IDENTIFICATION OF PHONETIC TRANSFERS OF THE PALATO-ALVEOLAR PHONEMES OF ENGLISH IN FIRST-SEMESTER STUDENTS OF THE MODERN LANGUAGES PROGRAM WITH EMPHASIS ON ENGLISH AND FRENCH OF THE UNIVERSITY OF CAUCA.

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IDENTIFICACIÓN DE LAS TRANSFERENCIAS FONÉTICAS DE LOS FONEMAS PALATO-ALVEOLARES DEL INGLÉS EN ESTUDIANTES DE PRIMER SEMESTRE DEL PROGRAMA DE LENGUAS MODERNAS CON ÉNFASIS EN INGLÉS Y FRANCÉS DE LA UNIVERSIDAD DEL CAUCA.

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"Although cross-linguistic differences in phonetics and phonology have important consequences for perception and comprehension, the most salient consequences of linguistic differences are production errors which result in pronunciation patterns that diverge from those found in the target language."

(Odlin T. 1989)

ABSTRACT.

This study investigates the phonetic transfers of palato-alveolar phonemes from Spanish to English among first-semester students in the Bachelor's Program in Modern Languages with an Emphasis on English and French at the University of Cauca. Through a mixed-method approach, the research identifies the key pronunciation challenges that arise due to the influence of Spanish as the students' mother tongue. The findings indicate that students experience significant difficulties with the pronunciation of the English phonemes /tʃ/, /dʒ/, /ʃ/, and /ʒ/, largely influenced by factors such as age, motivation, and the methods of instruction. These challenges underscore the need for targeted phonetic instruction to enhance students' phonological awareness and overall communicative competence in English. The study provides insights that could inform more effective teaching strategies in language education.

Keywords: phonetic transfer, palato-alveolar phonemes, pronunciation, mother language influence, language teaching.

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INTRODUCTION.

Learning one or more foreign languages involves, in addition to the process of developing learning strategies, various metacognitive processes. In the learning process, we find several factors that influence the development of communicative skills; among them, we can identify the linguistic transfer from the **Mother Language (ML)** in the different language skills to be acquired[1]. The main focus of the current research is on phonetic competence, where linguistic transfer takes place. According to the Common **European Framework of Reference for Languages (CEFR)** 2002, (p. 113)

> Phonological competence involves a knowledge of, and skill in the perception and production of: the sound-units (phonemes) of the language and their realisation in particular contexts (allophones); the phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion); the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones); sentence phonetics (prosody) • sentence stress and rhythm • intonation; phonetic reduction • vowel reduction • strong and weak forms • assimilation • elision.

In this way, linguistic transfers can be defined as the displacement of features from the Mother Language (ML) to a **target language (TL)**, manifesting itself in various aspects of language such as phonetic, morphological, syntactic, etc. These transfers typically occur

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[1] In this paper, the term "acquisition" will be used similarly to "learning," and vice versa, based on the interrelationship proposed by Selinker, (1972) in his Interlanguage hypothesis, where both processes contribute to the development of linguistic competence through the internalization and conscious instruction of language structures.

in learning a new linguistic code process, categorizing them as positive and negative transfers, the latter commonly referred to as interferences.

Language learners find themselves faced with distinguishing these aspects common to all languages; one of the factors influencing this distinction is the sounds corresponding to the vocalic or consonant phonemes specific to the language, whose equivalence does not exist in the ML. Therefore, the students must initiate to develop a new phonological awareness, that is the ability to handle individual phonemes within words Anthony & Francis, 2005 (p. 255) (characteristic of the structure, variation, and identification of sounds in spoken language) specific to the language they are learning.

As the development of phonological awareness begins to accomplish, language learners commonly assimilate sounds from the phonological awareness of their ML to facilitate sound production in the TL. However, it exists certain sounds that lack an assimilative counterpart in the ML, leading to what is known as phonetic interference, this phenomenon occurs because learners perceive and produce sounds of the target language through the filter of their native language's phonetic system Flege, J.E. (1995), it prompts students to seek strategies to produce these sounds, such as using a closer equivalent to the natural sound in the TL within the ML or pronouncing the sound of the ML.

For any academic program in foreign language education, these aspects related to the development and learning of languages become commonplace for students. Meanwhile, teachers, mainly non-native speakers of the TL, face the challenge of teaching strategies that support students to achieve optimal performance in the language. One of these strategies consist on teaching the specific phonetics to the language, thereby contributing to

the development of phonological awareness and the coupling of the phonatory apparatus through imitations to accomplish the natural production of sounds inherent to the TL.

In 2017 the **Bachelor's Program in Modern Languages English-French (BPMLEF)** form the University of Cauca, added teaching of phonetics and phonology in English for the first semester and in French for the second semester into its curriculum established as a consolidated subject providing the foundations for the precise articulation of each sound and its recognition and providing strategies for the development and training of the speech organs through phonemes. Meanwhile, before 2017 the students of this program did not receive such training; they just had an introduction to phonetics through subject titled Introduction to Linguistics and an optative subject (Support for professional profile). It can be assumed that these students and graduates might lack formal training in this field, which could have implied independent training in phonetics and phonology on their own.

Therefore, the present research originates from an interest in the English oral production, in terms of its phonetics and phonology, and it looks for identifying and describing phonetic transfers from Spanish as the ML in the production and recognition of Palato-alveolar sounds and phonemes of English language**.** This research is conducted in an educational context focusing on first-semester students belonging to the 2023.1 cohort in the **Bachelor's Program in Modern Languages with Emphasis on English and French (BPMLEEF)** at the University of Cauca. And the route that has been traced to achieving this objective stated in the four chapters below.

CHAPTER 1: Problem area. The chapter addresses the issue of native Spanish students learning **English as a Foreign language (EFL)**, who face pronunciation

challenges and linguistic transfer phenomena from Spanish to English, specifically

phonological transfer. Various studies and research related to the learning of specific

sounds in English were examined, both at the national and international level, identifying

sounds such as /p/, /t/, /k/, /s/, /ʃ/, /ʒ/, /ð/, and /θ/, thus highlighting the influence of the

Spanish phonology on the oral production of these phonemes. In addition, it shows the

importance of phonological awareness in improving sound production in, as well as the

need to implement effective teaching strategies from the early stages of the language

learning. The different found research also highlights the importance of early and ongoing

intervention to correct pronunciation errors and improve the English communicative

competence of Spanish-speaking students.

The present study focuses on phonetic transfer, specifically in four palato-alveolar

phonemes of English in first-semester BPMLEEF students. The influence of the Spanish as

the mother language (ML) poses challenges in learning the English sounds. The research

question centres on identifying these transfers, and the objectives involve observing,

identifying, describing, and analysing factors contributing to phonetic transfers in this

academic context. Finally, the study aims to identify and describe the phonetic transfers

from the Spanish on the learning process of four English palato-alveolar phonemes among

first-semester BPMLEEF students at the University of Cauca.

CHAPTER 2: Reference Framework. This chapter encompasses the Theoretical,

Conceptual, Contextual and Methodological Frameworks. The theoretical framework

provides an in-depth exploration of linguistic and phonetic transfer, drawing on the findings

of a range of authors and focusing on the positive and negative aspects of the learning

process. The phonetic transfer, portrayed by deviations in second language sound

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production influenced by the phonetic system of the ML, is extensively examined. The Conceptual Framework introduces language-related concepts to guide the focus of the research, laying the groundwork to understand the geographic and academic context through the Contextual Framework.

The Methodological Framework aims to find and analyse phonetic transfers in first-semester BPMLEEF students at the University of Cauca. The methodology employed in this research is a mix method approach to provide a comprehensive understanding of the research topic, this study combines the strengths of both methodologies quantitative and qualitative to explore the phenomenon of phonetic transfer among first-semester students in the BPMLEEF program at the University of Cauca.

Following a structured approach inspired by action research, the study employs various data collection instruments, including non-participant observation, structured surveys, a semi-structured interview, and activity logs. These methods are systematically implemented across different phases of the research process to ensure a deep investigation. The integration of these methods enables a nuanced examination of the challenges students encounter in learning and producing palato-alveolar phonemes in English as a foreign language (EFL), ultimately contributing to the enhancement of educational practices in language learning contexts.

CHAPTER 3: Data Analysis. This chapter unfolds in four phases, forming the pillars of the research, described as follows: starting with the approach and exploration of four previous groups that shape the formulation of applicable procedures in the selected group. Next, the selection and characterization of sounds that present difficulties, as evidenced in the four previous cohorts, are presented, allowing the identification of the four

sounds on which the present research focuses (/tʃ/, /dʒ/, /ʃ/, and /ʒ/), and finally, the exploration of factors influencing the research problem: mother language influence, age, motivation, attitude, and instruction.

CHAPTER 4. Conclusions and recommendations. In this chapter, the information gathered during the study on phonetic transfer from Spanish to English in palato-alveolar phonemes among first-semester students in the Modern Languages program is summarized and analysed in detail. Conclusions are presented based on the exploration of the factors, such as the influence of the native language, age, emotions and attitudes towards pronunciation, student responsibility in pronunciation practice, motivation and language exposure, and the quality of instruction received. Additionally, some specific recommendations are presented to enhance English pronunciation teaching by addressing areas identified as crucial for minimizing undesired phonetic transfers and promoting effective learning of palato-alveolar phonemes in English. Overall, this chapter provides a comprehensive synthesis of the obtained results and guides towards practical actions to optimize the teaching and learning process of English pronunciation as a foreign language.

RELEVANCE OF THE STUDY.

Phonetic transfer is a notable phenomenon that occurs when learning a L2. Some students perceive it as a difficulty when aiming to achieve an appropriate level of communication in the TL. Drawing from my experience in language learning and teaching, I am familiar with the importance of developing communicative competencies highlighted in the CEFR, like linguistic competence, which encompasses lexical, phonological, and syntactic skills, among others that present difficulties for L2 learners.

In the Bachelor's Program in Modern Languages with an Emphasis on English and French at the University of Cauca, the teaching of phonetics and phonology has become essential due to the importance of developing linguistic competencies. However, not much research has been conducted on the subject. Therefore, the relevance of this study lies in the importance of teaching phonetics and phonology in the early stages of language learning. According to García (2017), Phonological knowledge enables a speaker to produce sounds that form expressions with meaning.

For the Modern Languages program, this study provides a broad view of the challenges students face when learning and producing the sounds of four palato-alveolar phonemes in English. The findings can offer valuable data and information to improve the curriculum and teaching methods, not only in terms of pronunciation but especially concerning the teaching of phonetics and phonology. Additionally, the study highlights the importance of early and continuous intervention to correct pronunciation errors and enhance students' communicative competence in English, as well as the development of phonological awareness.

Furthermore, for the program's teachers, the findings and analyses presented in the document can help them better understand the challenges students face in English pronunciation. This understanding can enable teachers to design effective teaching strategies to support students in overcoming these difficulties. Moreover, the document provides specific recommendations that may be useful for teachers who wish to undertake similar research in the future.

Finally, this research can be greatly beneficial for program students, especially those who wish to better understand the challenges they face in learning and producing English sounds. The findings can provide them with useful strategies to overcome these challenges and improve their pronunciation. Additionally, the study can help students develop greater phonological awareness, which can enhance their communicative competence in English.

In conclusion, this study has significant relevance and provides valuable information that can be used to improve the teaching and learning of English in the Modern Languages program at the University of Cauca. It contributes to the training of both teachers and students, offering a detailed view of the challenges of English pronunciation and providing strategies that can be useful for overcoming these challenges.

CHAPTER I. PROBLEM AREA

1.1. PROBLEM STATEMENT

Currently, the English language is one of the most widely used languages worldwide, not only by native speakers but also by those who have learnt it as a **Foreign Language (FL)**. The above is an effect of globalization and internationalization driven by social changes and the development of telecommunications in recent years. The interest in learning this language has become increasingly important for people, especially among the younger worldwide population who nowadays aspire to speak English fluently.

The learning process of a new language involves various challenges that students must face and identify based on the characteristics of the different systems of the new language, such as the semantic, pragmatic, phonetic, phonological fields, and others. In this context, the relevance of linguistic transfer or interference becomes apparent, which, according to Guzmán Muñoz & Martínez Tapia (2014) cited in Ellis (1994) defines it as the influence or effect resulting from the contact between languages, the similarities and differences between the language being studied and the one previously learned (p. 9) In brief, it is the influence of the characteristics of the ML on another language.

The category of linguistic transfer also includes phonetic transfer, defined as the use of the phonetic system of the ML in the sound production of the L2. According to Guzmán Muñoz & Martínez Tapia (2014), phonetic transfers are the atypical phonetic characteristics that a speaker of a particular language exhibits when speaking a second language (p. 35)

Therefore, students perceive the sounds of the new language and assimilate them to the familiar sounds of the ML.

We can identify these transfers in both the English and Spanish phonetic systems concerning to vowel sounds since each language has a different number of sounds for the five vowels. In the case of Spanish, there is one sound for each vowel, meanwhile in English, there are almost twelve different sounds for the vowels, for which Spanish speakers does not have reference points. Consequently, *"las personas se apropian del sistema fonético de su lengua materna y cuando hablan en la segunda lengua emplean involuntariamente rasgos fonéticos de su lengua materna"* Guzmán Muñoz & Martínez Tapia, cited in Alfano, Schwab, Llisterri, & Savy Renata (2011).

Considering the aforementioned arises the research question, focusing on identify phonetic transfers in the palato-alveolar phonemes of English in first-semester students of the BPMLEEF at the University of Cauca.

1.1.1. Research question

What phonetic transfers are presented by first-semester students of the Bachelor's program in Modern Languages with Emphasis on English and French at the University of Cauca in the process of learning and producing palato-alveolar phonemes in English as a foreign language?

1.1.2. Objectives

1.1.2.1. General objective

The objective of this research is to identify and describe the phonetic transfers from the Spanish Mother Language in the palato-alveolar phonemes of the English Foreign Language present in first-semester students of the Bachelor's program in Modern Languages with Emphasis on English and French at the University of Cauca.

1.1.2.2. Specific objectives

- Observe the possible phonetic transfers of palato-alveolar phonemes in first-semester students of BPMLEEF of the University of Cauca.
- Identify the instances where students exhibit phonetic transfers of palato-alveolar phonemes.
- Describe the factors that influence the phonetic transfers in the students.
- Analyse the factors existing in the students.
- Reflect on the findings about phonetic transfers.

1.2. STATE OF THE ART

The search for background information for the state of the art occurred in the databases of EBSCO, Google Scholar, SCIELO, and SCOPUS, as well as the databases of the University of Cauca and also various bibliographic resources available at the Carmen Library of the University of Cauca. The keywords used for this search include transfer, interference, pronunciation difficulties, English phonetics, phonological awareness, English pronunciation, mother language, mother tongue, and second language, in a period of the last ten years. It was found around 30,000 results, mainly articles and research papers. Among these, for the purpose this search, the studies focusing on the addressed topic have been selected, resulting in the following mentions at the local, national, and international levels.

1.2.1. Local

In 2014, in the BPMLEF, the graduates of the program Duarte, Henao, Perafán, & Villota (2014) conducted research on "The effects of phonological awareness on the EFL sound production ability of children aged between 6 and 8." The objective was to demonstrate how phonological awareness can be increased in children between 6 and 8 years old to enhance sound production ability. For this, they employed the Phonics teaching method used in the United States for teaching alphabetical reading and writing, adapting it for listening and oral expression skills. The aim was to achieve improvement in students'

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production of the final sounds /æt/, /æn/, /æp/, /ɛd/, /ɛl/, and /ɛg/. The research method utilised was mixed, involving periodic observations of the variables pursued by analysis ahead of a reflection on the process.

The research results show that the increase in phonological awareness has a positive impact on children, causing an improvement in the production of English sounds. Activities such as memory games, songs, and sound repetition played a significant role in enhancing the student's skills and, consequently, improving the production of the relevant and studied sounds.

On the other hand, in 2021, in the Speech Therapy program at the University of Cauca, the graduates Gutierrez, Hoyos, & Salazar (2021) conducted a research project titled *"Perfil lingüístico y transferencias fonéticas en el aprendizaje del inglés."* Registered in the Vice-Rectorate of Research, the objective was to identify the phonetic transfers of the Spanish occlusive phonemes /p/, /t/, and /k/ that manifest in the learning of English among first-semester students in the BPMLEEF. In addition, the project aimed to generate a social and academic impact for students and teachers to find a mechanism to minimize the effect of interferences.

For data collection, they used two audio recordings, each featuring six students (three males and three females) from a range of 17 to 21 years. In these recordings, the students had to read two fragments from two separate texts in English and Spanish, respectively. Subsequently, they imported the voice recordings into the PRAAT program, where they made the analysis and the proper segmentation of each occlusive sound to be studied (/p/ - /t/ - /k/), marking them with two-time indicators, VOT (Voice Onset Time)

and STOP, to observe the time each subject uses in their production, having as goal to obtain both acoustic and numerical data.

The research results demonstrate that there is indeed interference when learning a FL, particularly while acquiring EFL. This interference occurs in the dental and bilabial occlusive sounds /t/ and /p/, yet among them, the voiceless dental occlusive sound /t/ exhibits more interference in both genders.

1.2.2. National

In the city of Cali, Valle del Cauca, the author Castillo Lozano (2016) on his research to obtain the title of Master in Linguistics and Spanish at the University of Valle titled: *Mejoramiento de la pronunciación de la lengua inglesa de los estudiantes de primer semestre del programa de lenguas extranjeras de la Universidad Santiago de Cali a través de la enseñanza de la fonética.* Whose objective was to improve the pronunciation of the bachelor's degree in foreign languages English-French students from the same university, focusing on the teaching of phonetics, especially the phonemes /æ/, /ɪ/, /ə/, /ɜ:/, which, after some pilot studies before this research, were identified as challenging for perception and production, especially for Spanish speakers, mainly the students under study. All of this developed through a mixed experimental method.

The data collection method for this research was given through a survey to characterize the students, an entrance test that was also an exit test in a total of thirteen classes; the researcher, together with two native speaker teachers who have studied and

taught phonetics in different academic spaces, including the same University analysed the results obtained. The results showed an advance in the students for the perception and production of these sounds to be studied, evidenced through the input and output tests that consisted of dictation of Eighty words, that is, twenty words for each phoneme.

Therefore, Castillo (2016) reaches the following conclusions: 1) the importance of teaching phonetics and pronunciation to students is undeniable, as expressed in the background and various studied authors. 2) conducting a pilot study before the research reflects the obtained results, in which he identifies certain specific phonemes as complex, such as /æ/, /e/, /ɪ/, /ə/, /ɜ:/, /dʒ/, /θ/, and /ð/. 3) Spanish vowels are unisonous, meaning they have a single pronunciation, while English has various ways of pronouncing them depending on the syllable position, whether open or closed. Therefore, it is challenging for Spanish speakers to recognize the differences in lengthening. A clear example is the phonemes /ɪ/ and /i:/. 4) The implemented strategies were influential for the students.

In different study in Bucaramanga, Santander department, the authors Uribe Enciso, Fuertes Hernandez, Vargas Pita, & Rey Pabón (2019) in their article published in the GIST Education and Learning Research Journal titled "Problematic Phonemes for Spanish-Speakers' Learners of English" focus on reviewing theoretical and research literature regarding the most challenging sounds for Spanish-speaking learners of English. Through documentation and the analysis of various studies, they conclude that there are several influential factors when acquiring a L2 and its phonological system. Based on conclusions drawn from different cited authors, they assert that the exposition of the language, adopting effective teaching methods, and implementing other strategies contribute significantly to producing phonemes in English. Consequently, messages become more intelligible for

learners of the FL. Additionally, understanding the similarities and differences between the two phonetic systems is crucial for enhancing oral proficiency in English.

In the city of Pasto, Nariño department, the author Salazar C. A. (2012) in her article *"Didáctica para la Pronunciación de los Sonidos [ʃ], [ʒ], [Ɵ] del Inglés Americano."* based on her master research, mentions us that the objective was to improve the pronunciation of these three sounds in American English, which are challenging for Spanish speakers on English first level learners. For this purpose, the author designed a series of thirty-eight activities divided into tables containing keywords, phrases, and dialogues that include the three sounds under study in a first-level course organized by the University of Nariño, and additionally, to propose new teaching and learning alternatives.

For the data collection in this research, the author employed a pre-test to diagnose the pronunciation level of forty-five students of different ages. Additionally, she led a dialogue which included thirty-six keyword words covering the sounds of the study. The results of the pre-test indicated evidence of difficulties in the pronunciation of the three phonemes. Among them, the sound /ʒ/, equally in the middle and final positions, represented the utmost challenge, frequently standing replaced by similar Spanish sounds such as /s/ and /ʧ/. Concerning the sound /ʃ/, she detected that the main difficulty occurred in words grammatically written with x, c, t, and ss, and there was also less incidence in words written with sh. Lastly, regarding the sound /Ɵ/, notable difficulty was observed in the initial, middle, and final positions.

In conclusion, the author demonstrates that the major challenge with these sounds occurs when their location is at the end of a word. Hence, most students are inclined to assimilate sounds from their native language into the L2; for instance, the /Ɵ/ sound tends

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to be constantly replaced by the /t/ sound from Spanish. It is worth noting that many of

these issues stem from inappropriate pronunciation acquired during primary and secondary

education, contributing to fossilized errors. Furthermore, after conducting the pre-test and

post-test, the author concluded that English teachers should prioritize and place a great

emphasis on investigative processes related to English pronunciation, as this approach can

lead to improved communication skills.

Tied to this, Salazar C. A. (2013) expresses in her master's thesis titled *"Uso de*

palabras, frases y diálogos como estrategia didáctica para la pronunciación de los sonidos

[ʃ], [ʒ], [θ] del Inglés Americano." from which the article aforementioned originates, that

she delves deeper into the strategies used to achieve her objectives. She also describes her

methodology as an experimental and descriptive approach that provides a detailed

representation of the findings. It is experimental since the manipulation of variables to

make corrections is possible. The conclusion she arrived at here is that the /t/ sound is

replaced in words ending on the sound /Ɵ/. However, this research shows a better

panoramic of the study she made; additionally, she advises teachers to emphasize

pronunciation and encourages English students to apply the acquired knowledge not only

inside the classroom but everywhere.

1.2.3. International

In the United States, authors Brown & Copple (2018) published an article titled

"Constructing two phonological systems: A phonetic analysis of /p/, /t/, /k/ among early

Spanish–English bilingual speakers." This article aboard the analysis of the pronunciation of three phonemes in bilingual children whose first language is Spanish and who then acquire English. The aim was to determine if these participants developed a separate phonological system for English. The phonetic realization of voiceless stops /p/, /t/, /k/ was examined in Spanish–English bilinguals, English L1 speakers learning Spanish late, and Spanish L1 speakers learning English late.

