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Language Attitudes and Motivations

Towards Learning English in A Coruña

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ABSTRACT

The following pages of this paper will reflect upon the concepts of attitudes and motivations, and on a study carried out in the city of A Coruña which focused on adults learning English in small language academies. It is divided in four main parts: an introduction, the part on attitudes and motivations, a study on language attitudes and motivations towards learning English in A Coruña, and a conclusion.

The main objective of this paper is to understand what motivates these adults to learn English and what are their attitudes towards the language. As a main hypothesis it was established that adults over 18 have economic motivations to learn English. To acquire the necessary data questionnaires were distributed around language schools in A Coruña, reaching a total of 107 English learners. In the result the main hypothesis is proven to be correct.

1. Introduction

1.1. Objectives

The study of language attitudes and motivations has always been important because it has helped to understand the behavior of a particular group of people towards a certain language; in other words, it has helped to understand why a certain group of people want to learn and speak a language. The increasing importance of the English language, helped by social media and the sudden demand of it by the population around the world, has caused many social scientists and linguists to look further into this matter.

The main objective of this paper is to understand why adults from the city of A Coruña who attend language schools want to learn English, and what motivates them to do so. Another objective is to help teachers of English understand what motivates students to learn English. Finally, this paper aims to contribute to research on the matter in general, marked out by the works of social scientists like Peter Garrett and Nikolas Coupland, psychologists like Robert C. Gardner and Wallace E. Lambert, and linguists like Zoltán Dörnyei and Richard Schmidt, among others.

1.2. Hypotheses

The general hypothesis for this paper is that adults over the age of 18 living in A Coruña have economic and professional motivations towards learning English as a second

language¹. That is, they are motivated to learn English because they view it as a means to having a more prosperous and successful life. However, each age group may have specific economic and professional motivations.

The first age group (from 18 to 24 years old) is typically formed by unemployed students or part time job students. These young adults are shaping their identity, learning how the world outside their parent's wings is, figuring out what they expect of their own lives, deciding what job they want to have, where they want to live, etc. Concerning this age group, one **specific hypothesis** is that young adults view the English language as a way to pursue a professional career, as an extra skill to stand out from the rest. They are motivated by the fact that important companies are looking to employ people with an adequate level of English for business.

The second group (from 25 to 40 years old) is formed by adults who may or may not have a job. For the unemployed adults, their motivations towards the English language would be the same as the young adult's motivations; a means towards a professional career. On the other hand there is another **specific hypothesis** concerning employed adults: that their motivation towards the English language is triggered by the desire of growing professionally in the company they work in which could mean getting promoted. Other employed adults between the ages of 25 to 40 may be motivated by the fact that the company where they work may be expanding to other countries, so they need to learn English in order to communicate with associates abroad.

¹ I will refer to "second language" or "L2" as the learning of English as a non native language, even though in a context such as Galicia English may be learned, actually, as a third language.

These motivations for learning English as a second language, whether employed or unemployed, can extend into the next age group of adults (from 41 to 60 years old), also known as middle aged adults.

Finally, another **specific hypothesis** is that older adults from the age of 60 onwards have very different motivations towards English than the rest of the adults. Due to their retirement there is no need to use the English language with professional goals. Their motivations would be more directed towards increasing knowledge or their cultural base per se.

In order to test these hypotheses and identify the different age groups' motivations towards learning English, a sample of the population of adults between the ages of 18 and 60 living in A Coruña and studying English at different language schools was surveyed as it will be described in the following section.

1.3. Methodology

In the elaboration of this final project there were many factors to take into account which will be hereafter explained.

1.3.1. Choosing the population sample for the study

Choosing the population that was going to be studied was a primary decision for this paper in order to get the appropriate data. The group of people in which the paper would focus had to have three features: they had to be learning English, being that the aim of this paper is to find out the motivations and attitudes that English learners have towards the

English language; they had to live in A Coruña, or surrounding areas, as a valid representation of a middle-size Spanish city; also, because this project is being presented in A Coruña it was important to contribute to knowing more about its own citizens; finally, they had to be grown-ups (over 18 years old). Adults have a clearer motivations towards learning a language, they are more aware as to why or why not they choose to do certain things, and they mostly make decisions concerning their personal interest. Younger subjects were not chosen because typically, they are still dependent on their parents decisions and financial aid a circumstance which may influence their attitude and motivations towards learning English.

The next step was to determine the size of the sample to be studied in order to collect relevant and accurate data. Given the scope of this final project, it was decided that the target population of English would be surveyed, and that the sample should be between 100 and 200 respondents, in order for people of different ages, sexes and occupations to be represented. Of course the task of finding between 100 and 200 people randomly that fulfilled the features listed above would be challenging; it was thus decided to focus on small language schools or academies in A Coruña where adult learners of the English language were bound to be found.

1.3.2. Choosing the teaching academies

This decision brought other matters to solve. In A Coruña there are over 50 language academies, as was found out through telephone directories and internet searches. How many academies where necessary to reach over 100 people? And, which ones should be picked? It was estimated that there are at least 10 adults per academy; this estimation came from a

previous work experience at a small language school where there were 15 students which were adults; a conservative estimate was then that each language school has at least 10 adults enrolled. Therefore, between 10 and 20 academies would be necessary to achieve the number of people desired. In case any difficulties arose, which they did (some language schools were closed and others were only for kids), the best decision was to choose 20 language schools to make sure that at least 100 people were surveyed. The academies were chosen randomly, a list was made of 56 language academies which appeared on Google. The academies were numbered correlatively from 1 to 56, then an online, random number generator programme called “no setup” [http://nosetup.org/php_on_line/numero_aleatorio_2] selected 20 of the 56 numbers, thus generating a list of 20 academies. Given this 20/56 ratio, this procedure was considered to yield a representative random sample of English schools in A Coruña.

1.3.3. About the questionnaires

The initial idea was to visit each language academy and spend not more than 10 minutes with each group of adults to answer the questionnaires, but that procedure was time consuming, and some of the adults were not willing to miss hours of class or even stay for a few minutes after the class had finished. Having thought about this, it was necessary to come up with a solution to survey the adult. There were three solutions to choose from: interviewing them individually or in small groups, distributing questionnaires to them and collecting them after a given time, or doing group talks instead. In order to acquire the necessary data it was decided that the best idea was to approach the subjects in a direct way,

that is, using large-scale questionnaires (Garrett 2007). Questionnaires provide a high level of representativeness, meaning that they can reflect with near exactitude what the larger population thinks, they are easy to distribute and also easy to collect once they have been filled in, and they are precise when it comes to measuring the data.

Having chosen the way to question the subjects, there were many issues to consider; the type of questionnaire that was going to be used, its content, and its length and duration. Furthermore, the questionnaire had to be visually appealing for the respondent; if it looked too long it would throw the people off or, if it took too long to answer it could yield inaccurate results since the subject could answer randomly just to finish it. The questionnaire needed to gather the required information for the study by looking simple, neat, and easy to answer. After taking this into account it was decided that it would be a close-ended² questionnaire with the format of a table with scales.

The table had nineteen statements placed vertically on the left side of the table, and six response options placed horizontally on the top. These possible responses represented the degree of agreement or disagreement the subject could express towards a given statement starting, from the left, with the highest degree of agreement and ending, at the right, with the highest degree of disagreement as seen in the following image.

² Closed-ended statements limit the answers of the respondents to response options provided on the survey

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
1. I am learning English to travel around the world // Aprendo inglés para viajar por el mundo // Eu aprendo inglês para viajar pelo mundo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. Sample of statement and response options.

As for the content, it was decided that the survey began with three general statements which represent the three topics which will be dealt with in the study of language motivations towards learning English in A Coruña: *economic* motivations ('I am learning English to get a job'), *social* motivations ('I am learning English to travel around the world'), and *cultural* motivations ('I am learning English because I like learning new languages'). But this general information was not enough as data; more needed to be added to the questionnaire so that consistency in the type of answers could be found. For this reason it was decided to add fifteen specific statement which would be placed randomly after the three general ones. There were **five** statements per each general statement, that is: five statements reflecting in five different ways the economic motivation, five statements reflecting the social motivation, and five statements reflecting the cultural motivation. In this way it would be easier to identify the motivations of the subject by checking for consistency in his or her answers, that is, verifying that the answers chosen by the subject followed a given topic. After these statements, another one was added ('I am learning English because everybody else is doing

it') for those who lacked motivations or simply were unaware of their motivations. All of these made a total of 19 close ended statements. Finally, an open ended³ question was placed separated from the table (as seen in the image below) in which the subjects could add extra information regarding their motivations towards learning English which could be helpful for the study.

20. You may write any additional comment on why you are learning English // Puedes escribir cualquier comentario adicional sobre tus motivos para aprender inglés // Podes escribir calquera outro comentario sobre as tuas motivacions para aprender inglés

.....

.....

.....

.....

.....

Figure 2. Final, open-ended question regarding English-learning motivations.

It was also fundamental to add an extra page, prior to the main part of the questionnaire, with personal questions concerning age, sex, occupation, and level of English (as can be seen in the following image) to gather information about the subjects which was

³ In open-ended questions, subjects may supply their own answers.

necessary to test the different hypotheses regarding specific motivations by age group:

Age/ Edad/ Idade

Sex/ Sexo/ Sexo
Marca solo un óvalo.

Male/ Masculino/ Masculino

Female/ Femenino/ Femenino

Other/ Otro/ Outro

Occupation/ Ocupación/ Ocupación

Your level of English/ Tu nivel de Inglés/ O teu nivel de inglés
Marca solo un óvalo.

Basic/ Básico/ Básico

Intermediate/ Intermedio/ Intermedio

Advanced/ Avanzado/ Avanzado

Figure 3. Questions on respondents' background.

As can be seen in previous figures, the questionnaire is written in English, Spanish and Galician, so that the subjects could comfortably fill in the questionnaire in the language of their choice.

After everything was properly placed and the questionnaire was successfully finished, ten questionnaires were printed out and distributed in a language academy as a pilot study in order to see questions such as how long the subjects took to fill it in, whether they understood the content and the purpose of it, or what things needed to be changed. After this the rest of the questionnaires were distributed through the academies as shall be explained later.

2. Language Attitudes and Motivations

2.1. Introduction

Since after World War II the English language has been spreading around the world. It became the language used by traders and intellectuals in Europe but also in non colonized countries. These latter had been named by Kachru (1983: cited in Coupland, 2010:45) as an “expanding circle”. Said territories used the English language to communicate with outsiders and they identify it as a foreign language. The following figure, elaborated by the university of Bremen which adapted from Crystal, D. (1999), *The Cambridge Encyclopedia of the English Language*. Cambridge: CUP, p.107, can bring a better understanding of this concept.

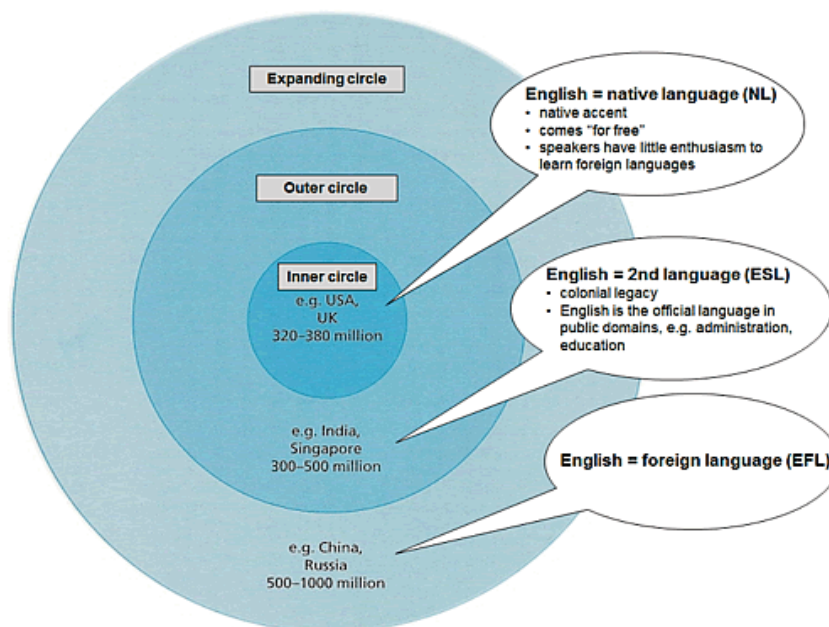


Figure 4: Kachru's three-circle-model

Almost any country in the world wanted to trade with the UK or the US, which caused the expansion of the English language to accelerate.

Nowadays researchers have confirmed that English is the most taught language in the world, and even though there are languages with more speakers, such as Hindi or Mandarin, the English language is the prime vehicle for economic, political, cultural, and social relations.

For the purpose of our analysis of language attitudes and motivations in A Coruña, it is important to understand these two concepts (language attitudes and motivations) and what they imply; the following sections will deal with attitudes and motivations from a theoretical point of view. McKenzie's work (2010) has been crucial for the information and structure of the section with his study of attitudes done on the population of Japan, very similar to this one; and Gardner (1985) has been influential on the part on motivations with his ample researches on the matter.

2.2. Language attitudes

2.2.1. Defining attitude

Since the 1920s, attitudes have been and continue to be the focus of a great deal of research throughout the social sciences, especially in the field of social psychology.

Defining the concept of attitude has been a complex task which has led to many disagreements. Some of the definitions one can find are the following:

- “A summary evaluation of an object or thought” (Bohner and Wanke, 2002: cited in McKenzie 2010: 19).
- “A disposition to react favourably or unfavourably to a class of objects” (Garrett, 2007: 116).
- “A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (C. Baker, 1992: 11).

The main problem that researchers have in finding a suitable definition for “attitude” concerns the similarities with other concepts in social psychology such as “belief”, “opinion”, “value”, “habit”, “trait”, “motive”, and “ideology.” However, a precise definition of the previously mentioned concepts will help to determine what an attitude is not and, that way, it will indirectly help us delimit the meaning of attitude.

Regarding *belief*, it is useful to differentiate between two types: *descriptive belief* and *prescriptive belief*. A descriptive belief involves a perception or hypothesis about the world we live in, e.g., that a fat person eats too much unhealthy food. A prescriptive belief contains a modal verb such as “should” or “ought to” in the subject’s statements, e.g., that a pregnant woman should not drink alcohol. In second place, opinions can be defined as *verbalized beliefs* which may reflect an *implicit attitude*. Furthermore, a value can be defined as a “higher ideal which an individual strives to achieve” (McKenzie 2010: 20). A *habit* is thought to be a routine that is essentially a behaviour, whilst a *trait* is defined as the tendency to behave a certain way. On the other hand, a *motive* can be defined as “goal specific”, and

finally, an *ideology*, according to Garrett et al, refers to “a patterned, naturalised set of assumptions and values associated with a particular social or cultural group” (2010: 20).

2.2.2. Mentalist and behavioural theories

Concerning research on attitudes themselves, there have been two general theories: the *mentalist*, also known as *cognitive*, and the *behaviourist*. Both theories have in common that they support that an individual is not born with attitudes, but instead, he or she learns these attitudes by socialising during the period of childhood and adolescence.

