USE OF THE SPOKEN SPEECH IN NATIVE LANGUAGE FROM ECCI'S MODERN LANGUAGES STUDENTS

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Dissertation to aim for professional degree in Modern Languages.

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Abstract

Spanish as a native language deserves an important place inside the process in Modern Languages students. In order to clarify this aspect about the use or the speech of it as relevant in the major at ECCI, it developed an idea to perceive different opinions and points of view of students according to their training during the final stage of their professional cycle. The participants were the main support to put into practice the qualitative method, where, each category reflected positives aspects related to the native language. These aspects allowed underlining the importance of native language as support to learn a foreign language as well as to improve the curriculum of this major. Additionally the results showed that the students have a big interest for the first language and take a special attention to learn a foreign one.

Keywords: native, language, perception, speech, students, qualitative**,** professional.

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CHAPTER 1

INTRODUCTION

In this document we can find the results of the research that described the use of native spoken language of ECCI modern languages students, trying to contribute with the next studies to carry out in the ECCI, in order to improve the native language use.

Through many data collection instruments like the interview, the survey and the voice recording, we compiled the data. These instruments were applied to some modern languages students with the same characteristics, people from last semester of the major.

It took two months for the implementation of the data collection instruments and the analysis of these, during this time; we observed and extracted the necessary data to answer the research question.

Besides you can see some information about the structure research, the topic development and conclusions, those parameters will help us to solve the problematic situation.

Statement of the problem

As last semester students of modern languages, we perceived and characterized the use of native spoken language of ECCI's modern languages students. We found different perceptions of the use of native language and tried to contribute with the next studies to carry out in the ECCI, in order to improve the native language use like a social and educational correct development towards the good use of the native language compared with foreign languages.

The core of this study was to characterize how last semester students exchanged concepts in order to get similarities or differences when they had a major level to understand and apply the use of Spanish.

Through instruments of data collection such as interviews, surveys and voice recordings, we have based this study on the oral perception, discovering the importance of the first language in the learning of other languages such as German, English or French. For this reason last semester students gave us an important point for many shortcomings when there is an informal communication between an individual processes led to a social interaction in the aspect of speech specifically.

This project aims to see the use of the native language and the importance it has in the educational curriculum of modern languages of the ECCI's major, and, in the improvement in the professional aspect and the management of speaking at the end of the University cycle.

At the end, these changes will leave open the importance of the native language in the major of modern languages, and in this way improve in one way or another in key aspects such as the social, cultural and educational, being this last point to consider to properly speak the first language and be the basis for the learning of other foreign languages.

Problematic situation

In a society where the speech is necessary to communicate and in the midst of this appears the study as part of the formation about the individual aspect in the social sphere. At Escuela de Colombiana de Carreras Industriales (from now on ECCI), specifically in the modern languages major and also considering our personal experience of having studied here the entire professional cycle, it caught our attention how the native language is used as the tool to express meaning on a daily basis, it was not taken into account as support in learning other languages and even less when the language is learned, but it never feels a basic aspect as in the context of the

real meaning of the words, or a phrase where the ultimate objective seems to say things no matter how they are interpreted by other individuals.

In the case of the modern languages students who are divided into day and night educational shifts, the basic educational principal is clear: to learn another or other languages. However, it seems to us that the first language is left behind and students mostly set their interests in strengthening knowledge in foreign languages, but in continuous learning is perceived lack of basic knowledge when there is spoken interaction in the native language. This is why we wonder if it is necessary to reinforce the skills of the Spanish language for a better individual performance. So that students know better terms, words and concepts of the speaking in other languages, where the concern of these same terms is born or concepts are not well known in the native language. Then the question arises, if it is used the native language in a specific topic, the receiver perceives correctly which means the transmitter, or if instead the message is understood, no matter how you say it or the words used to convey a message.

Problem description

Spanish is our native language; we speak it on the daily basis to communicate with others. Therefore we express our ideas to transmit what we think, sometimes with a logical and coherent sense but sometimes in an incomprehensible way for the two or more people who are participating in a dialogue. Native language use depends only on the speaker, and we do not refer to what the user is thinking about, we refer to the basic aspects such as the phrases, contexts, meaning and how the speaker uses them to express ideas to other people. There are different areas that characterize a language; in spite of people not knowing its meaning, these terms are important to speak any language: linguistic context (linguistic surroundings that enclosed a word, message meaning) pragmatic (the way in which the context influences in the

meaning) sociolinguistic aspects (how the society influences in the use of the language.) and normative uses of the language are essentials to construct a suitable use of native language and acquire ability to handle a second language. It is important to acknowledge that we speak without considering most of these characteristics and this aspect may cause some problems in the oral communication. A few people perceive those difficulties and try to correct them, but sometimes it becomes impossible for some others. From our own experiences, we consider that in many occasions a speaker grows up using incorrectly his native language.

Although the major of modern languages at the University boasts of curricular materials, that include the native language to develop skills or strengthen the knowledge about it. However these materials are only taken during the first three semesters, to then focus on other matters unrelated to the native language, that is why many students from this major feel with defects and doubts at the time of a second language approach, where fundamentals they learned more from one foreign language instead of the native language.

Problem formulation

Students perceptions about the use given to native words and phrases in different speech circumstances of the ECCI environment, specifically in the use of verbal expression is our concern. We can observe that there are modern languages students in different speaking contexts at the University, at the same time we see that there are a number of situations, where the native language is mistreated and in some cases this affects the individual, as well as professional training. We can see that people increasingly speak and express in Spanish; not at least in scenarios in which this language causes confusion in communication and that is when the transmitter and the receiver play an essential role for the proper use of the native language.

Finally, it is relevant to highlight oral situations in the daily use of the native language when there is a speech in native language, but the perception about it can change in different environments during the university cycle and its development to the end of it, where there is still mistakes in the spoken use of Spanish, even after finishing the professional cycle.

Research question

What are the perceptions of modern languages students on the spoken use of their native language after finishing the subjects in the professional cycle at ECCI?

General objective

- To characterize the perceptions from the ECCI´s modern languages students, in relation to the first language they have used to communicate with others.

Specific objectives

- To compare all the perceptions taken from the students to get an idea about the native oral language use.

- To deepen into the real native oral language use from the ECCI's modern languages students with this research.

- To describe the most common mistakes of the native oral language use from the ECCI´s students.

Rationale

Conversations are part of the daily activities; in this, each person communicates what it wants to say using its native language. However, in some situations, it is easy to observe the way in which modern languages students can communicate about specific topics. As university students, we have detected shortcomings of language and this describes findings collected from students on the use of the native language in relation with the oral level.

Since we have observed during our process of modern language students, we, as first language users make mistakes when speaking; therefore, the present research project was carried out in order to characterize the perceptions that we can detect in all oral instants in the university to verify if the students used the native language in a good way.

For this reason, it was important to observe, when the students were in some social groups, all the expressions they used in that moment to verify or to assimilate the combinations they handled to communicate with others.

Finally, it is important to take into account this research, where the ECCI community has the responsibility to prevent and improve new verbal ways to get better the expressions of ideas from the students, where it is vital for them to have a good style of speech,   since it is not relevant to study a second language, when the First language is not well used.

CHAPTER 2

THEORETICAL FRAMEWORK

In this chapter we can find the terms that allow the theoretical framework of our research, the definition of these concepts helps us in a better understanding of the whole study. Therefore, we will explain what a native language is and what the context for the use of the same is. For this reason we use the word "speech" took an important role like the ability of expressing or describing points of view, feelings or perceptions by the articulation of words and to support it we will also mention some national and international studies about native language and finally some authors that discuss the research issues.

What is the meaning of native language

To start with, there are many theories about how we learn our native language, for example: Noam Chomsky with his "Logical Structure of Linguistic Theory (1955, 75)", expressed: "the structure of language is biologically determined in the human mind and hence genetically transmitted", in a few words we come to this world with the ability of learning our first language, "all humans share the same underlying linguistic structure, irrespective of socio-cultural difference". From this point of view, we understand that all human beings posse a language ability that is inherent regardless their region, economic status, profession, or any other classification.

According to Christine Moon (2013), teacher of psychology of the pacific Lutheran University (PLU) said: native language is the first language learned by a child, "Newborns are much more attuned to the sounds of their native language than first

thought. In fact, these linguistic whizzes can be picked up on distinctive sounds of their native language while in utero" Thus, adopting these two perceptions, in our own definition we can say that the language that we first use at an early age is our native language and we have a relationship with it before the birth.

About the uses of the native language, as well described as native language, it is the first language that people learn in an environment, where the person takes the language in a natural way interacting with difference subjects. Taking as basis this topic, there are some studies about the native language, where they are important to carry out this project.

In our own concept, we use our native language for communication, for personal reasons (conversations with friends or family) for public intentions (to get goods or services in the society), for job reasons (In job or vocational training) and finally academic surroundings (language learning process).

When we talk about context, we can notice some different uses of the language, due to the formal or informal surroundings, this is important to this research because we can get how the students change their words and expressions depending on the situation.

Below, there are some authors of the native language. Those authors have a lot of importance in the construction of a native language and the changes in different aspects of it; there is a variety of authors as Rufino Jose Cuervo, Noam Chomsky and Ferdinand De Saussure that have contributed of significant way, but in this project some ideas have been taken to underline specific points about native language,

Rufino Jose Cuervo in his book: "Apuntaciones críticas sobre el lenguaje bogotano" (Bogotá 1867-1872) shows that lots of uses of Bogota speech still exist. For example (deleting a sound at

the beginning of a word), in the use of time as "ahora", "horitica" still heard in some cities of the colombian society. Also, the addition of the conjugated forms *g* verb "oler" as "goler" currently heard, or "güela". This Phenomenon even extends to the way "goler" infinitive verb. Cuervo considered uses that are accepted today, it is the case of the page 686th of his book: with enfermar, regresar together, pronouns like "me", "te", "se", "nos", "os" are not used, it can't be said" el niño se enfermo "," Yo me regresó", but "el niño enfermo", "yo regreso".

On the other hand, in the book "El Español Hablado En Colombia Y Su Atlas Lingüistico" by Luis Flórez from the Centro Virtual Cervantes volume XVIII, there is a topic called "Pronunciation" where the speech is divided into three aspects (en habla culta, en habla culta informal y en habla inculta), each aspect gives helpful information in order to speak according to pronunciation, accentuation etc. About Spanish as native language, there are also words with changes to resounding level, which are accepted in a Colombian society from 1962. Both authors have the same opinion about changes and perceptions of native language, where every one of them works with the diverse parts of linguistic, even their concepts preserve the essence of Spanish.

Finally in this project is determined, if some changes and perceptions are used correctly by ECCI's Modern Languages students and leave the way open to further studies.

National studies

In the year 1978 Mr. Mikio Urawa, wrote a book called "some courtesy´s forms and others uses in the colloquial Bogota Spanish". He wanted to investigate on all the expressions, phrases, vocabulary, that people in Bogota used to communicate with others, so, whit this way he could demonstrate the good Spanish spoken in that moment. The main purpose of the study was to know exactly how people can express daily, because, it was important for the writer to make

evidence that in Latin America, especially in Colombia there was a good Spanish, not only in Spain.

Also, the writer Mr. Andres Ospina wrote "Bogotálogo: Uses, disuses and overuses" about the style of speech, this book was made in 2009 in Bogotá City, the author wanted to make a document to inform to all the people, all the expressions and phrases in distinct social groups from Bogotá, the way they could communicate with others, he also checked a lot of terms without meaning. This document works as a dictionary, where the person who wants to read can see words since the letter A until Z; it also has images to better understand the information. Andres thinks that if the people know the expressions and also the meaning, they could have a good communication in different situations.

Additionally, Mr. Juan Gossain, a Colombian writer and journalist, wrote the Article "Colombia a country where the language corrupts" for the journal eltiempo.com on august 30th 2013. In this, he addressed about how the language changed and how people used it for their own profit. He focused on the euphemism, trying to explain the changes that some words had, for example:

"Eufemismo es decirle "malversación de recursos públicos" a lo que antes se llamaba peculado, y definir a su autor como un "defraudador del erario", cuando para eso existe una sola palabra en Castellano: ladrón."

He said that: "El eufemismo nació como un recurso de la delicadeza humana para no ofender a los demás, pero ya no es un acto de sutileza sino una máscara."

We want to know whether modern languages students use their native language depending on the context they are and if they use the euphemism trying to be polite or rude perhaps from a personal intention, as Juan Gossain stated.

For those reasons, the studies we mentioned before are interesting for the research to make clear the real use in different social groups. In this way, we can reinforce our project to show a good point about the first language to the ECCI´s native languages students and to all the students in the university, who want to increase their knowledge about the language.

International studies

In this part of the report, we mentioned international studies related to the use of native language, for this reason there were exchanges in concepts, and there were also comparisons and similarities that contributed in meaningful way in the development of this research.

The first study is called: Research on mother tongue education in an international perspective: some introductory and admonishing remarks and has a selection of topics about Mother Tongue Education in AILA World Congress (1984) held in Brussels that allowed to understand how people use the first language from the childhood until a professional course in the university and which aspects can change or remain in a student who studies another language.

To contextualize and support why this project on native language was important to highlight three meanings about this: primary-socialization, political-cultural and educational, where primary-socialization is mother tongue 1, political-cultural is mother tongue 2 and educational is mother tongue 3.

In mother tongue 1, there is a primary language acquisition given by the mother, without any participation of teacher's school. In mother tongue 2 it is related to the national or regional identity state where the person grows and shares its lifestyle. In mother tongue 3, educational concept is an academic process, where people find another meaning about language use with the influence in the formal education.

After looking at these studies, it was taken into account the important aspects as the mother tongue 1, 2 and 3, because it depends on them having more domain and a knowledge of the native language, and therefore, what it can be perceived in our project is the lack of these three characteristics that come from childhood to vocational training by applying obviously to the career of modern languages at the University of the ECCI. For that reason, there is a brief description of each one of them that in one way or another is related directly or indirectly to this research.