The data collection was by conducting a reading task and a conversation task in each language during a single recording session, and the study of collected proof using acoustic software. The analysis included the onset time of voicing in milliseconds and the centre of gravity in Hertz, as well as the mono-factorial and multifactorial analysis to determine the role of the linguistic background. The research results indicate evidence of two phonological systems among bilingual speakers, with varying degrees of assimilation to the phonological systems of native speakers of each language. Furthermore, the findings suggest that bilingual speakers construct an L2 system for /p/, /t/, and /k/ in English, relying on the primary cue of voicing onset time rather than the secondary cue of the centre of gravity.

In Peru, the author García (2017) in her book titled *"Transferencias lingüísticas en los componentes fonético-fonológico y morfosintáctico del lenguaje expresivo en estudiantes del idioma inglés como segunda lengua de segundo grado de primaria en una institución educativa privada bilingüe en el distrito de La Molina"* analyses the characteristics of linguistic transfers in female students aged 7 to 9. The aim is to identify errors made by the students in acquiring English in the phonetic-phonological domain.

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For the data collection of this research, the author designed tests for equal reading and writing, which recorded oral and written production. The results showed that linguistic transfers are present in both components, i.e., the phonetic and phonological, but not all girls exhibit these transfers. The methodology used for this research was non-experimental through a descriptive approach to uncover the transfers of the girls. As a conclusion of this research, the author emphasizes the importance of teachers being aware of these factors, as it is advantageous for channelling and reducing these processes. Additionally, she highlights the presence of linguistic transfers in vowel sounds /I/, palatal and alveolar sounds /j/, /ð/, /v/, /s/, /ʃ/, and palatal affricate consonants /dʒ/.

In Ecuador, the author Rodríguez (2019) published an article in an education journal titled *"Dificultades que presentan los aprendices de inglés como Lengua Extranjera en la pronunciación de los sonidos vocálicos /ɪ/, /ʌ/, /ʊ/, /ə/."* The purpose is to determine the difficulties encountered when pronouncing vowel sounds. The research analysis involves contrasting 1700 vocalizations from a sample of eighty-five university students in the *Idioma Inglés y Pedagogía de los idiomas Nacionales y Extranjeros* program at the National University of Loja, with recordings made by native speakers specialized in teaching EFL and the Cambridge Pronouncing Dictionary.

For this purpose, the author created and applied a list of twenty words containing the study's vowel sounds. Both students and native speakers recorded themselves pronouncing these words. Afterwards, the author directed the analysis by comparing the audio recordings with the pronunciation of native speakers and the Cambridge Dictionary. The results indicated that the vowel sound /ə/ (schwa) presented the highest degree of difficulty in pronunciation, followed by /ɪ/, with a similar number of participants

encountering challenges. Next in difficulty was the pronunciation of the vowel sound /ʌ/, and finally, the sound /ʊ/ showed error rates exceeding 70%.

Therefore, the author concludes that: 1) When pronouncing vowel sounds correctly, students have difficulties, with vowel substitution being the frequent error. It can cause intelligibility problems in words such as Live and Leave due to inaccurate or unnatural production of the sounds. 2) The non-existent central vowels in Spanish /ɪ/, /ʌ/, /ʊ/, /ə/ present a relatively high margin of error, showing that the transfers are directly related to the spelling of the words. 3) In many cases, the original sound is replaced by one corresponding to the spelling, as in the case of the /ə/ schwa sound in words like hum**a**n, reas**o**n, c**o**mplete and v**a**riety, where the corresponding vowels /a/ and /o/ substitute this sound. Finally, the author points out that these difficulties can be overcome by practicing exercises or implementing strategies specifically designed to address the pronunciation of these sounds.

Continuing with Ecuadorian authors, the author Vinces Arteaga (2020) in her research to obtain a Bachelor's degree in Education Sciences with a mention in multilingualism from the Central University of Ecuador, titled: *"La transferencia lingüística del fonema /s/ del español como lengua materna en la pronunciación del fonema /z/ del inglés en los estudiantes de décimo año de educación básica de la Unidad Educativa "24 de Mayo" en el periodo académico 2019-2020."* Through a qualitative approach with documentary and bibliographic modalities, she presents the analysis of linguistic transfer in the phonemes of Spanish and English among forty-eight students from 10th grade, aged between 13 and 16, whose foreign language proficiency level is A2.

For data collection in this research, to investigate the linguistic transfer of the /s/ and /z/ phonemes from Spanish and English, respectively. The author used techniques such as observation sheets and a checklist. Additionally, she collected recordings of students' pronunciation in both languages. The author made a tabulation, which was later transformed into statistical data to analyse the data obtained from the observation and the checklist. As a result, she found that most students resort to their native language because, as they learn a new language, they establish relationships of similarity and equivalence with their native language.

Thus, the author concludes that the cause of negative transfer stems from the ML usage when individuals find similarities and contrasts with their L1. As learners learn a new language, the differences between the language systems directly influence interference problems, as the Spanish phoneme /s/ influences the pronunciation of the English phoneme /z/, as a result of the graphemes of both sounds learners assume that they are the same phoneme.

Similarly, Lugmaña (2020) in his research work to obtain the same title at the same university, entitled: *"La transferencia lingüística del fonema oclusivo bilabial sonoro /b/ del español como lengua materna en la producción oral del fonema fricativo labiodental sonora /v/ del inglés en los estudiantes del nivel A2.1 en el Instituto Académico de Idiomas de la universidad Central en el periodo 2019 – 2020."* Through a qualitative approach with documentary and field modality, the author shows us the analysis of the linguistic transfer in the phonemes of Spanish and English in sixty-five students of level A2.1 of the institute, including an interview with the teachers to know what strategies they use in the correction of these transfers.

For data collection, this research used the observation guide and the interview, which aim to analyse the linguistic transfer of the phonemes /b/ and /v/ of Spanish and English, respectively, resulting in a negative transfer and interference of the phoneme /b/ in all the students, and with it, an affectation in the fields of oral production. Through the observation guide, it is evident that the students have difficulty pronouncing the English phoneme /v/, showing that the phonological features of the ML affect the pronunciation of the phoneme, even though the students are aware of the distinction between these phonemes.

Reckoning the interviews, they consist of personal responses from English teachers. There, it is evident that despite knowing there are phonemes causing interference or transfer in English language learners and the recurrence of this issue during class hours is noticeable, there is no in-depth examination. Instead, they make corrections at the moment of occurrence, but there is no specific treatment for the misarticulation of the phoneme. Therefore, the author concludes that negative transfer occurs during oral production activities, as both languages have similar sounds and structures, making it easy to place the familiar sound of the ML into the FL. Additionally, when teachers identify these interferences, they move to make the necessary corrections, such as establishing the proper lip position for sound articulation.

On the other hand, in Chile, the author Cid Guzmán (2017) with his article published in the Íkala journal from Medellín, Colombia, titled *"Transferencia negativa del español al inglés en las vocales /ʌ/ y /æ/"* based on his master's thesis titled *"Transferencia fonético-fonológica negativa del español en las vocales /ʌ/ y /æ/ del inglés: de la percepción auditiva a la producción escrita."* The objective is to discover if negative

transfer caused by auditory perception in Spanish is responsible for spelling errors in English among fifth-grade students at a bilingual Spanish-English institute in Concepción City, Chile. All this through a test of oral perception aiming to represent the English vowels /ʌ/ and /æ/, which were present in twelve pseudo-words.

The data collection involved two independent groups of students from the same grade and school. The first group consisted of 56 students, including 27 males and 29 females. The second group included 29 students, 15 females and 14 males, aged between 10 and 12 years. All students shared the same social conditions and hours of exposure to the English language. For this, the author conducted two perception tests followed by the written reproduction of pseudo-words containing the vowel phonemes under study to ensure that students could listen and write them based on their prior knowledge, utilizing their understanding of the phonological system and spelling rules in English. The results indicated that spelling errors in the students could be related to negative phonetic-phonological transfer, revealing difficulties in perceiving and distinguishing these vowel sounds among the students.

In addition to the previously mentioned research, in Europe and more specifically in the Czech Republic, Kalhousová (2014) conducted a study titled *"Análisis de las interferencias fonético-fonológicas del español en el inglés de los hispanohablantes nativos"* The research objective is to compare English and Spanish phonological systems to highlight their similarities and differences. The aim was to establish a set of elements in English pronunciation that cause difficulties for Spanish speakers; all of this is due to native speakers of any language continuously comparing the phonetic system of their ML with that of the L2, whether consciously or unconsciously.

This research consisted of two parts: a theoretical part, consisting of the observation and comparison of all the characteristics of vowels, diphthongs, triphthongs, and consonants in both languages, focusing on English phonemes to identify hypothetical English pronunciation problems. The practical part involves the analysis of recorded interviews, providing a catalogue of examples of incorrect pronunciation. It revealed which errors occurred more frequently and which ones did not appear. Additionally, this practical aspect showed that participants who spent more than three months in an English-speaking country made considerably fewer errors than the other participants.

Therefore, the conclusions reached by the author are categorized into a list of pronunciation errors in vowels, diphthongs, triphthongs, and consonants with their respective characteristics, demonstrating the interference of Spanish in English pronunciation. As an additional point, this research work can help as an educational tool for Spanish speakers attempting to learn English, as it highlights the most common pronunciation errors.

Similarly, in Spain, the authors Mateo Plana & González Pastor (2016) in their undergraduate thesis titled English Pronunciation: "*La pronunciación del inglés: dificultades para los hispanohablantes y propuesta de actividades"*. Explores the teaching of English pronunciation to identify the complications of Spanish speakers in pronouncing English by comparing the two phonological systems. To achieve this, they devised five activities to address various aspects of English pronunciation.

Each one of the activities focuses on specific phonemes like schwa /ə/, the neutral and most common vowel in the English phonetic system, along with other vowels and consonant sounds. In addition to syllable division in words, the principal theme

undoubtedly revolves around English pronunciation, based on the pronunciation challenges for Spanish speakers. Subsequently, the author concludes that, given her experience of learning English in this research project, she believes she gained significant knowledge throughout itself.

Thus, the author emphasizes the need for English teachers to have the necessary information and a vast variety of didactic resources to work on pronunciation. Furthermore, she also considers that for her future as an English teacher, she should focus not only on this language as a FL but also on educating students considering pronunciation for their development as future English language speakers; all the above is because most teachers are not aware of the importance of pronunciation in the classrooms.

In Spain, Poley Romero (2019) in her undergraduate thesis titled *"La problemática de los hispanohablantes con algunos aspectos de la fonética inglesa."* aims to improve the pronunciation of the English language. To achieve this, she identifies the most problematic phonemes in a primary school classroom and designs an intervention proposal within a didactic unit, using the selected phonemes as problematic ones. To provide a broader perspective on these phonemes, the author employs a descriptive methodology to analyse and describe them.

To collect the data, the author designed selection criteria for data collection in this research to identify the most problematic phonemes in English. Subsequently, she planned a didactic proposal to address these difficulties. However, the implementation of this proposal never took place in the classroom, where the intention was for third-grade students to work with three phonemes selected by the author. Unfortunately, although the author points out that it would have been beneficial to apply her didactic approaches to assess their

effectiveness, she could not accomplish this part of the project due to lack of time and specific circumstances.

The presented research provides a comprehensive overview of the acquisition and teaching of English pronunciation as a foreign language (EFL) for Spanish speakers, ranging from local to international studies. These investigations synthetise several clue conclusions, such as the importance of phonological awareness for enhancing English sound production, the influence of linguistic transfer from Spanish to English on learning specific sounds, the necessity of prioritizing and systematically teaching pronunciation from the outset, the critical understanding of similarities and differences between the phonological systems of both languages and the early and ongoing intervention required to correct pronunciation errors. These conclusions offer valuable insights and effective strategies for addressing the inherent challenges in enhancing English communicative competence for Spanish speakers.

This state of art highlights and questions the importance of phonetic transfers and also shows the inexhaustible nature of theoretical and practical studies conducted in this field, proposing new and innovative methods to improve pronunciation in students, teachers, and individuals learning a L2.

CHAPTER II. REFERENCE FRAMEWORK.

The Reference Framework comprises the Theoretical Framework, which defines the research's background and theories providing concepts on linguistic transfer or interference and phonetic transfer; then, we find the Conceptual Framework, which deals with the clue concepts such as language, mother language, foreign language among others for the research understanding. Subsequently, it is the Contextual Framework that describes the University of Cauca's population context, concluding with the Methodological Framework that describes the selected mixed method approach, as well as the data collection instruments employed such as the non-participant observation, interview and some others.

2.1. THEORETICAL FRAMEWORK

To understand the elements involved in this study, it is necessary to review the theoretical aspects considered. These aspects encompass various areas of second language acquisition, enabling not only the comprehension of language learning processes but also the factors that must be considered. Language transfer refers to how a person's native language influences the learning of a second language, this influence can be seen in various aspects, such as pronunciation. In the same way, phonetic transfer describes how the sounds of the native language affect pronunciation in the new language.

This study is based on theories of second language acquisition and language transfer to explore how the phonetic features of the native language influence the pronunciation of

the second language, for this reason, this section presents a review of these concepts to better understand these processes and their impact on learning.

2.1.1. Language transfer

When learning a new language, the phenomenon known as transfer, interference, linguistic interference, cross linguistic influence among others occurs, which can affect various aspects of the language, such as grammar, pronunciation, vocabulary, spelling, etc. However, it is usual to find negative references to these concepts, with several theorists categorizing these terms into positive and negative sense, these last also referred to as interferences. In addition, as mentioned by Villegas Gámez (2019) cited in Domínguez Vazquez (2001)[2] *"también se puede encontrar muchas otras referencias de esta como lo son: calco, préstamo, cambio lingüístico, alternancia de códigos o error."* This suggests that, depending on the author referenced, the concept of transfer will vary, encompassing both positive and negative aspects.

According to the statements made by different authors regarding the transfer, it is worth highlighting what Salazar L. (2006) mentioned in his article *"interdependencia lingüística, transferencia y enseñanza-aprendizaje de lenguas extranjeras."* he states that *"La transferencia se refiere a la influencia del aprendizaje anterior sobre la ejecución en alguna situación nueva"* which could affirm that transfer is the influence of the ML and its

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[2] Domínguez Vazquez, 2001 in her article "Entorno al concepto de interferencia" compiles various concepts on interference, including the term transfer as similar or synonyms, which has been approached from different perspectives by various authors over the years. For this reason, this research treats both concepts as a single one.

elements on the TL. Moreover, as stated by Santrock (2002) Transfer occurs when someone uses prior experiences and knowledge to learn or solve problems in new situations, in this sense, transfer could be described as the juxtaposition of previous knowledge to a new understanding, reflecting the overlay of elements from the ML onto the TL.

However, Wang (2009) says *"la trasferencia concierne a las generalizaciones que desde la lengua materna se usan para facilitar el aprendizaje de otra lengua"* it is hence understood as a metacognitive strategy and not necessarily negative. Therefore, transfer, no matter how minimal it may seem, directly influences new learning and does not necessarily have to be entirely negative.

In the studies above lead, authors refer to language transfer as the superimposition of one piece of knowledge on another. This concept describes actions that, far from being errors or disadvantages, are taken as knowledge displaces and over-generalization of rules rather than disadvantages or "errors". In brief, transfers or interferences refer to prior knowledge that overlaps and resembles new knowledge, which may or may not be favourable.

As expressed by Paredes Pule (2017) normally, when acquiring new knowledge, it is based on previous information that can sometimes help or hinder learning, resulting in transfer with positive, negative, or no effects. Therefore, according to Odlin T. (1989) "Transfer is the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired" Thus, for the study and conduct of this research, the concepts of transfer and interference provided by different authors in the phonetic-phonological field of languages are taken as a basis.

2.1.2. Phonetic transfer

The phonetic systems of Spanish and English have differences and similarities in turn, and it is precisely these differences that allow the so-called phonetic transfer, which can be diverse and varied. Although these two languages have very marked similarities in their writing system, that is to say, in the majority of their graphemes and morphemes, this does not guarantee that the pronunciation and production of their sounds are the same.

Therefore, Guzmán Muñoz & Martínez Tapia (2014) define phonetic transfer as the differences in pronunciation exhibited by a speaker of a particular language when speaking another language, due to the influence of the phonetic system of their native language (p. 34) It means that the ML sounds are involved in learning the sounds of the target language or languages, generating confusion in the production of the phonemes of the language or languages that are being learning, thus giving rise to the so-called phonetic transfer.

However, as Poley Romero (2019) states, *"existen algunos fonemas ingleses cuya pronunciación es similar a su pronunciación en español y, por lo tanto, no suelen ser complicados de pronunciar para los aprendices: /f/ fricativa, /s/ sorda, /ɵ/ interdental y /l/ lateral"* which do not present many difficulties when they are produced in the FL, thus generating a minimal transfer of these phonemes, making the process of learning a FL somewhat difficult when performing a pronunciation close to the standard.

For this, it is essential to have the theoretical knowledge of the phonological systems of each of the languages in question, in addition to having in mind each of the phonemes used in the phonological system of each language; however, as expressed Cook

V. (2016) "The phonologies of languages differ in terms of how they use sounds and intonation patterns, hard as this may be for many students to appreciate and difficult as it may be for teachers to teach." So, it is necessary to use tools or aids such as the **International Phonetic Alphabet (IPA)** to make the study of them more understandable.

In conclusion, phonetic transfer refers to the phenomenon in which the sound patterns of an individual's mother language influence the pronunciation of a second language. In addition, it has a direct relationship not only with the phonological system of the language but also with the articulation and production of its sounds, which is why each learner must identify similarities and differences between them.

2.2. CONCEPTUAL FRAMEWORK

To approach this research on transfers in the process of learning and teaching languages, it is important to highlight certain concepts that are clue in its development, such as the mother language, the second language, phonetics, the phoneme, the grapheme, among others, which are not only developed through the research but which are referents for the understanding the study. In this way, the concepts are briefly described in three fields of study as follows: first, the language, then the phonological field, and finally, the phonetics; this division is taken as a way of organization since the links between these concepts are necessary, and it is almost impossible to separate them.

2.2.1. Language

Language is the system of abstract and cultural linguistic signs with communicative intent that is composed of two terms known as the signifier, which are the ideas that come to our mind when we think of a word, that is, what we are referring to; and the signifier which is the word itself, which is laden with linguistic signs such as phonemes and morphemes, both of which have a referent, which is provided in and by them Peirce, (1931-1958). According to Saussure (1857-1913), it is a fundamental part of language, and it is the social product of the language faculties adopted by the social body that allows the exercise of the faculty of language in individuals, i.e., the use of signs.

2.2.1.1. Mother Language (ML)

Mother language (ML) also called native language or mother tongue, is the language we acquire naturally in our first years of life, even before we are born; it is possible to have more than one mother tongue, and it happens if one of the parents speaks a different language, i.e., each of the parents speaks a different language according to Cassin (2014) the mother language is the language of the mother, but it can also be that of the father, and it's not necessary for both to be the same. It's the language we speak from birth, the one that surrounds us at home and within the family *(p. 6)* so the ML corresponds to the first language or languages in which we learn to communicate, standing out in its daily use, its contextual use and is part of the identity of each person.

2.2.1.2. Second Language (L2)

The Second Language (L2) is the new linguistic code learnt or acquired in addition to the ML. This can occur at an early age or in adulthood and is specific to the region in which one resides. That is a local language or language of the same country or region. *"Si la lengua se aprende en un país donde coexiste como oficial o autóctona con otra u otras lenguas, se considera "lengua segunda"* Pato & Giancarlo (2012).

We can find a clear example of this in the Colombian context, especially in the indigenous communities of the Cauca region, where the Nasa Yuwe language (which is spoken by around 60,000 people in Colombia) is the ML spoken within the community, and Spanish is the L2, the language with which they communicate in society in general; it should be essential to note that this can occur in the opposite direction.

2.2.1.3. Foreign Language (FL)

Like the L2, the Foreign Language (FL) is a language that is learnt apart from the ML, which also can be learnt at an early or adult age. Moreover, its main characteristic is that it is not a language of the region or the country; it is a language of another country, which generally is taught in institutes and schools for communication with a foreigner, according to Pato & Giancarlo (2012 p. 10) "*Se habla de lengua extranjera cuando una lengua no es L1 ni lengua propia del país en que se estudia o aprende (es decir es lengua*

de otro país)" in our Colombian context the English language is taught in schools, colleges and universities as a Foreign Language (FL).

Nevertheless, a Foreign Language (FL) can also be conceived as a L2 or Target language (TL)[3] since it constitutes a learning of a second linguistic code that allows social communication and interaction with members who use this same linguistic code, the difference between FL and L2 is based on geopolitical criteria Pato & Giancarlo (2012 p. 10). However, it is considered as L2 as long as the person who has learnt it considers it as the closest substitute for their ML and in turn is related to their closest contextual areas such as work or study; as stated by Pato & Giancarlo (2012 p. 10) *"la L2 sería la lengua más próxima a la L1, concebida como sustituta cercana de la lengua materna"*

2.2.2. Phonology

Continuing with the field of phonology, this is one of the branches of linguistics responsible for the study of the system of the sounds of language in general, dealing with sounds at an abstract and mental level; it includes aspects such as accentuation, intonation, syllables, etc. In addition, phonology studies phonemes as distinctive or differentiating entities and their functions in the phonological system (a set of articulated sounds related to each other).

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[3] Throughout this document, the terms foreign language (FL), second language (L2), and target language (TL) will sometimes be used as synonyms, although FL might sometimes be more appropriate. This approach is due to the way the authors refer to phonetic transfer between languages; moreover, based on Odlin T. (1989 p. 4) "the distinction is less important for researchers studying cross-linguistic influence."

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In this regard Bigot (2010) states: The task of phonology is to investigate which phonetic differences in a language are linked to differences in meaning. It refers to the differentiation and distinction of sounds within a word, so we know and are aware of the distinctions between lip and tip or aspects such as accentuation or stress; for example, we distinguish the word subject as a noun and subject as a verb, example: "The history subject is fascinating" and "She will subject the samples to rigorous testing."

2.2.2.1. Phoneme

The phoneme is the smallest unit of oral language, which allows the differentiation of words in a language. It represents the sounds of the human voice and its minimal division; the phoneme is a differentiating character, meaning that each phoneme is distinct from others and cannot be diverged into smaller phonological units. It is abstract; however, it has a graphic characterization through graphemes. For example, /s/, /t/, and/m/ represented within oblique lines.

The function of the phoneme is to provide distinction to the meanings of words through sounds. e.g., Trip /ˈtrɪp/ and Trap /ˈtræp/. In this case, the distinctive sounds are the phonemes /ɪ/ and /æ/ in the middle of each word. For Katamba (1989, p.. 21) "The phoneme is a minimal sound unit which is capable of contrasting word meaning." These can be of two types: segmental phonemes, those that we can separate for further analysis; e.g., the word "cat" can be cracked down into three phonemes which are /c/ /æ/ /t/, two consonantal and one vocalic phoneme. On the other hand, there are the suprasegmental

phonemes, which we cannot separate, such as accent and intonation, which fulfil their differentiation characteristic of meanings.

