UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INFORME FINAL DEL TRABAJO DE GRADO DE TITULACIÓN, EN LA MODALIDAD PROYECTO DE INVESTIGACIÓN

TEMA:

'L1 Interference in L2 Vowel Pronunciation in Senior Students'

Trabajo de grado previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros.

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas.

> **Autor:** Vaca Coral Estiwar Patricio
>
> **Directora / Asesora:** MSc. Mantilla Guerra Marcia Lucía.

Ibarra, 2021

UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1004162218		
APELLIDOS Y NOMBRES:	Vaca Coral Estiwar Patricio		
DIRECCIÓN:	Barrio "El mirador de la Aduana"		
EMAIL:	patricio21997@gmail.com		
TELÉFONO FIJO:	-o-	**TELÉFONO MÓVIL:**	0983606397

DATOS DE LA OBRA	
TÍTULO:	"L1 Interference in L2 Vowel Pronunciation in Senior Students"
AUTOR:	Vaca Coral Estiwar Patricio
FECHA:	2021 - 09 - 21
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros.
ASESOR /DIRECTOR:	MSc. Mantilla Guerra Marcia Lucía

2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 21 días del mes de noviembre de 2021

EL AUTOR:

....
Vaca Coral Estiwar Patricio

CERTIFICACIÓN DEL DIRECTOR

Ibarra, a los 17 días del mes de agosto del 2021

MSc. Mantilla Guerra Marcia Lucía

DIRECTORA DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; En consecuencia, autorizo su presentación para los fines legales pertinentes.

....

MSc. Mantilla Guerra Marcia Lucía

C.C. 1711539690

APROBACIÓN DEL TRIBUNAL

El tribunal examinador del trabajo de titulación "L1 Interference in L2 Vowel Pronunciation in Senior Students" elaborado por Vaca Coral Estiwar Patricio, C.I. 1004162218, previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

....

MSc. Mantilla Guerra Marcia Mantilla

Directora

C.C.: 1711539690

....

Obando Arroyo José Miguel

Opositor

C.C.: 1001512043

....

Bastidas Amador Amyra Gabriela

Opositora

C.C.: 1002238499

DEDICATION

I mainly dedicate this graduation work to my parents and sister, who have been my emotional and economic support during my university years. Also, Alexander Recalde, a good friend, always held my hand in the most critical moments to a good friend.

GRATEFULNESS

RESUMEN

Este trabajo de investigación tuvo como enfoque principal el reducir la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés, esto mediante la aplicación de una guía de estrategias metodológicas enfocada en el problema propuesto. La investigación se llevó a cabo durante el año lectivo 2020-2021, con los estudiantes de tercero de bachillerato general unificado (BGU) en la Unidad Educativa "28 de Septiembre", del cantón Ibarra, provincia de Imbabura. Los beneficiarios directos de este trabajo de investigación fueron 29 estudiantes de un total de 46, mismos que no pudieron ser encuestados a causa de la situación pandémica y problemas de internet. Se recopiló información a través de la herramienta de encuesta digital "Microsoft Forms" con el propósito de exponer la interferencia lingüística de la lengua materna en la pronunciación de vocales de la lengua extranjera en estudiantes de tercero de bachillerato de la Unidad Educativa "28 de Septiembre". Esto para posteriormente diseñar y aplicar estrategias que contribuyan a la solución de la problemática.

Palabras clave: Interferencia lingüística, pronunciación, lengua materna, idioma extranjero.

ABSTRACT

This research aimed to reduce L1 interference on L2 English vowels pronunciation by applying methodological strategies. This graduation work was conducted during the 2020 – 2021 school year with students from the "28 de Septiembre" high school, Ibarra canton, Imbabura province. The direct beneficiaries of this research project were 29 of 46 students; the rest of the students were not surveyed due to the pandemic situation and Internet connection problems. Information was collected through a digital survey in forms related to the linguistic interference of L1 on the pronunciation of L2 English vowels of the students. Then, they were designed and socialized the strategies from the guide that will contribute to the problem's solution.

Keywords: Linguistic interference, pronunciation, mother tongue, foreign language.

Index

Table Index

Figure Index

Annexes Index

Acronyms

L1: Mother tongue.

L2: Second language.

BGU: Bachillerato general unificado.

EFL: English as a foreign language.

COUBEC: Consorcio de bibliotecas universitarias del Ecuador.

IPA: International phonetic alphabet.

T: Teacher.

L: Learner.

L-T: Learner-Teacher.

L-L: Learner-learner.

CLL: Community language learning.

CBLT: Content-based language teaching.

CLIL: Content language and integrated learning.

CEFR: Common European Framework of Reference for Languages.

PA: Phonological awareness.

MINEDUC: Ministerio de Educación del Ecuador.

MM: Mixed methods.

Introduction

Currently, English has become one of the most important languages around this globalized world. Srinivas (2019) affirms that:

> The English language is spread all over the world into almost all the fields such as science, engineering, and technology, medicine, trade and commerce, scientific research, education, tourism, Internet, banking, business, advertising, film industry, transportation, pharmacy, and to name a few. (p. 66)

Based on that, we can say that the English language is an essential aspect in the people professionals' developments because the language opens a variety of job opportunities. Moreover, in the academic field, it is necessary, mainly because around ¾ part of the users and information on the web is in English and English users.

The present research work attempted to play an essential role in the oral production of English for high school seniors at the '28 de Septiembre' educational institution in Ibarra city. In this study, interference of L1 in L2 specifies an impact of the mother tongue on EFL learning. The main effect that the students have is the problems when they use the language for spoken interaction. The study of L1 interference aims to find practical strategies to help students through their learning process and spoken interaction. Therefore, teachers play an essential role in the student learning process, so strategies guide dealing with the impacts of interference.

During surfing the Internet, It appeared relevant information about linguistic interference. Linguistic interference is a common phenomenon when a person learns second, third, or other languages. Weinreich (1979) explains that interference is: "Instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, as a result of language contact, it is referred as INTERFERENCE" (p. 1). L1 interference is a normal process that must pass all language learners; it is a normal stage. It can become a problem with negative impacts, especially during their spoken interaction and pronunciation. Therefore, the primary concern of this research work is the L1 influence on the L2 English vowel pronunciation.

The Problem

My classmates and I faced many problems and difficulties during my school and high school years and English as a foreign language learning. That was because our mother tongue (Spanish) interfered with some aspects of the L2 study (English). It was a problem because this interference did not allow the optimal learning and development of English-speaking skills. Specifically, I faced a series of issues that did not allow me to perform good pronunciation. During my high school years, I had the opportunity to observe that most of the difficulties I faced were still active in the different educational units of the province of Imbabura.

The identified difficulties in the second language oral skill production development show how the L1 and the L2 differ in structure, organization, and phonetically. Each language's phonetic system is complex because of the different number of phonetic vowels and consonants. When the students pronounce EFL words, they often use the mother tongue's phonetic alphabet. Those mistakes make them feel demotivated about learning a second language, making them pay little or no attention to the subject.

Researches and papers from different countries show that linguistic interference is a phenomenon in bilingualism, precisely when someone starts learning a new language. On the other hand, talking about linguistic interference in Spanish as the first language, research shows that in Latin America, it is a standard topic when a person is learning a second or more languages. It is the same talking about Ecuador. During my university stay, I had the opportunity to observe that most of the difficulties that I dealt with are still active in some high schools in the province of Imbabura. Furthermore, during my preprofessional practicum in the "Atahualpa" high school in Ibarra city, I observed how L1 impacts students' development of English as a second language, mainly when they are trying to develop English-speaking skills or expressing themselves orally.

Concerned about the background exposed in the previous paragraphs, the aim in this project was to investigate and analyze in a detailed way the influence of the linguistic interference of L1 on the development of L2 English vowels pronunciation. Still, I did not just want to know and analyze the factors and effects. Also, I fundamentally wanted to raise present potential answers that help deal with the determined problems, then, consequently, an

18

achievement of optimization in the English as a foreign language spoken development. This research took place in Ibarra City with the senior students of the '28 de Septiembre' high school during the 2020-2021 scholar year.

During this research project development process, the idea was to find answers to many doubts that appeared after presenting the research topic, for example, how different are the L2 from the L1 vowel phonemes? Do L1 natives suffer language interference that blocks or slows down the development of EFL? What responsibility do English teachers have to avoid some of the effects of linguistic interference in L2 learning? Can the level of linguistic interference be reduced by applying appropriate strategies or methodology in the teaching-learning process?

Justification

Linguistic interference is a curious and fascinating topic that is not limited to Ecuador. It is a phenomenon that appears in bilingualism and multilingualism in every language as an L2. This project topic has the same importance throughout the world as in Latin America and Ecuador. This research topic is essential because it searches for enhancing the learning processes and the strategies used in the EFL classrooms in Ecuador's education. The research focused on broadening the perception and knowledge about linguistic interference, what kind of linguistic interference can identify the teachers of Ecuador, Imbabura, and how they can reduce its influence in the future.

First, the direct beneficiaries were the Senior high school students at the "Unidad Educativa 28 de Septiembre", the center where the strategies to reduce L1 interference was applied. Second, it benefited the English area of the institution because part of the guide was socialized in the institution. Then teachers can use the findings in all the classrooms of the educative institutions, and teachers who go to another institution can also carry this knowledge with them.

This research project can also indirectly help the whole country. When a research document is uploaded on the "Universidad Técnica del Norte" repository, the information appears in the COUBEC (Consorcio de Bibliotecas Universitarias del Ecuador) make the socialization of the content in Ecuador easier. The research's results were uploaded to the Web, which means that it is available for everybody on the internet.

This research takes place due to the importance of dealing with the obstacles that appear due to the mother tongue's effect on learning a second language. As a project directly associated with psycholinguistics and strategies to develop oral skills, it also has the necessary relevance in the educational field, specifically on EFL teaching and learning system. This investigation offers answers to questions about this topic because there is interest in the area but not much research. There had been an interest in the speaking skill. There is a reason for that; it is purely communicative and about linguistic interference because the phonetic interference directly influences oral production.

A usual problem in public institutions is the time limitation; some subjects are considered more important than others. English subject has not been taken as seriously as it should have. For that reason, the time per week for the English subject is limited. That is why the teacher takes every valuable minute as an advantage to continue advancing with the class. The limitations mainly appeared due to the current pandemic situation. It was necessary to request the institution and the English teacher's permission due to the time deficit. Another possible limitation is that high school seniors at the "Unidad Educativa 28 de Septiembre" have classes in the morning, and the subjects of my career are also partially before lunch. Probably, it could create some problems once it is necessary to develop the field component of the research or the compilation of the student's information in the institution.

This research project was feasible because the researcher oversaw the request for the necessary permissions and certifications. The researcher also calculated the expenses incurred in the proceedings and documents during the research process. There was not the hoped population to collect the data, but the authorities were happy to participate and help in any possible way.

Background

One of these research targets is to investigate the linguistic interference within the augmentation of English oral production in Senior students. Unfortunately, information associated with this subject was not found; in Ecuador, this subject has not been often studied. Therefore, a literature review started within the documents and books of the Universidad Técnica del Norte library.

