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TEMA DE INVESTIGACIÓN:

PHONOLOGICAL INTERFERENCE BETWEEN ENGLISH AND SPANISH IN THE ACCURATEPRONUNCIATION OF ENGLISH AMONG THE STUDENTS ATTENDING THE FIRST YEAR OF BACHELOR'S DEGREE IN MODERN LANGUAGES AT THE EASTERN CAMPUS OF THE UNIVERSITY OF EL SALVADOR.

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RESUMEN

Este trabajo de investigación trata la interferencia fonológica del idioma español en el idioma inglés en los estudiantes del primer año de la Licenciatura en Lenguas Modernas, en la Facultad Multidisciplinaria Oriental de la Universidad de El Salvador, durante el semestre I-2020. El propósito de esta investigación es determinar la interferencia del español en la pronunciación del inglés entre estos estudiantes. Ya que es una investigación cuantitativa con un enfoque correlacional. El instrumento fue un test fonológico compuesto por 35 ítems, fue pasado a 57 estudiantes: 34 estudiantes femeninas y 23 masculinos. La información se analizó tomando cada una de las respuestas de los estudiantes. Cada ítem contenía cuatro palabras, tres de ellas tenían el mismo sonido vocálico o consonántico y una palabra contenía un sonido diferente que era el que los estudiantes debían discriminar. Los resultados se concentraron en una tabla que contenía todos los errores cometidos por cada uno de los 57 estudiantes, esta fue la base para analizar los resultados de acuerdo a las características de los sonidos vocálicos y consonánticos. El análisis de los resultados mostró que el 57.74% de los estudiantes fallaron al discriminar los sonidos consonánticos, y el 56.95% tuvieron problemas con los sonidos vocálicos.

Palabras clave: interferencia fonológica, lengua meta, idioma materno, español, inglés, fonemas, pronunciación.

ABSTRACT

This research work dealt with the phonological interference from Spanish into English pronunciation in the students majoring the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador, during the Semester I -2020. The purpose of this research project was to determine the phonological interference from Spanish into English pronunciation among the students. Since this is a quantitative research work with a correlational approach. The instrument was a phonological test composed by 35 items, it was taken by 57 students: 34 female and 23 male. The data was analyzed by picking up each of the answers provided by students to each one of the items. Each item contained four words, three words had the same vowel or consonant sound and one word contained a different sound that was the one the students were supposed to discriminate. These results were condensed in a chart that contained all the errors made by each one of the 57 students, it also was the base to analyze the results according to the features of the consonant and vowel sounds. The analysis of the results showed that 57.74% of the students were unsuccessful when discriminating the consonant sounds, and 56.95% had problems with the vowel sounds.

Key words: phonological interference, target language, native language, English, Spanish, phonemes, pronunciation.

INTRODUCTION

Phonological Interference is an element that is present in the process of acquisition of a foreign language. There are similarities and differences among languages that can be positive or negative when learning a foreign language. The phonological transfer refers to the positive transfer from one language to another, and phonological interference deals with the negative transfer from one language to another. It is called interference because it hinders the accurate pronunciation in the target language; this interference is produced by the phonological elements that the speaker carries from the mother tongue to the second language.

Therefore, this research aims to identify the phonological interference of Spanish (L1) in English (L2) of students majoring the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador, during the Semester I -2020. This research work was carried out at University of El Salvador, San Miguel. The pertinence of this research lies in the necessity to build and polish the communication skills that should characterize the students that specialize in Modern Languages by providing important information about the phonological interference of Spanish into English language, in order to improve their pronunciation in English. The population that will be benefited with the results of this research work will be the students majoring in Bachelor's Degree in Modern Languages and their professors.

The phonological system of a language can be divided into two aspects, segmental and suprasegmental. This research work focuses on the segmental aspect and the types of phonetic errors that are divided into: consonant omission, error of consonant selection, error of vowel selection and sound addition. This research work focuses on error of consonant selection and error vowel of consonant selection.

This research work is structured into five chapters where can be found detailed information of each stage of the research process. **CHAPTER I**addresses the statement of the problem, the research question, objectives and hypothesis. **CHAPTER II**contains the theoretical framework that backs up this research work with data that has been collected from different authors that have dealt with the study of phonological interference. **CHAPTER III**contains the methodology and its components which are type of research study, population and sampling, and instrumentation. **CHAPTER IV**shows the results that were obtained by the implementation of the instrument to gather data from the students. **CHAPTER V**contains the discussions and conclusions, and annexes.

CHAPTER I

PROBLEM DELIMITATION

1.1 STATEMENT OF THE PROBLEM

The phonological interference of Spanish influences negatively in the development of accurate English pronunciation of the students attending the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador, during the Semester I -2020.

1.2 DESCRIPTION OF THE PROBLEM

The problem addressed in this research work focuses on the phonological interference of Spanish in the accurate pronunciation of English, in students majoring in Modern Languages, during the first semester of 2020. This problem was identified by the means of a diagnostic work that was carried out in 2019 with the participation of students majoring in Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador. This diagnostic work was about the phonological interference of Spanish into English pronunciation. The participant students were asked to read a text which was recorded in order to be assessed by the research team that was able to classify the errors into consonants and vowels. Due to the results of this diagnostic work, it was decided to go further with the research work entitled ''The phonological interference of Spanish in the accurate pronunciation of English among the students attending the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador, during the Semester I -2020.''

The pronunciation of a new language can be difficult sometimes, especially when the characteristics of each language are taken into account. The main phonological skills that students handle of their mother language, the ideas of how some consonants or vowels should be pronounced, can lead to a certain level of interference. This interference, perhaps unconsciously performed by Modern Languages students, can indeed keep them away from a more accurate

production of sounds in English. Phonological interference can affect the accurate pronunciation in a physical level since students will try to use the articulators in the same way they do when they speak in their mother tongue, Spanish. This will affect negatively the quality of the sounds they produce in English. Consequently, it will lead to a mispronunciation that can make that the receiver misunderstands the message. This can also affect the sender's oral comprehension. Because since he or she will be used to pronounce the words in a way that native speakers do not normally do, when the sender becomes a receiver, he or she will not be able to discriminate sounds appropriately, and will end up believing that a word was said instead of another. In other words, the communication process, that is so vital for the daily life, can be severely affected.

In response to this problem, this research was developed to explore the phonological interference of Spanish into English among the students at the earliest level of the Bachelor's Degree in Modern Languages.

1.3 PROBLEM DELIMITATION

Nowadays, learning foreign languages is something that is becoming vital for many people that thrive to have a better place in the job market and want to have a wider cultural exchange in a globalized society. During year 2020, English language was the most spoken language worldwide. It is important to note that it is not only spoken in the traditional speaking countries such as the United States of America or England, but also in other countries in which English is not the first language. Due to the importance that English has in our world for economic and cultural transactions, the demands of having a good command of this language are more exigent. All this should impel people to try their best in the accurate pronunciation of English, since a clear and smooth communication is always well appreciated in every field.

Phonological interference plays a very prominent role when it comes to learning a second

language. People tend to assimilate the input they receive from the second language based on the background knowledge they have from their first language. Then, they reproduce the sounds in the second language using the information they have of the native language. This results in a very noticeable foreign accent which is normal to some extent, but there can be something worse than just an accent: inaccurate pronunciation.

This research work takes place in El Salvador where English language is basically the second language that most Salvadorans relate to, since it is part of the curriculum of education at a national level. English is also used in different fields of national interest such as education, politics and economics. Due to the high demand of English in the education field, it seems pertinent to study the phonological interference of Spanish into English in students majoring the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador, during the Semester I -2020

1.4 RESEARCH QUESTION

What components of the English pronunciation are affected by the Spanish language phonological interference?

1.5 RATIONALE

The current research work has been developed because of the urge to get know the impact of the Spanish phonological interference into English pronunciation that can be very noticeable at the beginning of the learning process of English as a second language. It is considered that the lack of awareness about the phonological interference can lead students to fossilize pronunciation errors that can hinder their communication skills. So, it is important that students and educators acknowledge that it is necessary to work on pronunciation in an integrated way in early stages to prevent future pronunciation problems.

This study is pertinent since there is a problem in the accurate pronunciation of English language in the students majoring in Modern Languages, at University of El Salvador, Eastern Campus. It is feasible to carry this study out since the population is available and there is the time needed to do it.

The results of this research may be beneficial to: a) educators who teach English since they will be aware of which sounds are going to represent complications in students' learning, b) students majoring in Bachelor´s Degree in Modern Languages at all the different levels. The results can also awake the interest of the English educators to look for strategies that can be useful in order to reduce the interference of Spanish into English, and consequently minimize the fossilization in pronunciation errors that students develop throughout their learning journey. All the efforts that students and educators can make will contribute to improve the quality of the communication process. In this way, students majoring in Modern Languages will be excellent future professionals that will surely help our new generations in the promotion of English as a second language.

1.6 OBJECTIVES

1.6.1 Overall objective:

➢ To identify the Spanish phonological interference that affects the pronunciation of students.

1.6.2 Specific objectives:

➢ To assess the students' accuracy rate of pronunciation in order to determine if it is affected by the phonological interference of Spanish

➢ To identify the types of Spanishphonological interference into the student's English pronunciation.

1.7 HYPOTHESES

    1.7.1 Overall hypothesis:

➢ The Spanish phonological interference affects negatively the accurate English pronunciation of students attending the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador, during the Semester I -2020.

    1.7.2 Specific hypotheses

➢ H1. The inaccurate pronunciation of consonants and vowels is caused by the phonological interference of Spanish.

➢ H2. Negative transfer of Spanish influences both the production and the reception of speech sounds and consequently, the communicative process.

CHAPTER II

THEORETICAL FRAMEWORK

THEORETICAL FRAMEWORK

The Importance Of A Correct Pronunciation

The importance of having a correct pronunciation when learning the English language is determinant for having an effective communication process. During the process of acquisition of a second language, there are some phonological elements that must be taken into account for the development of a good pronunciation. It is imperative to adopt an intelligible pronunciation in order to convey a message adequately, because the meaning of words can be affected by the way in which theyare pronounced. Acknowledging this, there are different causes that lead foreign languages students to a mispronunciation. *As for Beardsmore it is important to know that there are phonological differences and similarities that could affect the production of sound sin the target language, causing that the words can be pronounced in a wrong way, affecting the comprehension of the message.*(H. Beardsmore - Bilingualism: Basic Principles, 1983)

Considering that this research focuses on Spanish (L1) and English (L2), it is fundamental to remark that Spanish come from the Roman Language Family while English is a Germanic Language that has been influenced by several languages including Spanish, that can result in similarities as well as differences in the pronunciation of English as L2. (R. Hogg – An Introduction to Old English, 2012)

Acknowledging this, the table 1 displays the influence among the languages:

Chart 1. Historical Influence In Each Language

INFLUENCES	LANGUAGES	
	Spanish	English
Latin	X	
German Dialects	X	X

Native American Dialects	X	
Italian		
French		X
English Variations		X

Fossilization

The term fossilization was defined by the Russian psychologist Lev Vygotsky as the result of what happens when some mental processes undergo prolonged development. (Lantolf & Appel, 1994)It is important to remark that even though Vygotsky was not a behaviorist, fossilization is closely related to habit formation and consequently to behaviors. Fossilization is not strictly linked only to language learning or acquisition. (G. Appel, JP. Lantolf - The modern language journal, 1994 – JSTOR).   The definition can be wide enough to be applied to other areas that require mental processes, which are numberless. Nevertheless, for the purpose of this research paper it is important to view fossilization from a linguistic perspective. Even though the term fossilization was used in other contexts, it was Selinker who introduced it in the literature related to Second Language Acquisition (SLA)(M. Dmirezen, I. Topal - Fossilized Pronunciation Errors from the Perspectives of Turkish Teachers of English and their Implications, 2015)

According to the Cambridge dictionary, when talking about language, fossilization is the process of an error (=mistake) becoming a habit so that a student often makes it and finds it difficult to change.

Hişmanoğluconsiders fossilized pronunciation errors as chronic articulation mistakes made by language learners in the acquisition of the phonological system of the target language that continues for a long time and cannot be easily corrected. (H. Hişmanoğlu – 2007, pág. 76).

Selinker suggests the following processes as to the fossilized items in learners' interlanguage:

Native Language Transfer

Refers to the transfer of the mother tongue rules and pronunciation to the target language. The ideas of language that the students internalize when being taught by a teacher through textbooks that only focus on specific forms, avoiding being in contact with the other existent varieties of the target language and transferring those, even the mistakes made by teacher.

Strategies Of Second Language Learning

The use of techniques and strategies that the language learner applies in order to learn the target language in a conscious way. Sometimes the strategies may not be well applied and may hinder the correct production.

Strategies Of Second Language Communication

Tthe strategies that the language learner put into practice to keep the conversation going, these can also be not the appropriate ones for the purpose, but still the learner uses them.

Overgeneralization Of The Target Language Linguistic Material

It is when the language learner takes a rule and applies it to everything, without discriminating among the exceptions to the rules. For example, the pronunciation of plurals or the past tense –ed.

According to Hişmanoğlu the main reason why students develop fossilized pronunciation errors is that they apply the phonological rules of their mother tongue into the target language. (K. Dolan – 2020, pag. 28).

Types Of Fossilized Pronunciation Errors.

Smaoui and Rahal make a reference of a study conducted by Nilawati in which four types of fossilized phonetic errors were found (C. Smaoui, A. Rahal, Dr. ChokriSmaoui. 2015. Pag.70-79):

- *Consonant omission*

- *Error of consonant selection*

- *Error of vowel selection*

- *Diphthong selection*

    These errors were produced due to three reasons:

- *Phonological interference from the mother tongue*

- *The complexity of English*

- *Insufficient input and corrective feedback*

In this regard, it is interesting to notice that Selinker, Hişmanoğlu and Nilawati agree in one specific thing: native language transfer as a reason why students make pronunciation errors.

This reason might be connected to the idea supported by several researchers that there are factors that affect or determine the pronunciation that language learners will develop in the target language. These factors can be divided into two groups: internal and external. Among the external ones, there are the biological factors such as: age, ear perception, and aptitude; and individual differences such as, personality, motivation, identity, individual efforts and goal settings. External factors comprise the student's learning environment, the mother tongue and educational factors. (Q. Zhang, 2009

Interference

As Spanish can be related to English, there have to exist interference, but what can be understood as interference? To define interference, it is necessary to define transfer, so transfer is

using sounds, expressions, or structures from L1 when performing in L2. If the L1 and L2 have similar features, the learner may be able to benefit from the Positive Transfer of L1 knowledge to the L2. On the other hand, if the L1 and L2 differ from some aspects, it results in Negative Transfer. This Negative Transfer is sometimes called Interference.

Several linguists argue that Interference is automatic transfer, errors, or influence that the L1 has on the L2. Therefore, another definition is provided by Jarvi and Pavlenkoas 'the influence of a person's knowledge of one language on that person's knowledge or use of another language'. This interference had to be evaluated in some way; that is why this research considered the Contrastive Analysis Hypothesis. (S. Jarvi, A. Pavlenko, 2008)

Interlanguage

The errors produced while a person learns another language or language are known as interlingual errors, Brown states that interlanguage refers to separateness of a second language learner's system, a system that has a structurally intermediate status between the native language and the target languages. (D. Brown, 2000)

The Contrastive Analysis Hypothesis.

Robert Lado (1957) proposed the theory of Contrastive Analysis Hypothesis (CAH) since, by that time, researchers believed that similarities and differences from the native language in learners produced difficulties in language learning. They assumed that similarities between two languages would promote the second language acquisition and if they were different, negative transfer would hinder the acquisition of the target language. For these reasons CAH suggested that the level of difficulty that student experiments is caused by the linguistics differences between first and second language.

Therefore, the CAH is aimed to compare their systematic structure and, at the same time, to contrast the characteristics that both (or even more) languages share with each other. The CAH is known due to the use that is given into the Language Learning process (Second Language Learning or Third Language Learning) as a method used to explain the reasons why some specific characteristics from a target language are easier or even harder to be learned than others. Thus, the study of Contrastive Analysis becomes more important when attempting to study and compare the system of a native language to a target language.