2.2.2.1.1. Palato-alveolar Phonemes

The palato-alveolar phonemes, also known as postalveolar, prepalatal, or alveopalatal, are those whose point of articulation is located in the posterior part of the alveolar region, just above the dental alveolus but not too far behind the hard palate, Muñoz Basols & Gironzetti, (n.d.) define the word alveopalatal as the *"punto de articulación en el que el órgano activo es la lengua y el pasivo es la zona posterior de los alveolos…"* These phonemes are almost always sibilants, meaning their articulation allows air to escape through a narrow channel formed by the tongue, alveoli, and palate. Additionally, they possess fricative characteristics, permitting the free passage of air, or they can be affricates, briefly obstructing the air passage before releasing it with force.

2.2.2.2. Grapheme

The grapheme is the graphic representation of the phoneme in the writing system that contains a phonetic or phonological value; that is, the grapheme is a letter used to represent a sound. According to Romero cited in Catach (1996), the grapheme is: *"la más pequeña unidad distintiva y/o significativa de la cadena escrita, compuesta por una letra, de un grupo de letras, de una letra acentuada o con un signo auxiliar que tiene una*

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referencia fónica y/o sémico en la cadena hablada" Since it accounts with sonorous and semantic referents, Example /d/ /ʌ/ /k/ and /dʌk/, and in this last case, the sound of the phonemes together gives a conceptual semantic referent corresponding to the animal "duck".

For Pujol Llop (2000) cited in Contreras (1994) graphemes are each of the smallest writing units capable of independently distinguishing meanings or delimiting linguistic units, then we can argue that the graphemes are the written representation not only of a phoneme but also of the spelling of a language, i.e., its letters Example a, e, i, o, u (vowels) b, c, d, f, g, h... (consonants) called graphemes or letters and /j/ /k/ /l/ /m/ (phonemes), therefore, the written language does not represent only the transcription of speech but is a system of its own. (consonants) called graphemes or letters and /j/ /k/ /l/ /m/ (phonemes); however, the written language does not represent only the transcription of speech but is a system of its own.

2.2.2.3. Intonation

Intonation is the frequency of sound that is produced or emitted. It allows the identification of variations between two statements with equal words and phonemes. For example: Let's play at the park vs. let's play at the park! vs. let's play! At the park? In this way, as conceived by Díaz (2020) intonation is a *"fenómeno fónico y lingüístico capaz de codificar diferentes tipos de información según las funciones que desempeñe."* Therefore, it encompasses various factors of oral communication. As a phonetic phenomenon, it gives

meaning to expressions uttered by a speaker, and as a linguistic phenomenon, it provides a reference to the meaning of these expressions. All of this is done unconsciously for a native speaker of a language. However, when learning a L2 or a FL, people must study the specific characteristics of the intonation of the target language.

Intonation is the modulation of the voice that brings life to oral language. It represents the harmony inherent in each language and constitutes the melody of speech. As intonation changes within a sentence or discourse, so does the meaning of what it has said. It is responsible for whether or not certain differential features of the speech since it is not the same to express "My family is coming home on Thursday" as "My family is coming home on Thursday!" since the intonation curve is different in both cases.

2.2.3. Phonetics

Phonetics is the study of the articulated sound of speech, that is to say, of our voice and its production; the minimum unit of phonetics is the Phono (sound that we can emit thanks to our phonatory apparatus), these sounds are vowel sounds that allow the free exit of the air and consonant sounds that are obstruction of the air and can be sonorous or deaf. It is worth mentioning that the air is an essential factor at the time of the production of sounds since it is the one that transmits it through frequency waves.

Phonetics intervenes in the study of "how sounds are produced" by first analysing the speech apparatus and its components, such as points of articulation: the vocal cords, the tongue (apex, front, and back), the teeth (upper and lower), the alveoli, the palate, the

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velum, the lips, the orifices, and the nasal cavity. Second, it intervenes in the characteristics with which the air is released or leaves the phonatory apparatus, resulting in the different features of pronunciation such as occlusives, fricatives, affricates, laterals and vibrant. In summary, according to Bigot (2010) the role of phonetics is to provide answers to the question: How is this or that pronounced?

2.3. CONTEXTUAL FRAMEWORK

In the south-western region of Colombia, you find the department of Cauca and its capital, the municipality of Popayán. In this location is situated the principal campus of the University of Cauca, comprised of 9 faculties with 63 undergraduate academic programs and 109 graduate programs. Among the undergraduate programs within the School of Humanities and Social Sciences (SHSS) is the BPMLEEF, which it is dedicated to training teachers and researchers in foreign languages, qualified to work in educational levels from preschool to vocational secondary school admitting approximately 30 students each semester. It emphasizes pedagogical research and comprehensive language analysis and its graduates are prepared for educational roles, as well as for professional translation and interpretation.

This program has a curriculum to complete within a stipulated period of 10 semesters. The first semester includes five courses, including the subject "Phonetics and Phonology of English," for the 2023.1 period. The course has a weekly workload of 3 hours with credits according to its curriculum.

According to the micro curriculum of the phonics course, the professor Mejía (n.d.) states that:

The course provides students with an introduction to the fundamental theoretical, practical, and descriptive aspects of the English sound system. It includes the study of phonetics, focusing on the functions of the brain, vocal tract, and thoracic complex in producing speech sounds.

He also highlights the relevance of this course within a language program, stating. "The importance of this course is that pronunciation is considered one of the most crucial aspects of language learning. Therefore, it can avoid comprehension problems due to inadequate or incorrect articulation of the language's sounds. Thus, the study will focus on the first-semester group of 30 students attending the English phonetics and phonology class.

2.4. METHODOLOGY

2.4.1. Research Design

The current investigation, based on mixed-method and descriptive research parameters, combines quantitative and qualitative approaches to gain diverse perspectives on the same research topic. This method helps ensure there are no biases in the data, which can occur when using only one type of research. The goal of this design is to leverage the

benefits of both approaches for a deeper understanding of the study topic and to mitigate the limitations of each approach individually.

According to Ortega (2018), "The mixed research process involves the collection, analysis, and interpretation of qualitative and quantitative data that the researcher deems necessary for their study." In this research approach, the perspectives of quantitative and qualitative research converge to address human questions and provide a more comprehensive and enriched view of the phenomenon under study.

This descriptive method allows not only for descriptions of the characteristics and particularities of the study object but also for the contextualization and deep understanding of the dynamics and relationships present in the researched phenomenon. By combining the precision and generalizability of quantitative methods with the richness and depth of qualitative methods, a synergy is achieved that enhances the validity and relevance of the research findings.

Moreover, the mixed approach enables data triangulation, which verifies results through multiple data collection methods, thereby improving the reliability and validity of the findings obtained. According to Creswell & Plano Clark (2018) "Using multiple forms of data provides a better understanding of research issues than using a single method." This triangulation is particularly useful in descriptive research, where an accurate and exhaustive representation of the studied phenomenon is sought.

Implementing a mixed design also facilitates the identification of quantitative trends and patterns while exploring participants' subjective experiences and perceptions. For instance, quantitative data may reveal the prevalence of certain behaviours or attitudes,

whereas qualitative data can explain why these behaviours occur and how they are
perceived by individuals.

Finally, the descriptive nature of the mixed method focuses on providing a detailed
and nuanced account of the study phenomenon. According to Hernández Sampieri,
Fernández Collado, & Baptista Lucio (2014) "Descriptive research seeks to specify the
important properties of people, groups, communities, or any other phenomenon subjected to
analysis." By employing this approach, the research not only describes the "what" and
"how" but also delves into the "why," offering a holistic understanding rich in detail.

In summary, combining quantitative and qualitative methods within a mixed and
descriptive approach provides a comprehensive and multifaceted view of the research topic,
enhancing the validity of findings and providing a solid foundation for evidence-based
decision-making and policy formulation.

2.4.2. Participants

The sample initially included four groups of 30 first-semester students from various
cohorts enrolled in the Phonetics and Phonology in English course. During the exploratory
phase of the study, the researcher participated in one of these groups to gain initial insights
into phonetics and phonology through the course. This phase aimed to understand the
baseline understanding and perceptions of phonetics and phonology among students.

Following the exploratory phase, one specific group was selected for the
intervention and data collection phase of the study, the group was the one from the cohort

2023.1. However, for the study's purposes, four students were selected from this cohort using simple random sampling method, this approach ensured that the selected students were a representative subset of the larger group, allowing for broader generalizations to be drawn from their responses and data collected.

2.4.3. Data Collection Instruments

This project's development occurs in four stages or phases, allowing the researcher to maintain order and proper control of the information. The first and second stage were the approximation to the research main topic, preparation and planning of the research project, where the researcher´s task was to define, "What are the phonetic transfers presented by first-semester students in the BPMLEEF at the University of Cauca, in the process of learning and production of palato-alveolar phonemes in English as a foreign language?" that is the subject of the current study. The third and fourth phases were dedicated to identifying the phonetic transfers of the English phonemes under study, as well as the factors affecting the pronunciation of the sounds of these phonemes, and the analysis of the obtained data.

Because of the above, this study resorted to different instruments to collect the data, the instruments used were non-participant observation, survey, interview, and logbook. The data collection process was carried out in several stages to ensure the integrity and validity of the information obtained

2.4.3.1. Non-Participant Observation

Classroom observations were conducted to register the students' pronunciation patterns. These observations were primarily documented through field notes on a logbook, along with a video recording carried out in only one of the groups, which was facilitated by the course instructor. All observations and recordings were done without interfering in the teaching process, aiming to naturally and accurately capture the students' pronunciations.

The main goal was to identify the difficulties students faced in producing certain sounds and to determine which sounds were the most challenging for them to articulate. Additionally, another goal was to improve the teaching method for the subsequent course, enhancing the learning experience based on the insights gained from the observations.

2.4.3.2. Semi-Structured Interview

An interview was conducted as part of the research methodology to gain a deeper understanding of the perceptions and experiences of a student enrolled in the course. This interview was carefully designed to be reflective in nature, providing a semi-structured framework for the student to express their thoughts, concerns, and experiences related to the subject.

The objective of this interview was to foster an open dialogue, allowing the student to express their perspective on various aspects of the course, including their understanding of the content, their learning process, experiences, and the challenges encountered along the

way. By engaging in this discussion, the aim was to uncover clear insights into the student's learning, including their individual struggles, successes, and areas for improvement.

Furthermore, the interview was structured to encourage the student not only to reflect on their difficulties but also to consider the solutions or actions they have taken to enhance their learning experience. Overall, the interview served as a valuable tool in qualitative research, providing detailed and rich data that complemented previous findings. Through this qualitative exploration, a deeper understanding of the students' lived experience was obtained.

2.4.3.3. Structured Surveys

For the group that received direct intervention, a single survey was administered, aimed at characterizing the population and their previous experiences with English. However, during the exploratory phase, two distinct types of surveys were developed, one at the beginning and one at the end of the course. The first survey was administered with the goal of characterizing the population and their previous studies with English; the second was conducted at the end of the course, focusing on obtaining quantitative data on the phonemes that presented the greatest difficulty for students during the course.

These surveys, designed with specific questions, sought to gather detailed information on students' pronunciation difficulties and their linguistic competence in phonetics and phonology, including the identification of the most problematic sounds, the frequency, and severity of these challenges.

The administration of surveys served as a fundamental component of the research methodology, providing the researcher with quantifiable data that could be statistically analysed to identify which sounds posed the greatest difficulty in their production, as well as trends and patterns of these sounds within the student population. By systematically collecting this information, valuable insights were obtained into the unique pronunciation difficulties faced by students.

2.4.3.4. Logbook

A logbook is a detailed record kept by the researcher, documenting observations, reflections, and notes throughout the research process. In this study, the researcher maintained a logbook during each phase of the research to register observations from classroom sessions, reflections on the effectiveness of implemented strategies, and notes from interviews and surveys. This continuous documentation served as a valuable tool for tracking progress, assessing the impact of different strategies, and making necessary adjustments. By systematically recording detailed notes and insights, the logbook facilitated a comprehensive understanding of the research dynamics and contributed to the overall rigor and adaptability of the study.

2.4.4. Data analysis

       The data collected through the different instruments were organized and triangulated to facilitate their analysis. Using a data matrix developed by the researcher, based on pilot observations and readings from various authors discussing factors influencing second language pronunciation, a qualitative analysis of the interviews and observations was conducted to explore participants' perspectives. The semi-structured interview aimed to identify the key aspects highlighted in the data matrix. The results, presented clearly and supported with direct quotations from the data, are detailed in the following chapter.

2.4.5. Ethical Considerations

       Finally, to ensure the integrity and ethics of the research, an informed consent was obtained from all students before their participation in the study. Clear information about the purpose of the study, data collection procedures, as well as their rights as participants, was provided. Confidentiality of the collected data was ensured, and identification codes were used instead of real names in the final document. Additionally, ethical guidelines established by the institution were followed.

CHAPTER III. DATA ANALYSIS.

In analysing the data and interpreting the results process, this research developed a series of four phases to obtain the data. The first was a phase of approximation and exploration in four previous groups of the Course Phonetics and Phonology in English, directed by Professor Richard Mejía, to identify the sounds that have difficulties in their production for the students; straightaway, the second phase focused on making a selection and characterization of the most frequent sounds found in the previous phase which would be the subject of the study. Afterwards, the third phase aimed at identifying the sounds already selected in the second phase in the Phonetics and Phonology in English course, and finally, the last phase concentrated on searching for the factors affecting the research problem.

The first phase consisted of an experimental approximation developed through non-participant observation and a survey in four groups taken from 2019.2, 2020.1, 2021.1, and 2021.2 cohorts to determine which English language sounds students had more difficulty with; each group had approximately 30 students, some of whom had some prior experience with English. The observation exercise revealed that more than 70% of the students in all cohorts had problems identifying and producing individual sounds or a combination of sounds with a certain degree of difficulty, either because of unfamiliarity with them or because of some particular aspect of the sounds, such as their place and manner of articulation or if the sound was voiced or unvoiced in the case of consonant sounds and the position of the tongue in the case of vowel sounds.

Similarly, the survey administered at the end of the courses to students who voluntarily participated revealed which sounds were the most challenging to identify and produce for them; furthermore, they also included some reasons why they believed this complexity occurred in them. The results showed that 85% of students from all cohorts held complications with consonant sounds such as dental, alveolar, and palato-alveolar, and the vowel sounds as schwa /ə/, wedge /ʌ/, and /ɜː/; in the case of consonants they expressed that the cause of these troubles is the characteristics of the sound, the place or manner of articulation, even the fact, if it is voiceless or not, by the contrary, in vowels due to those sounds requires glides of the tongue and mouth movements the difficulty increase.

Table 1

Most difficult consonants according to students from the four previous cohorts of the BPMLEEF program.
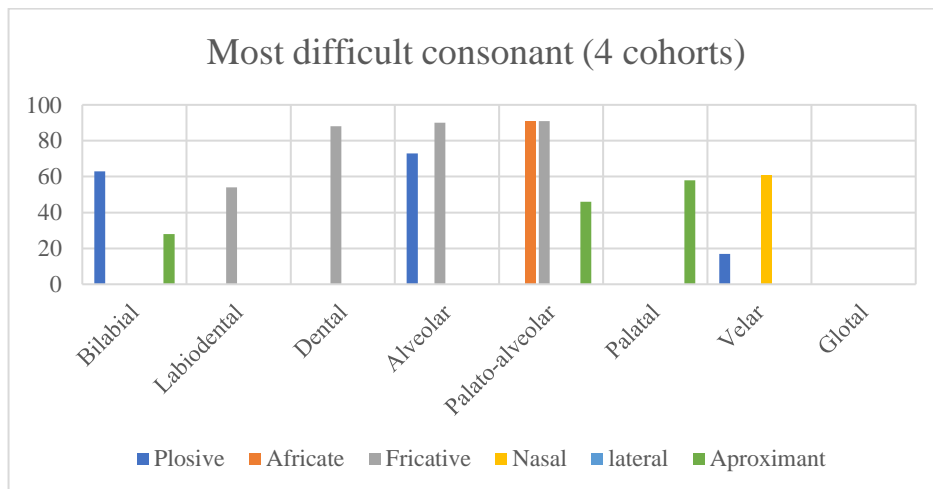
TABLE 2

Most difficult vowels according to students from the four previous cohorts of the BPMLEEF program.

Most difficult vowels (4 cohorts)

Vowel	Value
/iː/	55
/ɪ/	45
/e/	42
/æ/	73
/ə/	97
/ɜː/	84
/ʌ/	71
/ɑː/	59
/ʊ/	47
/uː/	59
/ɔː/	68
/ɒ/	64
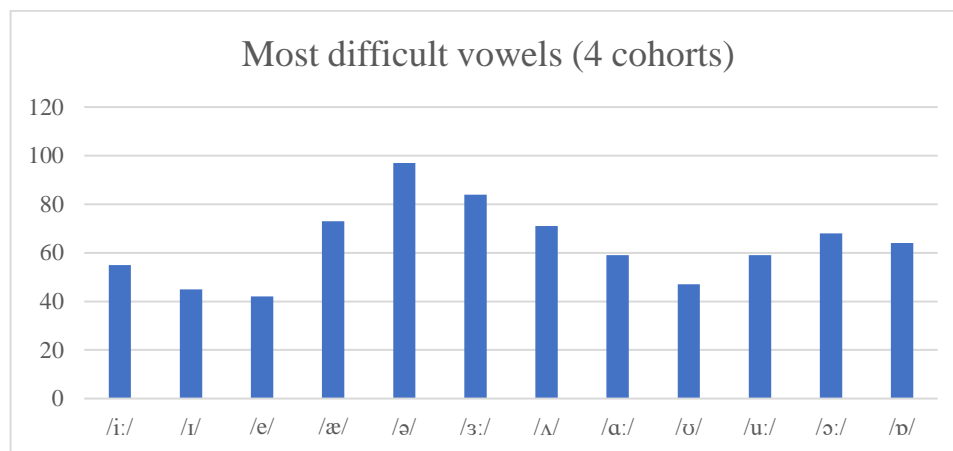
Upon acquiring data from the four pilot groups, the second phase began making the discrimination and selection of the sounds that represented a challenge for the students, according to the data provided in the previous stage. In the case of vowel sounds, it was considered only the three sounds with the highest percentage in the survey; meanwhile, for consonant sounds, the focus was placed on the place rather than the manner of articulation, prioritizing the ones with the most elevated score. As a result of this procedure, twelve sounds from two consonant groups, alveolar and palato-alveolar, and vowels were chosen as potentially optional to be studied. However, due to the number of sounds obtained, it was determined to opt only for the consonant sounds and discard the vowel sounds.

The analysis involved a comparison of the remaining sounds with the phonetic chart of Spanish consonants to discern similarities or differences and determine the sounds meriting further investigation. This comparison showed that in the alveolar sounds of Spanish, there are no plosive sounds /t/, /d/ and the voiced fricative /z/, yet there is only the

voiceless fricative /s/; however, the plosive sounds have a similar /t/ and /d/; nevertheless, their articulation point is dental. Secondly, the palato-alveolar articulation point does not exist in Spanish; therefore, the affricate sounds /tʃ/, /dʒ/, fricatives /ʃ/, /ʒ/, and the approximant /r/ contained in this item do not exist in Spanish; however, there is a similar for some of the sounds, in the case of the affricates /tʃ/, /dʒ/ their equivalence is located is in the palatal affricate sounds /y/ and /ĉ/ respectively and for the approximant /r/ its equivalence is in the alveolar sounds, simple, vibrant, liquid sonorous /r/.

TABLE 3

Table of English consonants phonemes.

Table of English Consonant Phonemes									
		Place of articulation							
		Front ⟶ Back							
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
plosive		p b			t d			k g	
affricate						tʃ dʒ			
fricative			f v	θ ð	s z	ʃ ʒ			h
nasal		m			n			ŋ	
lateral					l				
approxi-mant		(w)				r	j	w	

Note. Taken from *How to teach pronunciation* (p. 7) Kelly G (2006.)

TABLE 4

Table of Spanish consonants phonemes.

			labial	dental	alveolar	palatal	velar
oclusiva		sonora	/b/	/d/			/g/
		sorda	/p/	/t/			/k/
fricativa		sonora					
		sorda	/f/	/θ/	/s/		/x/
africada		sonora				/y/	
		sorda				/ĉ/	
líquida sonora	lateral				/l/	/ʎ/	
	vibrante	simple			/r/		
		múltiple			/ř/		
nasal	sonora		/m/		/n/	/ɲ/	

Note. Taken from *lengua castellana y literatura* (n.d.) Ampuero A.J.

After identifying these characteristics, it was decided to narrow the focus and study only the four palato-alveolar sounds: the voiceless affricate /tʃ/, voiced affricate /dʒ/, voiceless fricative /ʃ/, and voiced fricative /ʒ/. Then, the next phase began, having already selected the sounds for the study, the Phonetics and Phonology in English course of cohort 2023.1 was chosen to develop the following phases and the study itself.

From the beginning of the class, it was observed that the professor oriented it in English most of the time, using body gestures to make himself understood; however, he eventually resorted to the ML to make some clarifications when he noticed that the students were confused. As time went by, the students gradually got used to hearing the language and felt comfortable with it, managing to understand what the professor was telling them, using phrases like "You learn English in English." or "*Mientras más estemos oyendo el inglés, más rápido vamos adquirirlo*" students gained motivation to move forward with their learning process.

In the early lessons, the professor focused on the physiology of pronunciation, explaining the different parts involved in producing a sound and where they are in the human vocal apparatus. Then, he proceeded to describe the places of articulation with each of the manners, giving examples of each item and then doing exercises to recognize, apply, and produce sounds. For better comprehension, he used movements and body language emulating the natural movements and positions of the tongue inside the mouth with his arms and hands; he also used small pieces of paper to demonstrate the forceful exit of air in certain plosive sounds and his fingers to touch their throats to feel the vibrations of some sounds.

The observation exercise not only resulted in the favourable identification of the selected sounds present in the students of the phonetics and phonology in English course but also in certain aspects, such as the characteristics of the sound itself, which helped to understand why they encountered difficulties with these sounds. **Student 7 (S7)** "*No sé, es que… los sonidos se parecen tanto que a veces uno no sabe si es fricative o affricate, o si es voice or voiceless, son muy parecidos.*" **Student 8 (S8)** "*Yo siempre me confundo en el manner of articulation, los que son affricative (affricate) los pongo como fricative o al revés.*" The attitude to the class also influences the identification and production of the sounds, **Student 7 (S7)** "*Creo que me hace falta estudiar y practicar más, y también puede ser… Como poner más atención a cómo lo pronuncia el profesor.*"

Advancing from the preceding preliminary phase focused on data acquisition for subsequent analysis, factors that significantly influence the pronunciation of a L2 and have some relationship with language transfer, especially phonological transfer were identified. Factors such as the influence of a learner's ML phonology, age of acquisition, motivation,

and exposure to the target language environment, among others were found as factors that play a pivotal role in shaping pronunciation skills. However, for this research, the texts of the authors Dominguez Vasquez (2001) which highlights the concepts of transfer, Gilakjani & Ahmadi (2011) which gives an overview of why English pronunciation is difficult for English language learners, Gilakjani A. P. (2012) and Zhang (2009) which shows the factors that affect the pronunciation were considered to make the analysis of the data.