At the end, we can conclude that the authors who talk about this issue think that the use mother tongue 1, 2 and 3 is necessary all time, where at least one kind of mother tongue is considered as dominant in specific cases. Therefore it was considered that those specific cases applied the concept of educational training mother tongue 3 We as students of the ECCI are on continuous learning for a technical, technological or professional title and vital in order to reflect and can understand points of view of target population used in this research.

The second study is based on the book entitled How It Got That Way (1990). It shows the history of native language and how humans have abilities to speak and how the modern world has changed English language. But on the other hand the author Bill Bryson studied the origins of native language and after explained physical properties that enabled humans to speak.

Throughout sixteen chapters Bryson mentions to greats users like Geoffrey Chaucer and William Shakespeare in order to provide full understanding about native language and its use in different environments.

Here a quote about the mother tongue: "People don't talk like this, "theytalklikethis". Syllables, words, sentences run together like a watercolor left in the rain. To understand what

anyone is saying to us we must separate these noises into words and the words into sentences so that we might in our turn issue a stream of mixed sounds in response. If what we say is suitably, apt and amusing, the listener will show his delight by emitting a series of uncontrolled high-pitched noises, accompanied by sharp intakes of breath of the sort normally associated with a seizure or heart failure. And by these means we converse. Talking, when you think about it, is a very strange business indeed."

In both studies the native language is observed from different points of view. The researchers gathered a multitude of concepts between the natural and the skills developed by humans on a personal level, but the most important point to highlight is, as man has the innate ability to learn the native language, being a necessary tool for learning in the own professional training.

Thanks to these international studies, we can say that the bad use of spoken native language, depends, in the beginning, most on training individual and perfected over time due to the knowledge acquired during life and should never be the native language as a need for communication, taking into account the importance of this in society and more specific in the student field how is reflected in the ECCI University.

CHAPTER 3

METHODOLOGICAL FRAMEWORK

This chapter includes the methodological framework that we used to conduct this research and arrive to the conclusions. This part of the document has the content structures that we used to develop the research, methods of investigation, types of studies, participants and sample, data collection instruments and data analysis.

Method of investigation

We conceived this research being part of the qualitative paradigm as Cresswell (1994) states; "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" . With the qualitative analysis, we refer to the interpretation process and not the mathematical process, in order to find out the concepts and finally organize them in a theoretical summary (Cea d'Ancona. 1998). This means that we decided to use this paradigm because is the best for our objectives research, just because we want to perceive conducted.

We choose this method because it was the correct type to get the data for the effective development of the objectives, taking account that we wanted to gather the students' perceptions on use of the spoken speech in native language from the ECCI's modern languages students, and we got this information through the data analysis in a descriptive way and not in a statistic way.

It is important to acknowledge that at the beginning of the data analysis we had used the quantitative method but just for the results of the survey, because the conclusion of this will be interpret in a qualitative way.

Type of study

This research was carried out using the exploratory method, taking into account that we did not have preliminary knowledge about the problematic situation, as Dr. Robert V. Labaree (2006) from the von Klein Smid Library for International and Public Affairs at USC" An exploratory design is conducted about a research problem when there are few or no earlier studies to refer to." so we tried to find out through the data information gather, and finally to get new information that supports this project and at the same time reflects the importance of managing the type suitable type for a research study.

The exploratory research finishes when we get the enough data for the results of the objective. Until this moment we made an analysis of the information data gain and we got the recommendations and the conclusions of the research.

Research context and participants

Modern languages students from ECCI University were selected as the population for this project, but only the students of modern languages in their last professional semester, since they are in the final stage and they have been able to experience the formation process and management of foreign languages, as well as the use of the native language throughout this time. Across this major, students have interaction allowing get skills in other languages like German, English and French, and at the same time handling the four communicational abilities (listening, speaking, writing and reading) focusing mainly in international

business, but the use of the native language is forgotten in this process as well as its importance in the university training.

Young people and adults (age range: 18-35 years) were employed with written surveys and interviews at the ECCI University. These people were taken into account because they were finishing their last semester of major in modern languages, (see table 1 for the description of the selected population). Respondents participated independently using various media: the tool Google docs, the personal survey and personal interviews. Each student responded according to the questions and knowledge acquired during the major, giving varying values regarding the perception of the use of the Spanish spoken, as well as the characterization of some common terms of the native language. Finally each student met the objective of the project and its scope for future researches.

Therefore those students allowed us to establish a specific perception about the objective of the project, considering that Modern Languages students of tenth semester have the capacity about this topic and for this reason they have been chosen to make part of this study.

Table 1-Description about population of all students included in this project by socio – economic status, age, gender, education and schedule:

PARTICIPANT GROUP AND CATEGORY / STUDENTS QUANTITY	Socio-economic status	Ages	Gender	Education	Schedule
Among 18 and 25 students	2, 3 and 5	Between 18 and 30 years old	Female and masculine	Secondary school and professional actually	Night and day

Data were obtained according to surveys and interviews carried out for this project, which means that each student appears within the ranges reported above and that their participation was key to the development of the same, given that all persons described there are students of the last semester of modern languages major at ECCI University.

Drawing of ECCI university population:

ECCI UNIVERSITY

MODERN LANGUAGES MAJOR

PROFESSIONAL CYCLE

STUDENTS IN TENTH SEMESTER
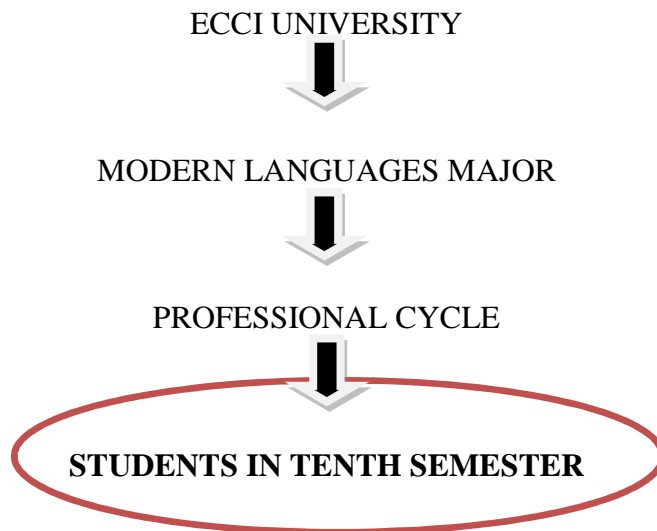
In spite of this project´s qualitative perception, it is necessary to add how all data was gathered   integrating both methods quantitative and qualitative. Due to small quantity of students (among 15 and 20), it was not necessary to make the sample, because this does not change how to get results and thus the ultimate goal of this study.

As the purpose was not to find a trend, but perceive the use of the native tongue and how modern languages students handle the Spanish language in the university context when they end the professional course, it was decided to know the point of view of these students and identify the importance of the native tongue in this career.

Data collection instruments and procedures

In this research project was established the information about the use of native language from Modern Languages student's perception until the analysis and gathered information. Taking into account that the process data was qualitative, we aimed in order to respond adequately to this type of research and in this way we can gather the necessary and complete information.

Considering that to be able to collect information requires good management of it but always focused towards a good process of just getting the information. Beyond activities seen daily in the above named students, we worked in perceiving the use of the native language, in order to characterize and show because it is important a first language in the ECCI..

Data collections instruments

Surveys and personal interviews in tenth semester students, as well as some quotes from authors on using spoken native language were the sources selected for obtaining the information and answer the research question, and hence the importance of the answers of the described instruments previously allowed to know the lack of knowledge of the spoken Spanish examples and how collecting the native as a necessity and not as a useful tool in the process of formation.

To optimize the information collected, each question in the survey and the interview, was designed for students with a basic-medium leve in the native language and of course management in another foreign language similar in age between twenty and thirty years. The results of this phase served to perceive that the use of the native language in the spoken context deserves a constant feedback that contributes to a positive second-language learning and a better oral communication in the short term.

All that observation that was made with the spoken native language, context contributes to perceive different aspects that complement the objective of the project and facilitate understanding as relevant is the native language with respect to foreign languages at the moment talk or express yourself orally. All resulted in surveys and interviews which allowed measuring the students in a practical way in the oral management of the native language and as perceived the use of the same.

As mentioned previously, the oral use of the native language in modern languages students are perceived on a daily basis according to the daily activities at the University. Therefore, that the results are the basis for further investigations or further the importance of the native language in racing approaches in learning new languages. Bill Bryson (1990) in his book The Mother Tongue: English and How It Got That Way highlights: *"Language, never forget, is more fashion than science, and matters of usage, spelling and pronunciation tend to wander around like hemlines. "* (page 213), where the native language is and depends on an individual that this is relevant or not to appropriate vocational training and feel more aware to speak and express oneself correctly in order to use the native language.

Procedure

Each tool was used in a practical way to be able to perceive the use of native language and the importance to speak it properly in the context of the student. The survey was conducted on fifteen personal phrases or words used to talk about daily in one context either, and despite being very similar words or   changing the context or the perception of what is meant, due to the short of this survey was carried out quickly, where each statement had multiple selection for an easy data retrieval. On the other hand, it was the interview, which was timelier since 9 open questions they had and required the personal opinion of the interviewee from a specific point of view related to the importance of the native language in the major of modern languages and how he observed the native language of the Spanish within the University context.

CHAPTER 4

DATA ANALYSIS

The instruments selected to collect these data were interviews and surveys. After the data was analyzed, we got categories and the analysis about survey's answers. It is how the Modern Languages Students after finished the university cycle can use better particles of a sentence in their first language. The answers provided by students allowed us to see good knowledge when there is a conversation in different topics. It means few times there is a lack of putting into practice the native language rules; therefore the educational phase really affected in a good way students' knowledge of the first language and it changed the way to speak properly.

The analysis of the information reflected the data obtained, as first step of the interview with the results that allowed one more specific concept of what we wanted to get and that, combined with the color coding analysis, allowed us to introduce the four categories appointed and then analyzed:

CATEGORIES

1. Modern Languages Students show a good use of native language in different contexts.

2. Good use of native language motivates a good learning of a second language.

3. Reading is the best tool to master or improve the first language.

4. Individual uses and personal commitments of communication skills.

In this part of the project we are going to explain the four categories mentioned before, so , the main idea is to take into account one by one to better understand the founded information through the surveys and the interviews made to the students.

Modern Languages Students show a good use of native language in different contexts.

Likewise, in this category there are factors of data that showed an acceptable use of vocabulary, use between particles sentences, the meaning of the structure inside the native language. For this reason we quote some students in order to make reference to a native language with correct rules and knowledge of how and why it is important to speak correctly because after the educational phase, students have the perception that they speak better and the idea that a good use of Spanish is a valuable asset for a professional life.

In order to clarify the analysis, we show the pieces of data selected from this category and then we provide with aspects to expand the information in knowledge, meaning in a context, importance of a particles of a sentence and good use of the first language.

Table 2- Analysis of first category using answers of fourteenth survey´s questions.

Modern Languages Students show a good use of native language in different contexts.				
What is the correct sentence? **(S=Survey) 14=Question B=Student)**	A. La impresora no ha impreso correctamente	B. La impresora no ha imprimido correctamente	C. A y B	D. Ninguna de las anteriores
S14B, S14C, S14E, S14G, S14H, S14J, S14K, S14L, S14N, S14O, S14Q, S14R, S14S, S14V, S14Y	X	X	✔	X

Therefore the majority of quoted students made references about their native language, when we asked S14B, S14C, S14E, S14G, S14H, S14J, S14K, S14L, S14N, S14O, S14Q, S14R, S14S, S14V, S14Y.They all answered C, this sample showed that a verb has two ways of participle, an irregular participle and a regular participle, and for this reason some verbs have an exception to use in this native language. Students expressed that before studying modern languages, it was difficult to identify this particularities of the language; however, having taken the university courses, this aspects were simple to identify.

Table 3-Analysis of first category using answers of second interview´s question

Modern Languages Students show a good use of native language in different contexts.	
Do you think that as a Modern Languages student your vocabulary responds adequately to the context of a Spanish conversation in different contexts?	
I2B – Balaram "Well, about my vocabulary sometimes **because you know that nowadays vocabulary has took a chance with the past of the time,** it depends also in the situation you are or the people you are, but, normally, normally, **I try to use a good vocabulary and not too mistreat the words…"**.	I2I – Erika: "Yes, because it depends on the conversational partners. **I mean in a business context with fellow citizen without foreign people it is not necessary to use a second language"**.

In the previous table, we quote a student (I2B), who thinks a good use of vocabulary in a native langue is important to respond and use in different contexts. Another student (I2I) says that in the business area, it is not necessary to use a second language if all of people understand and use properly the native language. In both opinions, they agree with the influence of a native language in a context, and, with a good use of grammatical constructions along with the correct vocabulary, they think that they can express ideas allowing an appropriate use of the first language. We interpret this as professionalism when speaking and at the same time they can

show their skills obtained during their residency in the university which is important in order to improve the speech, and like this they can have a good use in every context.

We related the previous information with Rufino Jose Cuervo and his analysis about Spanish language (Bogotá 1867), specifically in a local language, where the addition of particles in a sentence can change the meaning and the sound of a sentence, but, with a correct use of words, there can be a good expression in order to say what people really mean in a proper way.

Also, according with Noam Chomsky's theory (1955 -1975), the native language can be shared in different cultures and societies regardless the religion, education, status, etc, but the important aspect is to use it powerfully, it means that the language is more relevant than aspects learned by the man and it is inherent to these, for example you can change a religion or culture, but your native language is single and original, mainly to understand its structure and transmit correctly the first language.

So, this category shows connections between important aspects which are education and how it has influence when people use the first language and how a correct use allows interacting and responding adequately from basic contexts to contexts with some degree of complexity. The interviewed people know the native language and do not try to mistreat it. It means that students of Modern Languages develop and put into context an intelligible vocabulary to create ideas when they use the first language in a useful way, where they justify and know the meaning of a word and for this reason they are able to use properly the context in a determined situation. Therefore, we would state the following sentence in our words: save and use properly our native language, the Spanish language.