Behaviourism is a scientific theory that believes views all human activity as reducible to behavioural units. Behaviourism argues that an attitude can be inferred from the responses that an individual makes to a given situation. This approach is mainly criticised for its regard of behaviour as the determinant of an individual’s attitude, when ultimately, there are other factors that influence the behaviour of an individual such as age, gender, provenance, group membership, language background, etc. Also, as a researcher in this matter, Colin Baker (1992) notes that “observation of external behaviour can easily result in mis-categorisation or wrongful explanation and as such, cannot be viewed as a reliable predictor of attitude.” Human beings are not as strongly bound to the law of behaviour as animals or objects, and can choose to behave a certain way in order to hide true feelings thus making it difficult to rely merely on behaviour to ascertain attitudes. Nevertheless, even though the behaviourist view of attitudes has largely been discredited by many, as psychologist R. Perloff (2003:

cited in Mackenzie 2010: 21) states, it should not be completely discounted because in a way attitudes are often thought to directly influence behaviour.

On the other hand, most research done on attitude has taken the *mentalist* view. Mentalism argues that attitudes are an “internal state of readiness”, which when given a determinant stimulus will trigger a determinate response of the individual. They believe that there is not a direct way to observe attitudes, but that they can be inferred from the respondents introspection. For this reason mentalist researchers can rely on a report from the individual about their perceptions. Mentalists differentiate between three components that form an attitude: the *cognitive*, the *affective* and the *conative*. Recent research in psychology suggests that not all of three components have to be present in a given attitude and that the components are not always distinguished from one another.

Mentalists believe that an attitude has a cognitive component when it encompasses an individual’s descriptive belief; for example, a person from A Coruña may believe that learning English will lead to an employment opportunities. On the other hand, mentalists propose that the affective component of attitude includes an emotional response to an object, situation, etc;for example, an English learner can express love for English literature. Affective responses can be verbal or nonverbal. Some examples of a verbal affective component include expressions of anger, disgust, or appreciation⁴. The affective component sometimes has a strong effect on attitudes even when no cognitive component seems to appear: “a listener, for instance, unable to identify a variety of urban speech, such as New

⁴ **Nonverbal responses** can include body language and physical symptoms: dilatation of the pupils, change in heart rate, etc. But, measuring attitudes focusing on the nonverbal response it is very complex due to the difficulty to classify whether changes in body functions indicate favourable or unfavourable attitudes.

York speech, may feel it is ‘ugly’ nonetheless and evaluate the speech of the speaker negatively” (MacKenzie 2010: 22). Furthermore, the conative component of an attitude refers to an individual’s predisposition to behave a certain way, for example, attending or not to a language school to learn English. But, as mentioned above, there is controversy on whether attitudes can predict and explain behaviour. Social psychologists, however, are generally in agreement that, if measured appropriately, attitudes are a major determinant of behaviour.

2.2.3. Language attitudes and second language learning

Language Attitudes are a type of attitudes investigated by social scientist and linguists. The term “language attitude”, however, encompasses specific possible dispositions such as; attitude towards language variation, dialect and speech; attitude towards learning a new language; attitude towards a specific minority language; attitude towards language groups, communities and minorities; attitude towards language lessons; attitude towards the use of a specific language; attitude of parents towards language learning; and finally, attitude towards language preference (Colin Baker 1949: 29). This section as well as this study will be focusing on attitudes towards learning a second language, in particular, the English language.

Research has shown that, in comparison with other school subject materials, attitudes towards learning a second language is related to language achievement. R. Gardner (1985: 42- 43) discusses some studies done to prove this point. The first one he mentions was conducted by D. Jordan, where he develops a Thurstone⁵ type scale to measure attitudes

⁵ **The Thurstone scale** was the first technique, developed by Louis Leon Thurstone, to measure an attitude. It includes a number of statements about a particular subject area (each statement has a numerical value). The respondents have to check each of the statements to which they agree, and a mean score is computed,

towards five school subjects amongst 231 boys between the ages of 11 and 15 living in England. The results were merely suggestive, but they strengthen the conclusion that attitudes toward learning languages are more related to achievement than attitudes toward many other school subjects (Gardner 1985: 42).

The concept of attitude towards learning a second language is complex; not all the aspects of language attitudes are related to achievements. Attitudes towards learning a second language have been also shown to be related to other factors such as sex, where researchers have demonstrated that girls present a more positive attitude than boys, and it is generally recognized that girls are more successful at learning languages than boys. There are other factors that influence attitudes towards learning a language such as location. It has been demonstrated that attitude towards learning English as a second language varied from one area of Canada to another one. Studies have also indicated that attitudes towards learning a second language become less positive with age; though the reasons for this pattern are not clear, there is evidence that suggests that this decrease is related to achievement. "The older students tend to have more knowledge of the language, hence the assessment of their achievement probably has more to do with their knowledge of the language than that for younger students" (Gardner 1985: 43).

2.2.4. Approaches to measuring language attitudes

Since the early 1960s a variety of methods and techniques have been employed in the research of language attitudes. These methods are generally grouped into three categories: the

indicating their attitude. (Edwards 1983: 20).

societal treatment approach, the *direct approach*, and the *indirect approach*, which will be hereafter explained.

2.2.4.1. Societal treatment

The societal treatment is typically conducted through participant observation, ethnographic studies or observational studies, or by the analysis of various sources within the public domain – for example, “the discourse of government or educational policy documents, employment and consumer advertisements, novels, television programmes, cartoons, style and etiquette books” (Garrett 2007:116). Yet, the societal treatment approach is very often considered insufficient by language attitude researchers. But in contexts where the access to information is impossible to obtain or where time and space are limited it may be appropriate to use this approach. Furthermore, the societal treatment approach can be used combined with other approaches for a more complete sociolinguistic analysis, but not on its own.

2.2.4.2. Direct approach

The direct approach consists simply on asking people to report what their attitudes are in a self-analytical manner. This kind of approach is used in large-scale surveys, for example of attitudes in second language learning. Most of the direct methods base themselves on information obtained from questionnaires or interviews. Henderson et al. (1987; cited in McKenzie, 2010:42) distinguishes between research instruments which ask for verbal responses and research instrument which ask for written responses. Some examples of

research instruments which ask for verbal responses include interviews, surveys (oral or written) and polls.

“An interview involves a face-to-face meeting between two or more people where the interviewees respond to questions posed by the interviewer(s). The questions may be predetermined but the interviewers have the freedom to pursue interesting responses if required. The interviewer(s) most often takes notes of the informants’ responses during the course of the interview and subsequently write a full summary following completion of the meeting” (McKenzie 2010: 42). On the other hand a survey is a well structured interview that may or may not take place face-to face. It can be conducted over the telephone (verbally), it can be answered over the internet or it can be answered manually but privately. For this reason a survey can be a research instrument which asks for oral or written response. Furthermore, a poll is mostly a tally, where the respondents are presented with a short number of options and respond accordingly.

Amongst the examples of research instruments for written responses there are: surveys, that was previously mentioned, questionnaires, and attitude scales. Questionnaires are often used when the researcher requires answers to a number of questions. They can be designed to provide an overall or a particular score depending on each question. An attitude scale is a specific type of questionnaire, as McKenzie (2010: 42) states “it is designed to ensure that the sum of several responses yields a single score, which represents one overall attitude.” Attitude scales present an advantage and it is that they ensure consistency. But attitudes researchers are always wary of response biases: in particular, answers that people may give to please the research or answers that express what people think should be the

correct answer rather than what they really think. For this reason researchers have to consider some factors in the preparation of the interview, questionnaires, etc, in order to acquire the necessary data such as not using certain words that can hurt the sensitivity of an individual (words like black, free), not making questions that force a determinant answer, and not asking hypothetical questions of how the individual would behave in a certain situation because the answer would be unreliable.

2.2.4.3. Indirect approach

Regarding the indirect approach, Garret (2007) notes that it consists on the respondent judging and differentiating a language along three primary dimensions: superiority (for example prestige, intelligence, and competence), social attractiveness (for example the feeling of it being friendly, trustworthy) and dynamism (like enthusiasm and liveliness).

An indirect approach to language attitude measurement, more frequently than not, involves misleading respondents and observing them without their awareness which can make the respondent feel deception. For this reason it would be correct to later inform the respondent on the purpose of the research. The indirect technique which is most frequently used for the measurement of language attitudes is the *matched-guise technique*, also known as MGT. It was developed in Canada by Lambert in the late 1950s, it's objective was to trigger attitudes towards different speech varieties and the speakers of these varieties indirectly.

“The procedure involves respondents listening to a series of single speakers who read out the same prepared text. The texts differ in one aspect only; they are read out in a number of accents. For the duration of the task, informants are told that they will listen to a variety of different speakers, when in fact, it is the same speaker recorded speaking in a number of different guises. Respondents are required to listen to each recording and to evaluate the speaker, most often on a bipolar semantic-differential scale, in relation to a number of personality traits (e.g., educated/uneducated, honest/ dishonest). The listener-judges’ ratings on the semantic-differential scale are thus considered to be representative of their stereotyped reactions to the language or language variety concerned” (McKenzie 2010:50).

Generally, attitude researchers have used semantic- differential scales for gathering data for their studies with an uneven number of points in order to provide informants with a neutral position on the scale. It is also believed that the optimum number for a semantic-differential scale is seven, because less points has been said to irritate respondents and more points to produce unsatisfactory distributions (Lemon, 1973: cited in McKenzie 2010: 46). The use of semantic-differential scales has a number of advantages which distinguish it as an instrument of attitude measurement. First, semantic-differential scales offer higher levels of test-retest reliability and validity in comparison with other instruments, such as Thurstone scales and Guttman scales. Secondly, as they are relatively easy to set up, administer and code, the use of semantic-differential scales are favourably cost-effective. Thirdly, they provide a measure of attitude intensity, an important attribute of any attitude held.

2.2.4.4. Mixed methodological approach

As has been mentioned above, there are problems with each of the approaches to measure language attitudes. Relying on a single method can generate misleading conclusions. For this reason researchers choose to design studies which use several methods to discover how the methods may complement each other and bring more certainty into the results, as well as a greater range of insights and more contextual specification of the language attitudes investigated (Garrett et al., 2003: 220). Researchers have claimed that direct questioning is of much better value used in conjunction with indirect methods. McKenzie (2012: 52) states that Ladegaard (2000: cited in McKenzie, 2012: 52) maintains “that because the measurement of attitudes towards languages or language varieties is so complex, researchers need to rely on a number of different techniques of measurement, direct as well as indirect, particularly in the investigation of attitude-behaviour relationships in language.”

2.3. Language motivations

2.3.1. Defining motivation

Motivation is a word that is used widely and more often than not it is taken for granted. Although it is used frequently, its meaning can cover a very wide spectrum and sometimes one may wonder if, while talking about motivation, is referring to the same concept or not. In fact, there have been doubts as to whether the term of motivations is something more than an umbrella term that covers a variable range of serious doubts as to whether motivation is more than a rather obsolete umbrella term for a wide range of concepts.

Motivation has been considered to have both an affective component (emotion) and a cognitive component; always is constant change and influenced by the internal factors of an individual (individual curiosity or interest) and the external factors (his or her environment, language attitudes influenced by the relationships within language communities, etc.). Perhaps the only thing about motivation that most researchers would agree on is that it, by definition, it concerns the fundamental question of why people behave as they do. Accordingly, motivation determines the reason for a particular behavior in an individual and the amount of effort expended on it. This seems to be quite self explanatory, and yet, there are still problems with the concept. The problem lies in the fact that humans can be influenced from external motive (incentives, punishments, threats, etc.) which can shape the behaviour of a person. There is also internal motive for doing things such as the love of money, one's faith, the love for one's family, and many more. To complicate things a little more, these motives can impact on one's motivation at the same time and interact with each other, either in a permanent or temporary basis. However, in spite of the complexity upon what lies behind our motivation, human beings can discern in a clear manner the state of being motivated and also grade the intensity of the motivation.

2.3.2. Motivation and second language learning

The term of motivation answers to the question of "why does an organism behave as it does?", that is, the reasons for which an organism (in this case a human being) does a certain thing or acts a certain way. There are four aspects that are involved in a motivation; a goal,

effortful behaviour, a desire to attain the goal, and favorable attitudes towards the activity (Gardner 1985: 50). The goal, unlike the other three aspects, is not measurable component of motivation, it is a stimulus which leads to an increase of an individual's motivation. Through the other three aspects, one can measure the intensity of an individual's motivation, while the goal is reflected in orientation to study a language.

Dunkel (1948, cited from Gardner 1985:51) did an analysis on second language learning in which he differentiated between the type of motivation and the intensity of the motivation. The intensity of a motivation answers to how motivated is the individual to learn a language, and the type of motivation, focus of this study, answers to why the individual is studying a language. Each person may have a specific reasons to learn a language, but in order for those reasons to be considered a motivation they have to reflect a kind of goal concerning language learning. That means that the individual has to be learning a language as a means to achieving something. For this reason statements like, " I am learning English because I have to" or " I am learning English because my parents made me" do not reflect motivation but, on the contrary, the lack of it.

Once the reasons for learning a second language have been clarified and they reflect a goal, it is possible to classify them into orientations. Gardner and Lambert (1986b cited from Gardner 1985:51) make a distinction between three orientations: assimilative (reflects the aim of an individual to become like a determinant culture who speaks the studied language), integrative (it reflects the aim of the individual of learning a language to become part of both cultures), and instrumental (it reflects the economic advantages of learning a language). Other researchers have made distinctions between other orientations, like for example Clément and

Kruidenier (1983, cited from Gardner 1985:52) makes a distinction between four orientations: instrumental, friendship, travel, and knowledge. For the purpose of this study a distinction between orientations has also been made (in this case there are three), economic (learning English with the aim of improving financial), social (learning English with the aim of expanding the individual's social circle), and cultural (learning English with the aim of acquiring knowledge).

Motivation intensity is measured by determining the amount of effort an individual expends to learn a second language. So far this has been measured by asking the individuals how much time they spend doing activities concerning to language learning like, extra activities or homework, studying at home, etc. However, focusing only on intensity does not help to understand the concept of motivated behaviour. For example, two individuals can present the same level of motivational intensity, but differ in the affect concerning their behaviour. That is, both can do the same amount of homework, or study just as hard, but one of them may have more positive attitudes towards the language. Many examples may be cited similar to this one, but they all lead to the same conclusion; to make a complete representation of motivations four components are needed, a goal, effort, want, and attitude towards the activity.

3. A Study on Language Attitudes and Motivations Towards Learning English in A Coruña

3.1. Data

3.1.1. Carrying out the surveys

As was mentioned in the methodology, a list was drawn with the 20 language schools in A Coruña from which the population sample for this study would be obtained. The time came to distribute the questionnaires in the academies according to the list. The first problem appeared when some of the academies had to be discounted: some only taught students up to 15 years old, from 3 months old (which did not fulfil the desired profile); others were not language schools but academies of scholastic reinforcement; and yet, others were permanently closed. For this reason another list was drawn, while keeping the academies that did not present any problems. But this time the method for choosing the academies was different; in order to get representation from the whole city, a list was drawn with the English academies there were in each main area of A Coruña (Monelos, Matogrande, Eirís, Os Castros, Os Mallos, Juan Florez, Monte Alto, Catro Camiños, etc) and from each area an academy was chosen randomly by just picking their names written on pieces of paper.