Haugen (1972, as cited in Agafonova, 2018) defines language interference as: "cases of deviations from the norms of the language, appearing in the speech of bilingual speakers as a result of acquaintance with other languages" (p. 285). It could seem that interference only appears in the speech of bilingual people, but there are many kinds of linguistic interference. Instead of that, this project focuses explicitly on interference in speech.

Weinrich (1970, as cited in Salazar, 2016) holds that there are the following factors that arise the linguistic interference, those are:

- Speaker bilingualism background.
- Disloyalty to the target language.
- A learner masters a limited vocabulary of the target language.
- The overextension of the analogy.
- Transfer of structure. (pp. 12-13)

Linguistic interference is a broad field. That is why we must focus on just one type of it; phonetic interference refers to the problems of influences that L1 has on L2, but specifically in speech. According to Weinreich (1979): "The problem of phonic interference concerns how a speaker perceives and reproduces the sound of one language" (p.11). When we refer to phonetic interference, it is directly related to pronunciation deviations. Weinreich (1979) says that: 'Interference arises when a bilingual identifies a phoneme of the secondary system with one in the primary system, in reproducing it, subjects it to the phonetic rules of the primary language' (p. 14). One important reason is that the first language phonetic alphabet differs from the phonetic alphabet of the second language, which is English. "The main source of phonetic interference is differences in the systems of interacting languages: different phonemic systems, different rules of phonemes positional realization, their compatibility, different intonation" (Agafonova, 2018, p. 285).

Inside the field of phonetic interference, we found a specific type of interference, language interference in speech, how the human being communicates. As Agafonova (2018) says, "Speech communication is a two-way process that involves not only speaking but also listening. The development of conversation between communicants depends on the degree of mutual understanding between them, on their ability to perceive messages adequately" (p. 285). During the online research process, precise information allowed us to understand better the interference that exists at the moment of speaking, listening, and pronunciation of words.

Weinreich (1979) postulates in his book the speech interference in a straightforward example that says: "In the speech, interference is like sand carried by the stream; in language, it is the sedimented sand deposited on the bottom of a lake." (p. 7). It must be said that every kind of linguistic interference has its origin when the bilingual person is acquiring a new language, and as before, it is mentioned that the interference is not always negative, it could be positive as well.

In the following information, it is explained the process that happens during speech interference:

> If cognates have bilingual exemplar connections, that is, bilinguals associate the phonetically overlapping exemplars of a cognate word from both languages in the same cloud, their production targets for the sounds in that word averaged over all the exemplars, will differ from the production targets of the same sounds in non-cognate words. (Šimáčková & Podlipský, 2018, p. 3)

Every English language skill is crucial, and each one has its characteristics and function, so now it is the turn of an exciting skill directly related to human oral interaction. The speaking skill, Speaking, is more than forming grammatically correct sentences; it covers broad areas of mechanics, functions, pragmatics, and social interaction. "Speaking is one of the most difficult skills (…) reality shows the importance of speaking in the communication process" (Feriz et al., 2017, p. 2).

Concerning oral language production, Vishnevskaya (as was cited in Agafonova, 2018) says:

> An adequate bilingual response to the native speaker phrase is a necessary condition for the process of communication. At the same time, the inability to assess the linguistic situation leads to a decrease in the ability to perceive the individual originality of speech and evaluate its expressiveness. The lack of fluent bilingual speech perception skills leads his communication with a native speaker to a dead end and, accordingly, creates a negative communicative effect. (p. 286)

Objectives

General Objective:

- To state the influence of L1 interference on L2 vowel pronunciation in senior students at the 'Unidad Educativa 28 de Septiembre' high school.

Specific Objectives:

- To describe the influence of L1 interference in L2 vowel pronunciation.

- To identify methodological strategies to deal with L1 interference in L2 vowel pronunciation.

- To apply methodological strategies to reduce L1 interference in L2 vowel pronunciation in senior students at "Unidad Educativa 28 de Septiembre".

CHAPTER I

1.   Theoretical Framework

1.1.   Linguistic Interference

1.1.1.   *What is Linguistic Interference?*

Weinreich (1979) manifests in his famous book "Languages in contact" that linguistic interferences are:

> Those instances of deviation from the norms of either language that occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language contact, will be referred to as interference phenomena. (p. 1)

As the author proposes, it is considered a normal phenomenon that occurs in the acquisition of the second language, third language, et cetera. It commonly happens when the first or any language starts to interfere in the production of the target language. Another small but clear definition could be the following: "Interference is the effect that is given by the process of the other language learning because of learners' language background" (Subandowo, 2017, p. 205).

Interference should not be considered a measurable problem that can be easily solved or eliminated by applying one or two methodological strategies; the reality is different. We must understand how broad and deep the interference field is, which cannot be avoided, but it can be reduced its incidence levels inside the classroom or in the learner's environment. We can find the importance of studying these problems when an individual is acquiring a language; specifically, we can appreciate its study in the 'psycholinguistics of bilingualism' subject.

1.1.2.   *Factors that Produce Linguistic Interference*

Many factors can produce phonetic interference; among those, we can find that Subandowo (2017) points out the following items in his research work:

- The factors of mother tongue interference in students' pronunciation are the environment, students' motivation, different sounds, and different sound symbols

- The indication of dominant transmigration from the other cultures
- Another factor is the frequency of speaking. (pp. 204–207)

Moreover, researching common factors that produce interference, Lekova (2010, cited in Salazar, 2016) considers that "interference appears in subordinate bilinguals because the second language is not mastered to the degree the first language is. Here, mother tongue dominates and influences the second language leading to interference" (p. 9).

Based on the arguments, we can appreciate that the disloyalty to the target language could be considered one of the most common factors of interference, but it is not the only one. Background and the learner's motivation play an essential role in the amount of interference that could be produced during the second language acquisition. In addition, the habits used in the mother tongue and the continuous contact of the two languages create interference. If harmful interference, the learner would face problems learning the target language.

1.1.3. Effects of Linguistic Interference

Table 1

L1 Interference Effects on Spoken English

Effects
"The more different are the L1 and the target language, the deeper are the effects of linguistic interference." [a]   'The pronunciation of the L2 learner is deeply influenced. In general terms, the pronunciation is deviated." [a]   "Lack of confidence while conversing in English." [b]   "Learners are more likely to learn English with inappropriate pronunciation." [b]   "When learners fossilize the sound system of the mother tongue, it inhibits the acquisition of the correct pronunciation of the second language." [b]   "A person's native language can provide misleading information when learning to segments a second language into words" [c]   "Intonation is harder to master and more likely to be influenced by the mother tongue." [c]   "Information cannot be memorized, it has to be computed, and this is where second language learners struggle."[c]   "Embarrassment in communicating with others publicly." [d]   "Slow career/academic growth." [d]

1.1.4. Types of Interference

We can find three different varieties in the linguistic interference phenomena, each specialized in a specific target language area.

1.1.4.1. **Phonological Interference.** The first type of language interference is focused explicitly on speaking: "Interference arises when a bilingual identifies a phoneme of the secondary system with one in the primary system and, in reproducing it, subjects it to the phonetic rules of the primary language" (Weinreich, 1979, p. 14). As a result, it is critical to consider the essential function of the phonetic element of speech in the mastery of the target language. In that way, we can affirm that the more different the phonetical alphabets of the L1 and the L2, the more significant the negative impact from the mother tongue to the target language will be.

The bilingual mode also plays an important role too, Šimáčková & Podlipský (2018) emphasize that "The partial activation of a non-selected lexical representation (e.g., the lemma of the Spanish word "*teléfono*" when naming a picture of a telephone in English) affects later stages of processing" (p. 2). Based on the last mentioned, we can affirm that the similarities and differences between the two languages result in the exact equivalent of interference.

1.1.4.2. **Grammatical Interference.** The second type of interference focuses on the language structure and its interference from the native language. According to a contemporary restatement, "there is no limit in principle to the influence which one morphological system may have upon another" (Weinreich, 1979, p. 29). It means that it does not matter what kind of languages we refer to. The total amount of interference from the L1 to the L2 does not limit grammatically speaking.

Dweik & Othman (2017) argue that the typical stages in which grammatical interference could appear are specifically the activities in which the learner has to translate something from the native language to the target language. This interference is produced because of the influence of the mother tongue. A variation in the text structure is appreciated

as an effect of grammatical interference, followed by mistakes like redundancy and misunderstanding of words and expressions.

1.1.4.3. **Lexical Interference.** In the third type of language interference, we can find that it focuses on the small units of the language, but at the same time, we refer to vocabulary on the big ones. Weinreich (1979) explained in his book that lexical interference is: "The ways in which one vocabulary can interfere with another" (p. 47). In that way, we can relate this kind of interference to the grammatical one, but each has differences and importance by itself.

As all languages worldwide, Latin American languages are not excluded from interference; the lexical interference could be appreciated in the change of vocabulary or expressions in the communicative production. Specifically, Kapnoula & McMurray (2015) hold that the main problem of this kind of interference is the word recognition, which affects the listeners directly; the problem is related to the action of the listeners that mentally get ahead, trying to engage many similar words before to hear the complete word. Indirectly, pronunciation is affected because speaking skills go together with listening skills.

1.1.5. *Linguistic Interference in Oral Communication*

An oral communication or speaking is one of the most important English language skills; for that reason, it is necessary to consider its interferences as something essential to be studied. The errors committed because of the interference can accumulate within time, causing more significant mistakes in the future. Weinreich (1979) states that "In speech, it occurs anew in the utterances of the bilingual speaker as a result of his knowledge of the other tongue" (p. 11). It could also be considered the difference in the learner's age because it is not the same when we talk about children or early bilinguals as an adult or late bilingual.

Supporting the last mentioned, "An obvious example of this is accent: initially, adult learners of a second language use the phonetic realizations of phonological units from their first language when speaking the second one" (Hickey, 2010, p. 11).

1.1.6. *Linguistic Interference in Pronunciation*

Interference in pronunciation could be defined like this: "Deviations in pronunciation are noted both at the segment and the prosodic levels of speech" (Agafonova, 2018, p. 285).

The main problem is that the Spanish phonetical system is different from the English one. The previously mentioned directly affects pronunciation, which is one of the essential parts of all different languages, specifically English.

1.1.7. Linguistic Interference in Sound Production

It is necessary to consider the relation between mastering the phonological part and producing the correct pronunciation of the same language. However, as in the last studied aspects, the mother tongue can influence this part of the language in some ways. It could be possible that: "If the speaker is bilingual, he attempts to reproduce the borrowed morpheme with its original sounds; if he is unilingual, is more likely to force the loanwords to conform to the native phonetic and phonemic pattern" (Weinreich, 1979, p. 27).

On the other hand, it is explained that: "The cause of the problem is the inappropriate phonology made by the students when they produce English sounds" (Utami et al., 2017, p. 206), which can ideally be true because of the common idea that the students need to know much grammar to be proficient in English since grammar is essential. However, speaking and pronunciation are the same important to be proficient in a foreign language.