Good use of native language motivates a good learning of a second language.

Once again the surveys and interviews provided information that formed this category; those instruments were essential to help us to know the real motivation from the students. This category was selected to make clear if the students were ready before starting to study a second language, and to prove if they were motivated to assimilate another one.

Through the data analysis, we discovered that most of the students agree with, and they believe that it is necessary to have a good use of their native language, so first, because they are in 10th semester of modern languages and second, because they are representatives of the native language and they have to maintain a good use of it.

To check this part, the following table shows the information collected from the students when we asked them.

Table 4- Analysis of the second category using answers of fifth interview´s question.

Good use of native language motivates a good learning of a second language.			
Is it important for you having a good use of your native language before starting to learn a second language? **(I=Interview, 5=Question. B=Student)** **" I5A,I5D,I5F,I5G"**			
A.	D.	F.	G.
I5A-Andrea Sora "Yes, because it forms a part of my bases of comprehension and communication that can be moved to develop contexts in another language. If I correctly handle my language is easier to learn another language".	**I5D – Diana Rodriguez "Yes, due to the structural basis of my own language, because if I do not have full knowledge, it will be difficult to learn another language".**	**I5F – Laura Ramos** "Obviously, to learn any language, first, **we have an excellent use of Spanish".**	**I5G-Karen Molina "Yes, it is important because it lets to better to communicate with many people and understand them about the knowledge".**

Students, I5A, I5D, I5F, and I5G shared that to learn another language, it is vital to have good bases, and grammatical structure to combine with the new language to find better ways to learn it more efficiently and use it correctly manage of it.

However, to process the previous information, the next table explains that students are in total agreement with the good use of the Spanish language, not only to study a second one but also for the professional life and to develop the best work skills.

Table 5- Analysis of the second category using answers of the fourth interview´s question.

Good use of native language motivates a good learning of a second language.					
Do you think that learning the correct use of your native language contributes to your professional development? (I=Interview, 4=Question. B=Student) **"I4A,I4B,I4C,I4D,I4E,I4F"**					
A.	B.	C.	D.	E.	F.
I4A – Andrea Sora "It is important, because it allows me to have communication and interaction skills not only in the professional development also in personal life".	**I4B- Balaram Oviedo** "Yes, it can contributes , I think not in a big way, but sometimes it contributes because you know that for example **if I am going to work in a big enterprise I need to made a correct use of my native language**, is also contributes to my professional development".	**I4C- Laura Delgado** " Yes, I think **it is always necessary to use your language correctly even more in your professional development,** you must find different ways to communicate your idea, obviously in the best way possible and easy for the people that is listening to you".	**I4D-Diana Rodriguez "Yes, it's very important because that depends on the correct learning of other languages".**	**I4E-Luisa Martinez "Yes, because it makes easier the communicatio n in many contexts** like international business or negotiations".	**I4F-Laura Ramos** "Completely, **the correct use of Spanish it's so important for my career and my social relationships".**

According to the students I4A, I4B, I4C, I4D, I4E, I4F, in their answers, they expressed the importance that language has in different contexts, such as the professional and the cultural life, the communication among everybody, etc. Students take into account the idea of being successful in learning language and carry out the knowledge they have in different situations, and they also believe that it is more than vital to obtain a good use of the native language.

Finally, this category serves as evidence that the modern language students prefer to have the best connection with their native language before taking up another language, that is to say, that the native langue is the way they can take contact with other languages, it is their foundation to understand the new languages. Therefore, the good use of the own language is an essential part when a person is learning different languages.

Reading is the best tool to master or improve the first language

The following category was created to corroborate if modern languages students in 10th semester, believe that the best tool to improve the native language is reading.
Through the instruments we used, we wanted to confirm that students agree that reading is the best tool to learn a language.

For this category, it was necessary to know the real habits the students had to study their own language and to learn a second one; also it was essential to know how they could use those different tools to enhance their learning process. Reading was the most used strategy to enrich their knowledge.

To verify that information, the next table validates the findings with student's answers when we asked them.

Table 6- Analysis of the third category using answers of the eight interview´s question.

Reading is the best tool to master or improve the first language.				
What do you think would be the best tool to master your native language? (I=Interview, 8=Question. B=Student) "I8A,I8B,I8C,I8D,I8G"				
A.	B.	C.	D.	G.
I8A-Andrea Sora "Reading, take different courses for example composition, copy, editing, etc".	**I8B- Balaram Oviedo** "The best tool, well the best tool for improving or to master any languages in this case I think could be reading, because reading, when you read, you learn a lot, **when you read, you learn grammar, you learn for example punctuation signs,** you learn lot of things, so for me it would be reading".	**I8C-Laura Delgado** "There's a lot of tools I think, but **always reading is a good way to improve in every way your language**, but also I think that maybe paying attention to how other people express their ideas, how they talk and you can try to see the problem they have when talking or writing and improve in your mind, the other people would think".	**I8D-Diana Rodriguez "The best tool for me is to read a lot about different topics"**	**I8G-Karen Molina** "For my best tool is reading, **when you read you can discover different words and expressions that you have never listened"**.

Accord to students I8A, I8B, I8C, I8D, I8G, their answers showed that the most useful tool to learn the language is reading, hence, it is the way students can combine many aspects; for example: grammar, punctuation marks, conjunctions, pronunciation, etc. For them, reading is a fundamental process to build a knowledge habit in different languages, and to take advantage in different methods to learn and to understand another one. For this, reading English, French and

German affected students use of native language; they increased their vocabulary repertoire and they said they were more confident when speaking Spanish since it became easier for them.

However, for them, other types of instruments to learn exists to maintain a good level of knowledge in the first language, but, in general, reading could be the first option to take into account, it lets change some habits and to get others to have contact whit the language to assimilate this. That is, to improve reading helps people to increase understanding in different languages, affecting directly the native language.

For the next question, the modern languages students answered appropriately, it was notorious that reading contributes to a better use of the native language.

Table 7- Analysis of the third category using answers of the ninth interview´s question.

Reading is the best tool to master or improve the first language.			
Have your reading habits changed after the professional cycle? (I=Interview, 9=Question. B=Student) "I9A,I9B,I9C,I9D"			
A.	C.	D.	E.
I9A-Andrea Sora "Yes, because it is a part of my professional growth and every day it is more demanding to be a person informed in any aspect".	**I9C-Laura Delgado** "Yes, I try to read more, it doesn't matter the language, it is difficult maybe in English or in French, but interesting how **your mind try to understand and look for coherence while reading**, and obviously it has improve my native language and other that I've learned.	**I9D-Diana Rodriguez** "Yes of course because **it greatly improves my professional level respect to use of language".**	**I9E-Luisa Martinez** "Yes, now I read more**; I really appreciate read a book in my free time, my preferences have been change,** now I don't read novels but educational books".

Students I9A, I9C, I9D, I9E, affirmed that reading was one of the reasons they learned better, and also through reading the students could try new ways to hold a good level and to increase their knowledge after they had finished their professional cycle.

With that point of view, it was important to recognize that they have a good will to learn not only our language, but also other languages and they believe that if they take a good use of it they can learn easier another one.

Finally, it was clear that students have increased their knowledge since they started the professional cycle, and they want to carry out the knowledge in different studies they can take in a future in the same way, and to get a good structure for the personal and professional development to be used in different moments, where they through different type o readings such us newspaper, magazine, interesting books, etc., have learned and gotten a good level knowledge.

Individual uses and personal commitments of communication skills.

After the analysis of the collected data, we could notice how the uses of the mother language depended on the knowledge of each interviewee, that means that all the polled students studied in the same semester (10th) but not all of them have the same tools to conduct a conversation properly. We can conclude that there were individual uses and personal commitments of communication. .

We detected a lot of information about the individual responsibility with the learning of the target language, not just in a study context but in a professional one. Moreover, students think that the responsibility of a good use of the mother language depends 100% on them, since they are modern languages students and they have to communicate not just in second language but also in the first language in a correct way.

In order to support this category, we choose the most relevant answers from the collected data.

Table 8- Analysis of the third category using answers of the first interview´s question.

Individual Uses And Personal Commitments Of Communication Skills.			
As a modern languages student, do you feel more responsible of making a good use of your native language? (I=Interview, 1=Question. B=Student) "I2A,I2C,I2F,I2G"			
A.	C.	F.	G.
I1A - Andrea Sora "Obviously I feel more responsible, because **if I have good communication and understanding of my native language I can develop easier learning of another language".**	**I1C-Laura Delgado** "Yes, of course, because **it is necessary to me know my language perfectly** and it that way I can learn another language more easy".	**I1F – Laura Ramos** "Absolutely, I feel that I can give a good example for the other people".	**I1G – Karen Molina** "Yes, **it´s important because I am representing my country and my native language,** if I make a good use of the native language I can express better with others".

With those answer I1A, I1C, I1F, I1G, we noticed that the responsibility of a good use of mother language is bigger just for the cause that they are modern language students and they have to set a good example before people.

We, as modern language students, try to make a good use of the native language, because our language knowledge should be better than the others, we study since the first semester subjects like: Competencias en lengua maternal, lenguaje y redacción, these subjects help the Ecci´s modern languages students in the process of improvement of the native language and at the same time creates a commitment with the best use of this.

The next table shows the answer of four interviewees for the question: Do you think as a modern language student, your vocabulary responds adequately to the context of a Spanish conversation in different contexts? We decided to use this question for supporting the results of this category, just because we found important to answer in this.

Table 9- Analysis of the third category using answers of the second interview´s question.

Individual Uses And Personal Commitments Of Communication Skills.			
Do you think as a modern language student your vocabulary responds adequately to the context of a Spanish conversation in different contexts? (I=Interview, 2=Question. B=Student) "I2B,I2D,I2C,I2I"			
B.	D.	C.	I.
I2B-Balaram Oviedo "Well, about my vocabulary sometimes because you know that nowadays vocabulary has took a chance with the past of the time, it depends also in the situation you are or the people you are, but, normally, **I try to use a good vocabulary** and not too mistreat the words and because I don´t before studying of modern language".	I2D-Diana Rodriguez "Yes, is adequate, since I have the structural basis of my own language thanks to career".	I2C-Laura Delgado "Actually as a Modern Languages **Student it has help me a lot to increase my vocabulary** even in Spanish and to find different ways to express an idea".	I2I-Erika Valero "Yes, I think so not only by the studies but also by my working experience. In any case, there were some subjects that gave us some important information about different topics".

With students I2B, I2D, I2C, I2I, we found how the communication skills depends on the individual use of the vocabulary and knowledge; this is, each one of them adapt themselves to communicate in a better way depending of the context and individual abilities.

In this part of this category something important enters to discussion, all polled people are modern languages students but not all of them could have the same level of Language use, uses of vocabulary, communication skills, etc. We noticed that in the surveys, in general the results were good, but in some questions the answers were not the correct ones.

Table 10- Analysis of the fourth category using the responses of the third interview question.

Individual Uses And Personal Commitments Of Communication Skills.			
Does the use of the native language depend on the context it is used? Why? (I=Interview, 3=Question. B=Student) "I3A,I3D,I3F,I3I"			
A.	D.	F.	I.
I3A-Andrea Sora "Yes, because it depends on the way, the situation, the communication, the topic, and the persons to handle the context properly".	I3D-Diana Rodriguez "Yes, it depends on the context in each context regardless of the use of the same language, different idioms and for this reason there are variations in the use of the same".	I3F- Laura Ramos "Of course, is not the same thing talk in a family meeting that friends or co-workers, for example".	I3I – Erika Marcela "Yes, because it depends on the conversational partners. I mean in a business context with fellow citizen without foreign people it is not necessary to use a second language".

In the previous table we can notice that the context is important for I3A, I3D, I3F, I3I. The topic depends on the person, who is talking, if one of them has enough knowledge about the topic, it is possible to perform well in a conversation. Each person has the ability of communicate, but in different ways; we can mention Skinner theory about the "bad habit formation" (1957), if the acquisition of the language is poor, at the moment of a conversation the development will be poor as well. Nativist like Chomsky, believe that we are born with an innate

skill for language development, but the environment where we develop is an important factor for the use of the language.

When we talk about environment, we refer to social aspects, reading habits, cultural interest, job environment, familiar environment etc. These parts of our life have influence in the way of use of the native language.

Just like that, each question in the survey works in a practical way for the respondent, but looking for concrete answers, and, at the same time generating doubts in the students of modern languages, which, although we asked them in English, it was all about the native language and we noted the lack of knowledge on basic aspects of the Spanish.

From the twenty five surveys with fifteen questions, we could identify aspects in order to get more specifics terms about the categorization and contribute more exactly to the question research. Every question was punctual and practical from a basic point of view to perceive further of a simple word or simple phrase.

The minority of the twenty five polled answered correctly to the first question: Which of these sentences have correct use of preposition? (Correct answer: "Tenemos que hablar en relación CON lo ya dicho", incorrect answer ""Tenemos que hablar en relación A lo ya dicho"). We found that the most polled people (have a confusion in the correct use of the preposition A and CON, taking into account that each one has a specific use depending on the context, for example: Preposition A: Time (llamaló a las diez), cause (a petición del público), means (ambos se fueron a pie). Preposition CON: way (Daniela dibuja con mucho cuidado), company (Vamos al cine con Paco).

In this case we observed how a lot of people have problems with an invariable part of a phrase and it is necessary to complete or relate a basic idea. Although CON and A are

prepositions, everyone has a different purpose in order to make a logical sentence according to the context.

Only some of the polled answered correctly to the second question: Which of these sentences have correct use of preposition? (Correct answer: "Trabajaremos SOBRE la base de esta experiencia", incorrect answers: ""Trabajaremos EN la base de esta experiencia" and "Trabajaremos CON base a esta experiencia"). In this question we noticed the bad use of the prepositions SOBRE, where this preposition indicates order, instead of the preposition EN that indicates time, or place, for example: La ropa la guardo EN mi casa, EN 2009 nació mi hijo and the connector CON which is a preposition too, but it means mode or company, for example: Él escribe CON el lápiz

The bad use of other prepositions like SOBRE, CON and EN shows confusion about the meaning of every one of them. It is possible that some prepositions have similarity, but the people forget the intention of a preposition, where the function of each of them is to articulate and form meaningful sentences.