Based on the readings of the above-mentioned authors, it was found that several factors influence the pronunciation of a L2, making it a complex and multifaceted endeavour. Firstly, the influence of the learner's mother language plays a crucial role, as the phonological differences between the native and target languages can lead to difficulties in adopting new speech sounds. The age of learning is another important factor, with research suggesting that younger learners tend to develop more native-like pronunciation compared to those who start learning a L2 later in life. Exposure to the target language, both in terms of the quantity and quality of immersion, can influence pronunciation skills; motivation also plays a vital role, as enthusiastic learners are more likely to invest time and effort in improving their pronunciation.

In the same way, attitude, often known as disposition, can significantly impact the effort and willingness a learner invests in improving their pronunciation; when learners have a positive attitude and a strong desire to master the sounds of the L2, they are more likely to engage in focused practice. Instruction, the method and approach used to teach pronunciation, is equally important. Effective pronunciation instruction can provide learners with the guidance and tools to understand the phonetic elements of the L2, recognize differences from their ML, and practice to achieve accuracy; these various

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factors interact in intricate ways, making the study and improvement of L2 pronunciation a challenging and dynamic process.

The information obtained was used to draw up a data matrix of the factors and sub-factors that affect the pronunciation of a L2, as well as a questionnaire, both of which were used to collect the necessary data for the project and give a proper order to the information obtained, from which the present analysis arose. It is important to note that only four students, two males, and two females, were selected as a sample of the whole group to make the analysis. Although four students may seem a small sample, its selection is justified by considerations of representativeness of the group, practicality of data recompilation, and data variability and management.

TABLE 5

Data matrix table, identification of affecting factors and sub-factors.

Factors	Sub-factors	Students' answers
1. Mother tongue influence	a. Single sound, syllable, and stress.	
	b. Inexistent sounds in FL/NL.	
	c. Rules of sound combination in FL.	
2. Age (critical age period)	a. Negative feelings about differences in FL.	
	b. Responsibility for practicing pronunciation	
	c. Personality.	
3. Motivation and exposure	a. Personal goals in language pronunciation.	
	b. Positive orientation towards FL.	
	c. Experience with FL.	
4. Attitude (disposition)	a. Interest in pronunciation improvement.	
5. Instruction	a. Explicit instruction.	
	b. Adequate pronunciation instruction.	

Note. This table was designed by the researcher taking into account the readings and the observations of the classes.

3.1. Mother language influence

Mother language influence, is one of the factors that can affect students' pronunciation by generating some transferences. According to Gilakjani & Ahmadi (2011, p.. 78) citated on Avery & Ehrlich (1992) "the sound pattern of the learner's first language is transferred into the L2 and is likely to cause foreign accents." That is one of the reasons why many language students develop a singular manner of speaking in the target language; in the same way, "…The mispronunciations of words by non-native speakers reflect the influence of the sounds, rules, stress, and intonation of their ML." Consequently, learners whose first language has different sound patterns than the target language may find it more complicated to develop native-like pronunciation skills. However, with practice and exposure to the TG, learners can overcome ML influence and improve their pronunciation skills.

By looking at the answers provide by the students to the question *"¿Considera que su lengua materna influye en la pronunciación del inglés?"* It is evinced the impact that their ML has on the English language learning, **S4** *"Sí influye, porque hay palabras que son muy parecidas, pero se… se usan en contextos diferentes."* It reflects the unconscious thought that certain words that share the similar spelling or pronunciation may mean the same thing in a FL, causing misunderstandings; meanwhile, **S2** states: *"… Mm… a veces si tengo interferencia del español cuando estoy hablando, y luego me doy cuenta de lo que dije."* demonstrating that this phenomenon can occur even unconsciously as stated by Domínguez Vazquez (2001) cited on Wotjtak (1984) *"…la lengua materna influye de un*

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modo inconsciente y difícilmente controlable en la lengua extranjera que se pretende adquirir."

The influence of the ML on the learning of English is particularly evident in the pronunciation of palato-alveolar phonemes, which are the focus of this study because these sounds can be particularly challenging for students whose ML either does not include them or have similar reference points. This influence can lead students to transfer sound patterns from their ML to the L2, resulting in incorrect pronunciation or a foreign accent. Taking, for example, the phonemes /ʃ/ in the word "shoe" /ˈʃuː/ and /ʒ/ in the word "measure" /ˈmɛʒər/, participants in this study whose ML is Spanish may attempt to pronounce them similarly to sounds in their ML, which could result in phonetic transfer and thus non-native pronunciation.

Building upon this factor, the influence of the ML on English pronunciation includes different aspects such as individual sounds, syllables, and stress considered in this study as sub-factors that contribute to this phenomenon; these elements play a pivotal role in shaping how learners articulate English words. The influence of the ML extends beyond a broad perspective, and the impact of each of these sub-factors contributes significantly to comprehending the challenges learners face in achieving accurate and native-like pronunciation in English.

3.1.1. Single sound, syllables and stress

Single sounds, syllables and stress play a significant role in shaping the pronunciation of a L2. Thus, according to Celce-Murcia, Brinton, & Goodwin, (2010) single sounds, especially those absent or distinct in the ML, often present challenges; students may substitute familiar sounds for unfamiliar ones, leading to mispronunciations. Syllables also pose unique difficulties, especially when they don't align with patterns in the ML; likewise, stress patterns, for instance, can vary widely from one language to another, as noted by Derwing & Munro (2015) and by Field (2005) who emphasizes that misplacing stress can lead to significant misunderstandings. The interplay of these factors underscores the complexity of L2 acquisition, shedding light on the paramount significance of deliberate practice and heightened awareness in attaining precise pronunciation.

The students' responses to the questions *"¿Ha experimentado dificultades en la pronunciación del inglés, ya sea al pronunciar ciertas palabras, diferenciar palabras similares con significados distintos?* And *¿Tiene dificultades al tratar de producir sonidos consonánticos específicos o ha notado diferencias entre la facilidad y/o dificultad al pronunciar diferentes sonidos?"* Reveal a number of significant findings in relation to perceived difficulties in English pronunciation and reflect common conflicts in learning to pronounce certain words correctly, specifically for native Spanish speakers. These difficulties include confusion between similar sounds and problems with specific terms, as some students have noted that certain sounds can be challenging to pronounce at first, but with time and practice, they have improved their pronunciation.

In the case of **S1**, he expresses: *"Mmm. Pues sí. Ciertos sonidos específicos pues como te decía lo de la palabra Manage (/ˈmænɪdʒ/)"* In here, we can identify that there exists indeed a difficulty in sound production, and the student acknowledges it. In this case, he identifies a sound in the word 'manage' as challenging to produce. Similarly, **S2** states: *"cuando uno está empezando eh es posible que, pues por el por la la influencia del español no diga, por ejemplo, that (/ðæt/) sino dat (/dat/)."* He highlights his ML as the main influencing factor in sounds production, exemplifying the voiced dental fricative sound /ð/ in English and the voiced dental stop sound /d/ in Spanish. All this reaffirms what Zhang (2009) expressed: "The first language plays a major influence on learning the sound system of another language."

On the other hand, **S4** points out the existing difficulty between similar sounds in English in different words, known as minimal pairs; these are pairs of words that differ in only one sound, which can make the distinction between them subtle and challenging *"¿cuáles?... por ejemplo, ahorita que estamos viendo como For (/foɾ/) y For (/fɔːr/), ¡ay yo no sé! ¿cómo se dice?, como el de For (/fɔːr/), For (/fɒr/) (fur /fɜːr/) de para y el del ¿pelaje? Amm esa, también... No, en este momento no se me ocurre."* Here, the student shows the minimal pairs "for /fɔːr/ and fur /fɜːr/" seen in class; however, we can observe the difficulty he faces in terms of phonological transfer not only from the ML to the L2 but also within the same L2. It occurs when he produces the vowel sounds from both Spanish and English phonological systems respectively (For /foɾ/, For /fɔːr/, and For /fɒr/), seeking the /ɜː/ sound. The above highlights what Domínguez Vazquez (2001) describes. *"El cambio lingüístico se puede producir entre dos lenguas, así como también entre dos registros pertenecientes a una misma lengua."*

Likewise, this characteristic is evident in the sounds and phonemes relevant to this study, indicating the existence of the transfer of palato-alveolar sounds even within the same FL. Thus, for the production of some of these sounds, students first assimilate them in their ML, seeking a reference, but not finding it, they associate it with an identical one, either from the ML or from the FL that comes close; this often results in an entirely different and non-existent sound production in both phonological systems, giving rise to new sounds that may or may not belong to a third phonological system. It is evident in the response of **S4** *"Aja En vez del /dʃ/, /dz/ (/dʒ/) como que es... Lo confundo con el /ʃ/ (/ʒ/). Sí. Creo que ese."* The search for the palato-alveolar affricate voiced /dʒ/ and fricative voiced /ʒ/ sounds produces two new sounds, /dʃ/ and /dz/, different from the two languages, and a unique sound from the FL that approximates the sought sound /ʃ/, which highlights phonetic transfer in palato-alveolar phonemes.

On the other hand, most of the students mention the difficulties they face when recognizing sounds due to the lack of knowledge of specific terms, S3 mentions *"Eh, sí. Sí, sí he tenido eh mucha dificultad ya cuando son términos muy... muy, muy ¿cómo se dice? Ya son como términos más de historia, de... de geografía…"* It reflects that the ML and its linguistic systems have a direct influence on the pronunciation of words, as stated by S4 *"Mmm sí, algunas pues que como antes no conocía o que, pues pensaba que se pronuncia de una manera, pero pues que así no es."* The above highlights what was said by Zhang, (2009) "When beginning to acquire a new language, the learner generally tries to employ existing phonological categories from the native language."

Likewise, with regard to syllables and stress, Odlin.T. (1989, p..117) states: "stress patterns are crucial in pronunciation since they affect syllables and the segments that

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constitute syllables" Therefore, it is valid to affirm that intelligibility of what we express is affected by this factor when speaking and listening to a L2. Regarding this, S2 mentions *"y el tema de los acentos, ejemplo en la palabra professor /prəˈfɛsɚ/ que pues diga profesor /pɾofeˈsoɾ/."* Here, it is evident that the stress patterns in the syllables of the word change noticeably, although they do not entirely affect the comprehension of the word due to the similarity in pronunciation of the two languages; however, if we use the word "vegetable /ˈvɛdʒtəbəl /" commonly pronounced /vɛdʒɛˈteɪbəl/ clearly a misunderstanding would be generated, since, originally the word in English has three syllables; but, due to the stress patterns in Spanish this word ends up to have four syllables and marked stress in the third.

In summary, the results of this sub-factor underscore the complexity of English pronunciation, addressing aspects such as daily practice, experience with specialized terms, and the specific phonology of sounds. It emphasizes the need for immersion in the FL, as reflected in the students' responses, **S3** *"Sí, como le digo, por la falta de experiencia. eh sí tengo. Considero que tengo dificultad."* And **S1** *"y ya pues con el manejo más diario de la, del inglés pues eh, es más fácil ya pues pronunciar mejor las palabras"* it suggests that continuous practice and exposure can enhance pronunciation.

3.1.2. Inexistent sounds in Foreign Language and Native Language

The absence of some phonemes and sounds in the ML can cause difficulties when people try to produce sounds in the L2. This phonetic difference affects clarity and comprehension in communication because it is difficult to distinguish and articulate sounds

that are not present in the ML, for this reason learners often struggle to perceive and produce L2 sounds that do not have equivalents in their ML, leading to mispronunciations and misunderstandings Iverson et al, (2003 p. B48). When learning a L2, people often face the challenge of correctly pronouncing sounds that do not exist in their ML and vice versa. Overcoming this challenge requires deliberate practice and attention to the phonetic details of both languages Flege J.E (1995).

The students' responses to the question, *"¿Tiene dificultades al tratar de producir sonidos consonánticos específicos o ha notado diferencias entre la facilidad y/o dificultad al pronunciar diferentes sonidos?"* highlight the difficulties English learners face in producing English sounds in general. In this regard, **S3** expresses, *"Mmm Considero que eso es como, mmm algo que nos pasa a muchos ¿no?"* It shows the conscious level he has regarding his own difficulty and that of his peers. He also adds, *"y uno siempre tiene sus. Por ejemplo, con el inicio de la ese (s) Spanish (/espˈaniʃ/) jaja speaking (/espˈikin/), entonces son cositas que uno ya tiene que ir perfeccionando."* This suggests that sounds that do not exist in Spanish are replaced by those that are within the Spanish phonological system on English words. This not only exemplifies the consonant mentioned but also other sounds such as /e/ instead of /s/, /i/ instead of /iː/, and /ɪ/ and /n/ instead of /ŋ/ within the word "speaking /ˈspiːkɪŋ/" and /e/ instead of /s/, /a/ instead of /æ/, and /i/ instead of /ɪ/ within the word "Spanish /ˈspænɪʃ/."

The above provides a clear understanding of phonetic transfers that occur due to the influence of the ML. Here, it is observed how characteristic sounds of the ML shift to the L2, replacing specific sounds of the latter, which, in turn, do not exist in the ML. Similarly, **S4** expresses, *"También. No sé, otra es más que todo como que las vocales, porque algunas*

sí se me dificultan. Entonces yo creo eso porque algunos sonidos no hay en inglés, entonces me cuesta ¡Ve en español! Entonces me cuestan en el inglés." All of this highlights that sounds unique to English, such as vowel sounds that don't exist in Spanish, pose difficulties in production, affirming that they are influential factors in phonetic transfer.

On the other hand, regarding the sounds under study, **S4** also expresses. *"Creo que más que todo en... Se me ha dificultado el de /tɪʃ/ (/tʃ/) y el /dz/ (/dʒ/) esos. El /ʃ/. Eso, creo que esos se me han dificultado más que todos como... como esos tres."* It shows that two of these sounds pose a noble challenge due to their similarity to Spanish sounds. In this case, the student struggles to produce the two palato-alveolar affricate sounds /tʃ/ and /dʒ/, even when providing examples, as these have an equivalent similarity to the Spanish sounds /ĉ/ and /y/, both palatal in the Spanish phonetic system. This difficulty arises because the student subconsciously knows that the sounds to produce are not the same as his ML; they do not exist, but they are similar, confirming what James Flege, cited in Cook V. (2016) stated: "L2 learners have more problems with sounds that are similar to those in their L1 than with new sounds that are completely different." Hence, the sound /ʃ/ does not present difficulty when providing the example. Furthermore, the student continues by saying: *"...del resto ya... pues creo que me va bien."* It reaffirms the previously mentioned points.

In summary, the influence of the ML on the pronunciation of a FL is a concern for students due to the presence or absence of certain sounds in both languages, significantly affecting their production. Consequently, as students tend to use pronunciation patterns from their ML, phonetic transfer occurs and becomes evident, as expressed by **S5** *"Entonces digamos uno siempre arrastra esos sonidos a la lengua materna"* Therefore,

awareness of phonetic differences between the two languages emphasizes the importance of pronunciation when learning a L2.

3.1.3. Rules of sound combination in Foreign Language

The rules for combining sounds in a FL are indispensable when understanding and pronouncing words correctly; according to Gass & Selinker (2008), these rules serve as foundational elements that aid learners in achieving phonological accuracy and fluency (p. 123), in that sense, English has a variety of vowel and consonant sounds whose phonetic rules are diverse and sometimes complex for those who are beginning to learn this language. The combination of graphemes within a word can form Diagraphs, which are letters that represent a single sound in the writing system, example ph /f/ in phoenix /ˈfiːnɪks/ and sh /ʃ/ in sheep /ˈʃiːp/; on the other hand, vowels can change their sound depending on specific letters and their position in words, example representation /rɛprɪzenˈteɪʃən/. Kelly (2006) learners often struggle with these phonetic rules due to the complexity and variability of English phonetics (p. 16), for that reason when asking the students to provide some examples of the complications they consider they have, the lack of knowledge of these rules becomes evident in producing the L2 sounds.

Such is the case of **S2**, who mentions, *"Diría que sí a la hora de... diferenciar ejemplo lo que es de Bird /bɛːrd/ (/bɜːd/), Bear /ˈbɛːr/ (/ˈbɛər/) y Beard /ˈbɪrd/ (/ˈbɪərd/), Pájaro, Oso y Barba, esos."* Here, the combination of the letters "ea" in the words "bear" and "beard" has a different pronunciation in both cases, differing even from the ML,

forming two different diphthongs for each word, /ɛə/ and /ɪə/ respectively. However, for the student, this combination has a different sound when pronounced, a consequence of the phonetic transfer of similar sounds from the ML, producing two distinct sounds, the vowel sound /ɛ:/ and the combination of sounds /ɪr/ for each word. Additionally, a third sound corresponding to the word "bird" is exemplified, which is /ɜ:/, but as these sounds also have similarities in the ML, it becomes difficult for the student, leading to the production of the sound /ɛ:/. Therefore, it is reasonable to assume that the spelling of words and their combination of letters greatly influence the understanding of these rules of sound combination, as these combinations in the ML result in very different sounds. In the case of "ea," a diphthong /ea/ and for "ir," /ir/.

Similarly, **S1** mentions, *"En pronunciar ciertas palabras solo eso. Pues ya que hay pues sonidos similares o algunas palabras cree que nos pues suenan como uno piensa, pero suenan de una manera muy distinta."* Emphasizing that due to the influence of the ML, there is a belief that words will sound a certain way based on the ML, resulting in something different due to the rules of sound combination in the FL. Hence, he states, *"Por ejemplo manage (/ˈmænɪdʒ/) Pensé Pensé que se decía manash (/ˈmanaʃ/) menege (/ˈmenedʒ/)."* It highlights the transfer from the ML into the correct pronunciation of sounds specific to English. Similarly, in the case of the sounds under study, **S4** mentions, *"Eh como en Picture /ˈpɪktʃur/ (/ˈpɪktʃər/) o estábamos viendo la de ¿cómo era? Ay se me olvido... la de Lenguage /ˈlɛŋguaʃ/ (language /ˈlæŋgwɪdʒ/)."* Demonstrating that these sounds are present in more than one digraph, as is the case with the sound /tʃ/ represented by the grapheme "t" in the word "picture," and this sound will not always be found in the combination "ch."

In summary, studying the rules of sound combinations in English is a complex and challenging assignment for students. Regarding this statement, Gilakjani & Ahmadi (2011) declares: "when the rules of combining sounds into words (i.e., phonotactic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to another." However, with a clear understanding of the interaction between vowels and consonants, the creation of digraphs, and the impact of the ML on the students, they can confidently navigate the complexities of pronunciation. Mastering English phonetics requires grappling with both the language rules and the influence of the ML.

3.2. Age

Age plays an important position in English language learning and linguistic transfer; much research indicates that individuals tend to acquire a L2 effortlessly and efficiently during their early years. Children, often referred to as "young learners," show an extraordinary ability to absorb linguistic structures and pronunciation patterns; according to DeKeyser (2013) younger learners tend to achieve native-like pronunciation more easily (p. 452). On the contrary, aged people tend to struggle with this, impacting the ease of acquiring new languages. Furthermore, adult learners may confront linguistic and phonological transfer difficulties due to the phonetic structures and pronunciation patterns of their ML, which can significantly affect their ability to acquire English sounds, as highlighted by Piske, MacKay, & Flege (2001) older learners often experience more

pronounced effects of phonological transfer (p. 195). However, learners of all ages can mitigate the effects of phonological transfer on their English language proficiency through consistent practice and heightened awareness of phonetic nuances.

As mentioned in the **Critical Period Hypothesis (CPH)** proposed by Lenneberg referenced in Zhang (2009), there is an appropriate age for the acquisition of a new language set until puberty; in addition, this author mentions: "The general consensus goes like that the younger the better when acquiring a new language and the more accurate her/his pronunciation will be in the target language." Subsequently, we can infer that the ideal age range for acquiring a new language is from babyhood to 15 years old; after this age, learners may not be able to obtain a better pronunciation than those who learn it at an appropriate age. However, this factor does not focus on the age of the learners but on influences related to the age, such as negative feelings, responsibility, and even personality.

In this respect, the students unconsciously affirm what is expressed in this hypothesis. highlighting that in childhood the acquisition of a second language is more effective **S2** *"[...] En cambio cuando se adquiere, este proceso en... a temprana edad esto le facilita mucho el desarrollo de la lengua. Además, usted sabe que un niño pues... o sea va... va a aprender mucho más rápido que alguien como uno."* In the analysis of the data collected through the survey, it was observed that the age distribution reflected a significant predominance of adults, suggesting that the selected group predominantly consists of an adult population. The results showed that the predominant age range falls between 17 and 18 years old, with no students being younger than 15 years old. This suggests that, according to the hypothesis described, all students exceed the proposed age range for learning a new language.

Figure 1

Phonetics students age range
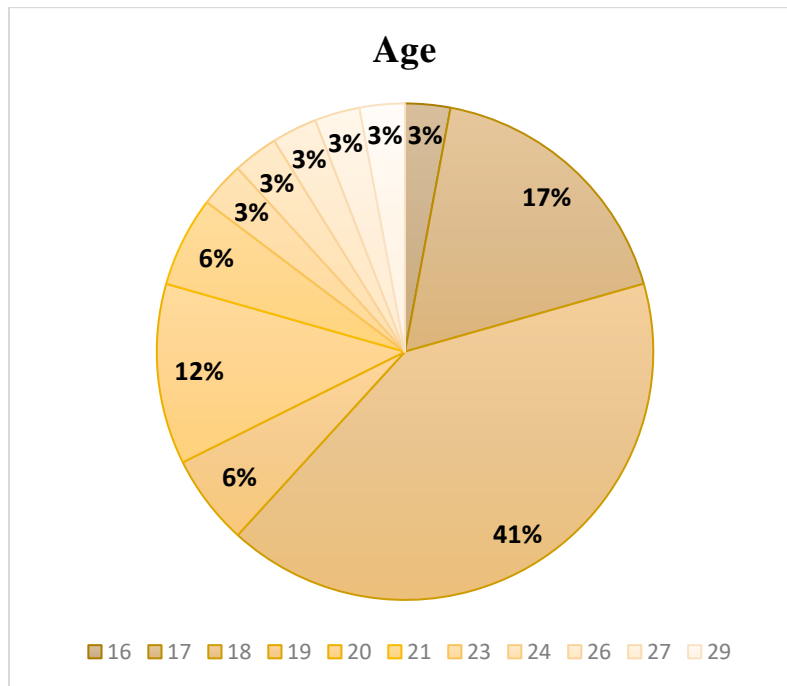
However, age can influence the perception and approach to key aspects, such as

negative feelings towards differences in the FL, which may emerge as emotional barriers,

particularly in older people. These emotions can impact the willingness to adapt to new

sounds and phonetic structures, according to Dörnyei (2005) affective factors play a

significant role in language learning and can create barriers for older learners (p. 89).