Furthermore, the CAH facilitates the student to avoid making errors while studying the target language. "Contrastive analysis is a way of comparing languages to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a Second Language Learning situation". For that reason, the CAH is the study that helped to contrast the phonology of the L1, L2 and L3 so as to determine the sounds from L1 and L2 that cause interference in L3. (Lado, R. Op. Cit. Pag. 56)

Interlingual and Intralingual errors.

According to Selinker, interlingual errors refer to the target language of a L2 learner that has not been fully mastered and preserves some characteristics of the learner´s mother tongue. This, leads the speaker to overgeneralize the target language patterns in speaking or writing, causing some innovations due to the different utterances which are different from those that native speakers produce, but convey the same meaning. **(**L. Selinker, (1972), pag. 209**).**

Intralingualerrors, are those which reflect the general characteristics of the learner´s mother tongue. These types of errors reflect a failure in learning the conditions in which some utterances should be applied while performing the target language, and an incomplete application of rules.(J. Richards, 1971. Pag. 89).

Phonology

In consideration of the aim of this research, the definition of phonology is essentially the description of the system and patters of speech sounds in a language. It is concerned with the abstract and mental aspect of sounds in language rather than with the actual physical articulation of speech sounds.This branch of linguistics studies the sound system of languages.(Yule, G. 2010. Pag. 47).

The sound system involves: a) the actual pronunciation of words, which can be broken up into the smallest units of pronunciation, known as a segment or a phoneme. (The words pat, chat and fat have different phonemes at the beginning, and so phonemes contrast with each other to produce different words.), and b) prosody – pitch, loudness, tempo and rhythm – the 'music' of speech. (Other terms used are non-segmental phonology or supra-segmental phonology). (Zhang, L. 2004. pag. 25).

Phonology also involves phonological features or elements to comprehend the production of sounds in each language. For instance, in English exist consonant and vowel sounds, being the features of the former classified into: degree of voicing, place of articulation, and manner of articulation, and the features of the latter classified into degree of opening of the vocal tract, the form of the lips, and the position of the tongue. The same characteristics are applied to Spanish. Moreover, in phonology exist standard sounds, which are the ones that are going to be used in this work, and variations of each standard sound, known as allophone, which depend on things as dialects that differ even in the same country.(Yule, G.Op. Cit. Pag. 47)

Phonology Of Spanish And English

This research focuses on the segmental part of phonology, which means that the aim is to identify the sounds that are mispronounce due to the L1 in L2. For this reason, the phonology of each language is presented.

Spanish Phonology.

The Spanish language has 24 phonemes; 5 vowels and 19 consonants which in the written form correspond to 30 graphemes.

Vowels. Vowels can be described according to two criteria: tongue position (front, central and back) and tongue height (low, mid, high) as seen in Chart 2.

Chart 2

VOWEL CHART
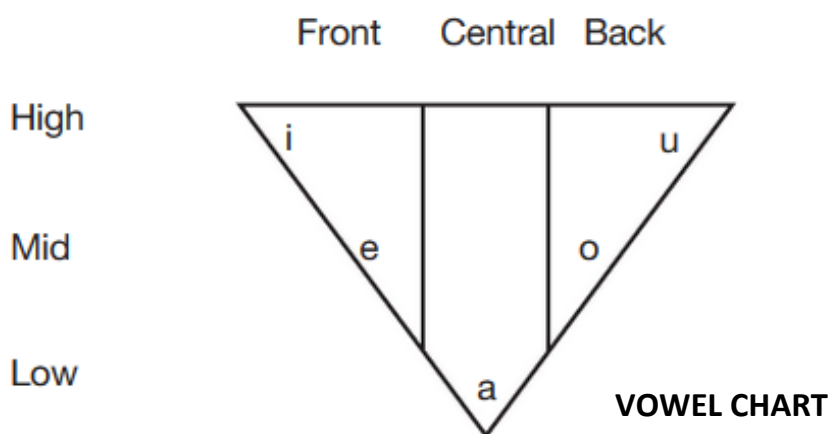
In the production of vowels sounds, the air stream passes freely and there is not contact with the upper and lower articulators. It is the position of the tongue that produces the shape change of the oral cavity. The nasalization of vowels is something that occurs when the velum is lowered and the air passes through the nasal cavity. This is considered to be a secondary articulation together with lip rounding and length of duration, but these secondary articulations do not suppose any change at a meaning level of the utterance. (Salcedo, C. 2010. Pag. 54)

In Spanish, the phonological processes depend on the syllables for a complete description of the phonological system. Therefore, it is important to highlight the rules for syllabic division of words.

1. Words with more than one vowel which is separated by only one consonant in the middle, the consonant goes with the second syllable. VCV > V-CV as in ala> a-la

2. Between two adjacent consonants there is always a syllabic boundary (al-ba, is-la, ar-ma), unless they form a group of / obstructing / + / liquid / in attack or a group / consonant / + / s / in coda.

   C1 C2> - C1 C2= /obstruent/ + /liquid/   abrazo> a-bra-zo

   C1 C2> C1 C2- = /consonant/ + /s/ abstener >abs-tener

   C1 C2> C1 – C2= ? /obstruent/ + /liquid/, ? /consonant/ + /s/   África> Á-fri-ca

3. In the combinations of three adjacent consonants two situations can occur:

   a) If the last two form a group of / obstructing / + / liquid /, the syllabic boundary will be before them and the first consonant will be placed in the coda position (des-gracia).

   b) If the last two do not form a group of / obstructing / + / liquid /, the syllabic border will be before the last consonant of the group and the first two will constitute a complex coda / consonant / + / s / (abs-temio).

   c) In combinations of four adjacent consonants, the syllabic boundary will be between the second and third: the first two segments must be a complex coda of / consonant / + / s / and the last two segments, a group of / obstructive / + / liquid / (abs-tract).

   d) Between vowels [-high] (or "not closed") there will always be a syllabic limit (raer>ra-er,faraon>fara-ón, real>re-al, leer>le-er,feo>fe-o).

e) The combinations of two vowels [+ high], and of vowel [+ high] with vowel [-alta], regardless of the position occupied by these segments, can form diphthong or hiatus; it is an idiosyncratic property of each lexical element. We consider the diphthong to be the unmarked situation in Spanish, so hiatus cases should be treated as exceptions to the syllabication rules. There are no diphthongs formed by two [+ high] vowels - one syllable and one asyllabic - homorganic.

Diptong: V1 V2 -->V1 V2 (V1 = [+high], V2 = [-high]) as in cuatro, ciego

Hiatus: V1 V2 -->V1 - V2(V1 = [+high], V2 = [-high]) as in actu-ó, li-ó

Diptong: V1 V2 -->V1 V2 (V1 = [-high], V2 = [+high]) as in baile, deuda

Hiatus: V1 V2 -->V1 - V2 (V1 = [-high], V2 = [+high]) as in ca-ída, o-ído

Diptong: V1 V2 -->V1 V2 (V1 = [+high], V2 = [+high]) as in ciudad, cuidado

Hiatus: V1 V2 -->V1 - V2 (V1 = [+high], V2 = [+high]) as in veinti-uno, hu-ir

Consonants In Spanish.

			Labial	Dental	Alveolar	Palatal	Velar
Obstruents	Voiceless	Non-fricatives	p	t		tʃ	k
		Fricatives	f	θ	s		x
	Voiced		b	d		j	g
Sonorants	Liquids	Laterals			l	ʎ	
		Tap (Vibrants)			r		
		Trill (Vibrants)			r		
	Nasals		m		n	ɲ	

Chart 3

The criteria used in the classification of the Spanish consonants are: anterior and coronal. The former sounds are produced in the front part of the mouth (from the lips to the alveolar ridge) The latter sounds are made with the blade of the tongue making contact with some part of the oral cavity. Anterior articulations are the labial consonants, such as: bilabials and labio-

dentals. Coronal articulations are dental and alveolar sounds, such as t, d, n, s, and z. (Salcedo, C. Op. Cit. Pag. 78)

According to the University of Surrey (n.d.) there are some Spanish phones and some regional/register phonetic phenomena.

- [j] ~ [ǰ] in the majority of the Spanish-speaking world (Spain (cities) and Latin America). "Yeísmo" is the non-distinction of "ll" and "y". They are pronounced the same: cayado – callado: /ka'jado/ > [ka'jaðo] or [ka'ǰaðo].

- [ʎ] is the pronunciation of "ll" in rural areas of Spain. In these areas, this sound is different from "y" [j]: cayado: /ka'jado/ > [ka'jaðo] vs. callado: /ka'jado/ > [ka'ʎaðo]. It sounds like "lj".

- [θ] in "español peninsular norteño" (North and Central Spain): cena: /'θena/ > ['θena]; zapato: /θa'pato/ > [θa'pato]

- [s] in "español de América" (South of Spain, Canary Islands and Latin America). This phenomenon is called "seseo": cena: /'θena/ > ['sena]; zapato: /θa'pato/ > [sa'pato].

English Phonology

There are 44 phonemes in the English language; 24 of the phonemes are consonant sounds, 20 are vowel sounds. (Newman, D. 2015. Pag. 89)

See Chart 4, 5 and 6.

	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V	−V	+V
Stops	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ			h	
Affricates									tʃ	ʤ				
Nasals		m						n				ŋ		
Liquids								l r						
Glides		w										j		

Chart 4 Consonants in English, The Study of Language, George Yule

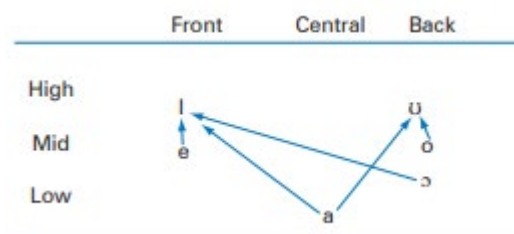| Front	Front	Central	Back
High	i		u
	ɪ		ʊ
Mid	e	ə	o
	ɛ	ʌ	ɔ
Low	æ		
	a		ɑ

Chart 6

Diphthongs in English

The Study of Language, George Yule

Chart 5

Vowels in English

The Study of Language, George Yule

Phonological Interference

From those concepts can be draw a definition of Phonological Interference (PI) as the phonological categories that have a negative result in a speaker of a language or languages X attempting to learn language Y.(Brière, E. 1966. Pag. 67)

L1 interference in L2

More than two decades ago, Ringbomobserved, "the effect of grammar and phonology (of a non-native language in a European context) is accorded much less space and importance. (Ringbom, H. 1987. Pag. 34)

L2 researchers have observed that much of the earlier investigation of transfer in L2 phonetics and phonology has pointed to significant L1 influence, while newer research moves away from this idea, and further scrutiny of data favoring exclusive L1 transfer might lead us to reconsider such conclusions based on the very data used to support such a notion. Ringbom

claimed that even advanced learners retain an L1-based accent, at least in their intonation.

(Wrembel,M. 2015. Pag. 89)

As De Angelisnotes, psychotypological influence can occur in which a language in its entirety is transferred, or at a level in which an item or domain is transferred. Since Spanish and English are typologically similar, they differ from their pronunciation (Spanish pronounced as it is written, English changing pronunciation of word from the way it is written) letter 's' words as 'vision'.(De Angelis, G. 2007. Pag. 84)

Accuracy vs Fluency in pronunciation of English

On one side, although attempts to define "fluency" and "accuracy" when speaking a foreign language abound in the specialized literature, there still does not seem to exist a consensus regarding a single, ultimate definition of either one of the terms.

Any given language is a complex structural system whose components include, but are not limited to, rules, vocabulary and pronunciation. Several are the factors that increase or decrease the complexity- or mastery- of this system; however, that a language only exists if used for its primary purpose, that is, human communication, no one can doubt.

Within the scope of English second language teaching, most authors tend to concede that "fluency" is the ability to convey meaningful, natural, reasonably lengthy messages to one's interlocutors in real time without undue hesitations. The subjective nature of the concept of "fluency" comes into play, in other words, the role of teacher of English as a foreign language is to help students reach this level.(Golda, L.2019. Pag. 35)

On the other side, accuracy is an important element of fluency. Accuracy is defined by the Oxford dictionary as the quality or state of being correct or precise. Other definitions explain that accuracy is the ability to produce grammatically and lexically accurate English sentences,

while fluency is the ability to produce language in a coherent, effortless way. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect correctness. Most scholars tend to agree that accuracy might be defined as conformity to the rules and standards of the target language so that the recipient of an oral message is not strained by the "unruly" structuring of utterances. The lack of accuracy can easily hinder communication, for instance, a native speaker of English might certainly have to struggle to understand, "She want coffee not". The unnatural absence of an auxiliary verb coupled with the misplacement of the negative adverb at the end of the sentence might result in a communication breakdown. Clearly, this is an example of the lack of accuracy, however a native speaker could easily comprehend it, but the communication would not be as clear as should.

One main problem in teaching English today is the dilemma in choosing either to put the focus of teaching on the fluency or accuracy aspects of the English language to students. Researchers, scholars and educators alike have been conducting countless debates, researchers and experiments to prove either one or both as ideal/s. It is hard to compromise between these two approaches as each has their own strengths and weaknesses.

According to some essays which argue that accuracy is not necessarily more important than fluency, the learner's need play an important role, since it depends on these needs and the purpose of instruction in second language acquisition. However, it is important to emphasize that both, accuracy and fluency are essential. In order to go deeply, it is necessary to explain that early methods promoted accuracy over fluency. For instance, the Grammar-Translation Method has been used by language teachers for many years. It is the traditional style of teaching method emphasizing grammar explanation and translation. In such a method, it is important for students to learn about the form of the target language.

Consequently, it is important to balance accuracy and fluency among the various stages in a lesson. Learners usually attain a much higher level of proficiency in the receptive skills than in the productive skills. Mastering the language skills, like mastering any kind of skill, requires a considerable amount of practice. Step by step in the teaching learning development process the learner should become more proficient.

Charts 9 and 10 show the sounds' comparison between Spanish and English.

Places	Bilabial	Labio-dental	Inter-dental	Dental	Alveolar	Palatal	Palato-alveolar	Velar	Glottal
Manner									
Stop	p b			t d	t d			k g	
	p b							k g	
Fricative		f v	Θðθ		s z	ʃʒ		x	h
		f			s				
Affricate							tʃdʒtʃ		
Nasal	mm				nn	ɲ		ŋ	
Liquid					ll		ʎ		
Liquidtap						ɾ			
Liquidtrilled						r			
Rhotic						r			
Glide	W					jj			

In each pair of equal-colored sounds, the voiceless sound is in the left and the voiced is in the right.   Chart 7

English
Spanish

		Front		Central	Back
		Unrounded	Rounded		
High	Close	ii:			uʊ
	Semi-closed	ee			o
		ɪ			U
Mid				ə	
	Semi-open			ɜːʳ	ɔ
				ʌ	
		æ			
Low	Open			A	
		ɑ			
					ɒ

Chart 8

English
Spanish

CHAPTER III

METHODOLOGY

METHODOLOGY

3.1. Type of research study

For the development of the present research, the Hypothetical-deductive method was used to accept or refuse a hypothesis. According to the level of depth, this research was correlational because two variables were measured in order to assess the statistical information with the purpose to find a relation between them.

In regards to the temporal sequence, this is a prospective cross-sectional study because the data was collected by a unique intervention while the problem was happening, since students were still in process of learning English as second language.

3.2. Population and sampling

The population for this research was composed by 178 students majoring the first year of Modern Languages. The total of 57 students was chosen by convenience, out of them, 34 were female and 23 males. The students were chosen in this way since the study was carried out during the lockdown caused by the COVID-19 pandemic and not all the students had access to a device that could be connected to Internet in order to take the test. All students had the invitation to participate but only the ones with Internet access and willingness to participate accepted the invitation. The only requirement taken into consideration was that the participants were active students during the first year of Modern Languages at the University of El Salvador, Eastern Campus, during year 2020.

3.3. Instrumentation

The instrument used to collect the data for this research work was a phonological test, composed by 35 items (see annex 1). Out of these 35 items, 13 were for vowel sounds and 22 are for consonant sounds. Each item contained four words, three words had the same vowel or consonant sound and one word contained a different sound. Students had to choose the word in

which the underlined part was pronounced differently from the other three words. The

phonological features of sounds in the chosen words by the participants were compared and

contrasted. This data was condensed in a chart that contained all the errors made by each one of

the 57 students, it also was the base to analyze the results according to the features of the

consonant and vowel sounds.