Almost all of the polled answered correctly to the third question: How do you write correctly the next word, according to the meaning "todavía"? They use and understand the difference between AÚN and AUN (AÚN = TODAVÍA, AUN = INCLUSO). Although AÚN is an adverb of time and AUN is a connector, in this case the people have answered well, it means the polled know about the topic, but they can have lack of vocabulary to handle the main parts of a sentence, therefore people do not use the native language adequately and use popular words to explain an idea or to understand the meaning inside a context.

More than half of the polled answered correctly to the fourth question: Which of these sentences have correct use of preposition? (Correct answer: ella se miro EN el espejo, incorrect

answer: ella se miro AL espejo), the use of the EN preposition implies time references, place, instead AL is not a preposition, is a contraction very used in Spanish language (A+El = Al), only ten people answered wrong. It means the people interviewed didn't observe each part of the phrase, but the main parts of the sentence (Noun, verb and complement), where the basic parts are necessary to contextualize and organize an idea or phrase.

In the fifth question most of the polled answered correctly to the question: How do you write correctly the next word, according to the verb "saber"?, twenty of the twenty five answered "SÉ", the correct conjugation in the present indicative in the first person (yo SÉ), and SE, the another option has a lot uses in the Spanish language and for this reason a minority of people answered wrong. The handle of words like SE can confuse the way to write and the way to speak due to it word does not have accent.

Less than half of the polled answered correctly to the sixth question: How do you write correctly the next word, it is a conjunction?, the correct answer is "MAS", likes Adversative conjunctions - present exclusive and conflicting options, for example: Quiero ir a correr hoy, MAS no me es posible, and MÁS the another option is an adverb and it indicates increase or growth. A point to take into account is how the accent in a vowel can attract the attention and in the same time the word takes more importance and relevance in comparison with other similar word changing the perception and the sense of the sentence.

Most of the polled answered correctly to the seventh question: How do you write correctly the next word, according to the verb "dar"?; the correct answer is "DÉ", people who answered the question have a good use of the verb "dar", conjugating it in past, in this answer we noticed how the people have importance about a verb, if we ask to them about the preposition "DE", this word would not have relevance and we will have more wrong answers.

Most of the interviewed people have answered correctly to the question: How do you write the next word, it is a substantive TE or TÉ? , in this question the correct word is TÉ, it is important to take into account all the punctuation marks in a text, the spelling is so important in all the cases, most if we are students of languages. Although both words can sound the same way, the accent changes and theses words change too when they are introduced in a specific contexts, due to the fact that TÉ is a substantive and TE is a way of second person in the direct and indirect object, for that both words have different meaning inside a sentence, and, for people who speak Spanish language it will result easier to understand, but it is not.

Most of (the) interviewed has answered successfully about the ninth question: Which of these sentences have correct use of preposition: ¿"Ya es hora que nos sentemos A la mesa" or "ya es hora que nos sentemos EN la mesa"? The majorities of the students manage and know the use of the preposition, because it is so important in different contexts, texts, phrases, etc., where the preposition A indicates a destiny, while the preposition EN indicates inside or on top of. It is important to take into account that a preposition is an invariable part of a sentence and it can modify or change the sense in a context.

In the tenth question most of people have answered correctly: Which of these sentences have correct use of preposition: ¿"Ella se manifestó accesible A nuestros proyectos" or "ella se manifestó accesible DE nuestros proyectos"? Contrary to the previous question the preposition A has sense in this sentence, because there is a destiny or direction. Again, here is notorious to see the good use the students have in the moment to analyze the prepositions, even though they cannot distinguish the true meaning of a preposition.

Most of people interviewed answered correctly to this question: What is the correct term: La Internet or el Internet?, althouhg Internet is a proper noun, lots of times people add an article,

for this reason the correct answer es La Internet, because Internet is a network (la red) and it has a feminine article. So a problem that we can identify according to this questions is the lack of knowledge about the origin of the words, it means if the people would know good the origin of the words, it would be easy to understand a sentence inside a context.

In this point we used three words ahí, hay and ay to analyze the students' knowledge to use those one in the follow context "Hoy no___ tiempo para salir a pasear, pero___ podemos jugar con el perro; ___! pero el perro me está mordiendo". The term AHÍ is used there to denote any place. The following word is HAY, where it is used to say there is something in a determinate place or situation. Finally, there is the term AY, it is used in an exclamation way, for example to demonstrate enjoy or pain. The correct sentence is: "Hoy no HAY tiempo para salir a pasear, pero AHÍ podemos jugar con el perro; AY!, pero el perro me está mordiendo". This question was answered correctly by almost all students except one, it shows a good progress from the students in a general context, but in a small context, but if the students are in a long text or a more complex context, they may do not have to answer adequately.

The follow question is: What of the following phrases is the correct?: Habemos seis personas en el salón, hay conmigo seis personas en el salón or somos seis personas en el salón? Although this question can be (confusing, we know the language changes constantly evolves, but the essence remains, in this case most of the half of the students answered correctly whit the second option "hay conmigo seis personas en el salón", but it is notorious that not all the students know prepositions and the use of them, as well as the movement verbs and mainly the use of the verb to be (ser o estar), for example the term "Habemos" do not (does not) exist in Spanish language, nevertheless a minority answered wrong and use it daily. Sometimes people speak to

give a message without taking into account how to say it, disrespect the Spanish language from a word to a casual conversation.

In the fourteenth question: What is the correct sentence? : "La Impresora no ha IMPRIMIDO correctamente", or "la impresora no ha IMPRESO correctamente", both or neither, most of the half of the people answered both, which is correct, the rest of people answered: "La impresora no ha impreso correctamente", which is correct too. In this case the verb "imprimir" can be conjugated in both ways, "impreso" or "imprimido". For that the people who speak the Spanish language must to know every day more about the verbs, prepositions, articles and the rest of particles from the root to evolution of the language and improve the native language and to avoid evident mistakes in this contexts.

The last one question was open: Frequently we see in the chats of social networks, the sentence "he or she is not connected and I could not speak with him or her," does this expression in this context make sense? Yes, not and why? For this reason it has had a special analysis, where the half of interviewed answered yes and the other half answered no, which shows that have a yes or a no as an answer for us, does not specify what is to be achieved, since there is a parity of answers. Therefore there is a top reason in the most half of the answers related to: sense and grammar, lack of vocabulary in native language and misunderstanding of phrases regardless of the context

In the last one question, some answers manage to have the relevance to use spoken words or phrases in a particular context, where the term highlighted in the question is the word "hablar", where that verb wouldn't fit within the context of a social network like Facebook, Whatsapp or Messenger since there is only a written communication and where the word "chat"

exists and combines all forms, but is used in specific situations as described here, and indeed few people use it for this type of situation.

Most of half replies accomplished into a more open aspect which is the meaning of a sentence, where no matter what verbs or connectors that are used, but the meaning of the phrase in this context, where what you finally want is to understand that: "a person, individual or user is not connected, available u online and it is not possible to speak, chat or interact" with this within the framework of a social network and not the understanding that the use of the words must be applied according to a specific situation and match according to what you want to say.

The foregoing can be deduced using spoken not only in these contexts is very basic and hence is limited to using a reduced vocabulary, where the lack of knowledge in these cases, a verb (chat), that applies perfectly to the context described in the question, is not perceived, and in (on) the other hand, other verbs that are used but are introduced, not always meet the function to make a good use of the native language. Another aspect to highlight in this question is the practicality of a person to speak or express themselves, no matter many times that what it says is this bad and that the ultimate goal is to understand with short phrases or sometimes omitting the correct order of a sentence you want to communicate without being aware of abuse towards the native language.

All of the above was made and developed in order to have clear concepts and thus answer the question of research proposed in this project. The proposal between surveys and interviews was to recognize as positives as negatives aspects and analyze the different perceptions of a Modern Languages student from a point of view more personal and professional in relation to the use of the native language during the major.

CHAPTER 5
CONCLUSIONS AND IMPLICATIONS

In this project we worked both to know the use of speech of the first language when the students finished the Modern Languages cycle and to observe if they think that the first language is important in order to contribute to their professional training inside the university environment. Having discussed the results in the data analysis, in the last part of this document we present the conclusions in order to answer the research question and at the same time articulate all the information according to this research process.

Conclusions

As we mentioned throughout the entire document, the information obtained with the research instruments was examined following the main idea about the first language or native language and its use in a spoken context. This study also took into consideration the perception of the Modern Languages students with more positive than negative changes.

Likewise, we concluded how students have different perspectives about the use and the identity of the Spanish as their first language and what role in the university environment is. We used every instrument and the analysis of the information in order to gather this information into four categories: Modern Languages Students show a good use of native language in different contexts, good use of native language motivates a good learning of a second language, reading is the best tool to master or improve the first language and individual uses and personal commitments of communication skills.

The above highlights the impact within the university environment, specifically in modern languages students: 1. The use of spoken native language and the perception of this when the major ends .2.How the students themselves have taken into account the importance of

the Spanish as a reference to speak it and give it a good use within this research project. As well as a space of attention it deserves to highlight to the first language as main and essential part in the process of previous training to a professional life.

According to the categorization established, we discussed how the data represents the importance of native language in a Modern Languages Student and how that influences the process across the speech as a tool for a suitable communication and the sufficient knowledge as a main skill for training of new students in the university. So we will start by discussing the findings in relation to the main research question about the perceptions of modern languages students on the spoken use of their native language after completing the professional cycle. Simultaneously, we will move towards the specific category to explain how the basic concepts about the language help to use and improve the first language in specific context like the learning process in the university, explaining the emergence of aspects as attention and good perception in order to speak adequately.

We could demonstrate through the data analysis that there was a noted interest between the first language and aspects related with the cycle. A significant aspect was the information of basic particles of native language and these were necessary to take ownership of knowledge and multiple an appropriate speeches in a professional field. For this reason, the students had a special attention in the first language and a position as people develop according their major in the real life. The study of the linguistic aspects was positives: the relationship between the use of the first language with the personal commitment and the creation of the emerged ideas from the construction and the suitable use of words to phrases with a degree of difficulty.

In addition to discover the previous aspects, the students perceived the necessity to study initially the first language with depth; we think that this is not related to the curriculum of

Modern Languages cycle. From a superficial perspective when a student begins the major, this discrepancy shows that native language is taken as general and not by the specific. The Spanish language is important and can be modified in the curriculum in order to get a good training, being the Spanish language a modern language too. As Mother Tongue Education in AILA World Congress (1984) asserts, the people use the first language from the childhood until a professional course in the university and which aspects can change or remain in a student who studies another language. When this first language and the foreign languages are not fully consistent, there can emerge different ways to change the professional development of the students have a low performance and possibility to reduce learning skills for one or another language. Throughout the data analysis process, we observed that students have taken different points of views about the native language to have more skills in order to put their first language with a significant attention.

Another important aspect to take into account is that the reading is the best tool to master the native language not only to train and to teach, but to learn a foreign language and understand how it constructs new ideas according to Modern Languages students. In this research project, the students highlighted to themselves and their development of native language in different simple grammatical skills as punctuation, editing, composition, improvisation and the same way to reflect the knowledge in the interaction of the first language when there is a free speech or in specific contexts speeches. In three of four categories the students had different highlights about the Spanish language, where reading is essential to dominate a language, for example, in this case focused a university major, as a specific aspect or with an responsibly management.

Finally, in the last category, the students took a critical position in a personal level according to the communication skills of their first language. It is another important trait in the analysis of demonstrated data in the fourth category.

If the communications skills are common in everywhere feature of the society, so are outstanding in this Modern Languages major. Over our analysis we found that students think differently, sometimes the native language is on top and another times under continuous learning with the foreign languages. The contrast of ideas show the individual training of every student included in this project represents the different ways to strengthen an idea or manage appropriately the oral use of the first language. Furthermore, this study involves that although students have acquired a responsibility degree of the native skills and its communications skills based on the ten semesters at ECCI University are mixed with the personal experience of life and the same reality, reality that in this case takes a new skills acquired by practice. Like Gavin Jensen (2012) in his public internet profile affirms, the relationship between language and reality can be expressed by the phrase "direction of fit", it means to understand the language to reflect the reality. By the previous if there is more knowledge of the first language and all in it is included, it allows making a committed perception about the use of a native language and its use in oral specific speeches.

Assuming the first language as their own and its use in the Modern Language students, this study summed up that the native language covers a broad range of traits different to the university environment, students have good management and use of the first language related to their major, but the participants affirmed that the native language is essential in other fields like the International Business, even to improve some weaknesses of the own language. According to

I2I, it said "Yes, I think so not only by the studies but also by my working experience. In any case, there were some subjects that gave us some important information about different topics".

After we read this data, we can say that students are not completely satisfied with the process of the major and its structure, due to they do not find a true relation between the curriculum and the name of the major, however they discover strategies to profit and get commitment attitude in keeping in order to respond to this challenge, where the first or native language takes a special attention in the student trough of the oral communication as a key connection between the personal and the professional during this process.

CHAPTER 6

LIMITATIONS AND QUESTIONS FOR FURTHER RESEARCHES

In this last part of this project, we will mention the main limitations that we faced throughout this research project; the time, the number of participants, strategies and some advantages were the most important points to take into account inside the research process.

Firstly, we worked with the participant's time in order to apply the instruments, the main reason was that the students were finishing the tenth semester and the only contact was the email. Just like that and due to the low number of participants that were part of this research, it was difficult to respond suitably with the proposed schedule, nevertheless we used another tools as "Google Docs", which made easy to develop our research project and obtain the data of practical way. Additionally we had to implement individual strategies and the way to organize every point of this project and exchange ideas in order to progress towards to the same direction.