Initially the idea was to distribute the questionnaires around 20 academies, leaving 10 questionnaires per academy, but because this was thought to be very time consuming for the scope of this paper, the number of academies was reduced to 10, leaving 20 questionnaires per academy. The new list was formed by the academies which initially did not present any problems and by the newly chosen ones.

3.1.2. Analyzing the data

Once the questionnaires were collected, the answers were introduced one by one and manually to “Google drive questionnaire”, an online platform which compiled all the answers from the questionnaires, and created graphics of such answer; it also had the possibility to organize the answers in an Excel document which was necessary to analyse the data and find the results.

All the manually introduced answers from the questionnaires were exported to an Excel document. With a global substitution, the possible answers were given values. As it was said in the methodology the questionnaire had the format of a table with six response options placed on top. These responses represented the level of agreement or disagreement the subject could express towards a given statement; starting, at the left, with the highest level of agreement and ending, at the right, with the highest level of disagreement, the student had to tick the answer which they felt coincided with them. Thus, “I totally disagree” was assigned a 1 and “ I totally agree” became a 6, and so on for the other possible answers in the Thurstone scale.

Once this was done, a global mean for each type of possible motivation (economic, cultural, social) was obtained. That is, a mean for learning English with a work orientation was obtained, a mean of learning English with a cultural orientation was obtained, and a mean for learning English with a social orientation was also obtained. Other means were also obtained in order to test the hypotheses. Once this step was complete graphs and tables were

created for a visual and better understanding of the results. Then, it was time to compare the actual results with my initial hypotheses.

3.2. Results

3.2.1. A study on motivations

3.2.1.1. Verifying the hypotheses

The idea of there being three main motivations (economic, social and cultural) towards learning English as a second language was a personal one which stemmed from observing society in general, but was reinforced by my reading of sociologist Pierre Bourdieu (2000: 134-164); He believes that every human being has three forms of capital⁶ in their life which produce benefits one way or the other: social capital (relationships, belonging to a group), cultural capital (cultural property, books, paintings, instruments, machines, etc), and economic capital (everything that is directly exchangeable for money).

The general hypothesis for this study was that adults in A Coruña have most importantly economic and professional motivations towards learning English as a second language. The results prove that this hypothesis is true. The economic motivation towards learning English as a second language has the highest mean score (4,36), followed by the social motivation (4,13), and lastly the cultural motivation (4,07); meaning that the majority of adults in A Coruña who are learning English as a second language believe they will have a better professional life if they learn English, and that idea motivates them to learn the

⁶ “Capital” can mean many things. Its specific definition depends on the context in which it is used. In general, it refers to resources available for use.

language. To help understand this tendency we may turn to the additional comments of the respondents about their motivation; out of a total of 23 comments, 9 make direct reference to learning English for the sake of getting a job or having a better professional career. Some of these comments state the following:

“In my opinion to have a high level in English these days is not an option. If you have high expectation in your career you have no choice and you should have a high English level, otherwise you'd be out of the market” (respondent A-01), “I’m learning English to improve my CV” (respondent A-03), “Learning English for⁷ to do my current work better” (respondent B-04), and “the main reason is to get a job” (respondent G-14), among others.

Even though the economic motivation towards learning English is shown to be the number one motivation, the other two motivations are not distant. Following the economic motivation is the social motivation with a mean of 4.13; many people find the English language useful for travelling abroad and communicating with others hence expanding their social circle. The motivation with the lowest mean was the cultural motivation (4.07). Fewer people are motivated to learning English for cultural purposes. What is interesting is that from the 23 additional comments, 11 refer to learning English because it is something the subjects enjoy to do for the sake of learning.

However there was a statement in particular which got the least result, with a total of 2.33; “I am learning English because everybody else is doing it.” As mentioned in the section on motivations this is not a motivation towards learning a second language because even though it reflects a reason for learning English it does not reflect a goal concerning the English

⁷ All answers are reproduced literally.

language. This result shows that there is a very small number of people who do not have any motivations for learning English or they simply don't know. This may or may not change with time.

Let us now look at the **specific hypotheses** regarding the age group of the subjects. The first specific hypothesis was that young adults between the ages of 18 and 24 view English as a way to pursue their professional career, and they are motivated by the fact that important companies are looking to employ people who know English. In other words, young adults are more economically motivated to learn English than they are due to other factors. This hypothesis has proven to be true. They show a mean of 4.64 in economic motivations, followed by a mean of 4.15 in social motivations, and lastly a mean of 3.86 in the cultural motivation. There is not a big difference between the mean of the three motivations. Regarding the extra statement about not having any actual motivations, young adults is the age group with the highest mean, even though it is still a low number (2.81). This could be because they are at that stage in life where the path they want to take in life is not completely shaped yet. As was already stated previously, in the questionnaire there were six statements (one general statement and 5 specific statements) concerning each of the three topics; in particular there was a statement concerning economic motivations which coincides with the hypothesis of young adults being motivated by the fact that important companies are looking to employ people who know English: "I am learning English because important companies hire, first, people who know English". From all the statements concerning economic motivation this was the one with the second highest mean (4.868), following the general

statement “ I am learning English to get a job”, which also proves the first specific hypothesis to be correct.

Adults between the ages of 25 and 40 show also an economic motivations towards learning English as a second language, with the highest mean (4.30), followed by cultural motivations (4.15) , and in last place social motivations (4.07). But, unlike in the other two hypotheses, the specific hypothesis concerning this age group could not be confirmed. This hypothesis was stated, in first place, that adults which are unemployed have the same motivation towards learning English as the young adults. Unfortunately there was only one sample of an unemployed adult, and even though the answers reflected this motivation, it is not enough to generalise. Secondly, it was proposed that employed adults had two specific motivations depending on their professional situation. Some were motivated by the fact that they could be promoted at work while other contemplated the fact that their company was expanding and they would need English to communicate with associates abroad. Interestingly the two statements which reflected these two hypothesis were the ones with the lowest mean: “By knowing English I will get promoted at work” has a total mean of 3.77, and “ I am learning English to work abroad” has a total mean of 3.56, hence proving that employed adult are not mainly motivated by this two factors. On the other hand, the statements “ Knowing English will help me work wherever I want” and “ I am learning English because important companies hire, first, people who know English” have the highest mean (4.93 and 4.81 respectively), thus emphasizing the fact that adults are motivated by knowing that they can get a job faster and anywhere if they know English.

Adults between the ages of 25 to 40 type of motivations

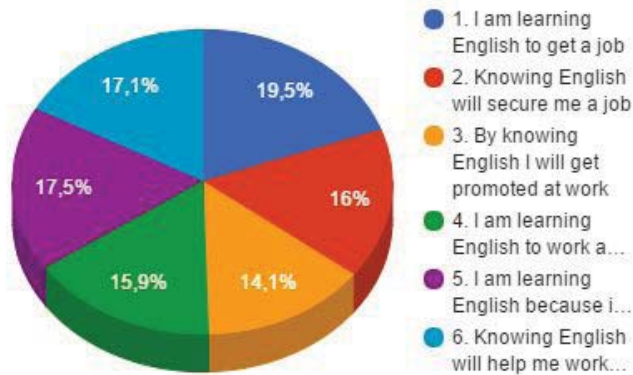


Figure 5: Adults’ responses to statements regarding the economic motivation in percentages.

Another hypothesis which was proven to be wrong was that middle aged adult between the ages of 41 and 60 have the same motivations towards English as adults between the ages of 25 to 40. Until the age of 42 the economic motivations seem to be the main motivations towards learning English regardless of whether one statement has a higher mean than the other. But, from 42 onwards there is a shift in motivations. The main motivation is the social motivation with a total mean of 4.34, followed by cultural motivations (4.30) and finally economic motivations (3.87). It is interesting to see that as people get older their motivations change, as they mature, they evolve, and their lives settle. Whilst at the first years of adulthood a job and a professional career have a primarily place in life, in our data later in life money becomes secondary for learning English and relations and knowledge are given more value.

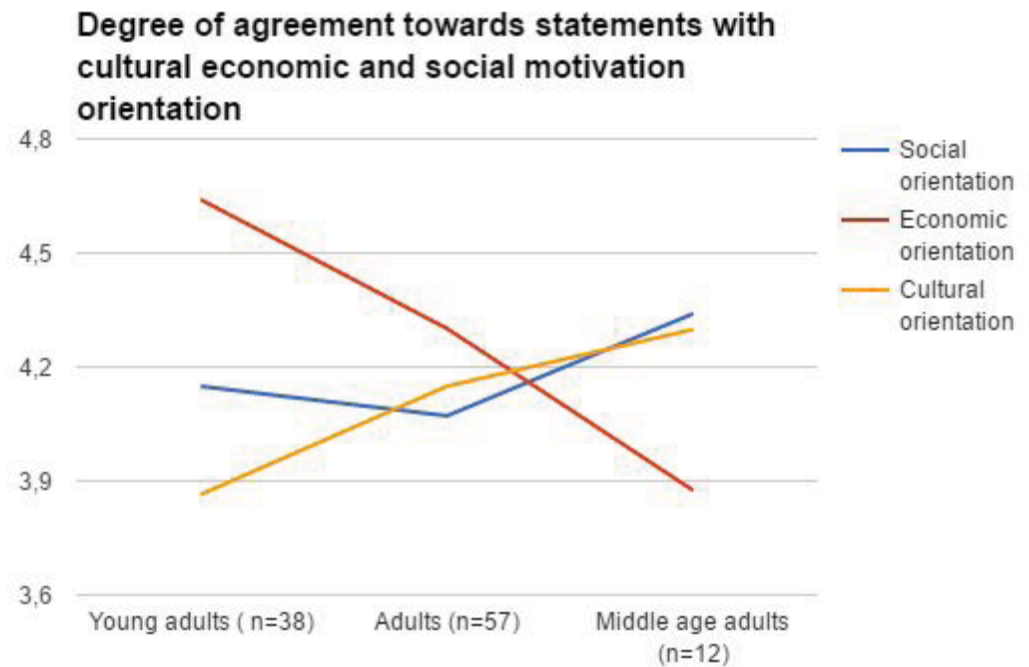


Figure 6: General results

This idea is also reflected in the fact that seniors (over the age of 60) have more cultural and social motivation than economic ones. Amongst the results there is only one case of a senior individual whose answers prove this point, but again, it is not possible to establish any generalisation.

3.2.1.2. Gender differences

Although the initial hypotheses did not focus on whether gender differences could be connected to different motivations, it was interesting to examine this once the results

were obtained. It was important to point out that there is a larger percentage of female English learners in A Coruña than there is of males, as can be seen in the following graphic.

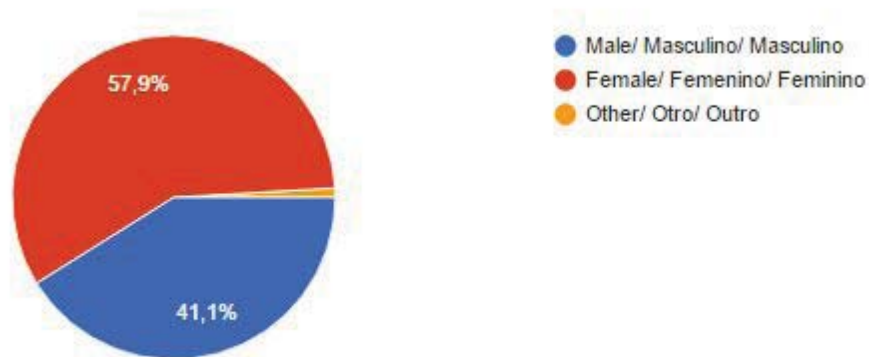


Figure 7: Percentage of students classified by gender

Out of the 107 individuals, 57.9% were female, 41.1% were male, and there was a 1% that identified as “other”, an option included in the questionnaire. This proves that female in A Coruña are more motivated to learn English than men. The reasons for this were not a focus on this study.

With some differences, both men and women seem to have economic motivations as the prime motor to learning English, but in spite of there being more female students than male students, the second group has a higher mean. The other motivations (social and cultural) present an inverted picture; that female students have a higher mean than male students. This leads to the conclusion that women are, roughly, equally motivated by economic, social, or cultural motivation whilst men’s economic motivations are more pronounced.

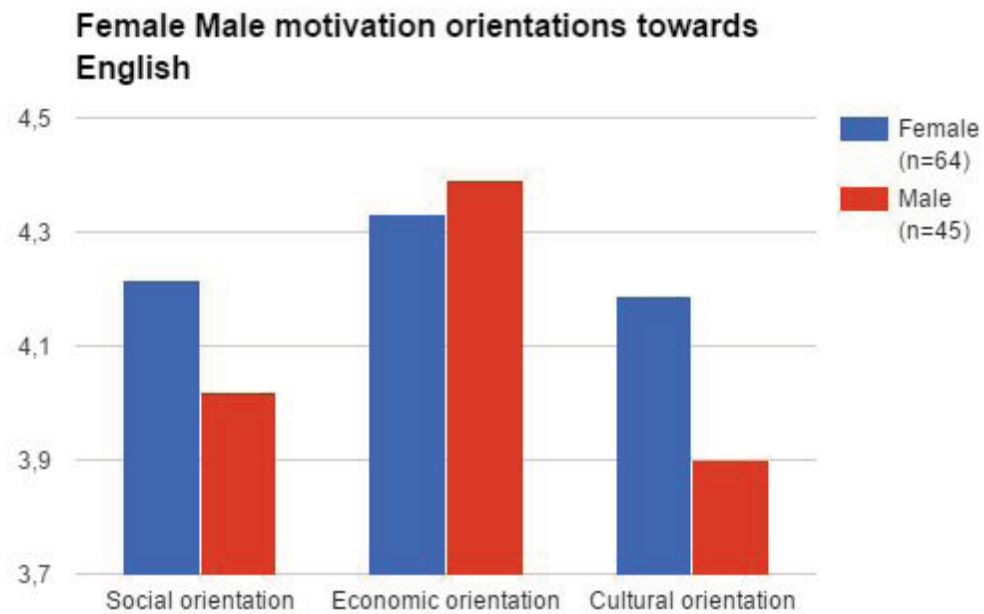


Figure 8: Male and female main motivation toward learning English

The extra statement on the lack of motivations towards learning English shows that even though both genders have a very low mean, males show a higher mean, but with not much of a difference (female have a 2.32 mean whilst males have a 2.39 mean).

3.2.2. A study on attitudes

The main objective of the questionnaires was to ascertain what motivated adults living in A Coruña, to study English at a language school. For that purpose, it was necessary to

measure language attitudes through a scale of degrees of agreement with certain statements on the English language. As was stated in part 3.2.3, concerning the research of attitudes, there have been two theories: the behaviourist and the mentalist. The mentalists believe that there are three components (the cognitive, the affective and the conative) that form an attitude.

The first component, the cognitive, can be clearly recognized in the respondents answers since it encompasses an individual's belief. All of the statements provided in the questionnaire are a possible belief, and the answers given by each individual project the cognitive component in their attitude towards learning the English language. Some of this believes might be for example: “knowing English will help me work wherever I want”, “I am learning English to be able to watch movies in English”, or “I am learning English to be able to understand the flight attendants when I travel”.

