of monologues by the teacher interspersed with exchanges of short question with yes-no answers between the Teacher and

the Student, all in foreign language, body language and gestures accompany the talk and by the association of certain acts and objects with certain combinations of sound the learner, finally, reached the point of reproducing the words or phrases in the target language. The study of grammar was reserved for a still later period. Cole (1931) quoted in Richards & Rodgers (2003).

Richards & Rodgers (2003) states that the word “natural”, used in reference to the Direct Method, merely emphasized that the principles underlying the method were believed to conform the principles of naturalistic language learning in children.

Similarly, we agree with Richards & Rodgers (2003) declaring that the Natural Approach, as defined by Krashen and Terrell (1983), is believed to follow the rules of the naturalistic principles found in successful SLA. Unlike the direct method, however, it places less emphasis on what are the teacher’s characteristics designed to this method. In the Natural Approach there is an emphasis on exposure or input rather than practice and putting attention to the learner’s emotional preparedness for learning, there is a period for language learners to hear before they try to produce the language; and a willingness to use written and other materials as a source of comprehensible input.

Krashen (1983) claimed, within the Natural Approach, that only the exposure to the target language (comprehensible input) can activate the process of SLL; but learning does not lead into acquisition. Krashen argued that consciously language learned, gained through formal study, acts as a monitor, allowing people to self – correct and “edit” their speech, nevertheless because of the belief that through the process of acquisition, learners will begin producing the target language in their own time, errors and everything, although learners are not expected to start speaking until they are ready, when they are ready, they will naturally do so. (bigforumpro.com, 2008)

Teachers adhering to the Natural Approach expose their learners to as much comprehensible input as they can, by setting up activities and situations where learner can work out meaning from context. Interactive class activities focus on meaning rather than reacting to form. (Richards & Smith, 2002)

Natural Approach focuses first, on learner's foreign/second language contact, letting that the principal elements of the target language will be well understood by the learner through comprehensible input, so teacher uses monologues and body language to facilitate the foreign language input and meaning. (Richards & Rodgers, 2003)

Learner's target language production will come later when she/he feels ready to use it, however the learner is not introduced to a printed language book until they get the different meanings of words according to context, thus for this extra material is used, on this way speaking comes naturally. (Richards & Rodgers, 1986)

For teaching Spanish as second language through the Natural Approach and the Communicative Language Teaching, we utilized the methods which best shares characteristics and objectives with SLL, even though the Natural Approach is also considered a method, because of its nature, we taught the target language combining the N.A., as an approach itself, and the CLT combined with the Total Physical Response and Direct Method, working with, what nowadays is known as, an eclectic model for language teaching.

At this part, we are supposed to define and contextualize the Krashen's Monitor Model Hypothesis, but that can be found in Theory and Hypothesis of SLL on page 52.

### **2.11.2 The Communicative Approach**

It is also known as the **Communicative Language Teaching**. It grew out of sociolinguistics in the 1970's and the view that there is more to communication than just grammar and vocabulary. Communication involves "communicative competence", the ability to make ourselves understood in socially appropriate ways. The claim is that a L2 is learned best when the learners try to communicate, saying something that language learners really want or need to say; nowadays most teachers and learners take the need for real communication in class. (novaekasari09.wordpress.com, 2011)

Within the Communicative Approach, itself, the precise role of communication is debated. The so called "weak" form of the approach sees communicative activities as opportunities for learners to practice new language and develop fluency. The "strong"



Communicative Approach states that language is acquired through communication. It is not just a fact of using communicative activities to activate passive knowledge of the language that has been pre-taught at an earlier stage. The belief is that communicative confidence is only developed if language learners are thrown in at the deep end and required to carry out tasks that demand real life communication. Rather than a communicative activity offering a chance to learners to show what they can do or to use what they have learned, it is through working on a task that learners learn what they need. (Krashen, 1982)

The “weak” Communicative Approach has had the most far reaching impact on the language teaching world, probably because its acceptance meant adapting rather than rejecting existing materials and methodology. The “strong” Communicative Approach has been very influential in the development of the Task Based Learning (TBL). (novaekasari09.wordpress.com, 2011)

Howatt (1984) distinguishes between a "strong" and a "weak" version of CLT:

“There is, in a sense, a “strong” version of the communicative approach and a “weak” version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their language knowledge for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching (...). The “strong” version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself”. (1984: 279) in (Richards & Rodgers, 1986, p. 66)

For Chomsky (1968), the focus of linguistic theory was to characterize the abstract abilities speakers possess to enable them to produce grammatically correct sentences in a language. Hymes (1972) held that such a view of linguistic theory was sterile, that linguistic theory needs to be seen as part of a more general theory including communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Richards & Rodgers (1986)

Another linguistic theory of communication favoured in CLT is the functional account of language use: "Linguistics is concerned with the description of speech acts or texts, since only through the study of language in use are all the functions of language and therefore all components of meaning, brought into focus". (Halliday 1970 p, 145).

In a number of influential books and papers, Halliday (1970) has elaborated a powerful theory of the functions of language, which complements Hymes's view of the communicative competence for many writings on CLT. (Brumfit and Johnson 1979; Savignon 1983) quoted in (Ludescher, 1987)

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical basis. Some of the characteristics of this communicative view of language follow four principal descriptions (Ludescher, 1987):

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

One such element might be described as the communication principle: Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promoting learning. A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the L2 learner in meaningful and authentic language use (instead of merely mechanical practice of the language patterns). Johnson (1982)

These principles can be inferred from CLT's specialists, such as Little-wood (1981) and Johnson (1982) they address the conditions needed to promote second language learning, rather than the processes of language acquisition.

However, for Richards and Rodgers (1986) more recent accounts of Communicative Language Teaching have attempted to describe theories of the language learning processes that are compatible with the communicative approach. Savignon (1983) surveys on second

language acquisition exploring a source for learning theories and considers the role of linguistic, social, cognitive, and individual variables in language acquisition. Other theorists, such as Stephen Krashen, who is not directly associated with Communicative Language Teaching, have developed theories cited as compatible with the principles of CLT. Krashen (1982) sees acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Richards and Rodgers (1986)

On this sense, acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning, instead, is the conscious representation of grammatical knowledge that has resulted from direct instruction, and it cannot lead into acquisition. It is the acquired system that human beings call upon to create utterances during the use of spontaneous language. The learned system can serve only as a monitor of the output of the acquired system. Krashen (1981) within other SLA theorists, typically stress that language learning comes about through using language communicatively, instead of practicing language skills. (Richards & Smith, 2002)

CLT focuses more on the process of language communication rather than in the knowledge of linguistic structures. Breen and Candlin (1980) describe the learner's role in the following statement:

“The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication of the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way”. (1980: 110) quoted in (Richards & Rodgers, 1986, p. 77)

Learners are expected to interact primarily with each other than with the teacher, and correction of errors may be absent or infrequent.

In CLT the teacher has too many roles. Breen and Candlin (1980) describe the teacher's roles as follows:

“The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is

closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities". (1980: 99) (Richards & Rodgers, 1986, p. 77)

The teacher is expected to be such a negotiator, adviser and the one who encourages learners to progress on second language learning.

Communicative Language Teaching is best considered an approach rather than a method as Richards and Rodgers (1986) mention. Thus although a reasonable degree of theoretical consistency can be discerned, at the levels of language and learning theory, at the levels of design and procedure, there is much greater room for individual interpretation and variation than most methods permit. Richards and Rodgers (1986)

On one hand, a version among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving to the CLT a status similar to other teaching methods. On the other hand, divergent interpretations might lead to homogeneous subgroups.

Now that the approaches for SLL were introduced, approach meaning the "problem", it is necessary to find "ways" to solve it, and those "ways" are stated by methods; they help the learner to achieve the goals in the process of SLL.

## **2.12 METHODS FOR SECOND LANGUAGE LEARNING**

The following methods for SLL will provide ways to obtain the expected results in teaching Spanish as a second language, therefore, as it has been mentioned already, they perfectly work with the Natural Approach, Communicative Language Teaching, Krashen's monitor model and Chomsky's competence and performance and Innatist theory, since these methods follow the naturalistic principle.

The Total Physical Response TPR, as its name suggests, teaches languages through physical activity and helps L2 learners to create a good mood towards learning.

### **2.12.1 The Total Physical Response (TPR)**

The TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. It is a “natural” method developed in the 1970’s by the psychologist James Asher, based on the observation of how children learn in stress free environment by responding physically to commands before they start speaking. Asher made clear that TPR should be used in association with other methods and teaching techniques. Richards & Rodgers (1986)

Asher (1977) also believed that if a method is undemanding and involves games like functions, this creates a positive mood in learners, facilitating the language learning. While the first role of the learners is to listen and perform, they are encouraged to speak when they feel ready; gesture, use of voice and mime are very important. For example a lesson, on a beginner level, might start with a fast paced review activity in which learners respond to commands like, “Pablo, drive your car around Miako and honk your horn. Jeffrey, throw the red flower to Maria...” New commands would be introduced with lots of demonstration and physical activity, e.g. “Wash your hands! Wash your face, Look for a towel! Look for a comb!”

TPR is linked to the “trace theory” of memory in psychology, which main postulate is “the more often or the more intensively memory connection is traced, the stronger the memory association will be and the more likely it will be recalled” (Katona 1940) quoted in Richards & Rodgers (1986).

Asher (1977) sees second language learning as a parallel process to first language acquisition, because he compares both processes as an only one and similar process. Directed speech to children consists on commands which they respond to physically even before they begin to produce verbal responses. He feels that the process by which children acquire their mother tongue should be recapitulated. This statement is based on three main important elements that characterize FLA:

a) Comprehensible input b) Stress-free environment and c) The right to be silent.  
(Krashen, 1982)

As well as Krashen has developed the Monitor Model Hypothesis for SLL, Asher (1977) stated his own three hypothesis of SLL regarding the TPR:

“Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning. For this dimension of his learning theory he draws on three rather influential learning hypotheses:

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left- and right-brain hemispheres.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress, the greater the learning”. (Richards & Rodgers, 1986, p. 90)

We are neither going to develop nor explain or contextualize any of the three parameters of Asher’s hypothesis; this theory is only a description of the TPR, method that was used to teach Spanish as second language to adult foreign learners, for the purposes of the study we only consider the methodological uses of TPR at teaching Spanish but its essence as an approach or hypothesis was not taken into account, since we are working with the Krashen’s Monitor Model Hypothesis on SLA which perfectly works with the Terrell & Krashen’s Natural Approach.

TPR techniques are used within a variety of current approaches and methods and are effective and fun, e.g., for kids’ language instruction. Stephen Krashen’s hypothesis on language acquisition reinforced TPR, Asher claims that what you understand you will later produce automatically.

According to how TPR works it has a design in which its objectives, learners and teacher’s roles are well explained. The main feature is that the teacher has to be a native speaker and the learner is expected to listen carefully and respond, to what the teacher said, physically.

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not

elaborated, for these to depend on the particular needs of the learners. Whatever goals are set, however, must be attainable through the use of action-based drills in the imperative form. (Richards & Rodgers, 1986)

Learners in Total Physical Response have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively. Learners have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items:

“Novel utterances are re-combinations of constituents you have used directly in training. For instance, you directed learners with “Walk to the table!” and “Sit on the chair!”. These are familiar to learners since they have practiced responding to them. Now, will a learner understand if you surprise the individual with an unfamiliar utterance that you created by recombining familiar elements” (e.g. 'Sit on the table!'). (Asher, 1977, p. 31)

Learners are also required to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak, that is, when a sufficient basis in the language has been internalized.

Richard and Rodgers (2003) describe to the teacher as a director and the learners are the actors, they state that the teacher plays an active and direct role in TPR. "The instructor is the director of a stage play in which the learners are the actors" (Asher, 1977, p. 43). The teacher decides what to teach and how to model, select and introduce the language learners into new materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably.

Asher (1977) recommends to elaborate detailed lesson plans: “It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously” (1977, p. 47). The teacher rather than the learner directs the classroom interaction and turn taking. “Even when

learners interact with other learners it is usually the teacher who initiates the interaction” (Richards & Rodgers, 1986, p. 94) :

Profesor: María, levanta la caja de arroz, llévasela a Miguel y dile que lea el precio.

Asher (1977) stresses, however, that the main teacher's role is to provide opportunities for learning. The teacher has the responsibility to provide the best kind of exposure to the target language, on that way the learner can internalize the basic rules of the L2. Thus the teacher controls the language input that learners receive, providing the raw material for the "cognitive map" that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners' own natural pace. (Richards & Rodgers, 1986)

At the moment to give feedback to learners, as Asher (1977) proposes:

“The teacher should follow the example of parents giving feedback to their children. At first, parents correct very little, but as the child grows older, parents are said to tolerate fewer mistakes in speech. Similarly teachers should refrain from too much correction in the early stages and should not interrupt to correct errors, since this will inhibit learners. As time goes on, however, more teacher intervention is expected, as the learners' speech becomes “fine tuned”. (Richards & Rodgers, 1986, p. 94)

Asher (1977) also cautions language teachers about preconceptions that he feels could delay the successful implementation of TPR principles. First, he recommends avoiding the "illusion of simplicity," which means that the teacher underestimates the difficulties involved in SLL. “This results in progressing at too fast a pace and failing to provide gradual transition from one teaching stage to another”.(Richards & Rodgers, 1986)

To do an effective use of the TPR on this research, and also as Asher suggests, we have combined the TPR with the Direct Method within the parameters of the NA and CLT to achieve the goals of this study, therefore the result is a naturalist eclectic model of second language teaching.



Naturalism is not a new principle on language teaching, the Direct Method, also known as the older Natural Approach, was a methodology built around the observation of children's language acquisition.

### **2.12.2 The Direct Method**

In the 18<sup>th</sup> century foreign languages started to appear on the school curricula, requiring a systematic approach to teach them. The standard system was similar to the system for teaching Latin. Rather than speaking, the goal was for learners to be able to read literature in the target language, and benefit from the mental discipline of studying a language. Textbooks combined abstract grammar rules, vocabulary lists with translation, and sentences for learners to translate. Sentences were chosen to illustrate grammar with no relation to actual communication. During lessons, the teacher presented grammar structures and the learner worked through translation exercises. Grammar Translation was influential until the 1950's. Often the frustration of language learners who experienced this method is that they spent years studying, but still could not speak the language. (Pincas, 1996)

The Direct Method was achieved worldwide publicity, since Maximilian Berlitz had created a form of this method. Richards & Rodgers (1986) describe that an increase in travel in the second half of the 19<sup>th</sup> century created the need to speak languages. It was noted (not for the first time) that children learn to speak with no reference to grammar at all. The Direct Method put proficiency in speaking the language at the top of the agenda and was the first of many "natural" methods that claim to teach a second language the way first languages are learned. Lessons were exclusively taught in the target language. Richards & Rodgers (1986)

Teachers were usually native speakers and used a lot of demonstration, pictures, gestures and association of ideas to make meaning clear. The goal was to build up communication skills through question and answer drill between teacher and learner, and there was a carefully graded progression from simple grammar structures to more complex, as Richards and Rodgers (1986) as well as Pincas (1996) relate.

Richards and Rodgers (1986) also mention that grammar was taught through the use of examples chosen to help the learner "work out" the rules and there was a focus on everyday

vocabulary. The role of the teachers was very important as they were expected to go to any length to avoid translation, and there was a very little use of textbooks or the written word in class. In class, they were plenty of drilling and correction, no translation, and no rules. The direct method was influential into the 1950's and beyond. Its principles are still significant in language teaching today, but there is now much more emphasis on learner-centred instruction, and a greater understanding of how to build communicative competence, other than through drilling correct forms. Richards and Rodgers (1986)

All these definitions at the beginning were only thoughts which made researchers thinking in a way to support and, at the same time, become them in theories for a specific scope of study. Indeed a theory is broader than a hypothesis, because the first covers the general field while the other covers a specific fact within such field.

### **2.13 THEORY AND HYPOTHESIS OF SLL**

In SLL researchers have considered the concepts of Theory and Hypothesis, and we have to take into account that a set of well, theoretically, supported assumptions that try to explain a fact is what is called a theory, as Richards and Smith (2002) define:

“A statement of a general principle or set of propositions based upon reasoned argument and supported by evidence that is intended to explain a particular fact, event, or phenomenon. One view of the difference between a THEORY and a HYPOTHESIS is that a theory is more strongly supported by evidence than a hypothesis. Another view is that the distinction is related to breadth of coverage, a theory being broader than a hypothesis”. (Richards & Smith, 2002, p. 551)

They mention that a Theory is broader than a Hypothesis because of its, independent, coverage.

And also Richards and Smith state what a Hypothesis is:

“It is the formation of ideas (“hypotheses”) by a learner about the language he or she is learning. These hypotheses may be conscious or unconscious. Most people would agree that at least some of these ideas come from the language we see and hear around us, but scholars holding the INNATIST HYPOTHESIS claim that our most important and basic ideas about language in general are present at birth”. (Richards & Smith, 2002, p. 244)

A hypothesis is an attempt to explain phenomena. It is a proposal, a guess used to explain something. A theory is the result of testing a hypothesis and developing an explanation that is taken to be true about a phenomenon. A theory replaces the hypotheses. (Slick, 2013).

Consequently, a person might make an observation and immediately form a hypothesis about why something happens the way it does. He or she then tests the hypothesis and eventually develops a theory. A hypothesis can be right or wrong, but a theory is supposed to be true based upon the scientific method. So, when a hypothesis has been verified to be true, it becomes a theory.

Now turn the previous concepts into the topic of research; following what theory and hypothesis for SLL is.

There are at least forty “theories” of second language acquisition. If the amount of supporting literature is considered, then the number of articles must run into hundreds if not thousands. Larsen-Freeman and Long (1991)

However, often the research presented is tentative and sometimes the conclusions are not reproduced by other studies. Pincas (1996) says that:

“The most comprehensive recent analysis of research into language learning (Ellis, *The Study of Second Language Acquisition*, 1994 OUP) shows very clearly how much is lacking. Most chapters end on a note of indecision, pointing out that research is still inconclusive”. (Pincas, 1996, p.10)

Larsen-Freeman and Long (1991) end their survey of second language research; “We have learned a great deal in the last twenty years, but much work remains to be done” Larsen-Freeman and Long (1991, p.333) quoted in Pincas (1996).

It is clearly stated that second language acquisition theory needs to interact with applied linguistic research and the ideas and intuitions of teachers to inform teaching practice. A further point in his favour is that he expresses his ideas clearly and accessibly, with there being an elegant economy in his propositions. Thus Krashen (1982) says:

“What current theory implies, quite simply, is that language acquisition, first or second, occurs only when comprehension of real messages occurs, and when the acquirer is not “on the defensive” to use Stevick’s apt phrase”. (S. Krashen, 1982, p.6)

The presentation of Krashen’s ideas in this study is based on Krashen (1981), (1982) and (1985). The following literature presents, in outline form, the principal tenets of the Krashen’s theory, since they represent the design and procedures in which the Naturalistic approaches and methods are based on.

### **2.13.1 Krashen’s Monitor Model Hypotheses of SLL**

The Monitor Model Hypothesis originally played a more central part in Krashen’s thoughts and Krashen’s theory, this is described in McLaughlin (1987) as the “Monitor Model” emphasising the important role it had. This hypothesis builds on the acquisition-learning distinction, allocating different functions to the separated systems. While only acquisition can initiate utterances, learning can act as an editor of these utterances and affect performance. Krashen (1982)

Krashen’s ideas about second language acquisition are contained in five hypotheses which are called the monitor model hypothesis.

### **2.13.2 The Acquisition-Learning Hypothesis**

The Acquisition-Learning Distinction suggests that adult learners have two distinct and independent ways of developing competence in learning a second language. The first, **Acquisition** is the natural way, parallel to first language development in children; the second, **Learning** refers to a process in which conscious rules about a language are developed. According to the theory Learning cannot become into Acquisition. Krashen (1987)

The process of SLL in adults is similar to the process by which children develop their first language. Adults continue to have access to the same “language acquisition device”<sup>5</sup> as children do. On one side, Krashen (1981) offers other terms for acquisition such as “implicit learning” and “informal learning”. Acquisition seems to be more important than learning; on

---

<sup>5</sup> See below the concept of Language Acquisition Device (LAD)

the other side, learning is defined as “conscious knowledge” or “explicit learning”. Krashen (1981) considers FLA and SLL to be separate processes. (Ellis, 1997)

The following statement is known as the “no interface” position:

“While classwork is directly aimed at increasing conscious linguistic knowledge of the target language, to the extent that the target language is used realistically, to that extent will acquisition occur.” (Krashen, 1981, p. 47)

However, there are three other ways that Krashen (1985) admits learning may contribute to acquisition. The learner while performing may be producing their own comprehensible input. Secondly, it may aid acquisition as the knowledge of rules may increase the access to comprehensible input. Thirdly, in meeting up the learners’ expectations about the target language, it may affect their emotional state and result in a “lower affective filter”. Again this may result in more input being available for acquisition. (Ellis, 1997)

A consequence of the distinction between acquisition and learning is a limited role for grammar instruction and error correction. According to Krashen (1985) both are useful only in specific circumstances and then they only influence learning. (Bauer, 2007). The Monitor Hypothesis develops this idea.

### **2.13.3 The Natural Order Hypothesis**

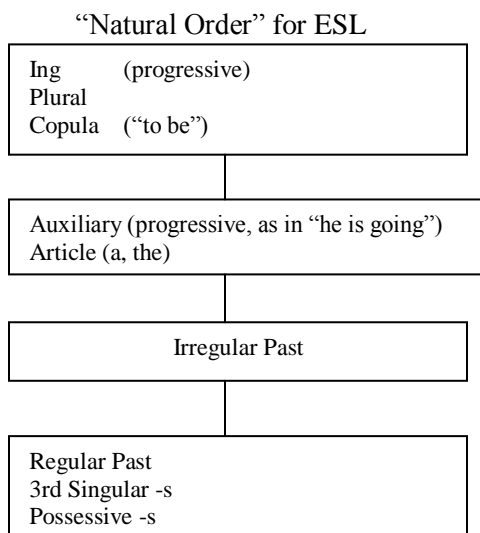
The second hypothesis in the list is the Natural Order Hypothesis. Krashen credits Corder (1967)<sup>6</sup> as the source of this hypothesis. However, the evidence referred to in Krashen (1982) is mainly based in observations made in the 70’s to learners that tend to acquire grammatical morphemes in a particular sequence. Starting with research involving children learning English as first language, this research was extended to children and adults learning English as second language. Some of the researches were carried out by Krashen, himself, and he provides the following table. Krashen (1977)<sup>7</sup> quoted in Krashen (1982). “Average” order of acquisition of grammatical morphemes for English as second language (adults) is shown, in the following table, drawn from several studies on morpheme acquisition. (Krashen, 1982)

---

<sup>6</sup> Corder, S.P. (1967) “The significance of learner’s errors” *International Review of Applied Linguistics* 11: 13-28

<sup>7</sup> Krashen, S.D. (1977) “Some issues relating to the Monitor Model” in Brown, H.D., Yorio, C., & Crymes, R. (eds.) *On TESOL ‘77: Teaching and Learning English as a Second Language: Trends in Research and Practice* Washington: TESOL pp. 144-158

The following table is from Krashen’s research made in 1977 in relation to learning English as second language. There is not a sequence of Spanish as L2 acquisition of grammatical morphemes yet. The chart is included only as a REFERENCE, for being part of the description of the hypothesis; it does not describe or state any result regarding this work.



(Krashen, 1977) quoted in (Krashen, 1982, p. 13) Fig. 3

These are the first morphemes to be learnt in English as second language, it does not matter if there is direct or indirect instruction, the sequence of acquisition of grammatical morphemes is supposed to be learnt at first levels of ESL. (Krashen, 1982).

#### 2.13.4 The Monitor Hypothesis

The Monitor Hypothesis involves the application of formal rules in conscious learning as a monitor or editor (Krashen and Terrell, 1983). However, as they also describe, the learner can only use conscious rules as a resource under certain circumstances, and even under these circumstances may not use them.

The first condition is that there must be enough time, which, would mean, in normal conversation their use is absent. Krashen (1982) suggests that to try and use conscious rules would result in hesitation and lack of attention. The second condition is that there must be a focus on form. The learner must be thinking about how they are performing. The third condition requires that the learner should know the rule that applies; this also represents a

problem, since given the difficulty linguists have in describing language, how can language learners be expected to know rules? The existence of the Monitor means that learners may be able to use forms they have not yet acquired and consequently their output may differ from that suggested by the “natural order”. (McLaughlin, 1987)

Referring to case studies, there are individual differences in Monitor use which result in differences in performance. Thus there may be Monitor Over-users, learners with no real fluency due to hesitation and self-correction. (Krashen, 1982) He attributes the origin of overuse to personality or methods of language teaching stressing on grammar.

Dulay and Burt (1978) claim that Monitor under-users may have acquired their language and rely solely on this system either because of preference or lack of conscious knowledge. The type and the target for teachers are optimal Monitor users who use their knowledge in appropriate circumstances such as when writing.(Krashen, 1982)

### **2.13.5 The Input Hypothesis**

With the publication of Krashen (1985) the input hypothesis becomes the most important part of his theory of second language acquisition. This puts forward the idea that language learners acquire language when they understand messages or receive “comprehensible input”.

“All other factors thought to encourage or cause second language acquisition work only when they contribute to comprehensible input and/or a low affective filter.” (Krashen, 1985, p. 4)

The input hypothesis explains the relationship between what the learner is exposed to, language input, and language acquisition. Krashen (1985) claims the first issue relates the hypothesis to acquisition and not to learning. The second issue is about people and the best way in which they acquire a language is by understanding the input that is slightly beyond their current level of competence. Learners move from their current level of competence (i)<sup>8</sup> to their next stage (i + 1) by understanding input which contains (i+1). These structures above

---

<sup>8</sup> This represents a learner’s current level of competence, and “i + 1” the stage just beyond it.

the existing level of competence are understood by using context, knowledge of the world together with the existing competence. Krashen (1985) gives the example of the language teacher who uses pictures to assist in illustrating meaning and provide a context for examples. Teachers do not need to follow an (i+1) sequence as this will happen automatically if the learner gets sufficient and adequate comprehensible input. The ability to speak fluently cannot be taught directly, this is the third issue, and it says that it emerges independently in time. The fourth issue is a consideration regarding the enough quantity of comprehensible input provided to L2 learners. Comprehensible input refers to utterances that learners understand based on the context they are in. (Krashen, 1985)

Just as children when acquiring the first language are provided with samples of "caretaker speech", adult learners of second languages are provided with simple codes that facilitate L2 comprehension. One such code is "foreigner talk," which refers to the speech native speakers use to simplify communication with foreigners. Foreigner talk is characterized by a slower rate of speech, repetition, restating, use of Yes/No instead of Who-questions, and other changes that make messages easy to be understood. (Lightbown & Spada, 2006)

### **2.13.6 The Affective Filter Hypothesis**

The Affective filter Hypothesis states how affective factors are linked to SLL process. The concept of an Affective Filter was introduced by Dulay and Burt (1977), It attempts to incorporate affective variables, such as motivation, self-confidence and anxiety, into the process of SLL. The filter may be "high" or "low", if it is high it influences acquisition by limiting access to input. This access may be limited both quantitatively and qualitatively. Individuals with low integrative motivation may not have the same amount of contact with target language speakers and hence receive less input. (Stevick, 1976) quoted in Krashen (1982). It also suggests they will get less benefit from the input they do receive as affective variables act to "impede or facilitate the delivery of input to the language acquisition device". (Krashen, 1982)

In fact, for an effective application of these hypotheses on language teaching, the teacher should present as much comprehensible input as possible with the use of visual aids to



provide more vocabulary rather than syntactic structures. The principal focus on classroom is to listening and reading; speaking should be allowed to emerge. The learner's work should centre on meaningful communication rather than on form to low the affective filter, a relaxed classroom atmosphere is important to achieve these goals.

The naturalistic principle provides a range of ways to make the "Natural" language learning process successful. Regarding Approaches and Methods all of them share the same thought and basis; becoming to the Direct Method in the first natural method appeared, in the eighteen century for language teaching, based on the way children acquire their first language. Around the end of the seventies Terrell and Krashen presented the Natural Approach and published a book, titled the same way, in 1983, with same basis of children's mother tongue acquisition and development. The Total Physical Response (TPR) developed by James Asher, he postulates this is a method that combines speaking and action and it tries to teach language through physical activity; and the Communicative Language Teaching (CLT), a British model, developed as a reform of the Situational Language Teaching and as response to Chomsky and his postulate of Structural Linguistic Theory, CLT's teaching objective is to develop the Communicative Competence and it is related to the Chomsky's theory of competence.

As we have seen all this postulates are rooted in the fact that adults can learn a second language in the same way children acquire a first language, it means learning happens in a natural way. Thus this position is well related with the scope of the study since we are describing errors in spoken language performance in children (L1) and adult language learners (L2), understood on the fact that, both, children and adults are at the same cognitive levels of language development, FLA or SLL depending on the case.

The naturalistic principle comes from the Innatist position as well as the Nativist position, both coming from the same school of thought but confronting a little difference one from the other. In fact the whole philosophical doctrine states that we all born with a pre-programmed knowledge, therefore the human mind is not a "*Tabula rasa*" or "blank slate"; there is a kind of inborn information innately stored on it.

## **2.14 INNATISM**

## The philosophical perspective

Innatism is also known as mentalism. It is, as general knowledge, a philosophical doctrine that states that the human mind is born with ideas/knowledge, and therefore the mind is not a 'blank slate' at birth, as early empiricist such as John Locke, 1970, claimed. It asserts therefore that not all knowledge is obtained from experience and the senses. Indeed the innatist theory states that learning is natural for all human beings. (wikipedia, 2013)

Analysts sometimes divide the philosophy of innatism into two areas:

1. Knowledge innatism – this doctrine asserts that humans have access to knowledge which they possess innately.
2. Idea innatism (also known as concept innatism) – this doctrine asserts that humans have access to certain inborn ideas.

Knowledge innatism seems to entail idea innatism. Idea innatism does not necessarily entail knowledge innatism, although this is debatable.

An innatist might endorse an innatist account of ideas, or of knowledge, or (the most common innatist position) of both ideas and knowledge. (Harvard, 2009). That is, humans have an innate mechanism for learning languages.

## **2.15 NATIVISM**

Nativism is a modern view rooted in innatism. The advocates of nativism are mainly philosophers who also work in the field of cognitive psychology or psycholinguistics: most notably Noam Chomsky and Jerry Fodor (although the latter has adopted a more critical attitude towards nativism in his later writings). The Nativists' general objection against empiricism is still the same as was raised by the rationalists: the human mind of a newborn child is not a tabula rasa, but equipped with an inborn structure. (wikipedia, 2013)

Innatism is focused to explain how we get knowledge of certain propositions that go beyond experience, either (i) because of its universal applicability, or because (ii) its subject matter transcends experimental reality. Examples of the notions include:

1. Ethical truths
2. The notion of causality, that all events have a cause
3. Notions of good and evil
4. Logical and mathematical truths
5. Metaphysical notions concerning transcendent objects like God or souls
6. Avoidance of hazards (such as heights or potential sources of contagious disease)

A philosophical framework states that:

In his *Meno*, Plato raises an important epistemological quandary: How is it that we have certain ideas which are not conclusively derivable from our environments? Noam Chomsky (1969) has taken this problem as a philosophical framework for the scientific enquiry into innatism, his linguistic theory, which derives from 18<sup>th</sup> century classical-liberal thinkers such as Wilhelm von Humboldt, attempts to explain in cognitive terms how we can develop knowledge of systems which are too rich and complex to be derived from our environment. One such example is our linguistic faculty. (Chomsky, 1986)

Our linguistic structures contain a systemic complexity which could not be empirically derived. The environment is too variable and indeterminate, according to Chomsky, to explain the extraordinary ability to learn complex concepts possessed by very young children. It follows that humans must be born with a universal innate grammar, which is determinate and has a highly organized directive component, and enables the language learner to ascertain and categorize language heard into a system. Noam Chomsky cites as evidence for this theory the apparent invariability of human languages at a fundamental level. In this way, linguistics has provided a window into the human mind, and has established scientific theories of innateness which were previously merely speculative. (New World Encyclopedia, 2008)

One implication of Noam Chomsky's innatism is that at least a part of human knowledge consists in cognitive predispositions, which are triggered and developed by the environment, but not determined for it. Parallels can then be drawn, on a purely speculative level, between our moral faculties and language, as has been done by socio-biologists such

as E. O. Wilson and evolutionary psychologists such as Steven Pinker. (New World Encyclopedia, 2008)

## **2.16 THE DIFFERENCE BETWEEN INNATISM AND NATIVISM**

In general usage the terms innatism and nativism are synonymous as they both refer to notions of pre-existing ideas present in the mind. However, more correctly, innatism refers to the philosophy of Plato and Descartes, who assumed that a God or a similar being or process placed innate ideas and principles in the human mind. (Bussmann, 2006)

Nativism represents an adaptation of this, grounded in the fields of genetics, cognitive psychology and psycholinguistics. Nativists hold that innate beliefs are in some way genetically programmed to arise in our mind - those innate beliefs are the phenotypes of certain genotypes that all humans have in common. (wikipedia, 2013)

The information provided, on this part, about Innatism and Nativism is helping the naturalistic principles to be better understood, so that these are the roots of all natural positions on language teaching. In the second part of this chapter, on first language acquisition, we provide the statement of Innatism<sup>9</sup> regarding first language acquisition and what Chomsky describes as the access to Universal Grammar (UG)<sup>10</sup> through the Language Acquisition Device (LAD).

Each learning process is organized by learning levels which according to the learners' characteristics as well as level's ones allow teachers and educational systems group learners in different stages, they challenge the learners' language knowledge and competence and show if learners are ready to pass to a next level.

## **2.17 LEARNING LEVELS**

Actually, learners may not correspond to the descriptions given here or elsewhere, as they may be very proficient in some skills (e.g. reading) and much less proficient in others

---

<sup>9</sup> It is supposed to be here but for aspects of coherence and the organization of this paper it is on the second part of chapter II.

<sup>10</sup> See below for the concept of Universal Grammar.

(e.g. speaking). However, these levels can help to group learners according to their linguistic characteristics.

According to our study, this classification is going to help us to determine the level of speaking that language learners have achieved; since they are at the lower intermediate level of SLL process, thus they are in the Systematic Stage of interlanguage<sup>11</sup>.

The learning levels have been considered taking into account the particular characteristics shown by each learner when performing in the L2. At the same time, the levels, presented on this study, coincide with the ones structured by the language teaching centre where the observation was held. The SLL levels are the following:

Absolute Beginner Level, False Beginner Level, Beginner Level, Lower Elementary Level, Elementary Level, Lower Intermediate Level, Intermediate Level, Upper Intermediate Level, Advanced Level, Upper Advanced Level, Near-Native Speaker Level, Native Speaker Level.

This is the complete list of SLL levels. We only present the theory regarding the level language learners were in at the moment the observation was held. We choose to work with the Lower Intermediate level because is at this point when L2 learners feel motivate to produce oral language, thus for our research purposes and goals we observed and took samples of a group of learners on this level.

### **Lower Intermediate Level<sup>12</sup>**

Learners communicate quite well, can speak in familiar situations and read simple phrases, but have limited vocabulary and fluency. Nevertheless, they can interact with sufficient fluency and spontaneity that makes limited interaction with native speakers possible without undue strain. They can make reasonably accurate notes while someone is talking about a familiar topic. (Freeman, [lingualearn.com](http://lingualearn.com)) Council of Europe Independent Level B2 / UK GCSE Level (year 2) / ALTE Level 3

---

<sup>11</sup> See below for the concept of Interlanguage.

<sup>12</sup> Learners are at this level at the moment of the observation.

From the sample provided by this group of learners we are going to analyze their spoken language performance and later describe whether the errors they make are the same than the children's ones.

The idea to find common errors codes between children and adult second language learners was because of the experience teaching Spanish as a foreign language, at the moment to notice the slips, both groups, had at the spoken performance we wonder if they were the same error codes. The sample base of this study is children whom are during the critical period of language acquisition and adult second language learners at lower intermediate level passing by the systematic stage of the process of interlanguage.

In context to the CLT, the term "Communicative Competence", according to Richards & Smith (2003), is the knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate or done in a particular speech community. Communicative Competence also includes the knowledge of: a) grammatical competence (also formal competence) b) sociolinguistic competence (also sociocultural competence) c) discourse competence (sometimes considered as part of sociolinguistic competence) and d) strategic competence (also communication strategies). (Richards & Rodgers, 2003)

Therefore, performance is an utterance, written or spoken, while competence is the way and the context the utterance is uttered.

The theory about Competence and Performance is closely related to the CLT or most known as the Communicative Approach defined on page 41.

## **2.18 COMPETENCE AND PERFORMANCE**

Chomsky's (1965) postulated dichotomy between general linguistic ability and individual language use, which is connected to de Saussure's (1916) distinction *langue* vs. *parole*. (Richards & Smith, 2002)

Newmwyer (2004) quoted in Bussmann (2006) offers this definition:

“Competence is that knowledge about the native language which is acquired along with the language used by an ideal speaker/listener of a homogeneous speech community (i.e. free from dialectal and sociolectal variations). Due to an infinite inventory of elements (sounds, words) and syntactic rules, the speaker can theoretically produce and understand an infinite number of utterances. Performance refers not only to this, but also to the ability of the speaker to pass judgment on the grammaticality of sentences, on ambiguity, and paraphrases”. (Bussmann, 2006, p. 212)

The goal of transformational grammar is to formulate a grammar that illustrates as truly as possible the ability of a speaker’s competence, and at the same time to offer a hypothesis about language acquisition. Bussmann (2006)

The terms ‘performance’ (Chomsky) and “parole” (Saussure) can be used almost interchangeably, their counterparts “competence” and “langue” are quite different from each other. “Langue” is a static system of signs, whereas competence is understood as a dynamic concept, as a mechanism that will generate language endlessly. (Bauer, 2007)

**Competence** is the implicit system of rules that constitutes a person’s knowledge of a language. Chomsky (1965) states that this system includes a person’s ability to create and understand sentences, including sentences they have never heard before, knowledge of what are and what are not sentences of a particular language, and the ability to recognize ambiguous and deviant sentences. For instance, an English speaker would recognize I want to go home as an English sentence but would not accept a sentence such as I want going home even though all the words in it are English words.

Competence often refers to an ideal speaker/hearer, that is an idealized but not a real person who would have a complete knowledge of the whole language. A distinction is made between COMPETENCE and PERFORMANCE, which is the actual use of the language by individuals in speech and writing. Richards & Smith (2002)

**Performance** means a person’s actual use of language. A difference is made between a person’s knowledge of a language (COMPETENCE) and how a person uses this knowledge in producing and understanding sentences (performance). For example, people may have the competence to produce an infinitely long sentence but when they actually attempt to use this knowledge (to “perform”) there are many reasons why they restrict the number of adjectives,

adverbs, and clauses in any one sentence. They may run out of breath, or their listeners may get bored or forget what has been said if the sentence is too long. In second and foreign language learning, a learner's performance in a language is often taken as an indirect indication of his or her competence. (Bauer, 2007)

Richards & Smith (2002) postulated that:

“In using language, people often make errors. These may be due to performance factors such as fatigue, lack of attention, excitement, nervousness. Their actual use of language on a particular occasion may not reflect their competence. The errors they make are described as examples of performance”. (Richards & Smith, 2002, p. 392)

In fact, competence and performance is the distinction between a person's knowledge of language (competence) and use of it (performance). Performance contains slips of the tongue and false starts, and represents only a small sample of possible utterances: I own two-thirds of an emu is a good English sentence, but is unlikely to occur in any collected sample.

The terms were proposed by Noam Chomsky in *Aspects of the Theory of Syntax* (1965), when he stressed the need for a Generative Grammar that mirrors a speaker's competence and captures the creative aspect of linguistic ability. (Bauer, 2007) Similarly Chomsky (1965) distinguishes between the speakers' actual knowledge of the language, which is termed Competence, and the use of that knowledge, which is termed Performance.

Any piece of text (spoken or written) represents a performance of language, which will match the speaker's competence more or less inaccurately. Thus performance is often taken as a poor guide to competence, but competence is the object of study for the linguist. (Bauer, 2007) E.g. of an utterance:

*“Yo gustaria empezar un clase de español mañana. He dicho un hombre este mañana sobre un curso español, específicamente un curso de semana. Mi nombre es (...) y mi correo electronico es (...) Voy a volver mañana a las 9 para hablar contigo mucho. Gracias”*

It seems that it can be difficult to tell whether a particular phenomenon is best seen as a matter of competence or a matter of performance, despite the apparently clear-cut division between the two. Bauer (2001) quoted in Bauer (2007).



Until here, we have covered the most important literature regarding SLL, also used as SLA, going from very general terms such as: language, learning, second language learning-acquisition, to very specific terms such as: approach, hypothesis method and others as well as this last definition about competence and performance.

We would like to remember, to the reader, that in order to achieve the main objectives of this study we understand SLA as SLL since the learners' observation group have learnt Spanish as a second language in a conscious way, it means learning happened inside the classroom, they were aware of grammar rules and they received formal input from the teacher. Moreover, they were learning the target language according to the naturalistic principle to SLA, it means, as well as they were receiving some formal language instruction and explicit information about what is and what is not grammatical in the L2<sup>13</sup>, they were put in real language situations as part of their language training to practise and reinforce, with local native Spanish speakers, what they have learnt in classroom with the teacher, in this way, there are two inputs, one from the teacher and the other, the most important, from the environment and context. This way of learning a L2 helps in both competence and performance.

Following we will review the literature about FLA and all, regarding this study, that innatist principle states about acquisition of language in children. We would like to mention that all definitions given on this paper, about SLL as well as FLA, were, many of them, stated as theories during the sixties and since then they were used as support of further studies. In this sense what we presented as the naturalistic principle of language learning is related to the innatist position of language acquisition which its main postulate is that human beings do not born with a blank slate mind, we have access to certain information that is used during the first years of life. This is the case of the Language Acquisition Device which is supposed to be an inborn device to be used during the acquisition and development of the first language and by such we get access to Universal Grammar, universal language structures, at the same time, according to innatism and naturalism, we use this LAD for a second time when learning and developing a second language with the chance to get access, twice, to the UG.

---

<sup>13</sup> According to the innatist position, this is to make the learner realize that some structures of the L1 don not have equivalents in the L2.

It is for these multiple accesses that errors in spoken performance are supposed to be the same, these processes FLA and SLL, through the, multiple, accesses to LAD and UG, in different time, are conditioned by the Generative Grammar. Thus that is why errors are the same, because of the use of the same cognitive element at both processes in different times of our life.

The concept of “interlanguage” has been central to the development for the field of research on second language acquisition (SLA) and continues to exert a strong influence on both the development of SLA theory and the nature of the central issues in that field.

## **2.19 INTERLANGUAGE (IL)**

The term interlanguage was defined by Larry Selinker on 1972 to refer to the linguistic system evidenced when adult second-language learners attempt to express meaning in a language they are learning. This linguistic system encompasses not just phonology, morphology, and syntax, but also the lexical, pragmatic, and discourse levels of the interlanguage. (Tarone, 1988)

The interlanguage system is clearly not simply the native language morphological and syntactic system reclassified with target language vocabulary; that is, it is not the morphological and syntactic system that would have been evidenced had the learner tried to express those meanings in his or her native language. Just as clearly, it is not the target language system that would have been evidenced had native speakers of the target language tried to express those same meanings. Rather, the interlanguage differs systematically from both the native language and the target language. (Selinker, 1972)

Interlanguage is usually thought of as characteristic only of adult second-language learners, that is, learners who have passed puberty and thus cannot be expected to be able to employ the language acquisition device (LAD) – that innate language learning structure that was instrumental in their acquisition of their native language. (Tarone, 1988)

Children acquiring second languages are thought to have the ability to re-engage the LAD and thus to avoid the error pattern and ultimate fossilization that characterize the interlanguages of adult second-language learners. (Tarone, 1988)

Central to the notion of interlanguage is the phenomenon of fossilization, that process in which the learner's interlanguage stops developing, apparently permanently. Second-language learners who begin their study of the second language after puberty do not succeed in developing a linguistic system that approaches that developed by children acquiring that language natively. There is, thus, a crucial and central psycholinguistic difference between child FLA and adult SLL; children always succeed in completely acquiring their native language, but adults only very rarely succeed in completely learning a second language. The central object of interlanguage research is to explain this difference, essentially, to describe and explain the development of interlanguage and also to explain the ultimate failure of interlanguage to reach a state of identity with the target language. (Tarone, 1988)

This observation led Selinker to hypothesize that adults use a latent psychological structure (instead of a LAD) to acquire second languages.

The five psycholinguistic processes of this latent psychological structure that shape interlanguage were hypothesized to be (a) native language transfer, (b) overgeneralization of target language rules, (c) transfer of training, (d) strategies of communication, and (e) strategies of learning. (Selinker, 1972)

Native language transfer, the process that contrastive analysts had proposed as the sole shaper of learner language, still has a major role to play in the interlanguage hypothesis; though it is not the only process involved, there is ample research evidence that it does play an important role in shaping learners' interlanguage systems.