Interference in most of the cases occurs unconsciously, "they are rapid and transitory adjustments to the bilingual mode of language use that most likely arise during the execution of articulation rather than being phonological planning errors" (Šimáčková & Podlipský, 2018, p. 6). Most of the time, it occurs because of the necessity of using the mother tongue to improve in the target language, rather than thinking directly in English.

The most common interference situation is when learners adapt or change vowels and consonant phonemes from the first language to the second. Spanish and English phonetical alphabet is very different, creating a phonological interference (Mayordomo, 2013).

1.2. Mother Tongue Influence on L2 EFL Pronunciation

1.2.1. Linguistic Interference in the Vowel's Phonemes Group

The central aspect of linguistic interference in vowel phonemes is the L1 and L2 phonetic alphabet difference.

1.2.2. Spanish and English Vowel Sounds Variation.

1.2.2.1.   American English Vowel Sounds.

Figure 1

American English vowel quadrant
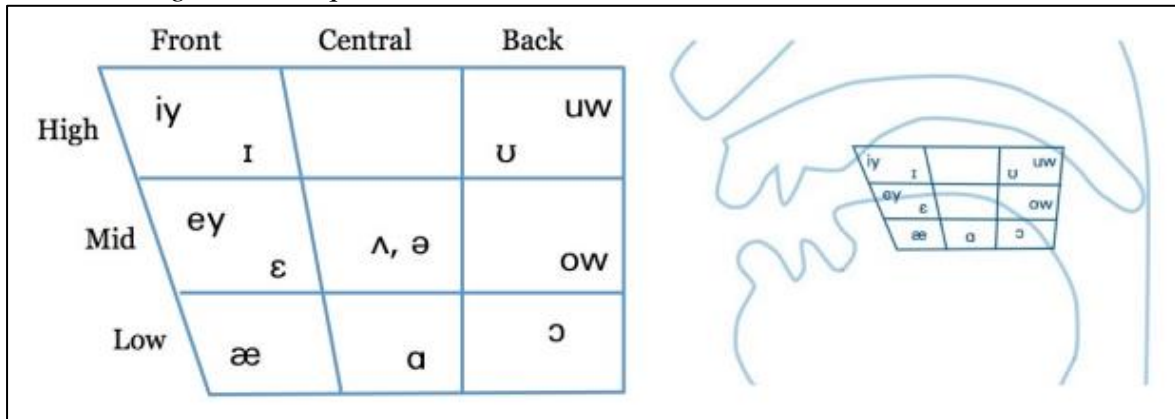
Notes: The tongue positions of the American English vowel pronunciation. Retrieved from (Yoshida, n.d., p. 3)

Figure 1 illustrates a quadrant with the American phonetical vowels, the same as the tongue's position to pronounce them. For vowels pronunciation, the tongue moves without touching the mouth. The movement of the tongue goes from the front part of the mouth to the central and back. Also, it goes from the high part of the mouth, the middle part, to the low part. In this way, we can look at them like coordinates in a plane.

Figure 2

Vowels of American English

Vowels of American English					
Example	Symbols		Example	Symbols	
beat	/iy/	/i:/	boot	/uw/	/u:/
bit	/ɪ/	/i/	book	/ʊ/	/u/
bait	/ey/	/eɪ/	boat	/ow/	/ou/
bet	/ɛ/	/e/	bought	/ɔ/	/ɔ:/
bat	/æ/	/æ/	box	/ɑ/	/a/
but	/ʌ/	/ə/	by	/ay/ /ai/ /aɪ/	
sofa	/ə/	/ə/	cow	/aw/ /au/ /aʊ/	
her	/ə/ /ɜ/ /ɚ/ /ɝ/		boy	/oy/ /ɔy/ /ɔi/ /ɔɪ/	

Note: Retrieved from (Yoshida, n.d., p. 2)

The table in Figure 2 shows the American English vowels and the phonetic symbols. The number of vowels varies from 14 to 15 according to the authors' perspective; Yoshida (n.d.) affirms: "For most speakers of American English, there are 14 vowel sounds, or 15 if we include the vowel-like sound in words like '*bird*' and *her*" (p. 1). Concerning the phonetical symbols, there are two or three symbols by which a vowel can be pronounced. Yoshida (n.d.) explains that "different textbooks and authors use different versions of the phonemic alphabet, with different symbols for vowels" (p. 1).

  1.2.2.2. **Spanish vowel sounds.** Spanish has five pure vowels which are the next: /a/, /e/, /i/, /o/, /u/. The phonetic vowels group has been drawing, as The mimic method (n.d.) showed (figure 3) on its web page:

Figure 3

Spanish vowel sounds
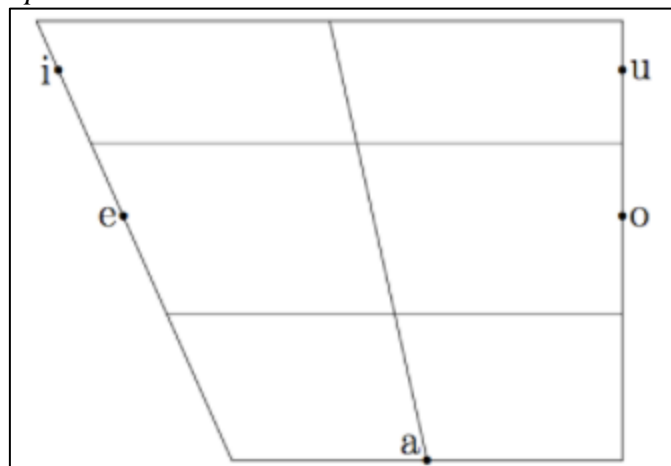
Notes: The diagram shows the five pure phonetical vowels in Spanish, retrieved from The mimic method (n/d).

  As seen in Figure 3, the tongue touches parts of the vocal tract. The vowels in Spanish do not have variations; they are pronounced the same in all the words.

  1.2.2.3. **The Contrast of the English and Spanish Vowel Systems.**

Table 2

The Contrast between the English and Spanish vowel systems.

Spanish vowel system	American English vowel system
• "It has five pure vowels." [b]	• "It has 15 vowels." [b]
• "The Spanish vowel system is much simpler than the English one"(Helman, 2004, cited by Garita et al., 2019).	

• "There are vowel sounds that are present in both language systems"(Helman, 2004, as cited by Garita et al., 2019).	
• "The vowels' length is not a relevant feature. Vowels are always short."[b]	• "The vowels have a length (short and long), e.g.,"[b] Short: **/ɛ/** pet - Long: **/i/** keep
• "Tense vowels pronunciation."[b]	• "More relaxed vowels pronunciation."[b]
• "In the Spanish vowel system, there is no unstressed vowel schwa **/ ə / /ʌ/** as in the English system."[a]	

Note: Adapted by the author of the research work with information retrieved from [a](Garita et al., 2019). [b](Frederick, 2005).

Table 2 shows a contrast of the American English and Spanish vowel systems. The distinction reveals that vowel systems have more differences than similarities.

First, it shows the big difference between both. While the Spanish vowel system only has five pure vowels, the English one has from 14 to 15 vowels, and they vary according to the authors and books. This difference shows how the Spanish vowel system is more straightforward than the English one, based on the number of vowels in each system.

Second, we can find similar sounds (not the same) in both vowel systems. This one is a positive aspect if we refer to the ability of the learners to identify some vowel sounds in the target language.

Also, talking about the duration of the vowels when they are pronounced, we can find that the Spanish system is more straightforward since the vowels are always short and do not have variations in any word. The opposite happens with the English vowel system because the vowels are divided into long and short vowels, respectively, with the duration of pronunciation.

Vocalization is a crucial aspect when we talk about pronunciation. The contrast is clear; while the Spanish vowels are tense, in a general way, the English vowels are more relaxed (with exceptions).

Finally, a clear difference can be found when we talk about the unstressed schwa vowel. This vowel is present in the English vowel system, but it does not exist in Spanish.

1.2.3. Points of Spanish Interference in English Vowel Pronunciation.

Table 3

Spanish L1 Interference Points on L2 EFL

Points of Interference
• The English phoneme /iy/ is typically pronounced similarly to the Spanish/i/, although the /iy/ sound is higher and longer. [a]
• The English vowel /ɪ/ is also pronounced like the Spanish /i/; however, it is more relaxed than its Spanish counterpart. Spanish speakers would consider this sound an "intermediate vowel," placed in the vowel chart lower than the sound /i/ but higher than the sound /e/. This intermediate quality is complicated for Spanish speakers to identify and produce. [a]
• The English vowel /uw/ is quite similar to the Spanish /u/ in most ways; however, the English sound is less tense. [a]
• Because it is more relaxed than the Spanish /u/, the sound /ʊ/ is problematic. It is in a middle position once more. Because it falls somewhere between the Spanish sounds /u/ and /o/, pupils are more likely to pronounce it as a high tense /u/.
• Because the sounds /ɑ/ and /ʌ/ are unfamiliar to Spanish speakers, learners prefer to replace them with other sounds. For example, the vowel /ɑ/ is commonly produced as Spanish /o/ or as diphthongs /ou/ or /au/ due to the way words are spelled in English.[a]
• The English sound /æ/ is not present in the Spanish vowel system, and it is usually replaced by /ʌ/ or /ɑ/. [a]

Note: Adapted with information retrieved from [a]García (2003 as cited in Garita et al., 2019).

Table two shows the main points of Spanish interference on English vowel pronunciation. These are the main inconveniences that students commonly have when they learn a foreign language, English, in this situation.

For Spanish native speakers, the /iy/ English phoneme as in the word "sounds similar to the /i/ Spanish one as in "Intriga". Nevertheless, the difference lies in duration and intonation. It means that, while the /iy/ sound is high, the /i/ is not too much. Also, the Spanish vowels share the feature that the duration of the vowels is not relevant; they have a medium duration, while the /iy/ sound is long.

A common mistake is to confuse the Spanish vowel sound /i/ as in the word 'Intuición' with the English vowel sound /I/ as in the personal pronoun 'it'. The /I/ vowel pronunciation

does not exist in the Spanish vowel system because it is more relaxed than the /i/ Spanish tense sound. That confuses English-speaking learners.

Another point of interference is the confusion of the /uw/ English sound and the /u/ Spanish one. The Spanish native speakers confuse both sounds by pronouncing the English vowel sound as if it were Spanish. The primary distinction is that English vowels are generally more relaxed than those in other languages. This comparison is not different because the sound /u/ in the word "uno" is slightly tenser than the English vowel sound /uw/ in the word "too".

Like the last point of interference, we found the English / ʊ / as in the verb "put" and the Spanish /u/ as in the word "uva". It is more problematic in the way that Spanish does not have variations in any vowel. It can be a bit complicated for Spanish native speakers to understand that the / ʊ/ sound is more relaxed than the /u/ sound and the /uw/ as well, but it is not like the / ɔ/ sound as in the word "door" which is tenser.

The vowel sounds /ɑ/ and /ʌ/ are not present in the Spanish vowel system; therefore, it is common for students to use other sounds to try to pronounce them. Commonly, the Spanish vowel 'a' is used, but it is a fatal mistake because the sound is not similar. The /ɑ/ phoneme sounds like the /o/ Spanish vowel, and we can appreciate that the word "part" sounds like "port" in Spanish.