Besides, personal responsibility for practicing pronunciation plays a crucial role, being

more conspicuous in adults who often contend with daily situations and professional

responsibilities, Murray, (2010) adults often face challenges balancing language learning

with their professional and personal responsibilities (p. 237). The readiness to dedicate time

and effort to pronunciation practice can vary significantly depending on the life stage.

Lastly, personality plays a fundamental role in adopting new pronunciation patterns. More extroverted people or those with a higher tolerance for linguistic ambiguity may feel more comfortable exploring and adapting to the phonetic nuances of English. This is supported by Naiman, Fröhlich, Stern, & Todesco (1996) who found that personality traits such as extroversion positively influence language learning (p. 58); altogether, these factors unveil the intricate network of influences that age can exert on English pronunciation.

3.2.1. Negative feelings about differences in Foreign Language

Negative feelings about differences in the FL can significantly impact the student's willingness and ability to learn and improve the pronunciation of the new language. Emotional disposition plays a crucial role in the successful acquisition of phonetic skills, and addressing these emotional barriers can be critical in language teaching; Liu & Wenhong (2011) refers to this as "language anxiety" and it can create significant obstacles to language learning, acting as emotional walls that hinder progress, so if a person experiences negative feelings such as anxiety, fear of error, or negative perceptions about the usefulness of the language, these feelings can act as emotional walls. Age can influence the ability to manage and overcome these feelings. For example, children tend to be more open and less aware of social inhibitions, while adults may have previous experiences that affect their attitude towards learning, as MacIntyre (2002) notes, older learners often have more deeply entrenched anxieties and inhibitions that can negatively impact their language learning process.

The negative feelings that emerge in some students are manifested in the perception of the fluency of their interlocutors, in this case, that of their teachers and classmates who can express themselves naturally in the FL. In this sense, the students chosen as a sample for the study agree that both speed and accent are two elements that generate some frustration in them, which causes a lack of understanding of what people say to them, creating in them a negative feeling, even if they do not state explicitly; according to Saito, Saito, Trofimovich, & Isaacs (2017) the perception of fluency and accent can significantly affect learners' confidence and anxiety levels (p. 14). However, they express concern regarding two specific points: firstly, the speed at which people speak English to them and the variety of accents they encounter; secondly, their ability to comprehend the information conveyed, as Goh (2000) points out, speech rate and accent variability are key factors that influence listening comprehension and can lead to frustration among learners (p. 59).

Regarding the influence of accent and the speed of the speakers, **S2** mentions that the variation in the pronunciation of words in different accents can be confusing: *"Pues como dije antes, influye el hecho de... de que hay unas palabras que se se pronuncian en de cierta forma en un acento y otras en otra."* Similarly, **S1** also points out the difficulty in understanding some foreigners due to variations in English pronunciation based on their geographical origin: *"Lo que se me dificulta es entender a algunos extranjeros. Pues por la... Digamos pues por el inglés de donde ellos vienen y de donde se manejan, porque muchos tienen pronunciaciones diferentes."* In both cases, whether the speaker is native or not, and even from a specific region, the accent can be confusing for students when trying to understand people. **S2** expresses this by saying, *"Entonces sí. Ejemplo Yo pues conocí, conocí la palabra con el acento americano y me la dicen de de modo británico me puede*

confundir." Similarly, **S1** adds, *"porque no es lo mismo digamos eh, digamos el inglés en Estados Unidos que... Pues que, en Canadá, en Australia, sí en Australia, en el Reino Unido, o digamos que en África también."* This indicates that the diversity of accents could pose additional challenges to understand English language for the students.

Added to this, it seems that "the speed of the speaker" also stands out as an aspect that cause a contrary feeling towards the English language, the speed at which a speaker talks can significantly affect a listener's comprehension and emotional response. Fast speech rates can overwhelm learners, leading to anxiety and frustration, and negatively impacting their ability to understand and engage with the language Vandergrift, (2007).

In most of the students, the constant of not being able to understand their interlocutors, especially when "they speak to them fast" was found in this regard, the students mention: **S4** *"Eh, Creo que me cuesta más cuando hablan muy rápido porque mmm muy rápido, pero sí me hablan como medianamente. En una... una velocidad mediana. Creo que si entiendo y se... me da bastante bien."* **S3** *"Ehh, como le digo por por cuestión de rapidez, la velocidad influye mucho porque pues…"* stating that the sensation of speed or speed in speaking of the person with whom they interact, affects the students strongly, causing frustration; however, **S2** mentions: *"entiendo que que en ocasiones eso suceda por por por falta de de de práctica en el listening o o o porque porque el el el profesor o la persona que habla inglés hable rápido."* Highlighting practice in one of the skills, listening specifically, as an influential aspect, indicating that he is aware of this difficulty, assuming that lack of practice originates this conflict. Despite this, he agrees with his classmates regarding the speed of the interlocutor, referring either to the teacher or any other speaker fluent in the FL.

All this, in turn, leads to frustration due to the lack of understanding of what is said. For instance, **S1** experiences frustration in not comprehending some words, especially in phrasal verbs and certain expressions unique to the language. In response, he expresses: *"Pero me frustra. A veces es cuando no entiendo algunas palabras, por ejemplo, los frasal verbos u otras expresiones que no no se traducen tan literal."* This frustration is associated with the difficulty of understanding what people or natives say and the desire to express oneself in the language as he would like to, in brief, to express oneself fluently in English. That is why he states: *"Eso sí, me. Me frustra a veces, la verdad no poder entender, o sea muy bien o a veces no poder hablarlo como me gustaría expresarme en el español, digo en inglés."*

Overall, this evidence suggests that negative feelings such as frustration and confusion, anxiety, fear, etc., are linked to the pronunciation of interlocutors who exhibit a high level of fluency, whether or not they are native English speakers, exposure to different accents, and the complexity of idiomatic expressions. These challenges can impact self-confidence and perception of English learning, leading to both the phonetic and linguistic transfer in a completely unconscious way. Thus, age may influence how these feelings are managed and overcome with skill practice, as expressed by S1 previously. In this regard, Odlin T. (1989) points out:

> It is likely, though not assured, that transfer has a greater impact on understanding than on production. When considering that effective listening and reading comprehension are essential for fluent speaking and writing, favourable transfer could be particularly influential during the initial phases of acquiring a new language for speakers of a similar language. (P. 156)

3.2.2. Responsibility for practicing pronunciation

Personal responsibility in practising pronunciation is a factor in learning and acquiring a new language, regardless of the language itself. It is because knowledge of grammar and vocabulary alone does not guarantee effectiveness in oral communication; as stated by Cook V. (1996), Practice strengthens factors such as weightings and response strengths that influence how language is processed and stored. It's important to consider that aspects like the availability of time and personal commitment, along with daily language practice, may vary with age. In this sense, children may heavily rely on guidance and structure provided by teachers, even their parents, at home. However, adults may have more autonomy in managing their practice.

In the case of students who entered the BPMLEEF program, cohort 2023.1, they have an average age of 19 years old; that is to say, in adulthood, which indicates they have a certain degree of autonomy. Thus, their responses to the question: *¿Cuánto tiempo dedica al estudio del inglés como estudiante de lenguas modernas?* reveal the level of responsibility and commitment to their learning process. Students express: **S3** *"Mmm... Pues generalmente yo todas las noches trato de ver ehh los temas que se vieron durante... Que no he entendido porque no he logrado explorar. Entonces. Diario."* **S4** *"Depende. Si me veo una serie pues digamos dos horas al día o una. También escucho música. hay veces como que mmm veo ejercicios en línea y los hago."* This shows that students dedicate a considerable amount of time to language practice.

However, it is also true that students must dedicate time to practising the other language they are acquiring, in this case, French. Due to this, **S1** expresses: *"Ahora no le*

dedico muchas horas. Pues porque como estamos empezando nuestro proceso de francés, entonces le dedico es más tiempo al francés pues porque es una lengua que apenas estamos aprendiendo a adquirir." It indicates that many students will encounter this situation, where they must find a balance in the time, they allocate to practice both languages. In addition, contrary to the previous cases, some students consider that the time dedicated to practice is sufficient, as expressed by **S2**, *"Diría que lo suficiente porque... pues tanto mis profesores como mis compañeros. Sí, sí hablan pues bastante en inglés y ejemplo si a un profesor le hablo en inglés me responde en inglés."* This may indicate that his language practice is adapted to the situations he experiences in his university environment, so he adds, *"Así que sí, diría que es suficiente."* It suggests that he may be in constant language practice, confirming what Cook V. (1996) expressed: Students learn through conscious comprehension, consistent practice, and by engaging in conversations with one another.

The use and implementation of audio-visual media through current technologies are undoubtedly one of the common elements among younger learners, yet they are not the only forms of practice that exist; these depend on and are inherent to each individual. In this case, the strategies students use for their practice include audio-visual elements, interaction with peers and teachers, and self-directed strategies. These strategies were identified through students' responses when asked to describe their practice. **S1** *"Mmm pues en los videos o en las películas. Más en los videos como eh eh. Por así decirlo, conversaciones entre personajes de películas o edites de cualquier personaje."* **S4** *"Mmm. Pues creo que hablar más. Más que todo pues con mis amigos porque con ellos sí no me da pena. Entonces pues con ellos, también busco videos o pregunto a los profesores."*

These findings suggest that students can improve English pronunciation through mixing self-directed approaches, social interactions, and exposure to varied audio-visual

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media. It also becomes evident that dedication to the language may vary based on individual circumstances and learning objectives; however, the lack of practice, especially in pronunciation, can lead to a deficiency in the distinctive elements of the language being acquired, undoubtedly resulting in phonetic transfer. According to Gilakjani & Ahmadi, (2011), changes or persistence in speech patterns are influenced by the student's responsibility and the amount of practice they do outside the classroom, meaning that everything depends on the student and their commitment.

3.2.3. Personality

Personality plays a significant role in acquiring a L2 and phonetic transfer. As stated by Zhang (2009), the personality of the learner plays a role in acquiring pronunciation similar to that of native speakers. In broad terms, an individual's personality is associated with traits such as extraversion and introversion. So extroverted individuals may feel more comfortable engaging in interactions in the new language, thus promoting the acquisition of linguistic skills. Similarly, more introverted personalities might prefer fewer social environments and quiet places that foster tranquillity and security for practice.

The responses provided by the students to the question: *¿Se siente cómodo hablando en inglés en el salón de clases y con sus compañeros o le da vergüenza hablar en público?* revealed general aspects and self-perceptions of the students regarding their extroversion or introversion. However, the interview responses revealed a dominance of these two personality types. Upon analysing the students' answers (sample from the group), significant divergences in comfort when speaking English are evident. While **S1** and **S2**

express confidence, **S1** states, *"Sí, la verdad. Pues eh, sí se siente bastante cómodo. Pues la verdad no tengo problemas con hablar con mis compañeros en inglés o pues presentarme ante ellos en una exposición o algo. La verdad no, no tengo ese tipo de inseguridades."* **S2** *"Me siento bastante cómodo hablando en inglés porque si, si siento que lo manejo."* It demonstrates that exist confidence and ease in communicating in the FL. However, **S3** and **S4** reveal certain insecurities, with **S3** admitting, *"La verdad sí me cuesta. No, me cuesta hablar en público. Me ha costado hasta ahora hasta… bastante."* **S4** *"Mmm me da vergüenza jaja, hasta en español. No sé, como que es algo que me pasa que como que todo me da mucha pena. Casi no me siento cómoda."* even revealing some difficulty in their ML.

In summary, the students' responses reflect varying levels of confidence when speaking in English, ranging from complete assurance to occasional insecurities. It largely mirrors the age factor, as highlighted by Zhang (2009), Young learners like presenting themselves and speaking freely in front of others. but as they mature, they become more reserved and less willing to do so in public. Therefore, personality can shape how individuals approach the acquisition of a L2 and phonetic transfers, aligning with what Odlin T. (1989) stated, "Personality factors may also account for the varying degrees of success that individuals have in approximating pronunciation patterns in the target language."

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3.3. Motivation and exposure

In acquiring a L2, two fundamental pillars influence the process. Firstly, motivation in the context of L2 learning refers to the drive that leads an individual to undertake and persist in the language acquisition process; in turn, it is divided into two main types: intrinsic, arising from personal interests in learning the language for its own sake, and extrinsic, stemming from external factors such as rewards, recognition, social pressures, or practical benefits related to the language. In this sense Gardner (1985) identifies two main types of motivation: intrinsic, arising from personal interests in learning the language for its own sake, and extrinsic, stemming from external factors such as rewards, recognition, social pressures, or practical benefits related to the language (p. 54).

Secondly, exposure involves the constant immersion of the individual in the language they are learning. It can occur through various forms, such as interaction with native speakers, consumption of content in the language (movies, music, books), active practice through conversations, and participation in environments where the use of the target language is required. According to Krashen (1982) exposure to comprehensible input is essential for language acquisition, as it allows learners to internalize the language naturally (p. 20).

In that regard, the responses to the question: *¿Cree que su exposición al inglés es suficiente o necesita más práctica?* show a diversity of perceptions and needs concerning exposure to English. They suggest a widespread need for more practice, especially in speaking, to enhance pronunciation and achieve greater fluency. **S2** states, *"necesito mucha más práctica, necesito esto expresiones que ellos usan y mucho más vocabulario para*

poderme expresar mejor como yo quiero expresarme." **S4** expresses, *"Yo siento que necesito más práctica, pero en cuanto al speaking, porque o sea si se practica, o sea en esta carrera tenemos en cuenta esos el listening el writing, esos. y entonces yo necesito, que necesitamos como más exposición al speaking."* **S1** adds, *"Necesito más práctica. Bueno, creo que de pronto me gustaría... Aunque bueno, la profesora Carmelina si nos da toda la clase en inglés y todo eso. Creo que las otras materias también nos las podrían dar en inglés y todo."* This suggests a general demand for more practice, especially in speaking, to improve pronunciation and gain greater fluency.

Therefore, features as personal goals in language pronunciation play a crucial role for those individuals with specific pronunciation-related goals, as they tend to dedicate additional and persistent effort to perfect their phonetic skills. According to Dörnyei Z. (2009) learners with clear and specific language goals are more likely to persist in their efforts and achieve higher proficiency (p. 117). A positive orientation toward the FL also significantly impacts those with a favourable attitude, as they are more willing to immerse themselves in learning environments and actively practice, positive attitudes towards the language being learned correlate with increased motivation and engagement Gardner R.C (2001 p. 6). In turn, experience with the FL contributes to confidence and prior knowledge, facilitating the assimilation of phonetic-phonological patterns. In this sense, the combination of personal goals, positive attitudes, and language experience, supported by constant and varied exposure, facilitates the effective acquisition of a L2. In turn, it seems to have a positive impact on pronunciation and phonetic transfers, as highlighted by Elliot (1995) who found that motivated learners with extensive exposure and experience tend to develop better pronunciation skills (p. 16).

"If the learner has highly motivation to have a better pronunciation, they will become more eager to take part in the activities and pay more attention to discriminate the sounds of the target language, and grasp any opportunities for using the target language." Zhang (2009).

"If a learner is aware of the necessity of being exposed to the target language, she/he should make use of its opportunities. If the learner does that, she/he will be more successful in case of improving his/her pronunciation." Şenel (2006).

3.3.1. Personal goals in language pronunciation

Personal goals in language pronunciation can have a meaningful impact on acquiring a new language. These goals reflect the individual objectives that students set for themselves regarding pronunciation. Establishing personal goals in pronunciation not only customizes the learning process but also helps strengthen motivation, contributing to more effective acquisition of the new language and minimizing unwanted phonetic transfers, according to Ushioda (2011), personal goals and self-regulation in language learning play a crucial role in maintaining motivation and guiding the learning process. After analysing the responses, the finding is that most of the students share common goals of speaking English fluently and appreciating the language for various reasons. These reasons include, firstly family influence and early exposure to English; **S1** mentions his uncle's influence since elementary school, which sparked his early interest.

Desde que pues estaba en primaria me llamó mucho la atención el inglés

por influencias en mi casa, por más que todo por mi tío, porque él pues siempre

quiso que fuera eh bueno en esta lengua entonces pues desde pequeño sí tuve la…

ese esa inspiración de él para poder eh cogerle más gusto a al inglés. **S1**.

Also, **S4** highlights his interest since childhood, studying English in high school.
"Bueno, principalmente fue como de muy chiquita me ha gustado los idiomas más que todo

pues el inglés, entonces pues creo que esa fue una de las motivaciones. Eh primero como

que estudié inglés eh en un instituto."

Secondly, motivation for fluency and interest in phonetics and linguistics; **S1**
expresses motivation to speak English fluently. *"El idioma es muy chévere y pues hablarlo*

es la.. es el objetivo principal que que tengo. Pues si quiero hablarlo fluidamente me

gustaría pues llegado mi caso pues de vivir en Estados Unidos si se da la oportunidad."
On the other hand, **S2** shares an abiding interest in linguistics and phonetics, finding
enjoyment in language learning. *"Desde siempre me ha gustado bastante el tema de los*

idiomas, el tema de la lingüística, la fonética, siempre ha sido de de mi interés y aquí

estoy."

Finally, personal and professional relevance and career opportunities; **S2**
emphasizes the usefulness of English on a personal and professional level. *"Porque*

honestamente aprender, aprender inglés y demás idiomas me parece divertido, incluso si

aparte porque porque en el caso de... el inglés siento que es bastante útil para todo a nivel

personal, laboral, profesional." **S3** mentions that being an elementary school teacher is a
motivation, seeing English as a job opportunity. *"Pues mi principal motivación es que yo*

soy docente de básica primaria, entonces quería, eh, complementar o especializarme en un

tema en especial." Also, **S3** sees English as an opportunity to get ahead in her teaching career. *"porque pues como sabemos eh los idiomas y el inglés en especial pues es una gran oportunidad para... Para salir adelante."*

Although palato-alveolar sounds and phonemes and their transfers are not explicitly mentioned, an indirect connection can be established with them through those students who express their interest and motivation in learning English, indicating a commitment to the correct and fluent language pronunciation. Some students specifically mention their desire to speak English fluently and accurately (understanding fluency as the proper production of words and speed in speech), suggesting a commitment to the correct articulation of specific English sounds, including palato-alveolar sounds and phonemes. For example, **S1** mentions their desire to speak English fluently, which may indicate a commitment to the correct production of sounds. Furthermore, **S2** expresses interest in phonetics and linguistics, which could imply an intrinsic interest in understanding and mastering the production of specific English sounds. In summary, it can be stated that there is an indirect relationship between students' desire to master pronunciation and fluency in English and the phonetic transfers of palato-alveolar phonemes.

These responses reflect a combination of family influences, personal motivations, professional interests, and the perceived usefulness of English; however, despite the variation in their motivation intensity, they all show a continued commitment to language learning and overcoming challenges. Because of the above and in agreement with Zhang (2009), "if the learner has highly motivation to have a better pronunciation, and set up an appropriate goal for pronunciation, they will master the target language pronunciation much

better." Hence, students' interest in improving their communicative skills may lead to a reduction in phonetic transfers.

3.3.2. Positive orientation towards Foreign Language

A positive orientation towards a foreign language has a noteworthy impact on acquiring a new language and phonetic transfer, MacIntyre, Baker, Clément, & Donovan (2002) highlight that: learners with positive attitudes are more likely to engage in language-learning activities, enhancing their language acquisition (p. 550). This attitude reinforces the intrinsic motivation to improve pronunciation. It refers to an enthusiastic and favourable disposition for learning a new language process, usually a FL. Individuals with a positive mood toward a language demonstrate better commitment and enthusiasm in their learning process, whether through interactions with native speakers, consumption of multimedia content, or participation in diverse communicative situations. This active pursuit of exposure opportunities seems to contribute to a positive impact on language acquisition. Additionally, Saito, Dewaele, & Hanzawa (2017) found that learners with favourable attitudes toward the target language and culture exhibit higher levels of engagement and motivation, facilitating better pronunciation and overall language proficiency.

Furthermore, maintaining a positive mood can aid in developing a confident self-image, reducing inhibitions, and facilitating experimentation with new sounds. As a result, a positive mindset promotes language acquisition and acts as a mediator for more effective phonetic transfers by encouraging a proactive, receptive, and constructive approach to

phonetic challenges, according to Arnold & Brown (1999) and Dewaele & MacIntyre (2014) positive emotions and attitudes can significantly enhance language learning by creating a more conducive environment for risk-taking and experimentation, which are crucial for mastering new phonetic patterns.

The analysis of the responses reveals a great diversity of motivations and experiences in the learning process, particularly the family and personal influence that emerges as a significant element. It is evident in the shared experiences of **S3** and **S4**, who attribute their interest in English to positive influences since childhood. **S3** emphasizes the positive effect of his father and brother from childhood, stating: *"Básicamente desde los 7 u 8 he tenido como... he sentido que he tenido como un gran amor por aprender lenguas y siento que en gran parte ha sido por la influencia de mi papá y de mi hermano."* It generates a continuous interest on English language. Similarly, **S4**'s self-directed approach highlights autonomy in exploring additional languages, like French. *"[…] Después que acabé eso, como por mi cuenta estuve estudiando un poquito francés. Entonces dije que quería estudiar lenguas por lo que dan inglés y francés."* Likewise, the intrinsic orientation towards linguistics and phonetics expressed above by **S2** underscores the importance of personal interest in learning Lastly, **S2**'s practical experience interacting with native speakers emphasizes the relevance of direct exposure to perfect pronunciation: *"he podido hablar con nativos en mis viajes, además un amigo cercano vive en San francisco."* These findings suggest that considering individual motivations and facilitating practical experiences is essential for effective English learning.

Therefore, the range of motivations, from family influences to intrinsic interest in linguistics, suggests that personal motivation is a significant factor in acquiring a L2

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process and helps in sound production. Similarly, direct exposure to the language with native speakers, as in the case of **S2**, seem to contribute to the refinement of palato-alveolar phoneme pronunciation due to the assistance they can provide. According to Moyer cited on Gilakjani A. P. (2012), Having previous experience with the language and a positive attitude towards it are important factors in achieving pronunciation similar to that of native speakers.

3.3.3. Experience with Foreign Language

The experience with a foreign language, as a sub-factor of motivation and exposure in the process of acquiring a new language and phonological transference refers to experiences with courses, interactions with native speakers, and the consumption of entertainment media in the target language that contribute significantly to building a solid foundation for phonetic learning. According to Ellis R. (2008) exposure to authentic language use through interactions with native speakers and immersion in cultural contexts is crucial for developing linguistic competence and phonetic skills, so participating in authentic environments, through courses at institutes or immersion in contexts that require individuals to speak the target language, provides valuable opportunities for practice and exposure to various accents and linguistic patterns. Additionally, active consumption of multimedia content in the target language, such as music, series, and movies, enriches auditory perception and promotes familiarity with the specific sounds of the language, according to Dörnyei Z. (2009), consistent exposure and interaction in the target language environment are crucial for enhancing language proficiency and phonetic skills. In

summary, exposure to a FL seems to serve as a motivational trigger and a continuous source of practice, which plays a crucial role in effectively acquiring palato-alveolar phonemes and sounds in English.