Selinker (1972, 1992; following Weinreich, 1968) suggested that the way in which this happens is that learners make "interlingual identifications" in approaching the task of learning a second language: they perceive certain units as the same in their NL (native language), IL (interlanguage), and TL (target language). So, for example, they may perceive NL "table" as exactly the same as TL "mesa", and develop an interlanguage in which expressions like "table

of contents”, “table the motion” and so on. An interesting paradox in second-language learning: in traditional structural linguistics, units are defined in relation to the linguistic system in which they occur and have no meaning outside that system. (Selinker, 1972)

Nevertheless, in making interlingual identifications, second-language learners typically “stretch” linguistic units by perceiving them as the same in meaning across three systems. An interesting research issue is how they do this and what sorts of units are used in this way; for instance, they could be linguistic units like the taxonomic phoneme or the allophone, or syllables. Selinker (1972) raised questions about the ability of traditional linguistics frameworks, based as they are on assumptions of monolingualism, to handle interlanguage data in which transfer across three linguistic systems plays a central role. (Selinker, 1992)

A psycholinguistic process is that of overgeneralization of target language rules. This is a process that is also widely observed in child language acquisition: the learner shows evidence of having mastered a general rule, but does not know yet all the exceptions to that rule. Therefore, for instance, the learner may use the past tense marker -ed for all verbs, regular and irregular alike: walked, wanted, hugged, laughed, \*drinked, \*hitted, \*goed. The overgeneralization error shows clear evidence of progress, in that it shows that the learner has mastered a target language rule, but it also shows what the learner has yet to learn. To the extent that second-language learners make overgeneralization errors, one might argue that they are using the same process as that employed by first-language learners. (Selinker, 1992)

The notion that the language of second-language learners is in some sense autonomous and crucially distinct from both L1 and L2 was developed independently at about the same time in the work of several different researchers. Slightly different conceptualizations of language learner were referred to as “approximative system” by Nemser (1971) and as “transitional competence” by Corder (1967). However, the notion of interlanguage seemed to be the one that caught on and which was used in the literature on second-language acquisition in the 1990s. Prior to the development of the idea of interlanguage, contrastive analysts had asserted that the second language learners’ performance was shaped solely by transfer from the native language. Because this was assumed to be so, a good contrastive analysis of the L1

and the L2 could accurately predict all the difficulties that learner would encounter in trying to learn the L2. (Selinker, 1992)

These claims were made on logical grounds and almost always supported only by reference to anecdotal evidence. It is important to note that these claims were not supported by reference to data obtained from the systematic study of learner language itself, but usually only to utterances that analysts happened to have noticed and remembered.

Lado (1957) in an influential statement explicitly characterized the predictions of contrastive analysts as statements that should be viewed as hypothetical until they could be validated by reference to “the actual speech of learners”.

Error analysis was an enterprise born of the attempt to validate the predictions of contrastive analysis by systematically gathering and analyzing the speech and writing of second-language learners. For perhaps the first time in history, the focus moved from teaching materials and hypotheses about second-language learning problems, to the systematic observation of learner language. (Corder S. P., 1981)

The focus was what scientific study could reveal about the real problems of second language learners, preliminary evidence from early studies began to come in, the results of which showed an increasingly large “residue” of errors that did not in fact seem to be caused by transfer as contrastive analysts had predicted. (Corder S. P., 1981)

These errors became an increasingly major source of difficulty for the contrastive analysis hypothesis, a hypothesis that had posed the interesting question of what shapes to language learner, but which, increasingly clearly, could not answer that question adequately. (Corder S. P., 1981)

Corder (1967, 1981) was the first and most persuasive scholar to develop an alternative framework: the idea that second-language learners do not begin with their native language, but rather with a universal “built-in syllabus” that guides them in the systematic development of their own linguistic system, or “transitional competence”. Thus, the second-language learners’

transitional competence is different from either the NL or the TL or even some combination of the two, since it begins with an essential, simple, probably universal grammar. (Lado, 1957)

Corder (1981) also pointed out that the native language often serves as a positive resource for second-language acquisition, facilitating the learning of TL features that resemble features of the NL. Corder argued that second-language learners' errors were evidence of the idiosyncratic linguistic system that they were building and so were valuable data for research into the nature of the "built-in syllabus". (Lado, 1957)

Corder (1981) called for research involving the analysis of learner errors gathered longitudinally, proposed a framework for eliciting and analyzing those errors, and posed the goal as one of characterizing the built in syllabus and the transitional competence of second-language learners. His learners and colleagues set about pursuing that enterprise. (Lado, 1957)

The term "interlanguage" was most persuasively introduced and developed into a set of testable hypotheses by Selinker (1972), after long conversations with Corder and other scholars in the field. The interlanguage hypothesis was intended to, and did, stimulate systematic research into the development of the language produced by adult second-language learners, with a view to objectively identifying psycholinguistic processes (transfer included) that shaped learner language, explaining how learners set up interlingual identifications across linguistic systems, and accounting for the troubling tendency of adult learners to stop learning, or to fossilize. (Tarone, 1988)

The stages of Interlanguage, similar to the SLL levels are useful to determine the language learners real competence in the target language; following we introduce them.

However, before to continue is compulsory to mention that these stages are only referential, they are not absolute since they do not describe a learner's total second language system; moreover it would be hard to assert what exact stage a learner is in.

## **2.20 STAGES OF INTERLANGUAGE DEVELOPMENT**

It has been suggested that there are some distinct stages along this continuum. (<http://ell.tamucc.edu/>)

There are many different ways to describe the progression of learners' linguistic development as their attempts at production successively approximate the target language system. "Indeed learners are variable in their learning of a second language that stages of development defy description". (Corder S. , 1973) quoted in (Brown D. , 2000, pág. 227)

This is a complete list of the stages of Interlanguage development; from them we chose the one that meets the linguistics features language learners have shown when the observation was held.

### **RANDOM ERRORS, EMERGENT STAGE, SYSTEMATIC STAGE, STABILIZATION STAGE.**

Therefore, we decided to work with the Systematic Stage because through this we achieve the goals of the study.

#### **SYSTEMATIC STAGE**

"At this stage is in which the learner is able to manifest more consistency in producing the second language. While those rules that are stored in the learner's brain are still not well formed, they are internally self-consistent and, of course, the more closely approximate to the target language system. The most salient difference between the second and third stage is the ability of to correct their errors when they are pointed out-even very subtly-to them". (Brown D. , 2000, pág. 228)

At this stage the learners still have an approximate system, moreover the L2 learner feels confident when performing in the target language. The rules are stored in the learner's brain but they are still not well formed.

To sum up, comprehensible input is a key aspect to success on SLL, however there are other elements that will condition and affect the well development in the second language learning process as the Krashen's Hypotheses suggest.

Up to here, on Part I, we presented and contextualized the relevant theory regarding SLL; following, on Part II, the most important literature about FLA will be developed as well as contextualized according to the goals of our study.

## **PART II**

### **FIRST LANGUAGE ACQUISITION**

In the previous part we have seen the processes of SLL as well as the approaches and methods that provide theory of how to achieve the language learning/teaching goals according to the natural position and naturalistic principles.

For the purpose of this study, it is also necessary to give a look to the relevant theory regarding to the process of First Language Acquisition, FLA, from the perspective of innatism, since all cognitive processes and resources that allow human beings to acquire the L1 during



childhood will be used again, for a second time, in learning the L2 during youth or adulthood, therefore we will present the way children acquire such L1 seen from the innatist philosophy.

## **2.21 LANGUAGE ACQUISITION**

Acquisition, in general terms, refers to the initial stage of learning or conditioning process. In this stage, some response is being associated with some stimulus to the point where we can say the organism (person, animal, etc.) has “acquired” the response. During this stage the response is strengthened (reinforced) so that it is truly “learned”. For instance, when trying to train a rat to press a lever in response to ringing the bell (i.e., trying to condition the rat to press the lever when and only when you ring the bell), then once the rat presses the lever in only response to the bell, it is possible to say the response is “acquired”. The researcher would then continue to gradually reinforce the lever pressing in response to the bell to make sure the response is strengthened. alleydog.com (2013)

This definition states the development of a skill through a stimulus (an input) up to the moment the skill has been acquired. It concerns to the input - output proposal, thus comprehensible input would lead to comprehensible output and the input will be reinforced and gradually increased to improve the output.

The capacity to acquire and use language is a key aspect that distinguishes humans from other beings, as Michael (2008) states that it is difficult to pin down what aspects of language are uniquely human, however there are a few design features that can be found in all known forms of human language, but that are missing from forms of animal communication. (Bauer, 2007)

Hockett (1959) called "productivity" to the ability to create new and unique meanings of utterances from previously existing utterances and sounds. He also stated that is crucial to the understanding of human language acquisition the assumption that we are not limited to a finite set of words, but, rather, must be able to understand and utilize a complex system that allows for an infinite number of possible messages.(Bussmann, 2006)

For Stephen Michael Kosslyn and Daniel Osherson (1995) language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words to form sentences to communicate.

Language acquisition is one of the quintessential, the most fundamental, human traits since there is no human being who do not communicate by using language. Language acquisition usually refers to FLA, which studies children's acquisition of their native language. (Kuniyoshi L., 2005)

A major question in understanding language acquisition is how these capacities are picked up by infants from the linguistic input. This, input, in the linguistic perspective is defined as all words, contexts, and other forms of language to which a learner is exposed, relative to acquired proficiency in first or second languages. (Kuniyoshi L., 2005)

Innatists such as Noam Chomsky, Wilhelm von Humboldt, and Nativists such as Steven Pinker and others find it difficult to believe, considering the hugely complex nature of human languages and the relatively limited cognitive abilities of an infant, that infants are able to acquire most aspects of language without being explicitly taught.

Children, within the first years of birth, understand the system and grammatical rules of their L1 without being explicitly taught, as one learns grammar in school. Noam Chomsky's theories and include innatism and psychological nativism, in which a child is born prepared in some manner with these capacities. (Sakai, 2005)

Chomsky (1986) mentions that at a very young age, children can already distinguish between different sounds but cannot produce them yet. However, during infancy, children do begin to babble. This is evident of the fact that babbling is not caused by babies simply imitating certain sounds, but is actually a natural part of the process of language development. (Sakai, 2005)

These statements lead us to say that children acquire language through a subconscious process in which, along this, they are unaware of grammatical rules. The key to acquire a language is by providing comprehensible input, since every child has innately grammar rules

stored in brain, and the input is such a stimulus which helps to get access to inborn structures. The comprehensible input, itself, helps children to realize how to use those grammatical rules.

Children learn the language as communication is a must for humans to survive. They are helped in this endeavour by the innate capacity of human beings to acquire a language. Parents never explain the concepts of grammar; the child learns and masters them on his/her own with the help of exposure to communication in the language. The basic tool needed for language acquisition is a source of communication that is natural. (Chomsky, 1968)

It is possible to find many concepts of FLA, since Behaviorism, Innatism and Cognitivism are the three main approaches explaining FLA in children, for the purposes of this study we only agree with the Innatist approach.

## **2.22 INNATIST APPROACH TO FLA**

The linguist Noam Chomsky postulated the Innatist Theory in 1959, under the core idea “It is all in your mind”, the central part of his thinking is that all human languages are fundamentally innate and the same principles underlie all of them. (Lightbown & Spada, 2006)

Chomsky (1959) claims that children are biologically programmed for language and that language develops in the child in just the same way that other biological functions do. For Chomsky (1959) first language acquisition is very similar to the development of walking, explaining that every child will learn to walk as long as adequate and reasonable freedom of movement is provided, most children learn to walk at about the same time and it is essentially the same in all human beings. For walking, as well as for learning, the child does not have to be taught and the environment makes a basic contribution, providing input, the child’s biological and cognitive endowment will do the rest. (Lightbown & Spada, 2006)

According to Chomsky (1981) for the innatist approach, children are biologically programmed for language and are born with an innate special ability to discover for themselves the rules of a language system through the “Language Acquisition Device” (LAD), a hypothetic module of the brain posited to account for children’s innate predisposition for

language acquisition, later referred to as “Universal Grammar” (UG) or the imaginary “black box”. The main role of the environment is to stimulate the activation of the LAD by providing, what has been defined as, comprehensible input. (Ghazali, 2006)

Chomsky (1981) claims that for the LAD to be activated, it only needs to generate samples of the target language at the right time before the end of the Critical Period, CP. Once it is activated, the child is able to discover the structures of the language by matching innate knowledge of basic grammatical relationships to the structures of the particular language in the environment. (Ghazali, 2006)

Chomsky (1965) claims that the LAD is supposed to be inherited and, like that, is transmitted genetically from parents to children, then, child does not born with the language, as a system itself, but with the ability to acquire it, such postulate is most known as the “Universal Grammar” or “Black Box”, both terms mean the same, since the first term coined was UG and later it became popular under the name of Black Box or the imaginary black box; the role of environment is to stimulate it before the end of the Critical Period about nine or ten years old, (Wood, 1978)

Innatism, proposed by N. Chomsky (1959) relates the activation of the LAD through the environment by providing comprehensible input, allowing children to get access to the UG, according to the postulate this access is available during Critical Period and the assimilation of the input stops when the child is about nine or ten years old, at the same time the Critical Period finishes. (Bauer, 2007)

The Critical Period, CP, was proposed by Wilder Penfield in collaboration with Lamar Roberts in 1959 and popularized by Eric Lenneberg in 1967, establishes that every human being develops first language, as well as other primary neurological skills, during a period of time in life. The CP is explained in a broader way in the part of the Critical Period Hypothesis on page 83.

The theory presented above states that a first language is acquired through the access to cognitive resources and comprehensible input, so adults do not speak to children like if they were speaking with other adults; they modify their fluency and vocabulary according to the

age children are in and as they grow the input is increased, as a way to follow the cognitive sequence that involves FLA. This sequence is divided into stages that verify the child's skills development.

## **2.23 STAGES OF FIRST LANGUAGE ACQUISITION**

There are many statements about this, thus cognitive psychologists have developed and designed different ways to explain the multiple stages of child's skills development; language being the most important skill to be developed follows five cognitive levels of development, but there are other postulates like Wood and Bruner (1978) who state six levels of FLA's development. For the interest of this study we agree to work with the Wood and Bruner's stages of FLA.

Even though language acquisition is developed at different rates through six stages, to keep the focus of this study we only, and only, concentrate on the language developmental stages that describe children's language acquisition when they are about two and three years old, this means we work with the **Multiple Word Sentence Stage** and **More Complex Grammatical Structures Stage** of first language development.

Each stage has its particular characteristics and we choose them, because the observed children were about two and three years old, then they were, at the middle, leaving one stage and going into the next. It is good to mention that the average ages specified to each stage are approximate only.

According to Wood, D.J. and Bruner, J.S. (1978), language acquisition takes place in six consecutive stages:

The Prelinguistic, The Holophrase or One-Word Sentence, The Two-Word Sentence, Multiple-Word Sentences, More Complex Grammatical Structures, Adult-Like Language Structures. (A to Z of Brain, Mind and Learning)

This is the complete list of FLA's stages proposed by Wood and Bruner (1978). For the purposes of the study we focused on the following stages:

- Multiple Word Sentence, and
- More Complex Grammatical Structures

### **Multiple-Word Sentences**

This is the stage in which the child utters more than one word per utterance. At about the age of two and two and a half years old the child begins to use multiple words in utterances adding prefixes and suffixes to indicate tense. For example, the child may say “rompido” instead of “roto”; this indicates an understanding that the “-do” suffix indicates past tense. At this stage children frequently ask questions. (New World Encyclopedia, 2008)

Children’s sentences are still telegraphic although they may be quite long. At this stage to provide as more comprehensible input as possible is crucial. During this time they develop the ability to form three-word sentences; these sentences are formed in a grammatically correct order. Children also begin to engage in basic pronoun usage during this stage, using the pronoun “Yo” as a self referent quite frequently. (A to Z of Brain, Mind and Learning)

Grammatical morphemes in the form of prefixes or suffixes are used when changing meanings or tenses. Furthermore, the child can now form sentences with a subject and a predicate. (Wood, 1978) The sentences could now be the following:

"¿Dónde está pelota?"	"Quiero más azúcar"	"Eso no huevo"
"Perrito es grande"	"Yo lo he ponido"	"Yo cae"

The child's sentences are still telegraphic although they may be quite long.

### **More Complex Grammatical Structures**

Children reach this stage between two and a half and three years old and they develop the ability to speak in simple sentences; children start using more complicated grammatical structures including proper syntax and form sentences of three to four words. At this stage they use pronouns correctly and also add prepositions and conjunctions to their speech. At this age, people outside the child’s family can usually understand his speech. (Wood, 1978)

They also use more intricate and complex grammatical structures, elements are added (conjunction), embedded and permuted within sentences and prepositions are used. (Wood, 1978) We found the following examples on this regard:

"que no toca"	(conjunction)
"¿Dónde está papá?"	(embedding)
"Yo no puedo jugar"	(permutation)
"Vamos a la tienda"	(uses preposition of place)

Children pass by these stages of first language development during a period most known as Critical Period, It is considered as the strongest support to the Chomsky's ideas; Lenneberg (1967) also compares learning to walk with learning to talk. The CP, because of its statement, automatically became in the biological basis for the innatist position.

## **2.24 THE CRITICAL PERIOD HYPOTHESIS**

During the time of language acquisition there is a period called The "Critical Period" which states that every human being is predisposed or pre-programmed to develop a skill such as walking or speaking. If it does not happen during this period it will never occur anymore. Lenneberg (1967) argued that the language acquisition device, like other biological functions, works successfully only when it is stimulated at the right time, such time which is referred to as the "critical period". (Lightbown & Spada, 2006)

The notion that there is a specific and limited period of time for FLA is explained as The Critical Period Hypothesis (CPH), such CPH is divided in two versions. The strong version, children must acquire their L1 by puberty or they will never learn it from subsequent exposure, and the weak version, language learning will be more difficult and incomplete after puberty. (Bauer, 2007) The CPH states that there is a period during which language acquisition is easy and complete (i.e. native speaker ability is achieved) and beyond which it is difficult and typically incomplete.

The hypothesis was grounded in research which showed that people who lost their linguistic capabilities, for example as a result of an accident, were able to regain them totally

before puberty (about the age of twelve) but were unable to do so afterwards. (Bussmann, 2006)

The CP starts during childhood, 2 years old approximately, until puberty, 13 years old, when human brain is very flexible, before this period the cognitive skills have to be developed after it the human brain becomes hard and it loses the learning capability, then, the fact to get back into the critical period, once it was left, or to pass by a critical period for a second time is no longer possible. Bauer (2007)

The Critical Period Hypothesis states that the first years of life are the crucial time in which an individual is able to acquire a L1 if it is presented with comprehensible input. In the case that language input does not occur until after this time, the individual will never achieve a full command of the first language, especially the grammatical systems. (Lenneberg, 1967)

If we say that there is CP for language acquisition, we are also able to mention the possibility to have CP for each of the cognitive skills human being has to develop during first years of life.

It is, undoubtedly, a topic that deserves a deep research, thus it is not only mentioning the characteristics of the kind of input a child receives, to develop an innate cognitive skill, such as speaking, but it is also mentioning the manner in which the output is directly conditioned by the input. Indeed, comprehensible input will lead to a comprehensible output through the appropriate stimuli given to the LAD.

So far, we have defined the different terms of interest for this study and also we have present the different approaches and thoughts regarding FLA, from ancient times to the latest proposals on this field; to avoid misunderstanding this research is based on innatists postulates for L1 acquisition and L2 learning; the discussion about this topic keeps on attracting the attention of researchers interested in L1 acquisition and L2 learning which are the facts that make human being use a set of commands that later become on a language used to get communicated each other.



The relationship between Innatism and CPH grows because that decade, between 1965 and 1970, three important events happened, first, in 1965, N. Chomsky was introducing the LAD and postulating that an individual is pre-disposed to FLA by having access to language universals, features that all languages have in common, defined as Universal Grammar, through the right stimuli, comprehensible input, given to the Language Acquisition Device, thus children born knowing the rules of the L1 but they do not know how to use it yet; second, in 1967, E. Lenneberg popularized the biological basis of innatism called CPH, defined as a period to success in FLA, and third, in 1970, Genie Willey, the feral child, who was the victim of one of the most severe cases of abuse and neglect ever documented was discovered in California by US doctors after thirteen years of confinement. (Lightbown & Spada, 2006)

According to Chomsky (1965) a child's mind is not a "blank slate" to be filled merely by imitating the language they hear in the environment; instead he claims that children are born with a special ability to discover the rules of a language system, he referred to this ability as being based on a (Chomsky, 1986).

## **2.25 LANGUAGE ACQUISITION DEVICE (LAD)**

The LAD, as Chomsky (1965) describes, is a postulated module of the brain, often described as an imaginary "black box", this black box, which is thought to contain all and only the principles which are universal to all human languages. For the LAD to work the child needs access only to samples of the natural language, such samples serve as a trigger to activate the device. (Chomsky, 1986)

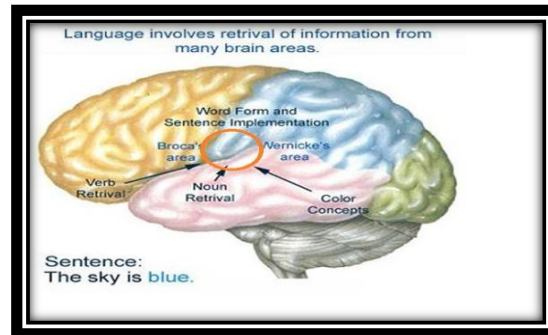
Once the LAD is activated, the child is able to realize the systematic structure of the language to be learnt by matching the innate knowledge of basic grammatical relationships to the structures of the language in the environment.

According to Lightbown & Spada (2006) the LAD's main features are the following:

- LAD is a pre programmed box.
- LAD is a function of the brain that is specifically for language learning. It is an innate biological function of human beings.
- LAD explains human acquisition of the syntactic structure of language.

- It encodes the major principles of a language and its grammatical structures into the child's brain.

#### LAD's location on mind



Chomsky, 1965 Fig. 4

The figure shows where the LAD is supposed to be located on brain. It was proposed as a challenge to theorists to explain how all normal children are able to learn any first language in only few years. The LAD is the name given to a theoretical section, hypothetical module, of the brain posited to possess the innate ability, explained by the generative grammar, to acquire and recognize a first language. Put forth as theory by the linguist Noam Chomsky (1965), the LAD was said to be the seat of universal syntax shared by all humans. (Kuniyoshi L., 2005)

Language Acquisition Device was proposed referring to FLA but inevitably it was also turned into the scope of study of SLL. (Pinker, 1994) The LAD was proposed in response to the “Logical Problem of Language Acquisition” that is, how children come to acquire L1 with ease and complete success despite the insufficiency of the L1 stimulus. Chomsky attributes the phenomenon to the human hereditary attribute of the LAD inherited in the human's brain. (Chomsky, 1980)

Chomsky (1965) suggested that the LAD was an innate language-specific module which effectively pre-programmed children to learn a language. The LAD operated by restricting the number and type of hypotheses learners entertain about the grammar, or rule system of the language. Chomsky developed the notion of UG as a blueprint for the LAD. It consists in an abstract description of the components and structure underlying all human languages. Generative linguists seek to refine and test these abstract linguistic descriptions,

while second language generativists research whether and how UG is available to learners of second languages. (Antipolis, 2013)

The LAD theory posits that a set list of acceptable sentence structures, that is, possible combinations of subjects, verbs, objects, and modifiers, are known to children at the moment of birth. Children rarely master grammar during their early years, the LAD theory argues that with the sentence fragments and run on sentences of ordinary human speech and the innate universal grammar rules, children are able to flesh out a full language in just a few short years. According to the LAD theory, a child does not pass its early years only meaninglessly repeating words and phrases, but in observing grammar variations and supplemental rules to construct new variations on sentence structure. (Chomsky, 1968)

By the 1970's further research at MIT, Massachusetts Institute of Technology, where Noam Chomsky taught linguistics, was starting to move away from the theory of a language acquisition device. As new languages were studied in depth, the universal characteristics Chomsky hypothesized did not emerge. In the 1990s, Chomsky moved to an innate principles and parameters of constraints framework to explain the language acquisition of infants. Most linguists found this theory plausible. Linguists have continued their research into the language habits of children, however, and the rapidity and ease with which children acquire language has not yet been fully explained. (wisegeek.com, 2013)

Universal Grammar (UG) is a controversial linguistic theory which states that there are certain characteristics shared by all languages and that humans are born knowing these characteristics. Some of these could be the main elements of any language, S, V and O, which together form a primary structure shared by languages rooted on Latin Language. (Bauer, 2007)

Based on this, researchers, Pinker (1994) and Bauer (2007) are studying the linguistic differences between children and adult language learners to determine what information is innate and what is learned. The basic applications of universal grammar include the study of proposed linguistic universals and the search for a portion of the brain known as the Language Acquisition Device (LAD).

Although the best known proponent of universal grammar is Noam Chomsky, the theory was first postulated years before he was born. Roger Bacon wrote the first universal grammar theory in the thirteenth century, about seven centuries before Chomsky's 1957 publication *Syntactic Structures*. Universal Grammar is proposed primarily because of similarities between languages and the poverty of stimulus argument, which states that children learn language, almost automatically, without receiving enough instruction. (wikipedia, 2013)

Characteristics that all languages have in common are called linguistic universals. Chomsky (1967) agrees that there are two types of universals, absolute and statistical. Absolute universals are those that are true in all known cases, and very few exist. For example, "all languages have pronouns" is an absolute universal. Statistical universals are better known as tendencies because they are true only in the majority of cases, not all of them. (Pinker, 1994)

Both applications of universal grammar could greatly increase the ability and ease of learning languages. For example, someone who knows all linguistic universals would have a great advantage for learning every natural language. In addition, if scientists discovered an LAD and learned how to access it throughout life, elderly people might be able to learn languages with the ease of a preschooler. (Pinker, 1994)

The linguist Joseph Greenberg (1957) developed forty-five universals from his study of approximately thirty languages, and almost all of them were implicational. This type of universal takes the form of a statement, such as, "if a language is spoken, then it has consonants and vowels." Non-implicational universals are straightforward declarative statements. For example, the sentence "all languages have nouns and verbs," is a non-implicational universal. (Sakai, 2005)

LAD is a brain's innate device which allows children to acquire their first language; it is there at birth, so children innately know the grammar rules of their native language, the device is inherited in every individual.

The process of FLA is quite similar in every language due to the linguistic universals, something that is well explained by the Universal Grammar. In fact, the LAD theory was proposed in response to the obvious problem of FLA but inevitably it was turned to answer the question of SLL and its implication on that process.

## **2.26 UNIVERSAL GRAMMAR**

**“All languages are built upon a common grammar”.**

(Roger Bacon 800 years ago)

During the thirteenth century was born the thought of the existence of a speculative grammar based on a core structure, this lead to think that all languages are originated on a single language, this based on an observation made to children where they say the nouns first. (Pinker, 1984)

Children must have some innate mechanism or knowledge that allows them to discover such complex syntax. If children are equipped with Universal Grammar, then what they have to learn is the ways in which the language they are acquiring makes use of its principles. (Chomsky, 1965) quoted in (Lightbown & Spada, 2006)

Universal Grammar is kind of a black box, responsible for language acquisition. It is a mechanism that allows children to construct their own grammar, based on the linguistic universals of the language to be performed. (Chomsky, 1965)

The concept of LAD, White, L. (1989), proposed the idea of universal grammar, which stated that there was a set of common grammatical rules encoded genetically into humans mind, and therefore, shared by all languages. But it does not mean that children are born capable of speaking. Rather, the acquisition process will trigger the working of the internal, inborn universal grammar. (Lightbown & Spada, 2006)

Chomsky (1986) also proposed a framework of principals and parameters, which latter become the dominant form of Universal Grammar. Principals, on one hand, are a finite set of rules that are the quite the same in all human languages. Parameters, on the other hand, are a finite set of variables diverged across languages. For example, a principle says that all

sentences in all languages have subjects. Even those sentences, without obvious subjects, have their implicit subjects either semantically or syntactically. (Brown D. , 2000)

For the “subject” matter, there is a parameter called “Pro-drop” which determines that whether, in a specific language, the subject of a sentence should be obviously present or not. (Chomsky, 1986) For example, in Spanish language personal pronouns with a subject function can be avoided when the conjugated verb, implicitly, provides the idea of the subject. “Tengo tres manzanas” = “Yo tengo tres manzanas”.

In fact, the majority of researchers following the innatist approach agree that UG is a set of common grammatical rules encoded genetically into our minds, and therefore, shared by all languages. But it does not mean that children are born capable of speaking. Rather, the learning or acquisition process will trigger the working of the internal, inborn universal grammar.

Human beings born with the innate grammar rules of what it is supposed to be the first language; but the speaking skill has to be stimulated through comprehensible input and its development will be perceived by a comprehensible output, (Chomsky, 1986). Children are not predisposed to speak until they are exposed to input, even do, they have the innate grammar rules the input provided is a very important factor.

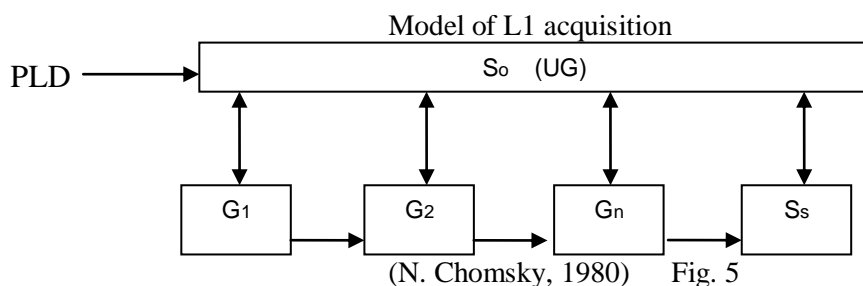
A major task for the first language (L1) acquirer is to arrive at a linguistic system which accounts for the input, allowing the child to build linguistic representations and to understand and produce language. UG is proposed as part of an innate biologically endowed language faculty. (Lightbown & Spada, 2006)

Chomsky 1965, 1981b; Pinker 1984, 1994 agree that it permits the L1 acquirer to arrive at a grammar on the basis of linguistic experience (exposure to comprehensible input). Chomsky (1981) points out that UG provides a genetic blueprint, determining in advance what grammars can (and cannot) be like, UG places requirements on the form of grammars, providing an inventory of possible grammatical categories and features in the broadest sense, i.e. syntactic, morphological, phonological and semantic.

Moreover, it constrains the functioning of grammars, by determining the nature of the computational system, including the kinds of operation that can take place, as well as principles that grammars are subject to. UG includes invariant principles, that is, principles that are generally true across languages, as well as parameters which allow for variation from language to language. The grammar of children's and adults' conform the principles and parameters of UG. The child acquires linguistic competence in the L1.

Properties of the language are mentally represented by means of an unconscious, internalized linguistic system (a grammar). As Chomsky (1980, p. 48) puts it, there is “a certain mental structure consisting of a system of rules and principles that generate and relate mental representations of various types”.

Chomsky (1980) considers that UG constitutes the child's initial state ( $S_0$ ), the knowledge that the child is equipped with in advance of input. The primary linguistic data (PLD) are critical in helping the child to determine the precise form that the grammar must take. As the child takes account of the input, a language-specific lexicon is built up, and parameters of UG are set to values appropriate for the language in question. The grammar ( $G$ ) may be restructured over the course of time, as the child becomes responsive to different properties of the input. In due course, the child arrives at a steady state grammar for the mother tongue ( $S_s$ ) (Chomsky, 1980). What it is explained theoretically could be schematized as follows:



The **PLD** meaning the inborn information stored in brain, **So** meaning a linguistic universal to which access is gotten through the **UG**, this makes possible to master a L1 which is **Ss** (mother tongue), in a period when comprehensible input is provided, and can be active, in another period to master a L2.

The postulate of UG is an expanded idea of the LAD is based on a set of innate principles and adjustable parameters that are common to all human languages, the presence of universal grammar in the brains of children allow them to deduce the structure of the native language from “direct exposure”. (Chomsky, 1980)

The process of first language acquisition seems to be the same for all humans and all languages due to the elements needed to form a language structure more than the order in which elements are present.

This is known as the theory of principles and parameters which explains that there are features that languages have in common, Principle, and the particularities that makes different one to the other are the Parameters, thus in similarities there are differences.

## **2.27 PRINCIPLES (SIMILAR) AND PARAMETERS (DIFFERENT)**

The basic idea in principles and parameters’ theory is to distinguish the invariants of human language (the principles) from the major points of cross-linguistic variation (the parameters). Both principles and parameters are taken to reflect innately determined, biological characteristics of the human brain.

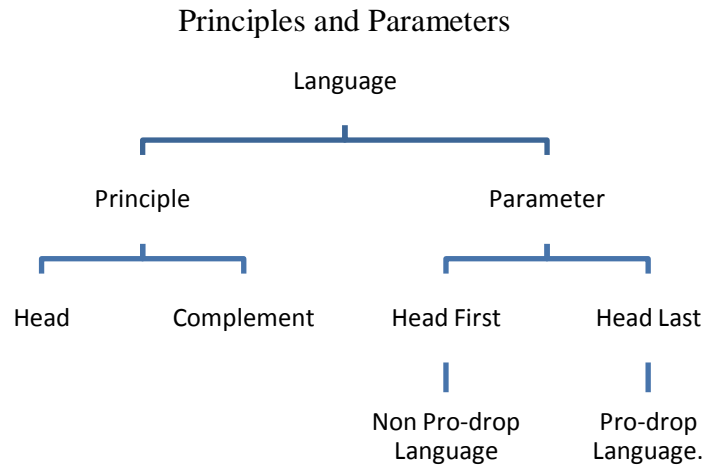
However, the two diverge: The principles come to operate in much the same way in every child, with minimal sensitivity to the child’s environment, while the parameters take on distinct values as a function of the child’s linguistic input. (Chomsky, 2000)

The term parameter is normally reserved for points of narrowly restricted variation. The Principles and Parameters (P&P) framework also acknowledges that languages vary in ways that are relatively unconstrained by Universal Grammar, such as the exact form of vocabulary items. (Brown & Hanlon, 1970)

**Principle.** All the languages cover same systems/ rules. E.g. Noun Phrase, Verb Phrase, Preposition Phrase.

**Parameter.** How languages are different from each other.





(Newmeyer, 2004) Fig. 6

P&P is a framework within generative grammar or linguistics in which the syntax of natural language is described in accordance with general principles (i.e. abstract rules of grammar) and specific parameters (i.e. markers, switches) that for a particular language are either turned on or off. For example, the position of head-final is regarded as a parameter which is either on or off for particular languages (i.e. English is head-initial whereas Japanese is head-final). (Newmeyer, 2004)

All language are thought to work under a principle and parameters, the principle is going to be more similar in languages that come from the same root or language family with just few parameters to be distinguished between them while in languages with different root the principle is going to be quite similar but the parameters will be the key to identify the real differences. (Bauer, 2001)

The theory was formulated by the linguists Noam Chomsky and Howard Lasnik (1981) and largely explained in the Chomsky's model of Government/Binding Theory. Many linguists have worked within this framework, and for a period of time it was considered the dominant form of mainstream generative linguistics. (Newmeyer, 2004).

The information required for the child to select an appropriate grammar from among the options is far less, both in quantity and in quality, than would be required to build a grammar from the ground up.

Chomsky (1981) shows first that grammars which cannot be attained with the available parameter settings will never be hypothesized by the child, even if they are compatible with the child's linguistic input up to that point. Second, to the extent that parameters are abstract, and thus have wide-spread consequences, a variety of different sentence-types in the linguistic input can help the child select the correct option.

The challenge of identifying the correct grammar is still considerable, but is far more tractable than it would be if the child had to rely on general learning strategies alone. (Chomsky, 1986)

The UG, linguistic universals, is the innate grammar structure that helps children to know the basics of the L1, they know how the language works but that does not mean they can speak it already, to do so the right stimuli, comprehensible input, to the LAD is necessary and very important during the CP.

Within UG and LAD there are Principles and Parameters to discriminate between the general structures from the specific ones, the key element of this cognitive chain, is the generative grammar which is a set of rules or principles describing all the grammatical and ungrammatical sentences of a language, it is said that by this grammar individual generate or produce grammatical sentences.

Thus, apparently that seems to be the source of a similar error code between L2 learners and children due to the implication of generative grammar in the language performance since it allows the speaker to produce and understand utterances that never have been uttered or heard before.

## **2.28 GENERATIVE GRAMMAR**

Following the definition found in wisegeek.com (2013) Generative grammar is a branch of theoretical linguistics that works to provide a set of rules that can accurately predict which combinations of words are able to make grammatically correct sentences.

Those who study generative grammar hope to improve our overall understanding of the mental makeup of the human species as a whole. Generative grammar has been associated with several schools of linguistics, including transformational grammar, relational grammar, categorical grammar, tree-adjoining grammar, head-driven phrase structure grammar, generalized phrase structure grammar, relational grammar, and lexical-functional grammar. (wikipedia, 2013)

The notion of a generative grammar was made central in linguistics by Chomsky in his book *Syntactic Structures* published in 1957. According to Chomsky, linguists should not merely describe a particular set of sentences or utterances they have observed, they should explain how it is that humans can produce an infinite number of sentences with finite resources. (Chomsky, 1957)

The primary components studied by experts in generative grammar include syntax (structure of sentences), semantics (linguistic meaning), phonology (sound patterns of language), and morphology (structure and meaning of words).

“The grammar of [any language] L will thus be a device that generates all the grammatical sequences of L and none of the ungrammatical ones”. (Chomsky, 1957, pág. 13)

That is, grammar has to be concerned with every detail of the most simple sentences and the ways in which humans can make these more complex and produce and understand sentences which they have never produced or even heard before.

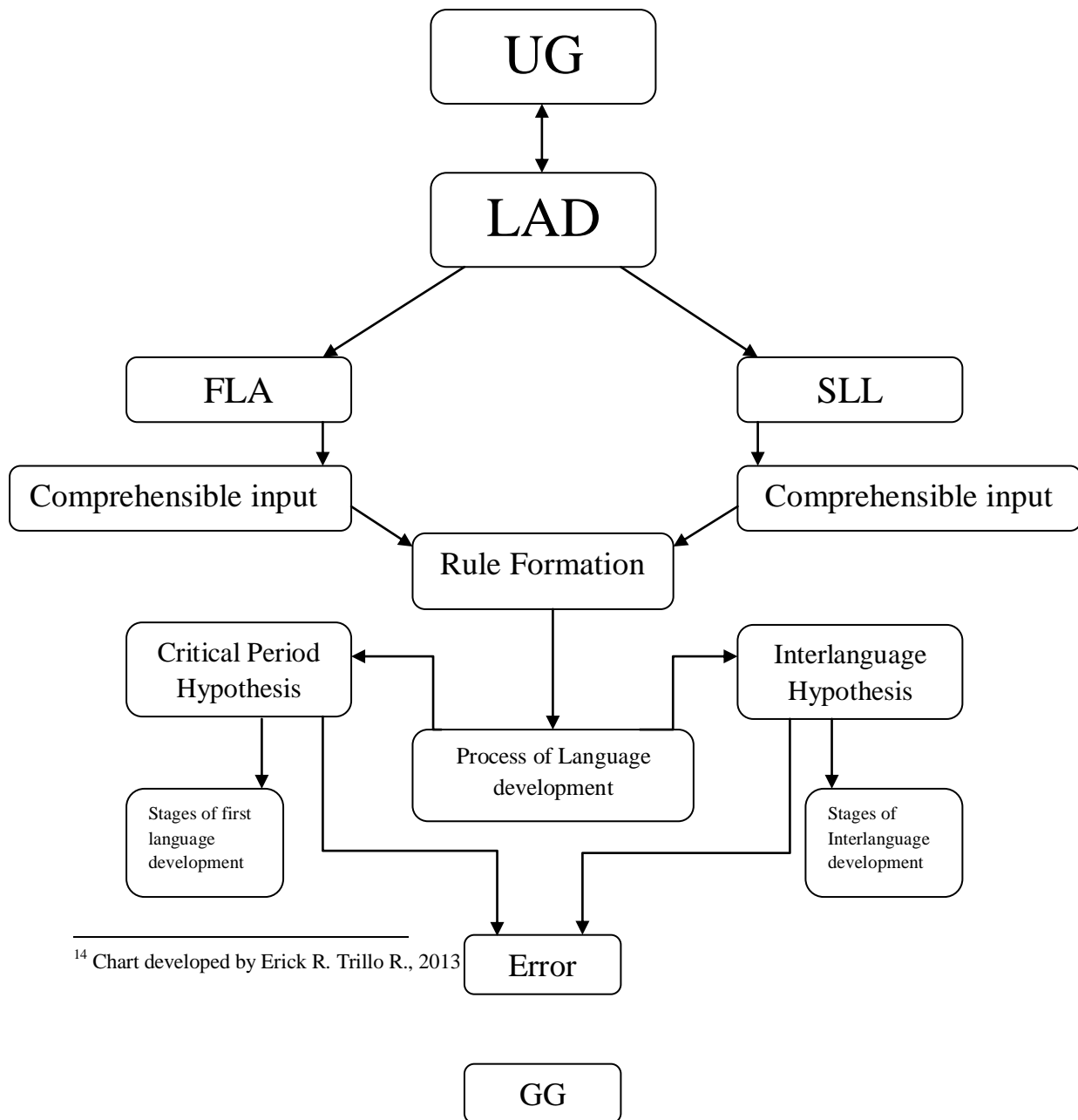
For instance, according to Bauer (2007) grammar has a finite number of rules (we all hold a grammar in some sense in our heads) which it can be used to produce, enumerate or generate an infinite number of sentences. It has to be able to go beyond the set of sentences previously heard, and provide the ability to produce novel sentences on demand.

This view of grammar has often been termed the Chomskyan revolution in linguistics. Grammar goes from being a study of texts and the analysis of given sentences to being the study of how we can cope with the complexity represented by human language.

Bauer (2007) mentions that it means that at this stage, grammar is often taken to include not only morphology and syntax, but also phonology, since that is part of the facility humans have for dealing with language.

Generative grammar can be thought of as a way of formalizing the implicit rules a person seems to know when he or she is speaking in his or her native language. Theories are based upon the belief that humans have an innate language faculty that allows children to learn to speak their native language in little or no time with a very minimal amount of conscious effort. The rules set out by this branch of theoretical linguistics can be considered a type of algorithm designed to predict grammaticality with a "yes" or "no" result. (Chomsky, 2000)

Actually, what this research is studying could be better understood looking at the following chart<sup>14</sup>: Process of FLA and SLL



<sup>14</sup> Chart developed by Erick R. Trillo R., 2013



Fig. 7

All human beings have access to UG<sup>15</sup> at L1 acquisition and L2 learning through LAD, the brain's device for language; in FLA what makes to get a real access to LAD is comprehensible input the same influential factor, comprehensible input to success in SLA as well as this is what makes possible to get a successful access to this device for a second time. In fact what children and learners perform, at the same level of each independent process of development, is a set of ungrammatical utterances based on "rule formation" nevertheless these ungrammatical utterances are correct for children as well as for learners.

Language production appears at a period that is called CP in FLA and IL at SLA, although it is hard to level these periods there is some kind of classification to define the language state a child/learner is in. According to innatism a learner goes, cognitively, backwards for SLA that is why the idea of putting them into the same "level" or "state" because of the pre-disposition for language acquisition, thus our hypothesis, learners' and children's spoken performance errors are the same, is based on that assumption, thinking on those aspect that, cognitively, conditions first and second language acquisition and not in those social or cultural aspects that may affect the FLA/SLA process.

As mentioned in Bauer (2007):

"Rule formation is also conditioned by the GG, that is concerned with every detail of the most mundane sentences and the ways in which humans can make these more complex and produce and understand sentences which they have never produced or even heard before". (Bauer, 2007, p. 23)

Finally, we also consider, for this study, that the stages of development in CP on FLA, we worked with, could be compared to the Systematic stage of IL on SLL, since innatism claims that adults go cognitively backwards to learn a language, we think it is better to put

---

<sup>15</sup> Grammatical competence no matter what language the learner speaks.

them into levels that will allow us to do a well balanced comparison and to get coherent and clear results.

## **CHAPTER III**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 STUDY APPROACH**

We follow the mixed focus, because we used elements of both quantitative and qualitative focuses. Moreover due to the complexity of the topic, and the objectives to be achieved, the mixed focus allows us to analyze the collected data in a reliable way.

As Sampieri, Fernandez and Baptista (2006) state:

“Mixed focus can use both focuses quantitative and qualitative in order to answer different questions in a problem statement”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 755) (Trans. by Trillo R. Erick R.).

Mixed focus permits us to use both, deductive and inductive scientific methods; the observation of the behavior of human language was in a natural environment, it means where and when oral language is performed spontaneously, somewhat predictable, but dynamic, situational, social, contextual, and personal. The main objectives of this study are, to describe the obtained results, from the data analysis, and discover if there is a common or similar error code in children's/learner's spoken performance.

In children, language performance was observed through qualitative observation, where and when language is performed in a natural environment and spontaneous situations. In second language learners, language performance was observed by the development of three

tasks: a) open interviews, b) role playing, class activity, and c) storytelling. For the development of each task active spoken language was essential.

We will not explain any particular cause or effect of the obtained results neither in FLA (first language acquisition) nor in SLL (second language acquisition).