Finally, the vowel sound /æ/ as in the word "cat" does not exist in the Spanish vowel system. Often it is replaced by the sounds /ɑ/ and /ʌ/, which is a genuine mistake, mainly due to the tenseness of the sounds and the difference in pronunciation. The /æ/ sound is tense, pronounced as two separate vowels, which is more difficult for Spanish learners to understand its pronunciation.

1.3.   English Language Speaking Skill

A general definition of speaking is that: "It is an activity conducted by a person to communicate with others to express ideas, feelings, opinions, et cetera." (Kafryawan et al., 2018, p. 145), but if we talk about the English language, sometimes people tend to think about the most difficult of the four skills. It does not to be like that; that is why a more significant and complete definition of speaking in the English language could be: "Speaking is regarded as

the most crucial skill among other four language skills and central one, as it enables the learner to establish successful communication in that language" (Subandowo, 2017, p. 205).

We can affirm that speaking is one of the most important in the way of proficiency. It is because to be a fluent native-like speaker in another country. Grammar is such a theory without much value if the learner is not fluent and has excellent pronunciation.

1.3.1. *Methodological Approaches in Speaking*

1.3.1.1. The Emphasis of Each Methodology in Speaking Pronunciation.

Table 4

The emphasis of each method and approach in speaking pronunciation

Description	Roles		Contribution to Speaking pronunciation	Usefulness in Speaking
The Direct Method or Natural Approach				
-A language can be taught without the use of translation or the learner's mother tongue. A language could be best taught actively inside the classroom.	**Teacher (T)**	**Learner (L)**	-Will be used based on the rules that must be followed to produce the new phonemes. They will learn what changes they must make to pronounce these new sounds. -Promotes language comprehension and the use of a meaningful spoken output. -It is emphasized correct pronunciation and grammar.	**Yes.**
	-T encourages the spontaneous use of the target language in the classroom. - "Never speak too much; make students speak much".	-L-L pairs or group interaction. -Active role in ensuring comprehensible input.		
Community Language Learning (CLL)				
It is a language teaching approach in which students choose what aspects of language they need to learn as a group. - L's feelings and emotions are	**Teacher (T)**	**Learner (L)**	-Provide tasks to understand the sound system. -Promotes an independent T-L interaction. -L learns pronunciation directly from T's speech. It is encouraged to have free L-T or L-L conversations.	**Yes.**
	-T Acts as a counselor, providing emotional feedback and encouraging students to learn. -T should grant a safe environment for Ls to be in.	-L is a member of a community, learning collaboratively. -L listens and then expresses.		

considered necessary in learning and encourage the T-S partnership.				

Suggestopedia			
It aims to develop proficiency in rapid speaking. It is a long-term method. -It uses baroque music to enhance concentration and relaxation during its lessons.	**Teacher** Provides a relaxing environment and presents the material in a way that encourages perception and reception.	**Learner** -To be willing to learn and give their full attention to the method´s approach to language learning.	-Even though it is a very lengthy method, it has proven helpful for proficiency development. -It has been criticized for its multiple not-so-direct activities, but it has also been recognized as very effective in oral production teaching. **Yes.**

Communication Language Teaching			
It describes how meaning has a relationship with the entire text and each learner's authenticity.	**Teacher** -Being a facilitator and monitor -Facilitates the communication process -Organizes resources -Beings a motivator and counselor	**Learner** -Emphasizes the process of communication. -Being a negotiator (between the learning process and the object of learning). -Active and cooperative roll -A greater degree of responsibility.	-Uses speech acts or functions for acommunicative purpose. -Allows interaction and communication. Allows students to improve their accuracy as well as their fluency. -Allows social interaction activities; **Yes.**

Competency-Based Language Teaching			
-It focuses on what learners are expected to do, in some way to evaluate the students' quality of being capable.	**Teacher** -Teachers correct students immediately and give positive feedback. They adjust activities and the curriculum according to the needs of the learners.	**Learner** -Learners are active participants in the learning process in CBLT. They monitor their speech and the speech of others.	Students can demonstrate their ability to monitor their speech. -They give their best to improve their skills, realizing their progress and failures. **Yes.**

Task-Based Language Teaching			
It is described as a method of language instruction in which students are given functional activities	**Teacher** -Motivates their students to invest mental energy in task performance. -Organizes the task-based	**Learner** -Creates and interprets messages for which they lack full linguistic resources and prior experience.	Interaction and communication through tasks provide opportunities for scaffolding learning. In the classroom, scaffolding is the process of interaction between two or more people as they **Yes.**

that encourage them to concentrate on meaning exchange and to utilize language for non-linguistic real-world purposes.	activity efficiently. -Supports the students while they are performing the task.		carry out a classroom task and where one person has more advanced knowledge than the other.

Cooperative Language Learning

	Teacher	Learner	-It provides students an effective oral interaction that is designed to foster cooperation rather than competition in activities like group discussion, role-plays, and turn- taker monitor	Yes.
-The group learning activity is organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others.	-Must create a highly structured and well-organized learning environment in the classroom, setting goals, planning, and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.	-Works collaboratively on tasks with other group members. -Must learn teamwork skills. -Thinks how to plan, monitor, and evaluate their learning.		

Audio-lingual method

The Oral Approach and Situational Teaching

The silent way

Total physical response

Multiple Intelligences

Grammar Translation Method	
The Lexical Approach	
Text-Based Instruction	
Content-Based Instruction and Language Integrated Learning (CLIL)	The methods and approaches located on the left are not relevant or useful for the English language speaking pronunciation skill.
Whole-Language	

Note: The table shows a comparison of each method and approach with its usefulness in English-language pronunciation production. Retrieved from Andrade (2019) with information obtained from Feriz et al. (2017); Richards & Rodgers (2001)

1.3.2. *English language speaking skill and the Common European Framework of Reference for Languages*

Figure 4

The CEFR standards for general and business English
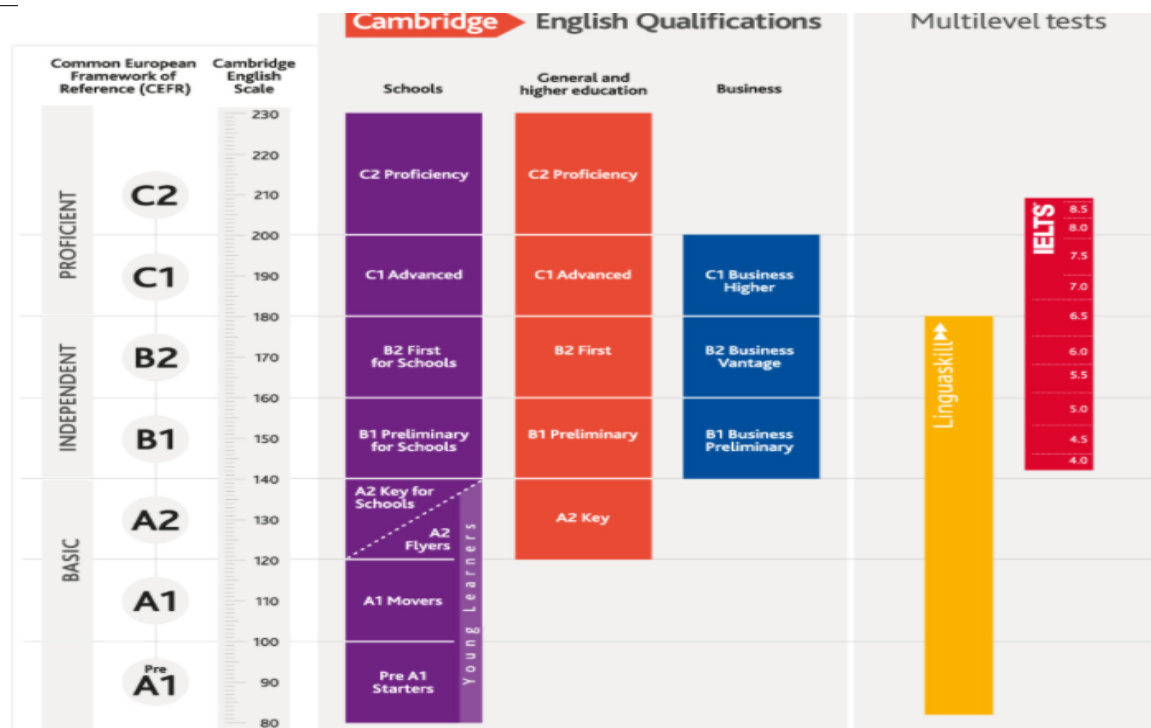
Notes: The graphic shows a scale used globally to identify the language proficiency of a person. Retrieved from Cambridge Assessment English (2020)**.**

1.3.2.1. The Standards of the Common Reference Scale in General English.

According to the standards in Figure 4 and the measures adopted by the MINEDUC in Figure 3, the senior students must be at the independent level of B1 proficiency. Learners that have a B1 level should be on the scale from 140 points to 160 points according to the CEFR. In conclusion, senior students are preliminary before getting the B2 English level.

1.3.2.2.   The Listening and Speaking Can-Do Statements Based on CEFR.

Table 5

Global "Can-Do" Statements for Listening and Speaking.

Level	Proficiency	"Can-do" statements – Listening & Speaking
C2		**CAN** advise on or talk about complex or sensitive issues, understanding colloquial references, and deal with hostile questions confidently.
C1	Proficient	**CAN** contribute effectively to meetings and seminars within their area of work or keep up a casual conversation with a good degree of fluency, coping with abstract expressions.
B2		**CAN** follow or give a talk on a familiar topic or keep up a conversation on a wide range of topics.
B1	Independent	**CAN** express opinions on abstract/cultural matters in a limited way or offer advice within a known area and understand instructions or public announcements.
A2		**CAN** express simple opinions or requirements in a familiar context.
A1	Basic	**CAN** understand basic instructions or take part in a basic factual conversation on a predictable topic.

Notes: The abilities that learners must be able to perform according to their language proficiency are expressed. Created by the author of the project with information taken from the International Language School (2020).

Table 5 shows in a general way the can-do statements related to listening and speaking skills from A1 to C2 at all levels of proficiency. Students must be able to develop can-do statements to know if they belong to each group.

Every two levels, the learners go through another proficiency. It means that from A1 to A2, the learners have the basic ability. From B1 to B2, the students are independent. Finally, if they have a level C1 to C2, they are proficient in the language.

According to the MINEDUC, Senior students in Ecuador must have a B1 English level until the last high school year. Therefore, the focus group of this study belongs to the independent group of B1.

In the following table, it can be appreciated in a specific way the 'can-do' statements for speaking and spoken interaction:

Table 6

B1 CEFR self-assessment grid for speaking.

Speaking sub-skills	Can do statements
Spoken interaction	• I can deal with most situations while traveling in an area where the language is spoken. • I can enter unprepared into a conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).
Spoken production	• I can simply connect phrases to describe experiences and events, my dreams, hope, and ambitions. • I can briefly give reasons and explanations for opinions and plans. • I can narrate a story or relate the plot of a book or film and describe my reactions.

Note: Adapted with information retrieved from (Council of Europe, 2001).