When analysing the responses of the students, **S1** has had interactive interaction with English through video games, movies, and digital platforms, stating, *"si eh con… Videojuegos, música, cine, series, plataformas digitales; las experiencias han sido interactivas, pero necesito más para aprender"* he also mentions participation in courses at Sena and on their own, saying, *"Eh, sí, algunos cursos en el Sena o por mi propia cuenta, pero solo pues de cursos así solo uno del Sena."* Although **S1** highlights the limited attention to English learning in elementary and secondary school, *"Pues porque no, no se ha tenido pues muy en cuenta en eh pues en primaria, en secundaria lo lo del inglés pues ya que solo son clases así por... por así, por enseñar un poco no tanto"* This results in occasional transfers of words into Spanish, *"entonces no es como que uno tenga eh más influencias en. En la lengua y pues el el español pues sí, siempre pues se escapa una que otra... Palabra en en español"*

On the other hand, **S2** emphasizes significant exposure through interactions with native speakers, video games, movies, and other digital media, stating, *"tengo pues experiencia con hablantes nativos, videojuegos, música, cine, series y plataformas digitales. Con los medios de entretenimiento, usualmente los consumo en inglés, en ocasiones por temas de doblaje y en otras por puro gusto."* Although **S2** notes the complexity of understanding natives who speak fast or with accents, *"he podido hablar nativos, es un poco complicado en... Pues digamos que agarrarles el hilo porque... Porque hay si..., hay ciertos nativos que hablan bastante rápido, eh con, con acentos, con con*

slang." Meanwhile **S3**, with more limited experience, mentions the music and three months in a particular institute as their chief sources of his experience, *"pues solo con la música y tres meses en un instituto particular, no tengo mucha experiencia con el inglés o idiomas."* **S4** highlights the experience with music and series, indicating that these activities have significantly helped in their English learning, *"Música, series y plataformas digitales. Escucho bastante música en inglés lo cual me ha ayudado en mi listening y en vocabulario"* Overall, it is observed a combination of practical experiences and multimedia sources, highlighting the importance of diverse strategies for the better acquisition of palato-alveolar phonemes and sounds in English.

The variety of experiences students have, whether through courses, interactions with native speakers, or consuming media in English, plays a significant role in acquiring palato-alveolar phonemes in English. Exposure to different accents and linguistic patterns in authentic environments provides valuable practice opportunities. Students' responses emphasize the importance of combining practical and multimedia experiences in this process, as the experience with the FL motivates yet contributes to the development of phonological skills. Gilakjani A. P. (2012) "Prior language experiences have an impact on the way a language is learned, but these experiences do not consistently have predictive value" and Yu & Odlin (2016) "No two learners will be identical in terms of motivation, language aptitude, language experience"

3.4. Attitude

Attitude plays an essential role in acquiring a L2 and phonological transfers; a positive attitude towards learning a new language can be a significant driver to overcoming challenges and maintaining the momentum to study it. When individuals approach language learning with enthusiasm, confidence and a willingness to face difficulties, they are more likely to invest time and effort in the process. It decodes into a greater exposure to the language, both through active practice and immersion in genuine linguistic contexts. According to Dewaele & Dewaele (2017), positive attitudes towards language learning enhance learners' motivation and persistence in language acquisition, leading to improved proficiency and reduced phonological transfer effects. In summary, it seems that develop a positive attitude towards language learning is crucial for effective phonological learning and acquisition

In this sense, the students' answers show the contrast between a positive attitude and an attitude that, far from being negative, makes evident the willingness to learn a new language, **S2** *"Me siento bastante cómodo hablando en inglés porque si, si siento que lo manejo. Creo que me sé expresar de una buena forma y no tengo ningún problema con con ese tema."* This demonstrates the student's confidence to speak in the FL; howerver, **S3** and **S4** show the opposite, but at no time is there a clearly negative attitude towards L2, **S3** *"[...] a veces, eh no me siento cómoda en el sentido de que no sé cómo expresar mis ideas. Sin embargo, en mayor caso posible intento dar de una u otra forma a conocer lo que quiero expresar."* And S4 *"Creo que porque no siento como la confianza de mi*

pronunciación de mi propia pronunciación y pues de pronto da como vergüenza

pronunciar alguna palabra mal y que los demás sí sepan pronunciarla."

In the context of phonological transfers, and accordance with Şenel (2006), learners' attitudes significantly impact pronunciation learning. It means that a positive attitude can reduce inhibitions and allow experimentation with new sounds and linguistic patterns. Those individuals with a receptive attitude are more willing to adopt correct pronunciation, while those with a negative attitude may generate insecurities and resistance to change. Therefore, attitude impacts not only the acquisition of a L2 but also influences the ability to assimilate and apply both the sounds and phonemes effectively. In conclusion, cultivating a positive attitude is essential for successful learning and accurate pronunciation in the context of phonetic-phonological transfers.

3.4.1. Interest in pronunciation improvement

The interest in improving pronunciation and the attitude towards learning a new language are intrinsically connected and mutually influence each other in various ways. It reflects the learners' intrinsic motivation to perfect their ability to produce specific sounds and intonations. Rooted in the desire to communicate fluently and accurately, the interest in pronunciation becomes a vigorous driving force that guides the actions and decisions of students, fostering a continuous commitment to phonetic practice. Thus, the interest in improving pronunciation emerges as an essential motivational factor that contributes significantly to success in acquiring a L2. According to Dewaele & MacIntyre (2014),

including interest in language learning, is crucial for learners' persistence and achievement in pronunciation accuracy.

Based on the responses provided by the students, there are similarities and differences in their approaches and strategies for improving the pronunciation of sounds and recognition of English palato-alveolar phonemes. All show awareness of the importance of pronunciation and recognize the need for practice to perfect it. Strategies vary from using prior knowledge **S1** *"Si haber estudiado antes ayuda. Tienes más idea de cómo pueden sonar pues muchas de las palabras o ya tienes idea de al menos Pues qué vas a decir o cómo vas a decirlo."* And adds: *"y pues es importante también tener en cuenta pues la pronunciación de ciertas palabras"* as well as paying attention to lip movements **S1** *"eh Pues para pronunciarlo sí, como pues de… Enfocarme más como en el movimiento de los labios de la otra persona y pues tener muy en cuenta lo que lo que dice y pues tratar de, como darle un significado."* to the constant immersion in English in everyday situations **S2** *"Eh, usualmente yo Yo estoy Estoy siempre hablando en inglés."* which shows interest in improving and commitment to oneself *"No solo en clase. No solo con mis compañeros. No solo con el profesor sino usualmente pues es para las cosas del... día a día. Intento pues como hablar en voz alta en inglés. Y sí, me ha ayudado bastante."*

Similarly, digital tools are also a helpful resource for improving pronunciation, as mentioned by **S3**: *"Mmm sí. Eh...Escuchar por, por aplicaciones. Eh... Tratar de perfeccionar sonido palabra por palabra."* Concerning phonetics, some interviewees consider it a valuable tool, as expressed by **S3**: *"Últimamente lo que estoy utilizando es la fonética, la que nos da el profesor Richard y considero que.. que es una buena herramienta."* On the other side, others focus their aim on the difference between sounds,

especially vowels, as highlighted by **S4**: *"Mmm... Pues como centrarme bien en los sonidos, reconocerlos y pues saber la diferencia. Creo que eso. Y más que todo en las vocales. Yo creo que es solo eso."* The need for more practice, especially in the speaking realm, is a shared concern. **S3** states, *"Mmm, sí. Yo necesito eh practicar más. Como le digo, yo soy totalmente nueva en esto. Entonces tengo que empezar por aprender a aprender."* Likewise, **S4** expresses: *"Creo que está bien, pero creo que necesitaría más como en el speaking porque como dije como que casi no hablo. Entonces como necesito más para volverme más fluida y eso."* These responses underscore the students' recognition of the importance of continuous practice and the utilization of various resources, including digital tools and phonetic exercises, to enhance their pronunciation skills.

Overall, these responses suggest a combination of self-directed and formal approaches to improve pronunciation, emphasizing the significance of continuous practice and exposure to situations that actively challenge their phonetic skills. The recognition of the need for more rehearsal and specific resources indicates a common motivation to refine the pronunciation of sounds and the recognition of palato-alveolar phonemes in English. These data provide a solid foundation to conclude that, despite individual variations, there is widespread awareness of the importance of pronunciation and a desire to enhance it among the participants. The above confirms the statement of Plailek, (2021) Although it is difficult for students of EFL to pronounce like native speakers, they can improve if they are aware of their weaknesses and practice.

3.5. Instruction

In L2 learning and phonetic transfers, the instruction role is critical to the precise development of language skills. When a teacher provides explicit instructional modelling and has appropriate pronunciation, this will act as an essential aural guide for learners, allowing them to become familiar with the correct sounds of the target language. Moreover, teaching specific phonetic rules of the target language provides learners with a clear framework for understanding and applying pronunciation patterns, thus fostering the development of phonological awareness of the new language, according to Celce-Murcia, Brinton, & Goodwin (2010), effective pronunciation teaching involves not only explicit instruction but also interactive practices that engage learners in meaningful pronunciation tasks, enhancing their phonetic skills and overall language proficiency (p. 215).

In addition, teacher feedback plays a critical role in correcting errors and providing specific guidance on what to do, encouraging continuous learner improvement. This is in agreement with the view of Gilakjani & Ahmadi (2011) who states: "teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English, as well as focusing on individual sounds that may be difficult for the learners in their classes."

In the same way, Gilakjani & Ahmadi (2011) also suggests that activities, guided practices, and the integration of regular class practice in the teacher's instruction help students internalize phonetics effectively. Likewise, the teacher's sensitivity to common pronunciation difficulties and contextualization in real-life situations contribute to minimizing unwanted phonetic transfers, facilitating a more solid and accurate learning of the L2. In this sense, one and the other explicit instruction and adequate pronunciation

instruction are closely related to L2 learning. Explicit instruction involves providing precise and detailed information about the phonetic rules and patterns of the target language. Equally, adequate instruction refers to adapting teaching methods to the general needs of students, considering their abilities and language knowledge, according to Levis (2005) tailored pronunciation instruction that addresses individual learner needs and common difficulties can significantly enhance learners' phonetic abilities and overall language proficiency.

Consequently, explicit pronunciation instruction can provide second language learners with a clear understanding of phonetic elements; adequate instruction ensures that teaching is tailored to individual student characteristics, considering factors such as feedback, attention to specific difficulties, and practices incorporation that align with learning styles, the mixture of both forms of instruction creates a comprehensive learning environment that addresses the theoretical aspects and practical needs of students, facilitating effective acquisition of pronunciation in the second language according to Derwing & Munro (2015) and Derwing & Rossiter (2002), combining explicit and adaptive instructional techniques, along with personalized feedback and tailored practice activities, significantly enhances learners' ability to master pronunciation features, reduces phonetic transfer errors, and addresses both cognitive and practical aspects of language learning.

3.5.1. Explicit instruction

The explicit instruction provided by the teacher plays an essential role in acquiring a second language and minimizing phonetic transfers. This instruction involves delivering straightforward and detailed information about the target language, such as specific phonetic rules and patterns, particularly during pronunciation. It may include teaching the correct position of the vocal organs, characteristics of sounds, intonation, and other technical aspects.

When teachers provide explicit instruction, students grab the chance to consciously understand and apply phonetic rules, contributing to a more accurate pronunciation of the language. In addition, explicit instruction helps students identify and correct possible phonetic transfers derived from their ML by providing specific guidance with clear examples and focused practice; teachers can improve students' phonetic awareness and strengthen their second language pronunciation skills. Explicit instruction, therefore, becomes an essential component of effective pronunciation development in the L2 learning process, according to Saito K. (2012) explicit phonetic instruction significantly aids learners in recognizing and producing target language sounds more accurately, thereby reducing the influence of their first language on their pronunciation.

Analysing the students' responses to the question: *¿Considera usted que la instrucción del profesor ha sido clara y concisa al momento de hacer algún ejercicio de pronunciación?* reveals similarities and differences in the perception of instruction regarding the appropriate handling of the two theoretical and practical topics. Overall, there is a positive trend in opinions about the clarity of classes and the quality of the teacher's

explanations. **S1**, **S2**, and **S4** express that the classes are clear, and they understand the majority of the content presented. **S1** says, *"Ehh sí, la verdad es que pues las clases sí han sido eh muy claras, en las explicaciones son bastante buenas y no, pues no encuentro ningún fallo en eso."* **S2** states, *"Sí bastante. El profesor ha sido bastante claro."* **S4** adds, *"Mmm, sí, la mayoría yo entiendo. La instrucción del profesor es bastante buena"* Additionally, **S4** points out that when they don't understand, they do exercises on their own and consult the teacher when necessary, suggesting autonomy in the learning process and finding support from the teacher: *"Entonces ahí ya puede hacer como los ejercicios pues por mi cuenta entonces voy entendiendo y si no pues le pregunto al profesor."*

However, **S3** mentions a personal deficiency due to the lack of a clear basis in the language, suggesting that the student's prior experience influences the understanding, *"Sí, sí, claro, sí, sí, ha sido claro ya el de pronto un poquito el, el, la falencia es mía porque no tengo una base, así como muy muy clara."* It is important to note that he is the only one mentioning any difficulty and attributes it to his lack of previous knowledge, not to the teacher's instruction. Finally, **S2**'s response highlights the positive relationship with the teacher; he mentions that Professor Richard encourages practice and repeats as many times as necessary, creating a comfortable environment for students: *"Pues profesor Richard sí siempre nos o sea nos dice que que miremos que él repite las veces que sea, que no pasa nada si uno se equivoca y que él siempre va a repetir las veces que uno quiera."*

In general, the overall analysis revealed that students perceive the teacher's instruction as precise and efficient; the responses indicate that the teacher has been effective in conveying information in an understandable manner and is willing to repeat explanations as needed. These findings show that teachers should provide explicit

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instruction on English phonetics and phonology. In summary, the responses include positive perceptions about the clarity of instruction and the teacher's willingness to repeat explanations; these data suggest that effective instruction may depend on both the quality of instruction and the willingness and readiness of the individual student. All this agrees with what was expressed by Şenel (2006) "Explanation, may help as the teacher explains in the mother tongue, if necessary, how the sound is formed and gives instruction to the students to move their tongue forward, round their lips, etc."

3.5.2. Adequate pronunciation instruction

Adequate pronunciation instruction refers to specific and focused teaching on phonetic and pronunciation aspects of a language. In the context of L2 acquisition and phonetic transfer, adequate pronunciation instruction plays an essential role in several aspects. It allows the teacher to address and correct unwanted phonetic transfers that students may have due to the influence of their ML. By focusing on specific phonemes and pronunciation patterns in English, students receive the necessary guidance to overcome phonetic transfer. Additionally, it helps develop students' phonological awareness, enabling them to recognize and distinguish specific sounds in English, contributing to more accurate pronunciation and an increased ability to adapt to the phonetic patterns of the target language. As Derwing & Munro (2005) state, targeted pronunciation instruction can significantly enhance learners' ability to produce L2 sounds more accurately, thereby reducing the influence of their native language on their pronunciation.

In addition to this, based on Gilakjani & Ahmadi (2011) whose mention about what learners need includes an "Expert guidance" it can be inferred that an adequate instruction involves specific activities and exercises aimed at practicing and improving pronunciation, allowing students to focus on precise areas of difficulty and work systematically on their phonetic development. It also involves providing detailed and constructive feedback on learners' pronunciation, essential for them to understand their errors and make adjustments, thus facilitating more effective progress in acquiring correct pronunciation. Finally, adequate instruction includes developing the ear to recognize and reproduce the specific sounds of the target language, contributing to higher listening proficiency and authentic pronunciation.

In short, adequate pronunciation instruction plays a significant role in addressing and improving phonetic transfers, developing phonological awareness, providing targeted practice, offering constructive feedback, and training the ear. It significantly contributes to the successful acquisition of a L2.

In that sense, the students' responses highlight the value of the English phonetics and phonology class, in addition to proper instruction. The positive perception of English instruction and the satisfaction expressed by some students, such as **S1** and **S4**, suggest that adequate pronunciation instruction contributes positively to their learning experience. **S1** comments, *"Pues sí, bastante satisfecho ya que pues si tienen su pues un buen manejo del del idioma y pues sí te te explican y tienen la la paciencia de de pues hacerte sentir bien y… No hacerte sentir incómodo."* **S4** adds: *"Sí, pues porque no sé, como que me ayudan a mejorar mi pronunciación, por ejemplo, hay veces pues no sé cómo se dice una palabra. Entonces digo que si pueden por favor pronunciármela y ahí voy*

aprendiendo y mejorando." Similarly, **S3** highlights that, despite difficulties, he has managed to understand and advance in his English level thanks to how his English teachers guide their classes and pronounce the language, so he states:

"Eh... Sí, claro. Eh esto para mí es, eh personalmente, es algo totalmente nuevo y no tengo mucha experiencia como lo dije y el hecho de la manera en cómo ellos realizan las cosas, Mmm... Me ha costado adaptarme un poco. Sí, ¡para qué! Pero gracias a esos, a las... como ellos pronuncian, he logrado entender y he logrado ahorita tener un nivel un poquito más, más avanzado." **S3**

Thus, students' responses reveal the importance of adequate pronunciation instruction in the learning process of ESL. Students recognize the relevance of accurate pronunciation in improving their ability to speak and understand the language; in turn, adequate pronunciation instruction seems to be positively valued by students, although some face some challenges due to external factors. However, adaptation and exposure to the language play an essential role in the perception of pronunciation instruction, so students demonstrate that the influence of good instruction and the teacher is significant. As expressed by Plailek (2021) "English instructors should obtain adequate knowledge of English pronunciation so that the students can learn how to produce English sounds correctly"

The analysis of five relevant factors - the influence of the mother tongue, age, motivation and exposure, attitude, and instruction - provides strong support for the theory of phonetic transfers, which is the central axis of this research. Each factor has been examined from the perspective of the Phonetics and phonology course's students, from the theoretical references developed through the central theme, which is the existence of

phonetic transfers from the mother tongue to the second language, and highlighting the contribution to the study of the existence of phonetic transfers from the mother tongue to a second language, especially in the production of palato-alveolar sounds. According to Major (2001) phonetic transfers from the mother tongue to the second language are inevitable and significantly influence learners' pronunciation patterns in the target language, particularly in the production of specific sounds such as palato-alveolar sounds (p. 45).

The analysis was not limited to the study of sounds but also considered several sub-factors that influence phonetic transfer. These factors include some aspects such as phonological awareness, time devoted to practice, exposure to the second language, motivation and learning experience. The fundamental importance of these elements in the learning process of a second language is recognised, as they contribute significantly to understanding and approaching phonetic transfer and play a crucial role in understanding this linguistic phenomenon.

All this can be condensed in what Guzmán Muñoz & Martínez Tapia (2014). said with the concept of interlingua.

Siendo la interlengua un sistema que se produce de la L1 cuando el hablante trata de comunicarse en la L2, la cual está en constante evolución y se asemeja al contexto de la L2, puede producir transferencias que se crean por falta de conocimiento en la L2 o sencillamente por similitudes entre la L1 y la L2 y estas puede variar de acuerdo con aspectos como la edad del hablante y el tipo de la misma. De esta forma, si nos enfocamos en las transferencias que se presentan como un proceso mental del aprendiz que pueden considerarse efectos de falta de

conocimiento o asimilación de la L1 en la L2, que se deben a la diferencia entre los

sistemas lingüísticos de las dos lenguas.

These five factors, along with their corresponding sub-factors, contributed significantly to the identification of phonetic transfers of palato-alveolar phonemes, which were manifested during activities conducted in the Phonetics and Phonology of English course. This process was carried out through the observation of classes and the analysis of some pronunciation and identification exercises. It was noted that one of the main difficulties in recognizing and producing these phonemes is the unfamiliarity with certain words or terms used in the exercises, as indicated by **S3** and **S4**.

Phonemes lacking equivalents or similarities in the native language pose a considerable level of complexity. Words like measure /ˈmɛʒər/, vision /ˈvɪʒən/, mirage /ˈmɪrɑːʒ/, pleasure /ˈplɛʒər/, anxious /ˈæŋkʃəs/, cushion /ˈkʊʃən/, washroom /ˈwɒʃruːm/ and association /əˌsəʊsiˈeɪʃən/, containing the phonemes /ʒ/ and /ʃ/ respectively, are challenging for students in auditory recognition, often leading to confusion between them as stated by **S4** before. When pronouncing these words, students frequently articulate a wholly different or non-existent sound in both phonetic systems or resort to the sound equivalent to the voiceless alveolar fricative /s/ of Spanish; however, the latter mainly manifests in words ending in "sion" or "tion".

Regarding phonemes with equivalents in Spanish, students usually do not face major difficulties in identifying them; however, when producing them, they tend to replace them with phonemes from their ML. Words like chance /ˈtʃɑːns/, check /ˈtʃek/, child /ˈtʃaɪld/, choice /ˈtʃɔɪs/, choose /ˈtʃuːz/, general /ˈdʒenərəl/, job /ˈdʒɒb/, major /ˈmeɪdʒər/,

original /əˈrɪdʒənəl/ and astrology /əˈstrɒlədʒi/, containing the phonemes /tʃ/ and /dʒ/, respectively, are frequently pronounced using the Spanish phonemes /ĉ/ and /y/. Additionally, a phenomenon was observed that seems to result from a combination of unfamiliarity with terms and the generalization of pronunciation rules from both languages; for example, words like charcter /ˈkærɪktər/, ache /ˈeɪk/, anger /ˈæŋgər/, gear /ˈgɪər/ and target /ˈtɑːrgɪt/, which tend to be pronounced in different ways.

The above can be summarized as expressed by Domínguez Vazquez (2001) regarding the concept of interference.

Si nos ceñimos a los factores estructurales en torno al concepto de interferencia cabe señalar algunos aspectos como:

1.- Es más difícil de aprender aquellos entes no presentes en la L1.

2.- Entes diferentes en ambas lenguas resultan más difíciles de aprender.

3.- Aquellas unidades o caracteres que al nativo le resulta difíciles también le resultarán difíciles a los que aprenden una L2. Existen una serie de campos que presentan dificultades no sólo a extranjeros, sino también a nativos y que llevan a cometer muchos y diversos errores, p. ej. la declinación del pronombre, del artículo o del adjetivo o la conjugación de los verbos irregulares.

4.- Costumbres lingüísticas erróneas presentes en la L1 se transmiten también al aprendizaje de la L2.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS.

4.1. CONCLUSIONS

This study comprehensively addressed its established objectives, which aimed to identify and describe phonetic transfers from the Spanish ML into the palato-alveolar phonemes of English as a FL among first-semester students in the Bachelor's program in Modern Languages with Emphasis on English and French at the University of Cauca through the factors affecting the pronunciation of English language learners, focusing on the influence of the mother tongue, age, motivation and exposure, attitude, and instruction. In this sense, the findings revealed several key insights.