The following chart shows the main characteristics of the three focuses, the blocks coloured in yellow represent the research features followed on this study:

	QUANTITATIVE RESEARCH	MIXED RESEARCH	QUALITATIVE RESEARCH
Scientific method	Deductive or “Top - Down” The researcher tests hypotheses and theory with data	Deductive and Inductive	Inductive or “bottom - up” The researcher generates new hypotheses and grounded theory from data collected during fieldwork
View of human behavior	Behavior is regular and predictable	Behavior is somewhat predictable	Behavior is fluid, dynamic, situational, social, contextual, and personal
Most common research objectives	Description, explanation, and prediction	Multiple objectives	Description, exploration, and discovery
Focus	Narrow-angle lens, testing specific hypothesis	Multi-lens focus	Wide-angle and “deep-angle” lens, examining the breadth and depth of the phenomena to learn more about them
Nature of observation	Attempt to study behavior under controlled conditions	Study behavior in more than one context or condition	Study behavior in natural environments. Study the context in which behaviors occurs
Nature of reality	Objective (different observers agree on what is observed)	Commonsense, realism and pragmatic view of world (i.e. what works is what is “real” or true)	Subjective, personal and socially constructed
Form of data collected	Collect quantitative data based on precise measurement using structured and validated data collection instruments (e.g., closed-ended items, rating scales, behavioral responses)	Multiple forms	Collect qualitative data (e.g. in depth interviews, participant observation, filed notes and open-ended questions) The researcher is the primary data collection instrument
Nature of data	Variables	Mixture of variables, words and images	Words, images, categories
Data analysis	Identify statistical relationships	Quantitative and qualitative	Search for patterns, themes and holistic features
Results	Generalizable findings	Corroborate findings may generalize	Representation of insider (i.e. “emic”) viewpoint
Form of final report	Statistical report (e.g., with correlations, comparisons of means, and reporting of	Eclectic and pragmatic	Narrative report with contextual description and direct quotations from



	statistical significance of findings)		research participants
--	---------------------------------------	--	-----------------------

(Alabama, 2013)

Fig. 8

This is a descriptive research, because its main goal is to describe the children's/learner's errors in oral language performance, and discover if the error code, word or morpheme, is the same or similar in both groups.

As Sampieri, Fernandez and Baptista (2006) suggest:

“A descriptive study looks for specifying properties, characteristics, and profiles of people, groups, communities, processes, objects and any other phenomenon that will be analyzed”. (Danhke quoted in Hernandez Sampieri 2006 p. 102) (Trans. by Trillo Erick)

This definition sustains what the fundamental nature of a descriptive study is. As with a Descriptive study, we worked under the non- experimental design since we described what was happening right at the moment that the observation was held. Therefore we did not design any experiment, accordingly in non-experimental research there is no manipulation of the independent variable.

Summing up, this study has the following characteristics:

<b>APPROACH:</b>	Mixed
<b>TYPE OF STUDY:</b>	Descriptive/Exploratory
<b>DESIGN:</b>	Non-Experimental

Fig. 9

The units of analysis that observed to develop this research are: Two children, acquiring Spanish as L1, and Five adults, learning Spanish as L2.

### 3.2 UNIVERSE

In this study, the universe are two “groups”<sup>16</sup>, one of 70 learners of Spanish as L2 from the “Speak Easy Institute”, a Spanish language learning centre; the other of 250 children acquiring Spanish as their L1 from “Nuestra Señora del Carmen” kindergarten.

<sup>16</sup> We did not form groups to develop the observation since the participants were already grouped according to their level of language competence, in learners, and age, in children.

From these two groups, language learners and children, we focus on learners in the lower intermediate level of SLL and children between two and three years old developing the L1, indeed our sample is an intentional sample, because we defined the parameters of the observation in both groups.

### **Intentional Sample**

#### **Two Intentional Samples**

The first, of two children between two and three years old, who are in the critical period at the Multiple Word Sentence Stage and More Complex Grammatical Structure Stage of first language development; and the second, of five adults learning Spanish as second language, who are in the Lower Intermediate Level during the Systematic stage of Interlanguage.

Our universe and samples are structured as follows:

Fig. 10

Group: Learners	Group: Children
Universe: 70	Universe: 250
Sub universe: 20	Sub universe: 25
Sample: 7	Sample: 2
Sub sample: Task 1: 2participants (story telling) Task 2: 2participants(open interview) Task 3: 3participants (role playing)	

What we understand by universe refers to people from the same institution, kindergarten and language learning centre; sub universe refers to the observed group, children grouped by their age and learners grouped by their language competence; sample refers to the group of people we worked with to collect the data, to elaborate the oral language corpus; in the case of learners only, sub sample is the group of language learners, those who a task was developed to collect the data.

### **3.3 INSTRUMENTS**

#### **Observation**

It was useful to collect the principal data, through the qualitative observation to children and learners in their natural language environments it is possible to collect samples of the oral language production, to analyze the samples, to find errors in spoken performance and later to compare them, as the participants, children and learners, are in a natural language environment their oral production is spontaneous.

Observation is a procedure to examine a specific situation. In this technique, the first task is to identify the observer then who or what the observer wants to observe. (Alabama, 2013). In this research, the observer observed children's oral performance of Spanish as their L1 and adult learners' oral performance of Spanish as their L2.

In the case of children the observation took place in their natural language environment, so they felt confident to speak, as their knowledge is a bit limited we only focus on their spoken performance but in a specific topic, this is a qualitative observation, the observer placed a video camera away from their reach and he just pressed the record button in order to let children to do what they normally do, children were unaware that they were being recorded since any extra element they see in their environment calls their attention.

In learners the observation was done through a class activity of role playing, three language learners, randomly selected from the lower intermediate level, were asked to prepare a role playing task based on some guidelines given to develop it. The play they performed was "La máquina del tiempo" (a look to the present and past of Spanish civilization), while they were performing it, they were videotaped. This is a qualitative observation as well, since the observer did the same what was done at observing children. In both cases Spanish language oral production is spontaneous and informal, and such oral language production is observed where it naturally occurs.

#### **Interviews**

The interview is a meeting situation between two people: the interviewee and the interviewer; a form of verbal communication or deliberate oriented conversation to obtain certain information. In this dialog, the most important resource is the question. The interviewer makes, through questions, inquiries and obtains information about experiences, knowledge, or opinions that interviewees have of a situation or any other matter. (Alabama, 2013). We used interviews to analyze the behavior of spoken language in L2 learners. The interviews done with language learners were of two kinds: a) open interview and b) closed interview.

Open interview's participants were done with two learners, randomly selected, who were in the lower intermediate level of Spanish language learning; before the interview, the L2 learners were told to talk about a topic they know very well in order to get a coherent interview since questions were asked according to the conversation.

In fact, we used non-addressed interviews; nevertheless, the common topic discussed with the two language learners was education and education systems, since both participants are very familiar with this field; one participant works in a NGO focused in education and indigenous culture, and the other works as an English teacher in a private school in La Paz. They have different backgrounds, it means they are culturally and socially different but the learning environment and language input, they are exposed to, are the same.

Closed interview's participants were first part of a class task of storytelling, the twenty learners of the lower intermediate level participated in the development of the task. Later they, individually, were taken to another room to be recorded re-telling the story in their own words; the observer introduces and indicates them to start with the narration of the story and when learners ask how such or such word is said the observer only answers. It is a closed interview because there are no questions from the observer to the participants since they already knew what to say. They were aware of being recorded.

More explanation of how this task was elaborated and developed in Data Collection on next page.

## **CHAPTER IV**

### **DATA COLLECTION AND INTERPRETATION**

#### **4.1 DATA COLLECTION**

The objective of collecting data is to prove the hypothesis; therefore in order to obtain information from learners we designed three tasks which required them to have an active and spontaneous spoken language performance.

After recording the learners and children, the samples were transcribed following the Transcription Conventions of The SPLLOC Project for Spanish as L2 data, for more details follow the link below and download the SPLLOC Transcription Conventions: <http://splloc.soton.ac.uk/doc/SPLLOCTranscriptionGuidelines.doc>

This is an adapted version of CHAT system developed by the CHILDES Project into the context of Spanish as L2 data. A printed sample of this file can be found in appendix, See Appendix 1.

#### **4.1.1 Learners' Task One**

This task is described as a closed interview, since the participants were demanded to re-tell the story in their own words. For this task we design the story of “Natalia y su gato Pancho”, the life of a girl and her cat and the events occurred a day when each main character believed the other one to be lost. The story was based on “Missing” by Jonathan Langley ©Frances Lincoln 2000<sup>17</sup> (ISBN 9780711215436).

The class about twenty learners, in the lower intermediate level of learning Spanish as a second language and during the Systematic Stage of Interlanguage from the “Speak Easy”, were first told the story, by the teacher, and demanded to close their eyes in order to imagine what the teacher was telling to them.

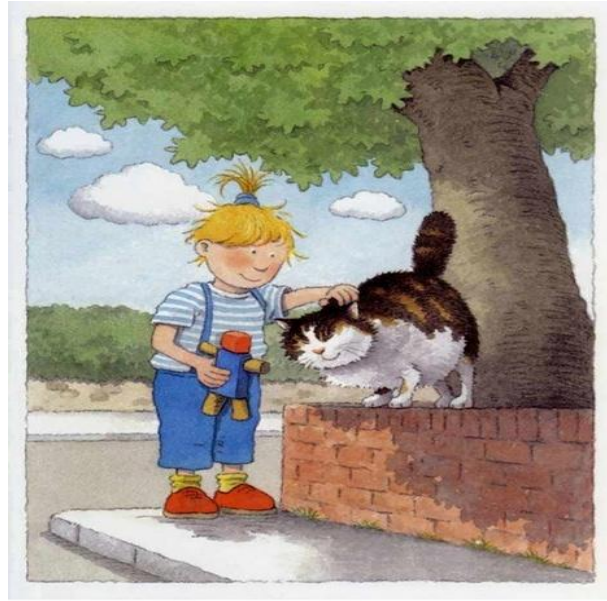
Later, they were given a pictured story booklet telling the story, plus a short list of key vocabulary including verbs which could be used to describe the main actions of the story. After a few minutes of looking at the booklet and memorizing the verbs they were recorder by the researcher. The main goal of this task was for learners to re-tell the story in their own words. All this was done in only one session of three hours.

### **Natalia y Pancho**

Fig. 11

---

<sup>17</sup> These artworks were adapted with permission. See the author's permission in Appendix 1



From the twenty recordings only two recordings, randomly selected from this task, were considered to be part of the error analysis and further contrastive analysis, since the whole class did the same task we assume that results will be the similar in all participants. Indeed, to avoid repetition of data, and due to the Intentional Sample, we consider that the results of the analysis, of these two samples, are effective and useful to achieve the goals of this study.

After recording the learners, the samples were transcribed following the Transcription Conventions of The SPLLOC Project for Spanish as L2 data. A printed sample of the adapted version of CHAT system developed by the CHILDES Project into the context of Spanish as L2 data can be found in appendix. See Appendix 2.

#### **4.1.2 Learner's Task Two**

This task is also known as the open interview. Two learners randomly selected, from the lower intermediate level of learning Spanish as a second language and during the Systematic Stage of Interlanguage from the “Speak Easy” were taken, one at a time, to a place where they feel very comfortable to be interviewed.

The interview developed with language learners was a non-addressed interview, since the questions were asked based on the conversation held with each learner and the context of the interview; nevertheless there was a common topic to talk about, it was education and educational systems, since both learners are involved on these fields, one for working in a NGO focused on education and indigenous culture, with the main office in La Paz, and the other for being an English teacher in a private school in La Paz as well.

The main goal of this task was for language learners to express themselves in a spontaneous and informal way in contexts they are very familiar with; this was done to observe the language behavior in oral production out of classroom.

They expressed their personal opinions and beliefs about education, as a general concept, education in Bolivia and the Bolivian educational system, and compare it to foreign educational systems.

Each learner was recorder up to 45 minutes; they were videotaped to avoid misunderstandings and to elaborate a coherent oral language corpus of each learner, since body language in spontaneous spoken language performance is present in every utterance. By the way they were aware of being recorded.

After recording the learners, the samples were transcribed following the Transcription Conventions of The SPLLOC Project for Spanish as L2 data. A printed sample of the adapted version of CHAT system developed by the CHILDES Project into the context of Spanish as L2 data can be found in appendix. See Appendix 2.

### **4.1.3 Learner's Task Three**

This is also known as the role playing task. Three language learners, in the lower intermediate level of learning Spanish as a second language and during the Systematic Stage of Interlanguage from the "Speak Easy", were randomly selected to develop this task. Active language performance, being spontaneous, creative and fun were compulsory directions to do this task, the rest was left to the learners' play and language skills to perform the task.



The main goal of this task was for language learners to have fun with Spanish language and improvise in front of an audience. Through this we also observed the reliability of Krashen's five hypotheses in second language learning by exposing the learners to situations where active oral language performance is required. The learners' playing was "La máquina del tiempo". One learner played as "El hombre de la cueva", other played as "el árbol del conocimiento", and a third learner played as "la máquina del tiempo".

The story was about a man "el hombre de la cueva" in ancient times talking to a tree about going to the future (the present time) by building a time machine. The tree tells the man how to make the machine, when the machine is finished he goes to the future. There, in the future, he finds a polluted world with global warming, then "el árbol del conocimiento" and "El hombre de la cueva" accuse to "la máquina del tiempo" to pollute the world for the excessive fuel consumption and the control done to the world by George Bush. Finally they leave a message to rest of the class; it is important to put trash in a trash basket, taking care of animals and stop the use of pesticides.

They were videotaped for ten minutes, they were aware of being videotaped. As this is a group task the three participants were recorded at once and the corpus as well as the analysis, for this task, is only one for three learners.

After recording the learners, the sample was transcribed following the Transcription Conventions of The SPLLOC Project for Spanish as L2 data. A printed sample of the adapted version of CHAT system developed by the CHILDES Project into the context of Spanish as L2 data can be found in appendix. See Appendix 2.

#### **4.1.4 Children's Qualitative Observation**

The observation to children's spoken language performance was done, only, through qualitative observation. No task was designed to collect data from them. They were first recorded as a group but due to some particular characteristics of language production shown by them, when they are in groups of more than fifteen children, we decided to record them one by one with the help of their mothers, who is the person children feel more comfortable to talk with about whatever.

We have recorded twenty-five children under the same parameters and situations, they were in a room talking to mom about a painting book and describing the figures on it. The oral language production samples recorded from two participants, randomly selected, one between two and two and a half years old and other between two and a half and three years old, were included to be part of the error analysis and further contrastive analysis of this study.

After recording the children, the samples were transcribed following the CHILDES Project's "CHAT Transcription Format, Tools for Analyzing talk". For more details follow <http://childes.psy.cmu.edu/> to go to the CHILDES website and <http://childes.psy.cmu.edu/manuals/CHAT.pdf> to see the electronic version of the transcription format.

However a printed sample of the Transcription Format can be found on the Appendix. See Appendix 1.

We did this because we are working with human oral language, oral corpus, and to transcribe the oral language production there are formats to follow to codify the utterances and elaborate oral corpora.

At this point is good to remind that what we did was to observe the language learners and children in situations where oral language production appears naturally, natural linguistic environments, this to have an equal error analysis, and a consistent contrastive analysis, of learners and children's oral language errors.

In other words, both learners and children, were exposed to comprehensible input and placed into the same conditions for oral language production, since children's first language acquisition is seen from the innatist position, and learners were taught, Spanish as a second language, with the naturalistic/innatist principles of second language learning.

In fact, this is an Innatist-Naturalistic error analysis and contrastive analysis because we have situated language learners and children into the same cognitive levels; it means the same outlook for FLA and SLL, through children's Critical Period and learners' Interlanguage.

## 4.2 DATA INTERPRETATION

Based on the information previously provided we analyzed the data collected, from children and second language learners, in two ways, the Error Analysis (EA) and the Contrastive Analysis (CA). First with EA we determined the oral language errors and later we contrasted the EA's results through the CA; this was done to validate our hypothesis.

The EA's typology is explained on the Theoretical Framework in the part of Descriptive Criteria; the EA was done following the four parameters defined by such criteria; these parameters were divided in four stages of linguistic structure.

This chart shows the typology and the stage structure:

Fig. 12

typology:	stage structure:
a) Omission	SURFACE
b) Addition b1) double mark b2) regularization b3) simple addition	MORPHOLOGICAL
c) Erroneous Formation	DEEP
d) Lack of Sentence Order	SINTACTICAL

For this study, errors of omission are in a surface level because a morpheme as well as a word is omitted for simple linguistic economy, it means errors of omission are mainly phonological since it affects, overall, to articles and prepositions, nevertheless there could be few morphological errors on this typology but they have to be analyzed according to the context and situation, where and when, the utterance was uttered.

Errors of Addition are in a morphological level since they lead to redundancy, because of semantics, but also, supported on its three subcategories, these errors are due to an overuse of the linguistic hypercorrection rules, false analogies and elements, that morphologically, affect the linguistic production. There is no longer possible to have phonological aspects on this level since they should be considered as cacophonies.

Erroneous formations are in a deep level, they are characterized by a false election, to pick up a wrong word or morpheme in a determined context. It happens more with prepositions. E.g. "esperar **para** Pancho". Only errors that change the meaning

morphologically were considered, phonological errors were considered as errors of addition. E.g. “pintio” addition of the morpheme “i”.

It is also the use of a word formed by an incorrect addition or omission of a morpheme; it is due to insecurity or lack of knowledge, so that the learner just guesses the word by using false analogies. E.g. “memorias muy dolorosas”.

Errors of Lack of sentence order are in a syntactic level, this is the wrong positioning of a morpheme or set of morphemes that modify the utterance, affecting the right order. E.g “es no colegio” “eso tiene también que ver con la identidad mucho”.

The errors identified on language corpus were codified as follows:

The first typology, of error analysis, is the Omission of word and morpheme. These errors are in the surface level in a language structure. Errors found under the case of omission were codified as follows:

Omission	Word	Morpheme
	AOE1	AOE2

In the chart first is registered the case of analysis, Omission, if there was an omission of word in a sentence, that error was codified as AOE1 (case: A, Omission Error of Word); if the omission was in morpheme, that error was codified as AOE2 (case: A Omission Error of Morpheme). And red was the colour of codification of this case in the corpus.

Once the error was identified and codified in the transcribed corpus, it was, later, analyzed according to the typology of analysis, in this case Omission. For example, in the corpus LC3/Oi (see corpus codes below) on Line 65 an utterance in Omission of morpheme was found, it was analyzed as follows:

Omission	Word	Morpheme			
	AOE1	AOE2	Utterance (error)	right form	Sentence
Line 65		Es	ellos son estudiantes para ser profesor de inglés	profesores	ellos son estudiantes para ser profesores de inglés

In the analysis chart, first is registered the number of the line of the utterance, later the error, if it is word or morpheme, next the utterance itself, the way in which the language learner uttered the piece of spoken language, after that the right form, the same piece of

spoken language but in a correct manner, and finally the sentence, the same utterance but in context with what it is being said.

In the second typology of error analysis the addition of word and morpheme was analyzed, these errors are in the morphological level in a language structure. Errors found under the case of addition were codified as follows:

Addition	Word	Morpheme
	BAE1	BAE2

In the chart first is registered the case of analysis, Addition, if there was an addition of word in a sentence, that error was codified as BAE1 (case: B, Addition Error of Word); if the addition was in morpheme, that error was codified as BAE2 (case: B Addition Error of Morpheme). And green was the colour of codification of this case in the corpus.

Once the error was identified and codified in the transcribed corpus, it was, later, analyzed according to the typology of analysis, in this case Addition. For example, in the corpus LC1/Ci (see corpus codes below) on Line 40 an utterance in Addition of words and morpheme was found, it was analyzed as follows:

Addition	Word	Morpheme
	BAE1	BAE2
Line 51	Para	i

In the analysis chart, first is registered the number of the line of the utterance, later the error, if it is word or morpheme. In the case of addition, next to codify the error, it was classified according to the three sub-criteria for this typology. The sub-criteria are b1) double mark b2) regularization and b3) simple addition. The following chart explains this classification:

b1 Double Mark			b2 regularization			b3 simple addition		
Error	Utterance	right form	error	Utterance	right form	error	utterance	right form
			venia	hasta que venia	hasta que venga	para	esperó para Pancho	esperó a Pancho

First we mentioned that errors in addition of word and morpheme were identified, later we classified the errors into the sub-criteria, b1, b2 or b3, for errors in addition. In the example the morpheme “i” in “venia”, the indicative imperfect preterit first person singular of “venir”, is an addition error of regularization, b2, since the speaker did not realize that the verb “venir”

is irregular and he/she should use the, subjunctive present first person, “venga” instead. In next part, the error is in simple addition, b3, the speaker used the preposition “para”, “esperó para Pancho”, instead of the preposition “a”, “esperó a Pancho”. Finally, the whole sentence in context and with corrections is presented in the last part of the chart of addition analysis:

Full sentence
Esperó a Pancho hasta que venga

The third typology of our error analysis is Erroneous Formation; these errors are in a deep stage in a language structure. Erroneous Formation was analyzed as follows:

EF Erroneous Formation			
Line	Error	Utterance	right form

On this typology it is first set the case of analysis, Erroneous Formation, following the line of the utterance, the error, as this is an error in a deep stage of a language structure, the error is based on guessing, false cognates or for the term being out of the competence of the speaker. The addition or omission of a morpheme is also an erroneous formation.

Errors on this case were codified as EF and the codes were underlined in blue in the oral language corpus. Some errors codified as errors of addition appear as errors of erroneous formation as well, this is mainly because the addition of morphemes and context. The following sample taken from the corpus LC3/Oi helps to understand better EF analysis:

EF Erroneous Formation			
Line	Error	Utterance	right form
7	Había tres jóvenes muy distractivos	Había tres jóvenes muy distraídos	Había tres jóvenes muy distraídos

The last typology of error analysis is Lack of Sentence Order, errors in a syntactical stage of a language structure. Errors of Lack of Sentence Order were analyzed as follows:

LSO Lack of Sentence Order			
Line	Error	Utterance	right form

First, the kind of error analysis, later the line of the utterance, the error, a morpheme or a set of morphemes placed incorrectly affecting the sentence order of the language being learnt, next the utterance, how the speaker said it, and finally the right form, how the speaker

was expected to utter the utterance. Errors on this case were codified as LSO and the error codes were underlined in blue light in the oral language corpus. The following is a sample of LSO error analysis taken from the corpus LC4/Oi:

LSO Lack of Sentence Order			
Line	Error	Utterance	right form
37-38	También/todavía	pero tambien tenemos un un poco de proyectos en Perú y Ecuador todavia	pero todavía tenemos unos pocos proyectos en Perú y Ecuador

## 4.2.1 Learner's Error Analysis

### 4.2.1.1 Task One: "Natalia y su gato Pancho"

For this task two samples, from twenty, were randomly selected; so two oral language corpuses were done and analyzed. These corpuses were codified as: LC1/Ci (Language Corpus 1/Closed interview) and LC2/Ci (Language Corpus 2/Closed interview).

**LC1/Ci** (see language corpus on Appendix 3)

The utterances are produced by a male Spanish language learner. Its time duration is about, 00:04:17, four minutes and seventeen seconds. It has 61 lines, from these 8 lines represent the utterances performed by the researcher and 53 represent the utterances performed by the language learner.

In this corpus many errors are because of repetition, the language learner makes regular guesses using one and another form; errors such as: "se levan se levantaba", "sal salía" "se reuni se renía" "en por en la" "su el la" are due to the learner's insecurity and anxiety for achieving fluency in spoken language performance.

**Omission** The pattern followed by this learner is, first, to guess the form by making omission of morphemes and later re-tell the utterance with the morpheme that was previously omitted. For more reference see table LC1-Ci Omission. Appendix 4.

Omission	Word	Morpheme	utterance (error)	Grammatical Category
	AOE1	AOE2		

Line 4		-taba	Natalia se levanta se levantaba	
Line 8		-a (x2)	construi/un	
Line 10		-taba	Pancho su gato también se despierta despertaba	
Line 11		-ia	sal salía del de la casa	
Line 20		-ma	como se llama como se llama?	
Line 25		-an	se reuni se reunían en por la calle	
Line 30	a (x2)		persiguió un pájaro y también un ratón	Preposition
Line 36	le		también pregunto a una rana	Personal Pronoun 3rd p. Sin
Line 37	se		Nati fue	Personal Pronoun 3rd p. Sin
Line 51	a		espero para Pancho	Preposition
Line 56	se		Pancho fue a casa	Personal Pronoun 3rd p. Sin

**Addition**, for more reference see table LC1-Ci Addition. Appendix 5.

	Word	Morpheme	Sub- category	
Addition	BAE1	BAE2	b1,b2,b3	Grammatical Category
Line 4	se		b3	Personal Pronoun 3rd p. Sin
Line 5		-i	b3	
Line 11	del		b3	Contraction de+el, preposition+article
Line 12	en(x1)		b3	Preposition
Line 25	por		b3	Preposition
Line 29	que		b3	Preposition
Line 30	un (x1)		b3	Indefinite Article
Line 31	un		b3	Indefinite Article
Line 32	encontrar/Pancho		b3	Verbo/sustantivo
Line 34	para Pancho		b3	Preposition noun
Line 35	de la		b3	Preposition – article
Line 42	estuviera/estuvieron/con Pancho		b1/b3	verb Imperfect subj./ Verb preterite ind./preposition – noun
Line 43	Estuviera Pancho		b3	Conj. Verb – noun
Line 49	su/el/la/de Pancho		b1/b3	Adj. Pos./article/prep.
Line 52	y		b3	Conjunction
Line 58	en		b3	Preposition
Line 59	fueron		b3	Verb preterite ind.



**Erroneous Formation.** The analysis done under this typology found that errors are mainly conjugated verbs and one preposition. For more reference see table LC1-Ci EF and LSO. Appendix 6.

Line	Error
39	Deprimido
40/41/42/43	pienso/estuvieron/estuviera/tuviera
51	para/venia
53	Fuera

**Lack of Sentence Order,** for more reference see table LC1-Ci EF and LSO. Appendix 6.

Line	Error
18	También
58	durmiendo

Finally, to assert that Lines 2, 3, 7, 9, 13, 19, 27, 46, 47, 50 and 57 were not analyzed since they present well formed utterances and any criteria for error analysis was identified on them. This is a key aspect to point out, an error analysis would not only focus on language learners errors but also it should give some important value to well form sentences or the ones that follow the grammatical system of the target language.

#### LC2/Ci (see language corpus on Appendix 7)

The utterances are produced by a male Spanish language learner. Its time duration is about, 00:07:25, seven minutes and twenty five seconds. It has 89 lines, from these 5 lines represent the utterances performed by the researcher and 84 represent the utterances performed by the language learner.

In this corpus many errors are due to the incomplete knowledge of grammar rules, so the language learner makes regular guesses in omission of word and morpheme. Both forms are omitted quite regular. Moreover words are added more than morphemes.

**Omission,** for more reference see table LC2-Ci Omission. Appendix 8.

There is not an established pattern since the learner omits a variety of grammatical categories and morphemes that are the sign of past tense, e.g. “-ba”.

Omission	Word	Morpheme	Grammatical categories
----------	------	----------	------------------------

	AOE1	AOE2	Utterance (error)	
Line 5	les	ba	Natalia da un cuento	Pronoun
Line 12		ba	Pinta	
Line 13	de		afuera su casa	Preposition
Line 14	ha	l	luego despues tambien de arte construfido una casa	Aux. Verb
Line 15	la		similar a tuya	Article feminine singular
Line 21		aba	Desperta	
Line 22	de		salia su casa	Preposition
Line 24		de	Bajo	
Line 25	tomar/a	aba	luego se sentia para un descanso	Infinitive/preposition
Line 27		al	al fin del día	
Line 32	de/al		en vez un pájaro que a la pájaro	Preposition/contraction a+el
Line 33	a		escababan un raton	Preposition
Line 39		ario	Necesita	
Line 44	a	lo	salio para buscar	Preposition/pronoun
Line 46		a	un razón	
Line 58		ba	esta tirando	
Line 59	los		(la comida) de gatos	Definite article masculine plural
Line 61	Los		en lugares	Definite article masculine plural
Line 62		Ar	Encontré	
Line 73	Es taba		Nati en otro lugar	Imperfect 1 <sup>st</sup> person singular
Line 80	Su		volvio a casa	Adjective possessive

*Addition*, for more reference see the table LC2-Ci Addition. Appendix 9.

Addition	Word	Morpheme	Sub-category	Grammatical category
	BAE1	BAE2		
Line 4	entonces		b3	Adverb
Line 5	bueno		b3	Adjective
Line 6	a(x1) sus/ por ejemplo		b3	Preposition/possessive adj./preposition
Line 12	pinta		b3	Verb present 3 <sup>rd</sup> person singular ind.
Line 13	de de de		b3	Preposition
Line 14	luego despues	f	b1	Adverb
Line 17	A		b3	Preposition

Line 18	como		b3	Adverb
Line 22	árbol		b3	Noun
Line 24	a/entonces		b3	Preposition/adverb
Line 28	Al		b3	Contraction a+el
Line 31	en vez/a	ar	b3	Preposition
Line 35	al/un		b3	Contraction a+el/ indefinite article masculine singular
Line 36	gordo / gordísimo		b1	Adjective
Line 40	Entonces		b3	Adverb
Line 47	ni/a/de/la		b3	Conjunction/prep./definite article feminine sing.
Line 49		r	b3	
Line 54	Se	a	b2	Pronoun
Line 56	hacer/a(x2)/su(x2)		b3	Infinitive verb/preposition/adj. Pos.
Line 57	Llena		b3	Adjective
Line 61	En		b3	Preposition
Line 74	bajo (debajo)		b3	Adverb
Line 79	mal/malísimo		b1	Adjective
Line 82	la (x1)		b3	Definite article masculine singular
Line 85	a (x2)		b3	Preposition
Line 88	Se		b3	Pronoun

**Erroneous Formation,** There is a variety of words as erroneous formations. For more reference see table LC2-Ci EF and LSO. Appendix 10.

Line	Error
5	Da
12	Pinta
14	luego/despues/también
16	con/a
22,23	La
27,28	Quince
31, 32	la pájaro/consigo
33, 34	Perseguirla
39,40,41,42,43	necesita,fluye, suela
45	Era
46,47	Basquette
54,55	se aparecía

66-72	más despues de
73-76	tiempo peor, llorar lluvir huir
85-89	encontraba, eran

**Lack of Sentence Order.** More reference see table LC2-Ci EF and LSO. Appendix 10.

Line	Error
12, 13	También
24,25,26	despues/entonces/luego/también
61,62	Quizás

Finally, the Lines 3, 7, 8, 20 and 81 have very well structured utterances.

#### 4.2.1.2 Task Two. Non-Addressed interview

For this task two corpuses were elaborated, the participants were randomly selected; thus two oral language corpuses were and analyzed. These corpuses were codified as: LC3/Oi (Language Corpus 3/Open interview) and LC4/Oi (Language Corpus 4/Open interview).

For the analysis, the language corpuses were transcribed as a sentence per line, each line was numbered, understanding that there is an idea uttered by the speaker.

#### LC3-Oi (see language corpus on Appendix 11)

The utterances are produced by a female Spanish language learner. Its time duration is about, 00:25:14, twenty five minutes and fourteen seconds. Only the utterances spoken by the participant were numbered and do not the ones uttered by the interviewer, since they are a little longer because the kind of interview; thus a total of 105 utterances were identified.

**Omission.** For more reference see table LC3-Oi Omission. Appendix 12.

Omission	Word	Morpheme		Grammatical Categories
	AOE1	AOE2	Utterance (error)	
Line 12	El		hay un café peorisimo de mi vida	Definite article
Line 14	El		café es feo	Definite article
Line 16	a (x1)		voy tratar, voy probar	Preposition
Line 17	Que	je / l	yo trai un una un paquete de café de Brasil me gusto mucho	Pronoun
Line 31		o	es muy mal	
Line 32	Es		mi opinion que	Verb present 3 <sup>rd</sup> person sing. Ind.
Line 33	un/en		es sistema agrícola y este sistema afecta como la gente piensa	Indefinite article/prep
Line 36	en que		la manera la gente trata	Preposition-pronoun

Line 37	una/hay		es sociedad agricola, como se dice diferentes	Indefinite article
Line 38	para		este sirve esta sociedad	Preposition
Line 41	y/con	a	el método la metodología porque ellos necesitan más conocimientos un metodología más fuerte	Conjunction
Line 44	si/lo/pero		correr este es que tu quieres no es profundo no hay profundidad	Conj. Cond./art. det./conj.
line 45	Y		estudiar obtener	Conjunction
Line 48	porque		es especialmente es un poco	Conjunction
Line 49		o	Period	
Line 50		Ie	corrigiron corregeron	
Line 51	la / del		yo era única rusa hablante en idioma mi inglés	Definite article
Line 53	el/la/y		es ruso porque yo era única ellos lo miren a mi	Definite article
Line 55	El		es método comunicativo	Definite article
Line 56	El		es método gramatical	Definite article
Line 58	Les	n	ellos da como cuando tú eras estudiante	Pronoun
Line 59		tores	Escrib	
Line 61	Esto		estudiantes, ayuda a los estudiantes	Pronoun
Line 63	te/y		ellos explican tus errores ellos corrigen tus papeles	Pronoun
Line 65		es	ellos son estudiantes de inglés para ser profesor inglés	
Line 67	Les		yo preguntaba	Pronoun
Line 68	La		yo era única estudiante	Definite article
Line 69	la/el		estudiante de otro país única estudiante año mil novecientos noventa y dos	Definite article
Line 71	Si	les	me preguntan se explicar las reglas a ellos	Conjunction
Line 73	Sé		no mucho	Verb present 1 <sup>st</sup> person ind.
Line 74	Del	o	gramatica rus las reglas gramaticales	Contraction de+el
Line 76	Del	ta	mi libro de español es en ruso ... mi libro de gramática español todo es en ruso	Contraction de+el
Line 77	vida		toda mi yo lo uso	Loc. Adv.
Line 85	lo que		ahora estoy yo usando es todo una mezcla	Art. Det-pronoun
Line 92	De		trataba mejorar mi inglés	Preposition
Line 93	lo/que		yo lo escribo memoriza cada palabra no entiendo	Art. det. / conjunction
Line 94	o/la(x1)		entiendo que yo no sé porque yo no conozco yo memorizo	Conjunction/definite article
Line 95	Lo		yo estoy tratando	Art. det.
Line 96	No	ito/r	es un hab yo estoy tratando de hace esto estoy noy yo no estoy esperando	Adv. Neg
Line 97	A	ya/ar	va mejor algún día	Preposition
Line 105	Un			Indefinite article

**Addition.** For more reference see table LC3-Oi Addition. Appendix 13.

	Word	Morpheme	Sub category	Grammatical category
Addition	BAE1	BAE2		
Line 1	No		b3	Adv neg
Line 2	A	isimo	b3	Preposition
Line 3	de (x2)		b3	Preposition

Line 4	Dia		b2	Adv
Line 10	La		b2	Article
Line 11	a/y ellos/cuando		b3	Prep/conj-pron/adv
Line 12		isimo		
Line 13	ellos/la administración		b1	Pronoun
Line 14		n		
Line 17	y		b3	Conjunction
Line 21	yo (x1) dia de		b3	Pronoun –adv –prep
Line 30	yo no		b3	Pronoun-adverb
Line 31	todos todo la gente/ es muy/de		b3	Adverb-adjective-noun
Line 32	mi opinión mi/que	a	b2	Adjective-pronoun
Line 32-33	industrial industrializada		b1	Adjective
Line 34	En		b3	Preposition
Line 38-39	se sirve	n	b3	Pronoun - verb 3 <sup>rd</sup> person sing present ind
Line 40	la sistema		b2	Article-noun
Line 51	yo/mi		b3	Pronoun-adj. Pos
Line 52	No		b3	Adverb
Line 53, 54, 55, 56	es, el, es, es		b3	Verb 3 <sup>rd</sup> person sing. Present-article
Line 61	Estudiantes		b3	Adjective
Line 68	mi trabajo		b3	Adjective –noun
Line 69	unica un/ y tres		b1/b3	Adjective
Line 70	mi yo		b1	Adjective-pronoun
Line 73	yo no yo mi		b3	Pronoun adjective
Line 75	Porque		b3	Conjunction
Line 80	Un		b3	Article
Line 86	en/los (x1)	s	b3	Preposition-article
Line 91	cuando yo fui pero		b3	Adverb-pronoun-verb preterit-conjunction
Line 92	toda casi		b3	Adjective-adverb
Line 95	Todo		b3	Adjective

Line 96	estoy como noy		b3	Verb 1 <sup>st</sup> person present-adverb
Line 100	me/tu/te		b1	Pronoun – adjective
Line 103	a todos/al (x1)		b3	Pronoun
line 104	Un		b3	Indefinite article

**Erroneous formation**, more reference see table LC3- Oi EF and LSO. Appendix 14.

Line	Error
1,2	Muchísimo
2	Para
3	Era
5	Es
7	Distractivos
9	fue, fui, era
10	fin de la clase, cabo de la clase
11, 12	Peorisimo
15	Traer
26	Memorias
35-36	approach the way people think
47	Essays
50	cubo, corrigiron, corregeron
53	Miren
57	Para
64	papeles
66	pero y si y si... es... mi... es mi
68	community college
71	se explicar, ellos
95	look it up
97	cayer/ lend on my...
104	enterar

**Lack of Sentence Order**, more reference see table LC3- Oi EF and LSO. Appendix 14.

Line	Error
18	por eso
32	no
42	que
68	no
79-80	tambien
85	yo
99	caer

Finally, the Lines 22, 23, 24, 25, 28, 29, 43, 72, 82, 83, 84, 89, 90, 101 and 102 have very well structured utterances.

#### **LC4-Oi** (see language corpus on Appendix 15)

The utterances are produced by a male Spanish language learner. Its time duration is about, 00:32:41, thirty two minutes and forty one seconds. Only the utterances spoken by the

participant were numbered and do not the ones uttered by the interviewer, since they are a little longer because the kind of interview; thus a total of 197 utterances were identified.

*Omission*, for more reference see table LC4- Oi Omission. Appendix 16.

Omission	Word	Morpheme	Utterance (error)	Grammatical categories
	AOE1	AOE2		
Line 12	En		en gobernabilidad y gobernanca indígena	Preposition
Line 22	En		la zona sur en calacoto la calle 10	Preposition
Line 27	con		hemos arrancado ese proyecto	Preposition
Line 33	países		hemos trabajado en muchos durante el tiempo	Preposition
Line 34	este		Durante el tiempo hemos trabajado en muchos países	Pronoun
Line 37		os/s	También tenemos un poco de proyectos	
Line 45-46		s (x1)	zona urbana	
Line 47	en		más personas que el campo	Preposition
Line 50	y		la situación económica en el campo mejorando la visión	Conjunction
Line 51	una		hay en la mezcla de lo urbano y lo rural lo indígena y	Article
Line 53	es		lo mestizo o lo que ya mas mezclado	Verb
Line 57	que		padres indígenas y ya son mestizos	Conjunction
Line 71	y ya/ que		yo creo que es un gran logro no una carga más, pero... cuando... cuando un joven del campo o de con padres de que han venido del campo	Conjunction
Line 72	y	n	han venido del campo viene a la ciudad	Conjunction
Line 75	fue	ado	olvidarse de lo que o tener vergüenza de lo que era el pas	Verb
Line 81	con		manera más más de una persona una identi identidad	Preposition
Line 90	a	r	analizando la persona podíamos decir que cumple	Preposition
Line 93	la		al final identidad es algo entero	Article
Line 96	lo		si la persona no se siente aymara entonces no va a ser	Article
Line 97	a/los		va intentar de cumplir con con usos y costumbres	Preposition/article
Line 104	al		muy distinto que el materialismo que he visto en otros lugares	Contraction a+el
Line 110	a	L	en el área de gran poder digamos no donde encuentras los que si tienen dinero	Preposition
Line 111		a	son con con con un raíz muy claro de indígena	
Line 112	en		gastan dinero es las fiestas	Preposition



Line 118		a	y y esa es un forma interesante de gastar su dinero	
Line 119		an	me parece bien que hay otras perspectivas	
Line 126		N	algo mas comu de comunidad	
Line 128	que		es algo com comparten conmigo	Conjunction
Line 135	materialismo		la cosa es que no existe el el pero si es otra forma	
Line 145	es		aquí usualmente muy fuerte la familia	Verb
Line 147	de		dentro los grupos indígenas	Preposition
Line 155	para		la relación hija hijo hija madre es siempre	Preposition
Line 160	en		algunos países en África donde han sido crisis por mucho tiempo	Preposition
Line 170	aprender		en un curso acelerado porque ya ya pueden más rápido	Verb infinitive
Line 173	educación		no han podido ir al colegio sino no tienen no saben leer ni escribir	
Line 189		a	no sé si es un palabra correcta	

**Addition**, for more reference see table LC4- Oi Addition. Appendix 17.

	Word	Morpheme	Sub-category	Grammatical category
Addition	BAE1	BAE2		
Line 4	por		b3	Preposition
Line 6	y		b1, b3	Conjunction
Line 7	con		b3	Preposition
Line 8	para hacer		b3	Preposition-verb
Line 9		N	b2, b3	
Line 12	y (x1)		b3	Conjunction
Line 14	en		b3	Preposition
Line 15-16	de/para		b3	Preposition
Line 22	en la		b3	Preposition-article
Line 23	te a y		b3	Conj., Preposition, conj.
Line 24	he		b3	Aux. Present 3 <sup>rd</sup> person sing.
Line 26	del digamos		b3	Cont. de+el, used as a filler
Line 28	el en		b3	Article- Preposition
Line 36	en (x1)		b3	Preposition
Line 37	de/un		b3	Preposition, indefinite article
Line 46	digamos		b3	Used as a filler
Line 47	siempre		b3	Adverb
Line 48-49	con con el con el digamos		b3	Preposition-definite article-filler
Line 51	que/en la		b3	Conj.- Preposition-def. Article
Line 52	lo		b3	Article
Line 55	no		b3	Adverb
Line 61	ese		b3	Pronoun
Line 63	no		b3	Filler
Line 66	de lo que		b3	Prep.-article-conj.
Line 67	si es/en		b3	Conj. Cond.-verb- Preposition
Line 69	no era		b3	Adverb, verb
Line 71	cuando/ con/de		b3	Adverb/ Preposition
Line 72	es muy		b3	Verb/adverb

74-76	desvio/ se desvia		b1	Verb
Line 78	asi no		b3	Adverb
Line 79	te /donde es		b1, b3	Pronoun/adverb
line 81	más		b3	Adverb
Line 83	el		b3	Article
Line 85	como/no		b3	Adverb/used as a filler
Line 86	con /no		b3	Preposition/filler
line 87	no van a		b3	Adverb
Line 89	lo que		b3	Article-conjunction
Line 90-91	como analizar analizando/con		b1	Adverb-verb
Line 95	un		b3	Indef. Article
Line 96-97	va (x2)/de/con		b3	Verb/ Preposition
Line 104	que	-1	b3	Conjunction
Line 109	pero lo que si/en digamos en		b3	Conj. Art. Conj. Adverb.
Line 112	es las		b3	Preposition-art.
Line 116	con/ y hay		b3	Preposition/conjunction-verb
Line 134	la		b3	Article
Line 146	más una		b3	Adverb-article
Line 151	madre mamá		b1	Noun
Line 154	no hay		b3	Adverb-verb
Line 161	están talves en en usualmente		b3	Verb-adverb- Prep. Adverb
Line 170	ya		b3	Adverb
Line 172	no han tenido		b3	Adverb-aux-participle
Line 173	sino		b3	Conjunction
Line 185	más en		b3	Adverb- Preposition
Line 186	para		b3	Preposition

**Erroneous formation**, more reference see table LC4- Oi EF and SLO. Appendix 18.

Line	Error
8	hacer periodismo
14	esos áreas
37	un poco de
47	vienen siempre
48	dado cuento
59	Bien
63-64	Valoroso
111	son
115	es/y
126	común de comunidad
128	es tú
134	también
160	han sido
161-162	se ha terminado
164	education in emergency
181	van a venir
188	les
183	ese/de
193	los empresos
194-195	pollution

*Lack of Sentence Order*, more reference see table LC4- Oi EF and SLO. Appendix 18.

Line	error
20-21	tambien
32	antes
24	el chef famoso danes
37-38	tambien /todavia
143-144	también/tiene/mucho
184-185	nomas asi

Finally, the Lines 3, 10, 11, 13, 17, 39, 40, 41, 44, 56, 60, 77, 84, 88, 98, 99, 100, 101, 120, 129, 132, 133, 137, 140, 141, 152, 156, 157, 158, 174, 177, 187, 191, 196 and 197 have very well structured utterances.

#### 4.2.1.3 Task Three. Role Playing “La máquina del tiempo”

For this task one corpus was elaborated, three participants were randomly selected to develop this activity; thus one oral language corpus was and analyzed. The corpus was codified as: GLC1-RP (Group Language Corpus 1/Role Playing). For analysis, the language corpus was transcribed as a sentence per line, each line was numbered, understanding that there is an idea uttered by the speaker.

