UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

FINAL RESEARCH REPORT

Mother tongue influence on target language pronunciation in Basic Intensive English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, year 2020.

IN ORDER TO OBTAIN THE DEGREE OF:

BACHELOR OF ARTS IN ENGLISH WITH EMPHASIS IN TEACHING.

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ACKNOWLEDGEMENTS

To God:

For providing us with life, health, wisdom, and academic knowledge along the

development of the bachelor and this undergraduate project

To our families and friends:

For providing us with unconditional support and motivation

To our classmates:

For providing us with helpful academic comments

To our advisor and professors:

For the effort in guiding us through the undergraduate process

- ➢ Karla Vanessa Arias Castro
- ➢ Maria Cecilia Cruz de Alfaro
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ABSTRACT

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The aim of this study was to determine how the mother tongue, Spanish, has an effect on the articulation and pronunciation of non- existing English phonetic consonant sounds in the target language, English. As it is already known, correct pronunciation is a sub-skill students must develop when learning a foreign language because mispronunciation affects accuracy and comprehension at the moment of expressing ideas.

This research project was carried out in order to answer the question "How does the mother tongue, Spanish, influence on the articulation and pronunciation of non-existing English phonetic consonant sounds in Spanish in students from Intensive2 Basic English I at the Foreign Language Department during year 2020?"

In this research, three main theories were taken into account: the first one is the interlanguage theory, the second is transfer theory and the last one is the brain plasticity theory. These theories helped researchers to support the research project results.

To collect the data, the instruments selected were an online questionnaire and an online interview. Those instruments were administered to 120 students from Intensive basic English I courses; afterwards, the data was analyzed and interpreted to test hypotheses, answer research questions and summarized the main findings.

The result of the data analysis showed that the most difficult sub-skill was

pronunciation. And also, it shows that the most difficult   non- existing English phonetic

consonant sounds in Spanish are: /ʒ/-/v/-/θ/-/ʃ/.

Key words: Interference, second language learning, mother tongue, non- existing

English phonetic consonant sounds in Spanish.

INTRODUCTION

This research project was carried out in order to answer the question "How does the mother tongue, Spanish, influence on the articulation and pronunciation of the English phonetic consonant sounds not existing in Spanish in students from Intensive Basic English I at the Foreign Language Department during year 2020?"

This study is divided in seven chapters where the gathered information was examined in a deeply way in order to help those students that have interference problems on pronunciation.

The first chapter includes the research topic, the problem statement who is described in three main parts which are the theory or concepts, the reality and the expertise opinions. After that, there is one general objective and three specific objectives that led this research project can be found. The chapter number one finishes with the justification explaining the reasons for its development.

The second chapter includes the theoretical framework which is the central part of this work. This part describes ways how mother tongue can influence the target language on pronunciation when learning a foreign language, also some problems that learners can face with, and some unfamiliar sounds. Besides that, it includes a combination of what is explained by experts in their theories.

The third chapter, includes a description of the research methodology applied in the research project such as the research approach, the type of study and the research design, also it describes the strategies used to analyzing data.

The fourth chapter includes the data analysis which will be taking in account the gathered information of instruments that researchers designed. The fifth chapter includes the major findings of this research project. The chapter number six includes the conclusions that researchers reached after analyzing the data collection. And in the last chapter, are included the recommendations and bibliographic references.

CHAPTER I

I.   RESEARCH TOPIC

"Mother tongue influence on target language pronunciation in Intensive Basic English

I students from the Bachelor of Arts in English Teaching at the Foreign Language

Department of the University of El Salvador, year 2020."

II.STATEMENT OF THE PROBLEM

A. DESCRIPTION OF THE PROBLEM.

Previous researchers have shown that mother tongue has an influence on the articulation and pronunciation of the non-existing English phonetic consonant sounds in Spanish. This is due to differences between the two languages including the manner of articulation, place of articulation and voicing at the moment of pronouncing. Prath (2012) showed in a Venn diagram that the non-existing English phonetic consonant sounds in Spanish are: 1-/ð /. 2- /θ/. 3-/ʃ/. 4-/ʒ /. 5-/dʒ/ 6- /h/.7-/w/. 8- /v/. 9- /ŋ/. 10-/z/.11-/r/.

Guerrero (2017) stated that there are certain English phonetic consonants in the Spanish language that produce different sounds when being pronounced without changing the meaning. However, the general pronunciation practices in the English language follow the rule that the change in the pronunciation of consonants changes the meaning of the word. For example, the consonant sounds /ch/ and /sh/ are two different phonemes and are pronounced separately. However, a student of native Spanish pronounces the two sounds interchangeably without any alteration to the meaning of the word. Likewise, certain consonant sounds, such as /v/ and /b/ as well as /s/ and /z/ are pronounced as two different phonemes. However, in the Spanish language the use of vibration, while pronouncing a word, is not used. Hence, the sounds /v/ and /b/, though used separately while writing, are pronounced as /b/.

Similarly, in the cases of both "s" and "z", the consonants appear separately while writing, but are pronounced /s/ while speaking. These variations prevail in the Spanish language, creating confusions for Spanish speakers who, due to their mismanagement of proper voicing, manner and place of articulation, fail to accurately utter phonemes, and consequently, result in miscommunication.

Besides that, at the moment of pronouncing some phonetic consonant sounds, there is a phenomenon that takes place, properly **error transfer**, which is the influence resulting from similarities and differences between the target language and any other language that has been previously learned. This happens as a result of persisting native language habits, and also because learners already possess the knowledge of the native language that they predominantly use and think with (Cortés, 2005).

Therefore, students from the Intensive Basic English I course of the Bachelor of Arts with Emphasis in Teaching face a significant challenge in their first year of study because there are non-existing English phonetic consonant sounds in Spanish difficult to pronounce. Consequently, they have more problems pronouncing them, which will lead them to mispronunciation and miscommunication.

According to Ms. Iveth Henriquez (2020), who has a lot of experience in the field of teaching pronunciation at the University of El Salvador (see the annex c), students have bigger pronunciation problems with these 3 English phonemes: /θ/, /ʃ/, /ð/.

For example, the phoneme /θ/ is spelled in conventional spelling as "th". For instance, the correct pronunciation of "think" is /θɪŋk/, but it is commonly mispronounced as /sink/ or /tink/. These mispronunciations occur when students replace the phonemes /θ/ for /s/ or /t/ at the beginning of a word. Besides that, for pronouncing this sound, it is necessary to put the tongue tip behind the upper teeth (Place of articulation). The phonetic sound /ʃ/ is, in most cases, associated with the Spanish phoneme /tʃ/ that can be found in words such as *Chalatenango, leche, chico* or *cuchill*a. Because of the similarity of the phoneme / ʃ /in Spanish, a transfer mistake occurs when students pronounce the English words with the closest sound they know, being this /tʃ/. Furthermore, for pronouncing this sound, we need to put the tongue and the hard palate on the roof of the mouth (Place of articulation). And as for the phoneme /ð/, which does not exist in Spanish, it is necessary to put the tongue tip behind the upper teeth   or   between   the   teeth   (place   of   articulation).

B. OBJECTIVES

1. General Objective:

To describe how the mother tongue, Spanish, influences on the articulation and pronunciation of the non-existing English phonetic consonant sounds in Spanish, among students from the Intensive Basic English I course at the Foreign Language Department of the University of El Salvador, year 2020.

2. Specific Objectives:

a.   To identify which non-existing English phonetic consonant sounds in Spanish (native language/ L1) cause more pronunciation problems to the students of the Intensive Basic English I course at the Foreign Language Department, University of El Salvador, year 2020.

b.   To explain why students from the Intensive Basic English I course have difficulties pronouncing some non-existing English phonetic consonant sounds in Spanish, at the Foreign Language Department, University of El Salvador, year 2020.

c.   To present recommendations to the Foreign Language Department community (Head of the Department, teachers and students) on how to deal with most accentuated pronunciation problems spotted in the research.

C.RESEARCH QUESTIONS

1. General research question

How does the mother tongue, Spanish, influence on the articulation and pronunciation of non-existing English phonetic consonant sounds in Spanish in students from the Intensive Basic English I course at the Foreign Language Department during year 2020?

2. Specific research questions

a) To identify which are the non-existing English phonetic consonant sounds in Spanish (native language/ L1) that cause more pronunciation problems to the students of the Intensive Basic English I course from the Foreign Language Department, University of El Salvador, year 2020?

b) Why do students from the Intensive Basic English I course have difficulties when pronouncing some non-existing English phonetic consonant sounds in Spanish, at the Foreign Language Department, University of El Salvador, year 2020?

c) What can be recommended to the Foreign Language Department community (Head of the Department, teachers and students) to deal with the most accentuated pronunciation problems spotted in the research?

D.JUSTIFICATION

The pronunciation and articulation of foreign language phonetic sounds is essential at the moment of communicating with other individuals. Previous studies show Spanish speakers have difficulties in articulating and pronouncing non-existing English phonetic consonants sounds in Spanish. That is why researchers set themselves the task of studying and understanding which non-existing English phonetic consonant sounds in Spanish are mispronounced more frequently, which is the cause, and finally present recommendations for the Foreign Language community on how to deal with this issue.

Some English teachers do not pay the necessary attention to the suprasegmentals and pronunciation in general, probably, because as mentioned in an article, "teachers have been listening to mispronunciation of their students for years, and also because sometimes teachers and students are from the same country, they can understand their students easier than the average" (ShillyShally, 2003, Why pronunciation is important, antimoon.com).

Hence, researchers consider that this study will be useful because students would have available information regarding to the sounds that are more difficult to pronounce, and would be able to improve their pronunciation, based on the results and recommendations of this project. Likewise, teachers would have more

parameters to know in which phonetic sounds they have to make more emphasis on or practice to help students improve pronunciation.

Finally, the group aims to provide clear and educational description on how the mother tongue influences on articulatory movements at the moment of pronouncing the non-existing English phonetic consonant sounds in Spanish in the students from Intensive Basic English I course so that professors can apply strategies to help students reach better pronunciation skills.

E. DELIMITATION OF THE PROBLEM

First of all, the problem was investigated at the University of El Salvador located in San Salvador, where researchers identified some of the characteristics related to the research topic. The research was carried out during the year 2020 with students of the Intensive Basic English I course to identify some reasons why they were having difficulties to pronounce some specific non-existing English phonetic consonant sounds in Spanish at the moment of learning the target language. The scope of the study was focused on those specific consonant sounds that are difficult to pronounce. The study took place in a year-time framework.

CHAPTER II

III. FRAMEWORK

A. Historical framework

Mother Tongue´s influence on a student when learning a foreign language is not a new topic. First of all, there is a connection between mother tongue and learning a foreign language, and there is an influence of the mother tongue when the individual wants to acquire a new language (Haugen 1972). It is clear that when learning a language, there is previous knowledge from the first language that influences on the new language.

Besides, Smith (1994) noted that "the term transfer, especially as used in the 1960s and 1970s, refers to the influence of mother tongue (L1) on the learner´s performance in and/or development of a given target language (p.13). This topic has called linguists´ attention in the last decades, therefore, this study intends to identify and present evidence that there is an influence from the mother tongue on the target language; specially, in pronunciation. In short, this research is relevant and useful for professionals who are teaching English as a Foreign Language (EFL) since problem understanding and ways to deal with it are needed in this job.

Second, there is a connection between the learner´s genetics and the way how a foreign language is acquired. There is a genetic influence when

learning a new language that can generate difficulties when speaking in a foreign language (Mufwene, 2001). This is a natural influence since it is coming from the genetics of a student like articulations patterns that have been developed from the mother tongue, and they influence when learning a foreign language. Nevertheless, learners are not conscious of such influence when language transfer occurs, however, with instructions from the teacher, the learner can have some improvement when learning a foreign language, but it does not mean that that influence will not happen in the future (Smith, 1994). Thus, it can be stated that there is a relationship between mother tongue, and it has an influence when learning English as a foreign language.

Third, there is a connection between the skills of the first language and the manner how those skills influence on the acquisition of a second or foreign language. Also, Kecskes and Papp (2007) found that for monolingual speakers, the skills that were acquired in the first language will have an impact on the skills of the foreign language that they want to learn. Bearing this in mind, it can be stated that when language skills are acquired from the first language, they will influence on the skills of the new language. In addition, Kecskes and Papp (2007) stated that to develop multicompetence, the learner will have mind conflicts when learning another language if he is a monolingual person. To summarize, there are different points of view on how the mother tongue influences when learning a foreign language as well as that this is a topic that has been studied in the last decades for linguists and researchers.

Jonnie Robinson says that all languages change through time and can vary depending on the place and social settings. The observation of the change of pronunciation patterns can be noticed by comparing spoken English at different points in time. Over the last 200 years, the pronunciation of lexical sets has changed gradually through the language itself, across geographical space and along social limits. (Phonological change in the English Language, Jonnie Robinson, British Library, 2019).

B. Theoretical framework

Interlanguage theory

The Interlanguage theory is often credited to Larry Selinker, who coined the terms "interlanguage" and "fossilization." However, much has been written about interlanguage theory. Takac (2008), for example, points out that interlanguage theory has brought about the first attempt to describe the process of SLA from a cognitive and not only a linguistic perspective. The term *interlanguage* refers to a language system constructed by language learners in the process of L2 learning which preserves some features of their first language (or L1), and can also overgeneralize some L2 writing and speaking rules. These two characteristics of an interlanguage result in the system's unique linguistic organization.

In other words, Interlanguage is a single system composed of hypothetical rules that have been developed through different cognitive strategies and are tested and modified by learners during the process of comprehension and production. It is important to mention that the Interlanguage theory includes three types of errors: the first one is borrowing patterns from the mother tongue; the second one is extending patterns from the target language. And the third one is expressing meaning using the words and grammar which are already known.

The theory views errors made by learners in language production as evidence indicating the development of linguistic competence. What must be accentuated is that errors are not considered to be an extremely negative side effect of learning but a manifestation of the efforts made by the learner in organizing the language input. The theory explicitly refers to the notion of learning strategies: it distinguishes between (cognitive) learning and communication strategies. Namely, the originator of the theory, Selinker (1972), postulated that:

"Interlanguage is the product of five central cognitive processes involved in L2 acquisition: language transfer, transfer of training, strategies of learning a L2, strategies of language communication in L2 and overgeneralization of linguistic materials. Language learning strategies appear to be central to this theory according to which interlanguage evolves over time as a result of various strategies that learners use to make sense of the language input and to control the output. Therefore, some elements of the interlanguage may be the result of

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learners´ specific approach to the language material to be learnt, this means their selection of learning strategies. On the other hand, using communication strategies may lead to fossilization (when learners cease to develop their interlanguage any further) because they enable learners to communicate in an acceptable manner." (p.33).

Selinker (1972) noticed that the expressions created by a learner are units completely different from those native speakers would produce when they attempt to communicate the same meaning. This comparison proposes the presence of an isolated linguistic structure. This linguistic structure can be observed when considering the expressions of the learner who makes an effort to create meaning in their L2 discourse; it is not seen when that same learner performs form-focused tasks, such as oral drills in a classroom. Interlanguage can be variable over diverse settings; for instance, it may be more accurate, complex and fluent in one domain than in another.

According to The Audiopedia (2017), studying the psychological processes involved in the acquisition of a second language, one can compare the interlanguage expressions of the learner with two things: one is articulations within the native language (L1) to communicate the same message produced by the learner, the other one is articulations within the target language (L2) to communicate the same message, produced by a native speaker of that language.

Transfer theory

Language Transfer can be defined as «the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired» (T. Odlin 1993:27).

Cortés (2005) explained that this transfer can be either positive or negative. **Positive transfer** occurs when those similarities in the mother tongue and the target language can facilitate the learning**. Negative transfer**, on the other hand, refers to the negative influence that the knowledge of the first language has in the learning of the target language due to the differences existing between both languages.

It ought not to be thought that all similarities encourage the learning and ending up in positive transfer, since there are occasions on which a few of those similarities might be misleading. This happens for instance with cognates, that is, words that are exceptionally comparable in a few languages, but they are utilized in completely different contexts or with different meanings –what are colloquially called false friends. However, on most occasions similarities, especially when talking about syntactic, phonological and morphological subsystems, will help the learner achieve a better knowledge of the language. Such is the case of the morphological rule of forming plural forms both in English

and Spanish. Without taking into account the exceptions and irregular plural forms, both languages tend to form plural forms by adding either –s or –esto the singular form; this will make it easier for students of both languages to internalize such a rule.

Cortés (2005) expressed that concurring to T. TAKAHASHI (1984: 52) semantic mistakes are more common than syntactic ones, and this is often exceptionally recognizable in translation work, in which learners attempt to translate literally and this frequently results in errors in semantics due to exchanging from one language into another. However, T. ODLIN (1993: 13) points out that agreeing with S. THOMASOM (1981) «substratum transfer will be more evident in articulation and pronunciation (and also in sentence structure) than in lexicon» since it «is the foremost difficult aspect of a second language to master and the impact of native language phonetics and phonology will be more unavoidable than that of other language subsystems ».