The affective component of attitude, as the word suggests, includes an emotional response to an object, situation, etc. Of course it is difficult to know with certainty whether an individual is expressing his or her true emotions towards something or hiding them. In the extra question on the questionnaire where people could add any additional comment on why they are learning English, the answers show that some individual are learning English because they like the English language, but only 6 of the 23 answers show an emotional response (for example, “I’m learning English because I like it” from respondent C-11) so it is difficult to know if the overall emotional response of the questioned is positive or negative. The third and last component of an attitude, the conative, refers to an individual’s predisposition to behave a certain way, for example, attending or not to a language school to

learn English. As all the individuals are adults over 18 we assume that they all attend to language schools to learn English on their own account. This part of the study has been done in an indirect approach by observing the individuals and reading the signs. But, of course it is all based on assumptions.

4. Conclusion

As was stated in previous parts, psychologists and linguists (amongst others), have struggled with finding an appropriate definition for the concepts of attitude and motivation, as well as finding the proper methods and approaches to measure them. In spite of this, some things are certain; that the concepts can be differentiated from the rest of emotions and that they are mutually interdependent. The motivation that drives an individual to do something is a reflection of his or her attitude towards that something; similarly, the attitude that an individual has towards something will motivate him or her, or not, to do something. And even though human beings have the capacity of faking emotions, under the right circumstances their inner truth comes out.

Regarding the actual study of this paper, the general hypothesis was that adults over the age of 18 living in A Coruña have mostly economic and professional motivations towards learning English as a second language; this has been confirmed by the results of the questionnaires. As far as the specific hypotheses, two of them regarding employed adults

from 25 to 60 years old were not confirmed: that this subjects were motivated to learn English to get promoted, and that they could also be motivated to learn English to communicate with associates abroad. It was also interesting to study the differences between genders regarding motivations, even though the paper was meant to focus on age groups differences. Regarding gender differences, there are more female students than male students learning English in language schools in A Coruña. As far as motivations, Female English learners are, approximately equally motivated by economic, social, or cultural motivation whilst Male learners show a clearer orientation towards economic motivations.

Finally, a more detailed investigation could focus on the attitudes and motivations towards learning English in academies in the whole area of Galicia, perhaps through a research team in the three universities.

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6. Appendix

6.1. Appendix n°1. Questionnaire

Why are you learning English?

This is an anonymous survey for a University assignment. All data and information will remain confidential. Thank you for your cooperation!

Esta es una encuesta anónima para un trabajo universitario. Toda la información será confidencial. ¡Gracias por tu colaboración!

Esta é un inquérito anónimo para un traballo universitario. Toda a información será confidencial. Grazas pola tua colaboración!

1. Code

2. Age/ Edad/ Idade

3. Sex/ Sexo/ Sexo

Marca solo un óvalo.

- Male/ Masculino/ Masculino
 Female/ Femenino/ Feminino
 Other/ Otro/ Outro

4. Occupation/ Ocupación/ Ocupación

5. Your level of English/ Tu nivel de inglés/ O teu nivel de inglés

Marca solo un óvalo.

- Basic/ Básico/ Básico
 Intermediate/ Intermedio/ Intermedio
 Advanced/ Avanzado/ Avanzado

6. Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
1. I am learning English to travel around the world // Aprendo inglés para viajar por el mundo // Eu aprendo inglês para viaxar polo mundo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am learning English to get a job // Aprendo inglés para conseguir un trabajo // Eu aprendo inglés para obter un traballo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am learning English because I like learning new languages // Estoy aprendiendo inglés porque me gusta aprender nuevos idiomas // Estou aprendendo inglés porque gosto de aprender novas linguas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am learning English because I want to visit English-speaking countries // Estoy aprendiendo inglés porque quiero visitar países de habla inglesa // Estou aprendendo inglés porque quero visitar países de fala inglesa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
5. Knowing English will secure me a job // Saber inglés me garantizará tener un trabajo // Saber inglés garantirame un traballo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am learning English to be able to watch movies in English // Estoy aprendiendo inglés para poder ver películas en inglés // Estou aprendendo inglés para poder ver filmes en inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. By knowing English I will get promoted at work // Si sé inglés me ascenderán en el trabajo // No traballo ascenderanme se sei inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowing English will help me make friends faster abroad // Saber inglés me ayudará a hacer amigos rápido en el extranjero // Farei amigos máis rápido no estranxeiro se sei inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
9. Knowing English will give me a different scope of the world // Saber inglés me proporcionará una visión distinta del mundo // Sabendo inglês terei unha visión diferente do mundo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I am learning English to work abroad // Estoy aprendiendo inglés para trabajar en el extranjero // Estou aprendendo inglés para traballar no estranxeiro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I am learning English to communicate with my friends or relatives who live abroad // Estoy aprendiendo inglés para comunicarme con mis amigos o parientes en el extranjero // Aprendo Inglés para comunicarme cos meus amigos ou familiares no estranxeiro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
12. I am learning English because important companies hire, first, people who know English // Estoy aprendiendo inglés porque las empresas importantes contratan antes a la gente que sabe inglés // Estou a aprender inglés porque as empresas importantes contratan primeiro a xente que fala inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I am learning English because knowledge is power // Estoy aprendiendo inglés porque el conocimiento es poder // Estou a aprender inglés porque o coñecemento é poder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I am learning English so I can visit all the countries I want and get by // Estoy aprendiendo inglés para así poder visitar cualquier país y salir adelante // Estou a aprender inglés para así poder visitar calquera país e sair adiante	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
15. Knowing English will help me work wherever I want // Saber inglés me ayudará a trabajar en cualquier lugar // Saber Inglés axudarame a traballar en calquera lugar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I am learning English to be able to understand the music I listen to // Estoy aprendiendo inglés para poder entender la música que escucho // Estou a aprender inglés para poder entender a música que escoito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am learning English to be able to understand the flight attendants when I travel // Estoy aprendiendo inglés para poder entender al personal de vuelo cuando viajo // Estou aprendendo inglés para poder entender o persoal de voo cando viaxo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Marca solo un óvalo por fila.

I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastente disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
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18. I am learning English because I want to know more about the Anglophone culture // Estoy aprendiendo inglés para saber más sobre la cultura anglófona // Estou a aprender inglês para saber máis da cultura anglófona

19. I am learning English because everybody else is doing it // Estoy aprendiendo inglés porque todo el mundo lo están haciendo // Estou a aprender inglês porque todo o mundo o fai

12. **20. You may write any additional comment on why you are learning English // Puedes escribir cualquier comentario adicional sobre tus motivos para aprender inglés // Podes escribir calquera outro comentario sobre as tuas motivacions para aprender inglés**

6.2. Appendix n°2. Sample answer

Why are you learning English?

This is an anonymous survey for a University assignment. All data and information will remain confidential. Thank you for your cooperation!

Esta es una encuesta anónima para un trabajo universitario. Toda la información será confidencial. ¡Gracias por tu colaboración!

Esta é un inquérito anónimo para un traballo universitario. Toda a información será confidencial. Grazas pola tua colaboración!

1. Age/ Edad/ Idade

21

2. Sex/ Sexo/ Sexo

Marca solo un óvalo.

- Male/ Masculino/ Masculino
 Female/ Femenino/ Feminino
 Other/ Otro/ Outro

3. Occupation/ Ocupación/ Ocupación

Student/Estudiante/Estudiante

4. Your level of English/ Tu nivel de inglés/ O teu nivel de inglés

Marca solo un óvalo.

- Basic/ Básico/ Básico
 Intermediate/ Intermedio/ Intermedio
 Advanced/ Avanzado/ Avanzado

Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
1. I am learning English to travel around the world // Aprendo inglés para viajar por el mundo // Eu aprendo inglês para viaxar polo mundo	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am learning English to get a job // Aprendo inglés para conseguir un trabajo // Eu aprendo inglés para obter un traballo	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am learning English because I like learning new languages // Estoy aprendiendo inglés porque me gusta aprender nuevos idiomas // Estou aprendendo inglés porque gosto de aprender novas linguas	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am learning English because I want to visit English-speaking countries // Estoy aprendiendo inglés porque quiero visitar países de habla inglesa // Estou aprendendo inglés porque quero visitar países de fala inglesa	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Marca solo un óvalo por fila.

	I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
5. Knowing English will secure me a job // Saber inglés me garantizará tener un trabajo // Saber inglés garantirame un traballo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am learning English to be able to watch movies in English // Estoy aprendiendo inglés para poder ver películas en inglés // Estou aprendendo inglés para poder ver filmes en inglés	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. By knowing English I will get promoted at work // Si sé inglés me ascenderán en el trabajo // No traballo ascenderanme se sei inglés	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowing English will help me make friends faster abroad // Saber inglés me ayudará a hacer amigos rápido en el extranjero // Farei amigos máis rápido no estranxeiro se sei inglés	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Marca solo un óvalo por fila.

I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
---	---	--	--	---	--

9. Knowing English will give me a different scope of the world // Saber inglés me proporcionará una visión distinta del mundo // Sabendo inglés terei unha visión diferente do mundo

10. I am learning English to work abroad // Estoy aprendiendo inglés para trabajar en el extranjero // Estou aprendendo inglés para traballar no estranxeiro

11. I am learning English to communicate with my friends or relatives who live abroad // Estoy aprendiendo inglés para comunicarme con mis amigos o parientes en el extranjero // Aprendo inglés para comunicarme cos meus amigos ou familiares no estranxeiro

Why are you learning English?

Marca solo un óvalo por fila.

I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
---	---	--	--	--	--

12. I am learning English because important companies hire, first, people who know English // Estoy aprendiendo inglés porque las empresas importantes contratan antes a la gente que sabe inglés // Estou a aprender inglés porque as empresas importantes contratan primeiro a xente que fala inglés

13. I am learning English because knowledge is power // Estoy aprendiendo inglés porque el conocimiento es poder // Estou a aprender inglés porque o coñecemento é poder

14. I am learning English so I can visit all the countries I want and get by // Estoy aprendiendo inglés para así poder visitar cualquier país y salir adelante // Estou a aprender inglés para así poder visitar calquera país e sair adiante

Marca solo un óvalo por fila.

I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
---	---	--	--	---	--

15. Knowing
English will help
me work
wherever I want
// Saber inglés
me ayudará a
trabajar en
cualquier lugar //
Saber Inglés
axudarame a
traballar en
calquera lugar

16. I am learning
English to be
able to
understand the
music I listen to
// Estoy
aprendiendo
inglés para
poder entender
la música que
escucho // Estou
a aprender
inglés para
poder entender a
música que
escoito

17. I am learning
English to be
able to
understand the
flight attendants
when I travel //
Estoy
aprendiendo
inglés para
poder entender
al personal de
vuelo cuando
viajo // Estou
aprendendo
inglés para
poder entender o
persoal de voo
cando viaxo

Marca solo un óvalo por fila.

I totally agree // Estoy completamente de acuerdo // Estou completamente conforme	I quite agree // Estoy bastante de acuerdo // Estou bastante conforme	I somewhat agree // Estoy en parte de acuerdo // Estou en parte conforme	I somewhat disagree // Estoy en parte en desacuerdo // Estou en parte disconforme	I quite disagree // Estoy bastante en desacuerdo // Estou bastante disconforme	I totally disagree // Estoy en total desacuerdo // Estou completamente disconforme
---	---	--	--	---	--

18. I am learning English because I want to know more about the Anglophone culture // Estoy aprendiendo inglés para saber más sobre la cultura anglófona // Estou a aprender inglês para saber mais da cultura anglófona

19. I am learning English because everybody else is doing it // Estoy aprendiendo inglés porque todo el mundo lo están haciendo // Estou a aprender inglês porque todo o mundo o fai

20. You may write any additional comment on why you are learning English // Puedes escribir cualquier comentario adicional sobre tus motivos para aprender inglés // Podes escribir calquera outro comentario sobre as tuas motivacións para aprender inglés

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6.3. Appendix n°3. Data tables