#### GLC 1-RP (see language corpus on Appendix 19)

The utterances are produced by three Spanish language learners, two female speakers and one male speaker. For the analysis the learners were codified as: A1 (female speaker), A2 (female speaker), B1 (male speaker), the codification was according to the appearance of each character in the play. The corpus was done as a whole and not per participant since dividing them we could have incoherent and out of context utterances. So a total of 138 utterances were identified. Only language learners are part of this activity, the researcher only recorded them developing it. So we observed the learners through qualitative observation. Corpus’ time duration is about, 00:10:07, ten minutes and seven seconds.

*Omission*, for more reference see table GLC1-RP Omission. Appendix 20.

Omission	Word	Morpheme	Utterance	Grammatical categories
	AOE1	AOE2		

Line 3		n	Hace mucho ti mucho tiempo no está aquí nil as estrellas ni el universo	
Line 9	en		Esta civilización nueva	Preposition
Line 20		alenta	El cimientto del planeta (global warming)	
Line 21	hay	i	Está más y más agua en menos en menos terra	Aux.
Line 22	la		Para deforestación de la isla	Article
Line 25		s	Nosotros tenemos lo arboles	
Line 34	lo	l	Secretos de la vida y más importante las soluciones de... el examen del español	Pronoun
Line 40		a	Para construir un máquina del tiempo	
Line 44		a	Para un máquina del tiempo	
Line 45		a	Un calculadora	
Line 54		a	Un mujer blanco	
Line 56		a	Tienes un máquina del tiempo	
Line 67		ee	En clase nos limos y hablemos de la vida de cuevado	
Line 74		adas	n.n. quiere amores los sueños de jugar de olímpica	
Line 78	el		No quiere amores el arroz	Article
Line 82	van de/con las/en	l	Sobre ahora vacaciones de española y continuen conversaciones españoles	Verb/prep./art.
Line 100	al	a	Es posible que las personas destructoras tiene un solución de la calentamiento del mundo	Contraction a+el
Line 102	el		Ese es future	Article
Line 104	el		Cuando calentamiento del mundo	Article
Line 106	es		No bueno	Verb
Line 113		a	Hola hombre del cueva	
Line 115	el	ta	Ahora arbola es muerta	Article
Line 116	no		Muerta es posible	Adverb
Line 121-122	lo/la		Necesitas contribuir y no contaminar con los pestidillo y más importante no empeorice lluvia ácida	Article
Line 123		Ste	Tú bebi muchos gasolinas	
Line 127		Ste	Tú bebi mucho máquina del tiempo	
Line 136	la	Os	Radioactividad y los pestidillos es muy mal para el mundo	Article

**Addition**, for more reference see table GLC1-RP Addition. Appendix 21.

Addition	Word	Morpheme	Sub categories	Gramatical categories
	BAE1	BAE2		
Line 5		l	b3	
Line 6	ahora	o	b2, b3	Adverb
Line 13	al/los hombres y los mujeres		b2, b3	Cont. a+el art. Noun
Line 17	horrible/terrible		b1	Adjective
Line 21	en menos		b3	Prep. Adverb
Line 30		s	b3	
Line 34		l	b3	
Line 59	el		b3	Article
Line 65		l	b3	

Line 67	nos		b3	Pronoun
Line 75	para		b3	Preposition
Line 76	para		b3	Preposition
Line 82	sobre	a/es	b3	Preposition
Line 82	conversaciones españoles		b2	Preposition
Line 83	Pensamiento		b3	Noun
Line 94	El		b3	Article
Line 108	Y	d	b3	Conjunction
Line 111	Es		b3	Verb
Line 115		a	b2	

**Erroneous Formation**, more reference see table GLC1-RP EF and LSO. Appendix 22.

Line	Error
11	a
15	alto
20	cimiento/global warming
22	para/ira
25	a
27	es
28	soy los
30	rojos
32	tengas/conocimientos
36	la
38	pueden
39	tenga
65-67	este/limos/cuevado
70	los
72	quiere amores
74	quiere amores/olímpica
75	jugar
78	no quiere amores
83	por el
88	las
100	la calentamiento
120	coter
121-122	contribir/pestidillos/empeorice
123	muchos
131	dajina
133	tu
136	pesticillos es
137	amablemente

**Lack of Sentence Order**, more reference see table GLC1-RP EF and LSO. Appendix 22.

Line	Error
1	Ahora
9	Nueva
21	Menos
80-81	a veces/los estudiantes

Finally, the Lines 4, 7, 12, 16, 18, 19, 26, 29, 31, 33, 49, 50, 53, 60, 62, 95, 99, 107, 109, 119 128, 129, 134 and 138 have very well structured utterances.

#### 4.2.2 Children's Error Analysis

##### Qualitative Observation

To collect samples of the children's spoken language performance we observed them through qualitative observation, videotaped them, transcribe the recording and finally analyze the corpus. We have videotaped them because body language helps to understand children's utterances. For ethical reasons we cannot show the videos in public and these are going to be used for research purposes only.

Corpuses were codified as: CC1-M (Child Corpus 1-Male) and CC2-F (Child Corpus 2-Female). For the analysis the corpus were transcribed as an idea per line, each line was numbered, since their oral utterances are quite short and concrete, and the person who speaks more is the mother who, in the corpus, is identified as "Res." and the child is identified as "Inf." For the purposes of this research only the child's oral utterances were analyzed.

##### Corpus CC1-M (see language corpus on Appendix 23)

The participant is a male child between two years and a half and three years old. He is talking with his mother about "Cars", a Disney film about racing cars, at the same time he is holding a picture's book from the same movie. Both, mother and child are sat down in a room. Its time duration is about, 00:24:10, twenty four minutes and ten seconds. On this corpus only child's utterances were numbered, thus there are 124 lines for the analysis.

**Omission**, for more reference see table CC1-M. Appendix 24.

Line	Word	Morpheme	Utterance (error)	Gramatical categories
------	------	----------	-------------------	-----------------------

2	El		es rayo mac cuin	Article
4	Que		te voy a mostrar si es malo	Conjunction
9	la/a		si ma acuerdo yo he visto su chica del mate	Article definite/indefinite
18	es		el el su amigo del mac cuin	Verb
34	la		esa es cu	Article
36	dame		otro color	Verb
54	el/ y de		de mango y todo	Article/conjunction-preposition
63	las	S	si verduras todo	Article
65	no/porque		yo puedo yo lo adudo a al abuelo él se cansa	Adverb-conjunction
67	a		no solo cocinar	Preposition
69	he		mamá me manchado	Aux.
74		L	banco	
90		Vando	se esta lamano sus manos	
91		Bon	no con ja con espuma	
93	está		secando sus manos	Verb
98	a		agua sus ojitos	Preposition
114		I	se está vendo al espejo	

*Addition*, for more reference see table CC1-M. Appendix 25.

Addition	word	morpheme	Sub-category	Grammatical category
Line	BAE1	BAE2		
8		gue	b3	
11	con		b3	Preposition
14	ese		b3	Article
18	El		b3	Article
44	soy el dem		b3	Verb-article
54	de		b3	Preposition
61	es/la		b3	Verb/article
109	de		b3	Preposition
120	con/de la con		b3	Prep. article

*Erroneous Formation*, for more reference see table CC1-M EF and LSO. Appendix 26.

Line	Error	Utterance
11	te damos/modas	te damos allá rosado con con esas modas rosadas
21	Cañon	el es un cañon
25	El	¿a quien lleva? El rayo mac cuin
52	ro azul todo	¿Qué verduras te gustan? ro todo azul
61	tomate/lechuga	el tomate es igual la rachuga la todas las frutas son ricas
91	Espuma	no con ja con espuma

**Lack of Sentence Order**, more reference see table CC1-M EF and LSO. Appendix 26

Line	error	utterance
63	Todo	si verduras todo
92	Todo	si con jabón todo mamá
98	pequeños	yo le voy a dar unos lentes a la wawa pequeños

Finally, the Lines 3, 6, 17, 20, 38, 39, 42, 48, 49, 51, 58, 99, 102, 117 and 122 have very well structured utterances.

### Corpus CC2-F (see language corpus on Appendix 27)

The participant is a female child between two and two and a half years old. She is talking to her mother about painting books and animals. Both, mother and child are sat down in a room. On this corpus only child's utterances were numbered, thus there are 157 lines for the analysis. Its time duration is about, 00:20:38, twenty minutes and thirty eight seconds.

**Omission**, for more reference see table CC2-F. Appendix 28.

Line	Word	Morpheme	Gramatical category
11	en el		Preposition-article
25	el		Article
32	al		Cont. a+el
41	con		Preposition
45	me		Pronoun
55	tiene		Verb
56	el		Article
60		ndo	
63	ha pintado		Aux. Past part.
70	la		Article
82	esta es		Article-verb
93	en		Preposition
105	un		Indefinite article
111		zana	
125	está		Verb
133	lo		Pronoun
134		ti	
149	me		Pronoun



**Addition**, for more reference see table CC2-F. Appendix 29.

Line	word	morpheme	Sub-categories	Gramatical categories
73		s	b3	
93	aquí		b3	Adverb
105	Yasmin		b1	Noun
134		Ti	b3	

**Erroneous formation**, for more reference see table CC2-F EF and LSO. Appendix 30.

Line	error	utterance
37	buscar el pez	vamos a buscar el pez aquí
40	pega pegale pegala	pega pegale pegala
45	ha	ha bañado
54	guapa	guapa el osito
60	buscar	que estamos buscar
73	vasos	el vasos
82	pequeñitita	este es su mamá este es su papá pero muy pequeñitita
86	avion no	avion no
87	la avión	se ha con la avión
121	pajarito	el pajarito está llevando
123	un pez	un pez
128	quiero	no quiero
129	yo	y no quiere yo
134	pequeñitito	Pequeñitito
137		se ha ido el señor llevado

**Lack of Sentence Order**, more reference see table CC2-F EF and LSO. Appendix 30.

Line	error	utterance
20	no	yo tengo pupa no
29	volar este no triste	volar este no triste
33	estan/esta	estan donde esta las pegatinas
129	yo	y no quiere yo
131	aquí	un caballito aquí

Finally, the Lines 4, 8, 12, 22, 35, 42, 46, 50, 51, 52, 84, 85, 91, 94 and 126 have very well structured utterances.

In fact, these charts and the supporting reference tables are the *Error Analysis*. On this we are emphasizing on the analysis of errors made in the structural level but in the linguistic one, since linguistic errors can be corrected by self-correction, more exposure to comprehensible input, giving to the learners security to talk within other available solutions,

while the structural part is more complex to be corrected due to structural errors can lead to fossilization which is a core problem in second language learning.

It is important to notice that errors in SLL are not because of the teaching material or for the teacher's failure, thus what the teacher teaches is not going to be the same as what the learner learns.

### 4.3 CONTRASTIVE ANALYSIS (CA)

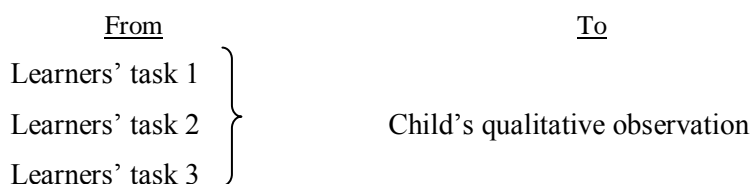
The CA was done from oral language learners' errors to children's ones. The language learners' analysis was done according to the task developed by them and the typology of EA, the learners EA's results were important for this analysis; the children's analysis was based on the EA's results as well.

This is a qualitative CA because of the essence of the study, but in further research we will offer a quantitative CA of spoken language performance errors.

The CA was done according to the EA's typology (Omission, Addition (b1, b2 and b3) Erroneous Formation and Lack of Sentence Order) and the tasks developed by language learners since they were situated on three situations of spontaneous oral language production, the story telling "Natalia y su gato Pancho" (closed interview), Non-addressed interview talking about life experiences (open interview) and improvisation "La máquina del tiempo" (observation).

With children was complicated to develop tasks since they cannot focus on one thing at a time, so we observed them qualitatively.

In fact, the CA is as follows:



Learners' and children's spoken language performance were analyzed under the same criteria. For instance in the CA only the errors in word categories and morphemes that both, language learners and children, have in common are going to be contrasted.

The first case in the CA is Omission; learners re-telling the story of "Natalia y su gato Pancho" and children observed where their language spoken performance is natural and spontaneous.

### 4.3.1 Omission

#### Learners Task 1 - Children's Qualitative Observation

Omission of Word	
Learners	Children
Category of Word: PREPOSITION	
a <ul style="list-style-type: none"> <li>• Persiguió un pájaro</li> <li>• Encontrar Nati</li> <li>• Escababan un ratón</li> </ul> de <ul style="list-style-type: none"> <li>• Afuera su casa</li> <li>• Salía su casa</li> <li>• En vez un pájaro</li> </ul>	a <ul style="list-style-type: none"> <li>• No sólo cocinar</li> <li>• Agua sus ojitos</li> <li>• Yo he visto su chica del Mate</li> </ul> de <ul style="list-style-type: none"> <li>• De mango y todo</li> </ul> con <ul style="list-style-type: none"> <li>• otra...</li> </ul> en <ul style="list-style-type: none"> <li>• te sientas aquí el suelo</li> </ul>

Language learners re-telling a story make omission of two prepositions "a" and "de" while children make omission of four preposition "a", "de", "con", "en".

Language learners and Children omit the preposition "a" when describing the indirect and direct object, "persiguió a un pajaró" - "yo he visto a su chica del Mate". In other utterances there is a different use of "a".

The preposition "de" even though appears as a omission in language learners and children's utterances the use each group makes of this preposition is quite different. In language learners appears indicating belonging or property "afuera de su casa" while in children is used as a modal expression "mango y de todo".

Omission of Word	
Learners	Children
Category of Word: PRONOUN	
Le <ul style="list-style-type: none"> <li>también pregunto a una rana</li> </ul> les <ul style="list-style-type: none"> <li>Natalia daba un cuento</li> </ul> se <ul style="list-style-type: none"> <li>Nati fue</li> <li>Pancho fue a casa</li> </ul>	Que <ul style="list-style-type: none"> <li>Te voy a mostrar si es malo</li> </ul> me <ul style="list-style-type: none"> <li>he bañado</li> </ul>

Language learners re-telling a story make omission of three pronouns “le”, “les” and “se” while children make omission of two pronouns “que” and “me”. Since the pronouns omitted by language learners and Children are not the same there is no possible to contrast them.

Omission of Word	
Learners	Children
Category of Word: ARTICLE	
La <ul style="list-style-type: none"> <li>similar a tuya</li> </ul> los <ul style="list-style-type: none"> <li>(la comida) de gatos</li> <li>en lugares</li> </ul>	El <ul style="list-style-type: none"> <li>es rayo Mac Cuin</li> <li>de mango y todo</li> <li>hace daño papi con la Yasmin</li> </ul> la <ul style="list-style-type: none"> <li>yo he visto su chica del mate</li> <li>Esa es cu</li> <li>... mamá...</li> </ul> un <ul style="list-style-type: none"> <li>Yo quiero caramelo</li> </ul> las <ul style="list-style-type: none"> <li>Si verduras todo</li> </ul> esta <ul style="list-style-type: none"> <li>Es muy pequeñita</li> </ul>

Language learners re-telling a story make omission of two articles “la” and “los” while children make omission of five articles “el”, “la”, “un”, “las” and “esta”.

The only article that could be contrasted in this case is the feminine, singular, definite “la”, “similar a **la** tuya” “yo **la** he visto (a) su chica del Mate”.

Omission of Word	
Learners	Children
Category of Word: VERB	

Estar imperfect “estaba” <ul style="list-style-type: none"> <li>Nati en otro lugar</li> </ul> Tomar Infinitive <ul style="list-style-type: none"> <li>un descanso</li> </ul>	Estar Present “es” <ul style="list-style-type: none"> <li>el su amigo del Mac Cuin</li> <li>esta muy pequeñita</li> </ul> Dar Present “da” <ul style="list-style-type: none"> <li>...otro color</li> </ul> Tener Present “tiene” <ul style="list-style-type: none"> <li>El osito que un pelo</li> </ul>
--	---

Language learners re-telling a story make omission of two verbs, one in a conjugated form “estaba”, and other in an impersonal form “tomar”, while children make omission of three conjugated verbs, “es”, “da” and “tiene”.

Since the verbs omitted by language learners and Children are not the same there is no possible to contrast them.

Omission of Word	
Learners	Children
Category of word: AUXILIAR VERB	
Ha <ul style="list-style-type: none"> <li>Luego después también de arte construido una casa</li> </ul>	He <ul style="list-style-type: none"> <li>Mamá me manchado</li> </ul>

The errors of omission of verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
CONTRACTION A+EL	
Al <ul style="list-style-type: none"> <li>En vez de un pájaro que a la pájaro</li> </ul>	al <ul style="list-style-type: none"> <li>Vamos a buscar pez</li> </ul>

The contraction of “a” (preposition) + “el” (article) results in the contracted article “al”; it indicates the situation of people and things as well as their direction and exposure. Both, language learners and children, make use of this contracted article in the same way.

Omission of Morpheme	
Learners	Children
-taba <ul style="list-style-type: none"> <li>Natalia se leván</li> <li>También se desper</li> </ul> -aba	-vando <ul style="list-style-type: none"> <li>Se está lamanon sus manos</li> </ul> -ndo <ul style="list-style-type: none"> <li>Que estamos buscar</li> </ul>

<ul style="list-style-type: none"> <li>• Nunca se despertia hasta las diez</li> <li>• Luego se sentía para un descanso</li> </ul>	<ul style="list-style-type: none"> <li>• No con ja con espuma</li> </ul>
-ba	-i
<ul style="list-style-type: none"> <li>• Natalia da un cuento</li> <li>• Luego pinta un cuadro</li> <li>• Esta tirando</li> </ul>	<ul style="list-style-type: none"> <li>• Se está vendo al espejo</li> </ul>
-ia	-s
<ul style="list-style-type: none"> <li>• Sal de la casa</li> </ul>	<ul style="list-style-type: none"> <li>• Si verdura todo</li> </ul>
-ma	-zana
<ul style="list-style-type: none"> <li>• Como se lla</li> </ul>	<ul style="list-style-type: none"> <li>• Y la man y la pera</li> </ul>
-an	-l
<ul style="list-style-type: none"> <li>• Se reuni por la calle</li> </ul>	<ul style="list-style-type: none"> <li>• Banco</li> </ul>
-l	-lo
<ul style="list-style-type: none"> <li>• Después también de arte</li> </ul>	<ul style="list-style-type: none"> <li>• Quiero comprar un caballito quiero comprar</li> </ul>
-de	-me
<ul style="list-style-type: none"> <li>• Un descanso bajo del sol</li> </ul>	<ul style="list-style-type: none"> <li>• Yo quiero poner de pie</li> </ul>
-al	
<ul style="list-style-type: none"> <li>• Al fin del día</li> </ul>	
-ario	
<ul style="list-style-type: none"> <li>• Era necesita que Pancho fluye</li> </ul>	
-lo	
<ul style="list-style-type: none"> <li>• Salió para buscar a ello</li> </ul>	
-a	
<ul style="list-style-type: none"> <li>• Un razón</li> </ul>	
-ar	
<ul style="list-style-type: none"> <li>• Era posible encontré a pancho</li> </ul>	

In omission of morphemes only two morphemes “-l” and “lo” are valid features for a contrastive analysis.

In language learners the omission of the morpheme “-l” is due to the lack of awareness of the contraction “del” (preposition DE + article EL) “... de<sub>l</sub> arte”. In children the omission of the morpheme “-l” is due to a phonological problem “b<sub>l</sub>anco”.

The omission of the morpheme “-lo”, in both, to replace the object: infinitive verb + pronoun “lo” “buscar a ello - buscarlo” “quiero compare un caballito – quiero comprarlo”.

### Learners Task 2 - Children’s Qualitative Observation

Omission of Word	
Learners	Children
Category of word: PREPOSITION	
A <ul style="list-style-type: none"> <li>• Voy tratar, voy probar</li> <li>• Va mejor algún día</li> </ul> de <ul style="list-style-type: none"> <li>• Trataba mejorar mi inglés</li> <li>• Dentro los grupos indígenas</li> </ul> con <ul style="list-style-type: none"> <li>• Más conocimiento un metodología mas fuerte</li> <li>• Hemos arrancado ese proyecto</li> <li>• De una persona una identidad</li> </ul> en	a <ul style="list-style-type: none"> <li>• No sólo cocinar</li> <li>• Agua sus ojitos</li> <li>• Yo he visto su chica del mate</li> </ul> de <ul style="list-style-type: none"> <li>• De mango y todo</li> </ul> con <ul style="list-style-type: none"> <li>• otra...</li> </ul> en <ul style="list-style-type: none"> <li>• te sientas aquí el suelo</li> </ul>

<ul style="list-style-type: none"> <li>• Este sistema afecta como la gente piensa</li> <li>• La manera la gente trata</li> <li>• En gobernabilidad y gobernanca indígena</li> <li>• En Calacoto la calle 10</li> <li>• Más personas que el campo</li> </ul>	
para	
<ul style="list-style-type: none"> <li>• Este sirve esta sociedad</li> <li>• La relación hija hijo hija madre es siempre</li> </ul>	

Language learners and children, omit the prepositions “a”, “de”, “con” and “en”. In the utterances “voy a tratar”, “voy a probar” the preposition “a” means conclusion as a fact. “de” meaning the nature, condition or quality of people or things “dentro de los grupos indígenas” and following an infinite “trataba de mejorar”.

Omission of Word	
Learners	Children
Category of word: PRONOUN	
que <ul style="list-style-type: none"> <li>• Un paquete de café de Brasil me gusto mucho</li> <li>• La manera la gente trata</li> <li>• Padres indígenas y ya son mestizos</li> <li>• Es algo comparten conmigo</li> </ul>	que <ul style="list-style-type: none"> <li>• Te voy a mostrar si es malo</li> </ul>
les	me
<ul style="list-style-type: none"> <li>• Ellos da como cuando tu eras estudiante</li> <li>• Yo preguntaba</li> </ul>	<ul style="list-style-type: none"> <li>• he bañado</li> </ul>
esto	
<ul style="list-style-type: none"> <li>• Ayuda a los estudiantes</li> </ul>	
este	
<ul style="list-style-type: none"> <li>• Durante el tiempo hemos trabajado en muchos países</li> </ul>	
te	
<ul style="list-style-type: none"> <li>• Ellos explican tus errores</li> </ul>	

The errors of omission of verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
Category of word: ARTICLE	
El	el
<ul style="list-style-type: none"> <li>• Hay café peorísimo de mi vida</li> <li>• Café es feo</li> <li>• Es ruso</li> <li>• Es método comunicatico</li> <li>• Es método gramatical</li> <li>• Única estudiante año...</li> </ul>	<ul style="list-style-type: none"> <li>• es rayo Mac Cuin</li> <li>• de mango y todo</li> <li>• hace daño papi con la Yasmin</li> </ul>
la	la
<ul style="list-style-type: none"> <li>• Yo era única</li> </ul>	<ul style="list-style-type: none"> <li>• yo he visto su chica del mate</li> <li>• Esa es cu</li> <li>• ... mamá...</li> </ul>
	un

<ul style="list-style-type: none"> <li>• única estudiante</li> <li>• al final identidad es algo...</li> </ul>	<ul style="list-style-type: none"> <li>• Yo quiero caramelo</li> </ul>
los	las
un	esta
<ul style="list-style-type: none"> <li>• cumplir con usos y costumbres</li> <li>• es sistema agrícola</li> <li>• quiero hablar es poco más difícil</li> </ul>	<ul style="list-style-type: none"> <li>• Si verduras todo</li> <li>• Es muy pequeñita</li> </ul>
una	
<ul style="list-style-type: none"> <li>• es sociedad agrícola</li> <li>• hay mezcla de lo urbano y lo rural</li> </ul>	

The articles “el”, “la” and “un” are similarly omitted by language learners, in a spontaneous conversation, as well as by children, in natural conditions of oral language production.

Omission of Word	
Learners	Children
Category of word: VERB	
Ser Present, 3rd person sing. ind. <ul style="list-style-type: none"> <li>• Mi opinión que</li> <li>• Lo mestizo o lo que ya más mezclado</li> <li>• Aquí usualmente muy fuerte la familia</li> </ul> Preterit, 3rd person sing. ind. <ul style="list-style-type: none"> <li>• Olvidarse de lo que o tener vergüenza</li> </ul> Saber Present, 1st person sing. ind. <ul style="list-style-type: none"> <li>• No mucho</li> </ul> Aprender Infinitive <ul style="list-style-type: none"> <li>• En un curso acelerado porque ya pueden más rápido</li> </ul>	Estar Present <ul style="list-style-type: none"> <li>• el su amigo del Mac Cuin</li> <li>• esta muy pequeñita</li> </ul> Dar Present <ul style="list-style-type: none"> <li>• ...otro color</li> </ul> Tener Present <ul style="list-style-type: none"> <li>• El osito que un pelo</li> </ul>

The errors of omission of verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
Category of word: CONJUNCTION	
Y <ul style="list-style-type: none"> <li>• El método la metodología</li> <li>• Estudiar obtener</li> <li>• Yo era única ellos lo miren a mi</li> <li>• Ellos explican tus errores ellos corrigen tus papeles</li> <li>• La situación económica en el campo mejorando la visión</li> <li>• Han venido del campo viene a la ciudad</li> </ul> si/pero <ul style="list-style-type: none"> <li>• Correr este que tu quieres no es profundo no hay profundidad</li> </ul> si <ul style="list-style-type: none"> <li>• Me preguntan se explicar las reglas a ellos</li> </ul> ó <ul style="list-style-type: none"> <li>• Cada palabra no entiendo que yo no sé porque yo no conozco</li> </ul> porque <ul style="list-style-type: none"> <li>• Especialmente es un poco de filosofía</li> </ul>	Y <ul style="list-style-type: none"> <li>• De mango todo</li> </ul> porque <ul style="list-style-type: none"> <li>• Yo lo ayudo al abuelo él se cansa</li> </ul>



The omission of the conjunctions “y” and “porque” is similar between language learners, in a spontaneous conversation, and children, in natural environment of oral production. The rest errors of omission of conjunction by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
Category of word: ADVERB	
No <ul style="list-style-type: none"> <li>Yo estoy tratando de hace esto estoy como yo estoy esperando</li> </ul>	no <ul style="list-style-type: none"> <li>yo puedo... yo lo adudo</li> </ul>

The omission of the negative adverb “no” is similar between language learners, in a spontaneous conversation, and children, in natural environment of oral production.

Omission of Word	
Learners	Children
CONTRACTION A+EL	
Al <ul style="list-style-type: none"> <li>Muy distinto que el materialismo que he visto en otros países</li> </ul>	al <ul style="list-style-type: none"> <li>Vamos a buscar pez</li> </ul>

The omission of the contraction “al” is similar between language learners, in a spontaneous conversation, and children, in natural environment of oral production.

Omission of Morpheme	
Learners	Children
-a <ul style="list-style-type: none"> <li>un metodología más fuerte</li> <li>son con un raíz más muy claro de indígena</li> <li>y esa es un forma interesante de gastar</li> <li>no sé si es un palabra correcta</li> </ul>	-vando <ul style="list-style-type: none"> <li>Se está lamanon sus manos</li> </ul>
-an <ul style="list-style-type: none"> <li>me parece bien que hay otras perspectivas</li> </ul>	-ndo <ul style="list-style-type: none"> <li>Que estamos buscar</li> </ul>
-n <ul style="list-style-type: none"> <li>ellos da como cuando tú eras estudiante</li> <li>han venido del campo viene a la ciudad</li> <li>algo más comu de comunidad</li> </ul>	-bon <ul style="list-style-type: none"> <li>No con ja con espuma</li> </ul>
-ta <ul style="list-style-type: none"> <li>mi libro de español es en ruso... todo es en ruso</li> </ul>	-i <ul style="list-style-type: none"> <li>Se está vendo al espejo</li> </ul>
-ó <ul style="list-style-type: none"> <li>es muy mal</li> <li>period</li> </ul>	-s <ul style="list-style-type: none"> <li>Si verdura todo</li> </ul>
	-zana <ul style="list-style-type: none"> <li>Y la man y la pera</li> </ul>
	-l <ul style="list-style-type: none"> <li>Banco</li> </ul>
	-lo <ul style="list-style-type: none"> <li>Quiero comprar un caballito quiero comprar</li> </ul>
	-me

<ul style="list-style-type: none"> <li>• si gramática del rus las reglas gramaticales</li> </ul> -ado <ul style="list-style-type: none"> <li>• tener vergüenza de lo que era el pas</li> </ul> -ie <ul style="list-style-type: none"> <li>• corrigiron corregeron</li> </ul> -tores <ul style="list-style-type: none"> <li>• escrib</li> </ul> -je/-l <ul style="list-style-type: none"> <li>• yo trai una un paquete de café de Brasil</li> </ul> -l <ul style="list-style-type: none"> <li>• en el área de gran poder</li> </ul> -es <ul style="list-style-type: none"> <li>• ellos son estudiantes de Inglés para ser profesor</li> </ul> -les <ul style="list-style-type: none"> <li>• me preguntaban se explicar las reglas a ellos</li> </ul> -ito/-r <ul style="list-style-type: none"> <li>• es un hab yo estoy tratando de hace esto</li> </ul> -ya/-ar <ul style="list-style-type: none"> <li>• va mejor algún día</li> </ul> -os/-s <ul style="list-style-type: none"> <li>• tenemos un poco de proyectos</li> </ul> -s <ul style="list-style-type: none"> <li>• zona urbana</li> </ul> -r <ul style="list-style-type: none"> <li>• analizando la persona podíamos decir que cumple</li> </ul>	<ul style="list-style-type: none"> <li>• Yo quiero poner de pie</li> </ul>
---	--

In omission of morphemes only two morphemes “-l” and “-s” are valid features for a contrastive analysis.

In language learners the omission of the morpheme “-l” is due to the lack of awareness of the contraction “del” (preposition DE + article EL) “... de<sub>l</sub> arte”. In children the omission of the morpheme “-l” is due to a phonological problem “b<sub>l</sub>anco”.

### Learners Task 3 - Children’s Qualitative Observation

Omission of Word	
Learners	Children
Category of word: PREPOSITION	
En <ul style="list-style-type: none"> <li>• Está esta civilización nueva</li> <li>• Continúen conversaciones español</li> </ul> con <ul style="list-style-type: none"> <li>• Continúen conversaciones</li> </ul>	A <ul style="list-style-type: none"> <li>• No sólo cocinar</li> <li>• Agua sus ojitos</li> <li>• Yo he visto su chica del mate</li> </ul> de <ul style="list-style-type: none"> <li>• De mango y todo</li> </ul> con <ul style="list-style-type: none"> <li>• otra</li> </ul> en <ul style="list-style-type: none"> <li>• te sientas aquí el suelo</li> </ul>

Omission of Word
------------------

Learners	Children
Category of word: PRONOUN	
Lo <ul style="list-style-type: none"> <li>• secretos de vida y más importante las soluciones</li> <li>• no contaminar con los pesticillos y más importante...</li> </ul>	Que <ul style="list-style-type: none"> <li>• Te voy a mostrar si es malo</li> </ul> me <ul style="list-style-type: none"> <li>• he bañado</li> </ul>

The errors of omission of pronoun by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
Category of word: ARTICLE	
La <ul style="list-style-type: none"> <li>• para deforestación de la isla</li> <li>• no empeorice lluvia ácida</li> <li>• radioactividad y los pesticillos</li> </ul> el <ul style="list-style-type: none"> <li>• no (le gusta) quiere amores arroz</li> <li>• este es futuro</li> <li>• es futuro</li> <li>• ahora árbol es muerto</li> </ul>	el <ul style="list-style-type: none"> <li>• es rayo Mac Cuin</li> <li>• de mango y todo</li> <li>• hace daño papi con la Yasmin</li> </ul> la <ul style="list-style-type: none"> <li>• yo he visto su chica del mate</li> <li>• Esa es cu</li> <li>• ... mamá...</li> </ul> un <ul style="list-style-type: none"> <li>• Yo quiero caramelo</li> </ul> las <ul style="list-style-type: none"> <li>• Si verduras todo</li> </ul> esta <ul style="list-style-type: none"> <li>• Es muy pequenitita</li> </ul>

The omission of articles “la” and “el” is similar between language learners, in a spontaneous situation of improvisation, and children, in natural environment of oral production. The rest errors of omission of article by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word
------------------

Learners	Children
Category of word: VERB	
Ir + de Present, 2nd and 3rd person pl. Ind. <ul style="list-style-type: none"> <li>• Los estudiantes ahora vacaciones de española</li> </ul> Ser Present, 2nd person sing. Ind. <ul style="list-style-type: none"> <li>• No bueno</li> </ul>	Estar Present <ul style="list-style-type: none"> <li>• el su amigo del Mac Cuin</li> <li>• esta muy pequeñitita</li> </ul> Dar Present <ul style="list-style-type: none"> <li>• ...otro color</li> </ul> Tener Present <ul style="list-style-type: none"> <li>• El osito que un pelo</li> </ul>

The errors of omission of verb by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
Category of word: AUXILIAR VERB	
Hay <ul style="list-style-type: none"> <li>• Más agua en menos tierra</li> </ul>	ha <ul style="list-style-type: none"> <li>• Luego después también de arte construido una casa</li> </ul> he <ul style="list-style-type: none"> <li>• Mamá me manchado</li> </ul>

The errors of omission of auxiliary verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
Category of word: AUXILIAR VERB	
Hay <ul style="list-style-type: none"> <li>• Más agua en menos tierra</li> </ul>	ha <ul style="list-style-type: none"> <li>• Luego después también de arte construido una casa</li> </ul> he <ul style="list-style-type: none"> <li>• Mamá me manchado</li> </ul>

The errors of omission of auxiliary verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Omission of Word	
Learners	Children
CONTRACTION A+EL	
Al <ul style="list-style-type: none"> <li>• Solución de la calentamiento del mundo</li> </ul>	al <ul style="list-style-type: none"> <li>• Vamos a buscar pez</li> </ul>

The omission of the contraction “al” is similar between language learners, in a spontaneous situation of improvisation, and children, in natural environment of oral production.

Omission of Morpheme	
Learners	Children
-n	-vando
• no está aquí ni las estrellas ni el universo	• Se está lamanon sus manos
-alenta	-ndo
• cimiento del planeta (global warming)	• Que estamos buscar
-i	-bon
• terra	• No con ja con espuma
-s	-i
• tenemos lo arboles	• Se está vendo al espejo
-l	-s
• las soluciones de examen del español	• Si verdura todo
• vacaciones de español	-zana
a-	• Y la man y la pera
• un máquina del tiempo	-l
• un calculadora	• Banco
• un mujer blanco	-lo
• un solución de la calentamieto del mundo	• Quiero comprar un caballito quiero comprar
• hombre del cueva	-me
-ee	• Yo quiero poner de pie
• limos	
-adas	
• sueños de jugar de olímpica	
-ta	
• árbol es muerto	
-ste	
• tú bebi muchos gasolinas	
• tú bebi mucho	
-os	
• radioactividad y los pestidillos es muy mal para el mundo	

In omission of morphemes three morphemes “-i” “-l” and “-s” are valid features for a contrastive analysis.

In language learners the omission of the morpheme “-l” is due to the lack of awareness of the contraction “del” (preposition DE + article EL) “... del arte”. In children the omission of the morpheme “-l” is due to a phonological problem “blanco”.

The omission of the morphemes “-i” and “-s” is phonological for both cases.

#### 4.3.2 Addition

#### Learners Task 1 - Children’s Qualitative Observation

Addition of Word					
Learners			Children		
Category of Word: PREPOSITION					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
		en por para con de a			con de

Language learners and children show a similar addition of prepositions “con” and “de”. Nevertheless the use given to this preposition by each group is different, language learners use it to accompany, meaning together with, “con Pancho” while children use it to mean the idea of relationship with other “con esas cosas rosadas”. The other prepositions do not have comparable features to be contrasted.

Addition of Word					
Learners			Children		
Category of Word: ARTICLE					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
		un la el			ese el la

The addition of articles for repetition is a feature shown by language learners as well as children due to the insecurity of using one or the other. E.g. “el el su amigo” “la la la linea de su comida” “el la comida” “el la tomate”.

Addition of Word
------------------

Learners			Children		
Category of Word: VERB					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
Estuviera -Estuvieron		Encontrar Fueron Pinta Buscar Hacer			Ser • Soy • Es

The errors of addition of verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: ADVERB					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
Luego -después		Como Entonces Bajo (debajo)			Aquí

The errors of addition of adverbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: NOUN					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
su- de Pancho		Pancho Árbol Vez	Yo -Yasmin		

Errors in addition of noun are similar in subcategory b1, which means that both language learners and children make redundancy, in language learners “ponia su comida de Pancho” and in children “yo quiero Yasmin caramelo”.

Addition of Morpheme						
Learners			Children			
Sub-Category			Sub-Category			
b1	b2	b3	b1	b2	b3	
	-a <ul style="list-style-type: none"> <li>Se aparecía muy mal</li> </ul>	-i <ul style="list-style-type: none"> <li>Pintio</li> </ul> -f <ul style="list-style-type: none"> <li>Construfido</li> </ul> -ar <ul style="list-style-type: none"> <li>Pancho intentar coger una mariposa</li> </ul> -r <ul style="list-style-type: none"> <li>Ella intentar escalar</li> </ul>			-gue <ul style="list-style-type: none"> <li>Reneguegando</li> </ul> -s <ul style="list-style-type: none"> <li>El vasos</li> </ul> -ti <ul style="list-style-type: none"> <li>Pequeñitito</li> <li>Pequeñitita</li> </ul>	

### Learners Task 2 - Children's Qualitative Observation

Addition of Word					
Learners			Children		
Category of Word: PREPOSITION					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
con		a de en por con para			con de

Errors of addition classified in b3 are errors of simple addition due to repetition or for the incorrect appearance of the word which is neither double mark nor regularization. E.g. “cerca de a la puerta”, “es un mi problema”, “no no era no era aceptable”, “en la en la zona sur”.

Addition of Word					
Learners			Children		
Category of Word: ARTICLE					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
la administración <ul style="list-style-type: none"> <li>ellos la administración</li> </ul> un <ul style="list-style-type: none"> <li>única un</li> </ul>	la <ul style="list-style-type: none"> <li>la fin de la clase</li> <li>la sistema</li> </ul>	la el un los			ese el la



The errors of addition of articles by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: VERB					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
Desviar • desvio • se desvia Analizar - Analizando		Estar • estoy Ser • es • era • estan Servir • sirve Ir • fui • van • va Hacer Haber • he • hay • han tenido			Ser • Soy • Es

The errors of addition of verbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: ADVERB					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
Como	Día	No Cuando Día Casi Siempre muy Así no Donde Más Digamos Tal ves Usualmente			Aquí

		Ya			
--	--	----	--	--	--

The errors of addition of adverbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: NOUN					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
administración madre-mamá	opinión sistema	gente trabajo	Yo -Yasmin		

The errors of addition of adverbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Morpheme					
Learners			Children		
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
	-a <ul style="list-style-type: none"> <li>Una sistema</li> </ul>	-ísimo <ul style="list-style-type: none"> <li>No aprendí muchísimo</li> <li>Hay un café peorísimo de mi vida</li> </ul> -n <ul style="list-style-type: none"> <li>La administración nos ofrecen</li> <li>Gente que viven</li> <li>Asensor de los contrapartes</li> </ul> -s <ul style="list-style-type: none"> <li>Todos los CNN las noticias</li> </ul> -l <ul style="list-style-type: none"> <li>Aquí les muy distinto</li> </ul>			-gue <ul style="list-style-type: none"> <li>Reneguegando</li> </ul> -s <ul style="list-style-type: none"> <li>El vasos</li> </ul> -ti <ul style="list-style-type: none"> <li>Pequeñitito</li> <li>Pequeñitita</li> </ul>

The only similar morpheme added by both is “-s” as a mark of plural. The rest errors of addition of morpheme by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

### Learners Task 3 - Children’s Qualitative Observation

Addition of Word					
Learners			Children		
Category of Word: PREPOSITION					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
		en para sobre			con de

Errors of addition classified in b3 are errors of simple addition due to the incorrect appearance of the word which is neither double mark nor regularization.

Addition of Word					
Learners			Children		
Category of Word: ARTICLE					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
		el			ese el la

Errors of addition classified in b3 are errors of simple addition due to the incorrect appearance of the word which is neither double mark nor regularization. Moreover the errors of addition of adverbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: ADVERB					

Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
		ahora menos			aquí

The errors of addition of adverbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Word					
Learners			Children		
Category of Word: NOUN					
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
		pensamiento	Yo –Yasmin		

The errors of addition of adverbs by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

Addition of Morpheme					
Learners			Children		
Sub-Category			Sub-Category		
b1	b2	b3	b1	b2	b3
	-a • arbola	-l • clase del español • examen del español -o • primero hombre -s • muchos conocimiento -a/-es • vacaciones de española/conversaciones españoles -d • ha tomado del mundo -es • arboles del conocimiento -a • arbola está muerta			-gue • Reneguegan do -s • El vasos -ti • Pequeñitito • Pequeñitita

The only similar morpheme added by both is “-s” as a mark of plural. The rest errors of addition of morpheme by language learners and Children are not the same hence there is no possible to do a contrastive analysis between them.