CHAPTER IV

RESULTS

RESULTS

The results in this research were processed by taking into consideration the information gathered from the answers of the students attending the first year of bachelor degree in Modern Languages, the 35 English sounds were evaluated by the use of a phonological test composed by 35 items in order to evaluate the phonological interference between English and Spanish in the accurate pronunciation of English sounds. In addition, after having assessed the answers of the subjects, chart 9 and graph 1 display the number of errors committed by the subjects:

Number of errors committed by the subjects

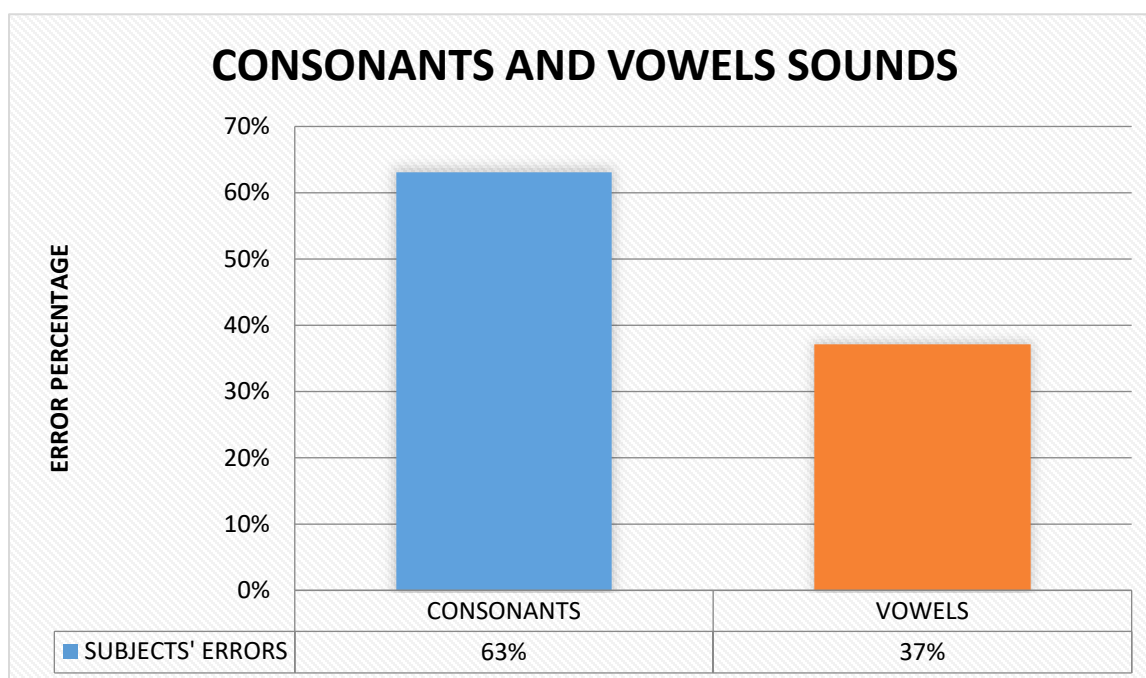| SUBJECTS	CONSONANTS	N° ERRORS	VOWELS	N° ERRORS
1	/z/ /s/ /tʃ/ /θ/ /ʃ/ /t/ /ð/ /h/ /v/ /l/ /m/ /n/	12	/ə/ /ɒ/ /e/ /ɑ/ /ʌ/ /ɜ/	6
2	/z/ /ʃ//tʃ//θ//s/ /t/ /ð//dʒ/ /d/ /k/ /v/ /ʒ/ /l/ /ŋ/ /j/ /n/	16	/ɪ//u//ə/ /ɔ/ /e/ /ɜ//ʊ//ɜr/	8
3	/z/ /g/ /ʃ//s/ /t/ /d/ /h/ /l/ /ŋ/ /m/ /w/ /n/	12	/ɪ//u//ə/ /ɔ/ /e/ /ɑ//ʌ/ /ɜ//ʊ//ɜr/	10
4	/g/ /ʃ//tʃ//θ//s/ /t/ /ð//dʒ/ /d/ /k/ /h/ /l/ /ŋ/ /b/ /m/ /j/ /n/	17	/ɪ//u//ə/ /ɔ//ɒ/ /e/ /ʌ//ɜr/	8
5	/z/ /g/ /ʃ//θ//s/ /t/ /d/ /h/ /v/ /l/ /ŋ/ /m/ /j/	13	/ə//ɔ/ /e/ /ɑ//ʌ//ɜ//ʊ/	7
6	/g/ /ʃ//tʃ//t/ /ð//dʒ/ /l/ /ŋ/ /b/ /m/ /j/ /n/	12	/ɪ//u/ /ɔ/ /e/ /ɑ//ɜr/	6
7	/g/ /ʃ//tʃ/ /s/ /t/ /k/ /h/ /v/ /l/ /ŋ/ /m/ /j/ /n/	13	/ɪ//u//ə/ /ɔ/ /e/ /ɑ//ʌ//ɜ//ɜr/	9
8	/z/ /g/ /ʃ//tʃ/ /t/ /d/ /k/ /h/ /v/ /l/ /ŋ/ /m/ /j/ /w/ /n/	15	/ɔ/ /e/ /ɑ//ʌ//ɜ//ɜr/	6
9	/z/ /ʃ//θ//s/ /t/ /d/ /ʒ/ /l/ /ŋ/ /m/ /f/ /n/	12	/ɪ//u//ə/ /ɔ/ /e/ /ɑ//ɜ//ɜr/	8
10	/z/ /ʃ//s/ /t/ /ð/ /v/ /l/ /ŋ/ /b/ /m/ /j/ /w/ /n/	13	/ɪ//u//ə/ /ɔ/ /e/ /ʌ//ɜ//ʊ//ɜr/	9
11	/s/ /t/ /v/ /l/ /m/ /w/ /n/	7	/ə/ /ɔ/ /e/ /ɜr/	4

12	/ʃ//s/ /t/ /ð/ /d/ /h/ /v/ /ʒ/ /l/ /ŋ/ / /j//n/	12	/u//ə/ /ɔ//ɒ/ /e/ /ɑ//ɜ//ʊ//ɜr/	9
13	/g/ /ʃ//θ/ /t/ /d/ /k/ /v/ /l/ /ŋ/ /m/ /w/ /n/	12	/ɪ//u//ə/ /e/ /ɑ//ʌ//ɜ//ɜr/	8
14	/z/ /g/ /ʃ//s/ /t/ /ð/ /d/ /h/ /v/ /ŋ/ /j/ /w/ /n/	13	/u//ə/ /ɔ//ɒ/ /e/ /ɑ//ʌ//ʊ/	8
15	/z/ /ʃ//ʒ/ /l//ŋ/ /b/ /m/ /w/ /n/	9	/ə/ /ɔ/ /e/ /ɑ//ʌ//ɜr/	6
16	/z/ /g/ /tʃ//θ/ /s/ /t/ /ð//dʒ/ /d/ /k/ /h/ /ʒ/ /l/ /ŋ/ /b/ /m/ /j/ /w/ /n/	19	/ɪ//u//ə/ /ɔ/ /e/ /ʌ//ɜ//ʊ//ɜr/	9
17	/z/ /g/ /ʃ//tʃ//θ/ /s/ /t/ /ð/ /d/ /k/ /v/ /l/ /ŋ//j//m/ /n/	16	/ɪ//u//ə/ /ɔ//ɑ//ʌ//ɜ/	7
18	/z/ /g/ /ʃ//tʃ/ /s/ /t/ /ð/ /v/ /ŋ/ /m/ /j/ /n/	12	/u//ə/ /ɔ//ɒ/ /e/ /ɑ//ʌ//ɜ//ɜr/	9
19	z/ /ʃ/ /tʃ//θ/ /s/ /t/ /ð//dʒ/ /k/ /h/ /v/ /ʒ/ /l/ /ŋ/ /m/ /j/ /w/ /n/	18	/ɪ//ə//ɔ/ /e/ /ɑ//ʌ//ɜ/	7
20	/g/ /ʃ/ /tʃ/ /θ/ /s//t/ /ð/ /d//k//h//v//l//ŋ/ /b//m/ /j//w/ /n/	18	/u/ /ə/ /ɔ/ /ɒ/ /e/ /ɑ/ /ʌ/ /ɜ/ /ʊ/ /ɜr/	10
21	/z//tʃ/ /s/ /t/ /d/ /k/ /v/ /l//n/	9	/ɪ/ /u/ /ə/ /ɔ/ /e/ /ɜ/ /ɜr/	7
22	/z/ /t/ /ð/ /v/ /ŋ/ /m/ /w/	7	/u/ /ə/ /ɔ/ /e/ /ɑ/ /ɜr/	6
23	/z/ /t/ /ð/ /ŋ/ /m/ /j/ /n/	7	/e//ɜ/ /ɜr/	3
24	/z/ /ʃ/ /tʃ/ /s/ /t/ /ð/ /d/ /k/ /h/ /v/ /m/ /j/ /n/	13	/ɪ/ /u/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ɜr/	8
25	/z/ /g/ /ʃ/ /tʃ/ /θ/ /s/ /t/ /dʒ/ /k/ /h/ /v/ /l/ /ŋ/ /b/ /m/ /j/ /f/ /w/ /n/	19	/ɪ/ /u/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ɜ/	8
26	/z/ /g/ /ʃ/ /tʃ/ /s/ /t/ /d/ /k/ /h/ /v/ /l/ /ŋ/ /m/ /j/ /w/ /n/	16	/u/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ɜ/	7
27	/z/ /ʃ/ /s/ /t/ /ð/ /dʒ/ /v/ /l/ /ŋ/ /b/ /m/ /j/ /n/	13	/ɪ/ /i/ /u/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ//ɜ//ɜr/	10
28	/z/ /ʃ/ /tʃ/ /θ/ /ð/ /dʒ/ /d/ /v/ /l/ /ŋ/ /m/ /j/ /w/ /n/	14	/u/ /ɔ/ /e/ /ɑ/ /ʌ/ /ʊ/ /ɜr/	7
29	/z/ /g/ /tʃ/ /θ/ /t/ /ð/ /dʒ/ /k/ /h/ /v/ /l/ /ŋ/ /m/ /j/	14	/i/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ɜ/ /ʊ/ /ɜr/	9
30	/g/ /ʃ/ /tʃ/ /θ/ /ð/ /d//k/ /h/ /v/ /ʒ/ /l/ /m/ /j/	13	/ɪ/ /ə/ /e/ /ʌ/ /ɜ/ /ʊ/ /ɜr/	7
31	/g/ /ʃ//s//ð/ /d/ /t//h/ /l/ /m/ /j/ /n/	11	/ə/ /ɔ/ /ɒ/ /e/ /ɑ/ /ɜ/ /ʊ/ /ɜr/	8
32	/t/ /ð/ /d/ /m/ /w/ /n/	6	/ə/ /ɔ/ /e/ /ɑ/	4

33	/z/ /g/ /ʃ/ /tʃ/ /s/ /t/ /ð/ /k/ /h/ /v/ /ʒ/ /l/ /ŋ/ /n/	14	/ɪ/ /u/ /ə/ /ɑ/ /e/ /ɜ/ /ɜr/	7
34	/tʃ/ /ð/ /d/ /k/ /h/ /v/ /ʒ/ /l/ /b/ /m/ /j/ /n/	12	/ɪ/ /u/ /ə/ /ɔ/ /ɒ/ /ʌ/ /e/ /ɑ/ /ɜ/ /ʊ/	10
35	/g/ /tʃ/ /θ/ /s/ /t/ /ð/ /dʒ/ /d/ /k/ /h/ /v/ /ŋ/ /b/ /m/ /j/ /w/ /n/	17	/u/ /ə/ /e/ /ʌ/ /ɜ/	5
36	/z/ /g/ /ʃ/ /tʃ/ /s/ /t/ /h/ /l/ /ŋ/ /b/ /m/ /j/ /f/ /w/ /n/	15	/ɪ/ /i/ /æ/ /u/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ʊ/ /ɜr/	11
37	/g/ /ʃ/ /s/ /t/ /k/ /v/ /ʒ/ /l/ /ŋ/ /b/ /m/ /j/	12	/ɪ/ /u//ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ʊ/	8
38	/g/ /ʃ/ /tʃ/ /s/ /t/ /d/ /k/ /h/ /v/ /l/ /ŋ/ /b/ /m/ /j/ /n/	15	/ə/ /ɒ/ /ʌ/ /e/ /ɑ/ /ɜ/ /ɜr/	7
39	/g//ʃ//tʃ//θ//t/ /k//h//f//ʒ//l//ŋ//m//j/ /w/ /n/	15	/ɪ//æ//u//ə//ɔ//ɒ//e/ /ʌ/	8
40	/z//ʃ//tʃ//k//v//ŋ/ /j/ /n/	8	/u//ə//ɔ//ɒ//e/ /ɑ/ /ʌ/ /ɜ/	8
41	/g//tʃ/ /s//t/ /ð/ /k//l//ŋ/ /b//m//j/ /n/	12	/ə//ɒ//e/ /ɑ//ɜr/	5
42	/g//tʃ/ /s//t/ /ð/ /d/ /k/ /h/ /v//l//m//j/ /n/	13	/ɪ/ /æ/ /u/ /ə/ /ɔ/ /ɒ/ /e/ /ɑ/ /ʌ/ /ɜ/ /ɜr/	11
43	/z//ʃ//θ/ /s//t/ /ð/ /h//v//ŋ/ /b//m/ /w/	12	/ɪ//ə//e//ɜr/	4
44	/tʃ/ /t/ /ð/ /dʒ//k//v//ʒ//l//ŋ//m//j//f/	12	/ɪ//æ//u//e//ʌ//ʊ/ /ɜr/	7
45	/g//tʃ/ /θ//s//t/ dʒ//d//k//v//l//ŋ//m//j//f/ /n/	15	/ɪ//u//ə//ɔ//e//ɑ//ɜ//ɜr/	8
46	/z//g//ʃ//s/ /ð/ /d//v//l//ŋ//j/ /w/ /n/	12	/u//ə//ɔ//e//ɑ//ɜ//ɜr/	7
47	/tʃ/ /s//t/ /ð/ /dʒ//d//k//v//l//ŋ/ /b/ /m//j//w/ /n/	15	/ɪ//ə//ɔ//e//ɑ//ʌ//ʊ//ɜr/	8
48	/z/ /ʃ/ /tʃ/ /s/ /h/ /v/ /l/ /ŋ/ /m/ /j/ /n/	11	/ə//ɔ//ɒ//e//ʌ//ɜ//ʊ/	7
49	/z//g//tʃ/ /t//d//v//ʒ//l//m//j/ /n/	11	/ə//ɔ//e//ɑ//ʌ//ɜ//ʊ//ɜr/	8
50	/g//ʃ//tʃ//θ//s//t//dʒ//v//l//ŋ//b//m//j/ /w/	14	/ɪ//æ//ə//e//ɑ//ʌ//ɜ//ɜr/	8
51	/g//tʃ//θ//s//t//ð//k//v//ʒ//l//ŋ//b//m//j//f/ /n/	16	/ɪ/ /æ/ /u/ /ə/ /ɔ/ /e/ /ɑ/ /ʌ/ /ɜ/ /ʊ/ /ɜr/	11
52	/ʒ//m//w/ /n/	4	/ɑ//ɜr/	2
53	/tʃ//s//t//d//k//v//l//m//j//w/ /n/	11	/æ//ɒ//u//ə//ɑ/	5
54	/g//ʃ//tʃ//θ//s//t//d//h//ʒ//l//ŋ//m//j/ /n/	14	/ɪ//ə//ɔ//ɒ/ /e/ /ɑ//ʌ//ʊ/	8

55	/h//l//m/ /w/	4	/ə//ɔ//e//ɜr/	4
56	/z//g//ʃ//θ//s/ /ð/ /h//v//ʒ//l//b//m//j//f/ /w/ /n/	16	/ɪ/ /u/ /ə/ /ɔ/ /ɒ/ /e/ /ɑ/ /ɜ/ /ʊ/ /ɜr/	10
57	/g//ʃ//tʃ/ /s//t/ /ð/ dʒ//d//k//v//l//ŋ//b//j/ /n/	15	/ɪ//u//ɔ//e//ɑ//ʌ//ɜr/	7
TOTAL		**728**		**422**
MEAN		**12.77**		**7.40**