Marca temporal	Code	Age/ Sex/ Sexo	Occupation/ Ocupación/ C	Your level of English	[2.]	[5.]	[7.]	[10.]	[12.]	[15.]	[M2]	[M3]	[M1]	TOTAL	[3.]	[6.]	[9.]	[13.]	[16.]	[18.]	[1.]	[4.]	[8.]	[11.]	[14.]	[17.]	[19.]	[20.]	
1/06/2016 22:52:28	A-05	18 Male/ Masculino/ Masculino	ESTUDIANTE	Intermediate/ Intermed	4	4	4	5	5	4	4,33333	4,16666	4,5		6	3	6	3	3	4	6	6	5	5	4	1	1	You may write any ad	
1/06/2016 23:18:45	A-12	18 Male/ Masculino/ Masculino	ESTUDIANTE	Advanced/ Avanzad	5	5	4	3	5	4	4,33333	4,33333	4		5	4	5	4	4	4	4	4	5	4	4	3	3		
1/06/2016 23:20:52	A-13	18 Female/ Femenino/ Femenino	ESTUDIANTE	Advanced/ Avanzad	5	4	4	5	4	4	4,33333	4,33333	4,33333		5	4	5	4	4	4	5	5	4	4	4	4	3		
5/07/2016 12:58:43	G-15	18 Female/ Femenino/ Femenino	Femir STUDENT	Intermediate/ Intermed	6	6	3	4	3	4	4,33333	4,33333	4		6	4	5	3	1	6	6	5	4	1	6	4	1	I am learning english beca	
22/06/2016 20:34:40	D-05	19 Female/ Femenino/ Femenino	Femir STUDENT	Basic/ Básico/ Básic	6	6	5	6	6	4	5,5	5	4,66666		6	6	4	4	6	4	6	6	4	6	5	1	6	I am learning english beca	
5/07/2016 13:23:40	G-19	19 Female/ Femenino/ Femenino	Femir STUDENT	Intermediate/ Intermed	6	4	4	6	6	6	5,33333	2,33333	4		4	2	1	4	2	1	6	4	6	1	6	1	4		
5/07/2016 12:24:26	G-01	20 Male/ Masculino/ Masculino	ESTUDIANTE	Basic/ Básico/ Básic	5	5	4	5	3	4	2,33333	2,33333	3,33333		2	2	4	2	2	2	3	2	2	2	3	2	4		
5/07/2016 12:37:52	G-05	20 Female/ Femenino/ Femenino	Femir STUDENT	Intermediate/ Intermed	5	3	3	4	5	5	4,33333	3,5	3,5		5	3	4	5	2	2	4	4	4	3	2	3	2	3	
7/07/2016 21:05:12	E-08	20 Male/ Masculino/ Masculino	Estudiante	Advanced/ Avanzad	6	3	3	4	6	5	4,5	3,66666	3,5		6	4	4	5	4	1	5	5	2	3	1	3	2		
2/06/2016 9:39:36	B-14	21 Female/ Femenino/ Femenino	Femir STUDENT	Intermediate/ Intermed	5	4	4	5	5	5	4,66666	4,5	4,66666		6	4	5	6	6	4	6	6	6	5	6	4	1	I'm learning English beca	
9/06/2016 14:41:10	C-11	21 Female/ Femenino/ Femenino	Femir Student	Advanced/ Avanzad	6	5	4	6	4	5	5	5,5	5,5		6	6	5	6	6	4	6	6	6	5	6	4	1	I'm learning English beca	
5/07/2016 12:48:16	G-10	21 Male/ Masculino/ Masculino	Masculi DESEMPLEADO	Basic/ Básico/ Básic	5	4	5	4	5	6	4,83333	4,16666	4,33333		4	5	4	5	2	6	6	4	6	1	6	3	5		
7/07/2016 13:33:32	E-10	21 Female/ Femenino/ Femenino	Femir student	Advanced/ Avanzad	6	5	5	6	5	4	5,16666	5,5	5,16666		6	6	5	6	4	6	6	6	5	4	5	4	2		
7/07/2016 19:02:12	I-02	21 Male/ Masculino/ Masculino	ESTUDIANTE	Basic/ Básico/ Básic	6	2	2	5	4	5	4	2,83333	3,83333		4	2	3	3	3	2	5	4	2	5	5	2	2		
7/07/2016 19:13:48	I-02	21 Male/ Masculino/ Masculino	ESTUDIANTE	Basic/ Básico/ Básic	6	2	2	5	4	5	4	2,83333	3,83333		4	2	3	3	3	2	5	4	2	5	5	2	2		
8/07/2016 0:04:01	E-16	21 Male/ Masculino/ Masculino	STUDENT/ESTUDIANTE	Intermediate/ Intermed	6	3	5	6	5	3	4,66666	3,66666	4,66666		4	5	5	3	4	1	6	6	4	2	6	4	2		
1/06/2016 22:44:24	A-02	22 Male/ Masculino/ Masculino	ESTUDIANTE	Intermediate/ Intermed	6	5	3	5	5	6	5	1,66666	3,66666		3	2	1	1	2	1	6	6	2	1	6	1	1		
1/06/2016 23:00:36	A-08	22 Female/ Femenino/ Femenino	Femir STUDIANTE	Basic/ Básico/ Básic	6	6	4	5	6	6	5,5	4,16666	4,83333		5	2	4	6	5	3	6	6	6	1	6	4	5		
2/06/2016 9:32:05	B-10	22 Female/ Femenino/ Femenino	Femir ESTUDIANTE	Intermediate/ Intermed	6	4	5	1	6	6	4,66666	3,16666	2,66666		6	1	3	6	2	1	1	4	5	1	3	2	1		
22/06/2016 20:32:16	D-04	22 Male/ Masculino/ Masculino	ESTUDIANTE	Basic/ Básico/ Básic	6	6	5	5	5	5	5,33333	4,5	4,5		5	4	5	5	5	3	5	5	4	1	6	6	5		
5/07/2016 12:32:37	G-03	22 Male/ Masculino/ Masculino	ESTUDIANTE	Intermediate/ Intermed	6	5	6	5	5	6	5,5	3,66666	4,5		6	4	4	3	4	1	6	5	6	3	5	2	3		
7/07/2016 11:43:56	E-05	22 Male/ Masculino/ Masculino	ESTUDIANTE	Basic/ Básico/ Básic	3	4	1	2	3	3	2,66666	4,33333	4,5		6	3	3	5	4	5	6	6	2	6	6	1	1		
7/07/2016 17:34:58	E-11	22 Female/ Femenino/ Femenino	Office worker	Advanced/ Avanzad	6	6	6	6	5	6	5,83333	5,5	5,66666		6	6	5	6	6	4	5	6	6	6	6	4	3		
7/07/2016 17:38:41	E-12	22 Female/ Femenino/ Femenino	Femir a student	Intermediate/ Intermed	5	4	3	3	3	5	3,83333	5	5		5	6	4	4	6	5	5	6	5	4	5	4	5	I learn english because I l	
7/07/2016 18:57:46	I-01	22 Female/ Femenino/ Femenino	Femir STUDENT	Advanced/ Avanzad	6	4	2	4	5	4	4,16666	3,83333	4,33333		6	1	5	6	2	3	4	6	5	6	4	1	1		
7/07/2016 20:02:51	E-13	22 Female/ Femenino/ Femenino	Femir STUDENT	Advanced/ Avanzad	5	4	4	4	4	4	4,16666	4,33333	5		5	4	4	5	4	4	5	6	6	5	4	4	3		
8/07/2016 0:01:22	E-15	22 Female/ Femenino/ Femenino	Femir ESTUDIANTE	Intermediate/ Intermed	6	4	1	4	4	4	5	4	3,33333		6	1	1	5	1	4	5	6	4	1	3	1	1		
1/06/2016 22:47:48	A-03	23 Male/ Masculino/ Masculino	ESTUDIANTE	Intermediate/ Intermed	2	4	5	4	3	6	4	4,5	3		5	3	3	5	6	5	2	2	1	5	6	6	6	In learning English to imp	
1/06/2016 22:49:57	A-04	23 Female/ Femenino/ Femenino	Femir ESTUDIANTE	Intermediate/ Intermed	6	4	5	6	6	4	5,16666	3,66666	4,16666		4	4	4	4	3	3	6	5	4	2	5	3	1		
2/06/2016 9:34:42	B-11	23 Male/ Masculino/ Masculino	ESTUDIANTE Y BECARI	Intermediate/ Intermed	5	5	3	2	5	4	4	3,83333	3		5	4	4	2	4	4	3	4	3	1	4	3	1	Dedicarme al marketing	
5/07/2016 12:16:51	F-06	23 Male/ Masculino/ Masculino	ESTUDIANTE	Intermediate/ Intermed	6	5	5	5	5	6	5,33333	3,33333	3,5		4	6	2	4	2	2	5	5	4	1	5	1	2		
5/07/2016 12:44:26	G-08	23 Female/ Femenino/ Femenino	Femir JOURNALIST	Intermediate/ Intermed	4	4	3	5	3	4	3,83333	4,66666	5,33333		4	5	6	5	3	6	6	5	6	5	6	4	1		
7/07/2016 11:47:00	E-06	23 Male/ Masculino/ Masculino	Masculi DEPENDIENTE	Basic/ Básico/ Básic	6	6	6	6	6	6	6	3,5	5,16666		5	4	3	3	4	2	6	6	6	5	6	2	6		
2/06/2016 9:41:31	B-15	24 Female/ Femenino/ Femenino	Femir BECARIA EN UNA EMPR	Intermediate/ Intermed	5	4	4	3	5	4	4,16666	3,66666	3,33333		5	3	3	5	4	2	3	4	5	1	4	3	5		
9/06/2016 14:21:47	C-06	24 Male/ Masculino/ Masculino	Masculi ESTUDIANTE	Intermediate/ Intermed	6	6	6	5	6	5	5,66666	4,33333	3,5		5	4	4	6	4	3	4	4	6	1	5	1	4		
29/06/2016 23:24:55	F-04	24 Male/ Masculino/ Masculino	WORKER	Intermediate/ Intermed	5	4	1	2	6	4	3,66666	2,83333	3,16666		3	2	3	5	3	1	4	4	3	1	5	2	1	Siempre me dijeron: que	
5/07/2016 12:40:46	G-06	24 Male/ Masculino/ Masculino	LAWYER	Intermediate/ Intermed	6	5	3	4	6	4	4,83333	4,16666	4		6	4	3	4	4	4	6	6	3	2	4	3	1	IT'S IMPORTANT TO KN	
5/07/2016 13:36:31	G-20	24 Female/ Femenino/ Femenino	Femir DEPENDIENTA	Intermediate/ Intermed	6	5	6	5	6	6	5,66666	2,5	4,33333		4	3	2	2	3	1	5	5	6	4	5	1	6		
				Young adult Mean	5,4214,447	3,924,421	4,8684	4,765	4,64035	3,86403	4,14912	4,21783625																	2,81
2/06/2016 9:28:23	B-08	25 Female/ Femenino/ Femenino	Femir DESEMPLEADA	Intermediate/ Intermed	6	4	4	4	5	5	4,66666	3,16666	3,66666		5	2	4	5	2	1	4	4	4	1	6	3	1		
9/06/2016 14:47:40	C-10	25 Male/ Masculino/ Masculino	Primary teacher	Advanced/ Avanzad	6	4	4	6	4	5	4,83333	5,33333	5		6	4	6	6	4	6	6	4	6	5	3	2	2	In my case, I'm learning e	
22/06/2016 20:37:16	D-06	25 Female/ Femenino/ Femenino	Femir ABOGADA	Basic/ Básico/ Básic	6	5	1	1	6	5	4	1,66666	3,33333		6	1	4	5	4	5	4	4	3	1	4	4	1	I'm learning English beca	
29/06/2016 23:19:20	F-02	25 Male/ Masculino/ Masculino	JOURNALIST	Intermediate/ Intermed	5	5	4	6	5	5	5,4	1,66666	3,33333		4	4	5	4	3	5	4	5	4	1	4	2	4		
29/06/2016 23:21:42	F-03	25 Male/ Masculino/ Masculino	Masculi NURSING	Basic/ Básico/ Básic	1	3	3	1	1	1,66666	2	1,83333			1	3	3	1	1	3	4	1	3	1	1	4	2	4	
5/07/2016 12:30:42	G-02	25 Male/ Masculino/ Masculino	Masculi INFORMÁTICO	Intermediate/ Intermed	6	6	6	6	6	6	6	2,16666	4		3	3	1	3	2	1	4	6	6	1	6	1	2		
5/07/2016 13:19:15	G-17	25 Female/ Femenino/ Femenino	Femir AZAFATA	Intermediate/ Intermed	5	4	5	4	6	6	5	3,83333	3,5		2	4	6	5	4	2	4	5	4	2	5	1	6		
7/07/2016 11:49:12	E-07	25 Female/ Femenino/ Femenino	Femir NURSE	Advanced/ Avanzad	5	4	5	4	5	5	4,66666	1,66666	3,5		3	2	1	1	2	1	4	4	5	3	4	1	5		
7/07/2016 18:50:49	H-05	25 Female/ Femenino/ Femenino	Femir NURSE	Intermediate/ Intermed																									