Finally we used more time to improve concepts of the project and the new experience and to do a final project about the first language in another language as in the English language.

Nevertheless the set topic was taken by the students like practical and easy. It hard was to collect and analyze the obtained data from the research instruments and guide it towards just one target, due to we needed to show evidences and support the interviews through recordings and physical surveys.

We observed from the research experience, as students of Modern Languages that it was difficult to explore the native language, its uses and the speech itself skill, and adapt it to this research project. Too, we found as well an appropriate way to focus to the participants, who initially did not see the Spanish language as a relevant aspect inside the university environment, and later we managed to make them think it was interest reached that they took an interest in and

created expectation about the topic chosen by us, and mix this model with the established methodology. Likewise, we became active participants and found a diverse vision in relation to the purpose of this research project. The results obtained went further and we were able to join all the data of the document in a positive way. We had to fall down due to many mistakes, but we improved one and another time features that initially we thought that were right in the theoretical part to move forward to the practical part.

During this research, some related doubts arose which would be advisable to study in future researches, the idea is to increase the value of the native language in the university cycle and improve the understanding of it in a Modern Languages student of ECCI. For the previous reason, the following questions:

- Knowing that the native language is spoken daily in the university context, where students are majority, but many times they did not use correctly the first language, what campaigns or advertisements does the academic community need to   have a good use of native language during their training process in the ECCI?

- Could the Modern Languages program have subjects specifically framed in the native language during a professional cycle in a Modern Language major?

- Could the Modern Languages program evaluate the Spanish language as "modern language" inside the curriculum of the Modern Languages major of ECCI University?

When we look back before to begin this project, we recognized it was hard to find the research proposal and to develop it. But now, it has been an opportunity to show our knowledge in order to grow professionally and discover that a native language demands attention in a university field and a focus of it as basis in the communication, just like a suitable use in specific contexts or conversations. This research project gave us the possibility to learn other aspects of

the native language that, although we use it daily (speaking, writing, listening and reading), we may never know all of it, but we can demonstrate that the first language goes at the rhythm of our society and we, as language students, are promoters of the first language in order to keep its essence in its places of origin, in our country.

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APPENDICES

Survey in native language

DATE: _____ Year_____ Month ___Day ___
Student name:_____ Code:_____
Address: _____Telephone number_____
Mobile number: _____ 6. E-mail:_____

1. Which of these sentences have a correct use of prepositions?
   - Tenemos que hablar en relación con lo ya dicho. ☐
   - Tenemos que hablar en relación a lo ya dicho. ☐

2. Which of these sentences have a correct use of prepositions?
   - Trabajaremos sobre la base de esta experiencia. ☐
   - Trabajaremos en base de esta experiencia. ☐
   - Trabajaremos con base a esta experiencia. ☐

3. How do you write correctly the next word, according to the meaning "todavía"?
   - Aun ☐
   - Aún ☐

4. Which of these sentences have correct use of preposition?
   - Ella se miró al espejo. ☐
   - Ella se miró en el espejo. ☐

5. How do you write correctly the next word, according to the verb "saber"?
   - Se ☐
   - Sé ☐

6. How do you write correctly the next word? it is (Is it) a conjunction?
   - Más ☐
   - Mas ☐

7. How do you write correctly the next word, according (to) the verb "dar" in past?
   - De ☐
   - Dé ☐

8. How do you write correctly the next word, it is substantive?
   - Té ☐
   - Te ☐

9. Which of these sentences have a correct use of prepositions?
   - Ya es hora de que nos sentemos a la mesa ☐
   - Ya es hora de que nos sentemos en la mesa. ☐

10. Which of these sentences have a correct use of prepositions?
   - Ella se manifestó accesible a nuestros proyectos.
   - Ella se manifestó accesible de nuestros proyectos.

11. What is the correct term?
   - El internet ☐
   - La internet ☐

12. Place the following words in the correct order to make an appropriate context?
    Hoy no___ tiempo para salir a pasear, pero___ podemos jugar con el perro; ___!, pero el perro me está mordiendo.
    • Ahí
    • Hay
    • Ay

13. What of the following phrases is the correct?
   - Habemos 6 personas en el salón. ☐
   - Hay conmigo 6 personas en el salón. ☐
   - Somos 6 personas en el salón. ☐
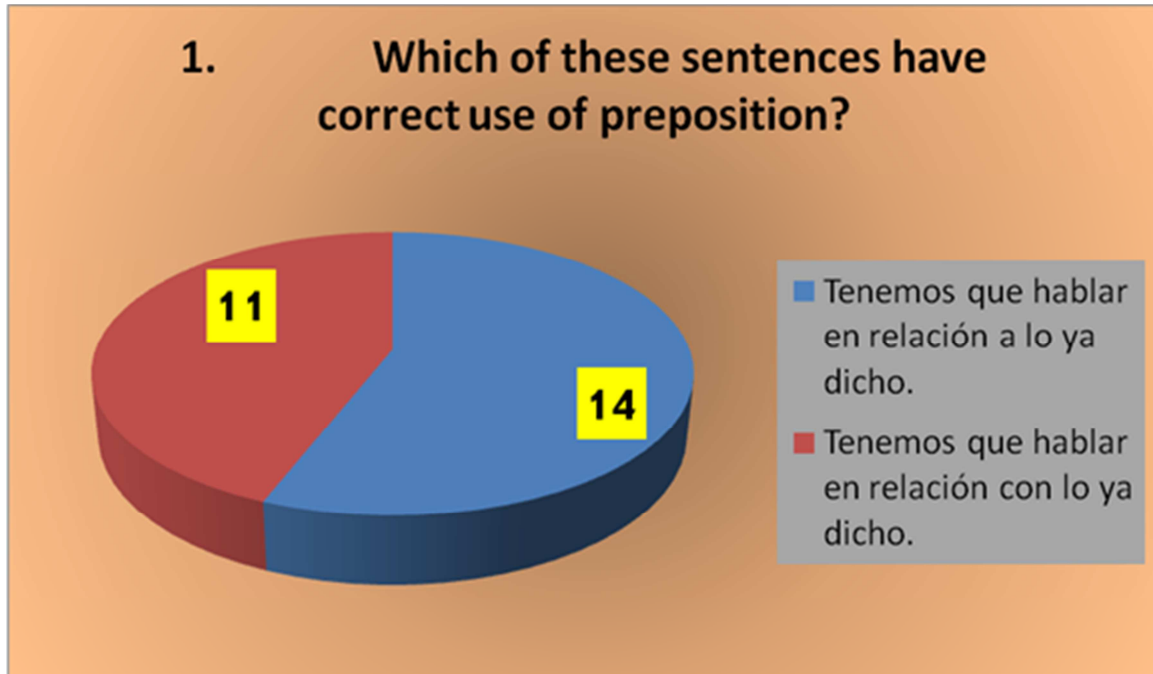
14. What is the correct sentence?
   - La impresora no ha imprimido correctamente. ☐
   - La impresora no ha impreso correctamente ☐
   - a y b ☐
   - Ninguna de las anteriores ☐

15. Frequently we see in the chats of social networks, the sentence "he or she is not connected and I could not speak with him or her," does make sense this expression (make sense) in this context? Yes, not and why?_____

_____

_____

Link google docs

https://docs.google.com/forms/d/1Z0q1VT94cWh1AqQDVMAss1t92MRgrD-gm7mMPyd-CU8/viewform

Surveys analysis

11 of 25 of the polled answered correctly (correct answer: Tenemos que hablar en relación CON lo ya dicho). We found that the polled people has a confusion in the correct use of the preposition A and CON, taking account that each one has a specific use depending the context, for example: Preposition A: Time (llamaló a las diez), cause (a petición de público), means (ambos se fueron a pie). Preposition CON: way (Daniela dibuja con mucho cuidado), company (Vamos al cine con paco).

2. Which of these sentences have a correct use of preposition?
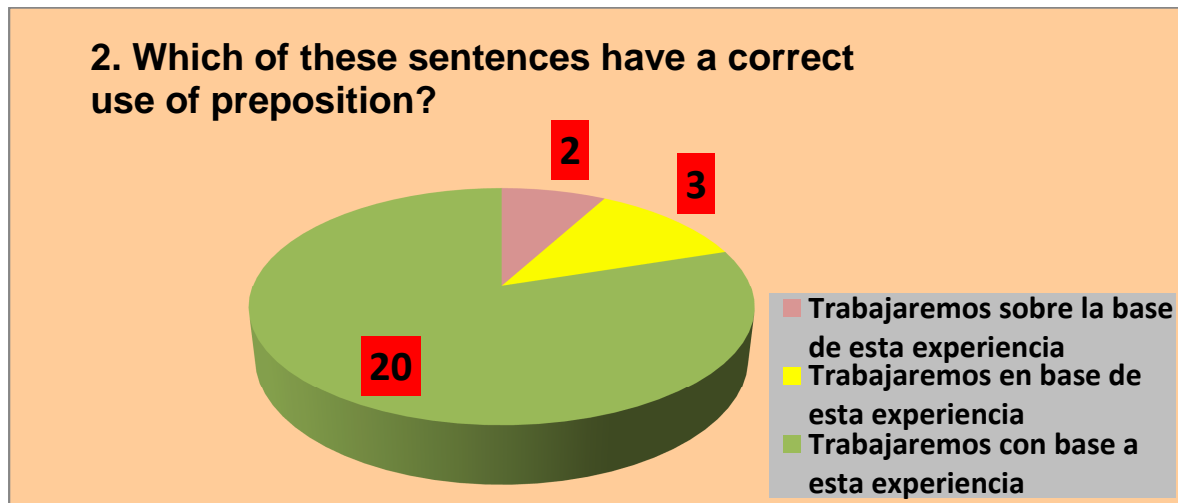
2 of 25 of the polled answered correctly (correct answer: Trabajaremos SOBRE la base de esta experiencia). In this question we noticed the bad use of the prepositions SOBRE, where this preposition indicates a pragmatic content, instead of the preposition EN indicates time, place, for example: La ropa la guardo EN mi casa, En 2009 nació mi hijo.
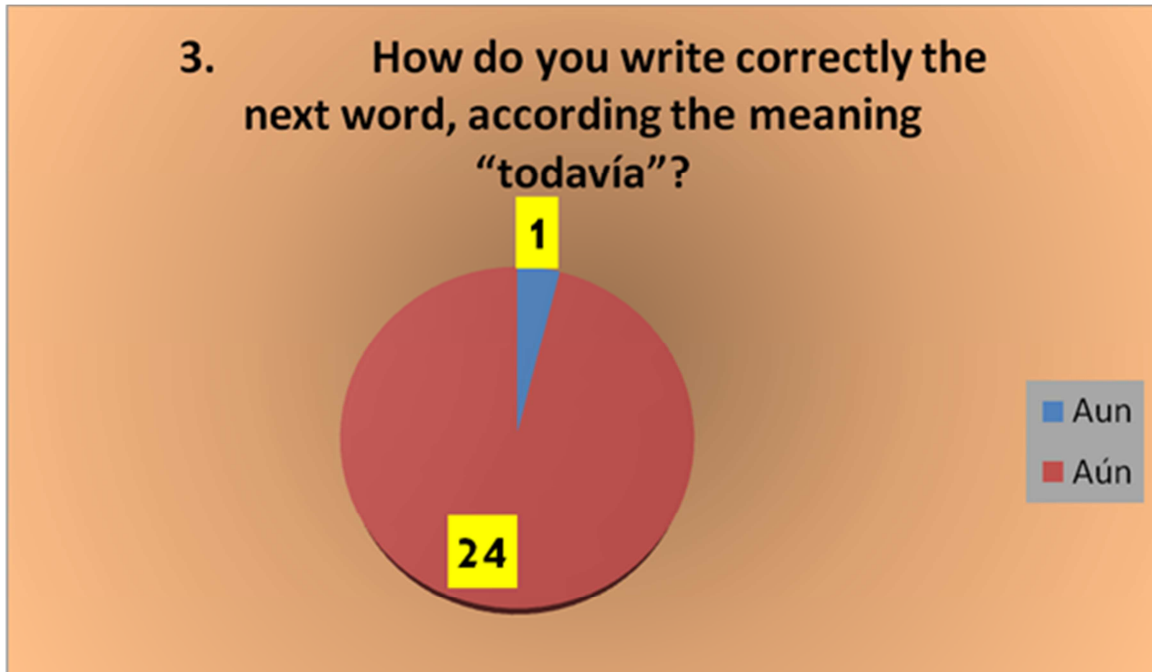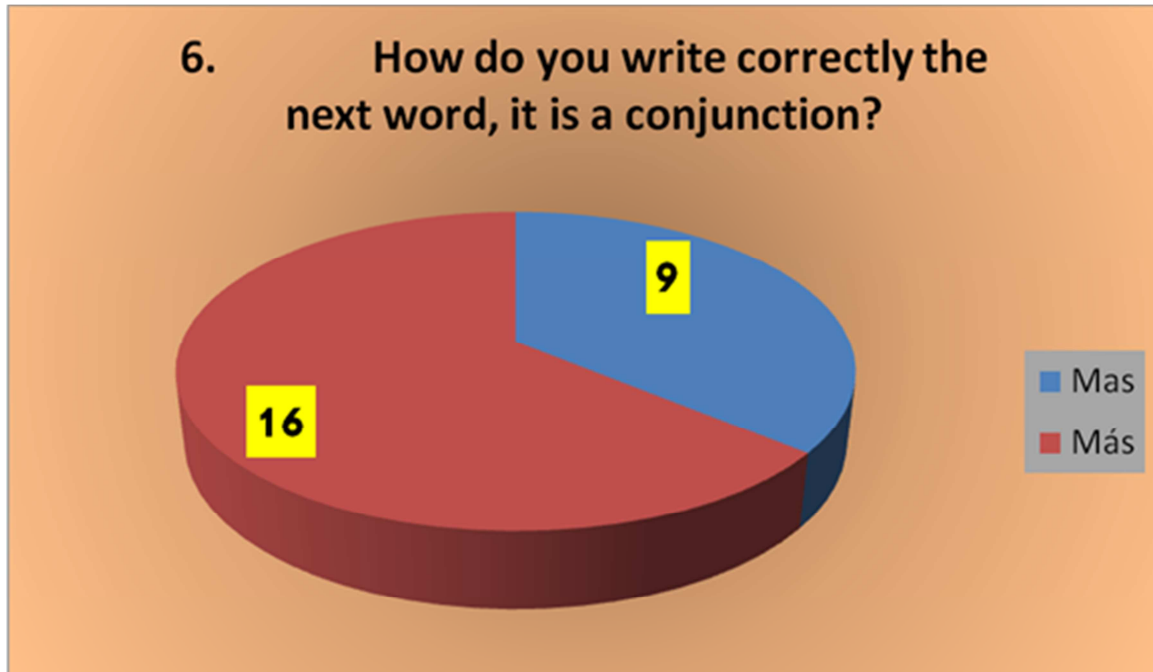
24 of 25 of the polled answered correctly; they use and understand the difference between