Table 6 details the "can do" statements proposed by the Council of Europe for the learner's self-assessment in B1. The can-do statements for the speaking skills are divided into the spoken interaction and spoken production subskills. About the spoken interaction, senior students can maintain spontaneous conversations about familiar topics with other people. Speaking of spoken production, learners can describe experiences, give reasons, and tell stories by themselves. Standards for English Language Learning according to the 'Ministerio de Educación de Ecuador (MINEDUC)'.

Figure 5

The Ecuadorian standards for English
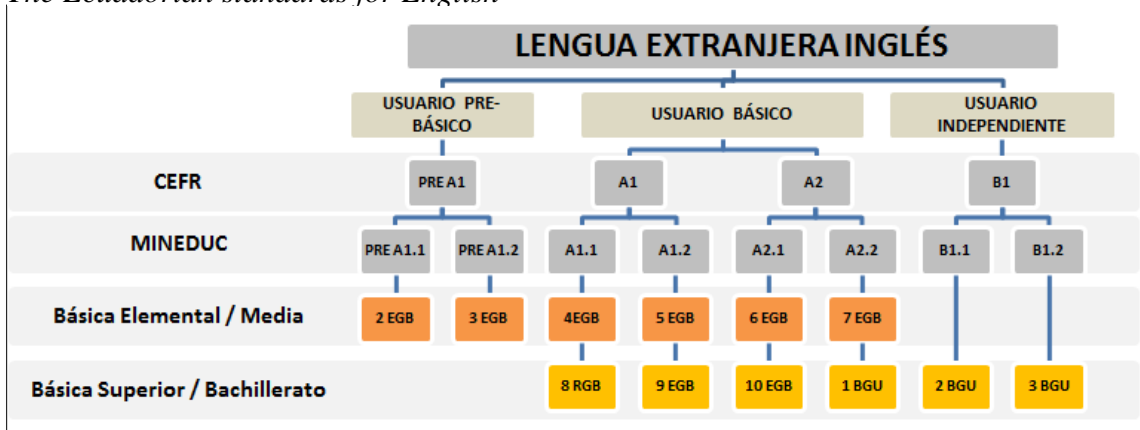
Note: The figure specifies the standards proposed by the Ecuadorian government for each educative year. Retrieved from: Ministerio de Educación (n.d.)

The development of this research project is supported by the standards established directly by the education ministry in Ecuador. The mentioned standards are based on other countries' educational models in the Common European Framework of Reference (CEFR). The Ministerio de Educación (n.d.) established the information of (figure 4) which explain the standards through English education in Ecuador must be carried out. Finally, we can appreciate that the senior students (3 BGU) must have a B1 English level towards high school.

Table 7

MINEDUC standards for English speaking skills B1

Level	Skills	Descriptors
B1 proficiency level	Speaking production	• Maintain a concise description of a subject or various issues within the personal, educational, public, and vocational domains rather fluently, presenting it as a linear sequence of points.
	Speaking interaction	• Exchange, check, and confirm information to deal with less routine situations and explain why a problem has occurred. • Unprepared participants will have conversations about topics familiar, of interest, or relevant to everyday life within the personal, educational, public, and vocational domains.

Note: Adapted from Ministerio de Educación (2012)

Table 4 shows the B1 speaking proficiency level that the Senior students will have at the end of the last high school year. The level of domains is divided in both the Speaking production. The students can talk about any familiar topic following a sequence of topics and the Speaking interaction in which the students can participate in an improvised conversation about familiar topics.

Based on the standards adapted by the Ecuadorian Ministry of Education (MINEDUC), the need to emphasize pronunciation can be appreciated due to the need to communicate accurately and fluently in English.

1.3.3. *The English Language Speaking Skill pronunciation*

The speaking skill pronunciation could be defined as the correct oral use of any language. It means grammatically, syntactically, and phonologically. According to (Marzá, 2014), "Pronunciation is a key aspect in the development of oral skills. Proper pronunciation is inherent to any competent speaker, but this competence can (and must) be trained in any non-native speaker" (p. 263). In support of that affirmation, the importance of pronunciation in any language learning, but specifically in English, which is the target language in this research work, could be appreciated.

1.3.3.1. **Importance of Speaking Skill Pronunciation in the Academic Environment.**

a) **Speaking skills in school.** It is considered as one of the most critical periods in the human being learning process; it is in the way that children have an innate universal grammar. Also, they are a kind of 'language acquisition Device', which makes them a type of sponge that can absorb or learn a language quickly, which is not possible when they start their adolescence and further. Also, this is one of the most important reasons because a child does not need to be prepared in grammar but, it is essential to promote their speaking abilities which can be developed as something natural. Noam Chomsky (1986, cited in Feriz et al., 2017, p. 4)

b) **Speaking Skill in High School.** School is when the student starts to maturate; it should be when they understand the importance of studying English and being proficient and fluent in English. Sometimes, the lack of motivation comes from the amount of pronunciation the student is exposed to; it could be from the other classmates or directly from the teacher. "If the pronunciation is not correct, the message could be misunderstood" (Feriz et al., 2017, p. 3). If we think about it, if there is a misunderstanding, a lack of interest in the topic, or the subject starts to grow.

c) **Speaking Skills at the University.** It could be treated as one of the essential steps in which a student must realize the importance of English personally and professionally. Personally, "To get a correct social interaction, it is necessary to have a good

pronunciation" (Feriz et al., 2017, p. 3). Then we can see the importance in a general way, because as we live in a globalized world, English is a significant opportunity to contact people from other countries. However, most countries demand the adhesion of foreign language in higher education as a tool to have better professional opportunities, and not only that, students could realize any capacitation or course in a foreign language that enriches their professional opportunities. (Abdulhafidh, 2015)

1.3.4. *The English-Language Correct Pronunciation*

The proper vocalization of a great variety of vowels and letter sounds in the English language. As we mentioned, pronunciation is the most challenging part of a student acquiring a foreign language. It means that a person must be prepared in the grammatical or syntactical field and must be prepared in the phonological area, which means the correct pronunciation. "Correct pronunciation forms the basis for better communication"(Swarna & Kumar, 2020, p. 669). It also might refer that the learner is prepared to recognize a word or phrase that must be used and pronounced in situations.

1.3.5. *The Importance of the English-Language Correct Pronunciation*

The importance of the correct pronunciation in English comes from the need of the learners to express themselves effectively and comprehensively; based on that, Swarna & Kumar (2020) affirms that: "A wrong pronunciation or wrong word stress and tone can render the meaning of the thought to be communicated" (p. 669). It refers to the primary goal of language pronunciation, which is the correct expression of ideas to express something specifically in the manner we want. The receptor can understand and comprehend the concept perfectly.

1.3.6. *The Role of the Phonetical Alphabet in the Correct Pronunciation of English Words*

It is essential to mention that the phonological part could be seen as something necessary in language learning, not only in English but in all languages. Swarna & Kumar (2020) hold the following affirmation: "Not all words in English can follow a certain pattern of pronunciation. A vowel letter represents different vowel sounds. For example, the vowel 'u' in words 'cut' and 'put' has different pronunciations" (p. 669). Specifically, in English, we could appreciate the

richness in sounds that its phonological alphabet has. That is the main reason to consider it as something difficult because to master the English pronunciation. It is necessary to master the English phonological alphabet.

1.3.7. *How to Deal with Linguistic Phonological Interference in Class*

1.3.7.1. Strategies to Reduce Phonological Interference in the Class.

Table 8

Strategies to reduce phonological interference in the class

Strategies to minimize phonetic interference	Description
Phonological awareness	The PA is a group of activities that can be added to the curriculum; the aim is that the students should be exposed to the sounds' use. It does not matter if they know the target language's phonetic alphabet because the activities follow an order: -First, they develop the listening, then they can apply and produce the speaking. -An important aspect is that the students learn the sounds' production from the most prominent units such as words and letters to the minor units such as syllables and phonemes in the same order.
Activities by which the PA could be applied	
• Rhyme	The use of rhymes is practical. The idea is that the teacher could use both speaking and visual situations with the help of verses that can attract the students' attention. As with any activity which involves pronunciation, the teacher must exaggerate the sounds of each word. In that way, it is easier for the students to follow the correct pronunciation.
• Isolate and categorize sound	We have two different abilities that combined generate an interesting and helpful application when avoiding phonetic interference. By isolating, we refer to the ability to recognize the different phonemes found in a word; on the other hand. We have categorization, which uses the ability previously mentioned to arrange words with different meanings but similar sounds pronunciations.
• Blend and segment syllables	This activity is the fusion of two different and opposite abilities. The first one is the segmentation that, in simple words, means the division or breaking of a word in the sounds which compound it. Second, blending is the opposite because of combining the divided sounds into a complete and concrete word again. The activity is essential because both abilities are a kind of complement to the sounds of pronunciation learning.
Other Activities	
• Audiovisuals and songs	Audiovisuals and songs is a frequent activity. It is the use of audiovisuals and spoken activities related to the same audios or videos. It aims to get students in contact with authentic native pronunciation. Most of the time, it is not possible to interact with an English native speaker. That is why it is one of the accurate options to use instead.

		The same happens with songs, which are also more challenging to understand and require the total concentration of the students.
•	Tongue twisters	As we know, tongue twisters are an excellent option to improve any language instead of our mother tongue. The purpose of using these kinds of activities is to promote the articulation of the students' phonic system using complex phrases that make them repeat and repeat until they master it. In this way, it does not become boring for the students. It's crucial to mention that these activities are not used in any part of the class, which means they should be used as motivation at the beginning or at the end of the lesson.
•	Short & Long Vowel Songs (Song)	Using music is a fantastic idea to do different activities with the students and motivate them. The activities aim to put the students into the wave of the correct English pronunciation of the vowels. The idea is that the teacher must sing the students trying to exaggerate the authentic phonetic sounds of the vowels to make them notice how to reproduce them.
•	Vowel Mixer	This activity aims to make students notice that vowel sounds can be identified in more than one word. Apart from that, the work is promoted in groups. The teacher must divide the groups, then gives the students an individual flashcard. The objective is that the students must find their groups according to the sound of their flashcard words. It could vary depending on how many words with the same sound the teacher decides to use. An example of word groups could be: [Air, care]; [Here, cheer].
•	Pronunciation cards 1	This activity was developed to make students notice the correct pronunciation and sounds between similar phonic words. The variation of words is just the middle vowel sounds between the same initial and final consonant sounds, for example, Luke Luck, Look, Lock, etc.
•	Tongue exercises	The aim of this activity is that the students start doing tongue exercises without noticing it. It means that the teacher takes 15 minutes of any part of the class and keeps the students stood while repeat voiced and vowel sounds. The teacher just starts the exercise without telling the students what they are doing or what they will do.
•	The mirror game	This activity is used in pairs because the teacher makes some gestures and pronounces some words or inclusive, just phonemes, then the teams must imitate the same the teacher did take turns to do it. The purpose is that they reflect on what the other classmate is doing and that they can also correct themselves if they think they are doing something wrong.
•	The spelling game	The spelling game is an interesting option to use because students can practice the correct pronunciation of phonemes. The activity can be developed in groups as a kind of competition; the competition is not the fasters; the idea is that the students spell the words better.