Besides that, T. ODLIN (1993: 23) states that «transfer can occur in all linguistic subsystems, including the morphological and syntactic one; and other influences besides transfer can affect all subsystems». As the examples have been taken from written text it will be very difficult to analyze phonological aspects, although as it will be pointed out, some mistakes may have some connection with phonological influence.

Transfer and Age: There does not seem to be a very clear and definite relation between transfer and the learner's age. However, Cortés (2005) explained that " adults seem to be more susceptible to transfer than children, since children sometimes are not even conscious of using different languages, and if they are they do not always translate from one language into another and on some occasions they can even learn to think in two different languages" (p. 5). Whereas an adult learner will always have his/her first language structures internalized and he/she will try to apply them whenever there is a lack of knowledge in the target language.

Consequences of Negative Transfer: T. ODLIN (1993) indicates four different consequences due to this negative transfer: Underproduction, Overproduction, Production Errors, and Misinterpretation.

Underproduction appears when the learner notices that particular structures in the target language are very different from those in his/her first language, and therefore, he/she will avoid using such structures.

Due to the fact that some common structures are avoided because of such underproduction, other structures that are not so frequent in the target language are used more regularly by the learner because he/she feels more confident using them and therefore, *overproduction* will arise within the *production errors* two different types can be distinguished, *substitutions* and *calques. Substitutions* refer to the use of native language forms in the target language e.g. *posible* instead of *possible*, see mistake in the practical analysis–,

while *calques* are errors that reflect a very closely related native language structure. Finally, regarding *misinterpretation*, some structures in the mother tongue can influence the interpretation of target language messages and this may lead learners to infer something different from the message the speaker wanted to convey.

(Cortés, 2005, P. 5) stated that when considering language transfer, different aspects have to be taken into account, such as the type of languages, the relationship between them, and the context in which the learning process is taking place as well as the age of the learners. It seems that both negative and positive transfer tends to occur when the mother tongue and the target language share more similarities between them, and in most of these occasions it is due to a common origin.

Transfer and interference

Dulay et al (1982) define interference as the automatic transfer due to habit of the surface structure of the first language onto the surface of the target language. Lott (1983) defines interference as 'errors in the learner's use of the foreign language that can be traced back to the mother tongue'. On the other hand, Ellis (1997) refers to interference as "transfer", which he says is "the influence that the learner's L1 exerts over the acquisition of an L2". (Lopez, Mancia&Umaña, 2011.p. 11).

Language acquisition is a very important aspect of human development. If language did not exist, it would be almost impossible to communicate. During the

first three years of their lives, humans acquire their first language by listening to sounds and words, and reproducing them in a natural way. As humans, we can learn more than one language to communicate with others whether being a child or an adult. However, during the process of learning a foreign language interference from one language to another could frequently appear.

Foreign language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organizing this knowledge into appropriate, coherent structures. There seems to be a significant gap between the accumulation and the organization of the knowledge. Derchet and Eliss say "If the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2.

Brain Plasticity Theory

Neuro plasticity or brain plasticity is the ability for the brain to reinvent itself in language learning. Neuroplasticity refers to the brain's ability to change throughout life. In addition to genetic factors, the social environment and personal learning experience play a significant role. Plasticity applies to operative processes at many levels of our neurocognitive system, an intrinsic property that persists throughout our lives (DE Felipe, 2006, Mahncke et al., 2006).

Neuroplasticity occurs in the brain at the beginning of life: when the immature brain organizes itself. Also, it can occur in case of brain injury: to compensate for lost functions or maximize remaining functions. And finally, through adulthood: whenever something new is learned and memorized.

Plasticity, learning and memory

In an article titled "Brain plasticity: how learning changes your brain", Dr. Pascale Michelon mentioned that for a long time, it was believed that as people aged, the connections in the brain became fixed, and then simply faded. Research has shown that in fact the brain never stops changing through learning. Plasticity is the capacity of the brain to change with learning.

Structural brain changes induced by short-term L2 learning or training

Popagno (2014) said most of the studies reviewed some years ago had examined bilingual speakers who had long-term (sometimes lifelong) experiences with a second language, either through immersion learning in an L2 environment or through extensive L2 use or L2 formal instruction. There are other individuals who acquire a second language on a relatively short-term basis, such as those who must take a job abroad or who have to migrate to a new country.

C. DEFINITIONS AND KEY TERMS

Errors and mistakes

It is very common that learners of a foreign language make errors or make mistakes in speaking activities, especially in pronouncing words. That is normal as those mistakes are part of the learning process. But even taking it into account that, many students consider pronunciation as one of the most difficult sub skills at the moment of learning English as a foreign language. Furthermore, it is very important to point out that students that have good pronunciation in English are more likely to be understood even if they make errors in other aspects, whereas students with mispronunciation are difficult to be understood, even if their grammatical performance is perfect. (Al Hosni, 2014) said: The main speaking difficulties encountered by students are linguistic difficulties, mother tongue use, and inhibition.

"Errors and   Mistakes" are defined as "a wrong action attributable to bad judgment, or ignorance, or inattention" (The American Heritage R Dictionary of the English Language). However, it is important to make a distinction between errors and mistakes, taking in account the experts' explanations. For example, Ellis (1997) made a distinction between errors and mistakes. He said that errors reflect gaps in the learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he

or she knows. In other words, Chercheurs (2014) explained that a mistake is described as a deviation in the speaker's language that occurs when the speakers, although familiar with the rule, fail to perform according to their competence, whereas an error is defined as a deviation resulting from ignorance of the rule.

While, according to James (1998), mistakes can be self-corrected if attention is called to them and pointed out to the speaker. Lopez et al. (2011) explain that if no self-correction occurs, we are still left with no means to distinguish errors and mistakes. So, we can turn to frequency of deviant form as a criterion. However, an error cannot be self-corrected. Like for instance, sometimes if, on one or two occasions, an English learner pronounces the word CLOTH as: /klɔd/ but on other occasion it is pronounced as: /klɔt/, it is difficult to determine whether the pronunciation of Cloth is a mistake or error. Therefore, further examination needs to be done and reveals such utterances as /klɔt/ instead of /klɔθ/ determining if that can be corrected or no, so it can be seen as an error or mistake based on James definition of the two terms.

In a Linguistics article titled "English Education and Art" (Ramassary, 2017) it is explained that the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the interlanguage errors, and the errors caused by the interference of the learners" mother tongue are called the interlanguage errors. Richards (1974:124) distinguishes three sources of competence errors. The first

one is the Interference errors occur as a result of the use of elements from one language while speaking another. The second one is the intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which the rules apply. The last one is the developmental errors that occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Pronunciation

In order to be able to speak a foreign language with a standard pronunciation, a person needs to take some features into account; that is, pronunciation, phonetics and phonology. According to one definition of the dictionary of phonetic and phonology (R.L Trask, 1996. p. 291), pronunciation is the manner in which speech sounds, especially connected sequences that are articulated by individual speakers or by speakers generally. This everyday term is little used in phonetics and phonology, in which a particular style of speaking is called an accent, and more specific terms are applied to distinguishable aspects of pronunciation.

According to All About Linguistics (2020), phonetics is a branch of linguistics that focuses on the production and classification of the words 'speech sounds. The production of speech looks at the interaction of different vocal organs, for example the lips, tongue and teeth, to produce particular sounds. By classification of speech, we focus on the sorting of speech sounds into categories which can be

seen in what is called the International Phonetic Alphabet (IPA). The IPA is a framework that uses a single symbol to describe each distinct sound in the language and can be found in dictionaries and in textbooks worldwide. For example, the noun "fish" has four letters, but the IPA presents this as three sounds: f i ʃ, where /ʃ/ stands for the "sh" sound. On the other hand, Phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning. According to experts, many foreign language learners associate their native language sounds with the target language ones due to the similarities they find in both languages.

Consonants: Unfamiliar sounds

Consonants in English are sounds that are produced with the articulator more or less close. That is to say they are produced with a close articulation, going from completely together to only approximating. Consonant sounds are classified according to three dimensions: a) Voicing, b) place of articulation, c) manner of articulation.

Figure 1

Phonetic	Place of articulation	Consonant are either		Manner of articulation
		Voiced=VD	Voiceles=VL	
1-/ð/	Tongue tip and teeth	✓		Fricatives
|2-/θ/	Tongue tip and teeth		✓	Fricatives
3-/ʃ/	Tongue and roof of mouth		✓	Fricatives
4- /ʒ/	Tongue and roof of mouth	✓		Fricatives
5-/dʒ/	Tongue and roof of mouth	✓		Africatives
6-/h/	Glottis	✓		Fricative
7-/w/	Two lips	✓		Glides/Semi-Vowels
8-/v/	Teeth and lip	✓		Fricative
9-/ŋ/	Back of tongue and back of roof of mouth	✓		Nasal
10-/z/	Tongue tip and upper gum ridge	✓		Fricative
11-/r/	Tongue tip and upper gum ridge	✓		Glides/Semi-Vowels

Figure 1.Consonat Chart.Place of articulation and Manner of articulation. Dowloaded from Pronouncing American English Sounds, Stress, and Intonacion.Third Edition. Gertrude F. Orion. Professor Emeritus. Queens borough community college City University of New York. 2012, 1997,1988. For permission to use this material from permissionrequest@cergage.com

➢ **Voicing:** sounds made with vocal cords vibrate are voiced. Sounds made with no vibration of vocal cords are voiceless.

➢ **Place of articulation:** articulators (lips, teeth, tongue, etc.) help us shape the sounds.

➢ **Manner of articulation**: how the air flow out of the mouth or nose. For some sounds the flow or air is stopped and then continued.

Prath (2012) have studied the non-existing English phonetic consonant sounds in Spanish. He showed in a Venn diagram that the non-existing English phonetics consonant sounds in Spanish are: 1-/ð /. 2- /θ/. 3- /ʃ/. 4-/ʒ /. 5- /dʒ/ 6-/h/.7-/w/. 8- /v/. 9- /ŋ/. 10-/z/.11-/r/. Moreover, he showed the common phonetic consonant sound between two languages and also the phonetic consonant sounds in Spanish.
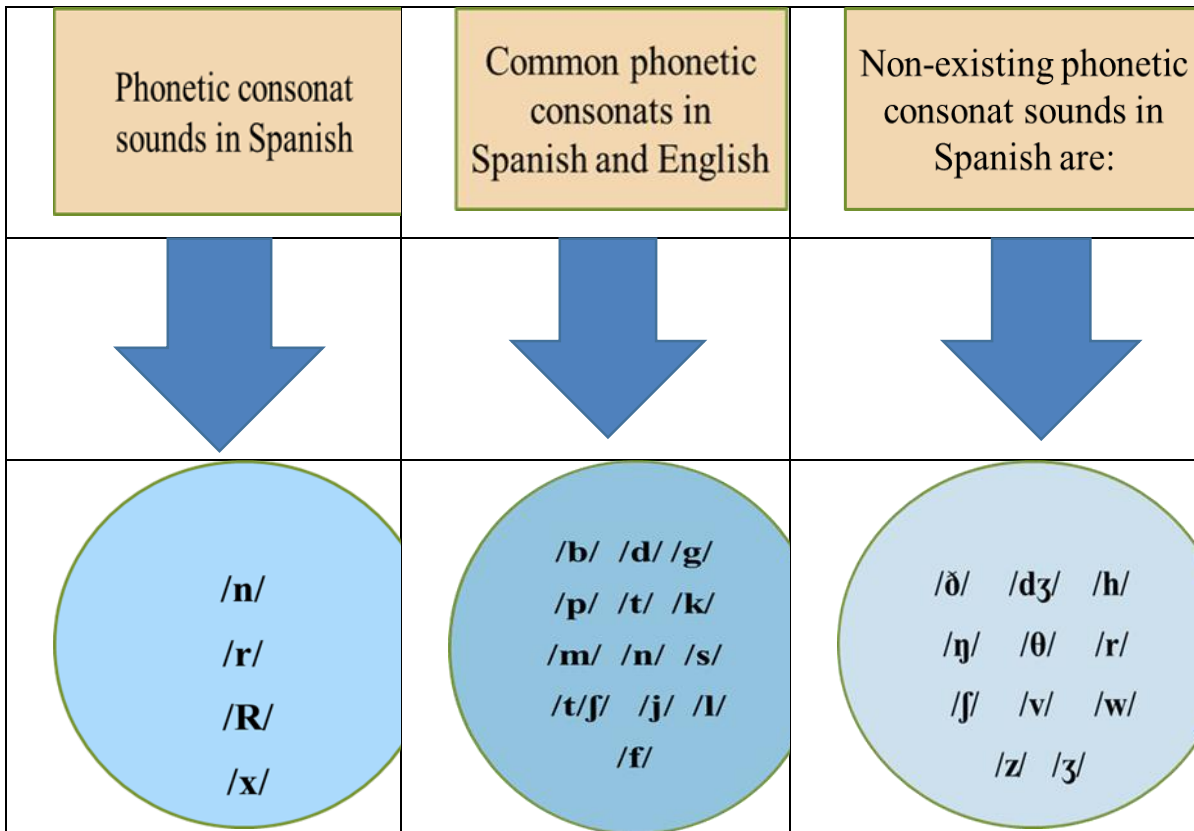
Figure2.

Phonetic consonat sounds in Spanish	Common phonetic consonats in Spanish and English	Non-existing phonetic consonat sounds in Spanish are:
/n/ /r/ /R/ /x/	/b/ /d/ /g/ /p/ /t/ /k/ /m/ /n/ /s/ /tʃ/ /j/ /l/ /f/	/ð/ /dʒ/ /h/ /ŋ/ /θ/ /r/ /ʃ/ /v/ /w/ /z/ /ʒ/

Figure 2. BILINGUISTICS. Venn diagram (2012) by Prath.Dowloaded from *https://bilinguistics.com/articulation-errors-second-language-learners/*

Many of the symbols used to describe consonant sounds are familiar at the moment of learning English as a foreign language such as /p/, /b/, /f/ and /d/. However, there are other symbols that are much less familiar as in the two ways of representing "th" sounds in English. We use [θ], called "theta" for the voiceless version, as in *three.* We use [ð], called "eth" for the voiced version, as in *thus, loathe.* Because the teeth are involved in the production of these sounds, they are called dentals, or in those cases where the tongue tip is between (= inter) the teeth, they may be described as interdentals.

There are some special symbols used for the sounds made in the middle area of the mouth, involving the tongue and the palate (the roof of the mouth). We use [ʃ], for the "sh" sound, as in _shout_ and _shoe-brush_. This is voiceless. Their voiced counterpart are [ʒ] for the sound in _treasure, rouge_, and [dʒ], for the sound in _judge_ and _George._

The sounds produced toward the back of the mouth, involving the velum, are represented by the velar for example [ŋ], called "agma" as in _thong_ and _ringing_.

Other unfamiliar sounds in Spanish are [h] in its voiceless version as in _hotel_ and _house._ The voiced versions are [v] as in _vat_ and [z] as in _zoo._ These are fricative sounds which are made when we almost block the airflow and force it through a narrow gag, creating a type of friction.

The [r] voiced sound is described as liquid because it is formed with the tongue tip touches near the alveolar ridge. Example: The [r] sound in _red_ and _write_.

And the last one non- existing English phonetics sound in Spanish is [w] which is described as glide because it is produced with the tongue in motion (or "gliding") to or from the position of a vowel. For example, the words _we_ and _wet_ begin with glides.

CHAPTER III

IV.TYPE OF STUDY

A. DESCRIPTIVE

Pronunciation has been considered as a unique feature in the use of the tongue, lips, and other parts of speech according to SPCHTs Text Lear Act website.

The team decided that this research would be carried out through the implementation of the mixed research approach, which has a procedure of collecting, analyzing, and mixing qualitative and quantitative data in a single study to understand a research problem (Creswell, J. 2012).

Also, according to Creswell, J. (2012), a mixed method is used when one type of research (qualitative and quantitative) is not enough to address the research problem or answer the question. Besides the research approach, an investigation needs other elements such as the type of study. In this case, the type of study that was used is the descriptive one. According to AdiBhat (2019), descriptive research mostly focuses on describing the nature of a demographic segment, without focusing on why a certain phenomenon occurs. In other words, it "describes" the subject of the research, and also "why" it happens.

V. HYPOTHESES

Work hypothesis: The most difficult non-existing English phonetic consonant sounds in Spanish as a native language, to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador are: Phonetic /ʃ/ , phonetic /z /, phonetic /ʒ **/**

Null hypothesis: All non-existing English phonetic consonant sounds in Spanish as a native language (1-/ð /. 2- /θ/. 3-/ʃ/. 4-/ʒ /. 5-/dʒ/ 6-/h/.7-/w/. 8- /v/. 9-/ŋ/. 10-/z/.11-/r/) are equally difficult to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the foreign Language Department of the University of El Salvador.

Alternative Hypothesis: The most difficult non-existing English phonetic consonant sounds in Spanish, to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University are: /k/, /m/, /c/.