Chart 9

The chart shows the errors of the students in consonants and vowels.
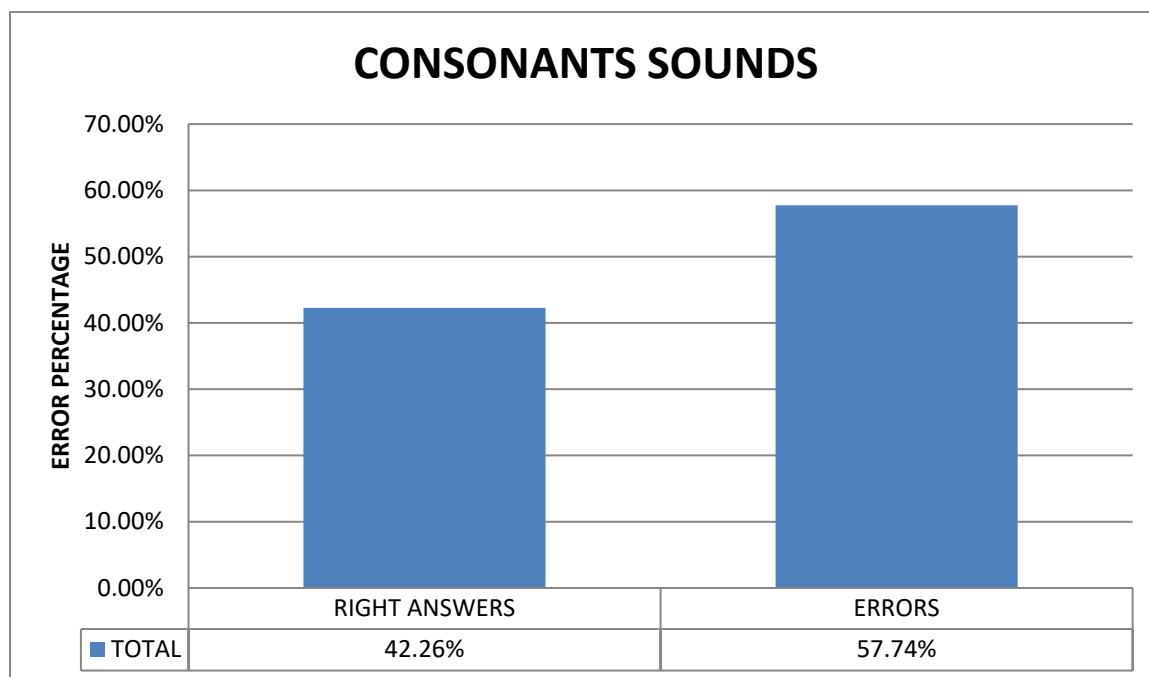

Graph 1

Graph 1. The graph shows the percentages of errors in consonant and vowels made by students.

The errors made by the subjects represented a total of 1150 errors that were divided into consonants and vowels, from which resulted a total of consonant errors of 728, a 63% of the errors, while the vowel sounds resulted in 422 errors, a 37% (shown in graph 1) of the total errors. The mean of these results is an average of12.77 for consonants which means that

each subject would have a 12.77 value if the result was equally distributed among the subjects; the same process was applied to the vowel sounds with an average of 7.40, the subjects would have that equally distributed value. Moreover, the mode reflects that the value with more repetitions for consonants is 12, and for vowels is 8, so the subjects had an average of errors committed of 12 for consonants and 8 for vowels.

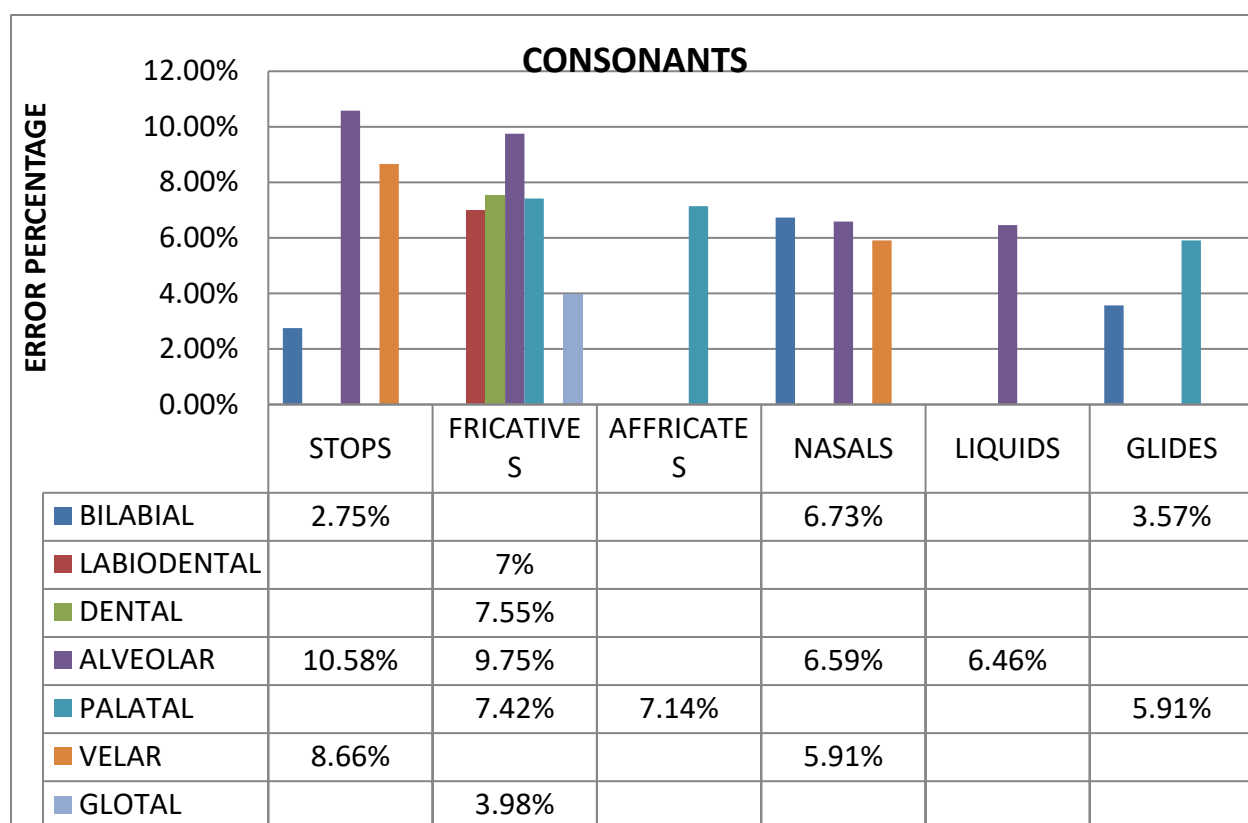**Consonants Sounds**

Graph 2

According to graph 2, with a total of 728 errors, 57.74% of the students failed when discriminating the consonant sounds and only 42.26% succeeded, with a total of 526 good answers.

The following chart shows the number of students that committed errors in the consonant sound's pronunciation.

Chart 10

Number of errors per consonant sound.

	BILABIAL	LABIODENTAL		DENTAL		ALVEOLAR		PALATAL		VELAR		GLOTAL		TOTAL
	V+	V-	V+	V-	V+	V-	V+	V-	V+	V-	V+	V-	V+	
STOPS	B					t	d			k	g			
	20					47	30			30	33			140
FRICATIVES		f	v	θ	Ð	s	z	ʃ	ʒ			h		
	8	43	22	33	41	30	38	16			29			214
AFFRICATES								tʃ	dʒ					
								37	15					52
NASALS	M						n				ŋ			
	49						48				43			140
LIQUIDS							l							
							47							47
GLIDES	W								j					
	26								43					69
TOTAL	- 95	8	43	22	33	88	155	75	74	30	76	29	-	728

CONSONANTS

	STOPS	FRICATIVES	AFFRICATES	NASALS	LIQUIDS	GLIDES
■ BILABIAL	2.75%			6.73%		3.57%
■ LABIODENTAL		7%				
■ DENTAL		7.55%				
■ ALVEOLAR	10.58%	9.75%		6.59%	6.46%	
■ PALATAL		7.42%	7.14%			5.91%
■ VELAR	8.66%			5.91%		
■ GLOTAL		3.98%				

Graph 3

According to graph 3, the consonant sounds that have more errors committed by the students are among the stops, fricatives and nasals. Based on the manner of articulation, the stop sounds that presented a higher rate of errorwere the alveolar sounds, with a 10.58%, followed by the velar sounds with an 8.66%, bilabial sounds only represented 2.75% of the grand total of consonant sounds. Fricative sounds also represented an important error rate in pronunciation, alveolar sounds 9.75%, followed by dental sounds with 7.55%, palatal with 7.42%, labiodentals with 7%, and glottal sounds with 3.98%. Among the nasal sounds, it can be noticed that bilabial sounds had an error rate of 6.73%, followed by alveolar sounds with 6.59% and velar sounds with 5.91%. Affricate-palatal sounds also showed a significant error rate of 7.14%. It can be seen

that students struggled less with the liquid- alveolar sound, with only 6.46% of error rate; and

finally, the glide sounds with 5.91% for the palatal sound and 3.57% for the bilabial sound.

Chart 1

Error percentage according to consonant sounds that share features in Spanish and English.

Consonant Sounds (Similar features in Spanish and English)	Error percentage
/f/	14%
/b/	35.9%
/m/	86%
/θ/	38.6%
/s/	71.9%
/n/	84%
/l/	82.4%
/k/	52.6%
/g/	57.9%
/tʃ/	65%

This chart shows the consonant sounds that share the same features (manner of

articulation, place of articulation and voicing) in Spanish and English. It can be seen that most of

the sounds have higher error rates.

VOWEL SOUNDS
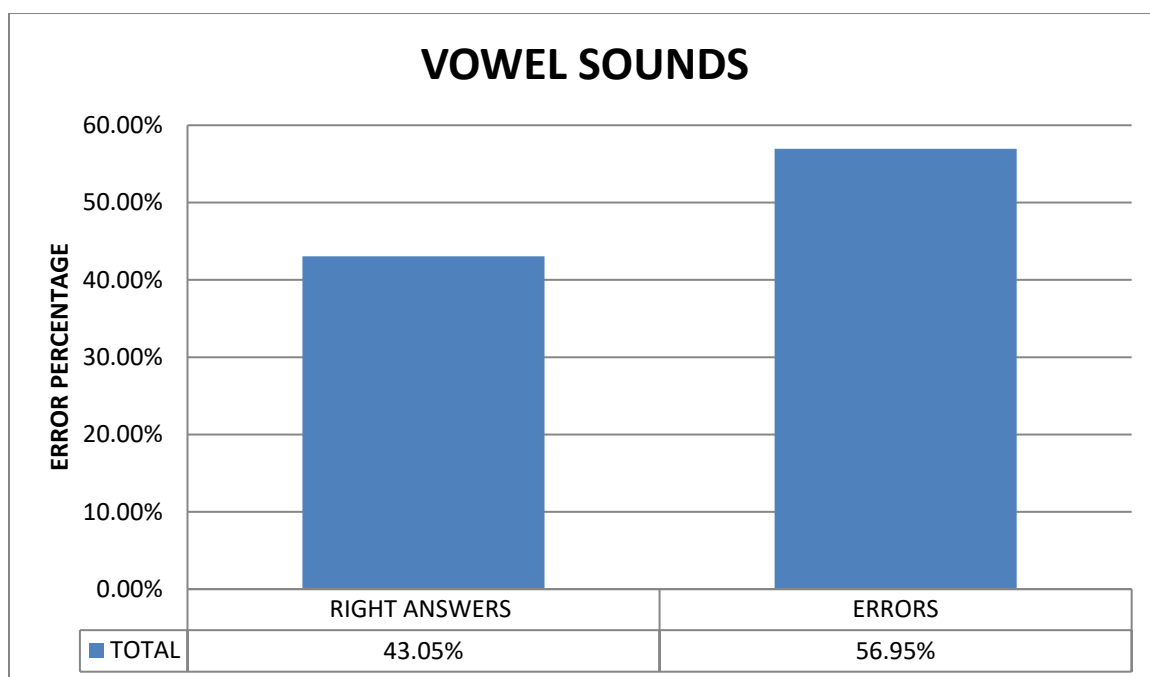
Graph 4

According to graph 4, with a total of 422 errors, 56.95% of the students committed errors when discriminating the vowel sounds and only 43.05% succeeded with 319 right answers.

The following tableshows the results based on the total of errors committed that is 422.

Chart 12

Error percentage based of vowel sounds according to features.

	FRONT		CENTRAL		BACK		TOTAL	
HIGH	I	3	ɝ	41	u	36	**133**	**31.51%**
	ɪ	31			ʊ	22		
MID	e	53	ə	49			**222**	**52.60%**
	ɛ	37	ʌ	38	ɔ	45		
LOW	æ	7			ɒ	17	**67**	**15.87%**
	ɑ	43						
TOTAL		**174**		**128**		**120**	**422**	
		41.23%		**30.33%**		**28.43%**		

This charts hows the error rate of each vowel sound taking into account two features that are used to describe the vowel sounds. According to the portion of the tongue that is involved in the articulation (front, central or back) it can be seen that 41.23% of the students committed errors with the front sounds, 30.33% with the central sounds and 28.43% with the back sounds. According to the tongue's position relative to the palate (high, mid or low) 52.60% committed errors with the mid sounds, 31.51% with the high sound and only 15.87% of the students had problems with the low sounds.

Graph 5

This graph shows the error rate in pronunciation taking into consideration the characteristics of the vowel sounds. It shows that the sounds that presented higher percentages of error are the mid-front with a 21.33%, followed by mid-central with 20.64%, high-back with 13.74, low-front with 11.85%, mid-back with 10.66%. The vowel sounds with lower percentages are high-central with 9.71%, high-front with 8.56%; and finally, low-back with 4.03%.

VOWEL SOUNDS

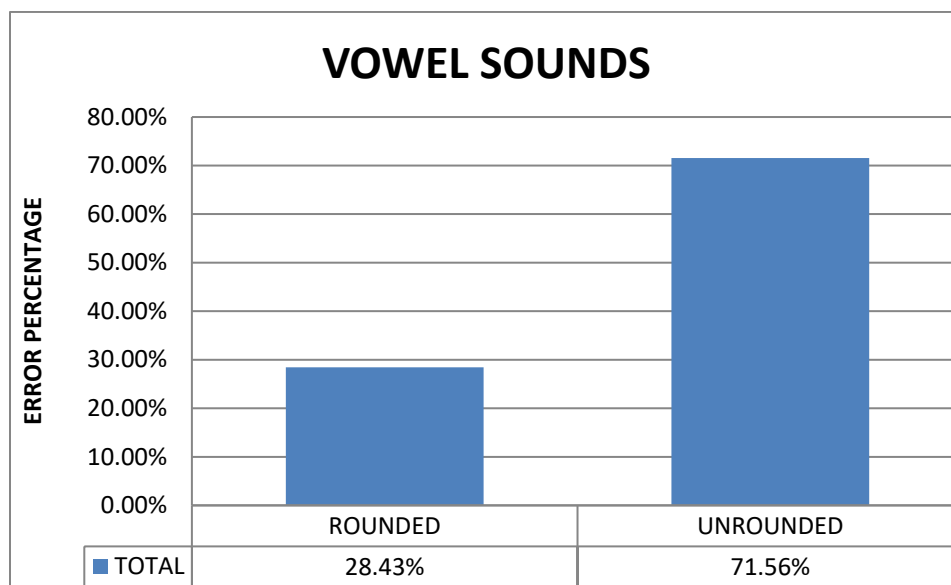|	HIGH	MID	LOW
FRONT	8.56%	21.33%	11.85%
CENTRAL	9.71%	20.62%	
BACK	13.74%	10.66%	4.03%
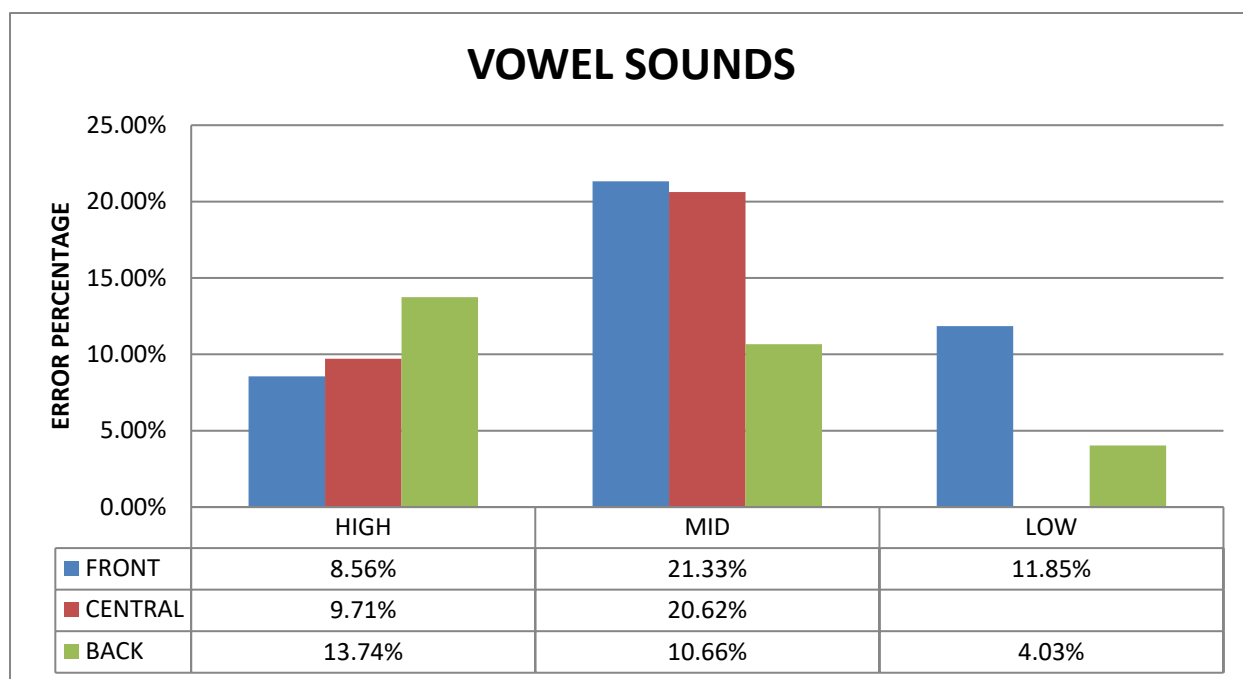
The following chart shows the errors using the classification of another feature of the vowel sounds, the shape of the lips, rounded or unrounded.