Note: The table organizes a compilation of methodological strategies to avoid phonetical linguistic interference. Created by the author of the project with information obtained from Feriz et al. (2017); Granados & Paez (2016).

Chapter II

2. Methodology

2.1.   Types of research

A mixed methodology was used to develop this research work, using both qualitative and quantitative research methods. According to (Schoonenboom & Johnson, 2017): "Mixed methods research (Mixed Methods or MM) is the sibling of multimethod research (Methodenkombination) in which either solely multiple qualitative approaches or solely multiple quantitative approaches are combined" (p. 2). It was used a mixed methodology because it helps to frame the research objective, which searches the identification of strategies by which it could be determined how the linguistic interference of L1 influence the development of oral production in the L2 English language in the high school seniors 'Unidad Educativa 28 de Septiembre' high school. A mixed methodology was used because a proposal was provided for the educative institution in the end.

On the one hand, the qualitative research methodology was used regarding the educational field, specifically learning a foreign language. It is based on collecting information about previous experiences and background both in teaching and learning the language. According to Aspers & Corte (2019), qualitative research is: "an iterative process in which improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied"(p.1). In this case, we search to do contrast in the cases done with the purpose and finality to choose the adequate tools to identify the language interference on the English language speaking skill.

Second, quantitative research methodology was used with the application of research tools such as surveys and questionnaires. (Apuke, 2017) affirms that: "Qualitative research is used to investigate facts, reconfirm the results of previous experiments, provide solutions for existing or new issues, support theories, as well as propound new theories" (p. 1). It will help to detail the positive or negative incidence that the language interference has on the English as

second language acquisition in the "Unidad Educativa 28 de Septiembre" high school senior students.

2.2.   Research methods

2.2.1. *Deductive*

We can say that it was deductive in the way that we approached the theory on which the problem of this project is based. The deductive method can be defined as how the hypothesis or research questions can be augmented or refuted (Creswel and Plano, 2007). According to Gabriel (2013), "A deductive approach usually begins with a hypothesis (…) the emphasis is generally on causality" (paragraphs 2-3). Finally, it is essential to create categories and connections to analyze the information in qualitative data analysis.

2.2.2. *Inductive*

On the other hand, the inductive method approached us to develop new knowledge and data from the studied phenomenon or problem. In this way, "the inductive researcher is someone who works from the "bottom-up, using the participants' views to build broader themes and generate a theory interconnecting the themes" (Soiferman, 2010, p. 3). Similarly, Gabriel, (2013) postulates that "an inductive approach is concerned with the generation of new theory from the data" (para. 2-3). Also, the inductive method is helpful in qualitative data analysis because the researcher needs to find a kind of pattern or common theme among the collected information for a successful data analysis.

2.3.   Techniques and Instruments

a) **Interview.** This instrument is commonly used to collect qualitative information and in research in the humanities area. As Ryan, Coughlan, & Cronin (2009) affirms: "The one-to-one interview is commonly used data collection method in health and social research" (p. 309). Furthermore, "interviews vary in type and structure depending on their philosophical orientation" (Ryan et al., 2009, p. 309).

b) Survey. The second instrument is commonly used to collect quantitative information. Ponto (2015), the survey is "the collection of information from a sample of individuals through their responses to questions" (p.168).

3. Analysis and Discussion

3.1. Survey Analysis and discussion

The survey was applied to 29 of 46 students from the "28 de Septiembre" educative institution (due to the pandemic situation and internet problems, in the annexes is the respective certificate), following it is presented the analysis of the final collected data.

3.1.1. *Language Vowel Pronunciation Level According to Student Self-Perception.*

The bar chart (figure 6) shows senior high school students' English language vowel pronunciation, '28 de Septiembre high school', in 2020 - 2021.

Figure 6

Self-Perception of the Student's English Vowels Pronunciation Level
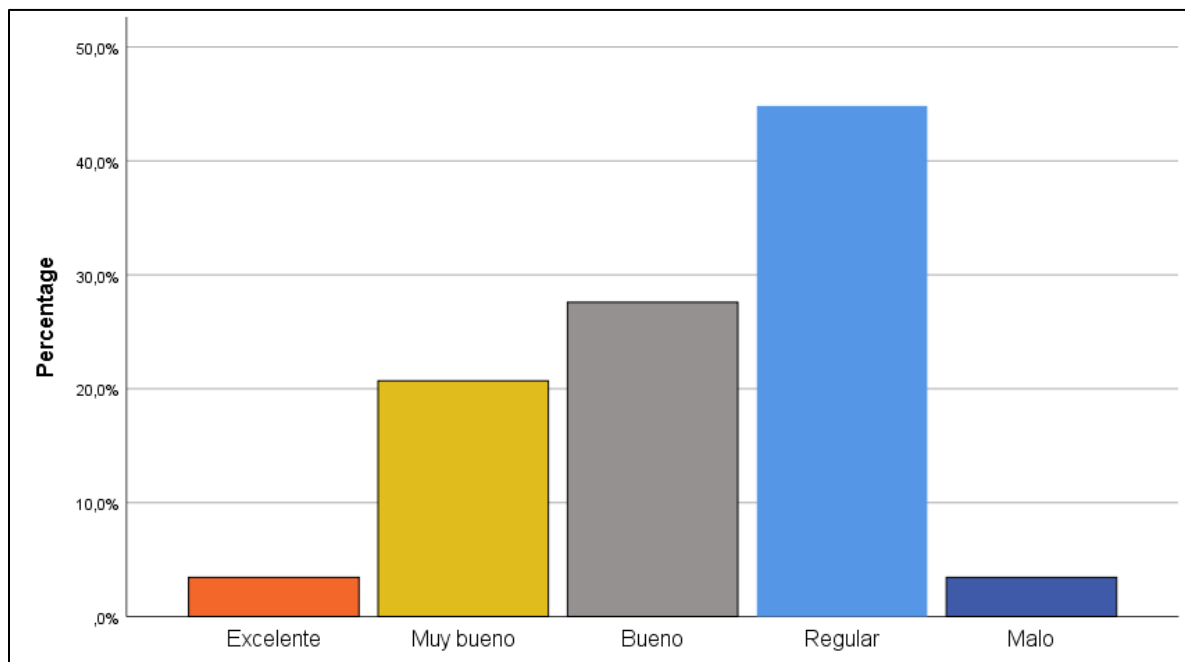
Note: Created by the author of the research project using the SPSS statistics software, survey 2021.

According to the participant's self-perception, almost half of them perceive their level of pronunciation as an average level. Contrasting with that, a small minority of the students'

perception matches to an excellent level. Also, only a third of the students have a good pronunciation level. Based on the results, it can be appreciated that most of the participants do not achieve the Ecuadorian Ministry of Education (MINEDUC), which proposes that students must have a B1 English level at the end of the third year (Bachillerato general unificado, BGU). (Ministerio de Educación, n.d.). Also, we must remark on the importance of pronunciation in EFL learning. While pronunciation is the thoughtful way in which a user performs the use of the language (Marzá, 2014), it is crucial in EFL learning in the way that the aim of any language is the communication of people, that is why it is necessary the correct pronunciation for adequate comprehension of the message (Swarna & Kumar, 2020, p. 669).

In conclusion, students perceive themselves as a group with an English vowel pronunciation level that can be improved.

3.1.2. *Development of the Lesson Using Exclusively the English Language.*

The pie chart shows the result of a question in which the senior students were asked how their English subject classes developed. The question referred to the only use of the English language in their classes. Participants mentioned that they do not receive their classes using only the target language.

Figure 7

Classes in English
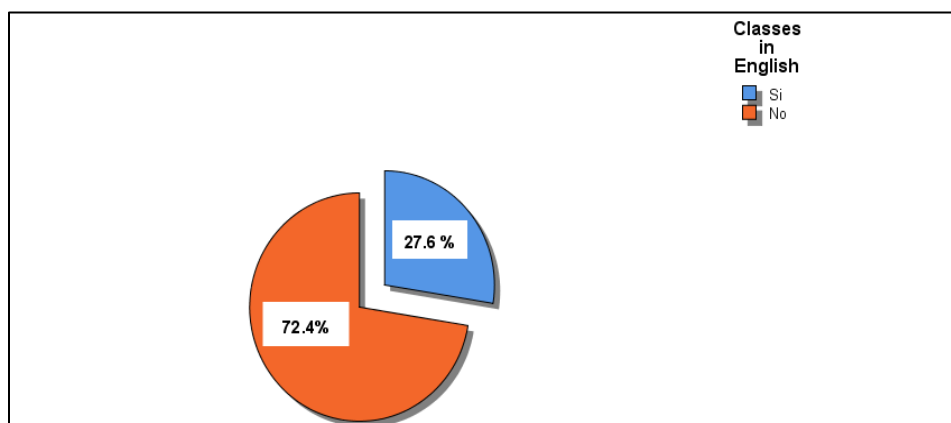
Note: Created by the author of the research project using the SPSS statistics software, survey 2021.

In Figure 7, most students consider that their lessons are not entirely developed in English, with only a quarter of the participants saying yes.

To analyze this issue, it is necessary to check the factors that allow linguistic interference. One factor of L1 interference in English vowels is the frequency of practice and continuous contact with the target language (Subandowo, 2017). It is known that we need to be in contact with the language to learn it. "The use of the L2 should be maximized whenever possible" (Diaz, 2019, p. 21). The language students learn through immersion in the language, the more they are immersed, the more they learn it and internalize it.

In conclusion, the student's lessons are not developed exclusively using the English language.

3.1.3. *Frequency of the Use of Spanish During the Class*

This graph shows the survey results in which the senior students were asked about the frequency of using the Spanish language in their English classes. The question referred to the use of the mother tongue in a general way. The participants mentioned that they frequently use their native language (Spanish) to develop their English subject classes.

Figure 8

Frequency of the Use of Spanish
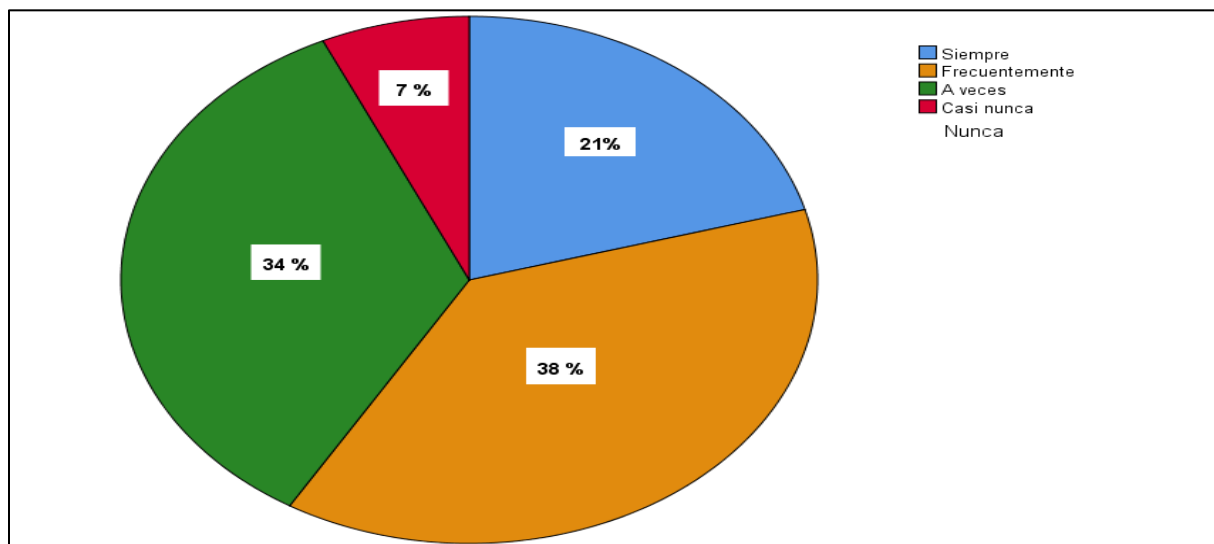
Note: Created by the author of the research project using the SPSS statistics software, survey 2021.