Marca temporal	Code	Age/ Sex/ Sexo/ Sexo	Occupation/ Ocupación/ C	Your level of English	[2.]	[5. K 7.]	[10.]	[12.]	[15.]	[M2	[M3	[M1	TOTAL	[3.]	[6.]	[9.]	[13.]	[16.]	[18.]	[1 am]	[1.]	[4.]	[8.]	[11.]	[14.]	[17.]	[1 am]	[19.]	[20.]	You may write any ad
29/06/2016 23:11:21	J-03	26 Female/ Femenino/ Femenino	STUDENT	Advanced/ Avanzad	4	5	4	5	5	4,66666	4,33333	4,83333	4,83333	4	4	5	6	3	4	6	5	4	4	6	4	6	4	1		
5/07/2016 12:20:18	F-08	26 Female/ Femenino/ Femenino	TRABAJO	Intermediate/ Intern	6	6	4	2	6	6	5	4,83333	3,33333	4	4	6	5	6	4	2	6	6	5	2	6	4	2			
9/06/2016 14:13:41	C-01	27 Female/ Femenino/ Femenino	Working	Basic/ Básico/ Básico	6	6	5	4	6	5,33333	3,33333	4,16666	6,666	4	4	4	4	3	4	2	4	4	4	4	5	4	3			
9/06/2016 14:18:39	C-04	27 Male/ Masculino/ Masculino		Basic/ Básico/ Básico	5	1	2	5	6	3,33333	5	4	6,666	6	5	1	6	6	6	6	6	6	6	4	1	6	1			
5/07/2016 12:18:40	F-07	27 Female/ Femenino/ Femenino	ESTUDANTE	Intermediate/ Intern	4	4	2	5	4	3,33333	4,66666	3,33333	3,33333	4	3	4	6	5	6	4	3	4	4	1	4	4	1			
5/07/2016 12:42:43	G-07	27 Female/ Femenino/ Femenino	ADMINISTRATIVE	Intermediate/ Intern	4	2	1	2	4	5	3,33333	4	1,6666	5	2	4	5	1	3	5	5	2	1	5	1	1				
8/07/2016 0:06:24	E-17	27 Male/ Masculino/ Masculino	INGENIERO	Intermediate/ Intern	6	4	4	5	6	5	5	4	4	4	3	5	4	4	4	6	5	5	2	4	2	2	2			
22/06/2016 20:30:34	D-03	27 Male/ Masculino/ Masculino	ESTUDIANTE	Intermediate/ Intern	6	4	4	5	5	5	5	4	4	4	3	5	4	2	2	5	5	5	2	5	2	4	2			
9/06/2016 14:21:23	C-05	28 Female/ Femenino/ Femenino	Psicóloga	Intermediate/ Intern	5	3	2	4	2	4	3,33333	3,66666	3,66666	5	3	5	4	2	3	2	4	5	4	3	5	1	1		Otro motivo es que es un	
9/06/2016 14:18:04	C-03	29 Male/ Masculino/ Masculino	Arquitecto técnico	Basic/ Básico/ Básico	5	3	3	2	4	4	3,5	3,16666	3,16666	4	4	3	5	4	2	3	2	4	5	2	2	3	3	1		
5/07/2016 12:52:01	G-12	29 Female/ Femenino/ Femenino	INFORMADORA TURISTA	Intermediate/ Intern	6	5	6	6	6	6	5,83333	4	3,3333	4	4	3	5	4	4	5	4	6	3	6	2	4	4			
5/07/2016 13:01:08	G-16	29 Female/ Femenino/ Femenino	SELF-EMPLOYED	Advanced/ Avanzad	6	5	5	5	6	5	5,33333	4,5	5,16666	6	6	6	5	5	1	6	6	6	6	5	2	1	1			
2/06/2016 9:25:04	B-06	30 Female/ Femenino/ Femenino	MÉDICO	Basic/ Básico/ Básico	3	4	2	2	4	6	3,5	5,66666	5,66666	6	5	6	6	6	5	6	6	6	4	6	5	4	4			
5/07/2016 12:46:15	G-09	30 Male/ Masculino/ Masculino	AUXILIAR-ADMINISTRATIVO	Intermediate/ Intern	5	6	4	6	6	5,5	4,33333	4,83333	3,3333	6	4	4	6	4	2	6	5	6	4	6	5	3	4			
8/07/2016 9:16:41	E-14	30 Male/ Masculino/ Masculino	Administrative	Advanced/ Avanzad	6	3	1	5	6	3	4	1,6666	4,33333	5	1	5	6	5	3	5	4	6	5	4	2	1	1			
2/06/2016 9:30:20	B-09	31 Female/ Femenino/ Femenino	ENGINEER	Basic/ Básico/ Básico	6	4	5	3	5	4	4,5	4,66666	4	5	5	4	5	4	5	4	6	1	6	2	2	2	2			
5/07/2016 12:22:18	F-09	31 Female/ Femenino/ Femenino	RECEPCIONISTA	Basic/ Básico/ Básico	6	6	5	2	6	6	5,16666	5,33333	4	6	6	4	5	6	5	4	5	4	2	5	4	1	1			
5/07/2016 12:50:01	G-11	31 Female/ Femenino/ Femenino	PHD STUDENT	Intermediate/ Intern	6	4	4	6	6	6	5,33333	4,33333	4,33333	4	6	3	6	6	1	6	6	4	3	6	1	1	1			
2/06/2016 19:09:39	I-03	32 Male/ Masculino/ Masculino	DOCTOR	Basic/ Básico/ Básico	4	4	3	2	4	4	3,5	4,5	5,5	5	3	6	6	5	2	4	5	4	6	6	5	5	4	4		
2/06/2016 9:36:00	B-12	32 Female/ Femenino/ Femenino		Intermediate/ Intern	5	6	6	6	6	6	5,83333	5,5	5,83333	4	6	6	6	6	5	4	6	6	6	6	6	5	4	4		
22/06/2016 20:45:13	E-01	32 Male/ Masculino/ Masculino	PHD STUDENT	Advanced/ Avanzad	4	4	4	5	4	5	4,33333	4	3,3333	3	6	4	4	4	3	4	4	4	5	4	4	1	1			
5/07/2016 12:35:33	G-04	32 Female/ Femenino/ Femenino	LAWYER	Basic/ Básico/ Básico	1	3	1	1	4	4	2,33333	3,83333	3,33333	5	3	6	6	2	1	6	2	3	5	3	1	1	1			
7/07/2016 19:09:39	I-03	32 Male/ Masculino/ Masculino		Basic/ Básico/ Básico	3	5	5	2	6	5	4,33333	4,5	4,16666	5	3	6	6	5	2	5	5	5	2	5	3	2	2			
7/07/2016 19:14:58	I-03	32 Male/ Masculino/ Masculino		Basic/ Básico/ Básico	3	5	5	2	6	5	4,33333	4,5	4,16666	5	3	6	6	5	2	5	5	5	2	5	3	2	2			
29/06/2016 23:04:28	J-01	33 Male/ Masculino/ Masculino	STUDENT	Intermediate/ Intern	6	4	2	4	3	5	4	3,3333	4,5	5	3	6	6	4	2	5	4	2	5	4	6	3	5	6		SUPERACION PERSONA
5/07/2016 13:21:30	G-18	33 Female/ Femenino/ Femenino	TÉCNICO DE PROYECTO	Intermediate/ Intern	4	3	4	4	5	4	4	3,33333	3,16666	5	6	6	6	5	4	6	6	6	4	6	3	6	3	5		
7/07/2016 18:38:33	H-02	33 Male/ Masculino/ Masculino	PASTOR	Basic/ Básico/ Básico	2	5	1	1	5	4	3	3,33333	3,16666	4	1	5	5	4	1	4	4	4	4	1	4	2	1	1		
1/06/2016 23:07:27	A-11	34 Female/ Femenino/ Femenino	COMMUNICATION DEPT/	Intermediate/ Intern	6	6	6	6	6	6	6	5	1,6666	6	5	5	5	4	1	4	4	4	4	1	4	2	1	2		
2/06/2016 20:28:38	D-02	34 Female/ Femenino/ Femenino	MARKETING/ FINA	Intermediate/ Intern	1	6	6	5	6	6	5	2,66666	2,16666	1	2	6	5	1	1	3	2	1	1	5	1	1	1			
22/06/2016 20:46:57	E-02	34 Female/ Femenino/ Femenino	CONTABLE	Advanced/ Avanzad	4	5	4	1	3	4	3,5	4	3,66666	6	4	3	5	3	3	4	4	4	4	1	5	4	1			
29/06/2016 23:16:55	F-01	34 Male/ Masculino/ Masculino		Advanced/ Avanzad	6	6	3	6	6	6	5,5	5,66666	5,33333	5	6	6	6	6	5	6	6	6	6	3	6	6	6	3		
2/06/2016 9:14:34	B-01	35 Male/ Masculino/ Masculino		Intermediate/ Intern	5	3	5	3	6	6	4,66666	3	2,83333	4	3	4	5	1	1	5	4	3	1	3	1	2	1	2		
2/06/2016 9:37:53	B-13	35 Male/ Masculino/ Masculino	TEACHER	Basic/ Básico/ Básico	6	4	6	2	4	4	3,33333	3,83333	3,33333	4	4	5	2	4	4	5	3	4	2	4	2	2	1			
5/07/2016 12:54:29	G-13	35 Female/ Femenino/ Femenino	STUDENT	Intermediate/ Intern	6	5	5	6	6	6	5,5	4,33333	4,33333	4	4	4	6	4	4	4	4	5	2	6	4	4	4			
1/06/2016 22:41:32	A-01	36 Female/ Femenino/ Femenino		Intermediate/ Intern	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	1		
1/06/2016 23:16:44	A-09	36 Female/ Femenino/ Femenino	ENFERMERA	Basic/ Básico/ Básico	1	2	1	1	1	4	1,66666	5,16666	5	4	6	4	6	6	5	6	6	6	6	1	6	5	1	1		
22/06/2016 20:26:23	D-01	36 Female/ Femenino/ Femenino	CONTABLE	Advanced/ Avanzad	5	4	4	4	5	6	4,66666	5,16666	5,33333	5	5	6	5	5	5	6	6	6	5	6	5	4	4			
22/06/2016 20:48:51	E-03	37 Male/ Masculino/ Masculino	IT MANAGER	Advanced/ Avanzad	6	4	6	6	6	6	5,66666	5,66666	5,5	6	6	6	6	6	6	4	6	6	6	5	6	4	1			
5/07/2016 12:56:41	G-14	37 Female/ Femenino/ Femenino	ENGINEER	Intermediate/ Intern	6	4	4	1	6	6	4,5	4	2	1	6	5	4	4	4	4	1	1	4	1	4	1	1			
2/06/2016 9:21:24	B-04	38 Female/ Femenino/ Femenino	HR	Intermediate/ Intern	3	5	5	4	5	5	4,5	3,66666	2,5	1	4	5	6	4	2	4	1	2	1	6	1	1	1			
5/07/2016 12:15:01	F-05	39 Female/ Femenino/ Femenino	TRAVEL AGENT	Basic/ Básico/ Básico	4	3	3	4	4	4	3,66666	4	3,5	4	3	4	6	2	5	4	4	3	3	4	3	1	1			
9/06/2016 14:36:01	C-08	40 Female/ Femenino/ Femenino	Police	Basic/ Básico/ Básico	3	1	1	1	1	1,33333	4,5	4	4	6	4	6	4	5	2	6	5	2	1	6	4	1	1			
7/07/2016 11:41:41	E-04	40 Female/ Femenino/ Femenino	SECRETARIA	Intermediate/ Intern	3	3	1	3	6	5	3,5	4,16666	4	6	3	6	4	3	3	4	5	5	2	5	3	1	1			
				Adults MEAN	4,64	4,08	3,77	3,56	1,48	4,80	4,92	4,30	116	4,149	12	4,07	134	4,173	879	142										
29/06/2016 23:08:55	J-02	41 Female/ Femenino/ Femenino		Intermediate/ Intern	5	3	5	5	6	4	4,66666	2,5	3,33333	4	4	2	1	3	1	3	1	4	6	4	1	4	1	1		
9/06/2016 14:26:16	C-07	42 Male/ Masculino/ Masculino	Enjñeer	Basic/ Básico/ Básico	2	2	5	1	6	6	3,83333	4,66666	4,33333	6	1	1	6	1	4	4	5	5	2	5	5	4	3			
1/06/2016 22:57:28	A-07	43 Female/ Femenino/ Femenino	GRÁFICA	Intermediate/ Intern	1	2</																								

Marca temporal	Code	Age/ Sex/ Sexo/ Sexo	Occupation/ Ocupación/ C	Your level of English [2.1	[5. K [7. f [10. i [12. i [15. M2	M3	M1	TOTAL	[3. i [6. i [9. i [13. [16. [18. I am [1. [4. [8. [11. [14. [17. I am [19. 20. You may write any ad							
9/06/2016 14:44:36	C-12	46 Female/ Femenino/ Femenin	Secretary	Advanced/ Avanzad	5	6	4	4,75	5	4	5	5	4	6	4	1
2/06/2016 9:16:23	B-02	48 Female/ Femenino/ Femenin	SECRETARY	Basic/ Básico/ Básic	4	6	5,5	5	6	5	6	5	5	4	6	1
1/06/2016 23:05:27	A-10	53 Male/ Masculino/ Masculin	EMPRESA PROPIA	Intermediate/ Inter	1	1	1,83333	4,5	6	3	4	6	6	4	6	1
9/06/2016 14:13:29	C-02	53 Other/ Otro/ Otro	In between jobs	Intermediate/ Inter	4	3	5	4,83333	5	5	6	2	4	4	1	1
1/06/2016 22:54:54	A-06	56 Female/ Femenino/ Femenin	ADMINISTRATIVA	Basic/ Básico/ Básic	2	3	1	4,5	4	4	5	4	5	4	1	1
				Older Adults MEAN				3,875	4,29861	4,34027	4,171296296					1,911
22/06/2016 20:40:54	D-07	66 Female/ Femenino/ Femenin	jubilada	Intermediate/ Inter	1	1	1	5,5	6	5	6	5	6	6	6	3
2/06/2016 9:18:50	B-03	Female/ Femenino/ Femenin		Basic/ Básico/ Básic	6	5	6	1,83333	1	3	6	3	4	3	1	3
																2,337