VI. RESEARCH DESIGN

A. Non-experimental cross-sectional design

In addition, a non-experimental cross-sectional design was used because there is no experimenting, and data was collected only once at a given period of time.
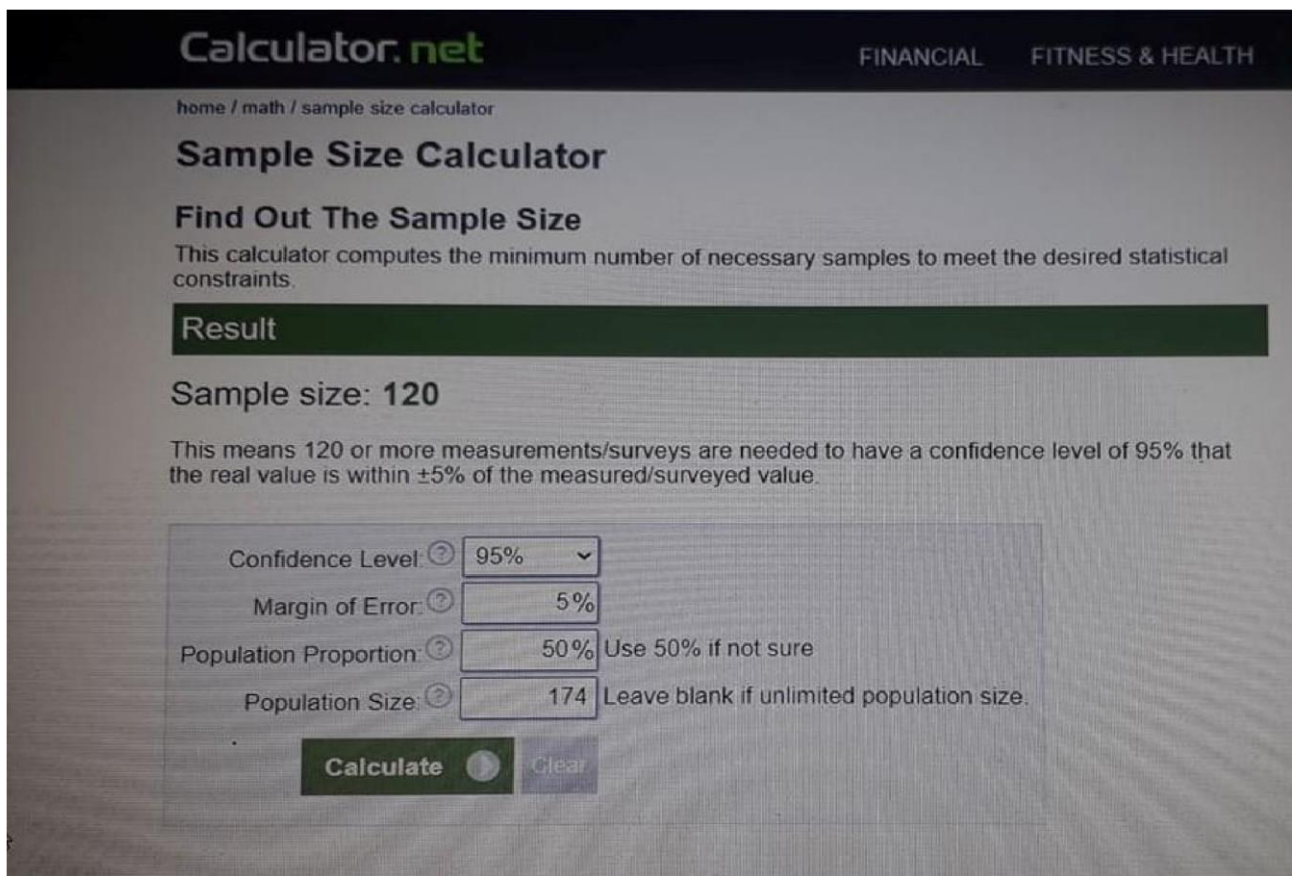
VII. POPULATION AND SAMPLE

A. Population

The researchers based the population of 174 students of Intensive Basic English I from the Bachelor of Arts with Emphasis in Teaching at the Foreign Language Department of the University of El Salvador.

Group	Basic Intensive English.	# of students
03	Lic. Leidi Cecibel Orellana	-20 female - 7 male 27 students
04	Lic. Nery Salvador Barillas	- 18 female - 12 male 30 students
06	Lic. Cecilia de Amaya	- 24 female - 11 male 35 students
07	Lic. Claudia Vides	-15 female - 6 male 21 students
08	Lic. Francisco Rodríguez	-20 female -10 males 30 students
09	Lic. Héctor Nieto	-21 female -10 male 31 students
	Total	174 students

B. Sample

The researchers took a sample of 120 students of Intensive Basic English I students from the Bachelor of Arts with Emphasis in Teaching at the Foreign Language Department of the University of El Salvador and had a confidence level of 95% and a margin of error of 0.05%.

1. Stratified random sampling procedure

The sample of the students of the major in English teaching from the Foreign Languages Department was calculated through a stratified random sample procedure.

Calculating strata.

Ksh= n/N= 120/ 174= 0.689655

Group	Sample by strata	Proportions
03	0.689655 x 27 = 18	Female 13 (70 %) Male 5 (30 %)
04	0.689655 x 30= 20	Female 14(70 %) Male 6 (30 %)
06	0.689655 x 35 =24	Female 17 (70 %) Male 7 (30 %)
07	0.689655 x 21 =14	Female 9 (70 %) Male 5 (30 %)
08	0.689655 x 30 = 20	Female 14 (70 %) Male 6 (30 %)
09	0.689655 x 31= 21	Female 14 (70 %) Male 7 (30 %)
	Total stratified sample120	Female 84 Male 36

Selecting the members of the sample

Sample members were selected using a simple random procedure (a raffle) in each group based on the attendance list.

Intensive Basic English I. Group 03 from 6:00a.m.to 8:00 a.m. Teacher: Licenciada Leidi Cecibel Orellana			Intensive Basic English I. Group 04 from 6:00 a.m.to 8:00 a.m. Teacher: Licenciado Nery Salvador		
Code	Gender	Attendance list number	Code	Gender	Attendance list number
Student 1	Female	1	Student 1	Female	1
Student 2	Female	2	Student 2	Male	2
Student 3	Female	6	Student 3	Female	3
Student 4	Female	8	Student 4	Female	4
Student 5	Female	9	Student 5	Female	5
Student 6	Female	12	Student 6	Female	6
Student 7	Female	13	Student 7	Female	7
Student 8	Female	14	Student 8	Male	8
Student 9	Female	15	Student 9	Female	9
Student 10	Female	16	Student 10	Female	10
Student 11	Female	17	Student 11	Female	12
Student 12	Male	19	Student 12	Male	14
Student 13	Male	20	Student 13	Female	16
Student 14	Female	21	Student 14	Female	17
Student 15	Female	22	Student 15	Male	18
Student 16	Male	23	Student 16	Female	19
Student 17	Male	27	Student 17	Male	20
Student 18	Male	29	Student 18	Male	27

Student 19	Female	30
Student 20	Female	32

Intensive Basic English I. Group 06 from 1:00 to 3:00 p.m. Teacher: Licenciada Cecilia de Amaya			Intensive Basic English I. Group 07 from 1:00 to 3:00 p.m. Teacher: Licenciada Claudia Vides		
Code	Gender	Attendance List Number	Code	Gender	Attendance list Number
Student 1	Female	1	Student 1	Male	1
Student 2	Female	5	Student 2	Male	2
Student 3	Female	6	Student 3	Female	5
Student 4	Male	7	Student 4	Female	6
Student 5	Male	8	Student 5	Female	8
Student 6	Female	9	Student 6	Male	10
Student 7	Female	11	Student 7	Female	11
Student 8	Male	14	Student 8	Female	12
Student 9	Female	17	Student 9	Female	13
Student 10	Female	18	Student 10	Female	15
Student 11	Male	21	Student 11	Male	16
Student 12	Female	22	Student 12	Female	17
Student 13	Female	23	Student 13	Male	18
Student 14	Female	24	Student 14	Female	19
Student 15	Male	25			
Student 16	Female	27			
Student 17	Female	28			
Student 18	Female	29			
Student 19	Male	30			
Student 20	Female	31			
Student 21	Male	32			
Student 22	Female	33			
Student 23	Female	34			
Student 24	Female	35			

Intensive Basic English I. Group 08 from 1:00 to 3:00 p.m. Teacher: Licenciado Francisco Rodríguez			Intensive Basic English I. Group 09 from 5:00 to 7:00 p.m. Teacher: Licenciado Héctor Nieto.		
Code	Gender	Attendance List Number	Code	Gender	Attendance list Number
Student 1	Female	2	Student 1	Female	1
Student 2	Female	3	Student 2	Female	3
Student 3	Female	6	Student 3	Male	4
Student 4	Female	8	Student 4	Male	5
Student 5	Female	9	Student 5	Female	6
Student 6	Female	10	Student 6	Female	8
Student 7	Female	11	Student 7	Female	9
Student 8	Female	12	Student 8	Female	10
Student 9	Male	13	Student 9	Female	12
Student 10	Male	15	Student 10	Male	13
Student 11	Male	17	Student 11	Female	14
Student 12	Female	18	Student 12	Male	17
Student 13	Male	20	Student 13	Male	18
Student 14	Female	21	Student 14	Female	20
Student 15	Male	22	Student 15	Female	21
Student 16	Female	24	Student 16	Female	22
Student 17	Female	25	Student 17	Female	23
Student 18	Male	26	Student 18	Male	24
Student 19	Female	28	Student 19	Female	26
Student 20	Female	29	Student 20	Male	27
			Student 21	Female	33

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VIII. DATA GATHERING PROCESS

A. Research Techniques

The data collection research techniques used to carry out the research were a survey (quantitative data) and an interview (qualitative data).

B. Quantitative and qualitative data gathering instruments

To gather the data information, researchers used quantitative and qualitative instruments. The instruments used in this research project were:

Questionnaire: The questionnaire included a set of 10 closed-questions (see annex A). It is important to mention that it was designed using an app called Google forms since it was administered via online to 120 students of Intensive Basic English I Course of the Foreign Language Department.

Interview guide: The online interview not only consisted of having a brief and spontaneous conversation with the participants but also to ask them to read a brief paragraph (see annex B) which contained words with non-existing English phonetic consonant sounds in their native language. The reading part of the interview was recorded by the interviewers to be analyzed using a checklist. (See annex B). It is important to mention that the interview was carried out with the same 120 students from Intensive Basic English I groups who were selected to participate in the questionnaire.

Interview guide: Researchers scheduled an online interview with the professor Iveth Henriquez (see annex C) because she not only has a lot of experience in the field of pronunciation as a teacher but also in the process of learning a second language. The interview was online structured interview in which researchers asked eight open–questions which were related to the research topic.

By using those techniques and those instruments, the researchers gathered the expected information from the participants and as well significant data about the non- existing English phonetic consonant sounds in Spanish and troubles that the participants had at the moment of pronouncing words in which they had to articulate the non-existing English phonetic consonant sounds. Also, by means of the interview with the professor Iveth Henriquez, researchers gathered relevant information to the project and got an opinion from a well- respected expertise, as well.

C. Data gathering plan

Before gathering the data, researchers run a piloting test using the two instruments mentioned previously. The piloting of the questionnaire and interview guide was done with a group of 4 students from the groups of the Intensive Basic English I groups. The students selected to the piloting test were the following:

N. Attendance List	Group
26	03
25	04
15	04
32	09

Before administering the instruments, researchers sent an e-mail address to the teachers in charge of the Intensive Basic English I class groups in order to explain what the research project was about and also to ask for the authorization to administer the two instruments to their students. Having a positive answer from the teachers, researchers sent an e-mail address to the participants to communicate that they were selected as a sample and as well to give a brief explanation regarding the research project so that they could get a better idea of this before answering the questionnaire and being part of the interview.

After, researchers administered the two instruments. The online questionnaire was administered first, and secondly, the online interview. Both instruments were administered to a population of 120 participants. Since, using questionnaires is considered an efficient way of collecting data from a large number of respondents, and interviews collect complete information with greater understanding. Finally, researchers sent an e-mail to the professor Iveth Henriquez explaining what the research project was about and asking for her collaboration to be part of an online interview.

| INSTRUMENT	PARTICIPANTS	WEEK	FORMAT	RESEARCHERS
PILOT STUDY	Four students from Intensive Basic English I groups	First and second week of May	Online	Karla Arias María de Alfaro Fátima Quijada
QUESTIONNAIRE	One hundred and twenty students from the Intensive Basic English I groups	Second, third, and fourth week of May	Online	Karla Arias María de Alfaro Fátima Quijada
INTERVIEW	One hundred and twenty students from Intensive Basic English I groups	Second, third, and fourth week of May	Online	Karla Arias María de Alfaro Fátima Quijada
INTERVIEW	Licda: Iveth Henriquez	fourth week of September	Online	Karla Arias María de Alfaro Fátima Quijada

CHAPTER IV

IX. DATA ANALYSIS

A. Quantitative data analysis (Questionnaire)

After gathering the information of the two instruments, the collected data was analyzed. The data collected through the questionnaire was analyzed in a univariate way, question by question. After that, the information was represented in pie graphs and interpreted in a quantitative way.

1. UNIVARIATE ANALYSIS

GRAPH 1. AGE OF INTENSIVE BASIC ENGLISH I STUDENTS

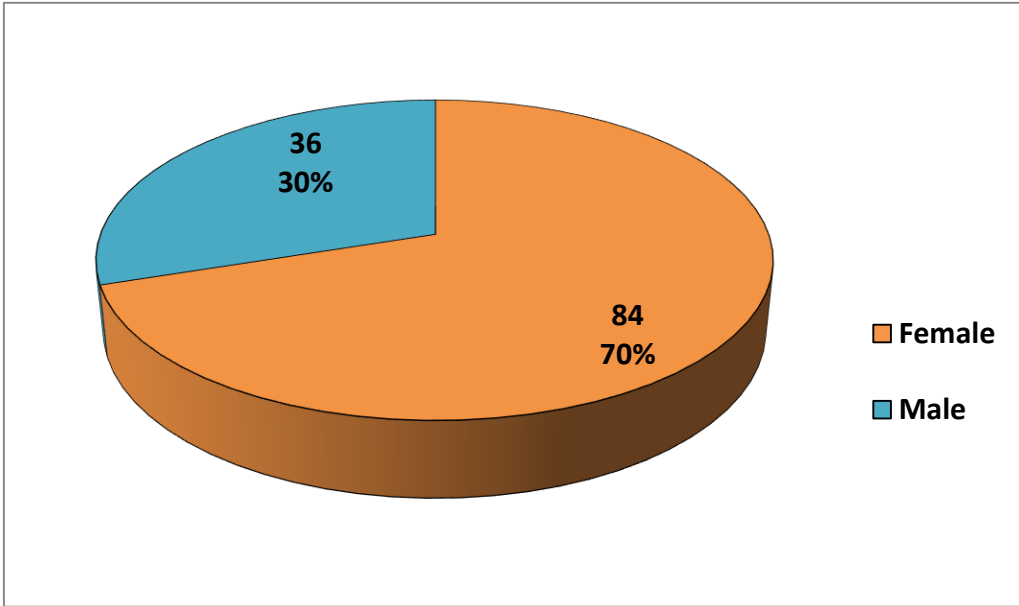| Choices	Number of students
15-20	75
21-26	42
27-32	3
Total	**120**
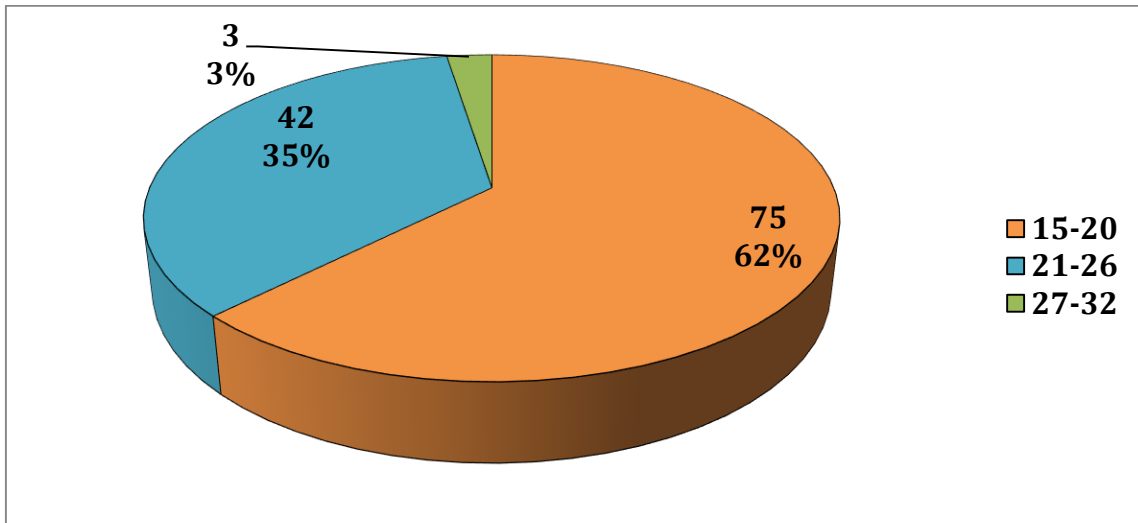
Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

According to the pie graph, students of Intensive Basic English I courses begin their studies at ages 15-20; this represents 62% of the whole sample that was surveyed. It means that most students are teenagers when they begin their university studies. However, there are some exceptions; in the graph, it is shown that 38% of the students have begun their studies at the university elder than others (21 to 32 years old).