Chart 13

Number of error according to the shape of the lips in regards to vowel sounds.

| UNROUNDED		ROUNDED	
I	3	U	36
ɪ	31	ʊ	22
E	53	ɔ	45
ɛ	37	ɒ	17
æ	7		
ɑ	43		
ə	49		
ʌ	38		
ɝ	41		
TOTAL	302	TOTAL	120

Graph 6

According to graph 6, the 71.56% of the students struggled more with unrounded vowel sounds, and 28.43% had difficulties with rounded vowel sounds.

The following chart shows the errors classified according to the length or duration of vocalization that can be long or short.

Chart 14

Number of errors according to the length of duration in relation to vowel sounds.

LONG		SHORT	
i	3	ɪ	31
e	53	ɛ	37
ɔ	45	Æ	7
ɑ	43	ə	49
u	36	ʌ	38
		ʊ	22
		ɒ	17
		ɝ	41
TOTAL		TOTAL	
	180		242
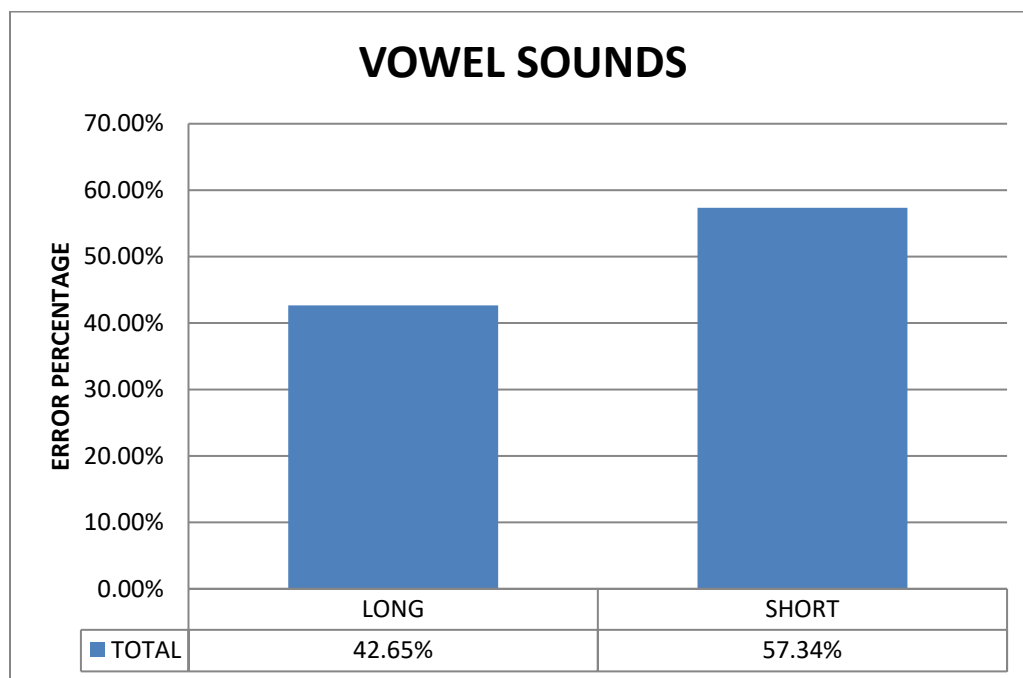
Graph 7

According to graph 7, the short vowel sounds got 57.34% of the students' errors and long sounds got 42.65% of students' errors.

Chart 15

Error percentage of the three consonant sounds that share features in both languages.

Vowel Sounds (Similar features in Spanish and English)	Error Percentage
/i/	5.26%
/e/	93%
/u/	63.1%

This chart shows the three vowel sounds that share the same features in both Spanish and English: the part of the tongue that is involved in the articulation, the position of the tongue relative to the palate and she shape of the lips

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Throughout the development of this research, and according to the results obtained from the subjects' information, the following conclusions were drawn:

➢ The negative transfer from Spanish to English is very remarkable since out of the ten consonant sounds that share the same features according to the manner of articulation, place of articulation and voicing, seven sounds showed a higher error rate, /m/ 86%,/s/ 71.9%, /n/ 84%, /l/ 82.4%, /k/ 52.6%, /g/ 57.9%, /tʃ/ 65%. In regards to the vowel sounds, only three of them have the same features in both languages, the portion of the tongue involved in the articulation, the position of the tongue relative to the palate and she shape of the lips, but only two sounds have a higher error rate, /e/ 93% and /u/ 63.1%. Therefore, based on the results, Spanish has a negative transfer in the English pronunciation of students majoring the first year of Modern Languages.

➢ It was possible to assess the students' errors of consonant selection and error of vowel selection. An example of error of consonant selection can be the sound /dʒ/ as in the word 'general', this word exists in Spanish and the written form is exactly the same as in English, but the grapheme ⟨g⟩ is pronounced as /g/ and it can lead students to think that this word is pronounced as /genrəl/ and not as in /ˈdʒenrəl/. An example of error of vowel selection is the sound /æ/ for the grapheme ⟨a⟩ as in the word 'carry', this word was presented along with the words: car, card; the ⟨a⟩ in these words is pronounced as /ɑ/ but since the Spanish language does not have a wide range of vowel sounds.

➢ It was confirmed that the accuracy rate of the English pronunciation is affected by the phonological interference of Spanish, showing patterns that are noticeable when a language is not fully mastered and some traits of the mother tongue are carried to the second language, just like overgeneralization. That consists in applying the same rules and those words that share the same graphemes, the same position in the word, but with a different pronunciation. For example, a 52.6% of students had difficulties to discriminate the consonant sound/tʃ/ because they over generalized the rule of the sound /tʃ/ from Spanish for the graphemes ⟨ch⟩. As for the vowel sound /ə/, 86% of students failed to discriminate when over generalizing the pronunciation of the grapheme ⟨o⟩ in Spanish.

➢ A positive transfer is also possible from Spanish to English when the sound corresponds to the same grapheme and have the same features in both languages. That is the case of certain vowel and consonant sounds. For example, 64.9% of students discriminated the consonant sound /b/ correctly. And, 86% discriminated the /f/ sound correctly. These two sounds share the same features (point of articulation, manner of articulation, voicing) in both languages.

5.2 Recommendations

➢ To extend and reinforce the activities and periods focused on the development of the speaking skills of the students, with the aim to reduce the interference of the Spanish language and reinforce aspects such as pronunciation, naturality, which will positively affect the production and oral comprehension of the students.

➢ To promote the use of audiovisual tools such as radio, television, phones and internet, taking into account the acceptance that they have on the students, as well as the wide

range of possibilities they offer to the teacher to achieve a better performance in the development and creation of new oral skills in students.

➢ To apply and develop new methodological strategies in order to attract the students' desire and interest in the development of oral production so that they can gradually increase the quality of the learning process, avoiding phonological interference.

➢ To increase the periodical training for English teachers in the command and use of strategies and audiovisual tools in order to promote a good oral production of the English language in students and thus minimize the phonological interference.

➢ For students, it is recommended to get actively involved in the study of the English phonetics and phonology. Knowing the characteristics of the sounds in English will help them to reduce the interference from Spanish into English, since they will be aware of the difference between both languages. This is very important since even grammatically correct speech of a non-native speaker may sound unnatural because of the interference from the mother tongue in the pronunciation of the target language.

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APPENDICES.

Test draft.

University of El Salvador

School of Arts and Sciences

Foreign Language Department

Date:_____

Objective: To evaluate the accuracy rate in pronunciation of the English language sounds with the purpose of determining the level of interference from Spanish (L1) among the Students Attending the First Year of Bachelor´s Degree in Modern Languages at the Eastern Campus of the University of El Salvador.

Indications: Select the word whose underlined part differ from the others.

1.	/i/		2.	/ɪ/
o	h<u>e</u>n		o	p<u>e</u>trol
o	p<u>e</u>n		o	p<u>e</u>tty
o	sh<u>e</u> *		o	pr<u>e</u>tty *

o   m<u>e</u>n

o   p<u>e</u>dal

3. /æ/

4. /u/

o   h<u>a</u>rd

o   l<u>oo</u>k   *

o   c<u>a</u>rry   *

o   b<u>u</u>t

o   c<u>a</u>rd

o   l<u>o</u>ve

o   y<u>a</u>rd

o   c<u>u</u>p

5. /ə/

6. /ɔ/

o   pr<u>o</u>perty

o   g<u>o</u>vernment

o   inv<u>o</u>lve

o   w<u>o</u>nder

o   p<u>o</u>ssession   *

o   w<u>o</u>rry

o   <u>o</u>bstacle

o   gl<u>o</u>ry   *

7. /ɒ/

8. /e/

o   f<u>o</u>rm

o   s<u>e</u>mester

o   b<u>o</u>rn

o   <u>e</u>nclose

o   p<u>o</u>ppy   *

o   c<u>e</u>ntre *

o outd<u>oo</u>r   o r<u>e</u>quire

9. /ɑ/   10. /ʌ/

o <u>a</u>nd   o <u>u</u>pstage

o afterw<u>a</u>rds *   o s<u>u</u>bway

o <u>a</u>rm   o c<u>u</u>pid *

o <u>a</u>ltitude   o <u>u</u>ltimate

11. /ɜ/   12. /ʊ/

o l<u>ea</u>d   o s<u>oo</u>n

o b<u>ea</u>t   o r<u>oo</u>m

o spr<u>ea</u>d *   o m<u>oo</u>n

o sm<u>ea</u>r   o f<u>oo</u>t *

13. /z/   14. /g/

o book<u>s</u>   o **g**ist

o table<u>s</u> *   o fra**g**ile

o root<u>s</u>   o **g**eneral

o   roof<u>s</u>

o   bar<u>g</u>ain *

15. /ʃ/

o   en<u>s</u>ure *

o   mea<u>s</u>ure

o   plea<u>s</u>ure

o   lei<u>s</u>ure

16. /tʃ/

o   <u>ch</u>ronic

o   <u>ch</u>imney *

o   <u>c</u>art

o   <u>ch</u>emistry

17. /θ/

o   <u>th</u>ank *

o   <u>th</u>at

o   <u>th</u>eir

o   <u>th</u>e

18. /s/

o   le<u>ss</u>on *

o   wa<u>s</u>

o   clean<u>se</u>

o   ea<u>sy</u>

19. /t/

o   book<u>ed</u> *

o   cann<u>ed</u>

o   begg<u>ed</u>

20. /ð/

o   <u>th</u>in

o   <u>th</u>row

o   <u>th</u>us *

o   buttone<u>d</u>

o   <u>th</u>ank

21.   /dʒ/

22.   /d/

o   **g**ame

o   misse<u>d</u>

o   **g**eneral   *

o   washe<u>d</u>

o   **g**o

o   hope<u>d</u>

o   **g**ift

o   remove<u>d</u> *

23. 11.   /k/

24.   / h/

o   arm<u>ch</u>air

o   <u>h</u>eirdom

o   kit<u>ch</u>en

o   <u>h</u>onour

o   <u>ch</u>est

o   <u>h</u>onest

o   <u>ch</u>emistry   *

o   <u>h</u>eal   *

25.   / v/

26. /ɝ/

o   <u>f</u>ar

o   <u>ear</u>

o   o<u>f</u>   *

o   <u>r</u>ocket

o   sta<u>ff</u>

o   ca<u>rr</u>ot

o   <u>f</u>ilm

o   s<u>ur</u>face   *

27. /ʒ/

o   e<u>s</u>cape

o   di<u>s</u>able

o   ho<u>s</u>pital

o   occa<u>s</u>ion   *

28. /l/

o   ca<u>l</u>m

o   fo<u>l</u>k

o   yo<u>l</u>k

o   bo<u>l</u>t   *

29. /ŋ/

o   tha<u>n</u>k   X

o   stu<u>n</u>t

o   la<u>n</u>d

o   plea<u>n</u>t

30. /b/

o   <u>b</u>ring

o   de<u>b</u>t   *

o   a<u>b</u>olish

o   black<u>b</u>oard

31. /m/

o   mnemonic

o   bo<u>m</u>b   *

o   mnemic

omnesic

32. /j/

o   s<u>u</u>m

o   b<u>u</u>tton

o   h<u>u</u>ngry

o   d<u>u</u>ty   *

33.   /f/

o   tele<u>ph</u>one   X

o   <u>p</u>ost

o   trans<u>p</u>ose

o   com<u>p</u>ose

34.   /w/

o   gro<u>w</u>

o   bo<u>w</u>l

o   Hallo<u>w</u>een *

o   meo<u>w</u>

35. /n/

o   autum<u>n</u> *

o   stro<u>ng</u>ly

o   airpla<u>n</u>e

o   bri<u>ng</u>s

Pronunciation Test

Objective: To evaluate the accuracy rate in pronunciation of the English language sounds with the purpose of determining the level of interference from Spanish (L1) among the Students Attending the First Year of Bachelor's Degree in Modern Languages at the Eastern Campus of the University of El Salvador.