### 4.3.3 Erroneous Formation

#### Learners Task 1 - Children's Qualitative Observation

Erroneous Formation			
Class of error: PHONOLOGICAL			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
Necesita, fluye, suela	(Sintactyc- Phonological) y entonces era necesita que Pancho fluye entonces y Nati mientras que Pancho hacia estas cosas a las quince y cuarto cuando suela encontral a Pancho no podia encontrarlo	cañon	Phonological: el es un cañon

Erroneous Formation			
Class of error: MORPHOLOGICAL			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
Deprimido	Natalia estuvo deprimida.	Te damos/modas	te damos allá rosado con con esas modas rosadas
Fuera	se fuera de casa.	el	¿a quien lleva? El rayo mac cuin
Da	todos los días Natalia dia da un cuento a sus a a sus amigos.	Buscar el pez	vamos a buscar el pez aquí
Pinta	despertarse y luego pinta un cuadro	ha	ha bañado
La pájaro/consigo	hasta que un dia Pancho en vez de intentar a coger una mariposa en vez un pajaro que a la pajaro no le gusta jugar consigo	guapa	guapa el osito
perseguirla	y entonces escababan un raton cuando Pancho intentaba a perseguirla	buscar	que estamos buscar
Era	no era al lado de sus juguetes y su libro	vasos	el vasos
Se aparecía	entonces Nate Nati se sintio y se aparecia muy mal y muy triste	pequeñitita	este es su mamá este es su papá pero muy pequeñitita
Encontraba, eran	donde encontraba a Natalia... y los dos eran muy muy felices	pequeñitito	es pequeñitito
tiempo peor, bajo, llorar lluvir huir	(Sintactyc- Morphological) y y pensaba de Nati en otro lugar en el sol mientras que estaba bajo bajo el tiempo peor y tambien como una falacia empe empezaba a llorar lluvir huir		

Erroneous Formation			
Class of error: SYNTACTIC			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
Pienso/estuvieron/ estuviera/tuviera	Nati estuvo muy deprimido y pienso que Pancho es Pancho es estado no estuvieron so con Pancho estuviera Pancho tuviera hambre.	pega pegale pegala	pega pegale pegala
Para/venia	espero para Pancho hasta que venía.	Avión no	avión no
Necesita, fluye, suela	y entonces era necesita que Pancho fluye entonces y Nati mientras que Pancho hacia estas cosas a las quince y cuarto cuando suela encontral a Pancho no podia encontrarlo	La avión	se ha con la avión
Más después de	pintaba un cuadro de Pancho... quince minutos más despues de Nati fue Pancho a al lugar donde normalmente suelen encontrarse.	yo	y no quiere yo
tiempo peor, bajo, llorar lluvir huir	(Sintactyc- Morphological) y y pensaba de Nati en otro lugar en el sol mientras que estaba bajo bajo el tiempo peor y tambien como una falacia empe empezaba a llorar lluvir huir		

Erroneous Formation			
Class of error: SEMANTIC			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
quince	al fin del día a las quince se encontrara se encontraban al al lado del árbol	Ro azul todo	¿Qué verduras te gustan?
basquette	no estaba en su basquette ni a n a detrás de de la sofá	Tomate/lechuga	el tomate es igual la rachuga la todas las frutas son ricas
		espuma	no con ja con espuma
		Lentes de sol	yo me baño sin lentes de sol
		pajarito	el pajarito está llevando
		Un pez	un pez
		quiero	no quiero

## Learners Task 2 - Children's Qualitative Observation

Erroneous Formation			
Class of error: PHONOLOGICAL			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
esos áreas	en esos áreas estamos trabajando	cañon	Phonological: el es un cañon
dado cuento	nos hemos dado cuento que es importante		
los empresas	pueden enfrentarse a los a los empresas que son muy fuertes no		
cayer/ lend on my.....	es va cayer caer lend on my lee... you know... no cayer no		

Erroneous Formation			
Class of error: MORPHOLOGICAL			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
muchisimo	Morphological: yo no aprendi muchisimo	Te damos/modas	te damos allá rosado con con esas modas rosadas
Para	estos cursos para tres meses	el	¿a quien lleva? El rayo mc cuin
Era	esto era un repaso	Buscar el pez	vamos a buscar el pez aquí
Es	no es porque yo no entendia español es porque yo no entendía el concepto	ha	ha bañado
distractivos	habia tres jóvenes muy distractivos	guapa	guapa el osito
fin de la clase, cabo de la clase	yo estaba sentado en la fin de la clase en el cabo de la clase	buscar	que estamos buscar
peorisimo	y ellos hay un café cuando nosotros tenemos un receso hay un café peorisimo de mi vida	vasos	el vasos
Traer	no yo voy a traer mi café	pequeñitita	este es su mamá este es su papá pero muy pequeñitita
cubo, corrigiron, corregeron	(Morph. Sem.) cada periodo , cada cubo ellos me corrigiron corregeron	pequeñitito	es pequeñitito
Miren	lo miren a mi		
Para	por eso para casi tres años		

se explicar, ellos	y ellos me preguntaban se explicar las reglas a ellos en de inglés		
enterar	yo podía enterar hablar con la gente		
hacer periodismo	lo que tengo que hacer son entrevistas con para hacer periodismo para hacer		
un poco de	también tenemos un poco de proyectos en Perú y Ecuador todavía		
vienen siempre	en el alto vienen siempre mas y mas personas que el campo		
Bien	una buena opción de tener un futuro no bien		
Son	si son con con un raíz muy claro de indigena		
es/y	es hacen sus fiestas tres días y invitan a todo el mundo		
es tú	y no es tú		
también	hay la competencia también		
han sido	estamos en algunos países en Africa donde han sido crisis por mucho tiempo		
se ha terminado	entramos justo después de que se ha terminado una guerra civil en Liberia		
Les	con los guaranies les fortalecemos a cuidarse		
ese/de	yo creo que ese es una buena razón de capacitarlos a los países		

Erroneous Formation			
Class of error: SYNTACTIC			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
fue, fui, era	yo fue, yo fui sentada o yo era sentada	pega pegale pegala	pega pegale pegala
approach the way people think	El la approach the way people think, the way the people deal these problems	Avión no	avión no
essays	tu vas a escribir muchisimos muchisimos essays	La avión	se ha con la avión
pero y si y si... es... mi... es mi	si pero y si ysi casi es como mi es mi era mi trabajo	yo	y no quiere yo
community college	community college es no colegio es college		



education in emergency	proyectos que se llaman education in emergency en emergencia		
pollution	los van a comer los van a dejar sus tierras llenas de de pollution		

Erroneous Formation			
Class of error: SEMANTIC			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
memorias	memorias muy muy painful muy dolorosos	Ro azul todo	¿Qué verduras te gustan?
papeles	corrigen tus papeles	Tomate/lechuga	el tomate es igual la rachuga la todas las frutas son ricas
look it up	yo look it up yo lo busca en el diccionario	espuma	no con ja con espuma
cayer/ lend on my....	es va cayer caer lend on my lee... you know... no cayer no	Lentes de sol	yo me baño sin lentes de sol
valoroso	Porque nosotros creemos que es parte de la identidad no y es algo valoroso que hay	pajarito	el pajarito está llevando
común de comunidad	algo mas común de comunidad	Un pez	un pez
van a venir	sin embargo hay países muy débiles no y si los dejamos a esos países en su propio camino van a venir intereses económicos muy fuertes a explotarles no	quiero	no quiero

### Learners Task 3 - Children's Qualitative Observation

Erroneous Formation			
Class of error: PHONOLOGICAL			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
Alto	yo vivo con el nue miedo a la alto montaña	cañon	Phonological: el es un cañon
Rojos	tengo muchos conocimiento y dos manzanas rojos y frescas		
Los	los personas de la clase		
Las	n.n. quiere amores las animales		
Coter	ahora tendras que coter de el midio ambiente		
dajina	es muy dajina máquina del tiempo		

Erroneous Formation			
Class of error: MORPHOLOGICAL			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
A	vivo aquí a la isla	Te damos/modas	te damos allá rosado con con esas modas rosadas
para/ira	para deforestación de la ira	el	¿a quien lleva? El rayo mac cuin
A	a la ira	Buscar el pez	vamos a buscar el pez aquí
los	soy los arboles del conocimiento	ha	ha bañado
tengas/conocimientos	las manzanas tengas mucho conocimientos	guapa	guapa el osito
la	donde es la examen de español	buscar	que estamos buscar
pueden	no pueden ir arbol del conocimiento	vasos	el vasos
tenga	la ira no tenga no niño	pequeñitita	este es su mamá este es su papá pero muy pequeñitita
este/limos/cuevado	este es la clase del español en clase nos limos y hablemos de la vida de cuevado	pequeñitito	es pequeñitito
quiere amores	incluya (n.n.) quiere amores las tortugas		
quiere amores/olimpica	n.n. quiere amores los sueños de jugar de olímpica		
no quiere amores	n.n. no quiere amores el arroz		
por el	en este momento el profesor está pensamiento triste sobre los estudiantes que salen por el		
la calentamiento	es posible que las personas destructoras tiene un solucion de la calentamiento del mundo		
coter	ahora tendras que coter de el midio ambiente		
contribir/pestidillos/empeorice	si necesitas contribuir y no contaminar con los pestidillos y mas importante no empeorice lluvia acida		
muchos	tú bebi muchos gasolinas		
tu	este es necesario para tu proteger al medio ambiente		
pesticillos es	radioactividad y los pesticillos es muy mal para el mundo		
amablemente	pone la basura en al basurero y sean amablemente con los animales		

Erroneous Formation

Class of error: SYNTACTIC			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
cimiento/glob al warming	el cimiento del planeta (globa warming)	pega pegale pegala	pega pegale pegala
Es	quien es tú	Avión no	avión no
este/limos/cue vado	este es la clase del español en clase nos limos y hablemos de la vida de cuevado	La avión	se ha con la avión
		yo	y no quiere yo

Erroneous Formation			
Class of error: SEMANTIC			
Learners		Children	
ERROR	UTTERANCE	ERROR	UTTERANCE
quiere amores	incluya (n.n.) quiere amores las tortugas	Ro azul todo	¿Qué verduras te gustan?
quiere amores/olimp ica	n.n. quiere amores los sueños de jugar de olímpica	Tomate/lechuga	el tomate es igual la rachuga la todas las frutas son ricas
Jugar	n.n. para jugar el piano	espuma	no con ja con espuma
no quiere amores	n.n. no quiere amores el arroz	Lentes de sol	yo me baño sin lentes de sol
pesticillos es	radioactividad y los pesticillos es muy mal para el mundo	pajarito	el pajarito está llevando
		Un pez	un pez
		quiero	no quiero

#### 4.3.4 Lack of Sentence Order

##### Learners Task 1 - Children's Qualitative Observation

Language Learners		Children	
Utterance	Right form	Utterance	Right form
durmia en el sol también	también dormía en el sol	si verduras todo	si todas las verduras
tambien encontró a Nati en la cesta durmiendo	también encontro a nati durmiendo en la cesta	si con jabón todo mamá	si todo con jabón mamá
pinta un cuadro de de de afuera su casa con el sol tambien	también pinta un cuadro con el sol afuera de su casa	yo le voy a dar unos lentes a la wawa pequeños	yo le voy a dar unos lentes pequeños a la wawa
y despues intentaba a coger una mariposa bajo del sol entonces y luego se sen se sentía para un descanso también bajo del sol	y después intentaba coger una mariposa y luego se sentaba a tomar un descanso debajo del sol	yo tengo pupa no	yo no tengo pupa
en lugares quizas que era posible encontré a Pancho	en los lugares que quizas era posible encontrar a Pancho	volar este no triste	vuela porque ya no esta triste
		están donde esta las pegatinas	está donde están las pegatinas

		y no quiere yo un caballito aquí	y yo no no quiero aquí hay un caballito
--	--	-------------------------------------	--

## Learners Task 2 - Children's Qualitative Observation

Language Learners		Children	
Utterance	Right form	Utterance	Right form
si yo quiero probar café boliviano por eso	si por eso yo quiero probar café boliviano	si verduras todo	si todas las verduras
en Bolivia es una sistema no es muy industrial industrializada	en Bolivia no es un sistema muy industrializado	si con jabón todo mamá	si todo con jabón mamá
que ellos van a hacer con eso	ellos que van a hacer con eso	yo le voy a dar unos lentes a la wawa pequeños	yo le voy a dar unos lentes pequeños a la wawa
es no colegio	no es colegio	yo tengo pupa no	yo no tengo pupa
en mi futuro me gustaría trabajar como un docente de español también	en mi futuro me gustaría también trabajar como docente de español	volar este no triste	vuela porque ya no esta triste
ahora estoy yo usando es todo una mezcla de esos dos metodos ahora estoy usando	ahora lo que estoy usando es todo una mezcla de esos dos metodos	están donde esta las pegatinas	está donde están las pegatinas
caer es no va a caer	no va a caer	y no quiere yo	y yo no no quiero
y hemos tenido un proyecto interesante tambien que era la inagoracion de un restaurante que se yama GUSHTU	y también hemos tenido un proyecto interesante que era la inaguracion de un restaurante que se llama GUSHTU	un caballito aquí	aquí hay un caballito
hemos tenido antes un programa regional	antes hemos tenido un programa regional		
ha arrancado el chef famoso danes que se llama Caurles Meyer	ha arrancado el famoso chef danes Caurles Meyer		
pero tambien tenemos un un poco de proyectos en peru y ecuador todavía	pero todavía tenemos unos pocos proyectos en Peru y Ecuador		
eso tiene también que ver con la identidad mucho	eso también tiene mucho que ver con la identidad		
si los dejamos nomas asi el sistema global el capitalismo los van a comer	si los dejamos así nomas el sistema global el capitalismo los van a comer		

## Learners Task 3 - Children's Qualitative Observation

Language Learners		Children	
Utterance	Right form	Utterance	Right form
nuestro mundo está aquí ahora	nuestro ahora mundo esta aquí	si verduras todo	si todas las verduras
esta esta civilización nueva	en esta nueva civilización	si con jabón todo mamá	si todo con jabón mamá
está más y más agua en menos en menos terra	está más y más hay menos agua en menos tierra	yo le voy a dar unos lentes a la wawa pequeños	yo le voy a dar unos lentes pequeños a la wawa
es increíble que escuchimos a veces el profesor del español los estudiantes	es increíble que a veces los estudiantes escuchemos al profesor de español	yo tengo pupa no	yo no tengo pupa

		volar este no triste	vuela porque ya no esta triste
		están donde esta las pegatinas	está donde están las pegatinas
		y no quiere yo	y yo no no quiero
		un caballito aquí	aquí hay un caballito

## **CHAPTER V**

### **CONCLUSIONS AND RECOMENDATIONS**

#### **5.1 CONCLUSIONS**

This study offers a inventory of the most common errors made by learners in the oral production of Spanish as a second language when they find themselves in different situations in which an active and spontaneous use of the L2 is required.

It is true that the learner's oral production in the L2 does not reflect the full knowledge of the language, but it offers the possibility to notice the status of the learner's competence in the target language.

First, the language learners' errors in the spoken performance of Spanish as L2, on the Lower Intermediate Level of SLL in the Systematic Stage of Interlanguage were described through Error Analysis.

Following, the children's language errors in the spoken performance of Spanish as L1, on the Multiple Word Sentence stage and the More Complex Grammatical Structures stage in the Critical Period were described through Error Analysis as well.

Finally, after exploring and contrasting the error in oral language production of learners and children, we found that there is a grammatical structural similarity between adult second language learners and children's errors.

Therefore, it is verified that adult learners of Spanish as a second language make the same errors in spoken performance as children do in the acquisition of Spanish as a first language.

In conclusion, we state that the Children's Critical Period and the Language learners' Interlanguage are comparable cognitive processes for which children and adults have to pass by to master a target language, since both have access to the Universal Grammar through the Language Acquisition Device and this is stimulated by the comprehensible input that

facilitates the rule formation in FLA and SLL, so that, the rule formation leads to children to a Critical Period and to language learners to an Interlanguage, indeed, as both, children and learners' language cognitive processes and mental accesses are the same, the errors in the spoken performance of the target language are the similar as well.

From a pedagogical perspective, an error can be seen as an obvious and necessary consequence of the learner's learning strategies as well as a reflection of their interlanguage. Interlanguage becomes crucial in contemporary linguistic research since it should be understood as a critical period in which the language learner is offered to get access to different resources to master a L2; if interlanguage is not satisfactory finished the language learner could fossilize the error.

That is why the elaboration of a inventory of the most frequent errors in spoken performance of L2 learners is a more accurate resource than having language teachers wasting their time correcting the learners errors and forcing them to put more attention in something that can be solved by letting the learner to use the L2 freely while the teacher works on other important stuff since the list, itself, could make the language learners to be aware of the errors they will face during the process of learning a second language.

Even though the Children and learners' errors in the oral production of Spanish language are grammatically similar, as well as the cognitive processes for FLA and SLL are also similar, it is worth to mention that the uses given to it by each group are different; the language used by children is basically related to the achievement of their demands and what they expect is to be understood by grown-ups or caretakers so they can interact with their environment, while L2 learners want to communicate something to someone as fluently as possible and if there is no fluency the interactive communication is over. Anyhow the speaker's communicative intentions are a topic for another research.

As a final reflection, we consider that Error Analysis is not only useful to classify and predict L2 learners' errors but it is also useful to identify well structured utterances in oral production and ensure if they are not part of an inconsistent production and can be reproduced as many times as possible.

Spanish language as well as Hispanic culture is being expanded in the world, more people are interested in learning this language and ELE, *Español como Lengua Extranjera*, is a well supported field for linguistic research and development of teaching/learning materials in Spain through the *Instituto Cervantes*; but this is a poorly developed field in South America and it is almost unknown in Bolivia.

## **5.2 RECOMMENDATIONS**

Considering what has been previously explained, it might be important to think about the development of teaching/learning methods and materials for Spanish as second language based on an Error Analysis study, since it helps to facilitate the way a learner could understand and use the language correctly or at least with few errors; moreover including an error analysis study in the designing of materials will let the learners to know in advance the coming problems in the L2 learning process and to be aware of self-correction, such as a native speaker does.

We also recommend, as a supportive study of this research, the development of a study based on language learners' error analysis only, because of the considerable contribution that should mean discovering if speakers of different foreign languages make the same errors when performing Spanish language as a L2.

Language teachers should provide as more comprehensible input as possible in the L2. Also to give the language learners the chance to use the target language with spontaneity will make the learners feel confident performing the L2, and their output will be more accurate.

Actually, this is the first step of a project intended to provide basis to the designing of materials and methods to learn Spanish as second language in La Paz – Bolivia.

Spanish language teachers should speak at least one foreign language (English, French or Chinese) to exactly know what the learners' demands are and to focus on a methodology



that achieves the language learning goals. Ironically in Bolivia most Spanish teachers are not linguists and this field is well advantaged by professionals of other areas.<sup>18</sup>

Finally, we consider that there should be more interest on research in Hispanic linguistics to contribute not only to the expansion of Spanish language as a L2, but also to develop better materials for the teaching/learning Spanish as a L1 in Bolivia.

---

<sup>18</sup> The author, Erick R. Trillo R. is a Spanish language teacher since 2008 and has been the Headmaster of two Spanish language institutes in La Paz-Bolivia, the “Bolivian Spanish School” (main office in Sucre city) and the “Speak Easy Institute” (main office in La Paz city) as well as worked with many foreign learners in private lessons. He has designed the draft of the book “essentials of Spanish grammar” (project left for the lack of economical support) and trained people to work as Spanish teachers in different local institutes. He has also given the lecture “ELE y DELE” held in the “Aula Magna” of the Linguistics and Languages Department on the 28<sup>th</sup> of June, 2013.

## BIBLIOGRAPHY

*A to Z of Brain, Mind and Learning*. (n.d.). Retrieved June 12, 2013, from Language Development: Six stages of Language development: <http://www.learninginfo.org/language-development.htm>

Aaron. (5 de junio de 2011). *difference between*. Obtenido de : <http://www.differencebetween.com/difference-between-approach-and-vs-method/#ixzz2OiVbEeuJ>

Aduviri, J. D. (2006). *Teachers' error correction and students' spoken performance at an advanced level at the CBA foundation in La Paz - Bolivia*. La Paz, Murillo, Bolivia.

Agha, A. (2006). *Language and Social Relations*. Cambridge University Press.

Alabama, U. o. (2013). *College of Education* . Obtenido de <http://www.southalabama.edu/coe/bset/johnson/lectures/lec2.pdf>

*alleydog.com*. (2013). Obtenido de <http://www.alleydog.com/glossary/definition.php?term=Acquisition#ixzz2NSrmE4bZ>

Andia, E. (2006). *Curso Elemental de Gramática Castellana*. La Paz: Adonai.

Antipolis, U. N. (2013). *Learning and Teaching Foreign Languages*. Obtenido de [http://unt.unice.fr/uoh/learn\\_teach\\_FL/affiche\\_theorie.php?id\\_concept=98](http://unt.unice.fr/uoh/learn_teach_FL/affiche_theorie.php?id_concept=98)

Asher, J. (1977). *Learning Another Language Through Actions: The Complete Teacher's Guide Book*. Los Gatos, California: Oaks, Productions.

Bauer, L. (2001). *Morphological Productivity*. Cambridge: Cambridge University Press.

Bauer, L. (2007). *The Linguistics Student's Handbook*. Edinburgh: Edinburgh University Press.

*bigforumpro.com*. (19 de Febrero de 2008). Obtenido de Creating Communities: <http://compartiroposingles.bigforumpro.com/t4-a-brief-history-of-teaching-approaches-and-methods>

Bloomfield, L. (1914). *An introduction to the study of language*. New York: Henry Holt and Company.

Brown, D. (2000). *Principles of Language Learning and Teaching*. New York: Pearson Education.

Brown, R., & Hanlon, C. (1970). *"Derivational Complexity and Order of Acquisition in Child Speech"*. New York: Willey: In Cognition and the Development of Language.

- Brown, Y. D. (1983). *Spoken Performance*. Prentice Hall Regents.
- Bussmann, H. (2006). *Routledge Dictionary of Language and Linguistics*. London: Routledge.
- Chomsky, N. (1957). *Syntactic Structures*. The Hague and Paris: Mouton.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*.
- Chomsky, N. (1968). *Language and Mind*. New York: Brace and World.
- Chomsky, N. (1975). *Reflections on Language*. New York: Pantheon Books.
- Chomsky, N. (1977). *Language and Responsibility*. New York: Pantheon Books.
- Chomsky, N. (1980). *Rules and Representations*. New York: Columbia University Press.
- Chomsky, N. (1986). *Knowledge of language: Its nature, Origin and Use*. Praeger Publishers.
- Chomsky, N. (2000). *New Horizons in the Study of Language and Mind*. Cambridge: Cambridge University Press.
- Corder, S. (1973). *Introducing Applied Linguistics*. Harmondsworth: Penguin Education.
- Corder, S. P. (1981). *Error Analysis and Interlanguage*. Oxford: Oxford University Press.
- Cornelius. (16 de July de 2008). Obtenido de <http://introling.ynada.com/category/summaries>
- D. Larsen-Freeman & M.H. Long. (1991). *An Introduction to Second Language Acquisition Research*. Harlow: Longman.
- Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner. (2009, 2011). *Psychology*. Worth Publishers.
- Domínguez, L. (2004). The L2 acquisition of Spanish Focus, A case of incomplete and divergent grammars.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Estévez, G. J. (1997). Errores Morfosintácticos en la Producción Oral de los Aprendices de E/LE. *ASELE* (pág. 8). Madrid: Centro Virtual Cervantes.
- Fleissig, D. (2009). El análisis de los errores de la concordancia de los estudiantes universitarios anglohablantes: un estudio del aprendizaje del español como segunda lengua.
- Freeman, M. I. (n.d.). *LinguaLearn.com*. Retrieved from [http://www.lingualearn.co.uk/learners/language\\_levels.htm](http://www.lingualearn.co.uk/learners/language_levels.htm)
- Gala, R. N. (1999). Análisis de errores en el marco de la Lingüística Contrastiva: La expresión escrita. *ASELE* (pág. 10). Madrid: Centro Virtual Cervantes.
- Ghazali, F. A. (2006). *First Language Acquisition Vs Second Language Learning: What Is the Difference*. Birmingham: The University of Birmingham.
- harvard. (s.f.). Obtenido de [http://sites.harvard.edu/fs/docs/icb.topic543069.files/Section%20handouts/Handout\\_3\\_3\\_2\\_UG.pdf](http://sites.harvard.edu/fs/docs/icb.topic543069.files/Section%20handouts/Handout_3_3_2_UG.pdf)

- Harvard. (2 de march de 2009). Obtenido de [http://isites.harvard.edu/fs/docs/icb.topic543069.files/Section%20handouts/Handout\\_3\\_3\\_2\\_UG.pdf](http://isites.harvard.edu/fs/docs/icb.topic543069.files/Section%20handouts/Handout_3_3_2_UG.pdf)
- Haynes, J. (1998-2005). *everythingesl.net*. Obtenido de [http://www.everythingesl.net/inservices/language\\_acquisiti\\_vs\\_language\\_02033.php](http://www.everythingesl.net/inservices/language_acquisiti_vs_language_02033.php)
- Hernandez Sampieri, R., Fernadez-Collado, C., & Baptista Lucio, P. (2006). *Metodología de la Investigacion*. Mexico: McGraw-Hill Interamericana.
- Hernandez Sampieri, R., Fernadez-Collado, C., & Baptista Lucio, P. (2006). *Metodología de la Investigacion*. Mexico: McGraw-Hill Interamericana.
- Hernandez Sampieri, R., Fernadez-Collado, C., & Baptista Lucio, P. (2010). *Metodología de la Investigacion*. Mexico: McGraw-Hill Interamericana.
- Hernandez, J. A. (Mayo de 2009). Análisis de errores en la Interlengua de estudiantes de Español como lengua extranjera. Bergen, Noruega: UNIVERSITETET I BERGEN.
- <http://ell.tamucc.edu/>. (s.f.). Obtenido de [ell.tamucc.edu/files/module\\_2\\_script.pdf](http://ell.tamucc.edu/files/module_2_script.pdf)
- <http://www.sagepub.com/>. (n.d.). Retrieved from [http://www.sagepub.com/upm-data/38123\\_Chapter2.pdf](http://www.sagepub.com/upm-data/38123_Chapter2.pdf)
- Johnson, R. B. (s.f.). *University of South Alabama*. Obtenido de <http://www.southalabama.edu/coe/bset/johnson/lectures/lec2.pdf>
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.
- Krashen, S. (1985). *The Input Hypothesis*. Harlow: Longman.
- Krashen, S. (1977). *Some issues relating to the Monitor Model*. Washington D.C.: TESOL.
- Kuniyoshi L., S. (2005). *Language Acquisition and Brain Development*.
- Lado, R. (1957). *Linguistics across cultures*. Michigan: University of Michigan Press.
- Lenneberg, E. (1964). "A Biological Perspective of Language". En E. Lenneberg, *New Directions in the study of Language* (págs. 65-88). Cambridge: MIT Press.
- Lenneberg, E. (1967). *Biological Foundations of Language*. New York: Wailey.
- Lieberman, D. I. (2007). *Temas de Español como Lengua Extranjera*. Buenos Aires: Eudeba.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford university Press.
- Lopez, S. F. (1995). Errores e Interlengua en el Aprendizaje del Español como Lengua Extranjera. *Didáctica* (pág. 13). Madrid: Servicio de Publicaciones UCM.
- Ludescher, F. (1987). *Communicative Language Teaching*. Retrieved from [http://www2.vobs.at/ludescher/Alternative%20methods/communicative\\_language\\_teaching.htm](http://www2.vobs.at/ludescher/Alternative%20methods/communicative_language_teaching.htm)
- Lyons, J. (1991). *Chomsky*. London: Fontana.

- MacWhinney, B. (2012). *The CHILDES Project, Tools for analyzing Talk*. Carnegie Mellon University.
- Malmkjær, K. (2002). *The Linguistics Encyclopedia, Second Edition*. London: Routledge.
- McLaughlin, B. (1987). *Theories of Second-Language Learning*. London: Edward Arnold.
- Michael, T. (2008). *Origins of Human Communication*. Cambridge: MIT Press.
- New World Encyclopedia*. (2008, april 2). Retrieved from [http://www.newworldencyclopedia.org/entry/Innate\\_idea](http://www.newworldencyclopedia.org/entry/Innate_idea)
- Newmeyer, F. J. (2004). Against a parameter-setting approach to language variation. En *Linguistic Variation Yearbook* (págs. 4:181-234).
- Norrish, J. (1983). *Language learners and their errors*. Phoenix: Macmillan Publishers Ltd.
- novaekasari09.wordpress.com*. (2011, June 12). Retrieved from <http://novaekasari09.wordpress.com/2011/06/12/communicative-approach/>
- PB Works*. (2009). Obtenido de <http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>
- Pincas, A. (1996). "Memory in Foreign Language Learning" *Modern English Teacher*.
- Pinker, S. (1984). *Language learnability and language development*. Cambridge: Harvard University Press.
- Pinker, S. (1994). *The Language Instinct*. New York: Morrow.
- Richards, J. C. (Ed.). (1984). *ERROR ANALYSIS, Perspectives on Second Language Acquisition*. London: Longman.
- Richards, J., & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J., & Smith, R. (2002). *Dictionary of Language Teaching and Applied Linguistics* (Third edition ed.). Edinburgh: Pearson Education Limited.
- Richards, J. C., & Rodgers, T. S. (2003). *Enfoques y métodos en la enseñanza de idiomas*. (Á. García, J. M. Mas, Edits., J. M. Castillo, & M. Condor, Trads.) Cambridge: Cambridge University Press.
- Sakai, K. L. (4 de noviembre de 2005). *Language Acquisition and Brain Development*. Obtenido de Science AAAS: <http://www.sciencemag.org/content/310/5749/815>
- Santos, I. (1993). *Análisis contrastivo, Análisis de errores e interlengua en el marco de la Lingüística contrastiva*. Madrid: Editorial Síntesis.
- Saussure, F. d. (1916/1945). *Course in General Linguistics*. (C. Bally, A. Sechahaye, A. Riedlinger, Edits., & W. Baskin, Trad.) New York: McGraw-Hill.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, (págs. 209-231).
- Selinker, L. (1992). *Rediscovering Interlanguages*. Londres: Longman.

Siller, F. J. (2007). Análisis de Errores y enseñanza de las preposiciones de la lengua española como LE. *Revista de Didáctica Marco ELE* , 13.

Slick, M. (2013). *CARM*. Obtenido de <http://carm.org/difference-hypothesis-theory>

Krashen S.; Terrel T. (1983). *The Natural Approach*. New York: Pergamon.

Susan Gass, Larry Selinker. (2008). *Second Language Acquisition: An introductory course*. New York: Routledge.

Tarone, E. (1988). *Interlanguage*. Elsevier Ltda.

Tintaya, P. (2008). *Proyecto de investigación*. La Paz: Instituto de Estudios Bolivianos.

Tomasello, M. (2008). *Origin of Human Communication*. MIT Press.

Trochim, W. (2006). *Research Methods, Knowledge Base*. Retrieved from <http://www.socialresearchmethods.net/kb/unitanal.php>

Vosniadou, S. (2001). *UNESCO*. Obtenido de <http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/prac07e.pdf>

Weinrich, U. (1968). *Languages in Contact*. The Hague: Mouton.

*wikipedia*. (088 de 02 de 2010). Obtenido de [http://en.wikipedia.org/wiki/Second-language\\_acquisition](http://en.wikipedia.org/wiki/Second-language_acquisition)

*wikipedia*. (2013). Retrieved from <http://en.wikipedia.org/wiki/Language>

*wisegeek.com*. (2013). Obtenido de <http://www.wisegeek.com/what-is-the-language-acquisition-device.htm>

*wisegeek.com*. (2013). Obtenido de <http://www.wisegeek.com/what-are-the-applications-of-universal-grammar.htm>

Wood, B. a. (1978). *The child's concept of language*. New York.

[www.bbc.co.uk/radio1](http://www.bbc.co.uk/radio1). (s.f.).



# APPENDIX



Transcription Format

APPENDIX 2

Artwork Use Permission

APPENDIX 1

I, Jonathan Langley, hereby give permission for:

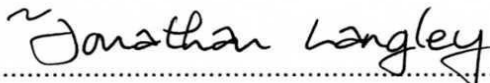
Erick Ricardo Trillo Rodríguez

to use the artwork for:

'Missing' written and illustrated by Jonathan Langley

for his research studies. This permission is strictly limited and does not allow the artwork to be reproduced for any commercial or promotional purpose in print, film, TV or digital.

If at any time the artwork is to be reproduced for any purpose other than the above research studies Erick Ricardo Trillo Rodríguez will contact the originator and negotiate a fee or royalty in respect of copyright.

Signed:  .....

Date: 18<sup>th</sup> September 2013 .....

# The CHILDES Project

Tools for Analyzing Talk–Electronic Edition

Part1: The CHAT Transcription Format

Brian MacWhinney  
Carnegie Mellon University

August 6, 2012

## **3 Principles**

The CHAT system provides a standardized format for producing computerized transcripts of face-to-face conversational interactions. These interactions may involve children

and parents, doctors and patients, or teachers or second-language learners. Despite the differences between these interactions, these are enough common features to allow for the creation of a single general transcription system. The system described here is designed for use with both normal and disordered populations. It can be used with learners of all types, including children, second-language learners, and adults recovering from aphasic disorders. The system provides options for basic discourse transcription as well as detailed morphological and phonological analysis. The system bears the acronym “CHAT,” which stands for Codes for the human Analysis Transcripts. CHAT is the standard transcription system for the CHILDES (Child Language Data Exchange System) Project. All of the transcripts in the CHILDES database are in CHAT format.

What makes CHAT particularly powerful is the fact that files transcribed in CHAT can also be analyzed by the CLAN programs that are described in the CLAN manual, which is an electronic companion piece to this manual. The CHAT programs can track a wide variety of structures, compute automatic indices, and analyze morphosyntax. Moreover, because all CHAT files can now also be translated to a highly structured form of XML (a language used for text documents on the web), they are now also compatible with a wide range of other powerful computer programs such as ELAN, Praat, EXMARaALDA, Phon, Transcriber, and so on.

The CHILDES system has had a major impact on the study of child language. At the time of the last monitoring in 2003, there were over 2000 published articles that had made use of the programs and database. In 2007, the size of the database had grown to over 44 million words, making it by far the largest database of conversational interactions available anywhere. The total number of researchers who have joined as CHILDES members across the length of the project is now over 4500. Of course, not all of these people are making active use of the tools at all times. However, it is safe to say that, at any given point in time, approximately 100 groups of researchers around the world are involved in new data collection and transcription using the CHAT system. Eventually the data collected in these various projects will all be contributed to the database.

### **3.1    *COMPUTARIZATION***

Public inspection of experimental data is a crucial prerequisite for serious scientific progress. Imagine how genetics would function if every experimenter had his or her own individual strain of peas or drosophila and refused to allow them to be tested by other experimenters. What would happen in geology, if every scientist kept his or her own set of rock specimens and refused to compare them with those of other researchers? In some fields the basic phenomena in question are so clearly open to public inspection that this is not a problem. The basic facts of planetary motion are open for all to see, as are the basic facts underlying Newtonian mechanics.

Unfortunately, in language studies, a free and open sharing and exchange of data has not always been the norm. In earlier decades, researchers jealously guarded their field notes from a particular language community of subjects type, refusing to share them openly with the broader community. Various justifications were given for this practice. It was sometimes

claimed that other researchers would not fully appreciate the nature of the data or that they might misrepresent crucial patterns. Sometimes, it was claimed that only someone who had actually participated in the community or the interaction could understand limitations were real and important. However, all such restrictions on the sharing of data inevitably impede the progress of the scientific study of language learning.

Within the field of language acquisition studies it is now understood that the advantages of sharing data outweigh the potential dangers. The question is no longer whether data should be shared, but rather how they can be shared in a reliable and responsible fashion. The computerization of transcripts opens up the possibility for many types of data sharing and analysis that otherwise would have been impossible. However, the full exploitation of this opportunity requires the development of a standardized system for data transcription and analysis.

### **3.2 Words of Caution**

Before examining the CHAT system, we need to consider some dangers involved in computerized transcriptions. These dangers arise from the need to compress a complex set of verbal and nonverbal messages into the extremely narrow channel required for the computer. In most cases, these dangers also exist when one creates a typewritten or handwritten transcript. Let us look at some of the dangers surrounding the enterprise of transcription.

#### **3.2.1 The Dominance of the Written Word**

Perhaps the greatest danger facing the transcriber is the tendency to treat spoken language as if it were written language. The decision to write out stretches of vocal material using the forms of written language can trigger a variety of theoretical commitments. As Ochs (1979) showed so clearly, these decisions will inevitably turn transcriptions into a form spoken by learner – be it a child, an aphasic, or a second-language learner – onto a set of standard lexical items in the adult language. Transcribers tend to assimilate nonstandard learner strings to standard forms of the adult language. For example, when a child says “put on my jamas,” the transcriber may instead enter “put on my pajamas,” reasoning unconsciously that “jamas” is simply a childish form of “pajamas.” This type of regularization of the child form to the adult lexical norm can lead to misunderstanding of the shape of the child’s lexicon. For example, it could be the case that the child uses “jamas” and “pajamas” to refer to two very different things (Clark, 1987; MacWhinney, 1989).

There are two types of errors possible here. One involves mapping a learner’s spoken form of overnormalization. The second type of error involves failing to map a learner’s spoken form onto an adult form when, in fact, there is a correspondence. This is the problem of undernormalization. The goal of transcribers should be to avoid both the Scylla of overnormalization and the Charybdis of undernormalization. Steering a course between these two dangers is no easy matter. A transcription system can provide devices to aid in this process, but it cannot guarantee safe passage.

Transcribers also often tend to assimilate the shape of sounds spoken by the learner to the shapes that are dictated by morphosyntactic patterns. For example, Fletcher (1985) noted

that both children and adults generally produce “have” as “uv” before main verbs. As a result, form like “might have gone” assimilate to “mightuv gone.” Fletcher believed that younger children have not yet learned to associate the full auxiliary “have” with the contracted form. If we write the children’s forms as “might have,” we then end up mischaracterizing the structure of their lexicon. To take another example, we can note that, in French, the various endings of the verb in the present tense are distinguished in spelling, whereas they are homophonous in speech. If a child says /mʌnz/ “eat,” are we to transcribe it as first person singular *mange*, as second person singular *manges*, or as the imperative *mange*? If the child says /māʒe/, should we transcribe it as the infinitive *manger*, the participle *mange*, or the second person formal *mangez*?

CHAT deals with these problems in three ways. First, it uses IPA as a uniform way of transcribing discourse phonetically. Second, the editor allows the user to link the digitized audio record of the interaction directly to the transcript this is the system called “sonic CHAT.” With these sonic CHAT links, it is possible to double-click on a sentence and hear its sound immediately. Having the actual sound produced by the child directly available in the transcript takes some off the burden off the transcription system. However, whenever computerized analyses are based not on the original audio signal but on transcribed orthographic forms, one must continue to understand the limits of transcription conventions. Third, for those who wish to avoid the work involved in IPA transcription or sonic CHAT, that is a system for using nonstandard lexical forms that the form “might (h)ave” would be universally recognized as the spelling of “mightof” the contracted form of “might have.” More extreme cases of phonological variation can be annotated as in this example: popo [: hippopotamus].

### **3.2.2 The Misuse of standard Punctuation**

Transcribers have a tendency to write out spoken language with the punctuation conventions of written language. Written language is organized into clauses and sentences delimited by commas, periods, and other marks of punctuation. Spoken language, on the other hand, is organized into tone units clustered about a tonal nucleus and delineated by pauses and tonal contours (Crystal, 1969, 1979; Halliday, 1966, 1967, 1968). Work on the discourse basis of sentence production (Chafe, 1980; Jefferson, 1984) has demonstrated a close link between tone units and ideational units. Retracing, pauses, stress, and all forms of intonational contours are crucial markers of aspects of the sociolinguistic information. Within special markings or conventions, there is no way to directly indicate these important aspects of interactions.

### **3.2.3 Working With Video**

Whatever form of transcript may take, it will never contain a fully accurate record of what went on in an interaction. A transcript of an interaction can never fully replace an audiotape, because an audio recording of the interaction will always be more accurate in terms of preserving the actual details of what transpired. By the same token, an audio recording can never preserve as much detail as a video recording with a high-quality audio track. Audio recordings record non of the nonverbal interactions that often form the backbone of a conversational interaction. Hence, they systematically exclude a source of information that is

crucial for a full interpretation of the interaction. Although there are biases involved even in a video recording, it is still the most accurate record of an interaction that we have available. For those who are trying to use the transcription to capture the full detailed character of an interaction, it is imperative that transcription be done from a video recording which should be repeatedly consulted during all phases of analysis.

When the CLAN editor is used to link transcripts to audio recordings, we refer to this as sonic CHAT. When the system is used to link transcripts to video recordings, we refer to this as video CHAT. The CLAN manual explains how to link digital audio and video to transcripts.

### **3.3 Problems With Forced Decision**

Transcriptions and coding systems often force the user to make difficult distinctions. For example, a system might make a distinction between grammatical ellipsis and ungrammatical omission. However, it may often be the case that the user cannot decide whether an omission is grammatical or not. In that case, it may be helpful to have some way of blurring the distinction. CHAT has certain symbols that can be used when a categorization cannot be made. It is important to remember that many of the CHAT symbols are entirely optional. Whenever you feel that you are being forced to make a distinction, check the manual to see whether the particular coding choice is actually required. If it is not required, then simply omit the code altogether.

### **3.4 transcription and Coding**

It is important to recognize the differences between *transcription* and *coding*. Transcription focuses on the production of a written record that can lead us to understand, albeit only vaguely, the flow of the original interaction. Transcription must be done directly off an audiotape or, preferably, a videotape. Coding on the other hand, is the process of recognizing, analyzing, and taking note of phenomena in transcribed speech. Coding can often be done by referring only to a written transcript. For example, the coding of parts of speech can be done directly from a transcript without listening to the audiotape. For other types of coding, such as speech act coding, it is imperative that coding be done while watching the original videotape.

The CHAT system includes conventions for both transcription and coding. When first learning the system, it is best to focus on learning how to transcribe. The CHAT system offers the transcriber a large array of coding options. Although few transcribers will need to use all of the options, everyone needs to understand how basic transcription is done on the “main line.” Additional coding is done principally on the secondary or “dependent” tiers. As transcribers work more with their data, they will include further options from the secondary or “dependent” tiers. However, the beginning user should focus first on learning to correctly use the conventions for the main line. The manual includes several sample transcripts to help the beginner in learning the transcription system.

### 3.5 Three Goals

Like other forms of communication, transcription systems are subjected to a variety of communicative pressures. The view of language structure developed by Slobin (1977) sees structure as emerging from the pressure of three conflicting charges or goals. On the one hand, language is designed to be clear. On the other hand, it is designed to be processible by the listener and quick and easy for the speaker. Unfortunately, ease of production often comes in conflict with clarity of marking. The competition between these three motives leads to a variety of imperfect solutions that satisfy each goal only partially. Such imperfect and unstable solutions characterize the grammar and phonology of human language (Bates & MacWhinney, 1982). Only rarely does a solution succeed in fully achieving all three goals.

Slobin's view of the pressures shaping human language can be extended to analyze the pressures shaping a transcription system. In many regards, a transcription system is much like any human language. It needs to be clear in its markings of categories, and still preserve readability and ease of transcription. However, unlike a human language, a transcription system needs to address two different audiences. One audience is the human audience of transcribers, analysts, and readers. The other audience is the digital computer and its programs. In order to successfully deal with these two audiences, a system for computerized transcription needs to achieve the following goals:

- 1. Clarity:** Every symbol used in the coding system should have some clear and definable real-world referent. The relation between the referent and the symbol should be consistent and reliable. Symbols that mark particular words should always be spelled in a consistent manner. Symbols that mark particular conversational patterns should refer to actual patterns consistently observable in the data. In practice, codes will always have to steer between the Scylla of overregularization and the Charybdis of underregularization discussed earlier. Distinctions must avoid being either too fine or too coarse. Another way of looking at clarity is through the notion of systematicity. Systematicity is a simple extension of clarity across transcripts. Ideally, each code should always have a unique meaning independent of the presence of other codes or the particular transcript in which it is located. If interactions are necessary, as in hierarchical coding systems, these interactions need to be systematically described.
- 2. Readability:** Just as human language needs to be easy to process, so transcripts need to be easy to read. This goal often runs directly counter to the first goal. In the CHILDES system, we have attempted to provide a variety of CHAT options that will allow a user to maximize the readability of a transcript. We have also provided clan tools that will allow a reader to suppress the less readable aspects in transcript when the goal of readability is more important than the goal of clarity of marking.
- 3. Ease of data entry:** As distinctions proliferate within a transcription system, data entry becomes increasingly difficult and error-prone. There are two ways of dealing with this problem. One method attempts to simplify the coding scheme and its categories. The problem with this approach is that it sacrifices clarity. The second method attempts to help the transcriber by providing computational aids. The CLAN programs follow this path. They provide systems for the automatic checking

of transcription accuracy, methods for the automatic analysis of morphology and syntax, and tools for the semiautomatic entry of codes. However, the the basic process of transcription has not been automated and remains the major task during data entry.

## Corpus LC1-Ci

## APPENDIX 3

Inf.: Adult learner  
Languages: es

Situation: Re-telling a story  
Time Duration: 00:04:17

- 1 RES.: bueno cuentame la historia.
- 2 Inf.: pues es la historia de Natalia y su gato Pancho.
- 3 Inf.: todas las mañanas eran iguales.
- 4 Inf.: Natalia se levan se levantaba.
- 5 Inf.: pintio un cuadro.
- 6 Inf.: no.
- 7 Inf.: pintaba un cuadro.
- 8 Inf.: construí construi a construía un ah una casa de cartón y.
- 9 Inf.: jugaba con sus amigos en el parque y.
- 10 Inf.: Pancho su gato también se um desper despertaba y.
- 11 Inf.: sal salía del de la casa um a un árbol y.
- 12 Inf.: jugaba en en en la.
- 13 Inf.: como se llama?
- 14 Inf.: como se dice at grass?
- 15 Inf.: es el...
- 16 RES.: hierba.
- 17 Inf.: hierba vale.
- 18 Inf.: y um y durmía en el sol también.
- 19 Inf.: al final del día um.
- 20 Inf.: como se lla como se llama?
- 21 Inf.: Natalia y y um Pancho um pues um (.)



22 Inf.: como se dice to meet?  
23 RES.: reunirse.  
24 Inf.: a ver.  
25 Inf.: se reuni se reunía en por la calle en la calle  
26 y.  
27 Inf.: iban a casa juntos.  
28 Inf.: pues.  
29 Inf.: hasta que un día que Pancho um se fue de la casa y.  
30 Inf.: persiguió un un un pájaro y también un ratón.  
31 Inf.: um hasta que fue perseguido por un un perro y.  
32 Inf.: Nati no podía um encontrar a Pancho encontrar Pancho a las  
33 tRES. y quince y por eso.  
34 Inf.: um busco para Pancho a Pancho.  
35 Inf.: en su cesta detrás de la de la silla en el árbol y.  
36 Inf.: también preguntó a una rana um y.  
37 Inf.: por eso Nathi Nati um Nati fue.  
38 Inf.: no.  
39 Inf.: Nati estu estuvo muy deprimido um y.  
40 Inf.: pienso que um Pancho um es Pancho es estado.  
41 Inf.: no.  
42 Inf.: estuvieron so con Pancho estuviera que Pancho  
43 estuviera Pancho tuviera um hambre.  
44 RES.: aha ya.  
45 Inf.: ya.  
46 Inf.: entiendes?  
47 Inf.: lo siento.  
48 RES.: muy bien.  
49 Inf.: y por eso ponía um su ah el la comida de Pancho um cerca  
50 de su cesta y.  
51 Inf.: esperó para Pancho hasta que venía um y.  
52 Inf.: a las tRES. y media Pancho no podía encontrar Nati y y.  
53 Inf.: penso que Nati um se se fuera de casa.  
54 RES.: sí vale.