GRAPH 2. GENDER OF THE STUDENTS IN INTENSIVE BASIC ENGLISH I

Choices	Number of students
Female	84
Male	36

Total	120

As shown in the pie graph, the researchers could realize that in the Intensive Basic English I class groups in which the study was carried out, there were more women than men. From the 120 people that were surveyed, 70% were women, and the rest 30% were men; this represents 84 women and 36 men, respectively.

GRAPH 3. BACHELOR THAT INTENSIVE BASIC ENGLISH I STUDENTS ARE STUDYING.

Choices	Number of students

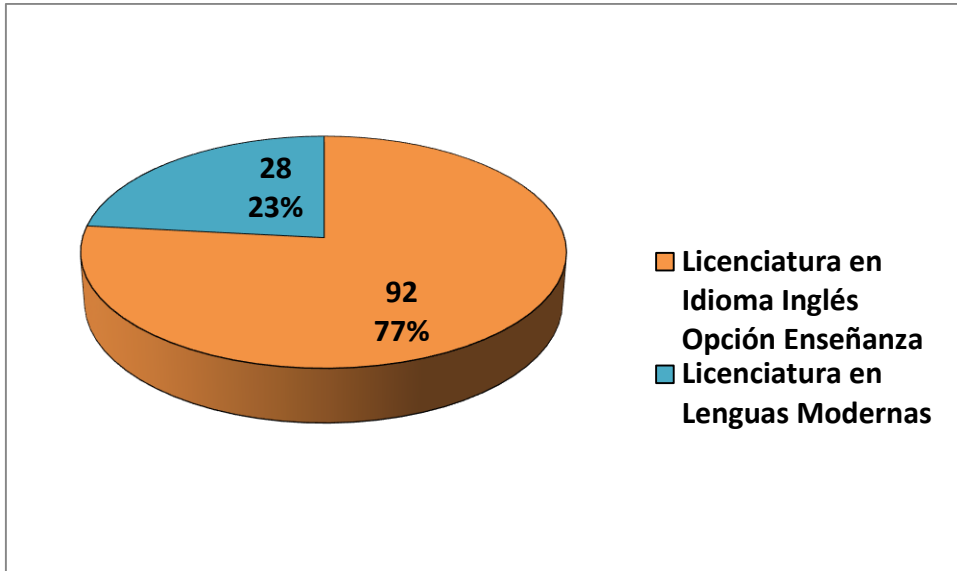|	
Licenciatura en Idioma Inglés Opción Enseñanza	92
Licenciatura en Lenguas Modernas	28
Total	**120**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

According to the pie graph, 92 students, who represent the 77 % of the sample, were studying the Bachelor of Arts in English Teaching. Meanwhile, 28 students that represent the 23 % answered that they were studying Modern Languages Bachelor.

GRAPH 4. SEMESTER INTENSIVE BASIC ENGLISH I STUDENTS ARE TAKING.

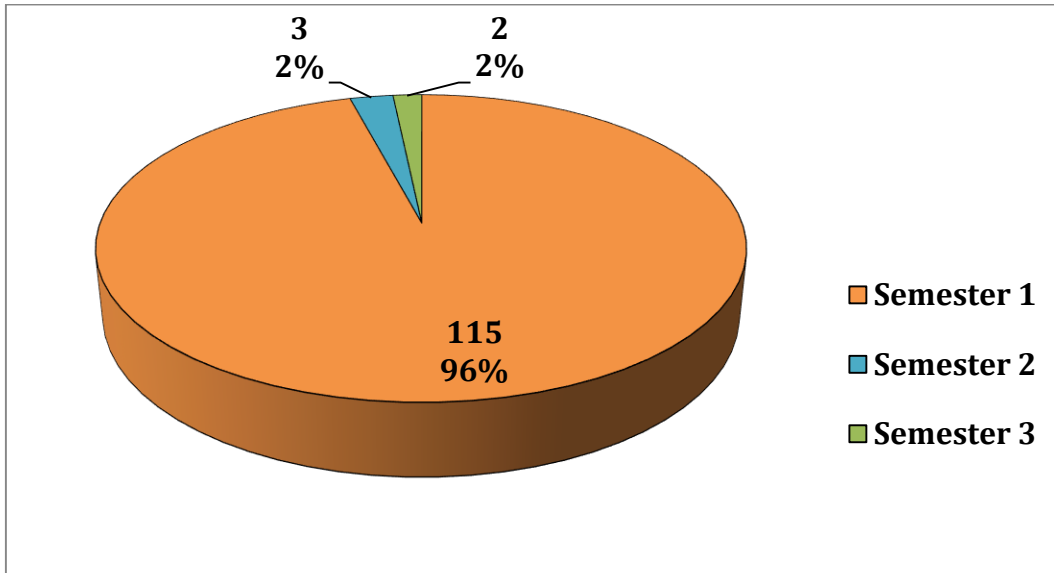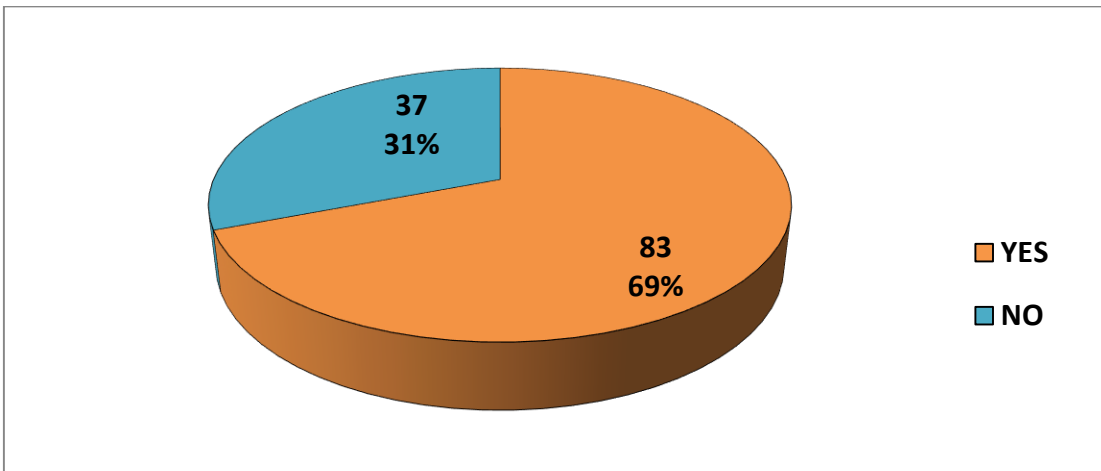| Choices	Number of students
Semester 1	115
Semester 2	3
Semester 3	2
Total	**120**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

In the pie graph, three answers are reflected. The first one shows that 115 students of Basic Intensive English I that represent 96% of the sample were studying semester I. The second one shows that 3 students that represent 2% of the sample are studying semester II. And the last one shows that 2 students that represent 2% of the whole sample are studying semester III.

GRAPH 5. STUDENTS' ENGLISH BACKGROUND KNOWLEDGE

Choices	Number of students
YES	83
NO	37
Total	**120**

The pie graph shows that 83 students had studied English before studying their bachelor; this represents 69% of the sample taken. Also, it shows that a few numbers of participants, 39, who represents 31% of the whole sample, had not studied English before studying their bachelor.

GRAPH 6. TIME OF STUDYING ENGLISH

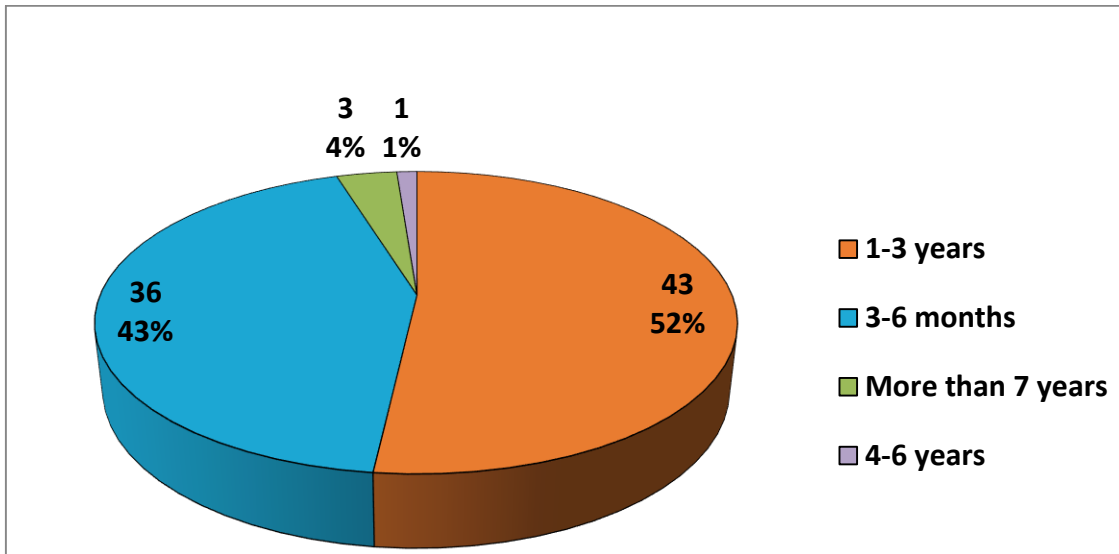| Choices	Number of students
3-6 months	36
1-3 years	43
4-6 years	1
More than 7 years	3
Total	**83**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

This pie graph shows that 43 students out of 120 have studied English during a period of 1-3 year; this represents 52% of the sample. In addition, 36 students that represent 43% have studied for 3-6 month. Besides, the graph shows that only 3 students have studied English for more than seven years, which represents 4% of the whole sample. Finally, only 1 student had studied English for 4-6 years, which represents 1% of the whole sample. It can be concluded that more than a half of the participants have studied English for a period of time of 1 to 3 years.

GRAPH 7. INSTITUTION WHERE STUDENTS LEARNED ENGLISH

Choices	Number of students
English Academy	59
High School	17
Online Courses	5
Other	2
Total	**83**

This pie graph shows that 59 students out of 120 have studied English in an English Academy; this represents 71% of the sample. In addition, 17 students that represent 21% have studied English in high school. Five students, who represent 6%, said they have studied English through online courses. Finally, the pie graph shows that only 2 students that represent 2% of the whole sample have studied by other means.

GRAPH 8. HIGH SCHOOL

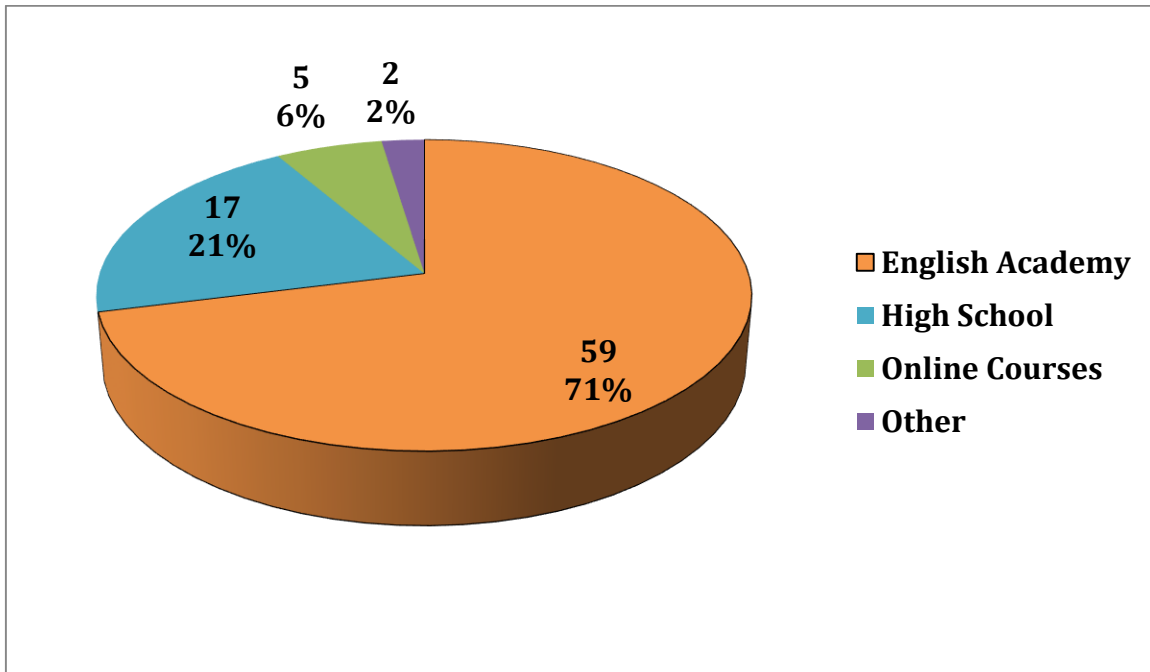| Choices	Number of students
Public institution	89
Private institution	31
Total	**120**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

According to the pie graph, 89 students of Intensive Basic English I attended high school in public institutions; this represents 74% of the sample population. And the other 31 participants that were surveyed come from private institutions; this represents 26% of the whole sample.

GRAPH 9. LEARNING RESOURCES

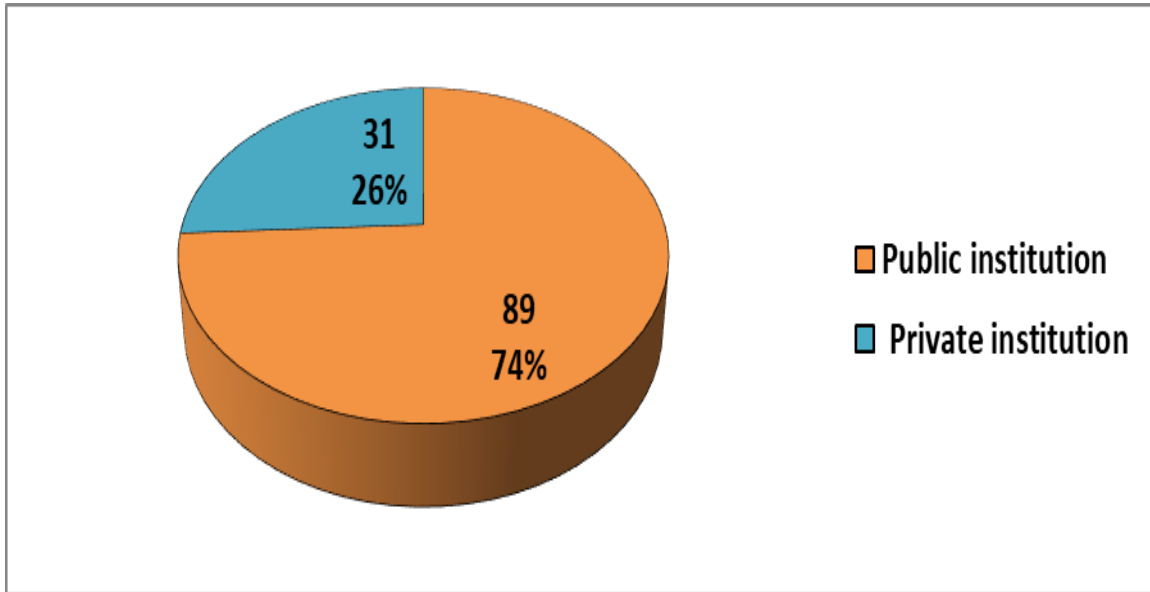| Choices	Number of answers
Cell phone	87
Internet	61
Pc- Laptop Computer	40
Cable TV	20
All of them	3
Total	**211**
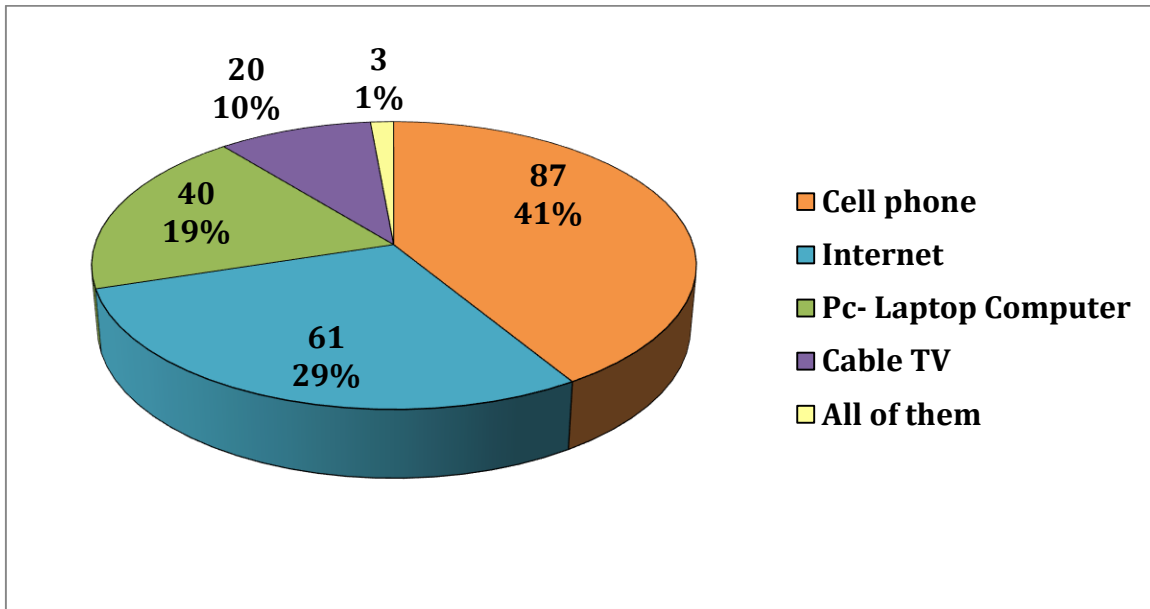
Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

According to the pie graph, 87 students, which represent 41%, have access to a cell phone. Besides, 61 students that represent 29% of the surveyed population have access to internet at home. The pie graph also shows that only 40 students have access to a pc- laptop computer; this represents 19% of the sample. It can be emphasized that only 3 students that represent 1% of the studied sample have access to all the sources mentioned in question 5.