From this pie chart (figure 8), we can appreciate that most people consider that they frequently use the mother tongue during the English classes' development, with just a four percent difference between the students that consider they sometimes use the Spanish language. One-fifth of the participants said that they always use the Spanish language in the English classes, compared to a small minority of the participants who said they rarely use it. It is necessary to talk again about factors that produce L1 interference on L2. When we talk about the factors of linguistic interference, the disloyalty to the target language is the commonest one (Lekova, 2010, as cited in Salazar, 2016). It means that the learner is not only focused on the target language because of Spanish as a sort of guide.

In conclusion, since it is recommended not to use the mother tongue during an English class, most participants believe it is frequently used.

3.1.4. *Auto-perception of the students when They Work with Each Other*

Figure 9 shows the students' auto perception (How they feel) when working or talking with classmates during the English class.

Figure 9

Auto-perception of the Spoken Interaction with Classmates
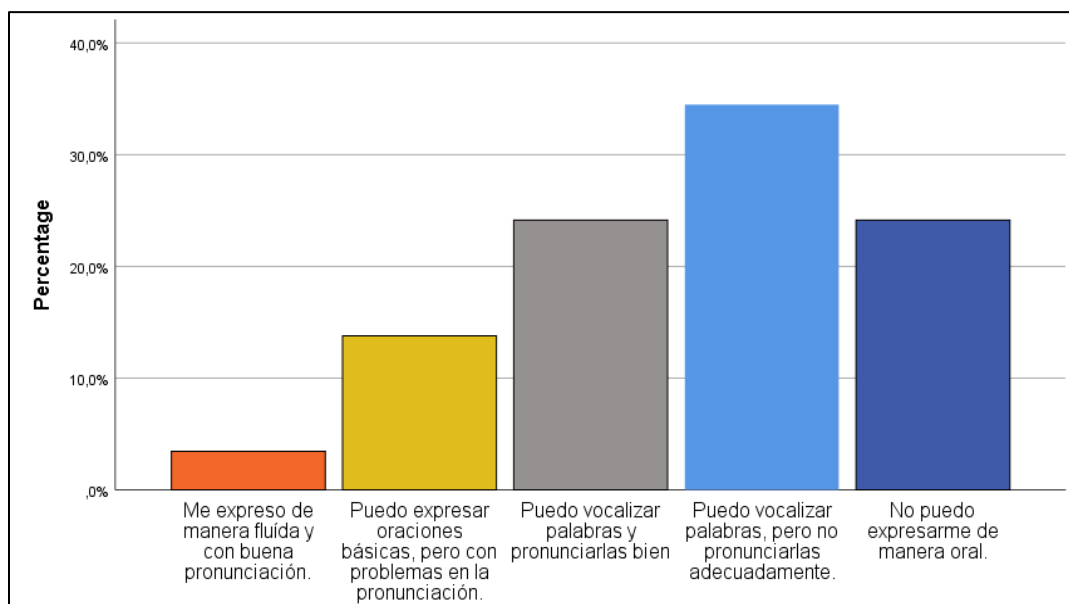
Note: Created by the author of the research project using the SPSS statistics software, survey 2021.

A third of the students can only speak words but cannot pronounce them adequately on the chart. In contrast to the last mentioned, we can observe in the graph that a small minority of the participants can fluently express themselves with accurate pronunciation. One interesting aspect is how most students are concentrated on the lowest sides talking about pronunciation and interaction between classmates. Also, we can appreciate how a considerable number of students cannot orally express themselves using the English language in group interaction. "The difficulties are many, and regarding pronunciation, many of them are afraid to pronounce incorrectly" (Odilys et al., 2014). In a general way, students tend to feel fear when they try to speak in public; most of the time, they are afraid of the ways that their pronunciation is good or not so good.

In conclusion, there are inconveniences in spoken interaction and the pronunciation of vowels, words, and phrases during interaction with classmates using the English language.

3.1.5. *Possible causes of the Inconvenience in the Pronunciation of the English Vowels*

The following simple bar chart illustrates the leading causes or inconvenience for students to have problems in English-language vowel pronunciation. The question asked the students to select the reasons they consider when pronouncing the vowels in English. In a general way, there is a homogeneous result about the causes.

Figure 10

Causes of the Inconveniences.
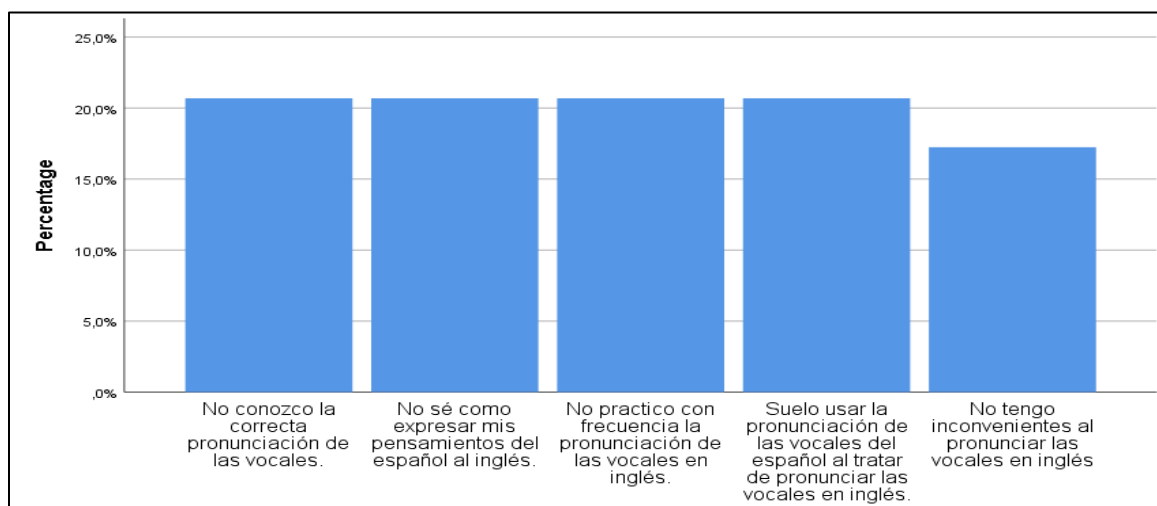
Note: Created by the author of the research project using the SPSS statistics software, survey 2021.

Figure 9 shows a curious and homogeneous result. We can observe how a decisive majority of the participants have at least one inconvenience when they pronounce English vowels. On the other hand, we see that a small minority of students affirm that they have no problem with their pronunciation of the vowels in English. All the proposed causes are related to linguistic interference. Still, students use the Spanish phonetic vowels to try to pronounce the English vowels even though both phonetic alphabets are entirely different. One of the most common situations of linguistic interference is when students change vowels and consonant sounds from the mother tongue to the target. Spanish and English phonetical alphabet is very different. In this way, it can be created phonological interference. (Mayordomo, 2013).

In conclusion, some students do not have inconveniences when they pronounce vowels in English. Many students have weaknesses in talking about interference in the pronunciation of vowels in English.

3.1.6. *Academic Development Indeed, the Inconveniences in the Pronunciation of the English Vowels*

The figure 10 chart shows the result of a question focused on the individual academic development in the case that the students feel that they have problems in their pronunciation of the vowels in English. The question was related to how students develop academically; they have any kind of problem when talking about English vowel pronunciation. Participants have in common the use of the mother tongue as a means of helping their academic development of English subjects.