Firstly, ML influence plays a significant role in shaping students' pronunciation in the FL. Phonetic transfers occur when students substitute sounds from their ML, leading to mispronunciations. The analysis delves into troubles students deal with in producing specific sounds, recognizing sound patterns, and dealing with minimal pairs. Furthermore, the study explored the impact of non-existent sounds in both the FL and ML. Students struggle to produce sounds absent in their ML, leading to phonetic transfers. It also highlights instances where students replace sounds of English with similar Spanish sounds and discusses the challenges faced in pronouncing palato-alveolar phonemes. The influence of the ML on the pronunciation of the FL becomes evident, emphasizing the importance of awareness and deliberate practice. Additionally, the study examined the rules of sound

combination in the FL, focusing on vowels, consonants, and digraphs; the findings show that students encounter difficulties in differentiating sounds and articulating words correctly due to variations in sound combinations between the FL and ML. Finally, the analysis revealed how the influence of ML affects the understanding of rules for combining sounds in English.

In short, the ML is crucial for learning pronunciation in a new language. The more different the sound systems are, the more difficult it will be for the learner, but it does not mean that is impossible Zhang (2009).

On the factor of age, particularly its influence on phonological transfer, the study highlighted the Critical Period Hypothesis (CPH), suggesting that individuals tend to acquire a L2 more effortlessly during their early years, while adults may face difficulties due to phonetic structures from their ML. However, the findings emphasized the importance of consistent practice and heightened awareness of phonetic nuances to mitigate the effects of phonological transfer on English language proficiency. Within this factor, negative feelings about differences in the FL emerged as a significant influence on phonetic transfers, and emotional barriers, such as anxiety and fear of error, were identified, impacting students' willingness to adapt to new sounds and phonetic structures; thus, study highlighted the role of age in managing and overcoming these feelings.

Furthermore, students' responsibility for practicing pronunciation was explored as another factor, emphasizing the importance of personal commitment and daily practice in acquiring a new language. The findings indicated that age could influence the perception and approach to practicing pronunciation, with some students having more autonomy in

managing their practice. Finally, the study showed that a crucial factor in acquiring a L2 and phonetic transfer is the student's personality; extroverted individuals might feel more comfortable engaging in interactions in the new language, promoting linguistic skills acquisition, while introverted might prefer quieter environments for practice. In this sense, age significantly impacts language learning, yet certain factors are modifiable Zhang, (2009).

In the motivation and exposure factor, personal goals in language pronunciation, positive orientation towards the FL, and experience with a FL are crucial elements influencing the acquisition of palato-alveolar phonemes. The responses highlighted the need for more exposure to English, especially in speaking, to enhance pronunciation and achieve greater fluency. Personal goals in pronunciation, positive orientation towards the FL, and experience with the FL were identified as sub-factors contributing to decreasing phonetic transfers. In fact, the primary goal is to encourage students to engage with the language, initially by understanding it and subsequently by using it, Cook V. (1996).

Regarding personal goals in language pronunciation, students expressed a variety of motivations, including family influences, early exposure to English, a desire for fluency, interest in phonetics and linguistics, and personal and professional relevance. These diverse motivations indicated that personal goals play a significant role in students' shaping commitment to language learning and reducing unwanted phonetic transfers. It reflects what Gilakjani A. P. (2012) says "having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation"

On the other hand, positive orientation towards the FL emerged as another significant factor. Students with a favourable attitude demonstrated better commitment and enthusiasm in their learning process. This positive mindset facilitated experimentation with new sounds, reducing inhibitions and promoting effective phonetic transfers. Experience with a FL, as a sub-factor of motivation and exposure, was highlighted as a catalyst for building a solid foundation in phonetic learning. Students' experiences with courses, interactions with native speakers, and consumption of entertainment media in English contributed significantly to their ability to acquire palato-alveolar phonemes. Students with integrative motivation work harder to improve their communication skills, as they are more likely to seek opportunities to interact with native speakers compared to those who are less interested, Gilakjani A. P. (2012)

In the same way, attitude plays a crucial role in phonological transfers, with a positive attitude towards language learning being a significant factor in overcoming challenges. Positive attitudes reduce inhibitions, allowing for experimentation with new sounds and linguistic patterns, thus impacting the acquisition of a L2. It aligns with previous research suggesting that learners' attitudes towards the new language significantly affect pronunciation learning Şenel (2006). Furthermore, the interest in pronunciation improvement is highlighted as a motivational factor influencing learners' commitment to mastering English palato-alveolar phonemes. Students demonstrate various strategies, including utilizing prior knowledge, paying attention to lip movements, immersing themselves in English, and using digital tools. Furthermore, identifying the importance of continuous practice and exposure to diverse resources indicates a common motivation among participants to refine their pronunciation skills. These findings support the notion

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that, despite individual variations, there is widespread awareness of the importance of pronunciation and a collective desire to enhance it among the participants.

Students' attitude toward the language and its community can either help or hinder their pronunciation development. Prejudices or a negative attitude will negatively impact their language learning. Zhang (2009).

Finally, on the instruction factor, specifically explicit instruction and adequate pronunciation instruction, in addressing phonetic transfers. Explicit instruction includes releasing detailed information on phonetic rules and patterns, while adequate pronunciation instruction focuses on targeted teaching and activities to improve pronunciation. The study found that explicit instruction, as perceived by students, was generally clear and assertive. Students acknowledged the clarity of classes and the teacher's explanations, emphasizing the positive impact on their understanding and pronunciation skills, Zhang (2009) Most teachers and research studies indicate that students' native language significantly influences the learning of the sound system of another language. Moreover, adequate pronunciation instruction plays a crucial role in minimizing phonetic transfers. Students recognized the value of targeted instruction in improving their pronunciation and understanding of English phonetics and phonology. The positive perception of pronunciation classes highlighted the importance of specific activities, focused guidance, and constructive feedback in language learning development.

Students' pronunciation depends on the model provided by their teachers. It is crucial for teachers to improve their own pronunciation and motivate students to set appropriate goals for language learning. Zhang (2009).

In summary, the comprehensive investigation of phonetic transfers among first-semester students in the Modern Languages program reveals multifaceted factors influencing the acquisition and production of palato-alveolar phonemes in EFL. The research identifies the impact of ML influence, challenges arising from non-existent sounds, and the complexities of mastering sound combinations. Additionally, the study sheds light on the interplay of age, negative feelings, responsibility for pronunciation practice, personality, motivation, exposure, personal goals, positive orientation, and experience with a FL in shaping phonetic transfers. The findings collectively contribute to a nuanced understanding of the intricacies involved in pronunciation development, offering valuable insights for language teaching and learning strategies. The identified factors provide a foundation for minimizing unwanted phonetic transfers and enhancing effective pronunciation instruction, ultimately aiding language educators and curriculum developers in supporting students on their journey to achieving accurate and native-like pronunciation in English.

Regarding the identification of palato-alveolar phonemes, after observing the classes and carefully analysing the exercises carried out in the English phonetics, phonology course and the responses of the students, it can be firmly concluded that there is a clear presence of phonetic transfers in the palato-alveolar phonemes of English by the students. These transfers are manifested in recognising and producing these phonemes and their respective sounds in various words in the exercises provided by the professor. From the recognition and pronunciation of simple words to more complex ones, the influence of linguistic factors of the native language on the articulation and perception of these sounds is evident.

Therefore, it is undeniable that phonetic transfers play a crucial role in the acquisition and comprehension of English phonology, particularly regarding palato-alveolar phonemes.

The development of the four experimental approaches through non-participant observation significantly influenced this research on the phonetic transfers from Spanish to English palato-alveolar phonemes among first-semester students in the Modern Languages program; the initial exploration and observation phase exposed prevalent difficulties among students in identifying and producing English sounds. Subsequently, the selection and characterization phase refined the study to four palato-alveolar sounds. The identification of these selected sounds in the current Phonetics and Phonology in English course, coupled with observations on the professor's teaching methods, highlighted challenges in distinguishing fricative and affricate sounds. Moreover, the search for factors influencing L2 pronunciation, including ML influence and instructional approaches, informed a comprehensive analysis. Overall, these experimental approaches provided a nuanced understanding of the difficulties faced by students and underscored the importance of multifaceted factors in the acquisition of English palato-alveolar phonemes.

As we know, different research method and different research context result in different findings. However, we recognized that there are many factors affecting pronunciation. These factors may be changeable or unchangeable, may be explicit or implicit, and may be internal or external. Zhang (2009).

4.2. RECOMMENDATIONS

Based on the analysis and conclusions obtained during this study on the phonetic transfers of the palato-alveolar phonemes of English, a series of recommendations that can be useful when understanding and addressing this linguistic phenomenon present in second language learners are derived. In this regard, it is presented the following recommendations.

1. Awareness and Deliberate Practice:

• It is suggested to implement awareness programs regarding the influence of the ML on English as a Foreign Language (EFL) pronunciation. Additionally, deliberate practice should be encouraged, emphasizing the importance of actively identifying and correcting phonetic transfers.

2. Development of Strategies to Overcome Specific Difficulties:

• Given the identified specific issues, such as difficulty in producing certain sounds (vowels and consonants) and handling sound combinations (digraphs, diphthongs, and triphthongs), it is recommended to develop specific strategies and didactic activities to address these challenges in English classes.

3. Focus on Sound Combination Rule Awareness:

• Activities focused on awareness of English sound combination rules, especially concerning vowels, consonants, and digraphs, are suggested. It can help students overcome difficulties ascending from differences between their ML and the FL.

4. Consideration of Age in Teaching Strategies:

• Since age influences phonological transfer capacity, adapting teaching strategies to meet the specific needs of different age groups is recommended. It may include more intensive approaches for students and increased attention to phonological awareness.

5. Management of Emotions and Negative Attitudes:

• Implementing interventions to address negative emotions associated with phonetic differences, such as anxiety and fear of making mistakes, is suggested. Strategies like creating a positive environment and including confidence-building activities can be beneficial.

6. Promotion of Experiences and Continuous Exposure:

• Given the positive impact of experience with a FL and continuous exposure to English, promoting classes with native speakers, facilitating interactions and participating in extracurricular activities that strengthen language immersion is recommended.

7. Definition of Personal and Professional Goals:

• Considering the importance of personal goals in pronunciation, advising students in defining personal and professional goals related to acquiring accurate English pronunciation is suggested.

8. Reinforcement of Positive Attitude towards Language Learning:

• Strategies that foster a positive attitude towards language learning by recognizing the relationship between a favourable mindset and success in acquiring sounds and phonetic patterns are recommended.

9. Training and Continuous Improvement of Teachers:

• Given that explicit and proper instruction significantly influences phonetic transfer, continuous training for teachers, focusing on improving their pronunciation skills and implementing effective phonetic teaching methods, is suggested.

10. Continuous Research and Adaptation of Strategies:

• Encouraging continuous research on English sound acquisition as a FL to constantly adapt and improve pedagogical strategies based on the latest findings is suggested.

By implementing these suggestions, the goal is to enhance the effectiveness of English pronunciation teaching, minimizing undesired phonetic transfers and providing students with practical tools to develop accurate and native-like pronunciation.

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APPENDICES

Appendix I. Informed consent.

Universidad del Cauca
Facultad de Ciencias Humanas y Sociales.

Universidad
del Cauca

CONSENTIMIENTO INFORMADO

Yo, _____, identificado(a) con cédula de
ciudadanía No. _____, expedida en _____, acepto participar
en la investigación

Doy fe de que se me ha explicado que el objetivo general de la investigación es **identificar y describir las transferencias fonéticas de la Lengua Materna Español en los fonemas palato-alveolares de la Lengua Extranjera Inglés presentes en los estudiantes de primer semestre del programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés de la Universidad del Cauca.** También doy fe de que es claro para mí que este proyecto de investigación se propone: **Indagar sobre la pronunciación de ciertos fonemas del inglés en mi proceso de aprendizaje.**

Tengo claro que, en términos generales, el procedimiento que seguiré como participante es el de dar cuenta de mis experiencias académicas en relación con **el aprendizaje y la interacción en inglés** de manera oral, escrita o en video. Igualmente fui informado(a) y estoy de acuerdo que mi participación en esta investigación es estrictamente voluntaria y que fui invitado a participar en ella por hacer parte del Programa de Lenguas Modernas de la Universidad del Cauca. Fui informado(a) y estoy de acuerdo que tengo derecho a retirarme de esta investigación en cualquier momento y que mi retiro no generará ningún tipo de sanción o represalia que pudieran afectar mi desempeño como estudiante de la Universidad del Cauca.

Se me aclaró que los beneficios que recibiré como participante en esta investigación serán muy importantes para mí como persona humana y singular, igualmente que como profesional en formación en lenguas modernas. A través de mi participación también tendré la posibilidad de involucrarme en grupos focales, culturales de diferentes ámbitos y diversidad de conocimientos que me permitirá relacionarme y conocer sus experiencias de vida cotidiana y académica y dar a conocer mis experiencias y vivencias. También recibiré como beneficio indirecto la satisfacción de contribuir en el fortalecimiento del programa de lenguas modernas y enriquecer los saberes acerca de las lenguas y las experiencias que de ello se derive. Se me ha aclarado de la misma manera que de acuerdo con el diseño de la investigación y con las características del mismo estudio, no se conoce ni se anticipa que puedan presentarse efectos adversos o riesgos que atenten contra mí como participante del estudio. De todos modos, los investigadores se comprometen a minimizar al máximo los riesgos que puedan generarme efectos adversos o molestias. Yo entiendo que no es posible compensar con dinero u otro tipo de recurso, malestares que en un momento determinado pueda sentir como participante. Es claro para mí que dentro de los malestares más comunes que se dan al momento de realizar un escrito o una entrevista, se pueden mencionar el estrés y la ansiedad por la exposición de experiencias y/o vivencias personales.

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Por una Universidad de excelencia y solidaria

Tengo claro que me han dicho que toda la información que yo suministre y todos los resultados de las pruebas que tome son de carácter confidencial; que el acceso a la información y los resultados de las pruebas serán reservados y restringidos y no estarán disponibles para otros investigadores u otras instituciones; que los datos serán empleados por los investigadores únicamente en publicaciones y eventos de carácter académico, nacional y/o internacional, a nombre de los investigadores de este proyecto; y que toda la información que se publique será de carácter anónimo, preservando mi nombre y mi identidad como participante. También se me ha garantizado que ninguno de los datos que se publique podrá ser asociado con mi nombre o mi identidad.

Con relación a la custodia de los datos, avalo que sólo el(la) director(a) de la investigación tendrá copia de los escritos, las entrevistas y de las grabaciones en audio y video de las actividades desarrolladas. En este mismo orden de ideas, los investigadores se han comprometido a usar los datos recolectados en esta investigación sólo para los propósitos y fines aquí descritos. También se han comprometido a garantizar que en la eventualidad de que ellos quieran usar estos datos para realizar otras investigaciones, harán la solicitud de aval respectiva.

He sido informado de que en caso de que tenga alguna duda o alguna pregunta, será necesario contactar a los investigadores de este proyecto de investigación, estudiante Luis Daniel Vallejo Basante a través de su correo electrónico institucional **ldvallejo@unicauca.edu.co** y/o número celular **315 709 8003** y el profesor Richard William Mejía Ramírez a través de su correo electrónico institucional **richardm@unicauca.edu.co** y/o número celular **315 273 0280.**

Por lo anteriormente expresado, certifico que he leído cuidadosamente este consentimiento informado y he comprendido los procedimientos y detalles descritos en el mismo. Doy fe de que los investigadores me han explicado claramente de qué trata el estudio y han contestado mis preguntas de manera clara y comprensible. Por lo tanto, certifico que voluntariamente acepto participar en el estudio de los investigadores Luis Daniel Vallejo Basante y Richard William Mejía Ramírez. También certifico que he recibido copia de este consentimiento informado.

Participante: _____

Identificación: _____

Firma: _____
_____

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Appendix II. Population characterisation survey.

Transferencias fonéticas de los fonemas palato-alveolares del inglés

Estimado estudiante.

La información que usted brindará en el siguiente formato será utilizada sólo con propósitos investigativos, es importante resaltar que esta encuesta es una herramienta para la recolección de información general.

Se solicita respetuosamente contestar con precisión.

Muchas gracias.

* Indicates required question

1. Email *

   _____

2. Correo electrónico institucional. *

   _____

3. Nombres. *

   _____

4. Apellidos. *

   _____

5. Fecha de nacimiento. *

   _____

   Example: January 7, 2019

6. Edad al momento de realizar la encuesta. *

    _____

7. Sexo. *

    Mark only one oval.

    ( ) Femenino

    ( ) Masculino

    ( ) Other: _____

8. Procedencia. *

    Mark only one oval.

    ( ) Cauca

    ( ) Huila

    ( ) Nariño

    ( ) Other: _____

9. Ciudad / Municipio *

    _____

10. Teléfono / Celular 1 *

    _____

11. Teléfono / Celular 2

    _____

12.   ¿Dónde reside actualmente? *

Mark only one oval.

◯ Cauca

◯ Huila

◯ Nariño

◯ Other: _____

13.   Ciudad / Municipio *

_____

Información sobre estudios básicos y secundarios.

14.   Estudios básicos primarios. *

Mark only one oval.

◯ Institución pública oficial.

◯ Institución privada.

◯ Other: _____

15.   Nombre de la institución / ciudad *

_____

16.   ¿Recibió formación en lengua extranjera durante este periodo? *

Mark only one oval.

◯ Sí

◯ No

◯ Tal vez / no recuerdo

17.   Estudios secundarios (bachillerato) *

Mark only one oval.

⬭ Institución pública oficial.

⬭ Institución privada.

⬭ Other: _____

18.   Nombre de la institución / ciudad *

_____

19.   ¿Recibió formación en lengua extranjera durante este periodo? *

Mark only one oval.

⬭ Sí

⬭ No

Información sobre formación y experiencias en lengua extranjera

20.   ¿Tiene o ha tenido formación en lengua extranjera diferente a la recibida en   *
       estudios básicos (primaria y secundaria) y la actual?

Mark only one oval.

⬭ Sí

⬭ No

21. Si su respuesta es "sí" ¿En qué lengua?

Mark only one oval.

◯ Inglés

◯ Francés

◯ Other: _____

22. ¿Qué tipo de formación?

Mark only one oval.

◯ Instituto

◯ Clases personalizadas

◯ Other: _____

23. ¿Qué tipos de experiencias en lengua extranjera ha tenido?

Check all that apply.

☐ Campamentos de verano en Estados Unidos.

☐ Intercambios.

☐ Experiencia con hablantes Nativos.

☐ Videojuegos.

☐ Música.

☐ Cine.

☐ Series.

☐ Plataformas digitales.

☐ Other: _____

24.   Describa brevemente la o las experiencias.

_____

_____

_____

_____

_____

Muchas gracias por su tiempo y sus respuestas.
Universitariamente.

Mg. Richard Mejía.
Luis Daniel Vallejo.

Appendix III. Interview questions.

PREGUNTAS ENTREVISTA

1. ¿Cuáles son las motivaciones que llevaron a querer estudiar el programa de lenguas modernas?
2. ¿Considera que su motivación para aprender inglés es alta o baja? ¿Por qué?
3. ¿Cuánto tiempo dedica al estudio del inglés como estudiante de lenguas modernas?
4. ¿Realizó algún estudio o ha tenido experiencias previas para el aprendizaje del inglés antes de ingresar al PLLMIF?
5. ¿Considera usted que haber estudiado inglés antes de ingresar al programa le ha beneficiado a en su pronunciación? ¿Por qué?
6. ¿Sus profesores les hablan en inglés en las clases?
7. ¿Considera usted que la pronunciación de sus profesores de inglés influye en su aprendizaje del inglés? ¿de qué manera? ¿Por qué?
8. ¿Considera usted que la instrucción del profesor ha sido clara y concisa al momento de hacer algún ejercicio de pronunciación?
9. ¿Considera usted que el acento del profesor influye en su aprendizaje de la pronunciación del inglés? ¿Por qué?
10. ¿Le cuesta trabajo entender a sus profesores o a otras personas cuando hablan en inglés? ¿Por qué cree que se genera esto?
11. ¿Se siente cómodo hablando en inglés En el salón de clases y con sus compañeros o le da vergüenza hablar en público?
12. ¿Ha experimentado dificultades en la pronunciación del inglés, ya sea al pronunciar ciertas palabras, diferenciar palabras similares con significados distintos?
13. ¿Tiene dificultades al tratar de producir sonidos consonánticos específicos o ha notado diferencias entre la facilidad y/o dificultad al pronunciar diferentes sonidos?
14. ¿Qué estrategias usa para mejorar su pronunciación en inglés?
15. ¿Ha aprendido alguna técnica o estrategia específica en clase para mejorar su pronunciación en inglés?
16. ¿Considera que su lengua materna influye en su pronunciación del inglés? ¿Por qué?
17. ¿Cree que su exposición al inglés es suficiente o necesita más práctica? Explique brevemente su respuesta
18. ¿Brevemente, relate como Ha sido la(s) experiencia(s) de hablar con hablantes nativos y escuchar su pronunciación?
19. ¿Considera usted que es más fácil entenderle a un nativo que a un profesor del programa?

Appendix IV. Reflections from some students.

TRANSCRIPCIÓN DE LAS REFLEXIONES BRINDADAS POR LOS ESTUDIANTES DESPUÉS DE ACABADO LA EXPLICACIÓN DE CONSONANTES ALVEOLARES PLOSIVAS.

The place of articulation that was more difficult for me was the alveolar, because I feel that my tongue comes out a lot.

████████

El sonido que más me ha costado producirlo es la T /t/ Me dificulta sacar el sonido correcto, particularmente si hago solo la pronunciación de la letra puedo hacerlo, pero cuando es con una palabra y más si está compuesta de más T el poder reproducir el sonido se me dificulta el doble porque según lo que tengo entendido al producir el sonido se ejerce cierta fuerza para que se escuche la diferencia y se escuche como se marca.