GRAPH 10. ACTIVITIES FOR IMPROVING PRONUNCIATION

| Choices	Number of students
Practice through an app	59
Practice with my friends	40
Practice in a conversation club	10
Talk to a native English speaker	8
All of the above	3
Total	**120**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

This pie graph shows that 59 students that represent 49% of the sample study English through an app in order to improve their language pronunciation. Moreover, it can be identified that 40 students that represent 33% of the sample by practicing with a friend. Furthermore, it can be emphasized that 10 students that represent 8% of the sample improve their English language pronunciation by practicing in a conversation club. Therefore, it can be stated that apps are a good option not only to practice pronunciation but also to improve it.

GRAPH 11. LANGUAGE PRONUNCIATION ASSESSMENT.

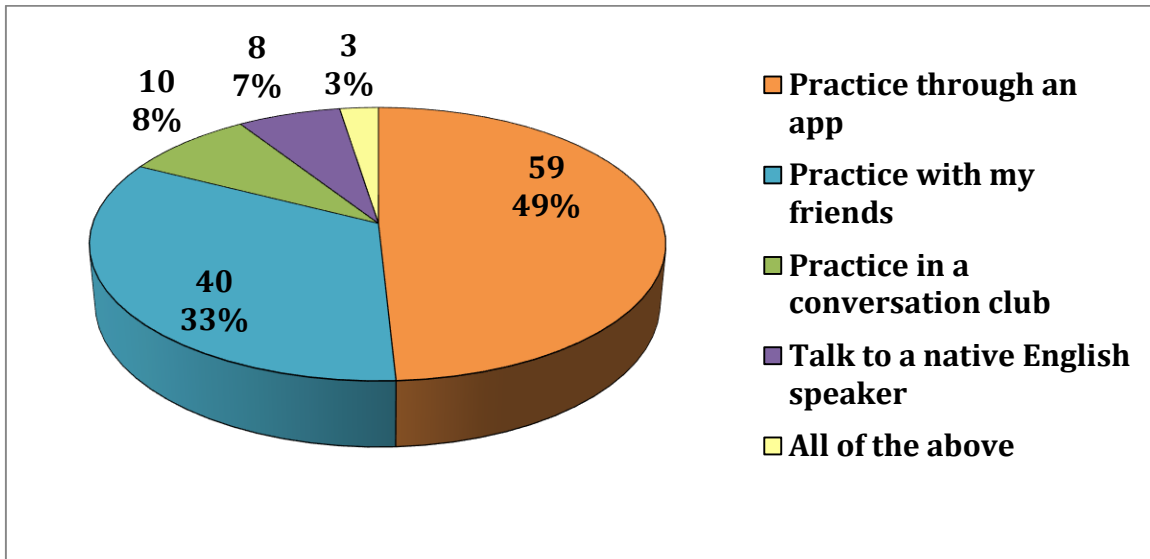| Choices	Number of students
Excellent	3
Good	37
Average	38
Need to improve	42
Total	**120**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

The pie graph shows that 42 students that represent 35% of the sample consider their English language pronunciation competence needs to improve. Besides, it can be noticed that 38 students that represent 32% of the sample consider their English language pronunciation competence average. Moreover, 37 students that represent 31% of the sample consider their English language pronunciation competence good. Finally, only 3 students that represent 2% of the sample taken consider their English language pronunciation competence excellent. Therefore, it can be concluded that most students are aware that they do not have a good pronunciation.

GRAPH 12. MOST DIFFICULT SKILL

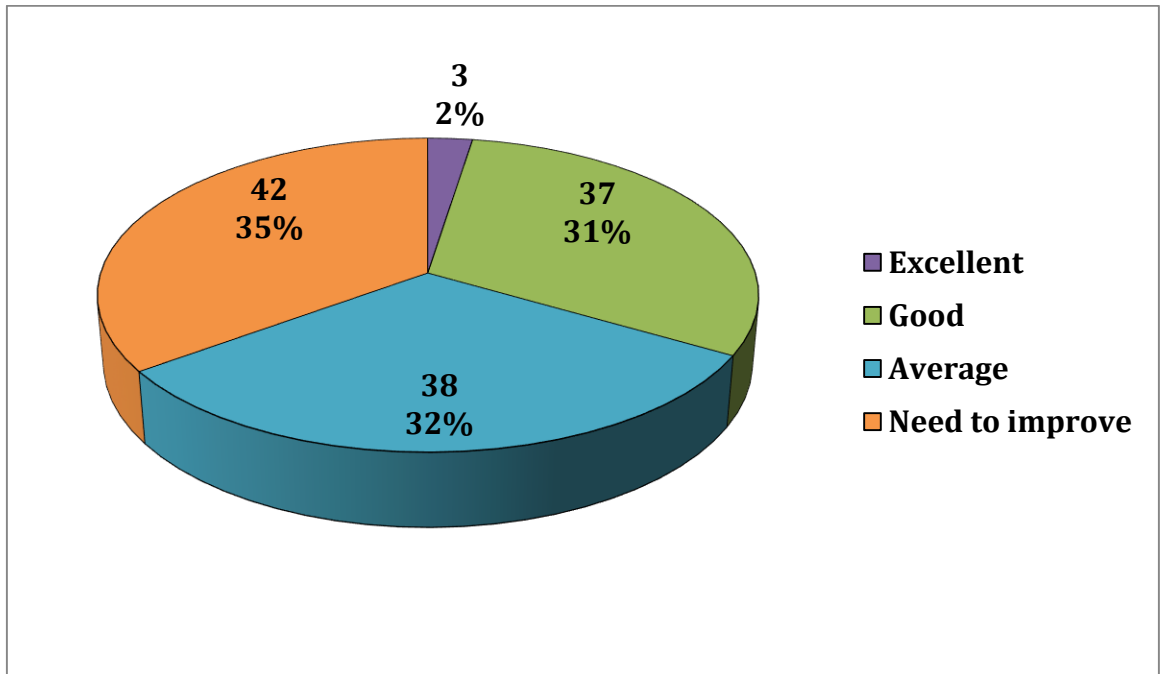| Choices	Number of students
Speaking	75
Listening	39
Writing	4
Reading	2
Total	**120**

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

The pie graph shows that 75 students that represent 62% of the sample population said that speaking is one of the most difficult skills. According to the pie graph, the second most difficult skill to develop is listening since 39 students, who represent 33% of the survey population selected it. Therefore, it can be emphasized that for the majority of students, who represent 95% of the whole

population, speaking and listening are two of the most difficult language skills to develop meanwhile reading and writing are labeled as easier to develop.

GRAPH 13. MOST DIFFICULT SUBSKILL

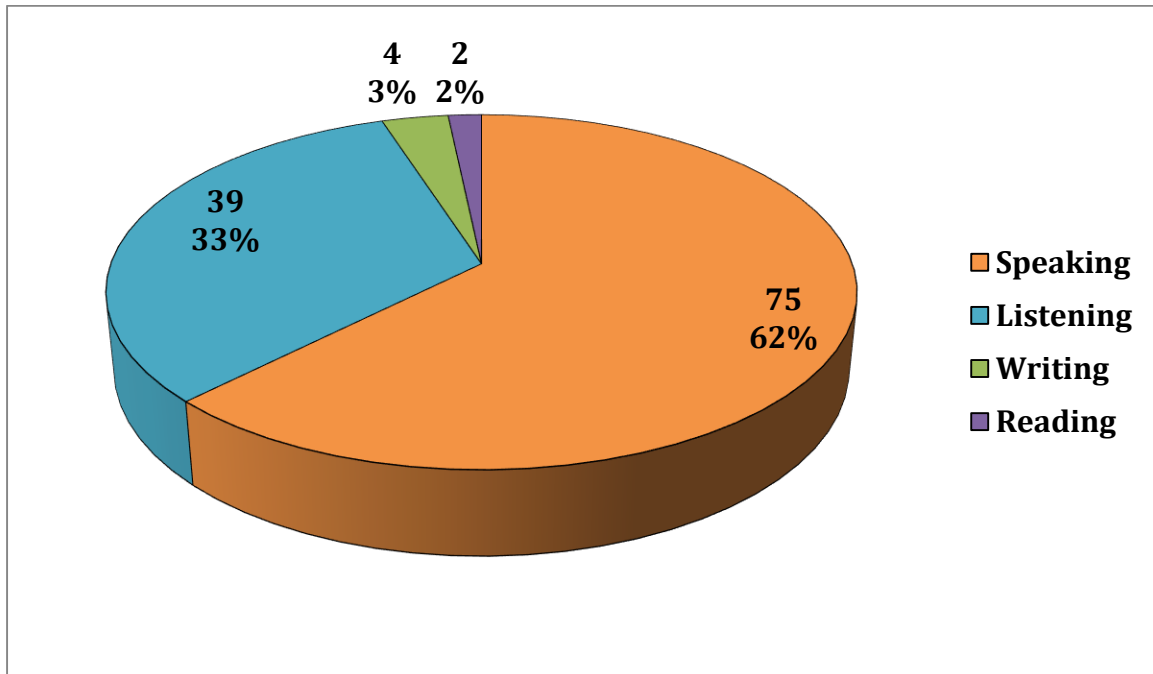| Choices	Number of students
Pronunciation	61
Grammar	32
Vocabulary	27
Total	**120**
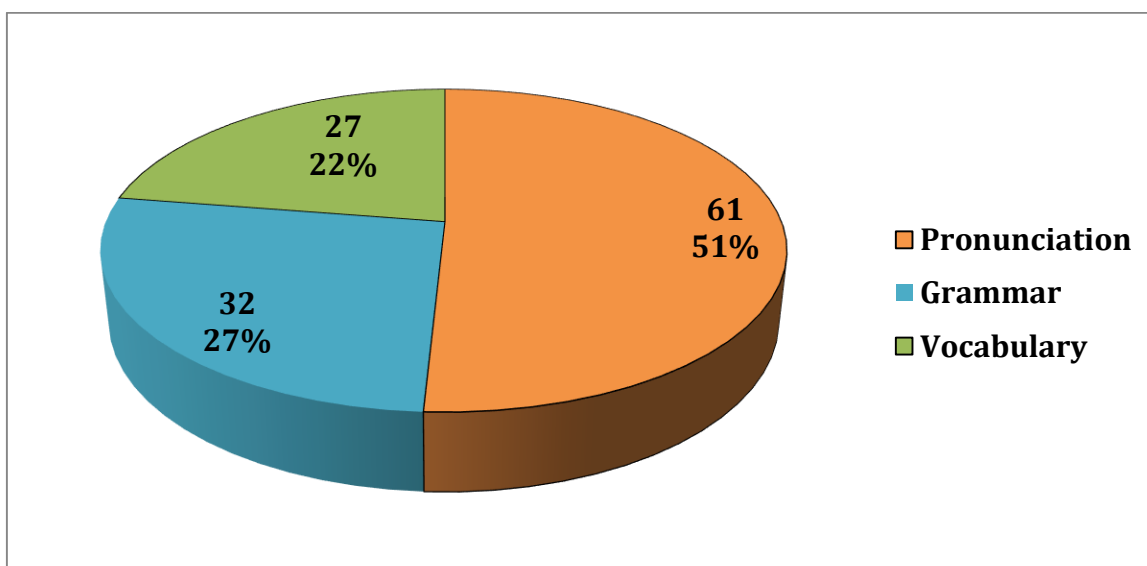
Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

The pie graph shows 61 students of Intensive Basic English I, who represent 51% of the sample, said that the most difficult sub -skill for them is pronunciation. Meanwhile, the 27% of them said that grammar is the most difficult sub-skill. Finally, the 22% of students said vocabulary is one of the most difficult sub-skills to acquire. Therefore, it can be inferred that for students the most difficult subskill of the 3 mentioned above is pronunciation.

GRAPH 14. DIFFICULTY DEGREE FOR ARTICULATING CONSONANTS SOUNDS

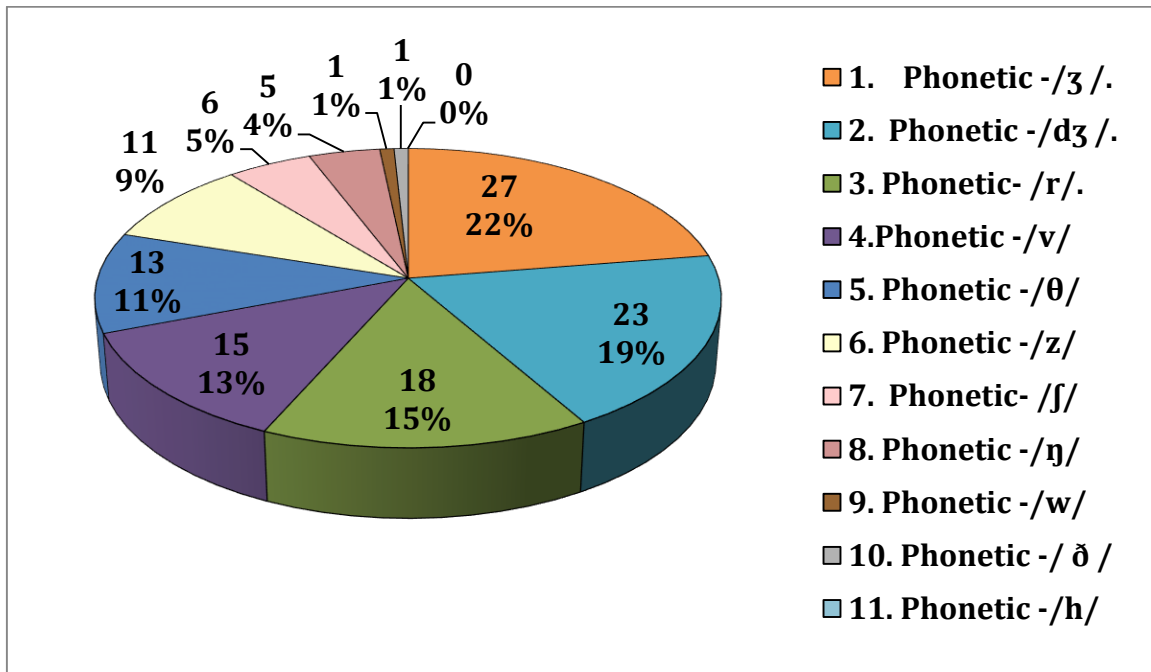| Most difficult phonetic consonant sounds (Based on students´ answers)	Number of students
1. Phonetic -/ʒ /.	27
2. Phonetic -/dʒ /.	23
3. Phonetic- /r/.	18
4.Phonetic -/v/	15
5. Phonetic -/θ/	13
6. Phonetic -/z/	11
7. Phonetic- /ʃ/	6
8. Phonetic -/ŋ/	5
9. Phonetic -/w/	1
10. Phonetic -/ ð /	1
11. Phonetic -/h/	0
Total	120

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

The pie graph shows that 27 students, who represent the 22% of the whole sample (120 students), considered that they have problems to pronounce the English phonetic consonant sound **/ʒ /.** Continually, 23 students, who represent the 19% of the sample, considered to have difficulties to pronounce the English phonetic consonant sound **/dʒ /.** And in third place, the 15% of the sample considered to have problems pronouncing the English phonetic consonant sound /r/. Therefore, it can be inferred that students consider to have more problems pronouncing the next three English phonetic consonant sounds**/ ʒ/, /dʒ/ and / r/** which all of them are voiced.

2. Statistical procedure

The second instrument consisted in an online interview in which the researchers asked the participants to read a short paragraph which included words with 11 non - existing English phonetic consonant sounds in Spanish. To analyze the data, the researchers listened to the recorded audios and made a frequency table to count the pronunciation errors made by the participants. Then, using the rule of three the percentages of each phoneme pronounce incorrectly was gotten. Moreover, researchers ran a data analysis using the measure of central tendency to calculate the mean and mode of the percentage of pronunciation errors made by the participants. Finally, the results were represented in a pie graph, except for the results obtained through the measures of central tendency which were graphed in the Gauss bell chart and then the information was interpreted in a quantitative way.