Dirección de correo electrónico *

Dirección de correo electrónico válida

Este formulario recopila las direcciones de correo electrónico. Cambiar configuración

Pregunta

○ Option 1

---

1. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
h<u>e</u>n

○ Option 2
p<u>e</u>n

○ Option 3
sh<u>e</u>

○ Option 4
m<u>e</u>n

---

2. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
p<u>e</u>trol

○ Option 2
p<u>e</u>tty

○ Option 3
pr<u>e</u>tty

○ Option 4
p<u>e</u>dal

---

3. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
h<u>a</u>rd

○ Option 2
c<u>a</u>rry

○ Option 3
c<u>a</u>rd

○ Option 4
y<u>a</u>rd

---

4. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
l<u>oo</u>k

○ Option 2
b<u>u</u>t

○ Option 3
l<u>o</u>ve

○ Option 4
c<u>u</u>p

---

5. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
pr<u>o</u>perty

○ Option 2
inv<u>o</u>lve

○ Option 3
p<u>o</u>ssession

○ Option 4
<u>o</u>bstacle

---

6. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
g<u>o</u>vernment

○ Option 2
w<u>o</u>nder

○ Option 3
w<u>o</u>rry

○ Option 4
gl<u>o</u>ry

---

7. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
f<u>o</u>rm

○ Option 2
b<u>o</u>rn

○ Option 3
p<u>o</u>ppy

○ Option 4
outd<u>oo</u>r

---

8. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1
s<u>e</u>mester

○ Option 2
<u>e</u>nclose

○ Option 3
c<u>e</u>ntre

○ Option 4
r<u>e</u>quire

9. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

and

○ Option 2

afterwards

○ Option 3

arm

○ Option 4

altitude

10. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

upstage

○ Option 2

subway

○ Option 3

cupid

○ Option 4

ultimate

11. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

lead

○ Option 2

beat

○ Option 3

spread

○ Option 4

smear

12. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

soon

○ Option 2

room

○ Option 3

moon

○ Option 4

foot

13. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

books

○ Option 2

tables

○ Option 3

roots

○ Option 4

roofs

14. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

gist

○ Option 2

fragile

○ Option 3

general

○ Option 4

bargain

15. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

ensure

○ Option 2

measure

○ Option 3

pleasure

○ Option 4

leisure

16. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

chronic

○ Option 2

chimney

○ Option 3

cart

○ Option 4

chemistry

17. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

thank

○ Option 2

that

○ Option 3

their

○ Option 4

the

18. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

lesson

○ Option 2

was

○ Option 3

cleanse

○ Option 4

easy

19. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

booked

○ Option 2

canned

○ Option 3

begged

○ Option 4

buttoned

20. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

thin

○ Option 2

throw

○ Option 3

thus

○ Option 4

thank

21. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

game

○ Option 2

general

○ Option 3

go

○ Option 4

gift

22. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

missed

○ Option 2

washed

○ Option 3

hoped

○ Option 4

removed

23. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

armchair

○ Option 2

kitchen

○ Option 3

chest

○ Option 4

chemistry

24. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

heirdom

○ Option 2

honour

○ Option 3

honest

○ Option 4

heal

25. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

f<u>a</u>r

○ Option 2

<u>o</u>f

○ Option 3

sta<u>ff</u>

○ Option 4

<u>f</u>ilm

31. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

<u>mn</u>emonic

○ Option 2

bo<u>mb</u>

○ Option 3

<u>mn</u>emic

○ Option 4

<u>mn</u>esic

27. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

e<u>s</u>cape

○ Option 2

di<u>s</u>able

○ Option 3

ho<u>s</u>pital

○ Option 4

occa<u>s</u>ion

28. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

ca<u>l</u>m

○ Option 2

fo<u>l</u>k

○ Option 3

yo<u>l</u>k

○ Option 4

bo<u>l</u>t

29. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

tha<u>nk</u>

○ Option 2

stu<u>nt</u>

○ Option 3

la<u>nd</u>

○ Option 4

pleasa<u>n</u>t

30. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

<u>b</u>ring

○ Option 2

de<u>b</u>t

○ Option 3

a<u>b</u>olish

○ Option 4

black<u>b</u>oard

26. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

<u>ear</u>

○ Option 2

<u>ro</u>cket

○ Option 3

ca<u>rro</u>t

○ Option 4

s<u>ur</u>face

32. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

s<u>u</u>m

○ Option 2

b<u>u</u>tton

○ Option 3

h<u>u</u>ngry

○ Option 4

d<u>u</u>ty

33. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

telephone

○ Option 2

post

○ Option 3

transpose

○ Option 4

compose

34. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

grow

○ Option 2

bowl

○ Option 3

Halloween

○ Option 4

meow

35. Select the word whose underlined part is pronounced differently from the others. *

○ Option 1

autumn

○ Option 2

strongly

○ Option 3

airplane

○ Option 4

brings

36

○ psychology

○ physics

○ philosophy

○ support

RESULTS BASED ON GOOGLE FORMS

1. Select the word whose underlined part is pronounced differently from the others.

54 de 57 respuestas correctas
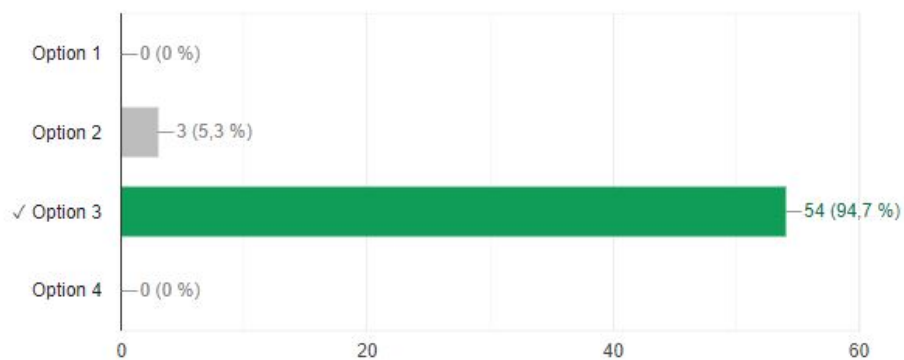
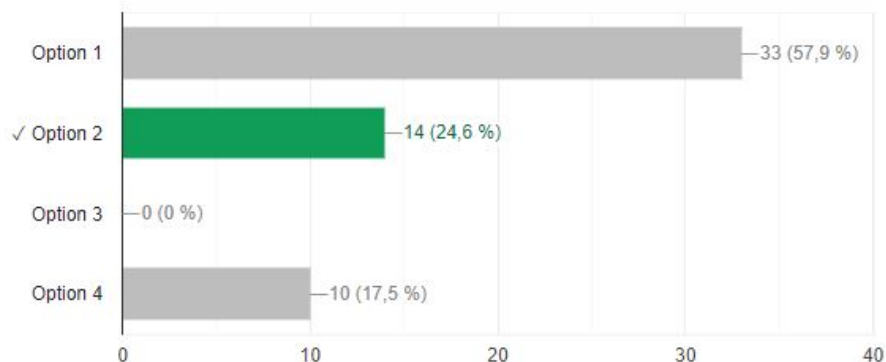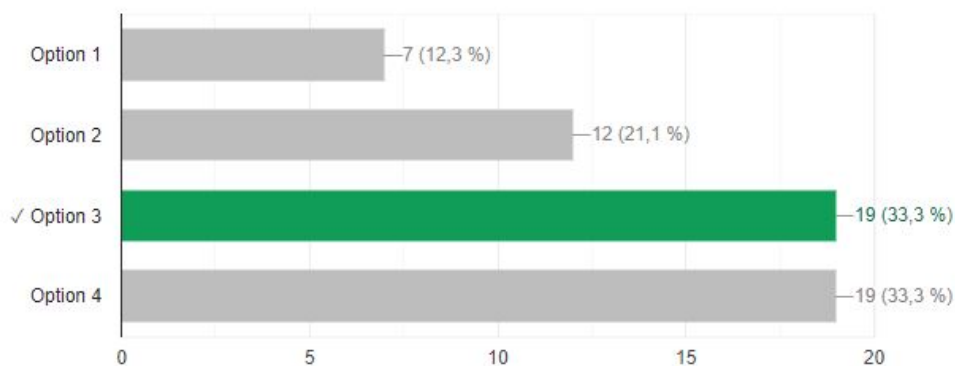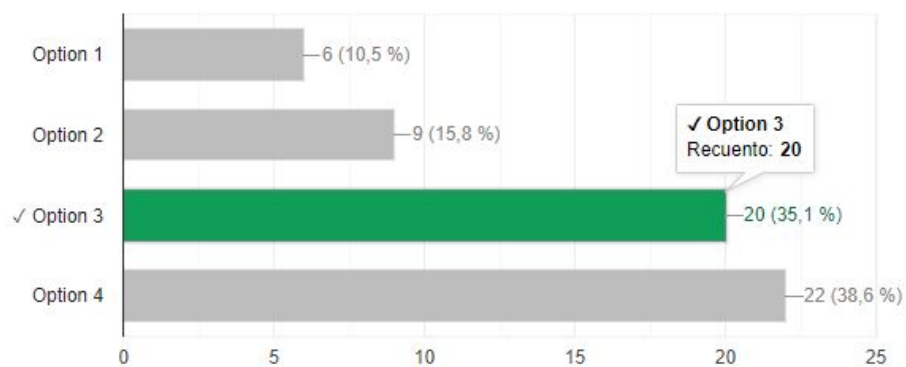2. Select the word whose underlined part is pronounced differently from the others.

26 de 57 respuestas correctas
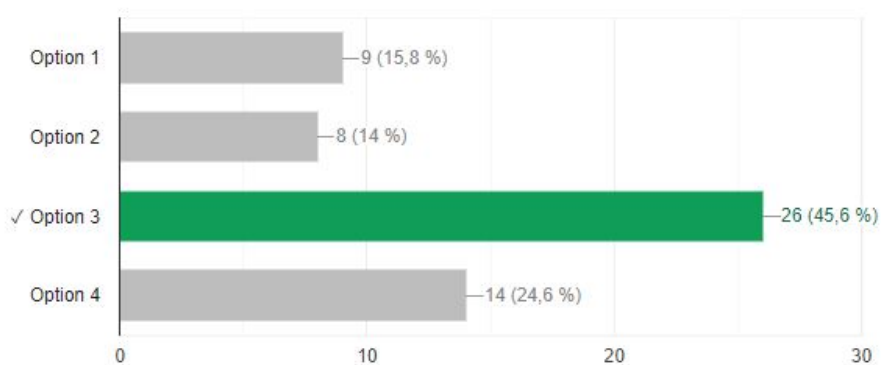
3. Select the word whose underlined part is pronounced differently from the others.

50 de 57 respuestas correctas
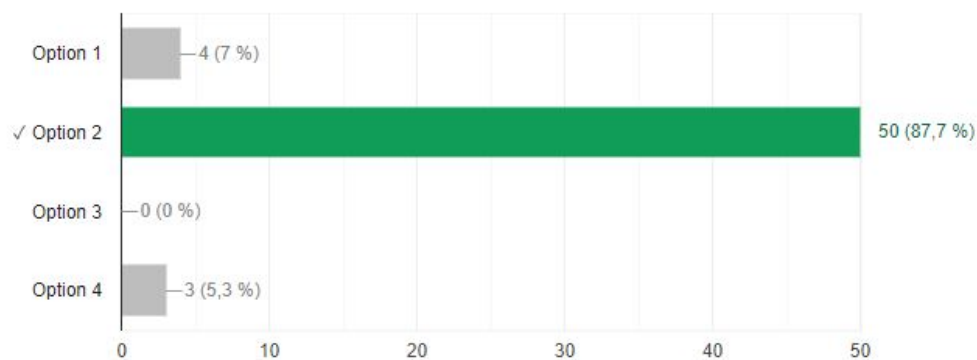
4. Select the word whose underlined part is pronounced differently from the others.

21 de 57 respuestas correctas
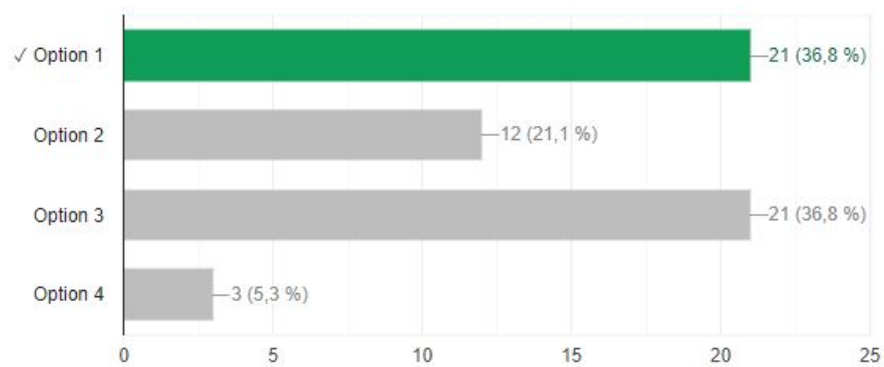
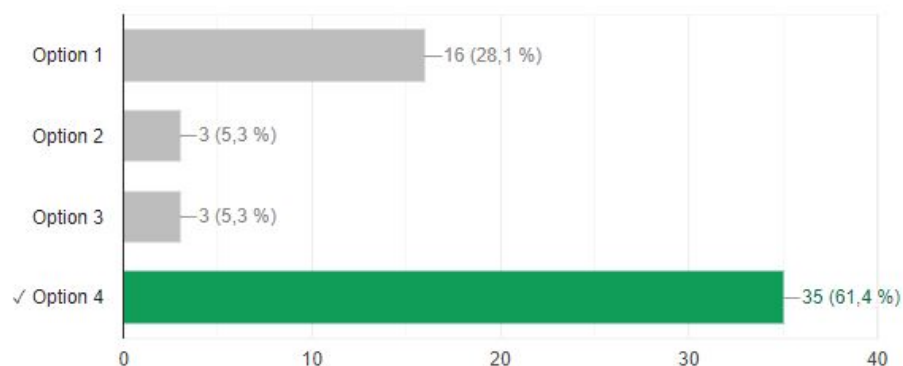5. Select the word whose underlined part is pronounced differently from the others.
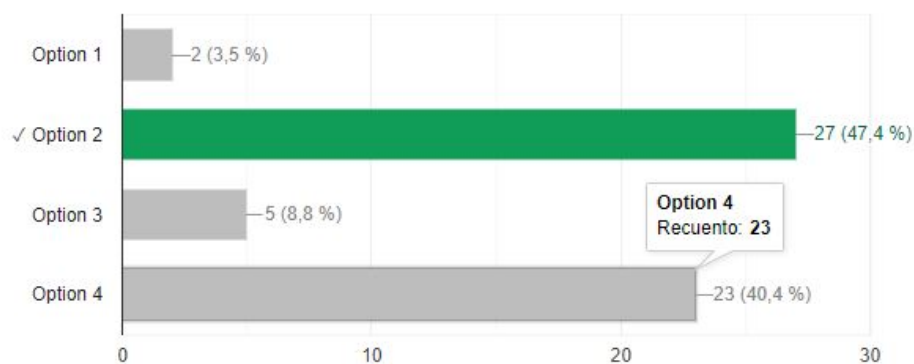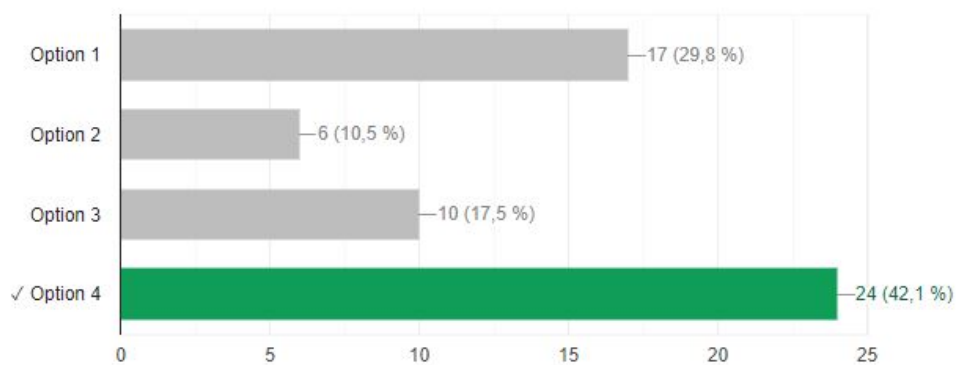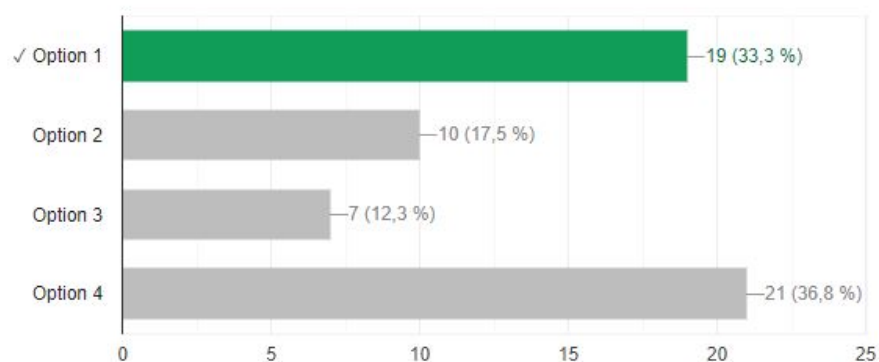
8 de 57 respuestas correctas
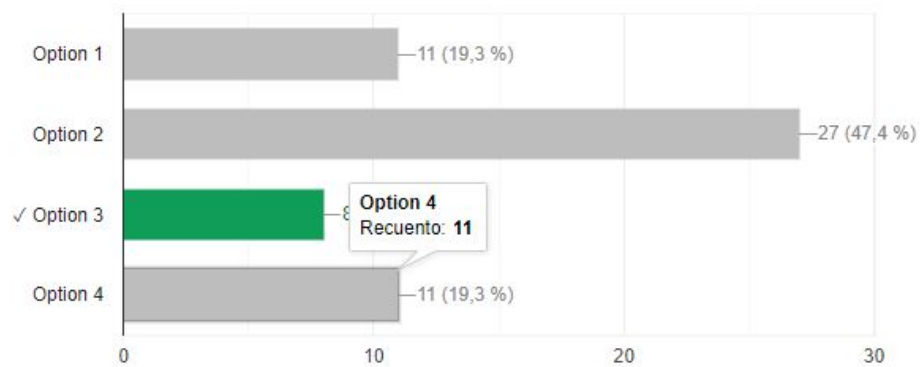
6. Select the word whose underlined part is pronounced differently from the others.