AÚN and AUN (AÚN = TODAVÍA, AUN = INCLUSO).
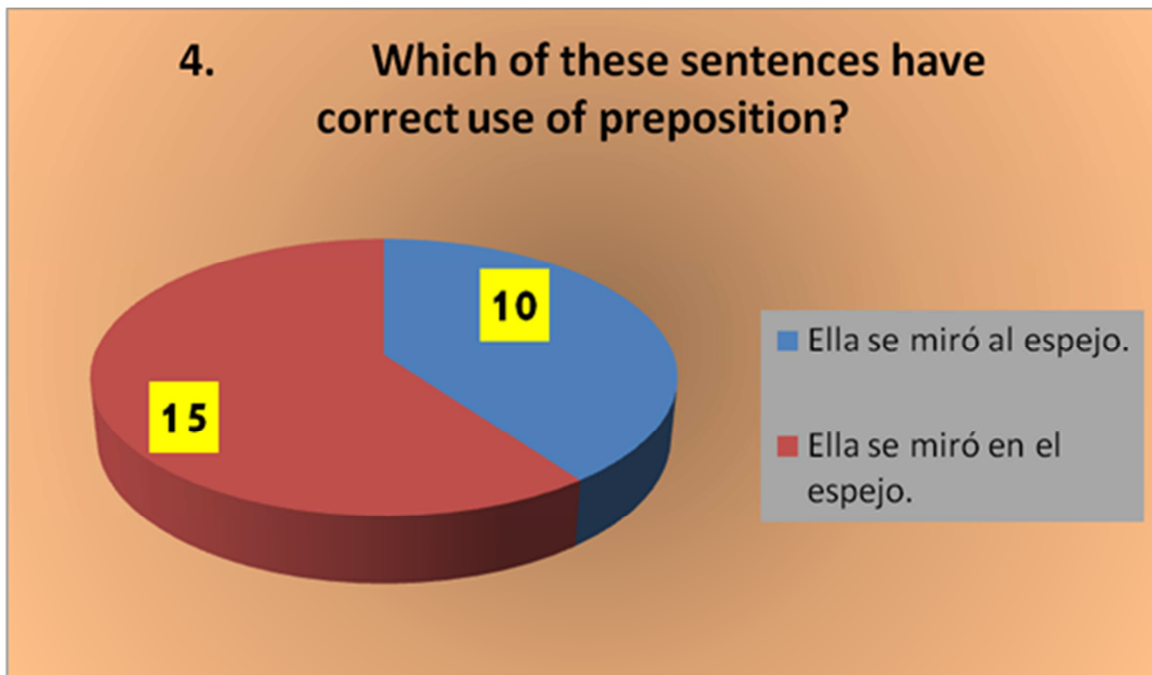
15 of the 25 of the polled answered correctly (correct answer: ella se miro EN el espejo), the use of the EN preposition implies time references, place, instead AL is not a preposition, only 10 people answered wrong.
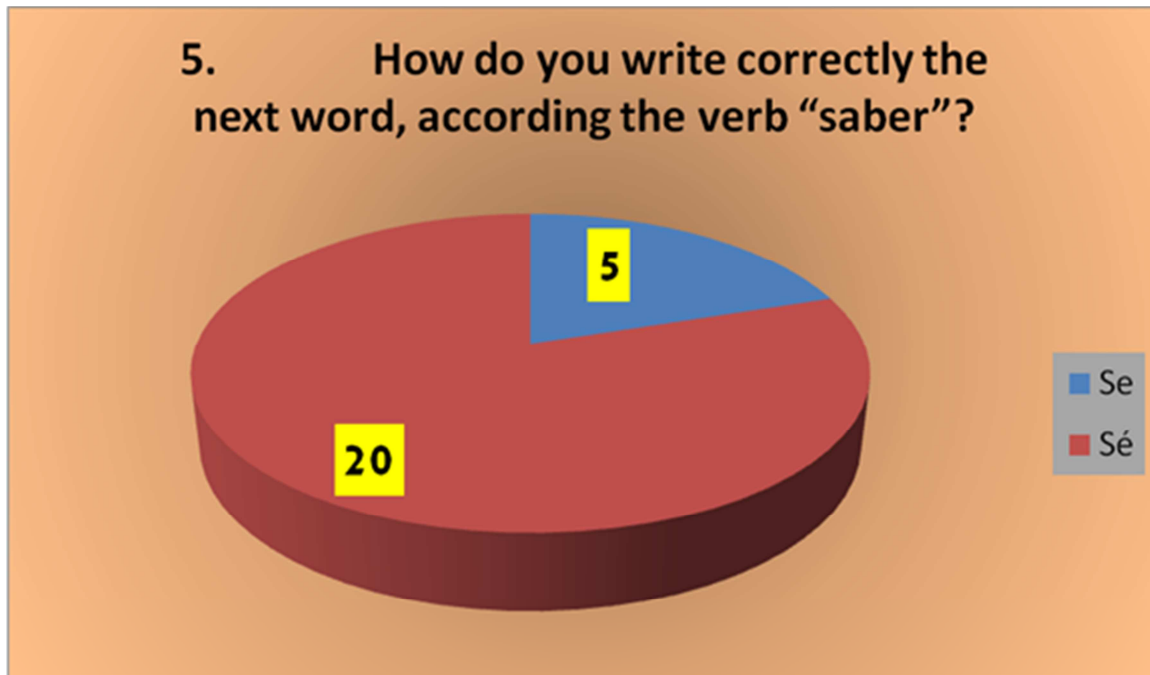
Most of the polled answered correctly, 20 of the 25 answered "Sé", the correct conjugation in the present indicative in the first person (yo SÉ).

6. How do you write correctly the next word, it is a conjunction?

9   16

Mas   Más

Only 9 of the 25 of the polled answer correctly, the correct answer is "MAS", "MAS"

likes Adversative conjunctions - present exclusive and conflicting options, for example: Quiero

ir a corer hoy, MAS no me es posible.

7. How do you write correctly the next word, according the verb "dar" in past?

5   20

De   Dé
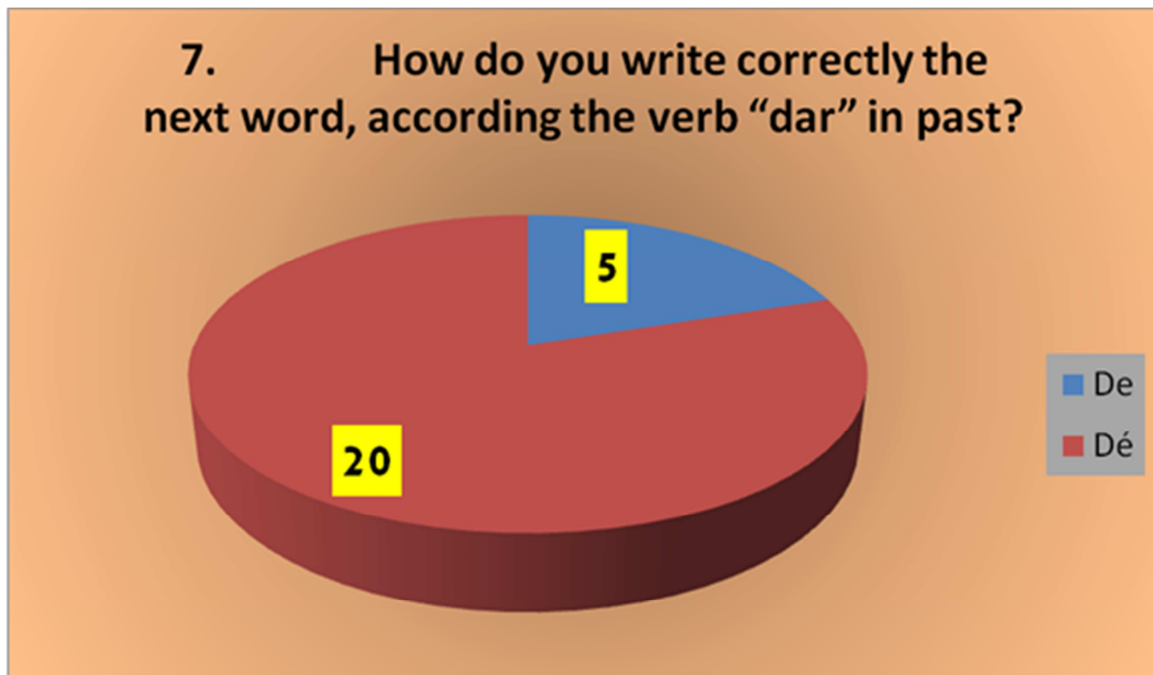
20 of the 25 of the polled answer correctly; the correct answer is "Dé", people who answer the question have a good use of the verb "dar", conjugating it in past.
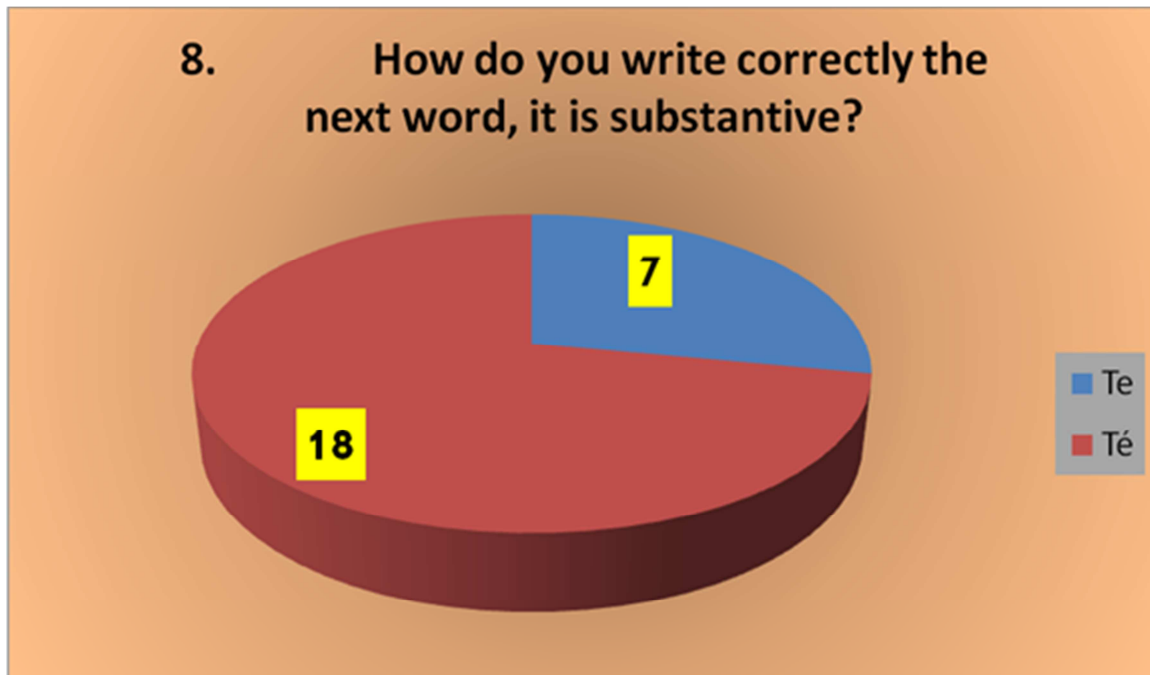
18 of 25 students answered precisely ,because in this question the correct word is té, is important to take in account all the punctuation marks in a text, the spelling is so important in all the cases, most if we are students of languages.