GRAPH 15. ERROR FREQUENCIES AND PERCENTAGES

Phonemes	Phonetic Symbols	Number of Pronunciation errors	%
Phoneme 1	ʒ	108	16
Phoneme 2	V	86	12
Phoneme 3	Θ	72	10
Phoneme 4	∫	70	10
Phoneme 5	R	65	9
Phoneme 6	ɳ	60	9
Phoneme 7	W	59	8
Phoneme 8	Đ	55	8
Phoneme 9	Z	53	8
Phoneme 10	dʒ	48	7
Phoneme 11	H	21	3
	Total	**697 %**	**100.00%**

Note: The percentages were calculated using the rule of three.
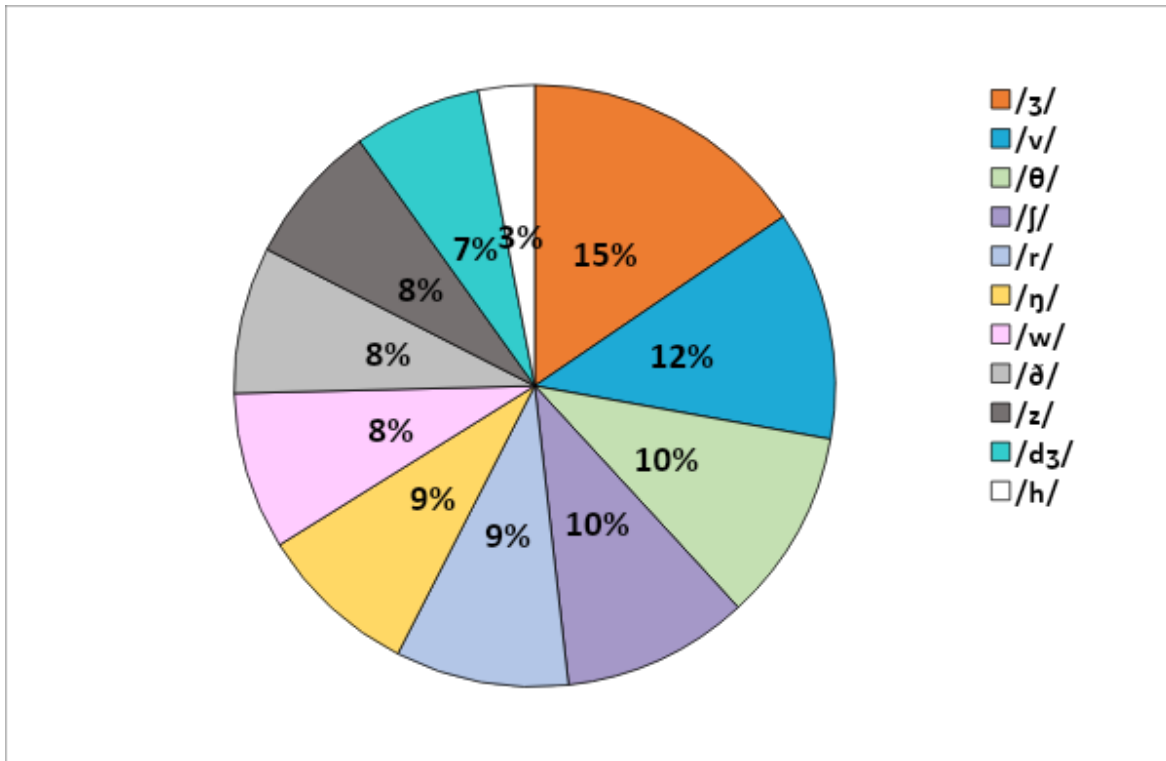
Illustration 1 pie graph with the percentages of mistakes pronunciation of 11 phonemes

Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020

Based in this pie graph, researchers have concluded that there are 5 specific non-existing English phonetic consonant sounds in Spanish which the students from the Intensive Basic English I course had more difficulties to pronounce them. Those non-existing English phonetic consonant sounds are (/ʒ/-./v/-/θ/-/ʃ/- /r/).

GRAPH 16. PHONETIC SOUNDS CLASSIFIED BY CATEGORIES OF DIFFICULTY

Levels	Phonetics symbols				# errors pronunciation
Extremely difficult to pronounce (70-108)	ʒ 108 times	v 86 times	θ 72 times	ʃ 70 times	336
Difficult to pronounce (55 – 69)	R 65 times	ŋ 60 times	W 59 times	Đ 55 times	239
Easy to pronounce (21 – 54)	Z 53 times	dʒ 48 times	h 21 times		122
	Total				697
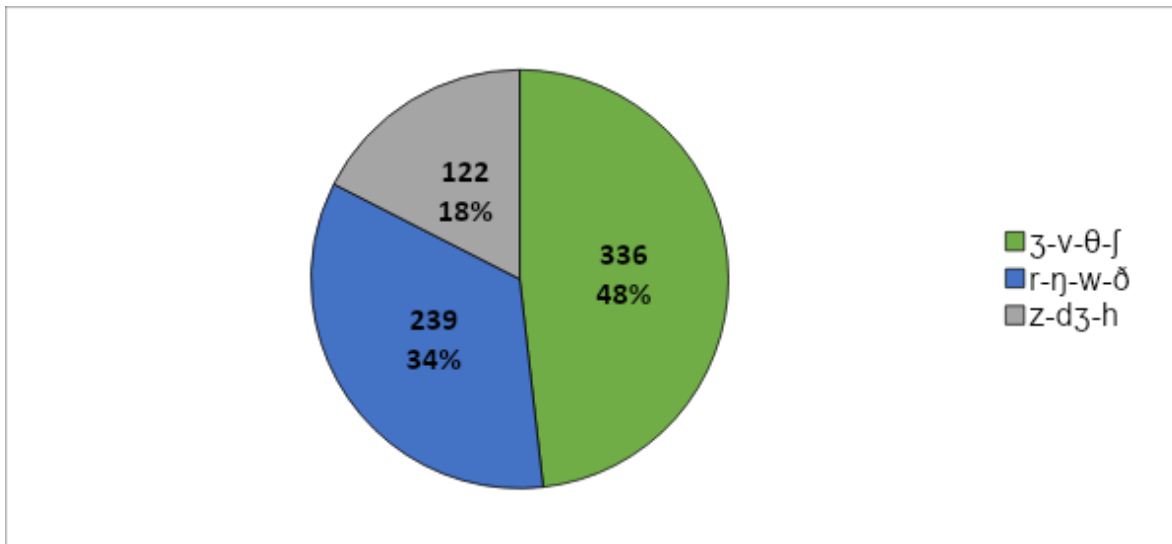
Source: Questionnaire administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

The pie graph shows the percentages of a classified list of sounds in three levels of difficulty based on the results gotten from the second instrument (online survey). 336 is the number of times that /ʒ/, /v/, /θ/ and /ʃ/ phonetic sounds were pronounced incorrectly which represents 48%. Therefore, it can be noticed that students had serious difficulties to pronounce those English phonetic consonant sounds. The next 4 English phonetic consonant sounds /r/, /ŋ/, /w/, /ð/ were

pronounced incorrectly 239 times, and it represents the 34 %. This shows that in those English phonetic consonant sounds students had a lower level of difficulty than the previous one. And to conclude, the last three English phonetic consonant sounds (/z/ /dʒ/ /h/) were pronounced incorrectly 122 times which represents 18%. That means that in those English phonetic consonant sounds students had less difficulty to pronounce.

Calculating mean, median and mode (online interview instrument)

GRAPH 17. PRONUNCIATION ERRORS MADE BY STUDENTS AT THE MOMENT OF ARTICULATING THE 11 NON-EXISTING ENGLISH PHONETIC CONSONANT SOUNDS IN SPANISH.
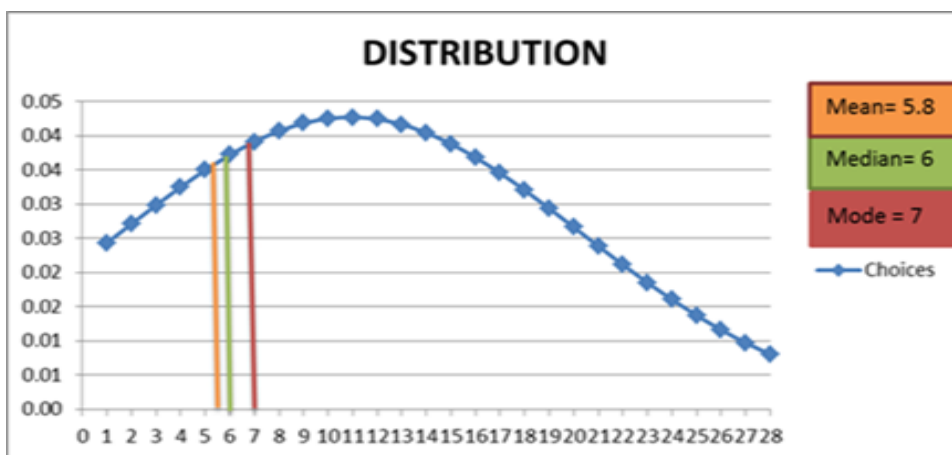

Source: Interview administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

Bell-shaped Gauss graph shows that the average of pronunciation errors made by students at the moment of articulating the 11 non- existing English phonetic consonant sounds in Spanish is 5.8. Also, it shows that the highest number of pronunciation errors made by students is 7 out of 11. This means that they articulate in a wrong way more than half of the 11 non- existing English phonetic consonant sounds in Spanish.

3. BIVARIATE ANALYSIS

Using the data information gathered through the online questionnaire and the online interview, researchers ran a bivariate analysis in order to determine the relationship between two variables. The result of this analysis was represented in graphs and interpreted in a quantitative way.

Comparative analysis of the graph #10 of the first instrument (survey) and graph #1 of   second instrument (interview)

This analysis was made in order to compare if the non-existing English phonetic consonant sounds in Spanish that the students consider more difficult to pronounce are the same ones with which they commit more pronunciation errors at the moment of pronouncing. Those results were represented in comparative bar graphs and interpreted in a quantitative way.

GRAPH 18. COMPARATIVE DATA ANALYSIS BETWEEN THE FIRST AND SECOND INSTRUMENT.

Phonetic consonant sound	Percentage of difficulty to pronounce each English phonetic consonant sound according to student's beliefs.	Percentage of difficulty to Pronounce each English phonetic consonant sound in the practice of those.
ʒ-ʒ	23%	15%
dʒ-v	19%	12%
r-θ	15%	10%
v-ʃ	13%	10%
θ-r	11%	9%
z-ŋ	9%	9%
ʃ-w	5%	8%
ŋ-ð	4%	8%
w-z	1%	8%
ð-dʒ	1%	7%
h-h	0%	3%

Source: Questionnaire and interview administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020.

The bar graph shows a comparative data analysis between the first and the second instrument. In the first instrument (survey), students chose from a list of words 3 words that were most difficult to pronounce for them. And the second instrument (online interview) was based on a piece of reading where the researchers checked the pronunciation errors of students by listening to the audios recorded in the online interview. So, analyzing and comparing the results of the two instruments, it can be noticed that according to students' beliefs these 3 phonetic consonants sounds/ʒ/, /dʒ/, / r / are the most difficult to pronounce for them. They represent the 3 first percentages of the light blue bars /ʒ/- 23%, /dʒ/-19%, / r /- 15%. But, according to what students demonstrated in the practice of pronouncing

the non-existing English phonetic consonant sounds in Spanish, the results showed that the 3 English phonetic consonant sounds with which students have more pronunciation problems are /ʒ/- 15%, /v/ -12% and /θ/- 10%. The two instruments show clearly that most students have difficulty at the moment of pronouncing this phonetic sound /ʒ/ because it does not exist in our language, which therefore affects at the moment of pronouncing. In conclusion, according to the comparative analysis of the information gathered by the researchers, it is identified that there are 5 non-existing English phonetic consonant sounds (/ʒ/, /v/, / θ /, / ʃ /, /r /) that cause more pronunciation problems to the students of the Intensive Basic English I course at the Foreign Language Department.

GRAPH 19. PRONUNCIATION ERRORS PER RANGE OF AGE

Range of age	27-32	21-26	15-20
Percentage of number of students per range of age	3%	35%	63%
Percentage of pronunciation errors	34.15%	32.53%	33.32%
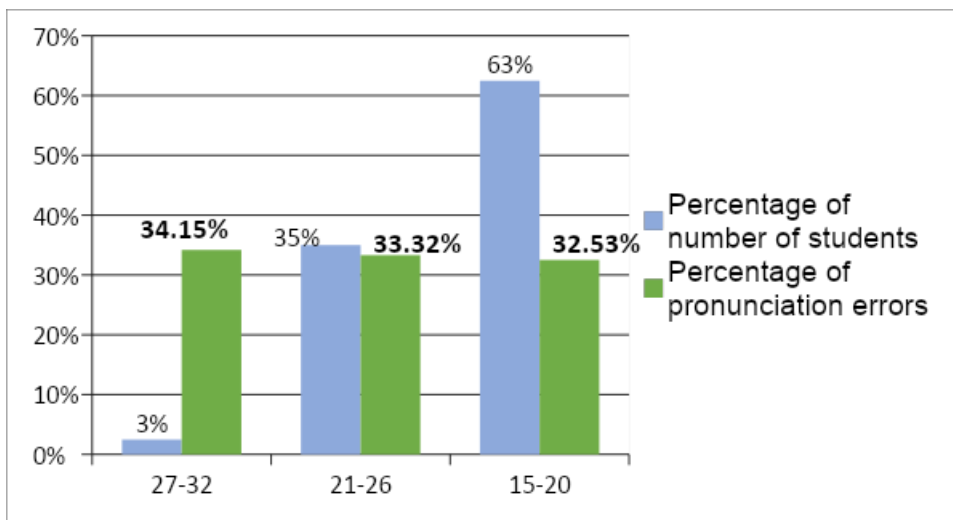
The bar graph shows that 3% of students located in the highest range of age (27 -32 years old) had the highest percentage of pronunciation errors. Therefore, it can be inferred that older students have more pronunciation problems than younger students.

GRAPH 20. PRONUNCIATION ERRORS BASED ON IF STUDENTS HAVE OR NOT STUDIED ENGLISH BEFORE THE BACHELOR.

	NO	YES
STUDIED ENGLISH BEFORE THE MAJOR	69.17%	30.83%
PERCENTAGE PRONUNCIATION ERRORS	50.18%	49.82%
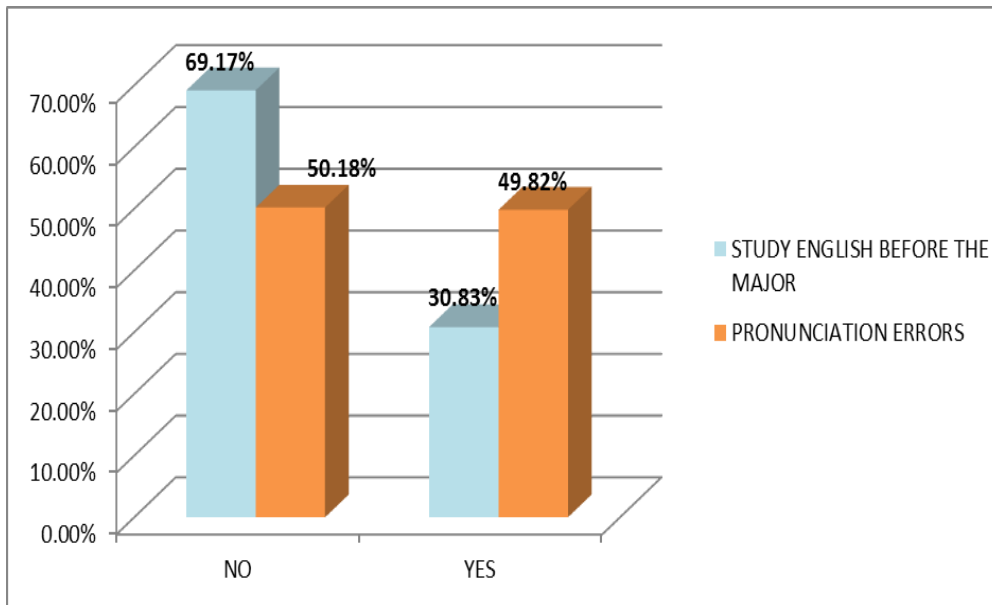
The bar graph shows that the 69.17 % of students that have not studied English before the bachelor had a higher percentage of pronunciation errors than students that have studied English before the bachelor.

GRAPH 21. PRONUNCIATION ERRORS BASED ON IF STUDENTS HAVE STUDIED IN A PUBLIC OR PRIVATE INSTITUTION.