Marca temporal	Code	Age/ Sex/ Sexo/ Ocupation/ Ocupación/ Occupation/ Ocupación	Tu r	[2.]	[5.]	[7.]	[10.]	[12.]	[15.]	[M2	[M3	M1	[18.]	[1 am	[1.]	[4.]	[8.]	[11.]	[14.]	[17.]	[1 am	[19.]	[20.]	You may write any ad	
1/06/2016 22:52:28 A-05	18	Male/ Masculino/ Masculino/ ESTUDANTE	Intermediate/ Intermedio/	4	4	4	5	5	4	4	3	4	6	3	3	4	6	5	5	4	1	1			
1/06/2016 23:18:45 A-12	18	Male/ Masculino/ Masculino/ ESTUDIANTE	Advanced/ Avanzado/ Avi	5	5	4	3	5	4	4	3	4	4	5	4	4	4	4	5	4	3	3			
1/06/2016 23:20:52 A-13	18	Female/ Femenino/ Femenino/ ESTUDIANTE	Advanced/ Avanzado/ Avi	5	4	4	5	4	4	4	3	4	4	5	4	4	4	5	4	4	3	3			
5/07/2016 12:58:43 G-15	18	Female/ Femenino/ Femenino/ ESTUDIANTE	Intermediate/ Intermedio/	6	6	3	4	3	4	4	3	4	6	4	5	3	1	6	5	4	1	6	4	1	
22/06/2016 20:34:40 D-05	19	Female/ Femenino/ Femenino/ STUDENT	Basic/ Básico/ Básico	6	6	5	6	4	6	6	4	5	5	4	4	6	4	6	4	6	5	1	6	I am learning english beca	
5/07/2016 13:23:40 G-19	19	Female/ Femenino/ Femenino/ STUDENT	Intermediate/ Intermedio/	6	4	4	6	6	6	5	3	3	4	2	1	2	1	6	4	6	1	6	1	4	
5/07/2016 12:24:26 G-01	20	Male/ Masculino/ Masculino/ ESTUDANTE	Basic/ Básico/ Básico	5	5	4	2	5	3	4	2	3	2	2	4	2	2	3	2	2	3	2	4	4	
5/07/2016 12:37:52 G-08	20	Female/ Femenino/ Femenino/ STUDENT	Intermediate/ Intermedio/	6	3	3	4	6	5	4	3	3	5	3	4	2	1	4	4	3	4	2	3	2	4
2/06/2016 9:39:36 B-14	21	Female/ Femenino/ Femenino/ STUDENT	Advanced/ Avanzado/ Avi	5	4	4	5	5	5	4	5	4	3	6	5	4	3	6	5	4	5	3	2	2	1
9/06/2016 14:41:10 C-11	21	Female/ Femenino/ Femenino/ Student	Advanced/ Avanzado/ Avi	6	5	4	6	4	5	5	5	5	6	6	5	6	4	6	6	5	6	4	4	1	I'm learning English beca
5/07/2016 12:48:16 G-10	21	Male/ Masculino/ Masculino/ DESEMPLEADO	Basic/ Básico/ Básico	5	4	5	4	5	6	4	8	3	3	4	5	5	2	6	4	6	1	6	3	5	
7/07/2016 13:33:32 E-10	21	Female/ Femenino/ Femenino/ student	Advanced/ Avanzado/ Avi	6	5	5	6	5	4	5	1	1	6	6	5	6	4	6	6	5	4	5	4	4	4
7/07/2016 19:02:12 I02	21	Male/ Masculino/ Masculino/ ESTUDIANTE	Basic/ Básico/ Básico	6	2	2	5	4	5	4	2	8	3	3	3	2	5	4	2	5	5	2	2	2	2
7/07/2016 19:13:48 I-02	21	Male/ Masculino/ Masculino/ ESTUDIANTE	Basic/ Básico/ Básico	6	2	2	5	4	5	4	2	8	3	3	3	2	5	4	2	5	5	2	2	2	2
8/07/2016 0:04:01 E-16	21	Male/ Masculino/ Masculino/ STUDENT/ESTUDIANTE	Intermediate/ Intermedio/	6	3	5	6	5	3	4	6	6	6	6	6	4	1	6	6	4	2	6	4	2	2
1/06/2016 22:44:24 A-02	22	Male/ Masculino/ Masculino/ STUDENT	Intermediate/ Intermedio/	6	5	3	5	5	6	5	1	6	6	6	2	1	2	1	6	6	2	1	6	1	1
1/06/2016 23:00:36 A-08	22	Female/ Femenino/ Femenino/ ESTUDANTE	Basic/ Básico/ Básico	6	6	4	5	6	6	5	4	6	6	6	5	3	6	6	6	1	6	4	5	5	5
2/06/2016 9:32:05 B-10	22	Female/ Femenino/ Femenino/ ESTUDIANTE	Intermediate/ Intermedio/	6	6	5	5	6	6	6	6	6	6	6	6	6	4	6	6	6	6	6	4	3	3
22/06/2016 20:32:16 D-04	22	Male/ Masculino/ Masculino/ ESTUDIANTE	Basic/ Básico/ Básico	6	6	5	5	6	5	5	3	4	5	5	4	5	3	5	5	4	1	6	6	5	5
5/07/2016 12:32:37 G-03	22	Male/ Masculino/ Masculino/ ESTUDIANTE	Intermediate/ Intermedio/	6	5	6	5	5	6	5	5	6	6	6	4	1	6	5	6	3	5	2	3	3	3
7/07/2016 11:43:56 E-05	22	Male/ Masculino/ Masculino/ STUDENT	Basic/ Básico/ Básico	3	4	1	2	3	3	2	6	6	6	6	6	4	5	6	6	2	6	1	6	1	1
7/07/2016 17:34:58 E-11	22	Female/ Femenino/ Femenino/ Office worker	Advanced/ Avanzado/ Avi	6	6	6	6	5	6	5	8	3	3	4	6	6	4	6	6	6	6	6	4	3	3
7/07/2016 17:38:41 E-12	22	Female/ Femenino/ Femenino/ a student	Intermediate/ Intermedio/	5	4	3	3	3	5	3	8	3	3	5	6	4	5	5	6	5	4	5	4	5	4
7/07/2016 18:57:46 I-01	22	Female/ Femenino/ Femenino/ STUDENT	Advanced/ Avanzado/ Avi	5	4	4	4	4	4	4	4	4	4	5	4	6	5	6	5	6	4	1	1	1	1
7/07/2016 20:02:51 E-13	22	Female/ Femenino/ Femenino/ STUDENT	Advanced/ Avanzado/ Avi	5	4	4	4	4	4	4	4	4	4	5	4	4	5	4	6	5	6	4	1	1	1
8/07/2016 0:01:22 E-15	22	Female/ Femenino/ Femenino/ ESTUDIANTE	Intermediate/ Intermedio/	6	4	1	4	4	4	5	4	3	3	3	3	3	3	3	3	3	1	1	1	1	1
1/06/2016 22:47:48 A-03	23	Male/ Masculino/ Masculino/ ESTUDIANTE	Intermediate/ Intermedio/	2	4	5	4	3	6	4	4	4	5	3	3	5	6	5	2	2	1	5	6	6	6
1/06/2016 22:49:57 A-04	23	Female/ Femenino/ Femenino/ ESTUDIANTE	Intermediate/ Intermedio/	6	4	5	6	6	4	5	1	6	6	6	4	3	3	6	5	4	2	5	3	1	1
2/06/2016 9:34:42 B-11	23	Male/ Masculino/ Masculino/ ESTUDIANTE Y BECAR	Intermediate/ Intermedio/	6	5	3	2	5	4	4	4	3	3	4	4	4	3	6	5	4	2	5	3	1	1
5/07/2016 12:16:51 F-06	23	Male/ Masculino/ Masculino/ STUDENT	Intermediate/ Intermedio/	6	5	5	5	5	5	4	3	3	3	4	2	4	3	4	3	1	4	3	1	2	2
5/07/2016 12:44:26 G-08	23	Female/ Femenino/ Femenino/ JOURNALIST	Intermediate/ Intermedio/	4	4	3	5	3	4	3	3	3	3	4	6	2	4	2	5	5	4	1	5	1	2
7/07/2016 11:47:00 E-06	23	Male/ Masculino/ Masculino/ DEPEBDIENTE	Basic/ Básico/ Básico	6	6	6	6	6	6	6	6	6	6	5	4	3	4	6	5	5	6	4	1	2	6
2/06/2016 9:41:31 B-15	24	Female/ Femenino/ Femenino/ DESEMPLEADA	Intermediate/ Intermedio/	5	4	4	3	5	4	4	1	6	6	6	6	4	2	3	4	5	1	4	3	5	5
9/06/2016 14:21:47 C-06	24	Male/ Masculino/ Masculino/ Estudiante	Intermediate/ Intermedio/	6	6	6	5	6	6	5	6	5	6	6	6	4	3	4	4	6	4	3	1	4	4
9/06/2016 23:24:55 F-04	24	Male/ Masculino/ Masculino/ WORKER	Intermediate/ Intermedio/	5	4	1	2	6	4	3	6	6	6	6	6	4	3	4	4	3	1	5	2	1	4
5/07/2016 12:40:46 G-06	24	Male/ Masculino/ Masculino/ LAWYER	Intermediate/ Intermedio/	6	5	3	4	6	5	4	3	3	4	4	3	4	4	6	6	3	2	4	3	1	1
5/07/2016 13:36:31 G-20	24	Female/ Femenino/ Femenino/ DEPENDIENTA	Intermediate/ Intermedio/	6	5	6	5	6	6	5	6	6	6	6	6	4	4	5	5	6	4	5	1	6	6
2/06/2016 9:28:23 B-08	25	Female/ Femenino/ Femenino/ DESEMPLEADA	Intermediate/ Intermedio/	6	4	4	4	5	5	4	6	6	6	6	6	4	2	1	4	4	4	1	6	3	1
9/06/2016 14:47:40 C-10	25	Male/ Masculino/ Masculino/ Primary teacher	Advanced/ Avanzado/ Avi	6	4	4	6	4	5	4	8	3	3	3	4	6	4	6	4	6	5	3	2	2	2
22/06/2016 20:37:16 D-06	25	Female/ Femenino/ Femenino/ ABOGADA	Basic/ Básico/ Básico	6	5	1	6	5	5	5	4	4	6	6	4	5	4	4	6	4	6	4	5	3	2
29/06/2016 23:19:20 F-02	25	Male/ Masculino/ Masculino/ JOURNALIST	Intermediate/ Intermedio/	5	4	6	5	5	5	5	5	5	5	4	4	3	5	4	4	3	1	4	4	4	4
29/06/2016 23:21:42 F-03	25	Male/ Masculino/ Masculino/ NURSING	Basic/ Básico/ Básico	1	3	3	1	1	1	1	1	1	1	3	3	1	1	3	4	1	3	1	1	4	2
5/07/2016 12:30:42 G-02	25	Male/ Masculino/ Masculino/ INFORMÁTICO	Intermediate/ Intermedio/	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5/07/2016 13:19:15 G-17	25	Female/ Femenino/ Femenino/ AZAFATA	Intermediate/ Intermedio/	5	4	5	4	6	6	5	4	3	3	4	4	2	4	5	4	2	5	1	6	1	2
7/07/2016 11:49:12 E-07	25	Female/ Femenino/ Femenino/ Feminino	Advanced/ Avanzado/ Avi	5	4	5	4	5	4	5	4	6	6	6	6	4	2	4	4	5	3	4	1	5	5
7/07/2016 18:50:49 H-05	25	Female/ Femenino/ Femenino/ NURSE	Intermediate/ Intermedio/	6	1	6	3	6	3	8	3	3	3	2	4	2	1	4	4	5	3	4	1	3	3
9/06/2016 14:43:10 C-09	26	Male/ Masculino/ Masculino/ Estudiante	Advanced/ Avanzado/ Avi	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
9/06/2016 14:43:18 C-09	26	Male/ Masculino/ Masculino/ Estudiante	Advanced/ Avanzado/ Avi	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
22/06/2016 20:43:09 C-13	26	Male/ Masculino/ Masculino/ REDACTOR	Intermediate/ Intermedio/	5	3	3	4	4	4	5	4	3	3	4	4	4	4	5	4	4	4	5	3	1	1
29/06/2016 22:58:34 D-08	26	Female/ Femenino/ Femenino/ OPTOMETRIST	Basic/ Básico/ Básico	3	1	1	3	2	4	2	3	3	3	2	5	4	4	6	4	2	1	5	4	2	2
29/06/2016 23:11:21 J-03	26	Female/ Femenino/ Femenino/ STUDENT	Advanced/ Avanzado/ Avi	4	5	4	5	5	5	5	5	5	4	4	5	6	3	4	6	5	4	6	4	1	1

Marca temporal	Code	Age/ Sex/ Sexo/ Sexo	Occupation/ Ocupación/ Occupation/ Intermedio/	Tur	[2.]	[5.]	[7.]	[10.]	[12.]	[15.]	[M2]	[M3]	[M1]	[3.]	[6.]	[9.]	[13.]	[16.]	[18.]	[1 am.]	[1.]	[4.]	[8.]	[11.]	[14.]	[17.]	[1 am.]	[19.]	[20.]	You may write any ad							
5/07/2016 12:20:18	F-08	26	Female/ Femenino/ Femenino/ Femenino	Trabajo	6	6	4	2	6	6	6	5	4,5	4,83333	4	6	5	6	4	2	6	6	5	2	6	4	2	6	4	2							
9/06/2016 14:13:41	C-01	27	Female/ Femenino/ Femenino/ Femenino	Working	6	6	5	4	6	5	5	3,33333	3,83333	4,16666	4	4	4	4	3	4	4	4	4	4	5	4	3	4	4	3							
9/06/2016 14:18:39	C-04	27	Male/ Masculino/ Masculino/ Masculino		5	1	2	2	5	6	3,33333	5	4	4	6	5	6	6	6	6	6	6	4	1	6	1	6	1	6	1	6						
5/07/2016 12:18:40	F-07	27	Female/ Femenino/ Femenino/ Femenino	Estudiante	4	4	1	2	5	4	3,83333	4,66666	3,33333	4	3	4	6	5	6	4	3	4	1	4	4	1	1	1	1	1	1						
5/07/2016 12:42:43	G-07	27	Female/ Femenino/ Femenino/ Femenino	Administrative	4	2	1	2	5	4	3,33333	3,16666	3,16666	5	2	4	5	1	3	5	5	2	1	5	1	1	1	1	1	1	1	1					
8/07/2016 0:06:24	E-17	27	Male/ Masculino/ Masculino/ Masculino	Ingeniero	6	4	4	5	6	5	5	4	4	4	4	3	5	4	4	4	6	5	5	2	4	2	2	2	2	2	2	2					
22/06/2016 20:30:34	D-03	27	Male/ Masculino/ Masculino/ Masculino	Estudiante	6	4	5	5	5	5	5	3,33333	4	4	4	3	5	4	2	3	5	4	2	3	5	4	2	3	5	4	2	2					
9/06/2016 14:21:23	C-03	28	Female/ Femenino/ Femenino/ Femenino	Psicóloga	5	3	2	4	2	4	3,5	3,16666	3,16666	5	3	4	2	3	2	4	5	2	4	2	3	3	5	1	1	1	1	1	1				
9/06/2016 14:18:04	C-05	29	Male/ Masculino/ Masculino/ Masculino	técnico	6	5	6	6	6	6	5,83333	4	3,33333	4	4	3	5	4	4	4	5	4	6	3	6	2	4	4	4	4	4	4	4				
5/07/2016 12:52:01	G-12	29	Female/ Femenino/ Femenino/ Femenino	Informadora Turista	6	5	6	6	6	6	5,83333	4	3,33333	4	4	3	5	4	4	4	5	4	6	3	6	2	4	4	4	4	4	4	4				
5/07/2016 13:01:08	G-16	29	Female/ Femenino/ Femenino/ Femenino	Self-Employed	6	5	5	5	6	5	5,33333	4,5	5,16666	6	5	6	6	6	5	1	6	6	6	4	6	6	5	2	1	1	1	1	1				
2/06/2016 9:25:04	B-06	30	Female/ Femenino/ Femenino/ Femenino	Médico	3	4	2	2	4	6	3,5	5,66666	5,66666	6	5	6	6	6	5	1	6	6	6	4	6	6	4	4	4	4	4	4	4	4			
5/07/2016 12:46:15	G-09	30	Male/ Masculino/ Masculino/ Masculino	Administrative	5	6	6	4	6	6	5,5	4,33333	4,83333	6	4	4	6	4	2	6	5	6	4	5	3	4	4	4	4	4	4	4	4	4			
8/07/2016 9:16:41	E-14	30	Male/ Masculino/ Masculino/ Masculino	Administrative	6	3	1	5	6	3	4	4,16666	4,33333	5	1	5	6	5	3	5	4	6	5	4	6	5	4	2	1	1	1	1	1	1			
2/06/2016 9:30:20	B-09	31	Female/ Femenino/ Femenino/ Femenino	Ingeniero	6	4	5	3	5	4	4,5	4,66666	4	4	5	4	5	4	5	4	6	1	6	2	3	5	4	2	2	2	2	2	2	2			
5/07/2016 12:22:18	F-09	31	Female/ Femenino/ Femenino/ Femenino	Recepcionista	6	6	5	2	6	6	5,16666	5,33333	4	6	6	4	5	6	5	4	4	5	4	2	5	4	1	1	1	1	1	1	1	1			
5/07/2016 12:50:01	G-11	31	Female/ Femenino/ Femenino/ Femenino	PhD Student	6	4	4	6	6	6	5,33333	4,33333	4,33333	4	6	3	6	6	1	6	6	4	3	6	1	1	1	1	1	1	1	1	1	1	1		
2/06/2016 9:26:31	B-07	32	Male/ Masculino/ Masculino/ Masculino	Doctor	4	4	3	2	4	4	3,5	4,5	5,5	4	5	4	5	4	5	4	6	6	5	6	5	4	4	4	4	4	4	4	4	4	4		
2/06/2016 9:36:00	B-12	32	Female/ Femenino/ Femenino/ Femenino	Feminino	5	6	4	6	6	6	5,83333	5,5	5,83333	4	5	4	5	4	5	4	6	6	6	5	6	5	4	4	4	4	4	4	4	4	4	4	
22/06/2016 20:45:13	E-01	32	Female/ Femenino/ Femenino/ Femenino	PhD Student	4	3	4	4	5	4	4,33333	4,5	4,16666	5	3	6	6	5	2	5	5	5	2	5	3	2	2	2	2	2	2	2	2	2	2		
5/07/2016 12:35:33	G-04	32	Female/ Femenino/ Femenino/ Femenino	Lawyer	1	3	1	1	4	4	2,33333	3,83333	3,33333	5	3	6	6	2	1	6	2	3	5	3	1	4	1	1	1	1	1	1	1	1	1		
7/07/2016 19:09:39	I-03	32	Male/ Masculino/ Masculino/ Masculino		3	5	5	2	6	5	4,33333	4,5	4,16666	5	3	6	6	5	2	5	5	5	2	5	5	2	5	3	2	2	2	2	2	2	2		
7/07/2016 19:14:58	I-03	32	Male/ Masculino/ Masculino/ Masculino		6	4	2	4	3	5	4	4,33333	4,5	4,16666	5	3	6	6	4	2	5	4	6	3	6	3	2	2	2	2	2	2	2	2	2		
29/06/2016 23:04:28	J-01	33	Male/ Masculino/ Masculino/ Masculino	Student	6	4	2	4	3	5	4	4,33333	4,5	4,16666	5	3	6	6	4	2	5	4	6	3	6	3	2	2	2	2	2	2	2	2	2	2	
5/07/2016 13:21:30	G-18	33	Female/ Femenino/ Femenino/ Femenino	Técnico de Proyecto	4	3	4	4	5	4	4	5,33333	5,16666	5	6	6	6	5	4	4	6	6	6	4	6	3	4	4	4	4	4	4	4	4	4	4	
7/07/2016 18:38:33	H-02	33	Male/ Masculino/ Masculino/ Masculino	Pastor	2	5	1	1	5	4	3,33333	3,16666	4	4	1	5	5	4	1	4	4	4	1	4	4	1	4	2	1	1	1	1	1	1	1		
1/06/2016 23:07:27	A-11	34	Female/ Femenino/ Femenino/ Femenino	Communication Dept	6	6	6	6	6	6	6	5,16666	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
2/06/2016 9:23:23	B-05	34	Female/ Femenino/ Femenino/ Femenino	Administrative/ Final	1	6	6	5	6	6	5	2,66666	2,16666	1	2	6	5	1	1	3	2	1	1	5	1	1	1	1	1	1	1	1	1	1	1	1	
22/06/2016 20:28:38	D-02	34	Female/ Femenino/ Femenino/ Femenino	Marketing y Comunitario	5	4	3	2	5	5	4	4,33333	4	5	4	3	5	5	4	4	4	5	4	2	4	5	4	2	4	4	4	4	4	4	4	4	
22/06/2016 20:46:57	E-02	34	Female/ Femenino/ Femenino/ Femenino	Contable	4	5	4	1	3	4	3,5	4	3,66666	6	4	3	5	3	3	3	4	4	4	1	5	4	1	5	4	4	4	4	4	4	4	4	
29/06/2016 23:16:55	F-01	34	Male/ Masculino/ Masculino/ Masculino		6	6	6	3	6	6	6	5,5	5,66666	5,33333	5	6	6	6	6	5	6	6	6	3	6	6	6	6	6	6	6	6	6	6	6	6	6
2/06/2016 9:14:34	B-01	35	Male/ Masculino/ Masculino/ Masculino		5	3	5	3	6	6	4,66666	3	2,83333	4	3	4	5	1	1	5	4	3	1	3	1	1	1	1	1	1	1	1	1	1	1	1	
2/06/2016 9:37:53	B-13	35	Male/ Masculino/ Masculino/ Masculino	Teacher	6	4	6	2	4	4	4,33333	3,83333	3,33333	4	4	5	2	4	4	4	5	3	4	2	4	2	2	2	2	2	2	2	2	2	2	2	
5/07/2016 12:54:29	G-13	35	Female/ Femenino/ Femenino/ Femenino	Student	6	5	5	6	6	6	5,5	4,33333	4,33333	4	4	4	6	4	4	4	4	4	5	2	6	4	4	4	4	4	4	4	4	4	4	4	4
1/06/2016 22:41:32	A-01	36	Female/ Femenino/ Femenino/ Femenino		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
1/06/2016 23:16:44	A-09	36	Female/ Femenino/ Femenino/ Femenino	Enfermera	1	2	1	1	1	4	1,66666	5,16666	5	4	6	4	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
22/06/2016 20:26:23	D-01	36	Female/ Femenino/ Femenino/ Femenino	Contable	5	4	4	4	5	6	4,66666	5,16666	5,33333	5	5	5	6	5	5	6	6	6	5	4	6	5	4	4	4	4	4	4	4	4	4	4	4
22/06/2016 20:48:51	E-03	37	Male/ Masculino/ Masculino/ Masculino	IT Manager	6	4	6	6	6	6	5,66666	5,66666	5,5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5/07/2016 12:56:41	G-14	37	Female/ Femenino/ Femenino/ Femenino	Engineer	6	4	4	1	6	6	4,5	4	2	1	6	5	4	4	4	4	1	4	1	4	1	4	1	1	1	1	1	1	1	1	1	1	1
2/06/2016 9:21:24	B-04	38	Female/ Femenino/ Femenino/ Femenino	HR	3	5	5	4	5	5	4,5	3,66666	2,5	1	4	5	6	4	2	4	1	2	1	6	1	1	1	1	1	1	1	1	1	1	1	1	1
5/07/2016 12:15:01	F-05	39	Female/ Femenino/ Femenino/ Femenino	Travel Agent</																																	