9. **Which of these sentences have correct use of preposition?**

- 5
- 20

Ya es hora de que nos sentemos a la mesa
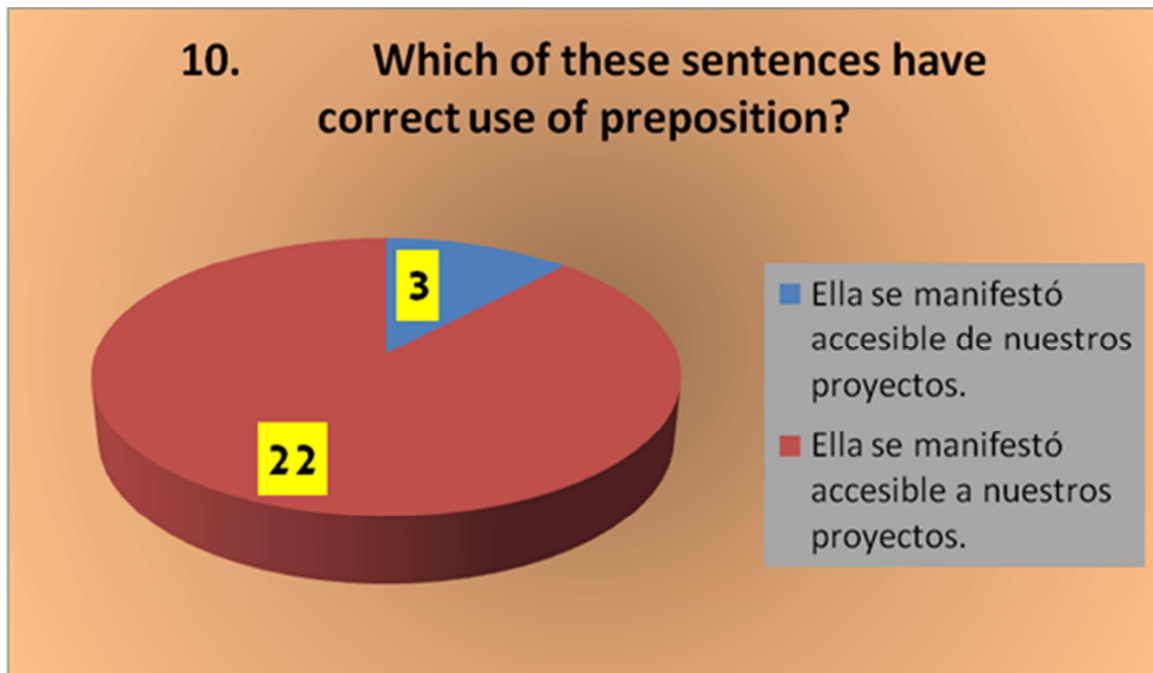
Ya es hora de que nos sentemos en la mesa.
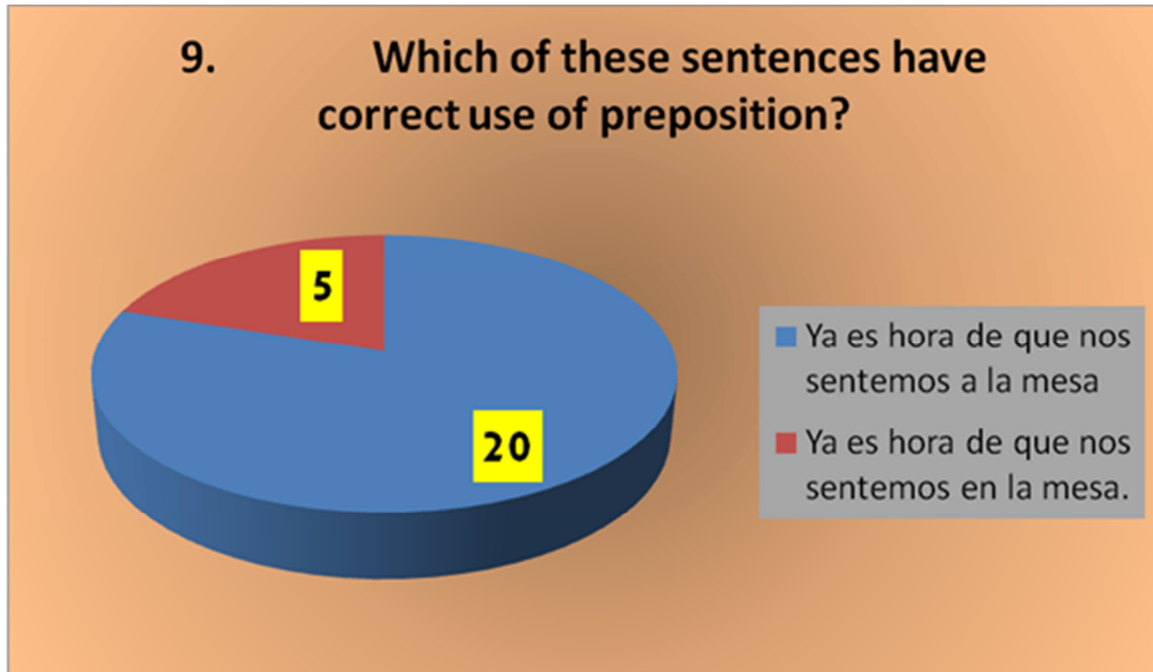
20 of 25 students asnwered succesfully,the majority of the students manage and know the use of the preposition, because it is so important in different contexts, texts, phrases, etc.

10. **Which of these sentences have correct use of preposition?**

- 3
- 22

Ella se manifestó accesible de nuestros proyectos.

Ella se manifestó accesible a nuestros proyectos.

Again, here is notorious to see the well use the students have in the moment to analyze the prepositions, in this case or questions 22 of 25 students answered correctly.
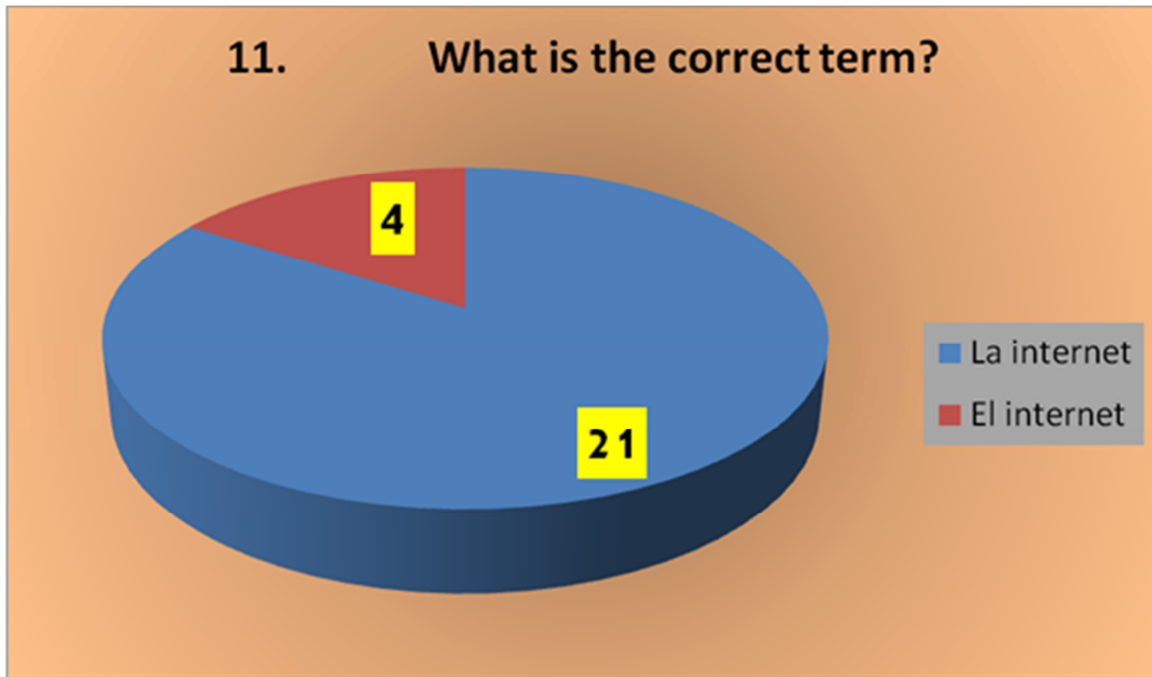
21 of 25 studentrs replied well to this question,the internet word some times could be confused in the moment to mention this word.
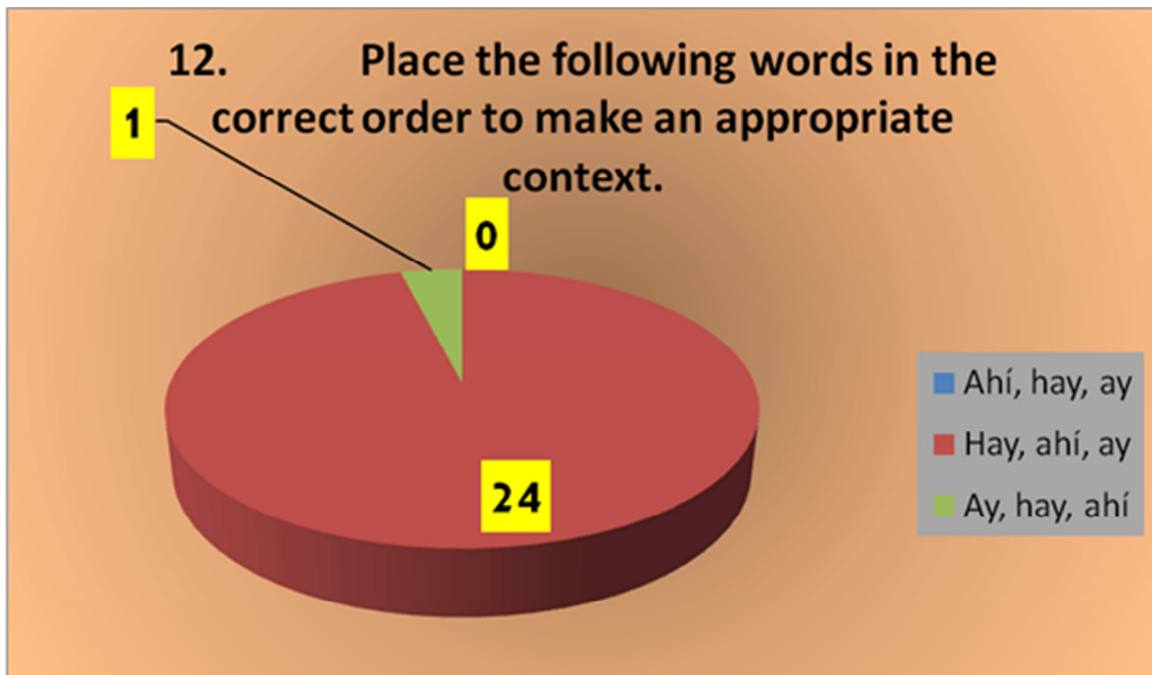
In this part we used three words to analyze the students' knowledge to use those one of them is ahí, where it is used to denote any place, for example in the question correct question

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was per ahí podemos jugar con el perro, next, the following word is hay, where it is used to say there is something in a determinate place, or situation.in the question the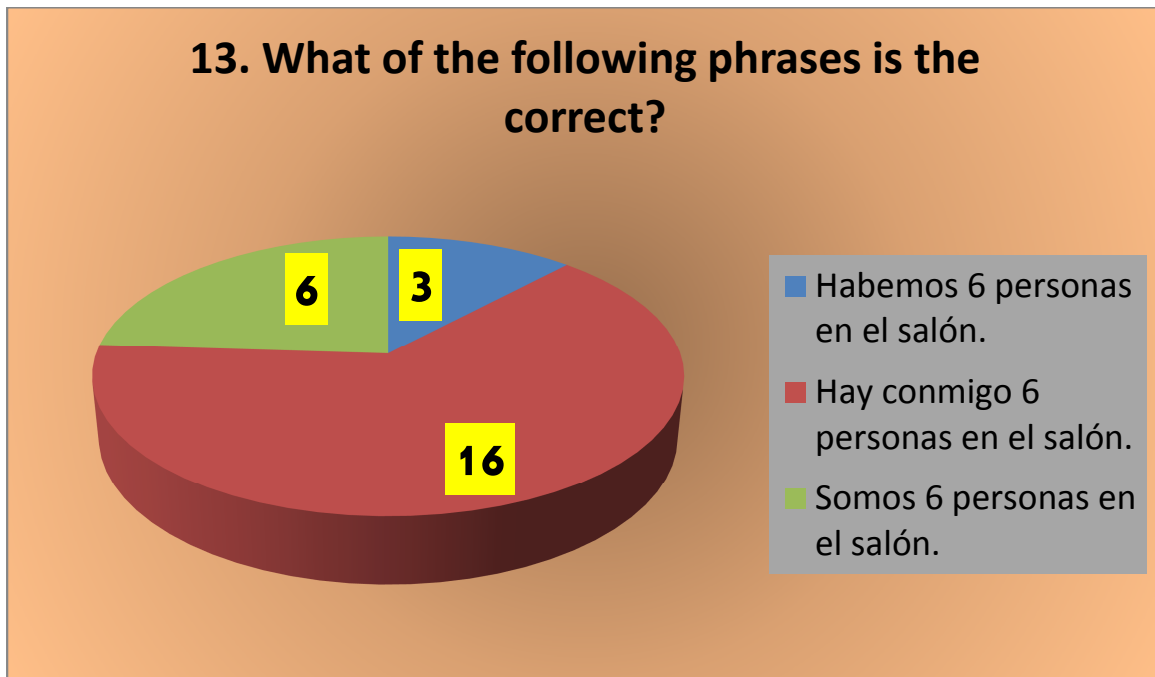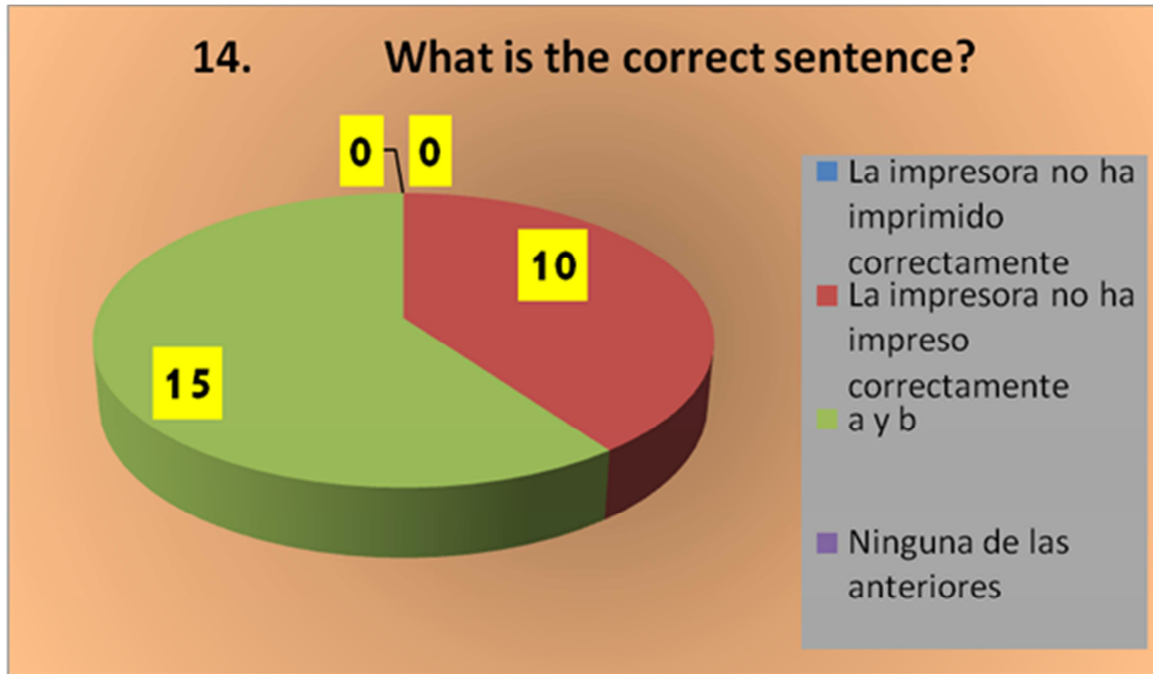 correct answer was hoy no hay tiempo para salir a pasear, where 24 students placed correctly. Finally, there is ay, it is used in an exclamation way, for example to demonstrate joy or pain, in the question the correct phrase to use this was ay! Pero el perro me esta mordiendo; where only 1 of the students wrong answered. It shows a good progress from the students.