	Public institution	Private institution
STUDY HIGH SCHOOL	81.00%	19.00%
PERCENTAGE OF PRONUNCIATION ERRORS	55.00%	45.00%
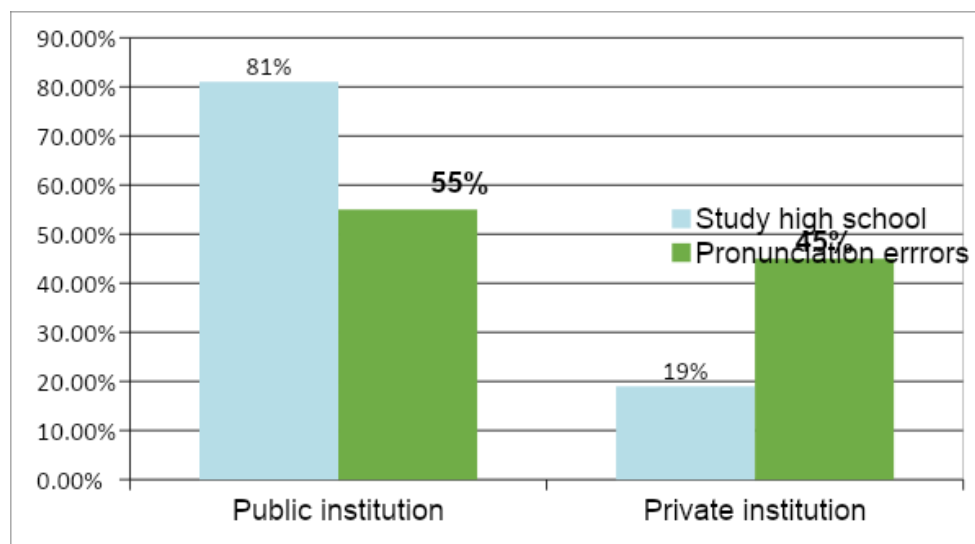
Source: Questionnaire and interview administered to students of Intensive Basic English I from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador, semester I- 2020

The bar graph shows that the 81 % of students that have studied high school in a public institution had a 55 % of pronunciation errors. Meanwhile, the 19% of students that have studied high school in a private institution had 45% of

pronunciation errors. So, it can be noticed that students that have studied high school in a public institution made more pronunciation errors articulating the 11 non-existing English phonetic consonant sound in Spanish than students that studied in a private institution.

B. Qualitative Data Analysis online interview (second instrument)

Finally, researchers ran a qualitative analysis using the data gathered through the online interview. In this analysis researchers explain, based on the theories, some of the causes why students have problems pronouncing the eleven non-existing English phonetic consonant sounds in Spanish.

1. **Explanatory Chart of pronunciation errors of non-existing English phonetic consonant sounds in Spanish based on the theories.**

SOUNDS	WRONG PRONUNCIATION FREQUENCY	WRONG PRONUNCIATION PERCENTAGE	PLACE OF ARTICULATION	MANNER OF ARTICULATION	VOICING	EXPLANATION (based on place, manner, voicing and the theories: transfer, BP and INTERL)
ʒ	108	16%	The tongue and the hard palate (on the roof of the mouth)	Fricative: we almost block the airflow and force it through a narrow gap, creating a type of friction	voiced	The range of difficulty to pronounce this sound is related to the brain plasticity theory taking into account that the place of articulation of it is not recognized by our Spanish linguistic system, so it is hard to locate the tongue in the correct place of the oral cavity. However, it can be also related to the transfer theory because in the target language this sound is mostly associated with the letter "s" like in "collision" or "visual"; thus, in Spanish language the sound of the "s" is just like that, so do they the target language; thus; instead of pronouncing the /ʒ/ they pronounce the /s/
v	86	12%	The upper teeth with the lower lip	Fricative: we almost block the airflow and force it through a narrow gap, creating a type of friction	voiced	Regarding to this sound, the range of difficulty to pronounce it is more associated with the transfer theory since there is an existing similar sound into the Spanish linguistic system, and also because

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						learners make the same mistake in both languages due to the fact that the place of articulation is also similar, thus they have the word "very" but instead they say "bery"; therefore, foreign learners replace it with the same mistake in the target language; and in that sense, this sound can be also related to the interlanguage theory since learners generalize the pronunciation in both languages.
θ	72	10%	The tongue tip behind the upper teeth or between the teeth	Fricative: we almost block the airflow and force it through a narrow gap, creating a type of friction	voiceless	This sound and its difficult pronunciation are more allied with the brain plasticity theory due to the fact that foreign learners do not articulate that sound in their mother tongue, and yet it does exist in a linguistic system that influenced Castilian language centuries ago, the place of articulation is an element that makes it hard to utter. On the other hand, it is allied to the negative transfer theory because the nearest sounds to this one in the mother tongue are the /s/ and the /t/ ones, in that sense they say / sɪŋkɪŋ/ or /tɪŋkɪŋ/.

ʃ	70	10%	The tongue and the hard palate on the roof of the mouth	Fricative: we almost block the airflow and force it through a narrow gap, creating a type of friction	voiceless	This sound is related to the transfer theory since there is equivalence to an onomatopoeic sound in our mother tongue that we use to make people keeping in silence; this pronunciation problem is also related to the lengthening of the sound because in English, learners have to produce the sound as long as possible; however, in Spanish language it exists the short "version" of this sound, so, learners just replace it because it seems easier to be produced like in the word "chucho" or "chico"; furthermore, it is also allied to the interlanguage theory because pupils generalize the production of the sound in the target language.
r	65	9%	The front part of the tongue on the alveolar ridge (the rough area behind and above the upper teeth	Liquid: is formed by letting the air flow around the sides of the tongue as the tip touches near the alveolar ridge	voiced	Learners should not have problems pronouncing it. In North American English variant, /r/ is flattened making it difficult for Spanish speakers to pronounce it since Spanish speakers utter the sound exactly as it is. Hence, the mispronunciation of this sound is associated with the transfer theory, and as well

						as the sound described above, this one is associated with the interlanguage due to the fact that students generalize the production of this sound from Spanish to the target language.
ŋ	60	9%	The back of the tongue on the velum (soft palate)	Nasal: produces with the velum raised, preventing airflow from entering the nasal cavity	voiced	This sound is related to the transfer theory once again because "maybe the phoneme does not exist in our language, but we pronounce it subconsciously perhaps, like when we say the word "tapón" said literally by one of the pronunciation subject teacher, Ivette Henriquez. However, there is a difference between /n/ and /ŋ/. If these two sounds are described separately, the difference lies on the place of articulation, but /ŋ/ sound is a combination of /g/ and /n/ and the place of articulation is totally different since it is in the back mouth according to the description of the Post dorsal-Uvular Stops, so it requires a bigger effort to be pronounced in the correct way.

w	59	8%	Both(=bi) lips	Glide: produces with the tongue in motion (or gliding) to or from the position of a vowel	voiced	The difficulty to pronounce this sound lies on the fact that foreign language learners pronounce it in tough way, and it seems the sound is being replaced by the /g/ sound from Spanish language, in that way the sound is allied to the transfer theory.
ð	55	8%	The tongue tip behind the upper teeth or between the teeth	Fricative: we almost block the airflow and force it through a narrow gap, creating a type of friction	voiced	This sound is related to the transfer theory since it is a similar sound in Spanish, but the pronunciation difficulty lies in the differences between /d/ in Spanish and the / ð / in English because according to Diacritics both sounds suffer a modification of consonant articulation which is called dentalization, so what learners do is to use the one from Spanish language because it is easier to pronounce.
z	53	8%	The front part of the tongue on the alveolar ridge (the rough area behind and above the upper teeth	Fricative: we almost block the airflow and force it through a narrow gap, creating a type of friction	voiced	This sound is allied to the transfer theory and its difficulty to pronounce is associated with the lateralization, another modification of consonant articulation. This sound can also be produced with lateral and central airflow as well as the /s/ sound that is

						why Spanish learners associate both sounds and fall into the mispronunciation of the /z/ sound; therefore, there is negative transfer.
dʒ	48	7%	The tongue and the hard palate (on the roof of the mouth)	Affricate: when we combine a brief stopping of the airflow with a release through a narrow gap.	voiced	The range of mispronunciation of this sound is related with the "confusion of English spelling patterns, and similarities among other sounds (i.e., YOU) taking also into account that this sound exists in some Spanish dialects. Thus, this one is associated with the transfer theory. On the other hand, this one sound can be also allied to the brain plasticity theory because based on the manner of articulation this sound is classified into the fricatives, which are basically the most difficult to be pronounced, and not enough with it is also voiced; so, learners have to make a double effort to locate the tongue in the right position into the oral cavity to make the correct pronunciation.
h	21	3%	Using the glottis, the open space between the vocal folds	Fricative: we almost block the airflow and force it through	voiceless	This sound might seem easy to pronounce; however, it does have a range of difficulty to be

				a narrow gap, creating a type of friction		pronounced due to the fact that in our native language the letter is written but muted, it means Spanish speakers do not pronounce the sound; therefore, foreign language learners over generalize that rule and do the same in the target language. Taking that into account, this sound is associated with the interlanguage theory. Nevertheless, this one can also be associated with the transfer theory because there are some specific words from Spanish that are classified into the "false friends or also cognates" category, the only difference is that in this case they have the same meaning in both languages like *helicopter, hamburger, hemisphere, history* among others; Spanish learners know the /h/ sound is muted so they transfer that pronunciation form to the target language.

Illustration 2. Qualitative analysis based and theories and the difficulty that students of Intensive English Courses I have at the moment of pronouncing the 11 non- existing phonetic consonant sounds in Spanish.

CHAPTER V

X. FINDINGS

A. HYPOTHESES

Work hypothesis: The most difficult non-existing English phonetic consonant sounds in Spanish as a native language, to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador are: Phonetic /ʃ/ , phonetic /z /, phonetic /ʒ/.

Based on the sample (120 students) who took the questionnaire, it was found that the most difficult phonetic consonant sound is the phoneme /ʒ/, which has the highest percent out of the 11 non- existing English phonetic consonants sounds. Therefore, this hypothesis has been partially accepted since one of the elements was proven through the data analysis.

On the other hand, related to the English phonetic consonant sound /z /, it was found that 11% of the sample has difficulties with this sound. Finally, as for the English phonetic consonant sound /ʃ/, the researchers found that just 6% of the population considered that it is difficult to pronounce. Besides, based on a checklist administered by the researchers and the answers received in audio format, it was found that the most difficult English phonetic consonant sound is /ʒ / in the first place.

In the second place, the phonetic sound /v/ was found, and finally, the English phonetic consonant sound /θ/. As a conclusion, this hypothesis has been partially accepted by the researchers since just one phoneme out of the three, which is the English phonetic consonant sound -/ʒ /, is one of the most difficult ones to pronounce.

Null hypothesis H0: All non-existing English phonetic consonant sounds in Spanish as a native language (1-/ð /. 2- /θ/. 3-/ʃ/. 4-/ʒ /. 5-/dʒ/ 6-/h/.7-/w/. 8- /v/. 9- /ŋ/. 10-/z/.11-/r/) are equally difficult to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the foreign Language Department of the University of El Salvador.

It was not possible to accept this hypothesis because every phonetic consonant sound has its degree of difficulty when pronounced. According to the data analysis, there was a meaningful difference between the degrees of difficulty that each phonetic consonant sound has at the moment of pronouncing them. Since not all of them have the same manner of articulation, place of articulation, as well as voicing (voiceless and +v (voiced).

Levels	Phonetics symbols				#Pronunciation errors
Extremely difficult to pronounce	ʒ 108 times	V 86 times	Θ 72 times	ʃ 70 times	336
Difficult to pronounce	R 65 times	ŋ 60 times	W 59 Times	ð 55 times	239
Easy to pronounce	Z 53 times	dʒ 48 times	H 21 times		122
	Total				697

Chart elaborated by researchers.

Alternative Hypothesis H1: The most difficult non-existing English phonetic consonant sounds in Spanish, to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University are: /k/, /m/, /c/.

The alternative hypothesis cannot be accepted because according to the results of the data analysis, the most difficult non-existing English phonetic consonant sounds in Spanish are / ʒ/, / v/ and /θ/.

B. ANSWERS TO THE RESEARCH QUESTIONS

General Research Question

➢ **How does the mother tongue, Spanish, influence on articulation and pronunciation of non-existing English phonetic consonant sounds in**

Spanish in students from the Intensive Basic English I at the Foreign Language Department during year 2020?

Researchers conclude that the mother tongue has a negative influence when students articulate and pronounce the non-existing English phonetic consonant sounds in Spanish, and the reasons why can vary. Nevertheless, the reason is mostly because the learners of the target language are not used to pronouncing the sounds already presented in this report, and the explanation can be based on the first theory presented, which says that pronunciation problems originate from the fact that learners overgeneralize some linguistic system rules of the mother tongue to use them in the target language, and they can be either grammatical or phonological rules; this one is the so-called Interlanguage Theory. Additionally, it was presented another theory which describes the fact that learners have to re-accommodate their internal storage when learning a foreign language since the place and manner of articulation of the English phonemes consonant that do not exist in Spanish sounds are different from the consonant sounds that exist in the native language; this one is the Brain Plasticity Theory. Finally, the other theory presented is the one that describes the similarities or differences between two languages and the phenomenon about learners associating the mother tongue with the target language either for better or for worse, and this theory has been called Transfer Theory. Therefore, based on those three theories, it can be explained why the learners' performance in producing the sounds presented a great level of difficulty.

Specific research questions

➢ **Which are the non-existing English phonetic consonant sounds in Spanish (native language/ L1) that cause more pronunciation problems to the students of Intensive Basic English I courses at the Foreign Language Department, University of El Salvador, year 2020?**

The team hypothetical case was that the three main non-existing English phonetic consonant sounds that cause more pronunciation problems to students from Intensive Basic English I are: /ʃ/, /z/, and /ʒ/. However, according to the information gathered throughout the performance of this research, the ones that are actually causing more pronunciation problems, among the eleven registered non-existing English phonetic consonant sounds, are: /ʒ/, /v/, /θ/: and / ʃ/, with 16%, 12%,10% and 10% percent of range of difficulty to be pronounced, respectively.

➢ **Why are students from Intensive Basic English I courses having difficulties when pronouncing the non-existing English phonetic consonant sounds in Spanish, at the Foreign Language Department, University of El Salvador, year 2020?**

The reasons why students are having problems with the pronunciation of some specific non-existing English phonetic consonants sounds in Spanish could be multiple. One reason is because before the students begin the bachelor, they haven't

had enough exposure to the target language; therefore, they are not used to it so that they can have a better performance in the foreign language.

Another reason is because some students have a much-stressed accent in their native language and it does not allow them to produce the correct pronunciation or at least the nearest possible to the correct pronunciation.

➤ **What can be recommended to the Foreign Language Department community (Head of the Department, teachers and students) to deal with most accentuated pronunciation problems spotted in the research?**

The 89% of students that participated in this research said that they come from public institutions; and 52% have studied English from 1 to 3 years, which means that they did not have enough practice with the foreign language neither in junior school, nor in high school. Hence, what the team suggests is that teachers from the FLD of the University should implement more speaking practice, and pronunciation exercises that include the 11 non-existing English phonetic consonant sounds since **62%** of the sample population said that speaking is one of the most difficult skills and **54%** said that pronunciation is the most difficult micro skill to acquire. So, through more speaking practice and more pronunciation exercises with the 11 non-existing English phonetic consonant sounds students could improve their pronunciation language competence.

Also, it is recommended that teachers make a great emphasis on the correct pronunciation of the sounds in which students have more difficulties because they will get more confidence when speaking, and also to let them know which the eleven non-existing English phonetic consonant sounds are so that learners are completely aware of them.

Another suggestion is for the head of the FLD and is to get, for instance, a kind of software that is very specific for pronunciation practice, and therefore can be useful for students to improve their pronunciation in general. Since 49% of students prefer to practice their pronunciation using technological resources, such as apps because they consider those are very useful tools.

Another suggestion or recommendation addressed specifically to students is to visit some special free websites or apps in which they can practice by themselves.

Some useful websites and apps that students can use are:

7 Free Useful Website to Improve Pronunciation	7 English Pronunciation Apps to Speak Clear, Confident English in 2020.
Learning English de la BBC http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/	**FluentU (Android/iOS)**
Cambridge English Online http://cambridgeenglishonline.com/Phonetics_Focus/	**ELSA Speak:** **English Accent** **Coach (Android/iOS)**
Sounds of English https://www.soundsofenglish.org/sounds	**Pronunroid –** **IPA pronunciation** **(Android)**

Forvo https://es.forvo.com/languages/en/	**English Pronunciation (Android)**
Spoken Skill http://www.spokenskills.com/	**Sounds: Pronunciation App (Android/iOS)**
Lyric straining https://es.lyricstraining.com/	**Say It: English Pronunciation (Android/iOS)**
EsIpo https://tv.eslpod.com/courses/243999/lectures/3796860	**Learn English Daily (Android)**

C. MOST OUT STANDING FINDINGS

➢   The results of the data analysis showed that the most difficult phonetic consonant sounds about the non-existing English phonetic consonant sounds in Spanish are: /ʒ/-/v/-/θ/-/ʃ/. Based on theories, the reasons why the students from the Intensive Basic English I have problems pronouncing them were the following:

- According to the brain plasticity theory, the non-existing English phonetic consonant sound /ʒ/ was difficult to pronounce due to the place of articulation of it because it is not recognized by our Spanish linguistic system, so it is hard to locate the tongue in the correct place of the oral cavity. Besides that, it can be noticed that students had more pronunciation errors in these sounds, for they commit negative transfers. Some examples of negative transfers that participants made were in the word illusion = */ɪˈluːʒ(ə)n/* : students pronounce the word illusion as ilusion.