55 Inf.: hasta que um lloví llovió y.

56 Inf.: Pancho um fue a casa.

57 Inf.: encontró su comida cerca de su cesta y.

58 Inf.: también encontró a Nati en en la cesta durmiendo y.

59 Inf.: al fin um al fin fueron um se encontraron.

60 RES.: muy bien.

61 RES.: va.

Omission	Word	Morpheme	utterance (error)	right form	full sentence
	AOE1	AOE2			
Line 4		taba	Natalia se levana se levantaba	Levantaba	Natalia se levantaba
Line 8		a (x2)	construi/un	Construía /una	construía una casa de cartón
Line 10		taba	Pancho su gato también se despertaba	se despertaba	Pancho, su gato, también se despertaba
Line 11		ia	sal salía del de la casa	salía de la casa	Salía de la casa a un árbol
Line 20		ma	como se llama como se llama?	¿Cómo se llama?	¿Cómo se llama?
Line 25		an	se reuni se reunían en por la calle	se reunían en la calle	se reunían en la calle
Line 30	a (x2)		persiguió un pájaro y también un ratón	persiguió a un pájaro y también a un ratón	persiguió a un pájaro y también a un ratón
Line 36	le		también pregunto a una rana	también le pregunto a una rana	también le pregunto a una rana
Line 37	se		Nati fue	por eso Nati se fue	por eso Nati se fue
Line 51	a		espero para Pancho	espero a Pancho hasta que venga	espero a Pancho hasta que venga
Line 52	a		encontrar Nati	No podía encontrar a Nati	No podía encontrar a Nati
Line 56	se		Pancho fue a casa	Pancho se fue a casa	Pancho se fue a casa

	Word	Morpheme	B1 Double Mark			B2 regularization			B3 simple addition			
Addition	BAE1	BAE2	Error	Utterance	right form	error	utterance	right form	error	utterance	right form	full sentence
Line 4	se								se	Natalia se levanta se levantaba	Natalia se levantaba	todas la mañanas eran iguales Natalia se levantaba
Line 5		i							pintio	pintio un cuadro	Natalia se levantaba pinto un cuadro	Natalia se levantaba pinto un cuadro
Line 11	del								del	sal salia del de la casa	salía de la casa	Pancho su gato tambien se despertaba y salía de la casa
Line 12	En(x1)								en	jugaba en en en la	jugaba en la	salía de la casa a un arbol y jugaba en la hierba
Line 25	por								por	se reuni se reunia en por la calle	se reunia en la calle e iban a casa juntos	se reunía en la calle
Line 29	que								que	hasta que un dia que Pancho se fue de la casa	hasta que un dia Pancho se fue de la casa	hasta que un dia que Pancho se fue
Line 30	un (x1)								un	persiguio un un un pájaro y tambien un ratón	persiguio a un pájaro y tambien a un ratón	hasta que un dia que Pancho se fue de la casa y persiguio a un pájaro y tambien a un ratón
Line 31	un								un	fue perseguido por un un perro	fue perseguido por un perro	hasta que fue perseguido por un perro

Line 32	encontrar/ Pancho								encontrar/ Pancho	encontrar a Pancho encontrar Pancho	encontrar a Pancho	Nati no podía encontrar a Pancho
Line 34	para Pancho								para Pancho	busco para Pancho a Pancho	busco a Pancho	busco a Pancho en su cesta
Line 35	de la								de la	en su cesta detrás de la de la silla en el árbol	en su cesta detrás de la silla	en su cesta detrás de la de la silla en el árbol
Line 42	estuviera/ estuvieron/ con Pancho		estuvieron/ estuviera	estuvieron so con Pancho estuviera	Pancho estuviera				con Pancho	estuvieron so con Pancho estuviera que Pancho		Nati estuvo muy deprimida y penso que pancho tuviera hambre
Line 43	Estuviera Pancho								Estuviera Pancho	estuviera Pancho tuviera hambre		
Line 49	su/el/la/de Pancho		su/Pancho	ponía su el la comida de Pancho	ponía su comida				el la/de	ponía el la comida de Pancho	ponía la comida	y por eso ponía su comida cerca de su cesta
Line 52	y								y	y y penso	y penso	Pancho no podía encontrar a Nati y penso que Nati se fue
Line 58	en								en	en en la cesta durmiendo	en la cesta durmiendo	también encontro a Nati en la cesta durmiendo
Line 59	fueron								fueron	al fin fueron se encontraron	al fin se encontraron	al fin se encontraron

	EF Erroneous Formation		
Line	error	utterance	right form
39	deprimido	Nati (Naltalia) estuvo muy deprimido	Nati (Naltalia) estuvo muy deprimida
40-41-42-43	pienso/estuvieron/estuviera/tuviera	Nati estuvo muy deprimido y pienso que Pancho es Pancho es estado no estuvieron so con Pancho estuviera Pancho tuviera hambre	Nati estuvo muy deprimida y penso que pancho tuviera hambre
51	para/venia	espero para Pancho hasta que venia	espero a pancho hasta que venga
53	fuera	se fuera de casa	se fue de casa

	LSO Lack of Sentence Order		
Line	error	utterance	right form
18	también	durmia en el sol tambien	tambien dormia en el sol
58	durmiendo	tambien encontró a Nati en la cesta durmiendo	también encontro a nati durmiendo en la cesta

CORPUS LC2-Ci

APPENDIX 7

Inf.: Adult learner

Situation: Re-telling a story

Languages: es

Time Duration: 00:07:25

1 RES.: [^ eng: participant sixty cat story].  
2 RES.: bueno cuentame por favor.  
3 Inf.: la historia de Natalia y su gato Pancho.  
4 Inf.: entonces todas las mañanas eran iguales.  
5 Inf.: bueno todos los días Natalia eh día da un cuento a sus  
6 a a sus amigos em por ejemplo su eh.  
7 Inf.: qué?  
8 Inf.: ah sí entonces.  
9 RES.: su osito.  
10 Inf.: um um.  
11 %com:[laugh]  
12 Inf.: después de ah deper despertarse y luego pinta eh pinta un  
13 cuadro de de de afuera su casa con el sol también um.  
14 Inf.: y luego después um también de arte um construfido  
15 un una casa similar a tuya a la tuya.  
16 Inf.: y después ayudaba a su amigo con em pelirrojo um para um (.).  
17 Inf.: a ir en bicicle bicicleta a montar bicicleta.  
18 Inf.: y y después em jugaba como como un mono.  
19 laugh  
20 Inf.: afuera de su casa y Pancho su gato favorito normalmente nunca se  
21 despertía em hasta las diez.  
22 Inf.: y entonces salía su casa y y escalaba el árbol árbol en la  
23 jardín.  
24 Inf.: y después intentaba a coger una mariposa em bajo del sol entonces.  
25 Inf.: y luego se sen se sentía [: sentaba] para un  
26 descanso también bajo del sol.  
27 Inf.: y al fin del día a las quince em se encontrara se  
28 encontraban em al al lado del árbol.  
29 Inf.: y volvieron a casa.  
30 RES.: muy bien.  
31 Inf.: hasta que un día Pancho en vez de intentar a coger una mariposa en  
32 vez un pájaro que a la pájaro no le gusta jugar consigo.  
33 Inf.: y entonces em escababan un ratón cuando um Pancho intentaba  
34 a perseguirla.  
35 Inf.: y luego al um al empezar a perseguirla un un perro muy  
36 muy muy gordo um gordísimo.  
37 Inf.: y um no tan no tan perezoso como Pancho ententaba  
38 aporsoguir a Pancho.  
39 Inf.: y entonces era necesita [: necesario] que em Pancho fluye em.  
40 Inf.: entonces y Nati mientras que Pancho hacía  
41 estas cosas a las quince y cuarto em cuando suela  
42 encontral a Pancho em.  
43 Inf.: no podía encontrar encontrarlo.  
44 Inf.: entonces a ello entonces em salió para buscar buscar a ello.  
45 Inf.: y no era al lado de sus juguetes y su libro y.

46 Inf.:por un razón muy extraña no no estaba en su basquette em ni a  
47 ni a detrás de de la sofá; em.  
48 Inf.: y entonces em llevaba la ropa de un bombe [//] de una bombera  
49 y em intentar eh escalar el árbol como Pancho.  
50 Inf.: y pidio a la rana donde está Pancho pero desafortunadamente no  
51 puede hablar y entonces.  
52 %err: desafortunadamente=desafortunadamente  
53 %com: laugh  
54 Inf.: entonces Nate Nati se sintio eh y se aparecía [: parecía]  
55 muy mal y muy triste.  
56 Inf.: y mientras que Pancho eh volvió a hacer a su a su em a  
57 su plato y no estaba llena lleno porque Nati em ah sí em  
58 está tirando em tirando el comido el comido  
59 [/] de gatos em .  
60 %err: comido=comida comido=comida  
61 Inf.: en en lugares quizás que era posible  
62 encontré a Pancho.  
63 %err: quizás=quizás  
64 Inf.: pero desafortunadamente um no ganaba.  
65 %err: desafortunadamente=desafortunadamente  
66 Inf.: y entonces pintaba un cuadro de Pancho con la frase si encontrarías.  
67 Inf.: mientras que des desafortunadamente  
68 solamente em eh quince minutos más después de Nati em fue Pancho  
69 a al lugar donde normalmente suelen em encontrarse  
70 encontrarse em.  
71 %err: desafortunadamente=desafortunadamente  
72 Inf.: y por esta razón era muy triste  
73 Inf.:y y pensaba de Nati en otro lugar en el sol mientras que estaba  
74 bajo bajo el tiempo peor (.).  
75 Inf.: y em también como una falacia eh empe empezaba a [/] um a  
76 llorar lluvir huir.  
77 RES.: llover.  
78 Inf.: entonces gracias um llover y se siente muy muy mal  
79 malísimo.  
80 Inf.: y pero para su su prefa cuando volvía volvió a casa  
81 encontró un montón de comida y .  
82 Inf.: entonces um si eh seguía [: seguía] la la la línea de  
83 comida a su basquette.  
84 %com: laugh  
85 Inf.: donde encontraba a a a Natalia.  
86 %com: laugh  
87 Inf.: que estaba dor durmiendo em en su lugar.  
88 Inf.: y entonces se le despertaba em.  
89 Inf.: y los dos eran muy muy felices.



Omission	Word	Morpheme			
	AOE1	AOE2	Utterance (error)	right form	full sentence
Line 5	les	ba	Natalia da un cuento	Natalia les daba un cuento	Natalia les daba un cuento a sus amigos
Line 12		ba	pinta	pintaba	luego pintaba un cuadro
Line 13	de		afuera su casa	afuera de su casa	afuera de su casa
Line 14	ha	l	luego despues tambien de arte construfido una casa	despues del arte ha construido una casa	despues del arte ha construido una casa similar a la tuya
Line 15	la		similar a tuya	similar a la tuya	una casa similar a la tuya
Line 21		aba	despertia	despertaba	nunca se despertaba hasta las diez
Line 22	de		salia su casa	de	salía de su casa
Line 24		de	bajo	debajo	intentaba coger una mariposa debajo del sol
Line 25	tomar/ a	aba	luego se sentia para tomar un descanso	luego se sentaba a tomar un descanso	y luego se sentaba a tomar un descanso
Line 27		al	al fin del día	al final del día	al final del día a las quince se encontraban
Line 32	de/al		en vez un pájaro que a la pájaro	en vez de un pájaro que al pájaro	coger una mariposa en vez de un pájaro que al pájaro no le gusta jugar
Line 33	a		escababan un raton	(error) a un ratón	y entonces (error) a un ratón
Line 39		ario	necesita	necesario	y entonces era necesario que Pancho
Line 44	a	lo	salío para buscar	a buscarlo	Salió a buscarlo
Line 46		a	un razon	una	por una razón muy extraña
Line 58		ba	esta tirando	estaba tirando	Nati estaba tirando
Line 59	los		(la comida) de gatos	(la comida) de los gatos	(la comida) de los gatos
Line 61	los		en lugares	en los lugares	en los lugares quizás que era posible
Line 62		ar	encontre	era posible encontré a Pancho	era posible encontrar a Pancho
Line 73	estaba		Nati en otro lugar	Nati estaba en otro lugar	y pensaba de Nati estaba en otro lugar
Line 80	su		volvio a casa	volvio a su casa	cuando volvió a su casa encontro un monton de comida

Addition	Word	Morpheme	B1 Double Mark			B2 regularization			B3 simple addition			
	BAE1	BAE2	Error	Utterance	right form	error	utterance	right form	error	utterance	right form	full sentence
Line 4	entonces								entonces	entonces todas las mañanas eran iguales	todas las mañanas eran iguales	La historia de Natalia y su gato Pancho, todas las mañanas eran iguales
Line 5	bueno								bueno	bueno todos los días Natalia da un cuento a sus amigos	todos los días Natalia les daba un cuento a sus amigos	todas las mañanas eran iguales, todos los días Natalia les leía un cuento a sus amigos
Line 6	a(x1) sus/ por ejemplo								a a sus/por ejemplo	a a sus amigos por ejemplo	a sus amigos	Todos los días Natalia les leía un cuento a sus amigos
Line 12	pinta								pinta	luego pinta pinta un cuadro	luego pintaba un cuadro	Todos los días Natalia les leía un cuento a sus amigos después de despertarse y luego pintaba un cuadro
Line 13	de de de								de de de	cuadro de de de afuera	pintaba un cuadro afuera de su casa	y luego pintaba un cuadro afuera de su

												casa
Line 14	luego despues	f	luego despues	y luego despues tambien del arte	y luego del arte				construfido	luego despues tambien del arte ha construfido una casa	despues del arte ha construido una casa	y despues del arte ha construido una casa similar a la tuya
Line 17	a								a	para a ir en bicicleta	para ir en bicicleta	para ir en bicicleta a montar bicicleta
Line 18	como								como	jugaba como como un mono	jugaba como un mono	despues jugaba como un mono
Line 22	árbol								árbol	escalaba el árbol árbol	escalaba el árbol	escalaba el árbol en el jardín
Line 24	a/entonces								a/ entonces	y después intentaba a coger una mariposa bajo del sol entonces	después intentaba coger una mariposa debajo del sol	después intentaba coger una mariposa debajo del sol y luego se sentaba a tomar un descanso
Line 28	al								al	al al lado del árbol	al lado del árbol	se encontraban al lado del árbol
Line 31	en vez/a	ar							envez/ a/intentar	Pancho en vez de intentar a coger una mariposa	Pancho intento coger una mariposa	un día Pancho intento coger una mariposa en vez de un pájaro

Line 33	a								a	intentaba a perseguirla	intentaba perseguirla	Pancho intentaba perseguirla
Line 35	al/un								al/un	luego al al empezar a perseguirla un un perro	luego al empezar a perseguirla	y luego al empezar a perseguirla un perro
Line 36	gordo / gordisimo		gordo / gordisimo	un perro muy muy gordo gordisimo	un perro muy gordo/un perro gordisimo							un perro muy gordo
Line 40	entonces								entonces	Pancho huya entonces y Nati	Pancho huya y Nati	y entonces era necesario que Pancho huya y Nati mientras que Pancho hacia estas cosas
Line 44	a(x1) ello(x1) entonces/ buscar								a(x1) ello(x1) entonces/ buscar	entonces a ello entonces salio para buscar buscar a ello	entonces salio a buscarlo	entonces salio a buscarlo
Line 46	a								a	ni a ni a detrás de	ni detrás de	no estaba en su basquette ni detrás del sofa
Line 47	ni/a/de/la								ni/a/de/la	ni a detrás de de la sofá	ni detrás del sofa	no estaba en su basquette ni detrás del sofa
Line 49		r							intentar	y intentar escalar el árbol como Pancho	e intenta escalar el árbol como Pancho	e intenta escalar el árbol como Pancho

Line 54	se	a					se aparecia	Nati se sintio y se aparecia muy mal y muy triste	Nati se sintio muy mal y parecia muy triste			Nati se sintio muy mal y parecia muy triste
Line 56	hacer/a(x2)/su(x2)								hacer/a(x2)/su (x2)	Pancho volvio a hacer a su a su a su plato	Pancho volvio a su plato	y mientras que Pancho volvio a su plato y no estaba lleno
Line 57	llena								llena	su plato no estaba llena lleno	su plato no estaba lleno	su plato no estaba lleno
Line 61	en								en	en en lugares quizás que era posible	en los lugares quizás que era posible	en los lugares quizás que era posible encontrar a Pancho
Line 74	bajo								bajo	bajo bajo el tiempo peor	debajo el mal tiempo	en el sol mientras que estaba debajo el mal tiempo
Line 79	mal/malisimo		mal malisimo	se siente muy muy mal malisimo	se siente muy mal							se siente muy mal
Line 82	la (x1)								la la	la la la linea de su comida a su basquette	la linea de su comida a su gatero	seguia la linea de comida a su gatero
Line 85	a (x2)								a a a	encontraba a a a Natalia	encontro a Natalia	donde encontro a Natalia
Line 88	se								se	se le despertaba	la despertaba	y entonces la despertaba

EF Erroneous Formation			
Line	error	utterance	right form
5	da	todos los días Natalia día da un cuento a sus a a sus amigos	todos los días Natalia daba un cuento a sus amigos
12	pinta	despertarse y luego pinta un cuadro	despertarse y luego pintaba un cuadro
14	luego/despues también	y luego después también de arteconstruido un una casa	y después del arte ha construido una casa
16	con/a	y despues ayudaba a sus amigo con pelirrojo para a ir en bicicleta a montar bicicleta	y ayudaba a su amigo pelirrojo para luego ir a montar bicicleta
21	despertia	nunca se despertia hasta las diez	nunca se despertaba hasta las diez
22-23	la	escalaba el árbol árbol en la jardín	escalaba el árbol en el jardín
25	sentia	y luego se sen se sentía para un descanso	y luego se sentaba a tomar un descanso
27-28	quince	y al fin del día a las quince se encontrara se encontraban al al lado del árbol	y al final del día a las tres se encontraban al lado del árbol
31-32	la pájaro/consigo	hasta que un día Pancho en vez de intentar a coger una mariposa en vez un pajaro que a la pajaro no le gusta jugar consigo	hasta que un día pancho intento coger una mariposa en vez de un pájaro ya que al pájaro no le gusta jugar
33-34	perseguirla	y entonces escababan un raton cuando Pancho intentaba a perseguirla	y entonces un ratón se escapaba cuando un ratón intentaba perseguirlo
39-40-41-42-43	necesita,fluye, suela	y entonces era necesita que Pancho fluye entonces y Nati mientras que Pancho hacia estas cosas a las quince y cuarto cuando suela enconral a Pancho no podía encontrarlo	y entonces era necesario que que Pancho huya y Nati mientras que Pancho hacia estas cosas a las tres y cuarto cuando solía encontrar a Pancho no podía encontrarlo
45	era	no era al lado de sus juguetes y su libro	no estaba al lado de sus juguetes y su libro
46-47	basquette	no estaba en su basquette ni a n a detrás de de la sofa	no estaba en su gatero ni detrás del sofá

50	pidió	y pidió a la rana donde está Pancho	y pregunto a la rana donde está Pancho
54-55	se aparecía	entonces Nate Nati se sintio y se aparecia muy mal y muy triste	entonces Nati parecía muy mal y muy triste
58	comido	está tirando tirando el comido el comido de gatos	estaba tirando la comida de los gatos
64	no ganaba	pero desafortunadamente no ganaba	pero desafortunadamente no lo encontraba
66-72	más despues de	y entonces pintaba un cuadro de Pancho con la frase si encontrarías mientras que des desafortunadamente solamente quince minutos mas despues de Nati fue Pancho a al lugar donde normalmente suelen encontrarse y por esta razón era muy triste	y entonces pinto de Pancho con la frase si encontrarías mientras que desafortunadamente solamente quince minutos después de Nati Pancho fue al lugar donde normalmente suelen encontrarse y por esta razón estaba muy triste
73-76	tiempo peor, bajo, llorar lluvir huir	y y pensaba de Nati en otro lugar en el sol mientras que estaba bajo bajo el tiempo peor y tambien como una falacia empe empezaba a llorar lluvir huir	y pensaba que Nati estaba en otro lugar mientras el tiempo estaba peor y como una falacia empezaba a llover
85-89	encontraba, eran	donde encontraba a Natalia que estaba dor durmiendo en su lugar y entonces se le despertaba y los dos eran muy muy felices	donde encontro a Natalia que estaba durmiendo en su lugar y la despertó y los dos fueron muy felices

LSO Lack of Sentence Order			
Line	error	utterance	right form
12--13	tambien	pinta un cuadro de de de afuera su casa con el sol tambien	también pinta un cuadro con el sol afuera de su casa
24-25-26	despues/entonces/ luego/también	y despues intentaba a coger una mariposa bajo del sol entonces y luego se sen se sentía para un descanso también bajo del sol	y después intentaba coger una mariposa y luego se sentaba a tomar un descanso debajo del sol
61-62	quizas	en lugares quizas que era posible encontré a Pancho	en los lugares que quizas era posible encontrar a Pancho

Inf.: Adult learner

Situation: Open Interview

Languages: es

Time Duration: 00:25:14

Vo. ya, entonces haber que es lo que tu llegas a entender por ciertos eh fenómenos que van pasando en tu área, que es lo que estas aprendiendo hoy en día en tu... en en el... eh... curso que estas tomando de educación.

1.Inf. ok... por por ok por día de hoy up to this moment hasta este momento yo no no aprendí

2.muchísimo pero yo tenía a tres lecciones y estos cursos para tres meses ah yo pue... yo sabía yo 3.sabia mucho sobre la investigación de en de los métodos científicos per por pue pero esto era

4.un... repaso muy útil para mi ah... mi clase día de hoy yo no entendí mucho no es porque yo no 5.entendía español es porque yo no entendía el concepto es todo...

Vo. en qué sentido

6.Inf. yeah en sentido general

Vo. ah de lo que se estaba hablando

7.Inf. si si aja y detrás de mi había tro tres jóvenes jeje muy distractivos porque ellos ah charlaban 8.mucho y ah que mas por...

Vo. claro y provocan ruido

9.Inf. si si si porque porque yo m... yo fue yo fui sentada? o yo era sentada en el

Vo. yo estaba

10.Inf. no yo estaba sentado en el la fin de la clase en la cab en el cabo de la clase

Vo. ah atrás

11.Inf. atrás más atrás cerca de a la puerta, y ellos hay un café cuando nosotros tenemos un receso 12.hay un café peorisimo de mi vida jeje

Vo. por que

13.Inf. yo nose no me gusta este café, es café con galletas ellos nos ofrecen la administración nos

14.ofrecen café con galletas café es feo el más feo

Vo. que has probado

15.Inf. no yo voy a traer mi cafe jeje

Vo. jeje de aca

16.Inf. si de aca o de supermercado sí, porque yo compre una máquina para hacer un café aja y voy 17.tratar voy probar diferentes tipos de café y porque yo trai una un paquete de café de Brasil

18. me gusto mucho si yo quiero probar café boliviano por eso

Vo. no probaste todavía café boliviano

19.Inf. no solamente aquí pero yo no no

Vo. pero el cafer de irupana...

20.Inf. no no

Vo. el café de los yungas nada

21.Inf. los yungas yo día de hoy yo compre una un paquete de... café colonia

Vo. aya

22.Inf. café de los yungas, yo voy a hacer m... hacer este café mañana

Vo. en tu casa

23.Inf. en mi casa aja m...

Vo. por dónde estás viviendo?

24.Inf. aquí cerca de este edificio se es m... av arce calle Montevideo

Vo. ah super cerca...

25.Inf. si, detrás del túnel



Vo. bien bien y y que te parece eh... el sistema educativo boliviano a lo que viste ósea trabajaste en colegio...

26.Inf. ok jeje memorias muy muy painful muy dolorosos

Vo. en qué sentido

27.Inf. memorias dolorosas si

Vo. pero mas allá de eso como crees que esta el sistema educativo boliviano

28.Inf. m... no es muy fuerte no es muy fuerte

Vo. en qué sentido

29.Inf. por ejemplo el sistema educativo donde en los colegios o en las universidades...

Vo. en general

30.Inf. en general... en general yo no yo no puedo decir algo definitivo en este momento pero todos 31.todos todo la gente dicen que no es, es muy mal es muy es el peor sistema de en sudamerica... yo 32.se mi mi opinión mi opinión que porque en Bolivia es una sistema no es muy industrial 33.industrializada es sistema agrícola y este sistema afecta como la gente piensa porque ellos no 34.pueden pensar en los mismos conceptos como la gente de en las sociedades industrializadas.

Vo. mjm

35.Inf. por eso, esto es la diferencia. El la de approach approach the way people think, the way the 36.people deal these problems, la manera la gente trata...

Vo. De resolver...

37.Inf. resolver los problemas de forma es es m... es sociedad agrícola, como se dice diferentes

38.industrializadas y... agrícolas este es por eso por eso... pero es te sirve esta sociedad se sirve es 39.bastante para la gente que viven aquí es bastante...

Vo. ¿tú crees?

40.Inf. si, es la sistema les sirve...

Vo. si....

41.Inf. mjm el método la metodología porque ellos necesitan más conocimientos un ah...metodología 42.mas fuerte... que ellos van a hacer con eso

Vo. y crees que si un estudiante de acá.....

43.Inf. m... quieres parar por un segundo... ves nada nada no hay profundidad, este método 44.comunicativo sirve ok correr este es que tu quieres no es profundo no hay profundidad

Vo. no no

45.Inf. Si tú quieres ir a la universidad a estudiar obtener tu maestría tu necesitas la estructura tu

46.necesitas profundidad del idioma, la estructura de cada frase porque tu vas a escribir muchísimo...

Vo. gramatica

47.Inf. tu vas a escribir muchísimos muchísimos essays? Como se dice

Vo. ensayo

48.Inf. a...ensayo muchísimos ensayos para cada clase para cada clase es po especialmente es un 49.poco de filosofía es cada period

Vo. cada periodo

50.Inf. cada periodo, cada cubo ellos me corrigieron corregeron

Vo. corrigieron

51.Inf. corrigieron mis profesores y yo yo era única única rusahablante en o... a... idioma mi Inglés

Vo. idioma materno

52.Inf. con no mi idioma no materno Inglés no es mi idioma materno

Vo. aya Inglés como segundo idioma porque porque el materno es el ruso verdad?

53.Inf. si si mi idioma materno es ruso porque yo era única ellos lo miran a mi es como y tu estudias 54.en el la facultad de filosofía entiendes

Vo. y es fuerte

55.Inf. si porque yo usaba el método de traducción gramatical entiendes no es método comunicativo 56.es método gramatical por eso yo podía ah yo podía m... construir la frases correct correctas en 57.Inglés como ellos hablan porque yo escuchaba yo escribiba pe por eso para casi tres años yo m...

58.iba a un centro donde e ellos m... ellos da como cuando tu eras un estudiante tu puedes usar un 59.centro... writting centre para los escrib... witters...

Vo. escritores

60.Inf. escritores y los estudiantes del idioma Inglés por ejemplo ellos m... corrigen todos tus errores 61.es ah... es gratuito para los estudiantes estudiantes ayuda a los estudiantes y ellos por casi nose 62.tres años casi cada semana dos veces a semana es mi limite mi limite dos veces dos horas a 63.semana tu pue tu puedes ir a este centro y ellos trabajan contigo ellos explican tus errores ellos 64.corrigen tus papeles

Vo. claro como que te ayudan

65.Inf. aja pero es un trabajo para ellos porque ellos son estudiantes de Inglés para ser profesor de 66.ingles pro ejemplo tu necesitas mucha practica si pero y si y...si casi es como mi...es mi era mi... 67.trabajo mi trabajo por eso yo estudiaba y estudiaba y yo preguntaba yo preguntaba porque pero 68.cuando yo estudiaba en el ah en... community college es no colegio es college ah yo yo era única 69.eh un estudiante de otro país única estudiante año mil novecientos noventa y dos noventa y tres y 70.yo sabia y mi yo tenía ah cinco eh en mi clase de Inglés pero otros norteamricanos tenían cuatro p 71.y ellos me preguntaban se explicar las reglar a ellos en de Inglés

Vo. los nativos

72.Inf. los nativos si porque ellos no sabían gramatica es verdad es verdad mjm si teni...

Vo. hay hay una teoría que dice eh nativo no significa conocedor al cien por ciento del idioma osea que yo sea nativo del español no significa que yo conozca a la perfeccion al cien por ciento todas las reglas del español lo mismo pasaría con el ruso en todo caso osea que si no lo estudias a profundidad...

73.Inf. si si si ahora yo no yo mi si tu mi preguntas algo de gramatica rusa creo que no no mucho

Vo. no, ¿te olvidaste?

74.Inf. si gramatica rus las reglas gramaticales si pero ahora yo

Vo. pero hablar si

75.Inf. hablar? Pero no hablar si pero explicar las reglas gramaticales creo que no porque pero mi libro 76.de español es en ruso yo lo compre en Rusia mi libro de gramática español todo es en ruso si 77.explica pero es lo mismo es el mismo método toda mi yo lo uso

Vo. gramar translation

78.Inf. si yo lo necesito para entender para entender la estructura del idioma yo puedo hablar pero yo 79.no quiero ah cometer o hacer errores yo no yo no quiero porque en mi futuro me gustaría trabajar 80.como un docente de español también por ejemplo si voy a viajar a Brasil hay muchísimo trabajo 81.para inglés y español

Vo. y español y ruso podría haber también...

82.Inf. ruso no

Vo. podría haber...

83.Inf. ruso no si pero si hay mucho para inglés y español

Vo. si, pero pero hay hay digamos la parte fundamental del grammar translation que es justamente eso osea está enfocado a reforzar las habilidades del estudiante en cuanto a escritura y lectura un estudiante que ha pasado por el grammar translation se dice que puede escribir y leer bien pero no puede hablar y escuchar se

dice mientras que con el método comunicativo es al revés el estudiante escucha y habla pero no escribe ni lee ahora hay otro método intermedio que esta entre el grammar translation y el método comunicativo...

84.Inf. yeah este este es aja

Vo. pero que falta todavía trabajar un poco mas para que sea eh aplicable hacia los estudiantes

85.Inf. pero ahora estoy yo usando es todo una mezcla de esos dos métodos ahora estoy usando y yo 86.tengo todo mi todos mis eh programas de en tv es en español todo yo miro aja todos los CNN los 87.las noticias todo es en español si si si aveces es como un postre jaja como un postre para mi vida 88.después de mi dia del español yo vi yo veo las películas en Inglés es como mi postre al final de 89.cada dia si pero si si yo estoy mezclando los dos métodos

Vo. y y y al final cuanto tiempo te llevo este dominar de alguna manera el idioma inglés viendo que el ruso es tu primer idioma el inglés es tu segundo idioma y hablas quien sabe mejor el inglés que el ruso en algún momento osea el inglés ya lo adoptaste como tu primer idioma básicamente y cuanto tiempo te tomo...

90.Inf. que aprender español

Vo. no no no Inglés ósea desde que empezaste a los diez años cuanto tiempo te tomo para hablarlo a la perfección

91.Inf. perfección, cuando yo fui a nor nor norteamerica estados unidos cuando yo fui pero pero yo 92.trataba mejorar mi inglés yo trabajaba cada dia y toda casi todavía tengo mis ah mis m...

habitos 93.habits cada palabra no importa en que idioma ahora yo lo escribo memoriza cada palabra no 94.entiendo que yo no se porque yo no conozco yo memorizo se so

simplemente y después yo l 95.looked up yo lo busca en el diccionario este tod es un habito para el resto de mi vida pero esto yo 96.estoy tratando es una es un esfuerzo es un hab yo estoy tratando de hace esto estoy como noy yo 97.no estoy esperando que va mejor algún dia es va cayer caer lend on my lee... you know lend on

98.my ah lend on my leaps no cayer no

Vo. caer

99.Inf. caer es no va a caer yo necesito cada dia hacer algo y al final de cada dia yo me pregunto que 100.tu recuerdas que te recuerdas de este dia que que nuevas palabras algo nuevo algo entiendes

Vo. si hay una historia de un alemán que se fue a vivir a creo que era la republica checa no no recuerdo bien el país pero era un idioma totalmente diferente al que él estaba acostumbrado entonces este hombre agarraba y cada dia se propo se propuso empezar a memorizar cuarenta palabras

101.Inf. cuarenta es mucho aja

Vo. cuarenta por dia entonces él por dia que como tu llegaba de su trabajo de hacer su rutina llegaba a su casa se sentaba y empezaba a memorizar cuarenta nuevas palabras que había escuchado durante el dia pero no palabras que las sacaba del diccionario sino palabras que había ecuchado y las empezaba a anotar y se las memorizaba y trataba de usarlas de poco a poco, este al final si logro digamos eh un master o un dominio del idioma tener un buen command del idioma pero del desde la parte oral solo en el spoken performance y no asi en el written performance, entonces como tu logras un equilibrio entre los dos el written performance y el spoken performance en Inglés

102.Inf. en inglés o en español

Vo. en en en tu inglés como logras mejorar la pronunciación

103.Inf. a todos yo era más joven yo al al este tiempo yo era más joven la vida era más fácil para mi yo 104.podía enterar hablar con la gente ahora no mucho yo no quiero hablar es un mi problema yo no 105.quiero hablar es poco mas difícil por eso yo memorizo los textos y habla

conmigo hablo conmigo...

Omission	Word	Morpheme			
	AOE1	AOE2	Utterance (error)	right form	sentence
Line 12	el		hay un café peorisimo de mi vida	hay un café el peor de mi vida	hay un café el peor de mi vida
Line 14	el		café es feo	el café es feo	nos ofrecen café con galletas el café es feo el mas feo
Line 16	a (x1)		voy tratar, voy probar	voy a tratar, voy a probar	voy a tratar, voy a probar diferentes tipos de café
Line 17	que	je / l	yo trai un una un paquete de café de Brasil me gusto mucho	yo traje un paquete de café del Brasil que me gusto mucho	yo traje un paquete de café del Brasil que me gusto mucho
Line 31		o	es muy mal	es muy malo	es muy malo es el peor sistema
Line 32	es		mi opinion que	mi opinion es que	mi opinion es que porque en Bolivia es un sistema
Line 33	un/en		es sistema agrícola y este sistema afecta como la gente piensa	es un sistema agricola y este sistema afecta en como la gente piensa	es un sistema agricola y este sistema afecta en como la gente piensa
Line 36	en que		la manera la gente trata	la manera en que la gente trata	la manera en que la gente trata
Line 37	una/hay		es sociedad agricola, como se dice diferentes	es una sociedad agricola, como se dice hay diferentes	es una sociedad agricola, como se dice hay diferentes
Line 38	para		este sirve esta sociedad	este sirve para esta sociedad	este sirve para esta sociedad
Line 41	y/con	a	el método la metodología porque ellos necesitan más conocimientos un metodologia más fuerte	el método y la metodología porque ellos necesitan más conocimiento con una metodología más fuerte	el método y la metodología porque ellos necesitan más conocimiento con una metodología más fuerte
Line 44	si/lo/pero		correr este es que tu quieres no es profundo no hay profundidad	correr, si este es lo que tú quieres pero no es profundo no hay profundidad	correr si este es lo que tu quieres pero no es profundo no hay profundidad
line 45	y		estudiar obtener	estudiar y obtener	ir a la universidad a estudiar y obtener tu maestria
Line 48	porque		es especialmente es un poco	es porque especialmente es un poco	ensayos para cada clase es especialmente porque es un poco de filosofia
Line 49		o	period	periodo	es un poco de filosofia es cada periodo
Line 50		ie	corrighron corregeron	corrighron	cada periodo ellos me corrighron
Line 51	la / del		yo era única rusa hablante en idioma mi inglés	yo era la única rusa hablante del idioma inglés	yo era la única rusa hablante del idioma inglés
Line 53	el/la/y		es ruso porque yo era única ellos lo miren a mi	es el ruso porque yo era la	mi idioma materno es el ruso porque yo era la

				única y ellos me miraban	única y ellos me miraban
Line 55	el		es método comunicativo	es el método comunicativo	no es el método comunicativo
Line 56	el		es método gramatical	es el método gramatical	es el método gramatical
Line 58	les	n	ellos da como cuando tú eras estudiante	ellos dan como cuando tú eras estudiante	ellos dan como cuando tú eras estudiante
Line 59		tores	escrib	escritores	centro para los escritores
Line 61	esto		estudiantes, ayuda a los estudiantes	estudiantes, esto ayuda a los estudiantes	es gratuito para los estudiantes, esto ayuda a los estudiantes
Line 63	te/y		ellos explican tus errores ellos corrigen tus papeles	ellos te explican tus errores y corrigen tus trabajos	ellos trabajan contigo ellos te explican tus errores y corrigen tus trabajos
Line 65		es	ellos son estudiantes de inglés para ser profesor inglés	profesores	ellos son estudiantes para ser profesores de inglés
Line 67	les		yo preguntaba	yo les preguntaba	yo estudiaba y les preguntaba
Line 68	la		yo era única estudiante	yo era la única estudiante	yo era la única estudiante de otro país
Line 69	la/el		estudiante de otro país única estudiante año mil novecientos noventa y dos	estudiante de otro país, la única estudiante el año mil novecientos noventa y dos	estudiante de otro país, la única estudiante el año mil novecientos noventa y dos
Line 71	si	les	me preguntan se explicar las reglas a ellos	me preguntaban si se explicarles las reglas	me preguntaban si se explicarles las reglas de inglés
Line 73	sé		no mucho	no sé mucho	gramatica rusa creo que no no sé mucho
Line 74	del	o	gramatica rus las reglas gramaticales	gramatica del ruso, las reglas gramaticales sí	gramatica del ruso, las reglas gramaticales sí
Line 76	del	ta	mi libro de español es en ruso ... mi libro de gramática español todo es en ruso	mi libro de español está en ruso ... mi libro de gramática del español todo está en ruso	mi libro de español está en ruso , yo lo compre en Rusia, mi libro de gramática del español todo está en ruso
Line 77	vida		toda mi yo lo uso	toda mi vida yo lo uso	explica pero es lo mismo es el mismo método toda mi vida yo lo uso
Line 85	lo que		ahora estoy yo usando es todo una mezcla	ahora lo que estoy usando es todo una mezcla	ahora lo que estoy usando es todo una mezcla de esos métodos
Line 92	de		trataba mejorar mi inglés	trataba de mejorar mi inglés	trataba de mejorar mi inglés
Line 93	lo/que		yo lo escribo memoriza cada palabra no entiendo	yo lo escribo, lo memorizo,	yo lo escribo, lo memorizo, cada palabra que no

				cada palabra que no entiendo	entiendo
Line 94	o/la(x1)		entiendo que yo no sé porque yo no conozco yo memorizo	entiendo o que yo no sé porque yo no la conozco yo la memorizo	cada palabra que entiendo o que yo no sé porque yo no la conozco yo la memorizo
Line 95	lo		yo estoy tratando	yo lo estoy tratando	un habito para el resto de mi vida pero estoy yo lo estoy tratando
Line 96	no	ito/r	es un hab yo estoy tratando de hace esto estoy noy yo no estoy esperando	es un habito yo estoy tratando de hacer esto no estoy esperando	es un habito yo estoy tratando de hacer esto no estoy esperando
Line 97	a	ya/ar	va mejor algún día	vaya a mejorar algún día	no estoy esperando que vaya a mejorar algún día
Line 105	un		quiero hablar es poco más difícil por eso yo memorizo	quiero hablar es un poco más difícil por eso yo memorizo	quiero hablar es un poco más difícil por eso yo memorizo

	Word	Morpheme	B1 Double Mark			B2 regularization			B3 simple addition			
Addition	BAE1	BAE2	Error	Utterance	right form	error	utterance	right form	error	utterance	right form	full sentence
Line 1.	no								no	yo no no aprendi	yo no aprendi	hasta este momento yo no aprendí mucho
Line2.	a	isimo							a/muchisimo	no aprendi muchisimo pero yo tenia a tres lecciones	no aprendi mucho pero yo tenia tres lecciones	no aprendi mucho pero yo tenia tres lecciones
line 3.	de (x2)								de (2)	sabia mucho sobre la investigación de en de los metodos cientificos	sabia mucho sobre la investigación en los metodos cientificos	sabia mucho sobre la investigación en los metodos cientificos
Line 4	dia					dia	mi clase dia de hoy	mi clase de hoy		mi clase de hoy yo no entendí mucho		mi clase de hoy yo no entendí mucho
Line 10	la					la	en el la fin de la clase	en el fin de la clase (referring to the back part of the classroom)				yo estaba sentada atrás cerca de la puerta
Line 11	a/y ellos/ cuando								a/y ellos/ cuando	cerca de a la puerta y ellos hay un café cuando nosotros tenemos un receso	cerca de la puerta y hay un café, nosotros tenemos un receso	atrás cerca de la puerta y hay un café, nosotros tenemos un receso
Line 12		isimo							peorisimo	hay un café peorisimo de mi vida	hay un café es el peor de mi vida	nosotros tenemos un receso hay café el peor de mi vida
Line 13	ellos/la administración		ellos/la administración	ellos nos ofrecen la administración nos ofrecen	la administración nos ofrece							no me gusta este café, es café con galletas, la administración nos ofrece
Line 14		n							ofrecen	la administracion nos ofrecen café con galletas	la administracion nos ofrece café con galletas	la administracion nos ofrece café con galletas, el café es feo
Line 17	y								y	diferentes tipos de café y porque yo trai una paquete de café de Brasil	diferentes tipos de café porque yo traje un paquete de café de Brasil	voy a probar diferentes tipos de café porque yo traje un paquete de café de

												Brasil
Line 21	yo (x1) día de								yo día de hoy yo	yo día de hoy yo compre una paquete de café	yo hoy compre un paquete de café	yo hoy compre un paquete de café colonia
Line 30	yo no								yo no	en general yo no yo nopuedo decir algo definitivo en este momento	en general yo no puedo decir algo definitivo en este momento	en general yo no puedo decir algo definitivo en este momento
Line 31	todos todo la gente/es muy/de		todos todo la gente	todos todo la gente dicen que no es	todos dicen que no es				es muy /de	es muy mal es el peor sistema de en sudamérica	es muy malo, es el peor sistema en sudamérica	todos dicen que no es, es muy malo, es el peor sistema en sudamérica
Line 32	mi opinión mi/que	a				una sistema	en Bolivia es una sistema no es muy industrial	en Bolivia no es un sistema muy industrial	mi opinión mi/que	mi mi opinión mi opinión que porque en Bolivia	mi opinión es porque en Bolivia	mi opinión es porque el sistema de Bolivia no es muy industrializado
Line 32-33	industrial industrializada		industrial industrializada	es una sistema no es muy industrial industrializada	no es un sistema muy industrializado							mi opinión es porque el sistema de Bolivia no es muy industrializado es un sistema agrícola y este afecta en como la gente piensa
Line 34	en								en	conceptos como la gente de en las sociedades industrializadas	conceptos como la gente de las sociedades industrializadas	porque ellos no pueden pensar en los mismos conceptos como la gente de las sociedades industrializadas
Line 38-39	se sirve	n				gente que viven	para la gente que viven aquí	para la gente que vive aquí	se sirve	este sirve para esta sociedad se sirve es bastante	este sirve para esta sociedad es bastante	este sirve para esta sociedad es bastante para la gente que vive aquí
Line 40	la sistema					la sistema	la sistema les sirve	el sistema les sirve				el sistema les sirve



Line 51	yo/mi								yo/mi	yo yo era única única rusa hablante en idioma mi inglés	yo era la única única rusa hablante del idioma inglés	yo era la única única rusa hablante del idioma inglés
Line 52	no								no	con no mi idioma no materno	con mi idioma no materno	con mi idioma no materno
Line 53, 54, 55, 56	es, el, es, es								es, el, es, es	yo era única ellos lo miren a mi es como y tú estudias en el la facultad de filosofía... si porque yo usaba el método de traducción gramatical... no es método comunicativo es método gramatical por eso yo podía	yo era la única me miraban como y tú estudias en el la facultad de filosofía... si porque yo usaba el método de traducción gramatical... no el método comunicativo el método gramatical por eso yo podía	yo era la única me miraban como y tú estudias en el la facultad de filosofía... si porque yo usaba el método de traducción gramatical... no el método comunicativo el método gramatical por eso yo podía
Line 61	estudiantes								estudiant es	es gratuito para los estudiantes estudiantes ayuda a los estudiantes	es gratuito para los estudiantes esto ayuda a los estudiantes	es gratuito para los estudiantes esto ayuda a los estudiantes
Line 68	mi trabajo								mi trabajo	era mi trabajo mi trabajo	era mi trabajo	era mi trabajo por eso yo estudiaba y estudiaba
Line 69	unica un/ y tres		unica un	yo era unica un estudiante de otro país	yo era la única estudiante de otro país				y tres	única estudiante año mil novecientos noventa y dos y tres	única estudiante el año mil novecientos noventa y dos	yo era la única estudiante de otro país, la única estudiante el año mil novecientos noventa y dos
Line 70	mi yo		mi yo	mi yo tenia cinco	yo tenia cinco							yo sabía yo tenia cinco en mi clase de inglés
Line 73	yo no yo mi								yo no yo mi	ahora yo no yo mi si tu mi preguntas	ahora si tú me preguntas	ahora si tú me preguntas algo de gramática rusa creo que no sé mucho
Line 75	porque								porque	creo que no porque pero mi libro de español	creo que no, pero mi libro de español	creo que no, pero mi libro de español está en ruso

Line 80	un								un	trabajar como un docente de español	trabajar como docente de español	me gustaría trabajar como docente de español
Line 86	en/los (x1)	s							en/los (x1) / -s	todo mi todos mis programas de en tv es en español todo yo miro todos los CNN los las noticias	todos mis programas de tv son en español todo lo que yo miro todo CNN las noticias	yo tengo todos mis programas de tv son en español todo lo que yo miro todo CNN las noticias
Line 91	cuando yo fui pero								cuando yo fui pero	cuando yo fui a norteamérica estados unidos cuando yo fui pero pero yo trataba mejorar	cuando yo fui a norteamérica estados unidos pero yo trataba mejorar	cuando yo fui a norteamérica estados unidos pero yo trataba mejorar mi inglés
Line 92	toda casi								toda casi	yo trabajaba cada día y toda casi todavía tengo mis hábitos	yo trabajaba cada día y todavía tengo mis hábitos	yo trabajaba cada día y todavía tengo mis hábitos
Line 95	todo								todo	este todo es un hábito	este es un hábito	este es un hábito para el resto de mi vida
Line 96	estoy como noy								estoy como noy	es un esfuerzo es un hab yo estoy trantando de hace esto estoy como noy yo no estoy esperando	es un esfuerzo es un hábito yo estoy tratando de hacer esto no estoy esperando	es un esfuerzo es un hábito yo estoy tratando de hacer esto no estoy esperando que vaya a mejorar algún día
Line 100	me/tu/te		me/tu/te	me pregunto que tu recuerdas que te recuerdas	me pregunto que recuerdas							me pregunto que recuerdas de este día
Line 103	a todos/al (x1)								a todos/al (x1)	a todos yo era mas joven yo al al este tiempo yo era mas joven	este tiempo yo era más joven la vida era más fácil para mí	este tiempo yo era más joven la vida era más fácil para mí
line 104	un								un	yo no quiero hablar es un mi problema	yo no quiero hablar es mi problema	ahora no mucho yo no quiero hablar es mi problema yo no quiero hablar es un poco más difícil por eso yo memorizo

EF Erroneous Formation			
Line	error	utterance	right form
2	muchisimo	yo no aprendí muchisimo	yo no aprendí mucho
2	para	estos cursos para tres meses	estos cursos de tres meses
3	era	esto era un repaso	esto fue un repaso muy útil
5	es	no es porque yo no entendía español es porque yo no entendía el concepto	no es porque yo no entendía español sino porque yo no entendía el concepto
7	distractivos	había tres jóvenes muy distractivos	había tres jóvenes muy distraídos
9	fue, fui, era	yo fue, yo fui sentada o yo era sentada	yo estaba sentada
10	fin de la clase, cabo de la clase	yo estaba sentado en la fin de la clase en el cabo de la clase	yo estaba sentada atrás
11, 12	peorisimo	y ellos hay un café cuando nosotros tenemos un receso hay un café peorisimo de mi vida	y ellos, hay un café, cuando nosotros tenemos un receso, hay un café el peor de mi vida
15	traer	no yo voy a traer mi café	no voy a llevar mi café
26	memorias	memorias muy muy painful muy dolorosos	malos recuerdos
35-36	approach the way people think	El la approach the way people think, the way the people deal these problems	la manera en que la gente trata de resolver los problemas
47	essays	tu vas a escribir muchisimos muchisimos essays	tu vas a escribir muchisimos muchisimos ensayos
50	cubo, corrigiron, corregeron	cada periodo , cada cubo ellos me corrigiron corregeron	cada periodo ellos me corrigieron
53	miren	lo miren a mi	ellos me miran
57	para	por eso para casi tres años	por eso por casi tres años
64	papeles	corrigen tus papeles	corrigen tus tareas
66	pero y si y si... es... mi... es mi	si pero y si ysi casi es como mi es mi era mi trabajo	si era mi trabajo
68	community college	community college es no colegio es college	
71	se explicar, ellos	y ellos me preguntaban se explicar las reglas a ellos en de inglés	y ellos me preguntaban explicarles las reglas de inglés
95	look it up	yo look it up yo lo busca en el diccionario	yo lo busco en el diccionario
97	cayer/ lend on my....	es va cayer caer lend on my lee... you know... no cayer no	no estoy esperando que vaya a mejorar algún día no va a caer...
104	enterar	yo podia enterar hablar con la gente	yo podia intentar hablar con la gente

LSO Lack of Sentence Order			
Line	error	utterance	right form
18	por eso	si yo quiero probar café boliviano por eso	si por eso yo quiero probar café boliviano
32	no	en Bolivia es una sistema no es muy industrial industrializada	en Bolivia no es un sistema muy industrializado
42	que	que ellos van a hacer con eso	ellos que van a hacer con eso
68	no	es no colegio	no es colegio
79-80	tambien	en mi futuro me gustaría trabajar como un docente de español tambien	en mi futuro me gustaría tambientrabajar como docente de español
85	yo	ahora estoy yo usando es todo una mezcla de esos dos metodos ahora estoy usando	ahora lo que estoy usando es todo una mezcla de esos dos metodos
99	caer	caer es no va a caer	no va a caer

VO: ya... ahh por favor ... cuéntame cuanto tiempo esta aca que..