13. What of the following phrases is the correct?

- Habemos 6 personas en el salón. — 3
- Hay conmigo 6 personas en el salón. — 16
- Somos 6 personas en el salón. — 6

The follow question is confused, we know the language changes constantly to better, but it is not an excuse to advance about the changes, in this case most of the half students (16) answered correctly, but is notorious that not all students know prepositions in where we use phrases to say something, is important get more information about the language, and one way is reading a love Otto maintain a good knowledge.

14. **What is the correct sentence?**

- La impresora no ha imprimido correctamente
- La impresora no ha impreso correctamente
- a y b
- Ninguna de las anteriores

15 of the 25 students answered in a good way, but in this question there is a confusion in the moment to say that the print have printed.it is only to learn the real phrase ,that in this case is ok to say La impresora ha imprimido o La impresora ha impreso, there are two forms to say it.

15. Frequently we see in the chats of social networks, the sentence "he or she is not connected and I could not speak with him or her," does make sense this expression in this context? Yes, no and why?

■	Yes
■	No

12

13
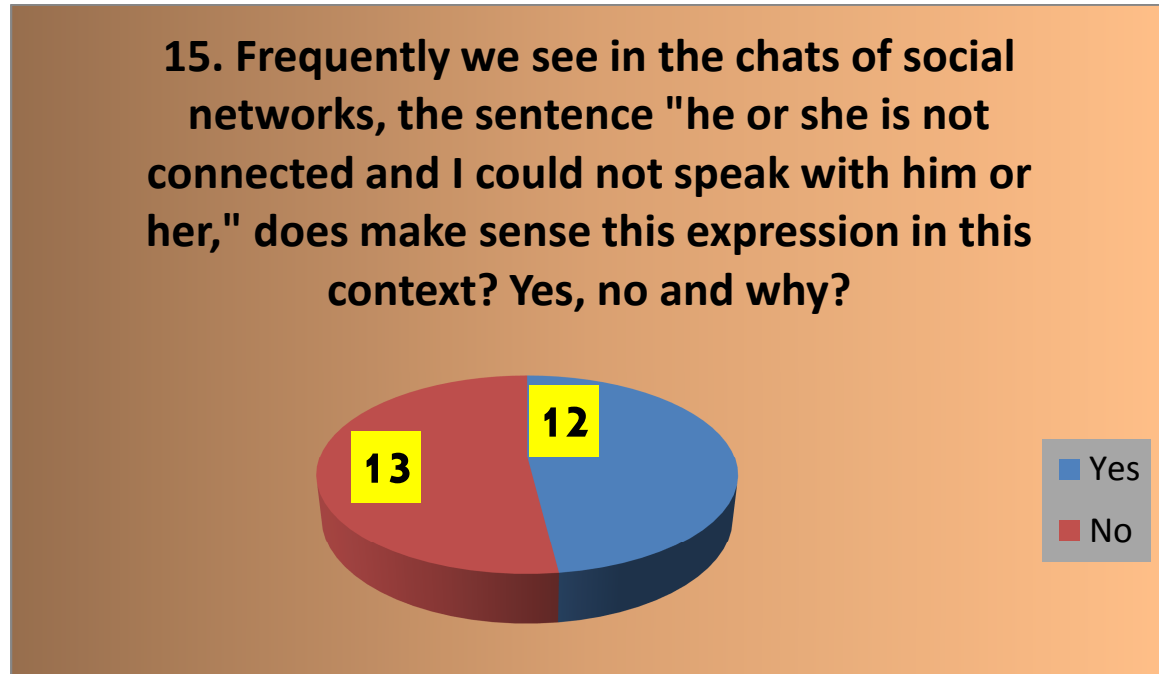
25 replies, 12 were affirmative and the 13 remaining negative, which shows that, have a Yes or a no as an answer, does not specify what is to be achieved, since there is a parity of answers.

Top reasons found in 15 question

■	Sense and grammar
■	Lack of vocabulary in native language
■	Understanding sentences regardless of the context

4   4

17
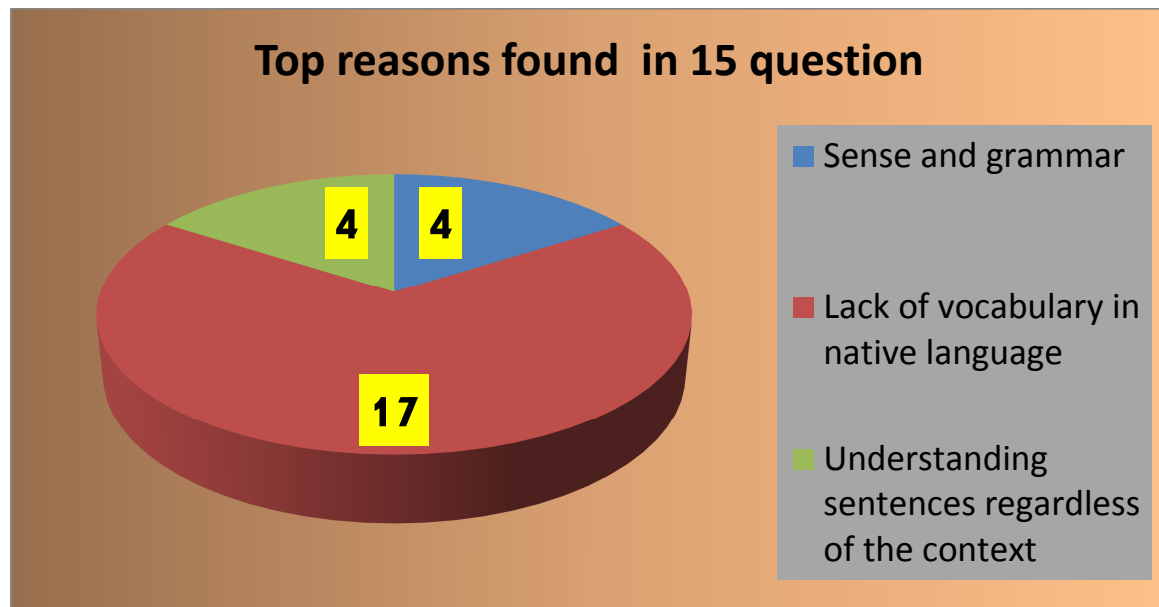
Therefore these 25 replies, 4 manage to have the relevance to use spoken words or phrases in a particular context, where the term highlighted in question is the word "speak",

where that verb wouldn't fit within the context of a social network like Facebook, Whatsapp or Messenger since there is only a written communication and where the word "chat" exists and combines all forms, but is used in situations specific as described here, and indeed few people use it for this type of situation.

Moreover 17 replies accomplished into a more open aspect which is the meaning of a sentence, where no matter what verbs or connectors that are used, but the meaning of the phrase in this context, where what you finally want is to understand that: "a person, individual or user is not connected, available u online and not possible to speak, chat or interact" with this within the framework of a social network and not the understanding that the use of the words must be applied according to a specific situation and match according to what you want to say.

The foregoing can be deduced using spoken not only in these contexts is very basic and hence is limited to using a reduced vocabulary, where the lack of knowledge in these cases, a verb (chat), that applies perfectly to the context described in the question, is not perceived, and in the other hand, other verbs that are used but are introduced, not always meet the function to make a good use of the native language. Another aspect to highlight in this question is the practicality of a person to speak or express themselves, no matter many times that what it says is this bad and that the ultimate goal is to understand with short phrases or sometimes omitting the correct order of a sentence you want to communicate without being aware of abuse towards the native language.

Interview

USE OF THE SPOKEN SPEECH IN MOTHER LANGUAGE FROM THE ECCI'S MODERN LANGUAGES STUDENTS **RESEARCH INTERVIEW (To modern languages students)**

DATE: Year_____ Month ___Day ___ Student name:_____ Code:_____ Address: _____Telephone number_____ Mobile number: _____ 6. E-mail:_____

1. As a Modern Languages student, do you feel more responsible of making a good use of your native language?
    _____
    _____

2. Do you think that as a Modern Languages student your vocabulary responds adequately to the context of a Spanish conversation in different contexts?
    _____
    _____

3. Does the use of the native language depend on the context it is used? Why?
    _____
    _____

4. Do you think that learning the correct use of your native language contributes to your professional development?
    _____
    _____

5. Is it important for you having a good use of your native language before starting to learn a second language?
    _____
    _____

6. Do you think that learning a second language helps to your native language improvement?
    _____
    _____

7. On a scale of 1 to 5, where 1 is poor and 5 excellent, qualify you as well speaking the native language in comparison with foreign language? What do you think about it?
    _____
    _____

8. What do you think the best tool would be (the best tool) to master your native language?
_____
_____

9. Has your reading habits changed after the professional cycle?
_____
_____

Interviewer name _____

Interview recordings

The main interviews related to the categories' analysis:

B-BALARAM OVIEDO.amr

C-LAURA DELGADO.amr

I-ERIKA VALERO.amr

A-ANDREA SORA.amr

Link google docs

https://docs.google.com/spreadsheet/ccc?key=0AvwxZtNvtl5RdHB4QkpEQmZ3M21Qdl

JRakN5WGJ4bWc&usp=sharing#gid=1

Color coding

Surveys

Confusion about the preposition particle	Articulation and formation of sentences with particles of language	Lack of vocabulary	Lack of observation	Words with many meaning	Accent has more importance when people talk.	Relevance by particles like verb and substantive in comparison with prepositions	Lack of knowledge about object direct e indirect	The particles of a language in a specific context	Analysis of particles between context and sense	Lack of recognition about Anglicism with proper noun.	Appropriate use of words with the same sound, but with different meaning	Mistreat of native language with nonexistent words.	Verbs can conjugate in different ways.	Carelessness to speak about native language
Value according to the context	Similarity between preposition	Lack of awareness of connector	Confusion between prepositions and contractions	Importance of the accent	Lack of adverbs		Lack of knowledge about the words in the native language	Sense between noun and complement	More attention between reading, listening and speaking	Bad use about articles and lack of knowledge about the origin of the words	Difficulty in understanding spoken.	The structure of sentence is not taken into account.		Misunderstanding of phrases regardless of the context
														Talk nonsense according to context write, no articulation

Interviews

Responsible with the native language and example for other students.	Lack of vocabulary in native language in specific contexts	Native language different use in different context.	The work environment is highlighted like a goal in a Modern Language Student.	Is important to have a good basis in native language to learn a foreign language.	Foreign languages to feed back the native language	The Modern Language Student speaks in a high level the native language in comparison foreign languages learned in the university.	Reading is a best skill to master the native language	Personal and professional development
Develop skills for another foreign languages	Good recognition about native language for increase the vocabulary	A Modern Language Student has the ability to handle different contexts, but with logical and correct vocabulary	Is necessary to handle properly a native language in order to have success in a company.	Grammatical rules in each foreign language are more relevant than the native language.	Structural in each language allows to compare punctual aspects according to native language	Spanish language and no one language would not speak perfectly.	Lack of reading in the education decreases a correct learning in a native language.	The habits reading changed the mind in order to improve the bad use according to the language.
Appropriate way to speak the native language.	Good vocabulary responds about the career and the life experience	No matter the context, it is important the proper use of the native language	The native language can support the development in a foreign company	Full knowledge about native language makes a good use in a second language.		Due to practice, students can speak in a best way in another language.		Topics about books are more interesting after the professional cycle

Codes

Rules and lack of knowledge in a university stage about particles of a sentence are important in order to speak correctly.

Vocabulary is essential to increase a good spoken use of a native language in a Modern Languages Student.

Personal commitment and responsibility with the native language like the first language acquisition and relevance in comparison with foreign languages.

The structure of native language sometimes does not respond to the sentence particles.

The written structure modifies considerably a good spoken use of native language

The native language a popular level is more interesting than foreign language, but it is not taken into account like part in a university.

Companies are a target of Modern Languages Student with the basic support of the native language.

Modern Languages Students show changes after finished the major and improve skills about native language.

Good use of native language reflects a good use in a second or foreign language and a good learning in the university.

Codes reference with surveys and interviews

INSTRUMENT+	QUESTION+	LETTER (STUDENT)	=	CODE
Survey	1	A		S1A
Survey	2	B		S2B
Survey	3	C		S3C
Survey	4	D		S4D
Survey	5	E		S5E
Survey	6	F		S6F
Survey	7	G		S7G
Survey	8	H		S8H
Survey	9	I		S9I
Survey	10	J		S10J
Survey	11	K		S11K
Survey	12	L		S12L
Survey	13	M		S13M
Survey	14	N		S14N
Survey	15	O		S15O
Interview	1	A		I1A
Interview	2	B		I2B
Interview	3	C		I3C
Interview	4	D		I4D
Interview	5	E		I5E
Interview	6	F		I6F
Interview	7	G		I7G
Interview	8	H		I8H
Interview	9	I		I9I