- Students have problems pronouncing the non-existing English phonetic consonant sound /v/ because negative transfer is presented at the moment of

pronouncing it since there is a similar sound into the linguistic system Spanish /b/. Therefore, students even in Spanish make the same mistake pronouncing the /b/ instead of /v/ like when they want to say "/vaca/" they say "/baca/" because it is easier to pronounce it using the bilabial sound instead of the labiodental one; it means that students have problems with the place of articulation. For example, students pronounce visit as bisit. In addition, the pronunciation errors made by students were related to the interlanguage theory as students overgeneralize the pronunciation in both languages.

- As for the English phoneme /θ/, it can be noticed that most of the observed errors in pronouncing the sound are attributed to native language influence, considering that the voiceless dental fricative /θ/ never occurs in Spanish. For pronouncing this sound, we almost block the airflow and force it through a narrow gap, creating a type of friction Therefore, it is difficult for the students to pronounce it and tend to transfer from the mother tongue. This phoneme was replaced by the Spanish sound / s/ and /t/. Therefore, the word *Thursday* = */ˈθɜ:(r)zdeɪ/ was* pronounced as *surday* and *tursday.*

- Students have more problems pronouncing the English phoneme /ʃ/ / because in most cases it is associated with the Spanish phoneme /tʃ/ that can be found in words such as *chaleco, leche* or *cuchill*o. Due to the similarity of the phoneme / ʃ /in Spanish, a transfer mistake occurred when students pronounced the English word, **she** = */ʃi/* with the short sound tʃ/of *closes*t. Also, students have difficulty pronouncing it because the place of articulation of it is

not recognized by our Spanish linguistic system. For producing this sound, we almost block the airflow and force it through a narrow gap, creating a type of friction.

➢ The study showed that the non-existing English phonetic consonant sounds in Spanish /ʒ/ / θ / /ð/ / z/ are related to the brain plasticity theory taking into account that the place of articulation of those is not recognized by our Spanish linguistic system. And also, these sounds create significant problems in their pronunciation because the brain has to adapt their linguistic system to the new one.

➢ The research study showed that the non-existing English phonetic consonant sounds /v /,/ʃ /, /r / , /ŋ /,/w/, / dʒ/ are the related to the transfer theory because there are existing similar sounds into the Spanish linguistic system; therefore, foreign learners replace it for the similar one. In this way, negative transfer occurs with the non-existing English phonetic consonant sounds in Spanish.

➢ The research study showed that the non-existing English phonetic consonant sounds /h/, /v /, /r /, are related to the interlanguage theory because students tend to overgeneralize the pronunciation of those. For example, in our native language the letter is written but muted, the English phonetic consonant sound /r/ is Spanish the place of articulation is in the alveolar and the English phonetic consonant sound /v/ in Spanish is voiceless. Therefore, students overgeneralize those rules and do the same in English language. Furthermore, these three sounds are related to the transfer theory because learners tend to

take some features from the native language to produce the sounds into the target language.

➢ The study showed that not all the non-existing English phonetic consonant sounds in Spanish have the same degree of difficulty. Based on the results gotten from the second instrument, (online survey):

1° extremely difficult to pronounce with a range of difficulty of 108-70 were the following phonetics:	2° Difficult to pronounce with a range of difficulty of 69-55 were the following phonetics:	3°easy to pronounce (with a range of difficulty of 54-21) were the following phonetics:
/ʒ/ (108 times were pronounce incorrectly)	/r/ (65 times were pronounce incorrectly)	/z/ 53 times were pronounce incorrectly
/v/ (86 times were pronounce incorrectly)	/ŋ/ (60 times were pronounce incorrectly)	/dʒ/ 48 times were pronounced incorrectly
/θ/ (72 times were pronounce incorrectly)	/w/(59 times were pronounce incorrectly)	/h / 21 times were pronounced incorrectly
/ʃ/ (70 times were pronounce incorrectly)	/ð/ (55 times were pronounce incorrectly)	

- According to the data collected, 54 % of students consider that pronunciation is one of the most difficult sub- skills to acquire.

- According to the results of the data analysis the average of the pronunciation errors of the   non-existing English phonetic consonant sounds in Spanish is 6. That means that students have a high degree of pronunciation errors.

- The study showed that 35% of the sample considers their English language pronunciation competence needs to improve.

- The research project shows that students that did not study English before studying the bachelor had more problems with the pronunciation of non-existing English phonetic consonant sounds than students who have studied English before.

- The result of the data analysis showed that older students made more pronunciation errors at the moment of pronouncing the non-existing English phonetic consonant sounds in Spanish than the younger students.

- The result of the data analysis showed that students that have not studied English before the bachelor have a higher percent of pronunciation errors than students that have studied English before studying the bachelor.

CHAPTER VI

XI. CONCLUSIONS

After gathering and analyzing the data obtained through the instruments, the conclusions are the following:

➢ As for the oral reading part analysis, the most common mispronunciations made by the students are in the next non-existing English phonetic consonant sounds in Spanish **(/ʒ/-./v/-/θ/-/ʃ/).** For example, students had more pronunciation errors pronouncing the words (treasure-/ˈtreʒə(r)/), (visit-/ˈvɪzɪt/), (Thursday - /ˈθɜː(r)zdeɪ/) and (she- /ʃiː/).

➢ Mother tongue sounds influence at the time of producing a similar sound in both languages. This can be affirmed based on what transfer theory states and on the results that found in the research data analysis.

➢ Comparing the bibliographical information and the results from the research project, the team concludes that mother tongue influences on the articulation and pronunciation of non-existing English phonetic consonant sounds in Spanish, due to that, according to the brain plasticity theory, the place of articulation of some sounds is not recognized by our Spanish linguistic system.

➢ Based on interlanguage theory and the results of the data analysis, the pronunciation errors made by students are not only of structure but also of

pronunciation. Students tend to make a transition from L1 to L2. For example, in the English word illusion students make a transition to the Spanish word ilusion. So, students used some pronunciation rules from their mother tongue into their English speech creating innovative pronunciations for English sounds.

➤ Another conclusion the team has come to is that learners and teachers are not emphasizing enough, and students are not having the practice enough in their pronunciation, due to that, what students do is to assimilate the pronunciation of the words just by taking features that seem to be similar from the mother tongue to put them into the target language not realizing the fact not all of them fit perfectly; therefore, they have mispronunciation problems and they fall into the negative transfer theory.

CHAPTER VII

XII. RECOMMENDATIONS

After finishing the undergraduate project, the researchers recommend:

Teachers should:

➤ Emphasize on the pronunciation of the non-existing English phonetic consonant sounds in Spanish, especially these (**/ʒ/-./v/-/θ/-/ʃ/**). Because according to the data analysis those present a highest degree of difficulty to the students.

➢ Errors and mistakes should be monitored on a daily basis to improve students' pronunciation. Also, feedback should be provided in real-time showing gestures how to pronounce correctly.

➢ Considering that students at the Foreign Language Department are not immersed in an English-speaking context, teachers should encourage them to frequently practice via online or through an app, by recording and listening to themselves and paying attention to the standard pronunciation. Based on the data analysis, students consider that apps are a useful tool to develop their language pronunciation competence.

➢ Teach students at the beginning of their studies how to read the phonetic alphabet so that they can make a better use of the dictionary in terms of pronunciation and avoid future fossilization.

Students should:

➢ Look for the correct pronunciation of the eleven non-existing English phonetic consonant sounds in Spanish on the internet and practice them.

➢ Practice their pronunciation by singing English songs (karaoke) and watching English movies with captions. In that way; they can hear how they pronounce the language. Also, they can work in their errors in order to get a better pronunciation.

> Put into practice the eleven non-existing English phonetic consonant sounds in Spanish reading books, articles, and magazines aloud.

The foreign language department:

> Due to the fact that there are students who do not have access to the internet at home, the Foreign Language Department should provide them with enough technological equipment and also install smart software on the computer lab in order that students can go there to make pronunciation practice and so to improve their language pronunciation competence.

> Students who are doing their community outreach and taking Practice Teaching I and II should help disadvantaged students reach a better language pronunciation competence by means of conversation clubs, tutoring, and workshops delivered in different schedules.

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X. ANNEXES

ANNEX A

Piloting questionnaire

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

This questionnaire is addressed to students who are taking Intensive Basic English I from the Bachelor of Arts in English Teaching.

Objective: To gather information from students of the Bachelor of Arts in English Teaching about how mother tongue influences the pronunciation of consonants sounds in the Target Language. **Directions**: Based on your personal information, provide an accurate answer to each question below:

Date:

Age: [   ]

Please mark with an X the following

Gender

Female	Male

Questions

1. What is the bachelor that you are currently studying?

   a. Licenciatura en Idioma Inglés Opción Enseñanza [   ]
   b. Licenciatura en Lenguas Modernas [   ]

2. What is the semester that you are studying right now? [   ]

3. Did you study English before studying this major? YES [   ]   NO [   ]

4. If your answer is YES How long did you study English?

   [   ] 3-6 months   [   ] 1-3 years

[ ] 4-6 years   [ ] More than 7 years

5. If your answer is YES. Where did you study English?

[ ] English Academy   [ ] High School

[ ] Online Courses   [ ] Other

6. Where did you study high-school?

[ ] Public institution

[ ] Private institution

7. Which of the following resources do you have access to at home?

[ ] Internet   [ ] Cellphone   [ ] Pc- Laptop computer

[ ] Cable TV   [ ] All of them

8. What do you do to improve your Pronunciation?

[ ] Talk to a native English speaker   [ ] Practice in a conversation club

[ ] Practice in a conversation club   [ ] Practice with my friends

[ ] Through an app   [ ] All of the above

9. How do you consider your English language pronunciation?

[ ] Excellent   [ ] Good   [ ] Average   [ ] Need to improve

10. What are the English skills that are more difficult for you?

[ ] Speaking [ ] Listening [ ] Writing [ ] Reading

11. What are the sub-skills that are more difficult for you?

[ ] Pronunciation [ ] Vocabulary [ ] Grammar

12. Circle the words that are more difficult for you to pronounce in English?

[ ] Mother [ ] Thursday [ ] Shoe [ ] Sing

[ ] Treasure [ ] Judge [ ] Ringing [ ] Zero

[ ] Voiced [ ] Hello [ ] Water

Thanks for your cooperation!!! ☺

ANNEX B

Piloting interview

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

This interview is addressed to students who are taking Intensive Basic English I courses from Licenciatura en Idioma Inglés, Opción Enseñanza.

Objective: To gather information from students of Licenciatura en Idioma Inglés, Opción Enseñanza about how mother tongue influences on the pronunciation of consonants sounds in the Target Language.

Directions: Read the following paragraph in a normal pace and as natural as possible.

Check	Words	Phonetic transcription	symbol
	Mother	/mʌðə(r)/	Ð
	She	/ʃiː/	ʃ
	Were	/wɜːr/	R
	Thursday	/ˈθɜː(r)zdeɪ/	Θ
	Illusion	/ɪˈluːʒ(ə)n/	ʒ
	Young	/jʌŋ/	Ŋ
	Age	/eɪdʒ/	dʒ
	Visit	/ˈvɪzɪt/	V
	Zebra	/ˈzebrə/	z
	House	/haʊs/	H
	World	/wɜː(r)ld/	W

Once upon a time, there was a ==mother== called **Veronica**. ==She== had two children one was Heather and Nathan. They enjoyed going to the beach every ==Thursday== in the afternoon with the ==illusion== of flying a kite and to get fun. Let's keep in mind that they ==were young age==. Also, **they** ==visit== the zoo **very** often because they like to see ==zebras== and they like to be outside their ==house==. They enjoy our ==world== since we have many animals including horses, bees and others. Finally, the two children get along with their family and the animals of the earth.

UNIVERSITY OF EL SALVADOR
FACULTY OF SCIENCES AND HUMANITIES
AT THE FOREIGN LANGUAGES DEPARTMENT
INTERVIEW QUESTIONS

1- According to your experience, what are the phonetic consonant sounds in which students have more pronunciation problems?

2- In which way do you consider that mother tongue influences on the articulation of non - existing phonetic consonant sounds?

3- Do you know what could be some of the main causes or factors why students have problems articulating the non- existing phonetic consonant sounds?

4-Do you think that only eleven non-existing English consonant sounds cause pronunciation problems to the students from Basic Intensive English 1?

5- Based on your experience, do you consider age is an obstacle in the English pronunciation?

6-Do you think that all non-existing consonant sounds are equally difficult to pronounce?

7- What would you recommend to the students in order to improve overcome pronunciation problems with the non-existing consonant sounds?

8- For how long have you taught English Pronunciation subject?

INTERVIEWED: **LICDA: IVETH HENRRIQUEZ**

BY: **Arias Castro, Karla Vanessa**

Cruz de Alfaro, María Cecilia

Quijada Salguero, Fátima Griselda

STAGES	No	ACTIVITIES	2020																																									
			FEB				MAR				APR				MAY				JUN				JUL				AGU				SEP				OCT				NOV				DEC			
			1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PREPARATION AND ORGANIZATION																																													
1	1	Select and propose the research project profile	■	■	■																																									
	2	Literature review	■	■			■	■																																						
	3	Elaborate a schedule: *plan, research diagnosis, research project*					■	■	■	■	■	■	■	■																																
	4	Elaboration and Revision of the instruments for the data Collection					■	■	■	■	■	■	■	■																																
FIELD WORK																																													
	5	Management and contact with the informal													■	■	■																													
	6	Gathering information													■	■	■		■	■	■																									
	7	Process information (qualitative and quantitative)																	■	■	■		■	■	■																					

2	8	Sort, classify, and analyze the qualitative (quantitative) Information
	9	Write progress of a final report, incorporate observations to documents
	10	Presentation and delivery of the final report to the Advisor
PR ESENTATION AND DEFENSE		
3	11	Presentation and defense of the final report: Evaluating Court
	12	Incorporation of the Cout's observations in the final report

CONCORDANCE TABLE

TOPIC: Mother tongue influence on target language pronunciation in Intensive Basic English I students from the Bachelor of Arts in

English Teaching at the Foreign Language Department of the University of El Salvador, year 2020.

Research question(s)	Objectives	Hypothesis		Constructs	Indicators	Questions (instruments)	Technique
1. **Research question** How does mother tongue Spanish influences on articulation and pronunciation of non-existing English phonetic consonant sounds in Spanish in students from Intensive Basic English I at the Foreign Language Department during year 2020? 2. **Subsidiary questions** a.To identify which are the non-existing English phonetic consonant sounds in Spanish	1. **General Objective** To describe how mother tongue, Spanish influences on articulation and pronunciation of non-existing English phonetic consonant sounds in Spanish, among students from Intensive Basic English I at the Foreign Language Department of the University of El Salvador, year 2020. 2. **Specific objectives** a. To identify which non-existing English phonetic consonant sounds in	**Work hypothesis:** The most difficult non-existing English phonetic consonant sounds in Spanish as a native language, to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University of El Salvador are: Phonetic /ʃ/ , phonetic /z /, phonetic /ʒ		Non-existing English phonetic consonant sounds in Spanish	Phonetic consonant sounds	1.Speaking Activities	Q6	Survey
							Q7	
							Q8	
						2. Presentations	Q9	
							Q210	
				English pronunciation of the phonetic sounds	Pronunciation	1.Speech	Q9	
							Q10	

(native language/ L1) that cause more pronunciation problems to the students of Intensive Basic English I courses at the Foreign Language Department, University of El Salvador, year 2020?	Spanish (native language/ L1) cause more pronunciation problems to the students of Intensive Basic English I courses at the Foreign Language Department, University of El Salvador year 2020.				2. Articulation	Q10	
b.Why do students from Intensive Basic English I courses having Difficulties when pronouncing some non-existing English phonetic consonant sounds in Spanish, at the Foreign Language Department, University of El Salvador, year 2020?	b.To explain why students from Intensive Basic English I courses have difficulties pronouncing some non-existing English phonetic Consonant sounds in Spanish, at the Foreign Language Department, University of El Salvador, year	**Null hypothesis H0:** All non-existing English phonetic consonant sounds in Spanish as a native language (1-/ð /. 2- /θ/. 3-/ʃ/. 4-/ʒ /. 5-/dʒ/ 6-/h/.7-/w/. 8- /v/. 9-/ŋ/. 10-/z/.11-/r/) are equally difficult to pronounce for Intensive Basic English I students from the Bachelor of Arts in English					

c.What can be recommended to the Foreign Language Department community (Head of the Department, teachers and students) to deal with most accentuated pronunciation problems spotted in the research?	2020. c.To present recommendations to the Foreign Language Department community Head of the Department, Teachers and students) on how to deal with most accentuated pronunciation problems spotted in the research.	Teaching at the foreign Language Department of the University of El Salvador. **Alternative Hypothesis H1:** The most difficult non-existing English phonetic consonant sounds in Spanish to pronounce for Intensive Basic English I students from the Bachelor of Arts in English Teaching at the Foreign Language Department of the University are: /k/, /m/, /c/.					