████████

*Aunque el ejercicio de pronunciación es interesante una palabra complicada para pronunciar es **Total** donde la primera y la segunda letra **T** deben ser pronunciadas con la misma potencia o nivel de aire para que se produzca el movimiento del pequeño papel en ambas sílabas / consonantes cosa que no me salió como debía ser hasta un par de intentos más adelante que han ayudado a que dicho movimiento (y sonido) se diera y se reflejara por medio de la hoja, puesto que todo el aire se gastaba en la primera sílaba y el sonido en la segunda era demasiado débil*

████████

*La que más se me dificultó pronunciar fue **total** pero sólo en la primera parte de la pronunciación o sea en **to** porque no se daba el movimiento en el papel pero después de unos varios intentos fue fácil*

████████

*La palabra que se me complicó más fue probablemente el **"Total"** y creo que debe ser porque no tengo una buena forma de respirar y soltar el aire, ya que perdía la mayoría del*

aire que tomé en la primera sílaba y es por esto que el papel no se movió de la forma esperada en la sílaba "tal"

*Se me presenta dificultad para pronunciar la palabra **"Total"** correctamente puesto que la t debe notarse bastante y es algo difícil cuando en nuestra lengua materna, el español, no se resalta tanto en la pronunciación*

Alveolar → T /t /: *quizá porque la punta d mi lengua aún es muy tensa y mientras pienso en la posición correcta de ella, se me olvida el sonido y da paso a la confusión*

*Mi problema de pronunciación es con el sonido **TH**, porque es para mí prácticamente algo nuevo, es un sonido que apenas conocí este año y que no he practicado lo suficiente*

*Los sonidos que más se me dificultaron fueron **TH** /θ/ y en **TH** / ð/ debido a que por costumbre se puedan pronunciar al conocer nuevas palabras esto pueda ser confuso. Además su pronunciación y movimiento en la boca y en los labios es tan parecida que tiende a confundirse.*

*La palabra que más se me dificultó fue **Think**, debido a que el sonido no era nada fuerte y tampoco sacaba lo necesario la lengua, por lo tanto el sonido no era el correcto. Aunque solamente, era al momento de mencionar el Th enredar la lengua y poner la lengua en medio de los dientes mientras los saco un poquito, se me dificultó*

Dentro de todos los sonidos realizados en la práctica de la última clase, para mi el más difícil de ejecutar fue **"Total"** *considero que fue debido a mi dentadura, puesto que mi mordida está correctamente y eso hace que el aire que intente sacar hacia afuera, termine yendo hacia abajo , debido a mi cavidad dental.*

Within all the sounds made in the practice of the class, for me, the most difficult to execute was **"Total"** *I think it was due to my teeth, because my bite is correctly and that causes the air I try to take out, ended up going down my teeth, due to my dental cavity.*

La palabra que más se me dificultó fue **TOTAL.** *Siempre he tenido mi boca muy pequeña, esto hace que mi lengua no se pueda mover muy bien y me trabe al hablar o hacer algunos sonidos tanto en inglés como en español. En este caso, no coloco la lengua en la posición correcta*

The phoneme that was a Little difficult for me was the bilabial one, because the occlusion of the airflow with both lips is very important, then releasing it, so that the air escapes through the mouth and not through the nose; at the same time, the mouth strings vibrate.

Appendix V. Evaluative workshop on phenetic transcription, just consonant sounds.

Name_____ Grade_____

1. Write the phonetic features corresponding to the bold-underlined letter

1	2	3	4	5
JOIN	CLUSTER	AQUARIUM	PLEASURE	BRONCHIAL
BAHAMAS	BEVERAGE	ANDROGYNOUS	PORTRAIT	SINGING
SOLVENT	ABOMINABLE	EDUCATION	SOMETHING	EXCELLENT
CAPTURE	REGRETTABLE	CHARGED	ANXIOUS	FEATHERS
WEATHER	TECHNICIAN	SLANG	YOGA	ZOOLOGY

morpheme	Point of articulation	Manner of Articulation	Pitch	symbol
J	Palat-alveolar	Fricative	voiceless	dʒ
N	alveolar	nasal-stop	voiced	n
V	labio-dental	Fricative	voiceless	v
T	palato-alveolar	Oral-stop	voiceless	tʃ
R	palatal	Approximate retroflex	voiced	ɹ
W	velar	Approximate	voiced	w
TH	inter-dental	fricative	voiceless	ð
L				
T	palato-alveolar	Affricate	voiceless	tʃ
B	Bilabial	Oral-stop	voiced	b
G	palato-alveolar	Affricate	voiced	dʒ
M	Bilabial	nasal-stop	voiced	m
B	Bilabial	Oral-stop	voiced	b
D	Alveolar	Oral-stop	voiced	d
G	palato-alveolar	affricate	voiced	dʒ
C	Velar	Oral-stop	voiceless	k
T	palato-alveolar	Affricate	voiceless	tʃ
CH	palato-alveolar	Affricate	voiceless	tʃ
G	palato-alveolar	Affricate	voiced	dʒ
L				

23/39

2. write a word containing the features provided if possible, underline the
   letter containing the sound

	WORD	SYMBOL
a). VOICED – APPROXIMATE- BILABIAL	Wonder	[w]
b). FRICATIVE – VOICELESS- NASAL STOP		[ ]
c). VELAR – APPROXIMATE VELARIC- VOICELESS	High	[h]
d). VOICED – PALATOALVEOLAR- AFFRICATE		[ ]
e). VOICED – APPROXIMATE- BILABIAL		[ ]

2/5

3. Transcribe only the consonants in the following sentences

a). BOTH SOPHIE AND CHLOE BOUGHT IDENTICAL JACKETS

→ /b θ s f   nd kl   b   g t d nt kl dʒ k ts/

16/18

b). WHO SHOULD WE CONTACT ABOUT THE ANTHOLOGY

→ /w ʃ   d w k nt kt b t ð   nθ l θi/

13/16

c). THERE ARE OFTEN CONSEQUENCES TO COMPROMISING

/ð ɹ ɹ f n k ns k ns t k m. misiŋ/

d). THE SONG IS NOSTALGIC AND EVOCATIVE OF THEATRICAL DRAMA

e). SHE WAS COPING WITH AN EXPLOSIVE OPPONENT

Appendix VI. Phonetic exercises of phonemes recognition in class.

Morpheme	Point of Articulation	Manner of Articulation	Pitch	Symbol
S	Palato-alveolar	Fricative	Voiceless	ʃ
P	Bilabial	Oral-stop	Voiceless	P
K	⊗	⊗	⊗	⊗
N	Velar	Nasal-stop	Voiced	ŋ
X	palato-alveolar	frica-tive	voiceless	ʒ
Y	Palatal	Aproximant-central	voiced	j
G	Velar	Oral-stop	voiced	g
K	⊗	⊗	⊗	⊗
CH	Velar	Oral-stop	voiceless	k
N	Velar	Nasal-stop	Voiced	ŋ
NG	Velar	Nasal-stop	voiced	ŋ
F	labio-dental	fricative	voiceless	f
TH	Inter-dental	frica-tive	voiced	ð
Z	Alveolar	fricative	voiced	z
G	Alveolar	fricative	voiced	ʒ

Appendix VII. Consonant-only phonetic transcription test

NAME _Luis Daniel Valley Besente_   CODE _10141602082G_

Mark the appropriate phonetic symbol in front of every word, take into account just the words containing the short vowel / I /, If the word contains the sound of short / I / letter then circle the letter which contains it, even if it is repeated in the same word

I. Mark the symbol corresponding to short vowel / I / by underlining also the letter which corresponds to that symbol.

WORD	SYM	WORD	SYM	WORD	SYM	WORD	SYM
FIFTY	/I/	SIXTY	/I/	EIGHTEEN	/iː/	SIX	/I/
WINDOW	/I/	SILL	/ɪ/	WIDOW	/I/	WIPE	
FREEDOM	/iː/	SYMPATHY	/I/	SIMPLE	/I/	SYMBOL	/I/
BUILDING	/I/	SMILE		LITTLE	/I/	GUITAR	
PISTOL	/I/	RESIGN		FIDDLE	/I/	WHISTLE	/I/
QUIT	/I/	CRIMINAL	/I/	CRIME		BRITTLE	/I/
SHEEP	/iː/	FLIP	/I/	TICKLE	/I/	FIFTEEN	/iː/
PRETTY	/I/	BEEN	/I/	FEET	/iː/	FIT	/I/
BUSINESS	/I/	WOMEN	/I/	LEAVE		LIFT	/I/
PIECE	/I/	PITY	/I/	TYPICAL	/I/	TIPS	/I/

II. Circle the letter e in each word that is pronounced / e./. ONLY ONE letter E in each word should be circled.

DECEMBER	ELEVEN
REJECT	REMEMBER
EVERY	REFERENCE
ELEVATOR	SECRETARY
SEVENTEEN	TELEPHONE

III. Circle the words which should be pronounced /æ/ (Diagraph)

Dear mom and Dad,

At last we are in San Francisco. It's a fabulous city! As we stand at the top of Telegraph Hill we can see Alcatraz. We plan to catch a cable car and visit the Grant Avenue in Chinatown. After that, we'll have tea in the Japanese Gardens. Yesterday we drank wine in Napa Valley. We also passed through the National Park. Our last stop is Disneyland in Los Angeles. We'll be back next Saturday.

Love, Gladys

IV. Write in front of every word the symbol which contains the / ɒ / pronunciation in any of the syllables.

MATCH	FREIGHT	WATCH	BLOND	APPLE
SHOCK	PART	VAST	CAN'T	APRIL
PLANE	HALF	EGG	PLAID	TOP
BELL	STEAK	LAUGH	SAID	STAPLE
GUESS	ANY	VEIL	FOX	HELP
WASP	NAME	FRIEND	AID	STOP

V. Place the words according to the symbol

PULL- US- UP- OF- BOOK- DOES- SUGAR- COME- WOMAN- TOOK- PUT-
UNCLE- HOOD- LOVE- LOOK- FUNNY- UGLY- PUSH- SHOULD- UNDER

/ʊ/: Pull - Book -

/ʌ/: US -UP - Does

Problemas: /S/ /ʒ/ /ʃ/ /dʒ/ /gʒ/ /ks/ /n/ /g/ ⌐Nk
⌐Ng

/ts/

Appendix VIII. Test on identification of phoneme characteristics, consonants only.

NAME _Luis Daniel M Valleg_   CODE _10181602082G_

3.8

19/29

1. Write the appropriate point, manner and pitch for the following underlined sounds

WORD	POINT OF ARTICULATION	MANNER OF ARTICULATION	PITCH	
CHEST	Palato alveolar	Affricate	Voiceless	/tʃ/
GLUE	alveolar	approximant lateral	Voiced	/l/
VEIN	labiodental	fricative	voiced	/v/
SMILE	alveolar	fricative	voiceless	/s/
THOMAS	alveolar	oral stop	voiceless	/t/

WORD	POINT OF ARTICULATION	MANNER OF ARTICULATION	PITCH	
THROUGH	interdental	fricative	voiceless	/θ/
BROTHER	Palatal	Approximant retroflex	voiced	/r/
CASUAL	Palato alveolar	fricative	voiced	/ʒ/
APPLY	Bilabial	oral stop	Voiceless	/p/
EXAGERATE	velar	nasal stop	voiced	/g/

Exaggerate

WORD	POINT OF ARTICULATION	MANNER OF ARTICULATION	PITCH	
SHOULDER	Palato alveolar	fricative	Voiceless	/ʃ/
CRIME	Bilabial	nasal stop	voiced	/m/
TEXAS	velar	nasal stop	voiceless	/ks/
WALK	doesn't exist	doesn't exist	voiceless	/l/ - N/art
HEALTH	inter dental	fricative	voiceless	/θ/

WORD	POINT OF ARTICULATION	MANNER OF ARTICULATION	PITCH	
COULD	alveolar	oral stop	voiceless	/d/
HEAVEN	velar / Glottal	approximant Glottal	Voiceless	/h/
SMOOTH	interdental	fricative	voiced	/θ/
PEOPLE	alveolar	approximant lateral	voiced	/l/
BLUE	bilabial	oral stop	voiced	/b/

WORD	POINT OF ARTICULATION	MANNER OF ARTICULATION	PITCH	
THREE	Palatal	approximant retroflex	voiced	/r/
NARROW	bilabial	approximant	voiceless	(w)
MARRIED	bilabial	nasal stop	voiced	(m)
THERE	labiodental	fricative	voiceless	(θ)
EXIT	velar	oral stop	voiceless	(ks)

2. According to the following features write a word containing them in one sound.

a) PALATO ALVEOLAR- APPROXIMANT RETROFLEX- VOICED _____ brother /r/

b) BILABIAL-NASAL STOP- VOICED _____ moment /m/

c) FRICATIVE –VOICELESS ALVEOLAR _____ summer (s)

d) DENTAL FRICATIVE VOICED _____ that /ð/

a) ALVEOLAR- NASAL STOP - VOICED _____ now /n/

b) DENTAL - FRICATIVE - VOICELESS _____ think /θ/

c) PALATO ALVEOLAR – FRICATIVE - VOICELESS _____ shake /ʃ/

d) PALATAL - APPROXIMANT CENTRAL – VOICED _____ Yellow /y/

a) VELAR- NASAL STOP - VOICED _____ sing /ŋ/

b) APROXIMANT-BILABIAL- VOICED _____ what /w/

c) BILABIAL – ORAL STOP - VOICELESS _____ poetry /p/

d) ALVEOLAR – FRICATIVE - VOICELESS _____ smile (s)

a) PALATO ALVEOLAR –AFFRICATE - VOICED _____ choice (tʃ)

b) DENTAL - FRICATIVE - VOICED _____ this /ð/

c) ALVEOLAR – APPROXIMANT LATERAL - VOICELESS _____ little /l/

d) ALVEOLAR – ORAL STOP – VOICED _____ nose /n/

a) APPROXIMANT GLOTTAL- -VELAR - VOICELESS _____ hospital /h/

b) FRICATIVE - LABIODENTAL DENTAL - VOICELESS _____ fine /f/

c) PALATO ALVEOLAR – AFFRICATE – VOICED _____ Judge /dʒ/

d) BILABIAL – ORAL STOP – VOICED _____ boot /b/

3. Write the symbol represented in the sound underlined in the following words

a) RAIN – THEM - LAUGHED – DOCTOR
/ɪ/   /θ/   /f/   /ɛ/

b) FORGET – PUSH – ENJOY – MORNING
/g/   /ʃ/   /dʒ/

c) DEATH – PHOTOGRAPH – GENTLEMEN – COWARD
/θ/   /f/   /dʒ/   /w/

d) BUZZ – HORSE – THUMB – TREASURE
/z/   /h/   /θ/   /ʃ/

e) MOTION – BANG – RATHER – EXIT
/ʃ/   /ŋ/   /ð/   /ks/

17/20   25

2.125

4. WRITE A WORD CONTAINING THE FOLLOWING SYMBOLS

a) /ʃ/, /ʌ/, /tʃ/, /g/, /ð/.

b) /l/, /ʃ/, /dʒ/, /k/, /f/.

c) /ʒ/, /θ/, /ks/, /p/, /h/.

d) /t/, /ð/, /ʌ/, /ʃ/, /dʒ/.

e) /d/, /ʒ/, /tʃ/, /m/, /θ/.

(2.5) x0.00

23/25   1.84

3.9

a) Summer – Dove – chocolate – get – this
b) little – Shake – Judge – take – full
c) ◯ think – texas – people – label
d) him – those – cut – shoulder – cambridge
e) day – ◯ – catch – mother – thumbs

Appendix IX. In-class workshop on identifying phoneme characteristics, consonants only.

4.25
17/20

UNIVERSITY OF CAUCA
FACULTY OF SOCIAL AND HUMAN SCIENCES
MODERN LANGUAGES PROGRAM
Introduction to Linguistics
EXERCISE III (point and manner articulation-pitch)

Name _Luis Daniel Vallejo_   Code _10181G070826_

Check the pronunciation of the following morphemes (words) and write down the features (point manner and pitch) of the phonemes (letters) which are underlined, use also the symbols studied in every case.

MORPHEME	POINT OF ART	MANNER	VOICED	VOICELESS	SYMBOL
ABSTRACT	Palatal		ⓧ	here	/t∫/
CONDUCT	alveolar	oral stop	×		/d/
EXPORT	velar	oral stop		×	/ks/
PERMISSION	Palato-alveolar			×	/∫/
PATHOLOGY	interdental			×	/θ/
WEAK	velar	oral stop		×	/k/
THOSE	interdental		×		/ð/
HUNTER	velar			×	/h/
PROBLEM	alveolar		×		/l/
ASSIGNMENT	alveolar			×	/s/
DIFFICULTY	labiodental	fricative		×	/f/
PHONEME	labiodental	fricative		×	/f/
MATCHES	Palato-alveolar			×	/t∫/
OCURRENCE	alveolar			×	/s/
COMBAT	bilabial	oral stop	here	ⓧ	/b/
COMMON	bilabial	nasal stop	×		/m/
CONDITION	Palato-alveolar			×	/∫/
PRIZE	alveolar		×		/z/
CLOWN	alveolar		ⓧ	here	/l/
WOLF	bilabial		×		/w/

Appendix X. Exercises in phonetic transcription of consonants only.

Exercise 4: Bill Bryson, *Notes from a Small Island*. Transcribe the following text.

London cab drivers are, without question, the finest in the world. They're trustworthy, safe,

generally friendly, always polite. They keep their vehicles spotless inside and out, and

they'll put themselves to the most extraordinary inconvenience to drop you at the front

entrance of your destination. There are really only two odd things about them. One is that

they cannot drive more than two hundred feet in a straight line. I've never understood this,

but no matter where you are or what the driving conditions, every two hundred feet a little

bell goes off in their heads and they abruptly lunge down a side street. And when you get

to your hotel or railway station or wherever it is you are going, they like to drive you all the

way around it at least once so that you can see it from all angles.

(handwritten phonetic transcription of the text)

Appendix XI. Some pages of the researcher's logbook.

Hacer - Tomar una palabra fuera de
contexto y luego tomar contexto con palabras
que contenga los mismos sonidos.

Sh / ʃ / / tʃ / / ʒ / / dʒ /

/dʒ/ Judge   General
    /dʒ ʌ dʒ /   /dʒ e na ra l/

Tomar de cada caso palabras monosilábicas
bisilábicas y trisilábicas

Sonidos al inicio medio y el final
vegetable.

la selección de palabras se hace con las
posibilidades = la combinación de grafemos
posición en el morfema y la insidencia
de los otros grafemes y pena

leer para saber cueles son los fonemas que
recurren o esperar a la proxima clase de los
de ahora para saber los fonemas

* Tomamos la decicion el viernes.

Ceeales son las consonantes que dos causaron
mas problemas

Vocales pael /a:/

Evaluar Consonantes. ⇒ Revisar transcripciones
taller evaluable.

. Dezpues de cada pink cheer la pregunta
hacer unas 3 preguntas

* hamer la decicion de las consonantes.

No sabemos si hay dificultades.

la pregunta y el objetivo um de la mano

el objetivo es saber algo. — Transferencia a
nivel oral,

Son dificultades

Cosa del español se me pega en el
inglés Transferencia.

Sometimes, the teacher used to used to talk in spanish
to explain something maybe he consider a bit difficult
so he use spanish to do an explanation, then he change
into english ageing.

& When students doesn't get what teacher says
they ask him to provide more examples
(Manuel Comencio). Then teacher for sure
explains and invites studenst to make their own
exersices in order to be consious of the
movements of their mouths and tongues to
get what he was explaining before.

Students aren't afraid to make questions when they
don't understand something, they are confortable
by asking when they feel confuse.

Another thing is that the students are always
attentives and participatie in order to say and
give examples to make them sure if they get
the explanation

despues de cierto tiempo se escucha a los
estudiantes hablar entre ellas o la por que
llaman a su lugar al profesor para desarrollar
correctamente el ejercicio en clase, entre ellas
mismas (estudiantes) discuten o pregunta como ha
desarrollado el ejercicio hasta el momento, o tambien
lo hacen gentemente para llegar a un acuerdo
que lleve a la buena desicion para desarrollar
el ejercicio.

la gran Mayoria tambien esta produciendo
los sonidos de las palabras o dos palabras
que aparecen en el ejercicio para determinar
que fonemas colocar en dicho ejercicio que mucha
veces son de aplicacion de los sonidos y fonemes
aprendidos, los estudiantes pueden tambien
usar el material que previamente el profesor les
ha entregado porce que puedem identificar
mas rapido las caracteristicas de los sonidos

lo recurrente del profesor es el pronunciar
las palabras que presentan dificultad para que
el estudiante pueda comprender tanto la pronuncia
de la palabra como los sonidos que la componen
además también usa su lenguaje corporal como
mover sus manos para mejor comprensión.
también él les explica un poco las reglas para
que sea más fácil la comprensión de los sonidos
y muchas veces da posibilidades para que el
estudiante comprenda mejor lo que está haciendo.

al final de la clase el profesor pregunta
cómo se sienten y cómo les va con los ejercicios
y les sugiere practicar para entender mejor
también recurrir al material para comprender
mejor los ejercicios..

1 Cesar Moncayo   13:39   Manage.

2 Evan Daniel Tulande.   20:52

3 Alex Bolaños   30:09

4 Sofia Lopeda.   38:22

5 Heidy Rojas   46:48   algo qu

6 Carlos Ortega   56:08   · r - aproximante Gusto
minimal pair bcar dura

7 Iris Robledo   1:01:56   θ ð   Motiva

8 Karen J. Gomez   1:08 11   Apren
idioma

9 Ever Venta   1:13: 24   minimal pairs   Apren

10 Julian Dominguez.   1:19:17   Palabras complejas   Previa
No problem

11 Camila Medina.   1:25:39   Jorond

16 07 202

12 Maria Alejandra Ninco ⇒ · Second recording.   9:11

13 Gabriel Lopez.   .19:38   Gusto
Gusto pr

14 Sebastian Benavider 31:14   Efecto
Atracc

15 Mariana Medina 39:03   Gusto desde niña   Palabr

16 Leidy Fernanda campos 43 55   tʃ dʒ ʃ   Custodance

17 Valentina Aldana   54:18   Cultural Historic   Palabr

18 Fernanda Zemanate 1:08:39   deseo ser poliglota   bcar

19 Helment Rodriguez   Gusto de niña prof dʒ
experience

- 20 Fixin Santiago Bolaños 1:31:46   Enseñar interferencia por música Palato dʒ + Experiencia familiar.
- 21 Natalia Jimenez 1:44:18   Palato dʒ S
- 22 Lorena Galindez 1:54:43   Por interp Palato propio + Sound Gusto por +5 dʒ Enseñar

Nota: Buscar AI para transcripciones.

Revisar la primera transcripcion que ya este rogar por la segunda parte que se suba y hacer la relación.

Speechmatics - ya subi dos audios pero solo me permite 4 horas de grabación necesito otro correo para subir la segunda parte

300 min son ?.

60 mi ← 1ho

$$1h\ 26$$
$$1h\ 57$$

1,4 h.
1,9
3,3

Caramba.

* Camila Medina, docente de básica primaria, complement de su carrera. → muy dificultad.

Contoidos, convinacion - long h/ → sing. ng nt.

Normally rule says N6, Nt long n h/.

NO NT NS - problem → normally the sound is
d'vealar - condition.

The students have some problems in this.
Contain - conosious - constant

6 dissapears at the end but t doesn't 6
doesn't dissapear if it is in the middle.

* Make a list of questions to have a conversation
in a focal group. → several small groups.

because of the caracteristica of the group →

action research with some data statistic.

longitudinal desing in several moments we're

going to take some information.

No hablar de dificultades - Doc. → si solo son
dificultades - preguntar * podemos hablar solo de
dificultades.

identificación de fonemas del inglés → reconocer
y producir estos fonemas.

Suprimir aprendizaje → reconocimiento y producción
de algunos fonemas del inglés.

Hacer los piloto para restringir las preguntas