1. Inf: si... ya... he...

VO: que haces

2. Inf: he llegado en febrero de este año

3. estoy aquí ya dos meses em...

4. por y he venido porque he conseguido trabajo aquí

5. en una ONG que se llama IBIS

6. y... ahi en IBIS estoy como asen asesor de comunicación

7. entonces em lo que tengo que hacer son entrevistas con...

8. para hacer periodismo para hacer eh...

9. además tengo que trabajar como asensor de los contrapartes que

10. tenemos como IBIS...

11. que son sobretodo pueblos indígenas

12. trabajamos en el area de educación, y en gobernabilidad y

13. gobernancia indígena em...

14. y en en industrias extractivas y en esos areas estamos

15. trabajando y yo tengo que facilitarles un taller de

16. para para enfocarse en la estrategia de comunicación

17. además hago algunas eh... publicaciones de parte de IBIS

18. sistematizaciones memorias estoy haciendo ahora

19. he estado haciendo una página web de IBIS

20. y hemos tenido un proyecto interesante también que era la

21. einaugoracion de un restaurante que se yama GUSHTU

22. em... ahí en la... en la... zona sur en Calacoto la calle 10

23. hemos abierto un restaurante con... te a y ese proyecto que ya

24. he... ha arracado el chef famoso danes que se llama Caurles

25. Meyer.

VO. Ah... el que el que trabaja solo con alimentos organicos...

26. Inf. Si de la época del... digamos del hábitat más o menos

27. Inf. Em... hemos arrancado ese proyecto y de parte de IBIS

28. estamos sobretodo enfocados en el... en lo que es la educación de

29. los jovenes chefs y... que se llaman los que hacen el servicio

30. eh... waiters

VO. Meseros

31. Inf. Meseros, exacto

VO. Mjm, y trabaja a nivel latinoamerica?

32. Inf. Hemos tenido antes un programa regional

33. eh con en peru, ecuador, hemos trabajado en muchos

34. eh durante el tiempo hemos trabajado en muchos países en

35. america latina

36. ahora estamos sobretodo en Bolivia en nicaragua y en Guatemala

37. pero también tenemos un un poco de proyectos en peru y ecuador

38. todavía.

VO. Trabajan con las areas rurales, básicamente

39. Inf. Eh... también

VO. Para ayudar al desarrollo de la areas rurales

40. Inf. También si

VO. O solamente areas urbanas

41. Inf. No, en areas rurales pero también en zonas urbanas

42. porque hemos pensado, nos hemos dao cuenta que muchos de los eh

43. indígenas que es en el... tenemos el enfoque con los pueblos

44. indígenas porque son los que menos oportunidades tienen en el

45. país em... pero muchos de ellos ya viven en la ciudad en zona  
46. urbana digamos

47. en el alto vienen siempre más y más personas que el campo y nos  
48. hemos dado cuenta que es importante no solamente trabajar con  
49. con el con el digamos mejorando la situación económica en el  
50. campo mejorando la visión indígena y todo eso pero también ver  
51. que que muchos vienen a la ciudad a vivir entonces hay en la  
52. mezcla de lo urbano y lo rural eh lo indígena y lo lo que  
53. decimos lo mestizo o lo que ya eh más mezclado em podemos decir  
54. que que ahí también en el encuentro hay una obra muy importante  
55. eh de la identidad y de lo indígena no.

56. Como podemos eh darles también oportunidades a esos jóvenes que  
57. vienen de padres indígenas y ya son mestizos pero como les  
58. podemos dar una opción de tener un buen trabajo o una buena  
59. opción de tener un futuro no bien...

60. y no solamente olvidarse de lo que es la la raíz de donde  
61. vienen pero también em fortalecer ese m... m... su autoestima como  
62. indígenas no

63. Porque nosotros creemos que es parte de la identidad no y es  
64. algo valoroso que hay

Vo. Y hablando de la identidad como crees tú que se ve afectada precisamente la identidad en el hecho de la migración campo ciudad, la identidad se ve afectada de alguna manera cuando una persona sale de su entorno eh social familiar para adentrarse en otro entorno que quizás no es el suyo

65. Inf. Si si

Vo. Cual crees tú que es el el choque más fuerte que se produce cuando pasa esto

66. Inf. Eh... yo creo que depende mucho de lo que... de lo que es la

67. realidad a donde uno viene no! Si es em... antes por ejemplo en...  
68. m... no era posible para un para una cholita entrar al a la... a la  
69. católica a la universidad ahí no eh no era no era aceptable no  
70. ahora ya es aceptable no, se puede ir con con que se llama  
poyera o algo asi no?

Vo. Pollera

71. Inf. Pollera, eh... y... yo creo que es un gran logro no una Carga  
más, pero... cuando... cuando un joven del campo o de con padres de  
72. que han venido del campo viene a la ciudad creo que es muy...hay  
73. tantas cosas no tantas cosas nuevas, interesantes, yo creo que  
74. puede ser un desvio muy fácil que se desvia a olvidarse de lo  
75. que o tener vergüenza digamos no de lo que era el pas de lo que  
76. era em... el pasado de donde he venido de donde han venido mis  
77. papas y hasta lo que han cambiado sus nombres y quieren  
78. cortarse parte de su nariz asi no y... en vez de eso yo creo que  
79. es más sano más holístico eh si uno te tiene orgullo de donde  
80. es la raíz y entonces viene como encontrando lo que todo lo que  
81. es nuevo pero de una manera más más eh de una persona una  
82. identi... identidad más entera no.

Vo. Más propia

83. Inf. Si y eh si yo creo que si podemos estimular un poco el eh la  
84. identidad eh indígena también esas personas van a estar más  
85. fuertes como participando en la sociedad no! y no olvidarse de  
86. lo que había y buscando con con todas medidas eh otras cosas no  
87. que eso va a ser un peligro porque esas personas no van a no  
88. van a ser personas enteras.

Vo. mjm y la identidad, según tu criterio parte más de una m...  
sentimiento digamos o de una m... posición más social, familiar, política,



psicológica, cultural, religiosa, económica ah a que se debe un cierto cambio y una cierta conservación de la identidad.

89. Inf. Es muy buena pregunta lo que de donde viene la identidad, yo  
90. creo que como analizar analizando la persona podíamos decir que  
91. cumple con con varios eh parámetros para ser ese tipo de  
92. persona pero sin embargo el la autoidentificación o como  
93. decimos eso va a ser lo que decide porque em al final identidad  
94. es algo entero, como te digo, podemos decir ya habla aymara  
95. viene de un un area que siempre ha sido aymara pero si la  
96. persona no se siente aymara entonces no va a ser porque va va a  
97. decir que no eh va va tener va va intentar de cumplir con con  
98. eh usos y costumbres que ya no son aymaras pero que son  
99. mestizos o que se yo.

Vo. mezclando un poco

100. Inf. Mezclando exacto

Vo. y pasan dos fenómenos super interesantes con eso aca especialmente en La Paz, pasa que por ejemplo gente que es migrante del area rural que viene a vivir aca y ya establecen sus familias conservan sus apellidos aymaras digamos pero los nombres son europeos o norteamericanos por ejemplo hay ryder mamani que en algún momento no se lo dice ryder se lo dice rider o después escuche mcgiver choque entonces como que el nombre...

101. Inf. chistoso

Vo. se ve demasiado anglosajon pero el apellido aun se conserva no y... el segundo fenómeno es la morenada la morenada es la expresión más pura de de de de un capitalismo por por el derroche y la expresión que tiene no, bailar morenada es caro pero irónicamente la gente más pobre es la que más baila morenada, implica un gasto enorme bailar morenada un traje mínimo te sale entre doscientos y trescientos dólares pero la gente más pobre es la que más baila morenada justamente por este choque de identidad.

102. Inf. Si

Vo. que que puedes opinar tu al respecto

103. Inf. Ya lo que solamente he visto es que eh el materialismo em... aquí

104. les muy distinto que el materialismo que he visto en otros

105. lugares que quiere decir que aquí no se muestra mucho en

106. treminos de... ropa eh de marca em... de siempre siempre nose como  
107. tener m...hay digamos ah en santa cruz ya es muy diferente no,  
108. tener dos autos mejores así...

Vo. de marca

109. Inf. Si pero lo que también, pero lo que si aquí en digamos en en el  
110. area de gran poder digamos no donde encuentras los que... si  
111. tienen dinero si son con con un raíz muy claro de indígena que  
112. lo que si gastan dinero eh es las fiestas no como que no gastan  
113. mucho y no se ve que son muy ricos em tal vez tienen un poco de  
114. oro peron no es na tampoco nada digamos grave no... em... pero si  
115. si es hacen sus fiestas tres días y invitan a todo el mundo  
116. con... con todo pagado no y hay y gastan digamos cincuenta mil,  
117. cien mil dólares no.

Vo. todo el trabajo del año se va en eso

118. Inf. Y... y esa es un forma interesante de gastar su dinero no y... nose  
119. me parece bien que hay otras perspectivas porque en todo  
120. america latina estamos viendo que el materialismo tipo yankee  
121. podemos decir no que es bien fuerte no

Vo. claro eso es mas...

122. Inf. Como que es algo de tener el hummer de tener la casa asi asi  
123. asi con chacusi y tener la ropa de marca no que es asi algo  
124. para muy vulgar em... pero esta bien que haya también aquí eh  
125. otra visión no.

Vo. claro e...s tan...

126. Inf. Algo mas comu... de comunidad me entiendes

Vo. ya... por el hecho de compartir

127. Inf. Si

Vo. y no ser solamente tu

128. Inf. Exacto, y no es tu, si, es otra forma de mostrar que tienes plata, pero es algo com comparten conmigo yo tengo plata, algo
129. mas no que en vez de mirame yo soy nose
- Vo. ah... claro, claro
130. Inf. Nose no no ya de todas formas me gusta ms que el otro digamos
131. no
- Vo. claro claro no es como la típica imagen neoyorkina del... el vecino sacando el auto y el otro le envidia y al dia siguiente...
132. Inf. Si exacto.
- Vo. el otro se compra un auto mucho mas grande
133. Inf. Si exacto
- Vo. y es una competencia no
134. Inf. Si exacto, pero hay la competencia también porque al año ya van a querer en ves de tres bandas ya van a querer cuatro bandas y de mas lejos todavía no.
- Vo. si claro jeje
135. Inf. La cosa que no existe el el pero si es otra forma y por eso me
136. gusta.
- Vo. claro
137. Inf. Eso es pues lo bueno también de todo lo que es lo indígena
138. porque es algo mas no, no es seguir el mismo paso todos pero
139. pueden pueden contribuir con otra cosa para enriquecer al grupo
140. y eso es bonito.
- Vo. mjm si hay muchos muchos aspectos asi de la cultura también del ayni y de la hermandad aymara y sobretodo que todos siempre en grupo en bloque no es como hace rato hablabas la típica imagen norteamericana de solo yo y aveces ni mi familia no solamente mi gusto mi deseo de cumplir
141. Inf. Exacto
- Vo. mis caprichos en algun momento pero eh hay hay connotaciones y trascendencias que van mucho mas alla de eso también aca el hecho de que eh una experiencia propia que vi hace cuatro años en la fiesta del gran poder era justamente una morenada que la cholita estaba con unas joyas terribles una ropa muy muy muy buena muy grande y pasa que mientras bailaba la cholita tenia un hijo a su lado tenia un niño que era su hijo y el niño estaba casi descalzo mal vestido y he mal comido se le notaba y el

niño le lloraba a la señora no decía mami tengo hambre mami tengo hambre, entonces la señora sacaba plata y compraba cerveza a medida que iba bailando y el le decía mama tengo hambre y la la cholita le decía ya dejame no molestes estoy bailando no molestes y lo votaba al niño pero el niño lloraba entonces am... como que obviamente cuando ah si lo ves desde una perspectiva mucho mas global es interesante como tu decias como hay gente que puede derrochar su dinero obviamente compartiendo sin olvidarse de los otros pero que pasa cuando no te olvidas de los otros pero te olvidas de los tuyos, te das cuenta, osea das mas prioridad a los amigos a los compadres como se les dice aquí a los hermanos pero no estas dando prioridad a tus hijos, nose, en una en una escala de prioridades obviamente primero alimentate luego vístete luego disfrutalo bailalo derrocha, pero que pasa si a causa de de compartir ciertas cosas con tu comunidad te vas olvidando de los tuyos, como como tu creerías que de alguna manera se puede trabajar esto en la gente.

142. Inf. M... cual es el nucleo cual es el nucleo de donde nos estamos

143. cuidando entre nosotros no eso tiene también que ver con la

144. identidad mucho no con la... con el sentimiento de... de grupo em...

145. aquí usualmente em... muy fuerte la familia no en america latina,

146. en mi país en Dinamarca es mas es mas normal tener mas una eh

147. un concepto mas individualista no yo creo que en... dentro los

148. grupos indígenas o postindigenas se puede decir eh talvez mas

149. de de ah mas bien es no es mas tal ves en las tierras bajas que

150. en las naciones de mas nativos que yo creo que la familia es

151. algo mas grande que solamente su madre mama nove hijos, talvez

152. es nose si tiene que ver con eso, nose hay siempre malas madres

153. no en todo el mundo.

Vo. jeje

154. Inf. Y asi nomas es eso y talvez estaba borracha y eso no hay yo

155. creo que el la relación hija hijo hija madre es siempre... tenia

156. que ser algo mas fuerte que todas esas...

Vo. claro precisamente eso es algo irrompible no pero pasa que a veces por la cuestión cultural por la cuestión de quedar bien y y siempre congraciarse a los amigos aveces tiendes a olvidarte de los tuyos y eso es algo que no se lo puede juzgar aca porque es algo cotidiano es algo que pasa todos los días con el hecho de aveces este... estar mal tu pero siempre quieres dar la impresión que estas bien y de alguna manera esto se relaciona con el concepto de migración

157. Inf. Exacto

Vo. cuando una persona del area rural obviamente es pobre sale al area urbana esta migrando entonces cuando se encuentra con sus familiares que continúan en el area rural y por mas que esta persona que ha salido a la ciudad este mal este vendiendo dulces este buscando zapatos, nunca va a estar mal siempre va a estar bien porque la ciudad es hay hay es un lugar donde hay oportunidades y es el mismo fenómeno que pasaba el noventa y

algo los noventas con la migración a estados unidos que era conseguir el green card era como la lotería o la migración a España que se dio a comienzos de los dos mil que era justamente por ir a conseguir algo mas pero a costa de que entonces son cosas que van relacionadas una cosa con la otra y el IBIS en cuestion de educación como puede manejar esto, como puedes agarrar y hacer entender que la cuestion migratoria no siempre significa una... una mejora en tu condición económica o una mejora en tu forma de vida.

158. Inf. No, que siempre hay que hacer crecer eh a los países eh... en  
159. vías de desarrollo no y yo creo que Bolivia ha avanzado mucho  
160. estamos en algunos países en africa donde han sido crisis por  
161. mucho tiempo y están talves en en eh usualmente entramos justo  
162. despues de que se ha terminado una guerra civil eh en Liberia  
163. por ejemplo en sudan del sur estamos con proyectos que se  
164. llaman education in emergency en emergencia eh y ahí si lo  
165. primero que hacemos es es darles la oportunidad a los que no  
166. han tenido la eh eh educación como de de primaria digamos sino  
167. han tenido eso por la guerra les damos la oportunidad que se ya  
168. también digamos catorce quince años y les damos la oportunidad de  
169. hacer el colegio en tres años en un en un eh en un curso  
170. acelerado porque ya ya pueden mas rápido porque ya son ya  
171. jóvenes em...

Vo. como una nivelación...

172. Inf. Eh una nivelación pero no han tenido eh por la guerra no han  
173. podido ir al colegio sino no tienen no saben leer ni escribir  
174. no y les podemos enseñar en tres a cuatro años asi de una forma  
175. acelerada no, eso me parece como las medidas que tenemos no  
176. porque eh em lo mejor seria que no hab no haya la necesidad de  
177. de tener las ONG's que trabajan mejor dejarlo para que los  
178. países se desarrollen entre ellos porque siempre es mejor el  
179. concepto de em de que que la gente misma em busque su su camino  
180. no, sin embargo hay países muy débiles no y si los dejamos a  
181. esos países en su propio camino van a venir em intereses  
182. económicos muy fuertes para em explotarles no.

Vo. mjm

183. Inf. Yo creo que ese es una buena razón de eh capacitarlos a los

184. países porque si los dejamos nomas asi el el sistema global el  
185. capitalismo los van a comer asi no entonces hay que mas en  
186. fortalecer la sociedad civil para como hacemos también con la  
187. eh industria extractiva en Bolivia y en otros países en el  
188. chaco digamos con los guaranies les fortalecemos a cuidarse ah  
189. eh... exigir nose si es un palabra correcta eh sus derechos no  
190. ase asegurarse que haya consulta previa libre informada y todas  
191. esas cosas que si no saben no lo van a poder hacer pero si ya  
192. saben si ya saben como como cuales son sus derechos ya pueden  
193. enfrentarse a los a los empresas que son muy fuertes no y si no  
194. tienen ese conocimiento em si los van a comer y los van a los  
195. van a dejar sus tierras eh llenas de... de... eh pollution...  
Vo. contaminadas  
196. Inf. ¡Contamindas! Eso es... nove y ya no van a poder vivir como  
197. siempre han vivido no

## LC4-Oi Omission

## APPENDIX 16

Omission	Word	Morpheme	Utterance (error)	right form	sentence
	AOE1	AOE2			
Line 12	en		en gobernabilidad y gobernacia indigena	en gobernabilidad y en gobernacia indigena	trabajamos en el área de educacion, en gobernabilidad, y en gobernancia indígena
Line 22	en		la zona sur en calacoto la calle 10	la zona sur en calacoto en la calle 10	la zona sur en calacoto en la calle 10
Line 27	con		hemos arrancado ese proyecto	hemos arrancado con ese proyecto	hemos arrancado con ese proyecto
Line 33	países		hemos trabajado en muchos durante el tiempo	hemos trabajado en muchos países durante el tiempo	hemos trabajado en muchos países durante el tiempo
Line 34	este		durante el tiempo hemos trabajado en muchos países	durante este tiempo hemos trabajado	durante este tiempo hemos trabajado en muchos países en américa latina
Line 37		os/s	unos/pocos	tambien tenemos un poco de proyectos en peru	tambien tenemos unos pocos proyectos en peru
Line 45-46		s (x1)	zona urbana	muchos de ellos ya viven en la ciudad en zona urbana digamos	muchos de ellos ya viven en la ciudad en zonas urbanas
Line 47	en		más personas que el campo	más personas que en el campo	viven más y más personas que en el campo
Line 50	y		la situacion economica en el campo mejorando la visión	la situacion economica en el campo y mejorando la visión	la situacion economica en el campo y mejorando la visión indígena y todo eso
Line 51	una		hay en la mezcla de lo urbano y lo rural lo indígena y	hay una mezcla de lo urbano y lo rural lo indígena y	hay una mezcla de lo urbano y lo rural lo indígena y lo que decimos lo mestizo
Line 53	es		lo mestizo o lo que ya mas mezclado	lo mestizo o lo que ya es más mezclado	lo mestizo o lo que ya es más mezclado
Line 57	que		padres indigenas y ya son mestizos	padres indigenas y que ya son mestizos	jóvenes que vienen de padres indigenas y que ya son mestizos
Line 71	y ya		yo creo que es un gran logro no una carga más, pero...cuando... cuando un joven del campo o de con padres de que han venido del campo	yo creo que es un gran logro y ya no una carga más, pero cuando un joven del campo de padres que han venido del campo	yo creo que es un gran logro y ya no una carga más, pero cuando un joven del campo de padres que han venido del campo
Line 72	y	n	han venido del campo viene a la ciudad	han venido del campo y vienen a la ciudad	han venido del campo y vienen a la ciudad
Line 75	fue	ado	olvidarse de lo que o tener vergüenza de lo que era el pas	olvidarse de lo que fue o tener vergüenza de lo que era el pasado	olvidarse de lo que fue o tener vergüenza de lo que era el pasado
Line 81	con		manera más más de una persona una identi identidad	manera más de una persona con una identidad	de una manera más de una persona con una identidad más entera
Line 90	a	r	analizando la persona podiamos decir que cumple	analizando a la persona podriamos decir que cumple	analizando a la persona podriamos decir que cumple con varios parámetros

Line 93	la		al final identidad es algo entero	al final la identidad es algo entero	al final la identidad es algo entero
Line 96	lo		si la persona no se siente aymara entonces no va a ser	si la persona no se siente aymara entonces no lo va a ser	si la persona no se siente aymara entonces no lo va a ser
Line 97	a/los		va intentar de cumplir con con usos y costumbres	va a intentar cumplir con los usos y costumbres	va a intentar cumplir con los usos y costumbres que ya son aymaras
Line 104	al		muy distinto que el materialismo que he visto en otros lugares	muy distinto que al materialismo que he visto en otros lugares	muy distinto que al materialismo que he visto en otros lugares
Line 110	a	l	en el area de gran poder digamos no donde encuentras los que si tienen dinero	en el area del gran poder donde encuentras a los que tienen dinero	en el area del gran poder donde encuentras a los que tienen dinero
Line 111		a	son con con con un raíz muy claro de indígena	tienen una raíz muy clara de indígena	tienen una raíz muy clara de indígena
Line 112	en		gastan dinero es las fiestas	gastan dinero en fiestas	gastan dinero en fiestas
Line 118		a	y y esa es un forma interesante de gastar su dinero	y esa es una forma interesante de gastar su dinero	y esa es una forma interesante de gastar su dinero
Line 119		an	me parece bien que hay otras perspectivas	me parece bien que hayan otras perspectivas	me parece bien que hayan otras perspectivas
Line 126		n	algo mas comu de comunidad	algo mas común de comunidad	algo mas común de comunidad
Line 128	que		es algo com comparten conmigo	es algo que comparten conmigo	es algo que comparten conmigo
Line 135	materialismo		la cosa es que no existe el el pero si es otra forma	la cosa es que no existe el materialismo pero si es otra forma y por eso me gusta	la cosa es que no existe el materialismo pero si es otra forma y por eso me gusta
Line 145	es		aquí usualmente muy fuerte la familia	aquí usualmente es muy fuerte la familia	aquí usualmente es muy fuerte la familia
Line 147	de		dentro los grupos indigenas	dentro de los grupos indigenas	dentro de los grupos indigenas
Line 155	para		la relacion hija hijo hija madre es siempre	la relacion de familia madre es para siempre	la relacion de familia madre es para siempre
Line 160	en		algunos paises en Africa donde han sido crisis por mucho tiempo	algunos paises en Africa donde han estado en crisis por mucho tiempo	estamos en algunos paises en Africa donde han estado en crisis por mucho tiempo
Line 170	aprender		en un curso acelerado porque ya ya pueden más rápido	en un curso acelerado porque ya pueden aprender más rápido	en un curso acelerado porque ya pueden aprender más rápido porque ya son jóvenes
Line 173	educacion		no han podido ir al colegio sino no tienen no saben leer ni escribir	no han podido ir al colegio no tienen educación no saben leer ni escribir	no han podido ir al colegio no tienen educación no saben leer ni escribir
Line 189		a	no sé si es un palabra correcta	no sé si es una palabra correcta	no sé si es una palabra correcta



	Word	Morphe me	B1 Double Mark			B2 regularization			B3 simple addition			
Additio n	BAE1	BAE2	error	utterance	right form	error	utterance	right form	error	utterance	right form	full sentence
Line 4	por								por	por y he venido porque he conseguido trabajo aquí	y he venido aquí porque he conseguido trabajo	estoy aquí ya dos meses por y he venido aquí porque he conseguido trabajo
Line 6	y		ahí en	ahí en IBIS estoy como asesor	ahí estoy como asesor				y	y ahí en IBIS	y ahí	en una ONG que se llama IBIS y ahí estoy como asesor de comunicación
Line 7	con								con	lo que tengo que hacer son entrevistas con para hacer periodismo	lo que tengo que hacer son entrevistas para hacer periodismo	lo que tengo que hacer son entrevistas para hacer periodismo
Line 8	para hacer								para hacer	para hacer periodismo para hacer	para hacer periodismo	para hacer periodismo
Line 9		n				los contrapartes	ademas tengo que trabajar como asesor de los contrapartes que tenemos como IBIS	ademas tengo que trabajar como asesor de los contrapartes que tenemos como IBIS	asesor	tengo que trabajar como asesor de los contrapartes	tengo que trabajar como asesor de los contrapartes	ademas tengo que trabajar como asesor de las contrapartes que tenemos como IBIS
Line 12	y (x1)								y (x1)	educacion y en gobernabilidad y gobernanca	trabajamos en el área de educacion, en gobernabilidad, y en gobernanca	trabajamos en el área de educacion, en gobernabilidad, y en gobernanca indígena
Line 14	en								en	y en en industrias extractivas	y en industrias extractivas	y en industrias extractivas en esas áreas estamos trabajando
Line 15-16	de/para								de/para	tengo que facilitarles un taller de para para enfocarse	tengo que facilitarles un taller para enfocarse	tengo que facilitarles un taller para enfocarse en la estrategia de comunicación
Line 22	en la								en la	ahí en la en la zona zur	ahí en la zona zur	ahí en la zona zur en calacoto en la calle diez

Line 23	te a y								te a y	hemos abierto un restaurante con te a y ese proyecto	hemos abierto un restaurante con ese proyecto	hemos abierto un restaurante con ese proyecto que ha arrancado el famoso chef danés
Line 24	he								he	proyecto que ya he ha arracado	proyecto que ha arrancado	proyecto que ha arrancado el famoso chef danés Caurles Meyer
Line 26	del digamos								del digamos	si de la epoca del digamos del habitad mas o menos	si de la epoca del habitad	si de la epoca del habitad
Line 28	el en								el en	enfocados en el en lo que es la educacion	enfocados en lo que es la educacion	de parte de IBIS estamos sobretodo enfocados en lo que es la educacion
Line 34	el								el	durante el tiempo hemos trabajado	durante este tiempo hemos trabajado	durante este tiempo hemos trabajado en muchos países en américa latina
Line 36	en (x1)								en (x1)	en Bolivia en Nicaragua y en Guatemala	en Bolivia, Nicaragua y Guatemala	ahora estamos sobretodo en Bolivia, Nicaragua y Guatemala
Line 37	de/un								de/un	un un poco de proyectos en peru y ecuador	unos pocos proyectos en Peru y Ecuador	pero todavia unos pocos proyectos en Peru y Ecuador
Line 46	digamos								digamos	en la ciudad en zona urbana digamos	en la ciudad en zonas urbanas	muchos de ellos ya viven en la ciudad en zonas urbanas
Line 47	siempre								siempre	en el alto vienen siempre mas y mas personas que el campo	en el alto viven más personas que en el campo	en el alto viven más personas que en el campo
Line 48-49	con con el con el digamos								con con el con el digamos	trabajar con con el con el digamos mejorando la situacion económica	trabajar mejorando la situacion económica	trabajar mejorando la situacion económica en el campo
Line 51	que/en la								que/en la	que que muchos vienen a la ciudad a vivir hay en la mezcla	que muchos vienen a la ciudad a vivir entonces hay una mezcla	que muchos vienen a la ciudad a vivir entonces hay una mezcla de lo urbano y lo rural
Line 52	lo								lo	lo lo que decimos lo mestizo	lo que decimos lo mestizo	lo que decimos lo mestizo
Line 55	no								no	de la identidad y de lo indígena no	de la identidad y de lo indígena no	de la identidad y de lo indígena no
Line 61	ese								ese	fortalecer ese su autoestima	fortalecer su autoestima	y no solamente olvidarse de lo que es la raíz de donde vienen pero tambien fortalecer su autoestima

Line 63	no								no	creemos que es parte de la identidad no	creemos que es parte de la identidad	creemos que es parte de la identidad
Line 66	de lo que								de lo que	depende mucho de lo que de lo que es la realidad	depende mucho de lo que es la realidad	depende mucho de lo que es la realidad a donde uno viene
Line 67	si es/en								si es/en	si es antes por ejemplo en no era posible	si antes por ejemplo no era posible	si antes por ejemplo no era posible para una cholita entrar a la universidad
Line 69	no era								no era	a la universidad ahí no no era no era aceptable	a la universidad ahí no no era aceptable	a la universidad ahí no no era aceptable, ahora ya es
Line 71	cuando/ con/de								cuando/ con/de	yo creo que es un gran logro no una carga más, pero... cuando... cuando un joven del campo o de con padres de que han venido del campo	yo creo que es un gran logro no una carga más, pero cuando un joven del campo o de padres que han venido del campo	yo creo que es un gran logro no una carga más, pero cuando un joven del campo o de padres que han venido del campo
Line 72	es muy								es muy	viene a la ciudad creo que es muy hay tantas cosas	viene a la ciudad creo que hay tantas cosas... nuevas	viene a la ciudad creo que hay tantas cosas... nuevas
74-76	desvio/ se desvia		desvio/ se desvia	yo creo que puede ser un desvio muy facil que se desvia a olvidarse de lo que o tener vergüenza	yo creo que puede ser un desvio muy facil a olvidarse de lo que fue o tener vergüenza							yo creo que puede ser un desvio muy facil a olvidarse de lo que fue o tener vergüenza
Line 78	asi no								asi no	cortarse parte de su nariz asi no y en vez de eso yo creo que es más sano	cortarse parte de su nariz y en vez de eso yo creo que es más sano	cortarse parte de su nariz y en vez de eso yo creo que es más sano
Line 79	te /donde es		te tiene	si uno te tiene orgullo de donde es la raiz	si uno tiene orgullo de la raiz				donde es	tiene orgullo de donde es la raiz	tiene orgullo de donde es la raiz	es más sano si uno tiene orgullo de la raíz

line 81	más								más	una manera más más de una persona una identi identidad	una manera más de una persona con una identidad más entera	y entonces viene como encontrando todo lo que es nuevo pero de una manera más de una persona con una identidad más entera
Line 83	el								el	estimular un poco el la identidad	estimular un poco la identidad	estimular un poco la identidad indígena
Line 85	como/no								como	más fuertes como participando en la sociedad no	más fuertes participando en la sociedad	esas personas van a estar más fuertes participando en la sociedad
Line 86	con /no								con /no	buscando con con todas medidas otras cosas no	buscando con todas medidas otras cosas	no olvidarse de lo que habia y buscando con todas medidas otras cosas
line 87	no van a								no van a	esas personas no van a no van a ser	esas personas no van a ser	porque esas personas no van a ser personas enteras
Line 89	lo que								lo que	lo que de donde viene la identidad	de donde viene la identidad	de donde viene la identidad
Line 90-91	como analizar analizando /con		analizar analizando	yo creo que como analizar analizando la persona podiamos decir que cumple con con varios parametros	yo creo que analizando a la persona podriamos decir que cumple con varios parametros							yo creo que analizando a la persona podriamos decir que cumple con varios parametros para ser este tipo de persona
Line 95	un								un	viene de un un area que siempre ha sido aymara	viene de un area que siempre ha sido aymara	habla aymara, viene de un area que siempre ha sido aymara

Line 96-97	va (x2)/de/con								va (x2)/de/con	entonces no va a ser porque va a decir que no va a tener va a intentar de cumplir con con usos y costumbres	entonces no lo va a ser porque va a decir que no va a tener ó va a intentar cumplir con los usos y costumbres	entonces no lo va a ser porque va a decir que no va a tener ó va a intentar cumplir con los usos y costumbres que ya no son aymaras
Line 104	que	-l							que/les	aquí les muy distinto que el materialismo que he visto en otros lugares	aquí es muy distinto a el materialismo que he visto en otros lugares	aquí es muy distinto a el materialismo que he visto en otros lugares
Line 109	pero lo que si/en digamos en								pero lo que si/en digamos en	sí, pero lo que también, pero lo que si aquí en digamos en en el área de gran poder	sí, pero lo que también aquí en el área de gran poder	sí, pero lo que también aquí en el área de gran poder
Line 112	es las								es las	gastan dinero es las fiestas	gastan dinero en fiestas	gastan dinero en fiestas
Line 116	con/ y hay								con/ y hay	con...con todo pagado no y hay y gastan digamos cincuenta mil	con todo pagado y gastan cincuenta mil	con todo pagado y gastan cincuenta mil, cien mil dólares
Line 134	la								la	hay la competencia también	hay la competencia también	hay la competencia también
Line 146	más una								más una	es más normal tener más una un concepto más individualista	es más normal tener un concepto más individualista	es más normal tener un concepto más individualista
Line 151	madre mamá		madre mamá	la familia es algo más grande que solamente su madre mamá	la familia es algo más grande que solamente madre-hijo							la familia es algo más grande que solamente madre-hijo

Line 154	no hay								no hay	talvez estaba borracha y eso no hay yo creo que el la relación	talvez estaba borracha y eso yo creo que la relación	talvez estaba borracha y eso yo creo que la relación de familia es para siempre
Line 161	estan talves en en usualmente								estan talves en en usualmente	mucho tiempo y estan talves en en usualmente entramos justo despues	mucho tiempo y entramos justo despues	mucho tiempo y entramos justo despues de que se terminó una guerra civil en Liberia
Line 170	ya								ya	porque ya son ya jóvenes	porque ya son jóvenes	porque ya son jóvenes
Line 172	no han tenido								no han tenido	pero no han tenido por la guerra no han podido ir al colegio	pero por la guerra no han podido ir al colegio	pero por la guerra no han podido ir al colegio
Line 173	sino								sino	ir al colegio sino no tienen educación	ir al colegio no tienen educación	no han podido ir al colegio no tienen educación no saben leer ni escribir
Line 185	más en								más en	entonces hay que más en fortalecer la sociedad civil	entonces hay que fortalecer la sociedad civil	entonces hay que fortalecer la sociedad civil
Line 186	para								para	hay que fortalecer la sociedad civil para como hacemos también con la industria	hay que fortalecer la sociedad civil como hacemos también con la industria	hay que fortalecer la sociedad civil como hacemos también con la industria extractiva en Bolivia

EF Erroneous Formation			
Line	error	utterance	right form
8	hacer periodismo	lo que tengo que hacer son entrevistas con para hacer periodismo para hacer	lo que tengo que hacer son entrevistas hacer como periodista
14	esos áreas	en esos áreas estamos trabajando	en esas áreas estamos trabajando
37	un poco de	también tenemos un poco de proyectos en Perú y Ecuador todavía	todavía tenemos unos pocos proyectos en Perú y Ecuador
47	vienen siempre	en el alto vienen siempre mas y mas personas que el campo	en el alto viven más personas que en el campo
48	dado cuento	nos hemos dado cuento que es importante	nos hemos dado cuenta que es importante
59	bien	una buena opción de tener un futuro no bien	una buena opción de tener un buen futuro
63-64	valoroso	Porque nosotros creemos que es parte de la identidad no y es algo valoroso que hay	Porque nosotros creemos que es parte de la identidad y es algo valioso que hay
111	son	si son con con un raíz muy claro de indigena	si tienen una raíz muy clara de indígena
115	es/y	es hacen sus fiestas tres días y invitan a todo el mundo	hacen sus fiestas tres días e invitan a todo el mundo
126	común de comunidad	algo mas común de comunidad	algo más de comunidad
128	es tú	y no es tú	y no eres tú
134	también	hay la competencia también	pero también hay competencia
160	han sido	estamos en algunos países en Africa donde han sido crisis por mucho tiempo	estamos en algunos países en Africa donde han estado en crisis por mucho tiempo
161-162	se ha terminado	entramos justo después de que se ha terminado una guerra civil en Liberia	entramos justo después de que se terminó una guerra civil en Liberia
164	education in emergency	proyectos que se llaman education in emergency en emergencia	estamos con proyectos que se llaman educación en emergencia
181	van a venir	sin embargo hay países muy débiles no y si los dejamos a esos países en su propio camino van a venir intereses económicos muy fuertes a explotarlos no	sin embargo hay países muy débiles y si los dejamos a esos países en su propio camino van a ir intereses económicos muy fuertes a explotarlos
188	les	con los guaranies les fortalecemos a cuidarse	con los guaranies los fortalecemos a cuidarse a exigir

183	ese/de	yo creo que ese es una buena razón de capacitarlos a los países	yo creo que esa es una buena razón para capacitarlos a los países
193	los empresas	pueden enfrentarse a los a los empresas que son muy fuertes no	pueden enfrentarse a las empresas que son muy fuertes
194- 195	pollution	los van a comer los van a dejar sus tierras llenas de de pollution	los van a comer les van a dejar sus tierras llenas de contaminación

LSO Lack of Sentence Order			
Line	error	utterance	right form
20-21	tambien	y hemos tenido un proyecto interesante tambien que era la inagoracion de un restaurante que se yama GUSHTU	y también hemos tenido un proyecto interesante que era la inaguracion de un restaurante que se llama GUSHTU
32	antes	hemos tenido antes un programa regional	antes hemos tenido un programa regional
24	el chef famoso danes	ha arrancado el chef famoso danes que se llama Caurles Meyer	ha arrancado el famoso chef danes Caurles Meyer
37-38	tambien /todavia	pero tambien tenemos un un poco de proyectos en peru y ecuador todavia	pero todavía tenemos unos pocos proyectos en Peru y Ecuador
143- 144	también/tiene/mucho	eso tiene también que ver con la identidad mucho	eso también tiene mucho que ver con la identidad
184- 185	nomas asi	si los dejamos nomas asi el sistema global el capitalismo los van a comer	si los dejamos así nomas el sistema global el capitalismo los van a comer



Inf.: Adult learners

Situation: Role-playing

Languages: es

Time Duration: 00:10:07

risas

1. A1: nuestro mundo esta aqui ahora...
  2. hace mucho ti... mucho tiempo
  3. no está aquí
  4. ni las estrellas
  5. ni el universo ni la clase del español...
  6. oh...ah...ahora... ahora el primero hombre
  7. el hombre de la cueva...
  8. B1: huuw...(risas)soy el hombre de la cueva
  9. esta...esta civilización nueva
  10. nosotros tenemos la ira española y utopia...
  11. vivo aquí a la isla
  12. cualquier cosa qui necesiten ya está aquí
  13. por ejemplo nosotros tenemos la playa donde los hombres y los mujeres pueden jugar al
  14. voleyball
  15. y yo vivo con el nue miedo a la alto montaña
  16. pero nosotros tenemos un problema horrible...
  17. ese problema horrible es el más terrible del mundo...
  18. el problema es de agua...(le echa agua en la cara) (risas)
  19. gracias...
- (habla en inglés)
20. el cimientto del planeta global warming
  21. esta más y más agua en menos en menos terrea
  22. para deforestación de la ira
  23. los monos (inintendible) no tengan los arboles
  24. vamos a explorar la ira...
  25. a la ira, nosotros tenemos lo arboles
  26. los arboles así
  27. los arboles, ¿Quién es tu?
  28. A2: Soy los arboles del conocimiento
  29. B1: sí
  30. A2: tengo muchos conocimiento y dos manzanas rojos y frescas
  31. B1: dos
  32. A2: las manzanas tengas mucho conocimientos
  33. Ah... tengo secretos de religión
  34. Secretos de vida y más importante las soluciones de... el examen del español
  35. B1: yeah!
  36. Donde es la examen de español
- (habla en inglés)
37. Pero... yo... soy un hombre de la cueva
  38. No pueden ir árbol del conocimiento

39. La ira no tenga no niño (habla en inglés)
40. A2: para construir un máquina del tiempo
41. Necesitas
42. B1: oh si
43. A2: necesitas
44. Para un máquina del tiempo
45. Un calculadora
46. B1: Calculadora!
47. A2: un papel de perros
48. B1: ya esta
49. A2: un tambor
50. B1: no es un tambor
51. A2: jalapeños
52. B1: nose
53. A2: y lo más importante
54. Una mujer blanco
55. B1: hola mujer blanco
56. A2: (habla en inglés) tienes un máquina del tiempo
57. B1: (inglés)
58. A1: hola
59. el hombre de la cueva
60. B1: hola máquina del tiempo
61. A1: vamos
62. Vamos a ofrecerte
63. B1: si
64. A1,A2,B1: uuhh...!!! (giran en circulos)
65. A1: este es la clase del español
66. B1: si
67. A1: en clase nos limos y hablemos de la vida de cuevado
68. B1: si
69. A1: am ok nnn
70. B1: los personas de la clase
71. A1: los personas de la clase
72. Incluye (nombre) quiere amores las tortugas
73. B1: flores
74. A1: (nombre) quiere amores los sueños de jugar de olímpica
75. (nombre) para jugar el piano
76. (nombre) quieren amores para venir a la clase del tarde (risas)
77. (nombre) quieruen vacaciones
78. (nombre) quiere amores ah no quiere amores arroz
79. (nombre) quieren amores los monos
80. Es increíble que escuchimos a veces
81. Mm el profesor del español am ... los estudiantes
82. Sobre mm ahora vacaciones de española y continiuen conversaciones españoles
83. En este momento el profesor esta pensamiento triste sobre los estudiantes que salen por
84. el (no se entiende)especial especialmente (nombre) quieren amores molestar al profesor
85. (nombre) quiere amores España
86. (nombre) quiere amores ah jugar el portido de tripulación