12 de 57 respuestas correctas

Option 1	32 (56,1 %)
Option 2	8 (14 %)
Option 3	5 (8,8 %)
✓ Option 4	12 (21,1 %)
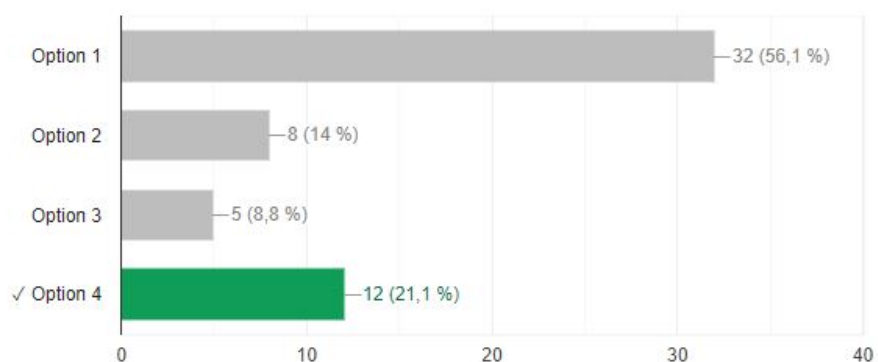
7. Select the word whose underlined part is pronounced differently from the others.

40 de 57 respuestas correctas

Option 1	0 (0 %)
Option 2	0 (0 %)
✓ Option 3	40 (70,2 %)
Option 4	17 (29,8 %)
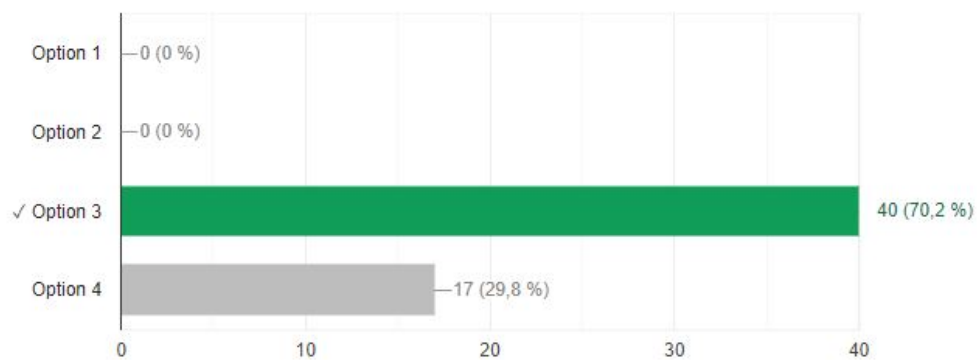
8. Select the word whose underlined part is pronounced differently from the others.

4 de 57 respuestas correctas
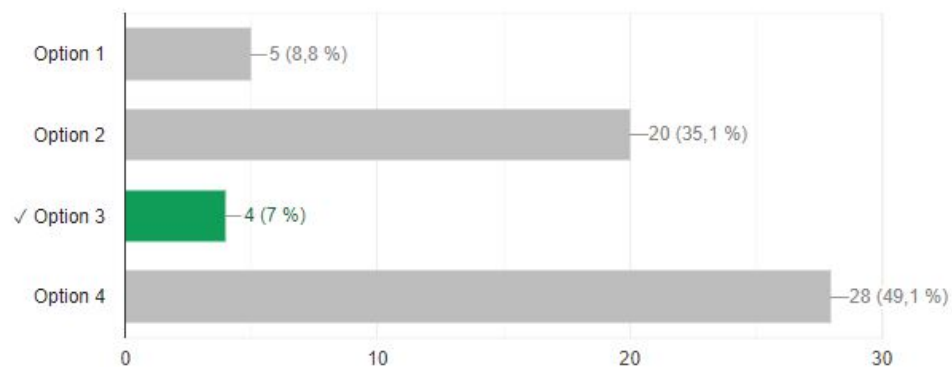
Option 1	5 (8,8 %)
Option 2	20 (35,1 %)
✓ Option 3	4 (7 %)
Option 4	28 (49,1 %)

9. Select the word whose underlined part is pronounced differently from the others.

14 de 57 respuestas correctas

Option	Count
Option 1	33 (57,9 %)
✓ Option 2	14 (24,6 %)
Option 3	0 (0 %)
Option 4	10 (17,5 %)

10. Select the word whose underlined part is pronounced differently from the others.

19 de 57 respuestas correctas

Option	Count
Option 1	7 (12,3 %)
Option 2	12 (21,1 %)
✓ Option 3	19 (33,3 %)
Option 4	19 (33,3 %)

11. Select the word whose underlined part is pronounced differently from the others.

20 de 57 respuestas correctas

Option	Count
Option 1	6 (10,5 %)
Option 2	9 (15,8 %)
✓ Option 3	20 (35,1 %)
Option 4	22 (38,6 %)

✓ Option 3
Recuento: 20

12. Select the word whose underlined part is pronounced differently from the others.

35 de 57 respuestas correctas

13. Select the word whose underlined part is pronounced differently from the others.

27 de 57 respuestas correctas

14. Select the word whose underlined part is pronounced differently from the others.
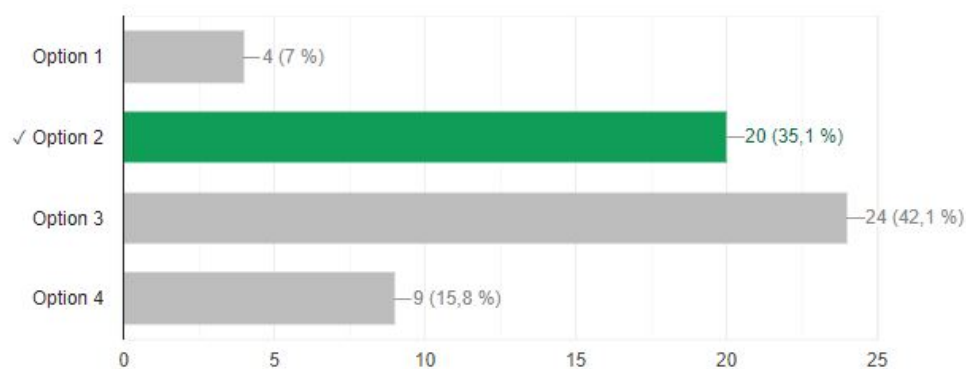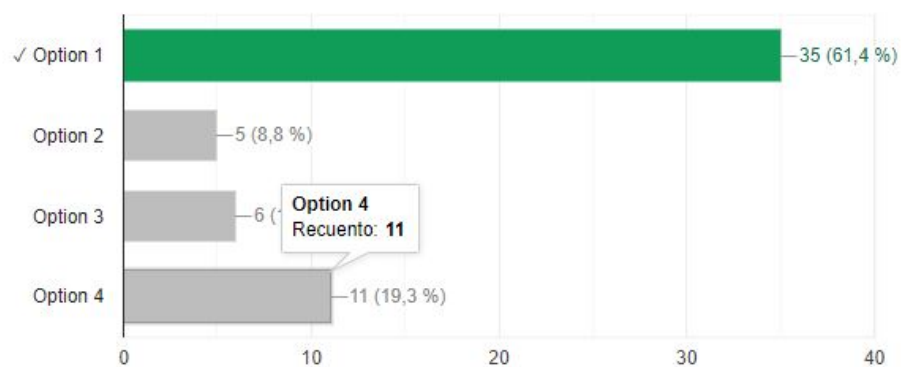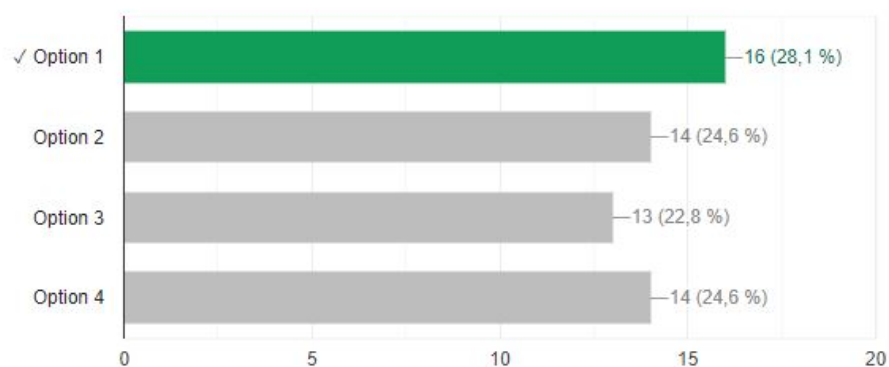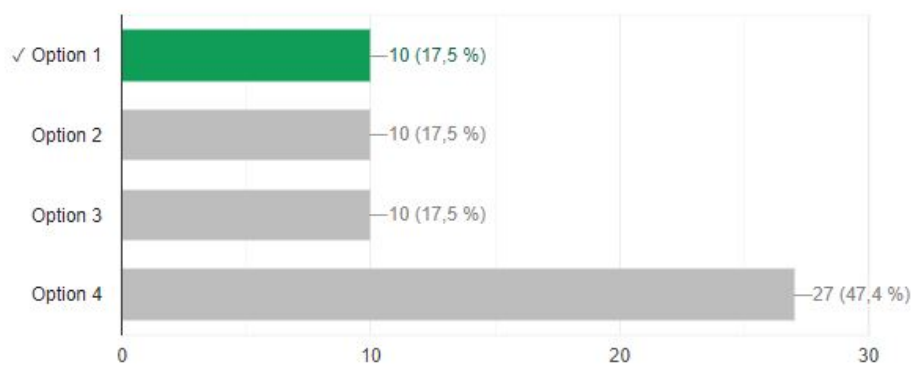
24 de 57 respuestas correctas

15. Select the word whose underlined part is pronounced differently from the others.

19 de 57 respuestas correctas

16. Select the word whose underlined part is pronounced differently from the others.

20 de 57 respuestas correctas

17. Select the word whose underlined part is pronounced differently from the others.

35 de 57 respuestas correctas

18. Select the word whose underlined part is pronounced differently from the others.
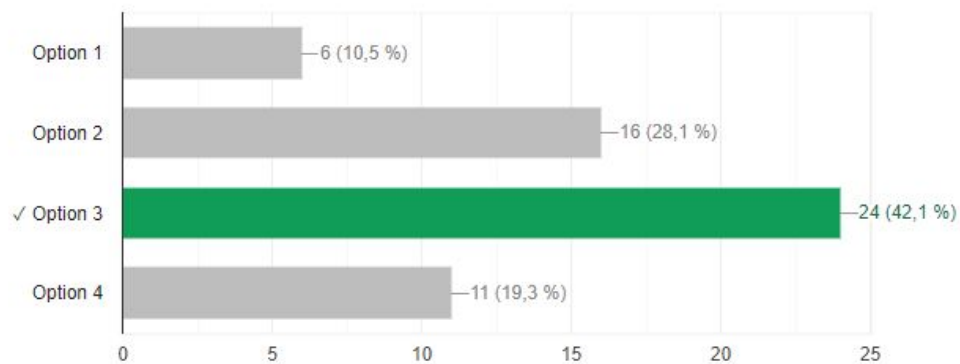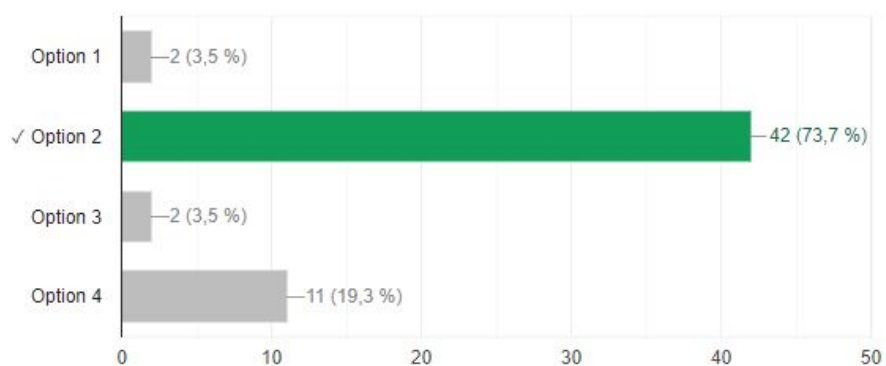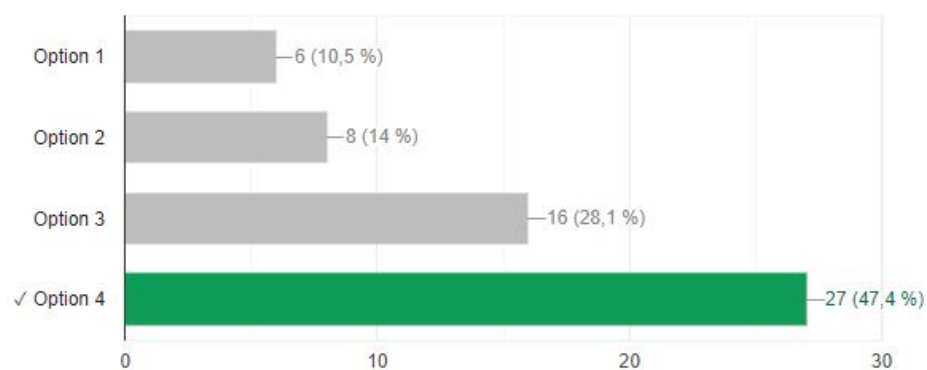
16 de 57 respuestas correctas

✓ Option 1	16 (28,1 %)
Option 2	14 (24,6 %)
Option 3	13 (22,8 %)
Option 4	14 (24,6 %)

19. Select the word whose underlined part is pronounced differently from the others.

10 de 57 respuestas correctas

✓ Option 1	10 (17,5 %)
Option 2	10 (17,5 %)
Option 3	10 (17,5 %)
Option 4	27 (47,4 %)

20. Select the word whose underlined part is pronounced differently from the others.

24 de 57 respuestas correctas

Option 1	6 (10,5 %)
Option 2	16 (28,1 %)
✓ Option 3	24 (42,1 %)
Option 4	11 (19,3 %)

21. Select the word whose underlined part is pronounced differently from the others.

42 de 57 respuestas correctas

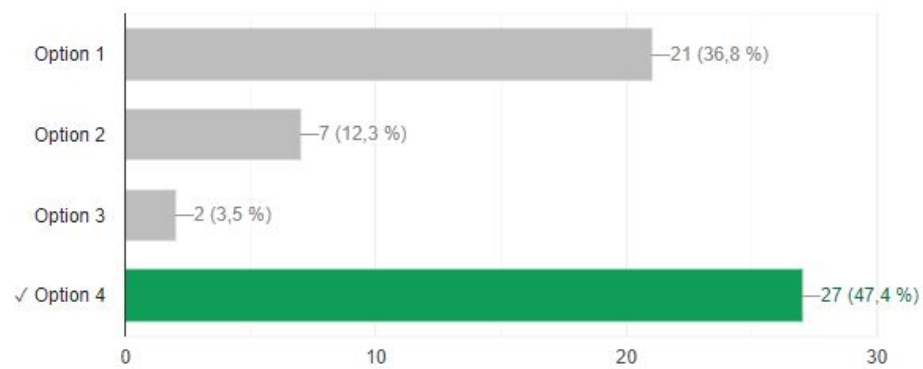| Option	Value
Option 1	2 (3,5 %)
✓ Option 2	42 (73,7 %)
Option 3	2 (3,5 %)
Option 4	11 (19,3 %)