Marca temporal	Code	Age/ Sex/ Sexo	Occupation/ Ocupación/ C	Your level of English/ Tu /	[2.]	[5.]	[7.]	[10.]	[12.]	[15.]	[M1]	[M2]	[M3]	TOTAL	[3.]	[6.]	[9.]	[13.]	[16.]	[18.]	[am]	[1.]	[4.]	[8.]	[11.]	[14.]	[17.]	[am]	[19.]	[20.]	You may write any ad					
1/06/2016 23:20:52	A-13	18	0 ESTUDIANTE	Advanced/ Avanzado/ Av:	5	4	4	5	4	4	4	4	4	4	5	4	4	4	4	4	4	5	5	4	4	4	4	4	4	3						
5/07/2016 12:58:43	G-15	18	0 STUDENT	Intermediate/ Intermedio/	6	6	3	4	3	4	4	4	4	4	4	4	5	5	3	4	4	6	5	4	4	4	4	4	4	4	3					
22/06/2016 20:34:40	D-05	19	0 STUDENT	Basic/ Básico/ Básico	6	6	5	6	6	4	4	4	4	4	4	4	4	4	4	4	4	6	6	4	6	5	4	4	4	4	4	6	I am learning english beca			
5/07/2016 13:23:40	G-19	19	0 STUDENT	Intermediate/ Intermedio/	6	4	4	6	6	6	4	5	3	3	4	2	1	4	2	2	2	4	4	6	1	6	1	6	1	4	4					
5/07/2016 12:37:52	G-05	20	0 STUDENT	Intermediate/ Intermedio/	5	3	4	5	4	5	4	3	5	3	4	5	2	2	2	2	2	4	4	4	3	4	2	3	3	2	3					
2/06/2016 9:39:36	B-14	21	0 STUDENT	Intermediate/ Intermedio/	5	4	4	5	5	5	4	6	6	4	5	4	5	4	3	3	6	6	5	4	5	5	3	2	2	2	2					
9/06/2016 14:41:10	C-11	21	0 Student	Advanced/ Avanzado/ Av:	6	5	5	6	4	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	4	1	I'm learning English beca			
7/07/2016 13:33:32	E-10	21	0 student	Advanced/ Avanzado/ Av:	6	5	5	6	5	4	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	4	4				
1/06/2016 23:00:36	A-08	22	0 ESTUDIANTE	Basic/ Básico/ Básico	6	6	4	5	6	6	4	8	3	3	5	2	4	6	5	3	3	6	6	6	1	6	4	5	4	5	4	4				
2/06/2016 9:32:05	B-10	22	0 ESTUDIANTE	Intermediate/ Intermedio/	6	4	5	1	6	6	2	6	6	6	6	1	3	6	2	1	1	4	5	1	3	2	1	1	1	1	1	1				
7/07/2016 17:34:58	E-11	22	0 Office worker	Advanced/ Avanzado/ Av:	6	6	6	6	5	5	6	6	6	6	5	6	5	6	6	4	4	6	6	6	6	6	6	6	6	6	6	4	3			
7/07/2016 17:38:41	E-12	22	0 a student	Intermediate/ Intermedio/	5	4	3	3	3	5	5	3	8	3	3	5	3	8	3	3	3	5	5	6	6	6	6	6	6	6	6	4	5	3	I learn english because I l	
7/07/2016 18:57:46	H-01	22	0 STUDENT	Advanced/ Avanzado/ Av:	6	4	2	4	4	5	4	3	3	3	4	5	6	2	3	3	4	6	5	6	4	1	1	1	1	1	1	1				
7/07/2016 20:02:51	E-13	22	0 STUDENT	Advanced/ Avanzado/ Av:	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	6	6	5	4	4	4	4	4	4	3				
8/07/2016 0:01:22	E-15	22	0 ESTUDIANTE	Intermediate/ Intermedio/	6	4	1	4	4	4	5	3	3	3	4	1	5	1	4	4	4	5	6	4	1	3	1	1	1	1	1	1				
1/06/2016 22:49:57	A-04	23	0 ESTUDIANTE	Intermediate/ Intermedio/	6	4	5	6	6	4	4	1	6	6	6	4	4	4	3	3	3	6	6	5	4	2	5	3	1	1	1	1				
5/07/2016 12:44:26	G-08	23	0 JOURNALIST	Intermediate/ Intermedio/	4	4	3	5	3	4	5	3	3	3	4	5	5	6	5	3	3	6	6	5	6	4	4	4	4	4	4	1				
2/06/2016 9:41:31	B-15	24	0 BECARIA EN UNA EMPF	Intermediate/ Intermedio/	5	4	3	5	4	5	4	3	3	3	4	5	3	5	4	2	2	3	4	5	1	6	4	3	5	5	4	3	5			
5/07/2016 13:36:31	G-20	24	0 DEPENDIENTA	Intermediate/ Intermedio/	6	5	6	5	6	6	4	3	3	3	5	6	6	2	2	3	1	5	5	6	4	5	1	6	6	6	4	5	1	6		
2/06/2016 9:28:23	B-08	25	0 DESEMPLEADA	Intermediate/ Intermedio/	6	4	4	4	4	5	5	6	6	6	6	5	2	4	5	2	1	4	4	4	1	6	3	1	1	1	1	1	1	I'm learning English beca		
22/06/2016 20:37:16	D-06	25	0 ABOGADA	Basic/ Básico/ Básico	6	5	1	1	6	5	3	3	3	3	4	4	5	4	5	4	5	4	4	4	3	1	4	4	4	4	4	4	1			
5/07/2016 13:19:15	G-17	25	0 AZAFATA	Intermediate/ Intermedio/	5	4	5	4	6	5	6	3	5	5	3	8	3	3	3	3	2	4	5	4	2	5	1	6	6	6	5	1	5			
7/07/2016 11:49:12	E-07	25	0 NURSE	Advanced/ Avanzado/ Av:	5	4	5	4	5	4	5	4	5	4	5	4	2	1	2	1	2	4	4	5	3	4	1	4	1	4	1	4	1	6		
7/07/2016 18:50:49	H-05	25	0 OPTOMETRIST	Intermediate/ Intermedio/	6	1	1	6	3	6	3	8	3	3	3	2	3	2	4	2	1	4	5	3	4	4	3	3	3	3	3	3	3			
29/06/2016 22:58:34	D-08	26	0 STUDENT	Basic/ Básico/ Básico	3	1	3	2	4	3	6	6	6	6	6	2	5	4	4	5	2	6	4	2	1	5	4	2	2	2	2	2	2			
29/06/2016 23:11:21	J-03	26	0 TRABAJO	Advanced/ Avanzado/ Av:	4	5	4	5	5	5	4	8	3	3	4	4	5	6	3	4	4	6	5	4	4	6	4	4	4	4	4	4	4	1		
5/07/2016 12:20:18	F-08	26	0 Working	Intermediate/ Intermedio/	6	6	4	2	6	6	4	8	3	3	3	4	6	5	6	4	2	6	6	5	2	6	6	6	6	6	6	6	4	2		
9/06/2016 14:13:41	C-01	27	0 ESTUDIANTE	Basic/ Básico/ Básico	6	6	5	4	6	5	4	1	6	6	6	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	3		
5/07/2016 12:18:40	F-07	27	0 ADMINISTRATIVE	Intermediate/ Intermedio/	4	4	2	5	4	4	3	3	3	3	3	4	3	4	6	5	6	4	3	4	1	4	4	4	4	4	4	4	4	1		
5/07/2016 12:42:43	G-07	27	0 Psicologa	Intermediate/ Intermedio/	4	2	1	2	5	4	3	1	6	6	6	5	2	4	5	1	3	5	5	2	1	5	1	1	1	1	1	1	1	1	Otro motivo es que un	
9/06/2016 14:21:23	C-05	28	0 INFORMADORA TURIST	Intermediate/ Intermedio/	5	3	2	4	2	4	3	6	6	6	6	3	5	4	2	3	3	5	4	4	3	5	1	1	1	1	1	1	1			
5/07/2016 12:52:01	G-12	29	0 SELF-EMPLOYED	Advanced/ Avanzado/ Av:	6	5	6	6	6	6	4	3	3	3	4	4	3	5	4	4	4	5	4	6	3	6	2	4	4	4	4	4	4			
5/07/2016 13:01:08	G-16	29	0 MÉDICO	Intermediate/ Intermedio/	6	5	5	5	6	5	5	6	6	6	5	5	6	5	5	5	5	6	6	6	6	6	6	6	6	6	6	6	6	2	4	
2/06/2016 9:25:04	B-06	30	0 ENGENIEER	Basic/ Básico/ Básico	3	4	2	2	4	4	5	6	6	6	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	4	4	
2/06/2016 9:30:20	B-09	31	0 RECEPCIONISTA	Basic/ Básico/ Básico	6	4	5	3	5	4	4	4	4	4	4	5	4	5	4	5	4	5	4	6	1	6	2	2	2	2	2	2	2	2		
5/07/2016 12:22:18	F-09	31	0 PHD STUDENT	Basic/ Básico/ Básico	6	6	5	2	6	6	4	5	1	6	6	6	4	5	6	5	4	5	4	6	1	6	2	5	4	4	4	4	4	4	1	
5/07/2016 12:50:01	G-11	31	0	Intermediate/ Intermedio/	6	4	4	6	6	6	6	4	3	3	3	4	6	3	6	6	1	6	6	4	3	6	1	1	1	1	1	1	1	1		
2/06/2016 9:36:00	B-12	32	0	Intermediate/ Intermedio/	5	6	6	6	6	6	6	5	8	3	3	4	6	6	6	6	5	6	6	6	6	6	6	6	6	6	6	6	6	5	4	
5/07/2016 12:35:33	G-04	32	0 LAWYER	Basic/ Básico/ Básico	1	3	1	1	4	4	4	3	3	3	3	3	3	6	6	2	1	6	2	3	5	3	1	1	1	1	1	1	1	1	6	SUPERACIÓN PERSON
5/07/2016 13:21:30	G-18	33	0 TÉCNICO DE PROYECT	Intermediate/ Intermedio/	4	3	4	4	4	5	4	5	1	6	6	6	6	6	5	4	4	6	6	6	4	6	3	1	1	1	1	1	1	1		
1/06/2016 23:07:27	A-11	34	0 COMMUNICATION DEPA	Intermediate/ Intermedio/	6	6	6	6	6	6	6	5	1	6	6	6	5	5	5	5	4	6	4	6	6	5	5	2	2	2	2	2	2	2		
2/06/2016 9:23:23	B-05	34	0 ADMINISTRATION/ FINA	Intermediate/ Intermedio/	1	6	6	5	6	6	2	1	6	6	6	6	6	6	6	6	1	1	3	2	1	1	5	1	1	1	1	1	1	1		
22/06/2016 20:28:38	D-02	34	0 MARKETING Y COMUNI	Intermediate/ Intermedio/	5	4	3	2	5	5	4	4	4	4	4	3	5	5	4	4	4	4	5	4	4	5	4	2	4	4	4	4	4	4	4	
22/06/2016 20:46:57	E-02	34																																		

Marca temporal	Code	Age/ Sexo/ Sexo	Occupation/ Ocupación/ C	Your level of English/ Tu	[2.]	[5.]	[7.]	[10.]	[12.]	[15.]	M1	M2	M3	TOTAL	[3.]	[6.]	[9.]	[13.]	[16.]	[18.]	[1 am]	[1.]	[4.]	[8.]	[11.]	[14.]	[17.]	[1 am]	[19.]	[20.]	You may write any ad
9/06/2016 14:26:16	C-07	42	7	Enjineer	2	2	2	5	6	6	4,33333	3,83333	4,66666	6666	4	4	6	6	4	4	4	5	5	2	5	5	4	3	Necesario para el trabajo		
7/07/2016 19:16:03	I-04	43	7	Basic/ Básico/ Básico	6	6	6	5	6	6	5,83333	5,66666	6666	6666	6	5	5	6	6	6	6	6	6	6	6	6	6	5	5	5	5
7/07/2016 18:46:32	H-04	45	7	LAWYER	5	4	3	4	4	4	2,66666	4	2,66666	6666	3	2	3	3	2	3	3	5	2	2	1	4	2	1	1	1	1
1/06/2016 23:05:27	A-10	53	7	EMPRESA PROPIA	1	2	1	1	1	5	5,33333	1,83333	4,5	6666	6	5	3	6	3	4	4	6	6	4	6	6	4	1	1	1	1
				Total Males Mean							4,01956	4,39130	3,69855	6666																	2,39
9/06/2016 14:13:29	C-02	53	Other/ Otro/ Outro	In between jobs	4	4	3	5	5	5	3,33333	4,33333	4,83333	6666	5	5	5	6	6	2	4	4	4	4	1	4	3	1	1	1	1