87. (nombre) ...
88. (nombre) quiere amores las animales
89. (nombre) quiere amores la familia
90. (nombre) quiere amores las motocicletas
91. (nombre) quiere amores el pringles
92. (nombre) quiere amores la leche
93. (nombre) quiere amores la música
94. (nombre) quiere amores jugar el beisball
95. Vamos al futuro
96. B1: el futuro
97. A1: el hombre de la cueva
98. B1: de la cueva
99. Ayy soy el hombre de la cueva del futuro
100. Es posible que las personas destructoras tiene un solución de la calentamiento del mundo  
A1: (responde en ingles)
101. B1: no puedo ver
102. A1: este es futuro
103. B1: es futuro Hola futuro
104. A1: cuando calentamiento del mundo
105. B1: si
106. A1: no bueno
107. B1: no es bueno
108. A1: mm Jorge Bush motado hay tomado del mundo Mm
109. B1: no puedo ver nada nada
110. A1: no no bueno
111. Oh arboles del conocimiento
112. Despierta despierta porque cuan porque calentamiento del mundo
113. A2: hola hombre del cueva
114. B1: hola árbol del conocimiento
115. A1: oh dios mio y ahora arbola es muerta
116. B1: muerta es posible
117. A1: mjm Jorge Bush
118. B1: Jorge Bush
119. A1: el mundo
120. A2: ahora tendras que cote coter de el midio ambiente
121. Si necesitas contribuir y no contaminar con los pestidillos y más importante
122. No empeorice lluvia acida
123. Oh (apuntando a A1) tu bebi muchos gasolinas
124. A1: no es verdad
125. B1: muchos gasolinas máquina del tiempo
126. A1: no es verdad
127. A2: tu bebi mucho máquina del tiempo
128. A1: no es verdad
129. A2: si es verdad
130. B1: es verdad es verdad
131. Es muy dajina máquina del tiempo  
A1 A2 B1: corren por el salón
132. A2: hola clase

133. Este es nece necesario para tu (habla en ingles)
134. proteger al medio ambiente
135. el mundo es muy importante para tu para tu vida
136. ... radioactividad y los pesticillos es muy mal para el mundo
137. Pone la basura en al basurero y sean amablemente con los animales
138. Gracias y adiós

## GLC1-RP Omission

## APPENDIX 20

Omission	Word	Morpheme	Utterance (error)	right form	sentence
	AOE1	AOE2			
Line 3		n	hace mucho ti mucho tiempo no esta aquí ni las estrellas ni el universo	hace mucho tiempo no están aquí ni las estrellas ni el universo	hace mucho tiempo no están aquí ni las estrellas ni el universo
Line 9	en		esta civilizacion nueva	en esta nueva civilización	en esta nueva civilización
Line 20		alenta	el cimientto del planeta (globa warming)	el calentamiento del planeta	el calentamiento del planeta
Line 21	hay	i	está más y más agua en menos en menos terra	está más y más hay menos agua en menos tierra	está más y más hay menos agua en menos tierra
Line 22	la		para deforestación de la isla	por la deforestación de la isla	por la deforestación de la isla
Line 25		s	nosotros tenemos lo arboles	nosotros tenemos los arboles	nosotros tenemos los arboles
Line 34	lo	l	Secretos de vida y mas importante las soluciones de... el examen del español	Secretos de vida y lo mas importante las soluciones del examen de español	Secretos de vida y lo mas importante las solucionesdel examen de español
Line 40		a	para construir un máquina del tiempo	para construir una máquina del tiempo	para construir una máquina del tiempo
Line 44		a	para un maquina del tiempo	para una maquina del tiempo	para una maquina del tiempo
Line 45		a	un calculadora	una calculadora	una calculadora
Line 54		a	un mujer blanco	una mujer blanca	una mujer blanca
Line 56		a	tienes un máquina del tiempo	tienes una máquina del tiempo	tienes una máquina del tiempo
Line 67		ee	en clase nos limos y hablemos de la vida de cuevado	en clase leemos y hablamos de la vida de la en la cueva	en clase leemos y hablamos de la vida de la en la cueva
Line 74		adas	n.n. quiere amores los sueños de jugar de olimpica	n.n. le gusta el sueño de jugar en las olimpiadas	n.n. le gusta el sueño de jugar en las olimpiadas
Line 78	el		no quiere amores el arroz	no le gusta el arroz	n.n. no le gusta el arroz
Line 82	van de/con las/en	l	sobre ahora vacaciones de española y continuen conversaciones españoles	ahora van de vacaciones del español y continuen con las conversaciones en español	ahora van de vacaciones del español y continuen con las conversaciones en español
Line 100	al	a	es posible que las personas destructoras tiene un solucion de la calentamiento del mundo	es posible que las personas destructoras tengan una solucion al calentamiento del mundo	es posible que las personas destructoras tengan una solucion al calentamiento del mundo

Line 102	el		este es futuro	este es el futuro	este es el futuro
Line 104	el		cuando calentamiento del mundo	cuando el calentamiento del mundo	cuando el calentamiento del mundo
Line 106	es		no bueno	no es bueno	no es bueno
Line 113		a	hola hombre del cueva	hola hombre de la cueva	hola hombre de la cueva
Line 115	el	ta	ahora arbola es muerta	ahora el árbol está muerto	ahora el árbol está muerto
Line 116	no		muerta es posible	muerta no es posible	muerta no es posible
Line 121-122	lo/la		necesitas contribuir y no contaminar con los pesticillos y más importante no empeorice lluvia ácida	necesitas contribuir y no contaminar con los pesticidas y lo más importante no empeorar la lluvia ácida	necesitas contribuir y no contaminar con los pesticidas y lo más importante no empeorar la lluvia ácida
Line 123		ste	tú bebi muchos gasolinas	tú bebiste mucha gasolina	tú bebiste mucha gasolina
Line 127		ste	tú bebi mucho maquina del tiempo	tú bebiste mucho maquina del tiempo	tú bebiste mucho maquina del tiempo
Line 136	la	os	radioactividad y los pesticillos es muy mal para el mundo	la radioactividad y los pesticidas son muy malos para el mundo	la radioactividad y los pesticidas son muy malos para el mundo

Addition	Word	Morpheme	B1 Double Mark			B2 regularization			B3 simple addition			full sentence
	BAE1	BAE2	error	utterance	right form	error	utterance	right form	error	utterance	right form	
Line 5		l							del	ni la clase del español	ni la clase de español	ni la clase de español
Line 6	ahora	o				primero	ahora el primero hombre	ahora el primer hombre	ahora	ahora ahora el primero hombre	ahora el primer hombre	ahora el primer hombre
Line 13	al/los hombres y los mujeres					los hombres y los mojerer	los hombres y los mojerer	los hombres y las mujeres	al	jugar al volleyball	jugar volleyball	tenemos la playa donde los hombres y las mujeres pueden jugar volleyball
Line 17	horrible/terrible		horrible/terrible	ese problema horrible es el más terrible del mundo	ese problema es el más terrible del mundo							ese problema es el más terrible del mundo
Line 21	en menos								en menos	está más y más agua en menos en menos terra	está más y más hay menos agua en menos tierra	está más y más hay menos agua en menos tierra
Line 30		s							muchos	tengo muchos conocimiento y dos manzanas	tengo mucho conocimiento y dos manzanas	tengo mucho conocimiento y dos manzanas rojas y frescas
Line 34		l							del	las soluciones de el examen del español	las soluciones del examen de español	las soluciones del examen de español
Line 59	el								el	el hombre de la cueva	hombre de la cueva	hola hombre de la cueva
Line 65		l							del	este es la clase del español	esta es la clase de español	esta es la clase de español
Line 67	nos								nos	en clase nos limos y hablemos de la vida de cuevado	en clase leemos y hablamos de la vida de la en la cueva	en clase leemos y hablamos de la vida de la en la cueva

Line 75	para								para	para jugar el piano	tocar el piano	tocar el piano
Line 76	para								para	n.n. quieren amores para venir a la clase del tarde	n.n. le gusta venir a la clase de la tarde	n.n. le gusta venir a la clase de la tarde
Line 82	sobre	a/es							sobre, española, continuen, españoles	sobre ahora vacaciones de española y continuen conversaciones españoles	ahora van de vacaciones del español y continuen con las conversaciones en español	ahora van de vacaciones del español y continuen con las conversaciones en español
Line 82	conversaciones españoles					conversaciones españoles	continuen conversaciones españoles	continuen con las conversaciones en español				continuen con las conversaciones en español
Line 83	pensamiento								pensamiento	en este momento el profesor está pensamiento triste sobre los estudiantes que salen por el	en este momento el profesor está triste por los estudiantes que salen de vacaciones	en este momento el profesor está triste por los estudiantes que salen de vacaciones
Line 94	el								el	jugar el beisball	jugar beisball	n.n. le gusta jugar beisball
Line 108	y	d							hay/del	Jorge Bush motado hay tomado del mundo	Jorge Bush ha tomado el mundo	Jorge Bush ha tomado el mundo
Line 111		es							arboles	oh arboles del conocimiento	árbol del conocimiento	árbol del conocimiento
Line 115		a				arbola	ahora arbola es muerta	ahora el árbol está muerto				ahora el árbol está muerto



# GLC1-RP EF and LSO

# APPENDIX 22

EF Erroneous Formation			
Line	error	utterance	right form
11	a	vivo aquí a la isla	vivo aquí en la isla
15	alto	yo vivo con el nue miedo a la alto montaña	yo vivo con el miedo a la alta montaña
20	cimiento/global warming	el cimiento del planeta (globa warming)	el calentamiento del planeta
22	para/ira	para deforestación de la ira	por la deforestación de la isla
25	a	a la ira	en la isla
27	es	quien es tú	¿quien eres tú?
28	los	soy los arboles del conocimiento	soy el árbol del conocimiento
30	rojos	tengo muchos conocimiento y dos manzanas rojos y frescas	tengo mucho conocimiento y dos manzanas rojas y frescas
32	tengas/conocimientos	las manzanas tengas mucho conocimientos	las manzanas tienen mucho conocimiento
36	la	donde es la examen de español	donde es el examen de español
38	pueden	no pueden ir arbol del conocimiento	no puedo ir arbol del conocimiento
39	tenga	la ira no tenga no niño	la isla no tiene niños
65-67	este/limos/cuevado	este es la clase del español en clase nos limos y hablemos de la vida de cuevado	esta es la clase de español, en clase leemos y hablamos de la vida en la cueva
70	los	los personas de la clase	las personas de la clase
72	quiere amores	incluya (n.n.) quiere amores las tortugas	incluso (n.n.) le gusta las tortugas
74	quiere amores/olimpica	n.n. quiere amores los sueños de jugar de olimpica	n.n. le gusta el sueño de jugar en las olimpiadas
75	jugar	n.n. para jugar el piano	n.n. tocar el piano
78	no quiere amores	n.n. no quiere amores el arroz	n.n. no le gusta el arroz
83	por el	en este momento el profesor está pensamiento triste sobre los estudiantes que salen por el	en este momento el profesor está triste por los estudiantes que salen de vacaciones
88	las	n.n. quiere amores las animales	n.n. le gusta los animales
100	la calentamiento	es posible que las personas destructoras tiene un solucion de la calentamiento del mundo	es posible que las personas destructoras tengan una solucion al calentamiento del mundo
120	coter	ahora tendras que coter de el midio ambiente	ahora tendras que cuidar del medio ambiente

121-122	contribuir/pestidillos/empeorice	si necesitas contribuir y no contaminar con los pestidillos y mas importante no empeorice lluvia acida	si necesitas contribuir y no contaminar con los pesticidas y lo más importante no empeorar la lluvia ácida
123	muchos	tú bebi muchos gasolinas	tú bebiste mucha gasolina
131	dajina	es muy dajina máquina del tiempo	eres muy dañina máquina del tiempo
133	tu	este es necesario para tu proteger al medio ambiente	es necesario para ti proteger al medio ambiente
136	pesticillos es	radioactividad y los pesticillos es muy mal para el mundo	la radioactividad y los pesticidas son muy malos para el mundo
137	amablemente	pone la basura en al basurero y sean amablemente con los animales	pon la basura en el basurero y se amables con los animales

LSO Lack of Sentence Order			
Line	error	utterance	right form
1	ahora	nuestro mundo esta aquí ahora	nuestro ahora mundo esta aquí
9	nueva	esta esta civilizacion nueva	en esta nueva civilizacion
21	menos	está más y más agua en menos en menos terra	está más y más hay menos agua en menos tierra
80-81	a veces/los estudiantes	es increíble que escuchimos a veces el profesor del español los estudiantes	es increíble que aveces los estudiantes escuchemos al profesor de español

Inf: Male child      age: three years old      Location: sitting room      Activities: talk about a movie and looking at books  
 situation: observation

- 1-Inf. Mmmme gusta  
 Res. Ya pero en la mesa pues se pinta  
 No ahí en el sillón  
 Es incomodo el sillón nove?  
 Ya pinta a ver  
 ¿Quién es ese?
- 2-Inf. Es rayo Mmmmac cuin  
 Res. Aya  
 Que es ese auto que hace ese auto  
 Que hace ese auto
- 3-Inf. Ese es malo  
 Res. No el rayo Mac cuin no es malo
- 4-Inf. Haber te voy a mostrar si es malo  
 Res. Mmm haber mostrame haber  
 Si esta el malo
- 5-Inf. Mir aquí esta (muestra una foto de "Rayo Mac Queen" protagonista de la película "Cars")  
 Res. Este?
- 6-Inf. Si este  
 Res. No pero aquí esta renegando nomas  
 El el rayo mac cuin no es malo  
 Nove?
- 7-Inf. Si
- 8- Solo esta reneguegando  
 Res. Y de qué película es?  
 El este autito
- 9-Inf. Mmm si ma acuerdo yo he visto su chica del mate  
 Res. A su chica del mate?
- 10-Inf. Si  
 Res. Quien es su chica del mate
- 11-Inf. Mm Te damos allá rosado con con esas modas rosadas  
 Res. De color rosado es?
- 12-Inf. Si  
 Res. Su chica del mate  
 Y y ella quien e este autito?
- 13-Inf. Mmm  
 Res. Quien es acordate
- 14-Inf. Solo ese esta renegando  
 Res. No no ella no esta renegando  
 Mira esta sonriente
- 15-Inf. Si  
 Res. Haber el otro
- 16-Inf. Ya  
 Res. Quien es el?
- 17-Inf. El mate

Res. El mate

18-Inf. El el su amigo del mmmac cuin  
Res. Es su mejor amigo no?

19-Inf. Si  
Res. Ya a ver el otro veremos

20-Inf. Solo esta renegando  
Res. Hay no me acuerdo que se llama el?  
Pero quien es el?

21-Inf. No mm den el es un cañon  
Res. Camión

22-Inf. Mmm ne renegemos no no con (no se entiende) los colores

23- Toma este color  
Res. Ya haber empeza a pintar  
Ya pero el que hace pues es un camión grande nove?

24-Inf. Si  
Res. Que hace  
A quien lleva en su esp  
Arriba en su cabina ahí  
A quien lleva

25-Inf. el rayo mmmmmac cuin

26- A (no se entiende) unos autos bien lindos asi (reproduce el sonido de un motor de auto)

27- De con un se  
Res. Ya que mas  
Empeza a pintar entonces  
Vamos a repasar

28-Inf. Ya  
Res. Ya pinta

29-Inf. Mamos a repasar

30- Y  
Res. Y te acuerdas?  
Que letra es esta te acuerdas?

31-Inf. Que  
Res. Que letras es esta

32-Inf. Yo ma meacuerdo  
Res. Que vocal es pero pues esta

33-Inf. U  
Res. No, esta?  
Que vocal es esta

34-Inf. Esa es cu  
Res. No, yo te he enseñado que se llama esta vocal

35-Inf. De tene un una forma anaranjada  
Res. No pues es la O

36-Inf. E es la O  
Otro color  
Este  
Res. Ya ya que color es ese

37-Inf. Ro done esta el tajador  
Res. El tajador?

38-Inf. Si yo sé donde está (va a buscar el tajador)  
Res. Yo te lo buscare ven a pintar

- 39-Inf. No, aquí esta  
Res. A ya haber trae entonces
- 40-Inf. Ya  
Res. Tajador
- 41-Inf. (busca tajador y habla pero no se entiende)  
Res. Yo te lo voy a buscar vos ven aquí a la mesa  
Ven a pintar
- 42-Inf. Ya aquí esta el tajador  
Res. El tajador  
Ya tájalo entonces el lápiz el color  
Y que mas papito, te gustan harto las sopas
- 43-Inf. Si  
Res. Que sopas te gustan  
Que sopas te gustan
- 44-Inf. Yo soy el dem tomo sopa caliente  
Res. Cuando estas enfermo tomas sopa calientita no
- 45-Inf. Si  
Res. De que te gustan las sopas
- 46-Inf. Si yo yo he urgao agua y me enjermao  
Res. Te has enferemado por hurgar agua no  
Te gusta hurgar no
- 47-Inf. Si (no se entiende)  
Res. Y la sopa de que te gusta de pollo
- 48-Inf. Si de pollo  
Res. De carne
- 49-Inf. Mm de carne si eso me gusta
- 50- Toma este color  
Res. Y de verduras
- 51-Inf. Eso también me gusta  
Res. Que verduras te gustan
- 52-Inf. Ro azul todo  
Res. No que verduras te gustan
- 53-Inf. (no se entiende) todo  
Res. Todo  
Y que frutas te gustan entonces
- 54-Inf. De mango todo  
Res. No que mas pues no todo di eh mango que mas
- 55-Inf. Mango  
Res. Que mas otra fruta
- 56-Inf. Todas las futas me dusta la papaya todo la la manzana todo  
Res. Hay que bien y verduras
- 57-Inf. Si la manana me gusta mmm (acentua sabor)  
Res. Mmm yumi dice
- 58-Inf. Que rico  
Res. Y la lechuga
- 59-Inf. Me gusta tamen  
Res. Te gusta la lechuga
- 60-Inf. Si  
Res. Y el tomate
- 61-Inf. El tomate es igual la rachuga la todas las frutas son ricas

- 62- Yumi  
Res. El tomate pero no es fruta hijito es verdura
- 63-Inf. Si verdura (no se entiende) todo  
Res. Y te gusta ayudarme a cocinar
- 64-Inf. Si  
Res. Que cocinamos
- 65-Inf. Yo puedo yo lo adudo a al abuelo él se cansa  
Res. Ah y la abuela  
A la mamá le ayudas
- 66-Inf. Si, yo la adudo  
Res. Como le ayudas
- 67-Inf. No solo cocinar  
Res. Que color es este a ver repasaremos
- 68-Inf. Anaranjado  
Res. Ya ahora este otro  
Que color es este  
Hijo
- 69-Inf. Mamá me manchado  
Res. Ya después te voy a limpiar  
Que color es este  
Este que color es
- 70-Inf. Rojo  
Res. Ya a ver otro  
Este que color es este mira
- 71-Inf. Ya azul  
Res. Ya y después este que color es
- 72-Inf. Mamá ese se dadece al manco mamá  
Res. No se parece es blanco
- 73-Inf. Si es nanco mamá  
Res. Blanco
- 74-Inf. Banco  
Ya ya me le la mamá  
Res. Que otro color  
Este
- 75-Inf. (no se entiende) mmm  
Res. Ve...
- 76-Inf. Velde  
Res. Verde
- 77-Inf. Si velde  
Res. Y este este
- 78-Inf. Azul  
Res. Azul  
Y este
- 79-Inf. Rojo  
Res. No  
Que color es este  
Ca...
- 80-Inf. Ca  
Res. Ca...
- 81-Inf. Ca...

- Res. Café
- 82-Inf. Café  
Res. Café
- 83-Inf. Si donde he (no se entiende) la le café se llamama  
Res. Y este otro que es  
Que es esto
- 84-Inf. Mmm no me acuerdo  
Res. Que es esto
- 85-Inf. Ah hay tiempo fuera (levanta su mano)  
Res. (sonrie) mira mira esta volando mira
- 86-Inf. que  
Res. Esta volando mira esta volando  
Como vuela
- 87-Inf. Asi  
Asi vuela (juega con un muñeco)  
Res. Ven vas a repasar esto mira  
Mira vas a repasar este tu libro  
Me vas a enseñar tu libro  
Y como era la historia del muñeco que te has encontrado
- 88-Inf. Si  
Res. Como era h a ver contame de nuevo  
Como la historia del muñeco que te has encontrado  
Que te ha regalado tu amigo o en el parque te acuerdas  
A ver a ver
- 89-Inf. Mira esto  
Res. Que es eso  
Que es contame pues
- 90-Inf. Se esta lamano sus manos  
Res. Con que
- 91-Inf. No con ja con espuma  
Res. Con que se lava las manos  
Con con jabon nove
- 92-Inf. Si con jabon todo mamá  
Res. Ya buscar aquí mas espera  
Y que esta haciendo aquí esta niña  
Que esta haciendo aquí la niña
- 93-Inf. Secando sus manos  
Res. Con que se seca sus manos
- 94-Inf. Con la toalla  
Res. A bien y aquí que esta haciendo aquí  
Que esta haciendo este niño
- 95-Inf. Se esta mañamdo  
Res. Ya y te gusta bañanrte a vos
- 96-Inf. Si  
Res. Como le bañamos a la wawa a la Luciana
- 97-Inf. No la tolla la bebe no la tolla  
Res. No no no usa
- 98-Inf. Si no que (no se entiende)  
Yo le voy a dar unos lentes a la wawa pequeños  
(no se entiende) agua sus ojitos

- Res. Es que tienes tus lentes nove para la piscina eso quieres comprárselo  
Y tu como te bañas  
Como te bañas
- 99-Inf. Yo me baño sin lentes  
Res. Sin lentes  
Donde te bañas tu
- 100-Inf. Yo me baño sin lentes de sol  
Res. Sin lentes de sol
- 101-Inf. Si (no se entiende) yo quería jugar con la nena  
Res. Vos te bañas como este niño nove en la ducha
- 102-Inf. Si me baño en la ducha  
Res. Y que mas usas  
Tienes toalla
- 103-Inf. Si tengo tualla  
Res. Que color es tu toalla
- 104-Inf. Zul y mango  
Res. Ah azul y mango  
Y es grande
- 105-Inf. Si es grande mi tialla  
(no se entiende) mi mamá yo no soy un adulto  
si un adulto te da grande si no esta la al maño mi toalla mi mamá  
Res. Siempre tiene que haber un adulto no!!
- 106-Inf. Si mamá  
Res. Ya y te gusta que te lave el cabello
- 107-Inf. Me gusta  
Res. No reniegas  
no te gusta que te lave  
porque te entra espuma a tus ojos nove
- 108-inf. Si  
Res. De qué color es tu shampoo
- 109-inf. Mmm de rosado  
Res. Rosado es?
- 110-Inf. Si  
Res. No no es rosado es blanco trans mm transparente
- 111-Inf. Si  
Res. No es blanco  
Es de botella blanca pero transparente tu tu shampoo  
Y que está haciendo este niño
- 112-Inf. Ohh!!!! (juega con un muñeco)  
Res. vos haces lo que hace este niño??  
Que se está haciendo  
Que está haciendo este niño
- 113-Inf. Se esta veneando
- 114- Se está vendo al espejo  
Res. A vos te gusta peinararte?
- 115-Inf. Si  
Res. Como te peinas  
Como te peinas
- 116-Inf. No un adulto hace eso (juega con un muñeco)  
Res. Un adulto hace eso



- Osea si yo le peino  
Y esto mira lo que esta limpiándose esta niña  
Tu te limpias asi  
Hijo hijo  
Mira
- 117-Inf. Yo me cepillo  
Res. Te cepillas
- 118-Inf. Si  
Res. Como te cepillas
- 119-Inf. Asi (asi ademan de cepillarse los dientes)
- 120- Con con pata de la con me cepillo con mi cepillo dental  
Res. Crema dental
- 121-Inf. Si con quema dental  
Res. Y con que mas  
Que mas usas para después de cepillarte yo te doy nove  
y te digo que no te lo tragues  
que se llama eso?
- 122-Inf. Enjuague bucal  
Res. Enjuague bucal no  
Es rico no
- 123-Inf. Enjuague bucal
- 124- Ya esta nonando woohh!!! (juega con un muñeco)

# CC1-M Omission

# APPENDIX 24

	Omission				
Line	Word	Morpheme	utterance (error)	right form	sentence
2	el		es rayo mac cuin	es el rayo mac cuin	es el rayo mac cuin
4	que		te voy a mostrar si es malo	te voy a mostrar que si es malo	te voy a mostrar que si es malo
9	la/a		si ma acuerdo yo he visto su chica del mate	si me acuerdo yo la he visto a su chica del mate	si me acuerdo yo la he visto a su chica del mate
18	es		el el su amigo del mac cuin	él es su amigo del mac cuin	él es su amigo del mac cuin
34	la		esa es cu	esa es la cu	esa es la cu
36	dame		otro color	dame otro color	dame otro color
54	el/ y de		de mango y todo	el mango y de todo	el mango y de todo
63	las	s	si verdura todo	si todas las verduras	si todas las verduras
65	no/porque		yo puedo yo lo adudo a al abuelo él se cansa	yo no puedo yo lo ayudo al abuelo porque él se cansa	yo no puedo yo lo ayudo al abuelo porque él se cansa
67	a		no solo cocinar	no solo a cocinar	no solo a cocinar
69	he		mamá me manchado	mamá me he manchado	mamá me he manchado
74		l	banco	blanco	blanco
90		vando	se esta lamano sus manos	se está lavando sus manos	se está lavando sus manos
91		bon	no con ja con espuma	con jabón con espuma	con jabón con espuma
93	está		secando sus manos	está secando sus manos	está secando sus manos
98	a		agua sus ojitos	agua a sus ojitos	agua a sus ojitos
114		i	se está vendo al espejo	se está viendo al espejo	se está viendo al espejo

CC1-M Addition

APPENDIX 25

Addition	word	morpheme	b1			b2			b3			
Line	BAE1	BAE2	error	utterance	right form	error	utterance	right form	error	utterance	right form	sentence
8		gue							renegueando	solo esta renegueando	sólo está renegando	sólo está renegando
11	con								con	rosado con con esas modas rosadas	con esas modas rosadas	con esas modas rosadas
14	ese								ese	solo ese esta renegando	sólo está renegando	sólo está renegando
18	el								el	el el su amigo del mac cuin	él es su amigo del mac cuin	él es su amigo del mac cuin
44	soy el dem								soy el dem	si yo soy el dem tomo sopa caliente	si yo tomo sopa caliente	si yo tomo sopa caliente
54	de								de	de mango todo	el mango y de todo	el mango y de todo
61	es/la								es/la	el tomate es igual la rachuga la todas las frutas son ricas	el tomate igual la lechuga todas las frutas son ricas	el tomate igual la lechuga todas las frutas son ricas
109	de								de	de rosado	rosado	rosado
120	con/de la con								con/de la con	con con pata de la con me cepillo con mi cepillo dental	con pasta me cepillo con mi cepillo dental	con pasta me cepillo con mi cepillo dental

CC1-M EF and LSO

APPENDIX 26

EF Erroneous Formation			
Line	error	utterance	right form
11	te damos/modas	te damos allá rosado con con esas modas rosadas	tenemos allá rosado con esas cosas rosadas
21	cañon	el es un cañon	el es un camión
25	el	¿a quien lleva? El rayo mac cuin	¿a quien lleva? Al rayo mac cuin
52	ro azul todo	¿Qué verduras te gustan?	¿Qué verduras te gustan? -Ans: todas
61	tomate/lechuga	el tomate es igual la rachuga la todas las frutas son ricas	el tomate igual la lechuga todas las frutas son ricas
91	espuma	no con ja con espuma	con jabón con espuma
100	lentes de sol	yo me baño sin lentes de sol	yo me baño en la ducha

LSO Lack of Sentence Order			
Line	error	utterance	right form
63	todo	si verduras todo	si todas las verduras
92	todo	si con jabón todo mamá	si todo con jabón mamá
98	pequeños	yo le voy a dar unos lentes a la wawa pequeños	yo le voy a dar unos lentes pequeños a la wawa

## Corpus CC2-F

## APPENDIX 27

Inf: Female child                      age: 2 and a half years old      Location: sitting room  
Activities: talk about a movie and looking at books      situation: observation

- res. vamos alli y me enseñas este libro  
yo no lo he visto Yasmin  
a ver porque este es muy bonito  
pero enseñame otro  
enseñame otro  
este a ver  
huy ¿es de pegatinas?
- 1- inf. mm  
res. va  
a ver a ver  
¿donde estan las pegatinas?  
¿qué lo has pintado tú?
- 2- inf. la Yasmin  
res. ¿quien?
- 3- inf. de Yas  
res. que no te entiendo  
Yasmin
- 4- inf. la Yasmin  
res. ¿la Yasmin lo ha pintado?  
y que se pintan los libros  
no  
a ver a ver las pegatinas
- 5- las pegatinas  
donde estan  
mira aqui una  
un pajarito  
y estos
- 6- inf. mm
- 7- un un  
res. una
- 8- inf. una mariposa  
res. una mariposa  
muy bien
- 9- inf. vuelan  
res. vuelan
- 10- inf. si  
res. ¿donde?
- 11- inf. del cielo  
res. del cielo  
si si si  
y a ver que más hay  
es que hay muchas cosas
- 12- inf. un gatito  
res. un gatito aqui encima  
pero donde esta el gatito encima de que
- 13- inf. un ..... osito  
res. aja aja

- a ver a ver  
este pajarito es muy grande  
eh
- 14- inf. esta triste  
res. esta triste esta
- 15- inf. una agrima  
res. una lagrimita verdad  
porque que le pasa  
que le pasa porque esta triste
- 16- inf. ... una agrima  
res. y porque  
que se ha hecho daño
- 17- inf. tío
- 18- se ha hecho daño  
res. se ha hecho daño  
a que si  
mira
- 19- inf. aaaa una pupa  
res. una pupa y tu tienes pupas  
no
- 20- inf. yo tengo pupa no  
res. tu no  
a que no
- 21- inf. no (mueve la cabeza)  
res. muy bien  
y mira
- 22- inf. el papá tiene pupa  
res. el papá tiene pupa  
¿donde?  
en la na
- 23- inf. aquí (señala su nariz)  
res. en la nariz
- 24- inf. ah  
res. pobre papi  
pobre papi  
y le haces daño
- 25- inf. hace daño papi con la Yasmin  
res. hace daño papi con la Yasmin
- 26- inf. es una pupa  
res. una pupa aquí en el dedito
- 27- inf. si  
res. op  
a ver  
mira ara ya ya no tiene pupa
- 28- inf. no tiene pu  
res. a que no  
a que ya no tienes pupa  
y que  
y puede volar
- 29- inf. volar este no triste  
res. este no triste  
a...no esta triste ahora esta contento  
mira y aquí que
- 30- inf. aho

- res. oh oh
- 31- inf. oh oh
- 32- inf. vamos a buscar pez  
res. vamos a buscar pez y donde esta el pez
- 33- inf. estan donde esta las peg
- 34- donde estan las pegatinas  
res. porque aqui falta el pez
- 35- inf. falta uno  
res. falta uno si señor  
y donde esta
- 36- inf. aqui  
res. aqui q... el conejito
- 37- inf. vamos a buscar el pez aqui  
res. vamos a buscar el pez aqui
- 38- inf. si  
res. perfecto
- 39- inf. ... aqui... p  
res. aqui no lo veo  
huy es un pez
- 40- inf. pega pegale pegala  
res. pero si no tenemos el el el de este la pegatina
- 41- inf. ... otra  
res. va, otro con pegatinas tambien  
a ver  
el osito mira  
tu tambien te has vestido hoy
- 42- inf. un calcetin  
res. un calcetin se pone  
se esta poniendo los calcetines  
aqui
- 43- inf. (acentua con la cabeza)  
res. y tu  
ah si tu tambien  
pero los tuyos son blancos  
y estos son
- 44- inf. un calcetin eae amarillo  
res. amarillo muy bien muy bien  
a ver a ver  
huy... y que te has bañado tu hoy?
- 45- inf. ha bañado  
res. te has bañado a que si  
en la bañera
- 46- inf. en la bañera  
res. en la bañera  
y ahora mira como mami  
a que si
- 47- inf. como mami  
res. y que ¿te has lavado los dientes?
- 48- inf. (abre su boca)  
res. a ver  
si  
a ver como te los lavas
- 49- inf. (se mueve como si se lavara los dientes)  
res. asi

a que si  
 muy bien y mira  
 50- inf. y con su mamá  
 res. y se ha puestos unos un pantalon  
 51- inf. un pantalon  
 res. como Yasmin  
 52- inf. como Yasmin  
 res. y que mas que mas se ha puesto  
 53- inf. ...  
 res. que mas se ha puesto aqui  
 54- inf. guapa el osito  
 res. mmm  
 55- inf. guapa el osito que un pelo  
 res. un pelo?  
 56- inf. ae que tiene un pelo  
 res. si por eso se peina  
 57- inf. eina si eina  
 res. y ahora que lleva zapatillas  
 58- inf. (mueve su mano) tiene zapatillas  
 res. no, son zapatos  
 59- inf. apatos  
 res. son zapatos no son zapatillas  
 a ver ala aqui  
 60- inf. que estamos buscar  
 res. vamos a buscar que faltan cubiertos  
 ¿donde estan los cubiertos?  
 mira estan aqui Yasmin  
 y aqui que ha pasado  
 res. que has hecho aqui  
 61- inf. eah  
 res. que has hecho  
 62- inf. la Yasmin  
 res. que no lo entiendo  
 a ver la Yasmin  
 63- inf. la Yasmin... con colores  
 res. lo has pintado con colores  
 64- inf. si  
 res. muy bien eh pero me gusta mucho  
 mira se ha roto  
 65- inf. (trata de arreglarlo)  
 res. asi muy bien mira muy bien  
 el telefono donde esta el telefono  
 66- inf. aqui  
 res. ahi  
 ay! que se va a romper  
 67- inf. (recoje el telefono del piso)  
 res. hola Yasmin  
 68- inf. toma  
 res. me lo das  
 toma  
 lo dejo aqui con el monstruo  
 69- inf. es para para el monstruo pa llamar  
 res. es para el monstruo  
 muy bien a ver



- 70- inf. ... mamá  
res. que
- 71- inf. se enfada la mamá  
res. se enfada la mamá porque  
porque agarramos el telefono
- 72- inf. ...  
res. se enfada la mamá  
ay mira aqui  
donde estan jugando (refiriendose al libro)
- 73- inf. el vasos  
res. el vaso si  
huuy que te gustan los gatitos
- 74- inf. los gatitos miau miau  
res. miau miau hacen miau miau
- 75- inf. otro gatito dos gatitos  
res. otro gatito dos gatitos muy bien  
y de vasos cuantos hay de vasos
- 76- inf. vasos  
res. mira uno dos
- 77- inf. dos  
res. y
- 78- inf. tres  
res. tres muy bien eh
- 79- inf. y cuatro  
res. y cuatro  
cuatro vasitos  
y la pelota donde esta la pelota
- 80- inf. aqui  
res. aqui y hay otra  
hay otra pelota
- 81- inf. aqui  
res. aqui
- 82- inf. este es su mamá este es su papá pero muy pequeñita  
(se refiere a las pelotas)  
res. ah esta es del papá y la mamá esta es pequeñita a que si
- 83- inf. (mueve la cabeza)  
res. la del osito  
a ver a ver  
giro  
y mira faltan eh  
a ver a ver oh huy que hace
- 84- inf. en las flores  
res. las flores las esta regando  
eh para que crezcan
- 85- inf. van de viaje  
res. se van de viaje con el coche o con el avion
- 86- inf. avion no  
res. avion no  
Yasmin si que va con el avion  
a que si que vas
- 87- inf. se ha ido con la avion  
se ha ido con la avion  
res. se ha ido con el avion  
donde

- a ver a la abuela
- 88- inf. a que  
ahe aea eh eh  
res. si
- 89- inf. y se subio aqui (apuntando)  
res. y se subio aqui y se fue volando como una cometa  
a que si  
y que te dio la azafata que te dio  
res. caramelos a que si
- 90- inf. caramelos  
res. te dio caramelos porque Yasmin es muy guapa  
a que si
- 91- inf. yo quiero un caramelo de la señora  
res. de la señora la señora de yoga mamasan
- 92- inf. si  
res. aahhh a ver como haces yoga a ver  
como haces yoga te sientas no
- 93- inf. te sientas aqui el suelo aqui  
res. a ver aqui aqui Yasmin aqui  
a ver te sientas y las piernas
- 94- inf. y las piernas asi  
res. asi y los brazos  
como los pones asi a ver asi (se sienta en el piso)
- 95- inf. ... mas facil  
res. asi y las manos que
- 96- inf. asi con las manos  
res. asi
- 97- inf. (junta las manos como orando)  
res. hacemos yoga
- 98- inf. yoga  
res. ahh que bien y te da caramelitos
- 99- inf. ...te da un caramelo  
res. te da un caramelo  
y cuantos niños son
- 100- inf. la uma  
res. hay muchos niños
- 101- inf. y la Uma  
res. la Uma y quien mas
- 102- inf. la Usa  
res. ahh
- 103- inf. Usa  
res. Usa
- 104- inf. si  
res. y Yasmin a que si
- 105- inf. yo quiero Yasmin caramelo  
res. a pues no tengo yo Yasmin de caramelos no tengo  
otro dia esta bien
- 106- inf. otro dia  
res. si otro dia
- 107- inf. otro dia  
res. a ver si encontramos por aqui algo a ver  
un caramelo hay caramelos aqui  
si y a lo mejor aqui  
aqui hay caramelos Yasmin

si a ver no me lo creo  
donde estan donde estan los caramelos a ver  
mira la cometa los lapices de colores

108- inf. y que mas  
res. y que mas que mas

109- inf. y que mas  
res. y que mas hay que puedes

110- inf. si puedes  
res. si puedes

111- inf. y la man y la pera  
res. la pera y esto tan grande que es

112- inf. una zanaho...ra  
res. una zanahoria si si

113- inf. es pa...ra comer  
res. para comer que comes tu zanahorias  
te gustan o no

114- inf. ...

115- el limon  
res. el limon  
los animales mira

116- inf. la pipita  
res. la pipita mm

117- inf. la pipita  
res. la pipita de Yasmin  
uyy mira

118- inf. un caballo  
res. no no es un caballito es un camello

119- inf. si un cabello  
res. un camello y la foca que hace la foca

120- inf. la pelota  
res. esta jugando con la pelota lo ves

121- inf. el pajarito esta llevando  
res. esta llevando la pelota en la nariz  
se pone la pelota en la nariz y juega

122- inf. si  
res. si y el elefante que hace  
juega con quien juega

123- inf. un pez  
res. un delfin

124- inf. delfin  
res. juega con el delfin y a ver que mas hay  
el cangurito pequeñito  
donde esta

125- inf. el cangurito alla  
res. y mira que es esto  
una araña

126- inf. una araña  
res. no me gustan  
a ti te gustan las arañas

127- inf. no que te pican aquí  
res. si te pican aquí  
son malas las arañas a que si

128- inf. no quiero  
res. no quiero yo tampoco

129- inf. y no quiere yo  
res. no quiere yo no  
y aqui

130- inf. un caballito  
res. aqui si que hay un caballito

131- inf. un caballito aqui  
res. a que si

132- inf. si un caballito aqui  
res. si  
que has montado tu un caballito

133- inf. quiero comprar un caballito quiero comprar  
res. quieres comprar un caballito

134- inf. pequeñito  
res. pequeño  
en tu habitacion lo vas a poner

135- inf. no lo se  
res. no lo se o fuera en la terraza

136- inf. terraz en la terraza no  
res. no, porque no

137- inf. se ha ido el señor llevado  
res. ah y hace frio

138- inf. hace frio  
res. en la terraza hace frio  
pues lo vas a poner en tu habitacion el caballito  
que no quieres mir  
este me gusta mucho Yasmin

139- inf. que  
res. que me gusta mucho este libro  
a ver aqui los juguetes  
mira mira que caballito de juguete  
Yasmin mira que caballito de juguete  
tu quieres este o este  
cual quieres Yasmin este o este  
Yasmin que caballito quieres este o este  
cual este o este

140- inf. el  
res. el

141- inf. cerdito  
res. si el cerdito no

142- inf. cerdito no e...sta  
res. esta triste

143- inf. esta tiste no  
res. no no no no no no y el perrito tambien rie  
mira ahi esta el gatito esta contento y el conejito

144- inf. una pipita  
res. una pipita como la de Yasmin  
mira una bee  
una abejita

145- inf. no  
res. no

146- inf. la miel  
res. la miel si si muy bien  
a ver los juguetes  
que hay ahi

mira tu tienes uno  
a que si  
una bici

147- inf. y yo con la Yasmin  
res. si  
res. que

148- inf. se quita los zapatos y no puede colocarselos  
res. que que pasa con la zapatilla

149- inf. yo quiero poner de pie  
res. quieres ponerte de pie  
pues ponte de pie

150- inf. oh! se ha salido

151- su zapatos se salen otra vez  
res. se ha salido  
huy! la zapatilla

152- inf. oy! una ambulancia (el sonido se oye en el ambiente)  
res. donde? donde esta la ambulancia?  
donde esta?  
ambulancia no!  
huy! mira la cocina

153- inf. la cocina  
res. kitchen  
a ver a ver

154- inf. la comida  
res. la comida mmm!!  
mira que es?

155- inf. un ...  
res. mmm y aqui ves tiene el plato para comer  
y el vasito  
a que si  
y a  
cual falta  
este Yasmin  
uhh!!!

156- inf. dejame (preguntando a res por un libro)  
res. dejame  
toma  
que bonito yasmin lo has hecho tu?  
quieres que te de un color y lo vas a pintar

157- inf. uuuuooohhh (grita y camina)  
res. Yasmin ven ven a mirar los dibujos  
mira que bonitos

CC2-F Omission

APPENDIX 28

Line	Omission		utterance	right form	sentence
	Word	Morpheme			
11	en el		del cielo	en el cielo	en el cielo
25	el		daño papi con la Yasmin	daño el papi con la Yasmin	hace daño el papi con la Yasmin
32	al		vamos a buscar pez	vamos a buscar al pez	vamos a buscar al pez
41	con		otra	con otra	con otra
45	me		ha bañado	me he bañado	me he bañado
55	tiene		guapa el osito que un pelo	guapo el osito que tiene un pelo	guapo el osito que tiene un pelo
56	el		ae que tiene un pelo	el que tiene un pelo	el que tiene un pelo
60		ndo	que estamos buscar	que estamos buscando	que estamos buscando
63	ha pintado		la Yasmin con colores	la Yasmin lo ha pintado con colores	la Yasmin lo ha pintado con colores
70	la		mamá	la mamá	la mamá
82	esta es		este es su mamá este es su papá pero muy pequeñita	este es su mamá este es su papá pero esta es muy pequeñita	este es su mamá este es su papá pero esta es muy pequeñita
93	en		te sientas aquí el suelo aquí	te sientas aquí en el suelo	te sientas aquí en el suelo
105	un		yo quiero Yasmin caramelo	yo quiero un caramelo	yo quiero un caramelo
111		zana	y la man y la pera	y la manzana y la pera	y la manzana y la pera
125	esta		el cangurito allá	el cangurito está alla	el cangurito está alla
133	lo		quiero comprar un caballito quiero comprar	quiero comprar un caballito quiero comprarlo	quiero comprar un caballito quiero comprarlo
149	me		yo quiero poner de pie	yo quiero ponerme de pie	yo quiero ponerme de pie

CC2-F Addition

APPENDIX 29

	Addition		b1			b2			b3			
Line	word	morpheme	error	utterance	right form	error	utterance	right form	error	utterance	right form	sentence
73		s							vasos	el vasos	el vaso	el vaso
93	aquí								aquí	te sientas aquí en suelo aquí	te sientas aquí en el suelo	te sientas aquí en el suelo
105	Yasmin		yo/ Yasmin	yo quiero Yasmin caramelo	yo quiero un caramelo							yo quiero un caramelo
82, 134		ti							ti	pequeñitito	pequeño	quiero comprar un caballito pequeñitito

CC2-F EF and LSO

APPENDIX 30

EF Erroneous Formation			
Line	error	utterance	right form
37	buscar el pez	vamos a buscar el pez aquí	vamos a buscarlo aquí
40	pega pegale pegala	pega pegale pegala	pegalo
45	ha	ha bañado	me he bañado
54	guapa	guapa el osito	guapo el osito
60	buscar	que estamos buscar	que estamos buscando
73	vasos	el vasos	el vaso
82	pequeñitita	este es su mamá este es su papá pero muy pequeñitita	este es su mamá este es su papá pero esta es muy pequeña
86	avion no	avion no	no en avión
87	la avión	se ha con la avión	se ha ido en el avión
121	pajarito	el pajarito está llevando	el pajarito está llevando (refiriendose a una foca)
123	un pez	un pez	un pez (refiriendose a un delfín)
128	quiero	no quiero	no me gustan (refiriendose a las arañas)
129	yo	y no quiere yo	y yo no quiero
134	pequeñitito	pequeñitito	pequeñito

LSO Lack of Sentence Order			
Line	error	utterance	right form
20	no	yo tengo pupa no	yo no tengo pupa
29	volar este no triste	volar este no triste	vuela porque ya no esta triste
33	estan/esta	estan donde esta las pegatinas	está donde están las pegatinas
129	yo	y no quiere yo	y yo no no quiero
131	aquí	un caballito aquí	aquí hay un caballito