22. Select the word whose underlined part is pronounced differently from the others.

27 de 57 respuestas correctas

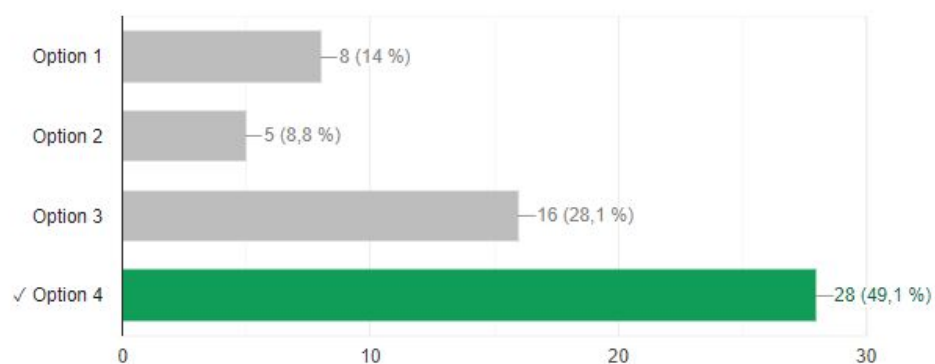| Option	Value
Option 1	6 (10,5 %)
Option 2	8 (14 %)
Option 3	16 (28,1 %)
✓ Option 4	27 (47,4 %)

23. Select the word whose underlined part is pronounced differently from the others.

27 de 57 respuestas correctas

Option	Value
Option 1	21 (36,8 %)
Option 2	7 (12,3 %)
Option 3	2 (3,5 %)
✓ Option 4	27 (47,4 %)

24. Select the word whose underlined part is pronounced differently from the others.

28 de 57 respuestas correctas

Option	Value
Option 1	8 (14 %)
Option 2	5 (8,8 %)
Option 3	16 (28,1 %)
✓ Option 4	28 (49,1 %)

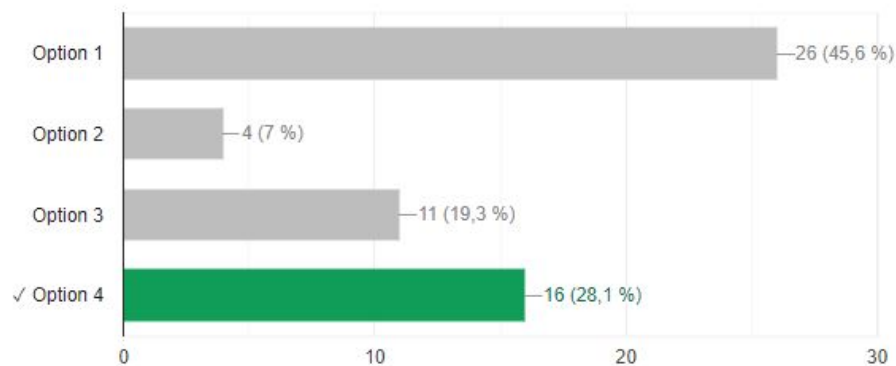25. Select the word whose underlined part is pronounced differently from the others.

14 de 57 respuestas correctas

| Option	Value
Option 1	10 (17,5 %)
✓ Option 2	14 (24,6 %)
Option 3	25 (43,9 %)
Option 4	8 (14 %)

26. Select the word whose underlined part is pronounced differently from the others.

16 de 57 respuestas correctas

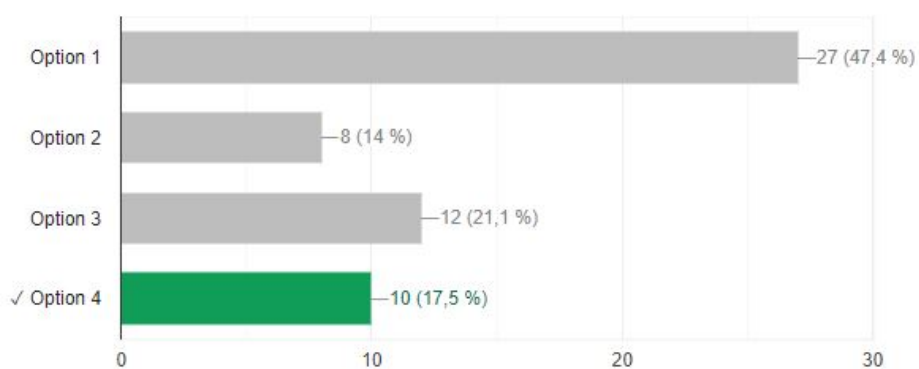| Option	Value
Option 1	26 (45,6 %)
Option 2	4 (7 %)
Option 3	11 (19,3 %)
✓ Option 4	16 (28,1 %)
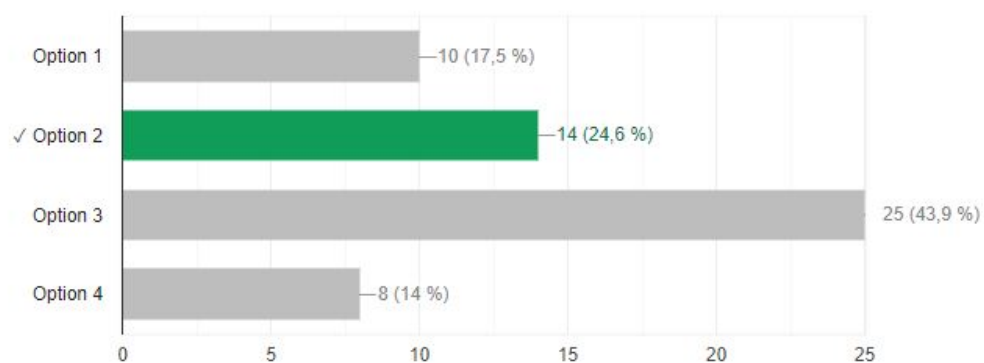
27. Select the word whose underlined part is pronounced differently from the others.

41 de 57 respuestas correctas
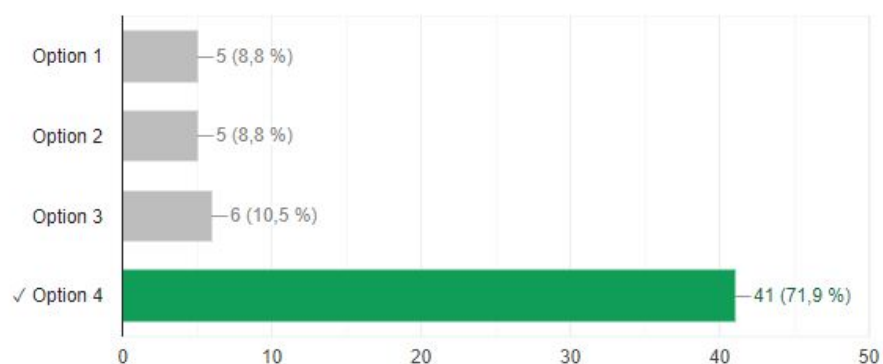
Option	Count
Option 1	5 (8,8 %)
Option 2	5 (8,8 %)
Option 3	6 (10,5 %)
✓ Option 4	41 (71,9 %)

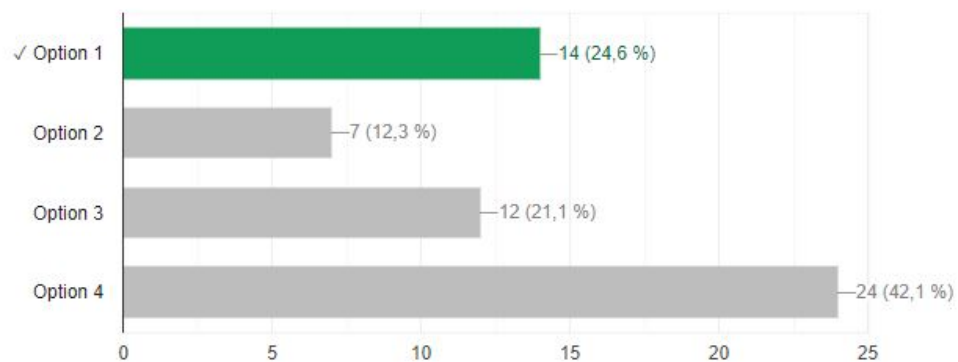28. Select the word whose underlined part is pronounced differently from the others.

10 de 57 respuestas correctas

Option	Count
Option 1	27 (47,4 %)
Option 2	8 (14 %)
Option 3	12 (21,1 %)
✓ Option 4	10 (17,5 %)

29. Select the word whose underlined part is pronounced differently from the others.

14 de 57 respuestas correctas

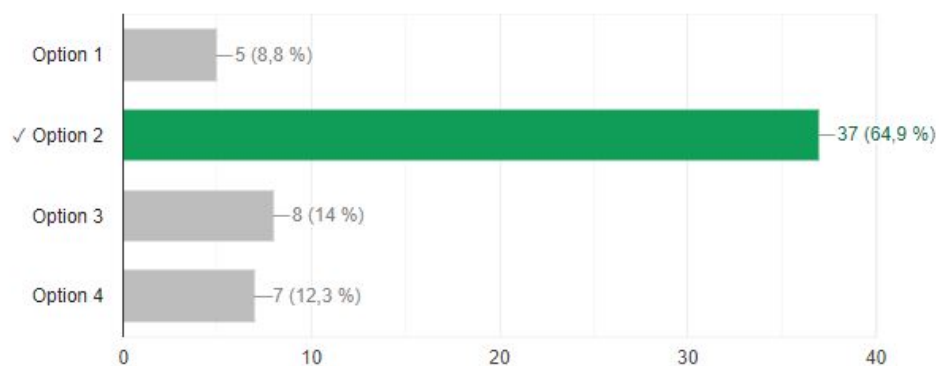| Option	Count
✓ Option 1	14 (24,6 %)
Option 2	7 (12,3 %)
Option 3	12 (21,1 %)
Option 4	24 (42,1 %)

30. Select the word whose underlined part is pronounced differently from the others.

37 de 57 respuestas correctas

Option	Count
Option 1	5 (8,8 %)
✓ Option 2	37 (64,9 %)
Option 3	8 (14 %)
Option 4	7 (12,3 %)

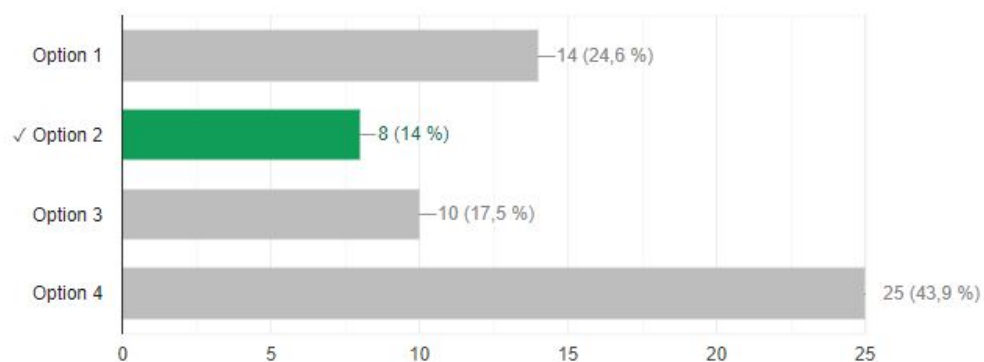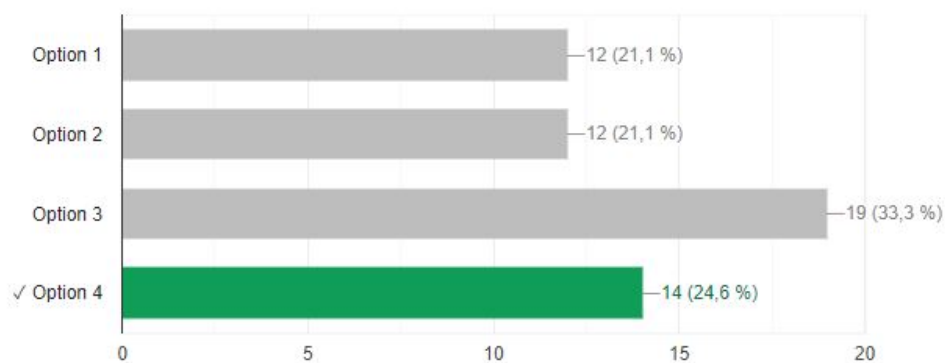31. Select the word whose underlined part is pronounced differently from the others.

8 de 57 respuestas correctas

Option	Count
Option 1	14 (24,6 %)
✓ Option 2	8 (14 %)
Option 3	10 (17,5 %)
Option 4	25 (43,9 %)

32. Select the word whose underlined part is pronounced differently from the others.

14 de 57 respuestas correctas

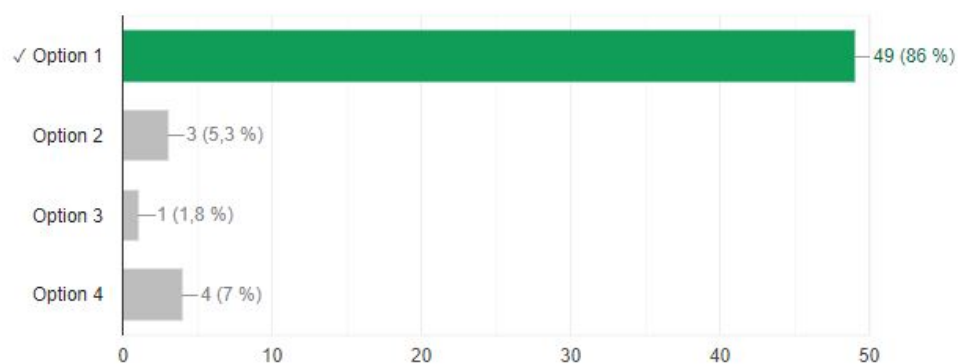| Option	Count
Option 1	12 (21,1 %)
Option 2	12 (21,1 %)
Option 3	19 (33,3 %)
✓ Option 4	14 (24,6 %)

33. Select the word whose underlined part is pronounced differently from the others.

49 de 57 respuestas correctas

✓ Option 1	49 (86 %)
Option 2	3 (5,3 %)
Option 3	1 (1,8 %)
Option 4	4 (7 %)

34. Select the word whose underlined part is pronounced differently from the others.
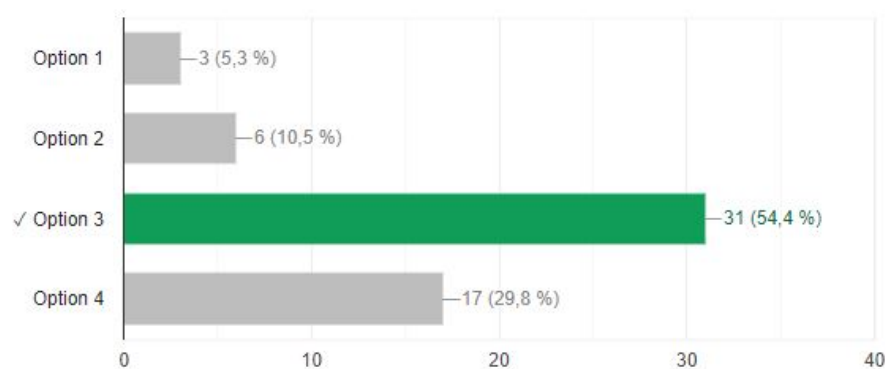
31 de 57 respuestas correctas

Option 1	3 (5,3 %)
Option 2	6 (10,5 %)
✓ Option 3	31 (54,4 %)
Option 4	17 (29,8 %)

35. Select the word whose underlined part is pronounced differently from the others.

9 de 57 respuestas correctas

Option 1	40 (70,2 %)
Option 2	4 (7 %)
✓ Option 3	9 (15,8 %)
Option 4	4 (7 %)

Option 4
Recuento: 4