Figure 11

Academic Development Indeed the Interference
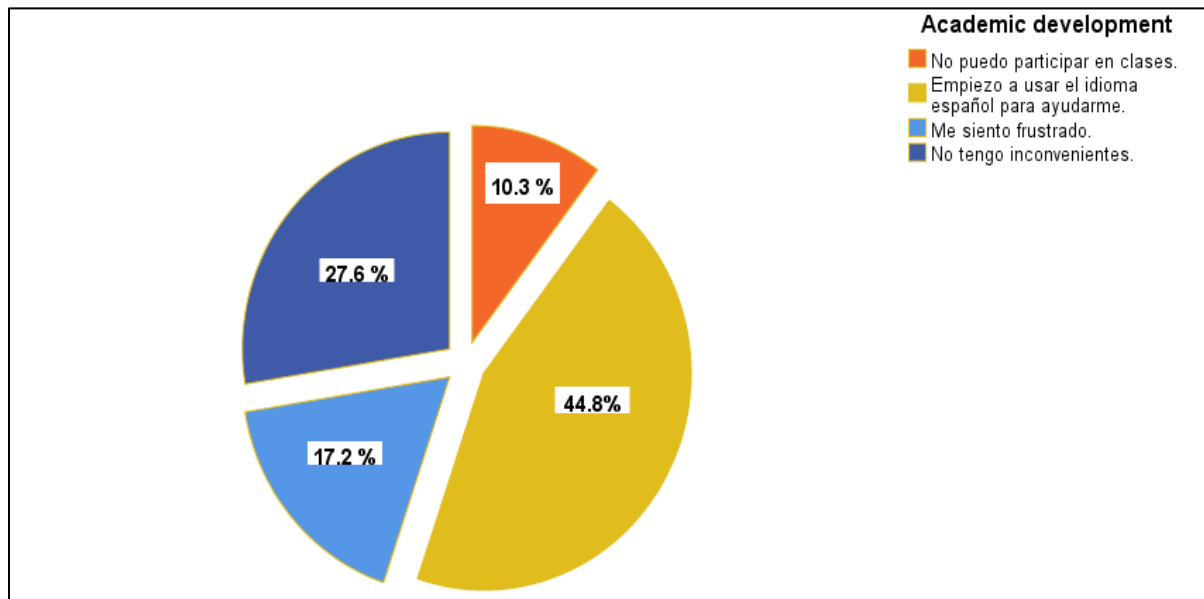
Note: Created by the author of the research project using the SPSS statistics software
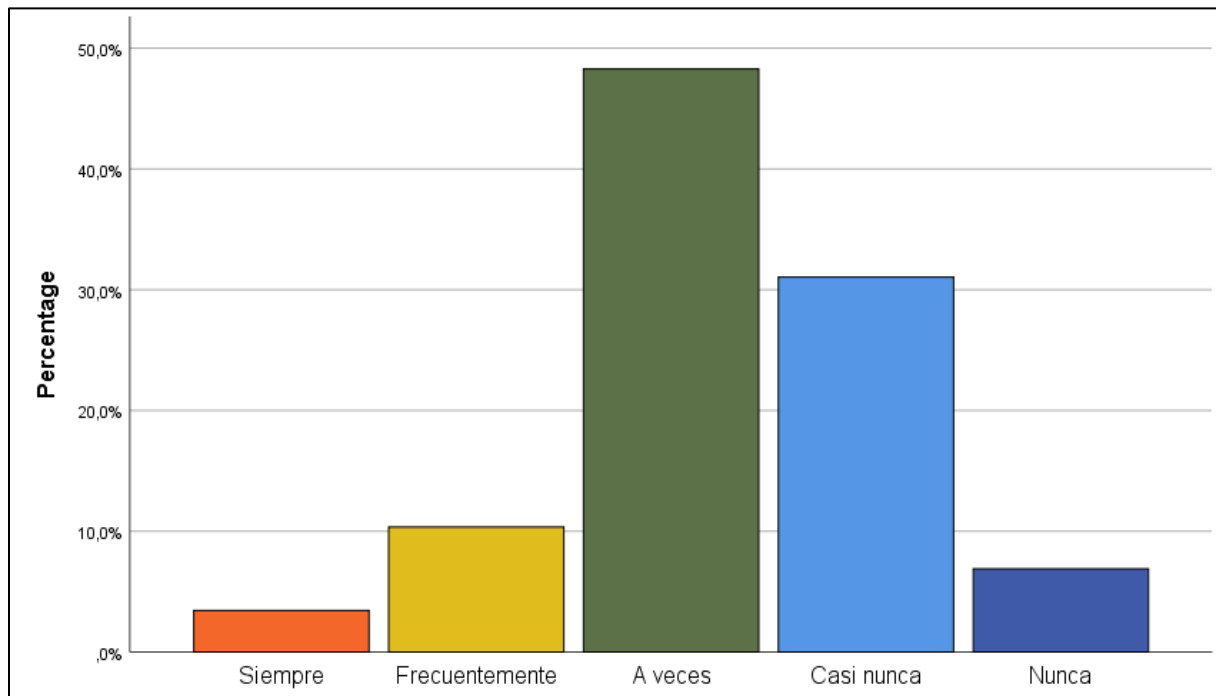
Undoubtedly, it can be appreciated that almost half of the participants started using the Spanish mother tongue to help themselves in the class academic development. As opposed to the last option, more than the fifth of the students in the total requested do not have any inconvenience. Then the rest of the students have other problems because almost a fifth of them feel frustrated, and only a tiny minority cannot participate in classes, which is a more significant issue. The correct ´pronunciation is necessary. For that reason, Swarna & Kumar (2020) affirms that: "A wrong pronunciation or wrong word stress and tone can render the meaning of the thought to be communicated" (p. 669). This situation is seen by how some students cannot interact in classes, or other students start using their mother tongue to communicate better.

3.1.7. Frequency of Activities in Class to Improve the Pronunciation of the English Vowels

This graph (Figure 7) shows the students' frequency of performing activities in class to improve the English vowels pronunciation.

Figure 12

Frequency of Activities in Class for Interference

From the bar chart, most participants sometimes and rarely perform activities in class that helps them improve their pronunciation of English vowels. On the other hand, a small minority always and frequently perform activities in class. In conclusion, the student's low level in vowel pronunciation is directly related to the lack of vowel pronunciation activities. Based on that, it should be considered that "A student may need more than one strategy for tackling English pronunciation" (Busyteacher_admin, n.d.).

3.1.8. *Frequency of Autonomous Work to Improve the Pronunciation of the English Vowels*

The following graph (figure 8) states the participants' results that realize autonomous work to improve their pronunciation of the vowels in English. The question was related to the frequency in which activities are developed by students autonomously.

Figure 13

Frequency of Autonomous Work for Vowel Pronunciation.
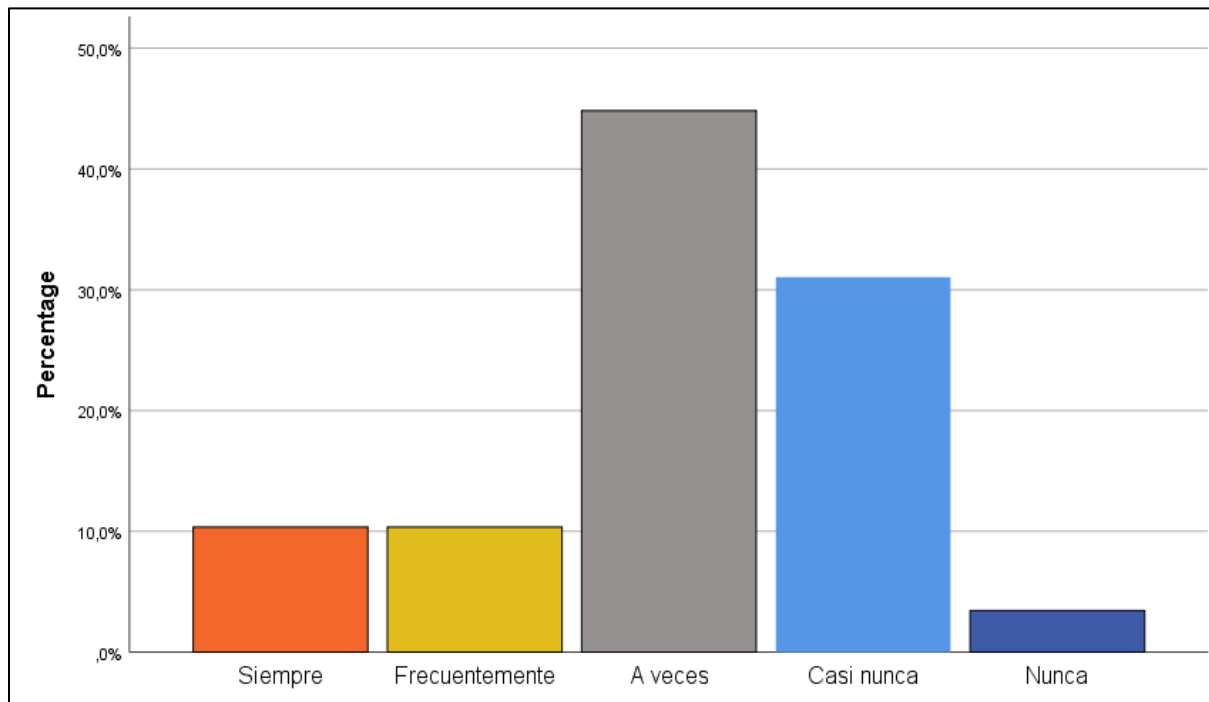
According to the last argument, we can also say how crucial autonomous work is in enhance students. The pie chart illustrates clearly how most of the answers were between "sometimes" with half of the participants and "rarely" with a third of them. In contrast to the last-mentioned, it can be appreciated how the minority of the population answered positive aspects like "always" and "frequently". Finally, a small minority of the students, equivalent to 3.4%, responded that they never do autonomous activities. Students may not devote enough time to studying in various circumstances the English language by themselves. In addition to that, the teacher can improve their autonomous work by giving them some activities or strategies that can improve the student's pronunciation of English vowels.

To summarize, it can be appreciated as a weakness in the students' studying habits. Practice is an essential aspect of successful language learning because the more students practice by themselves, the better the results. The student's self-motivation is seen as a critical aspect in second language acquisition. The students need to be able to work autonomously. In this way, they can reduce linguistic interference levels (Salazar, 2016).

3.1.9. English Vowels Pronunciation Activities in which Students Would Like to Participate

The following bar chart (Figure 9) shows the students' answers about their choice in a variety of activities. The question asked them to choose the activities in which they would like to participate. They had to pick them in a group of eight proposed activities.

Figure 14

English Vowels Pronunciation Activities.
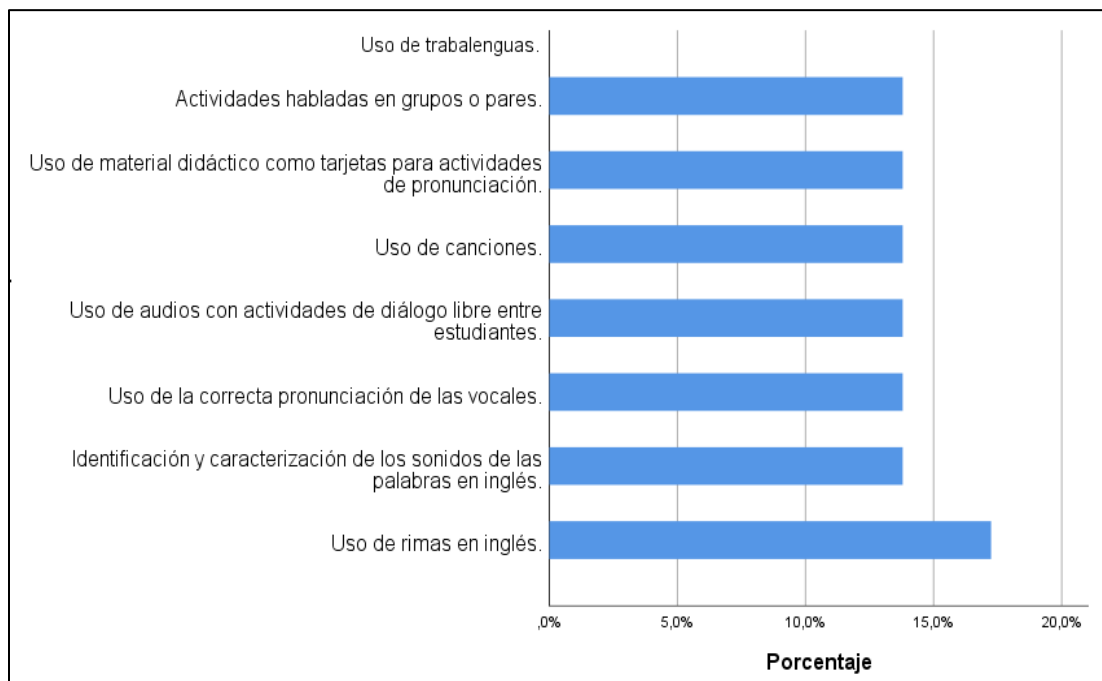
Note: Created by the author of the research project using the SPSS statistics software

According to the graphic, a kind of homogeneous results can be seen because the students would like to participate in almost all the proposed activities. The most accepted activity was the use of rhymes in English. On the other hand, there is an activity that the students didn't choose at all.

3.1.10. The Usefulness of Didactic strategies Application in the "28 de Septiembre" Educative Institution to Reduce the L1 interference on L2.

Finally, in figure 10, the final question was about the students' perception of the usefulness of pronunciation activities in their educational institution. Based on their perception, participants

were asked to choose the effectiveness of activities that help reduce interference levels and improve the pronunciation of English vowels. The results were positive for the research project.

Figure 15

The Usefulness of Pronunciation Activities Application.
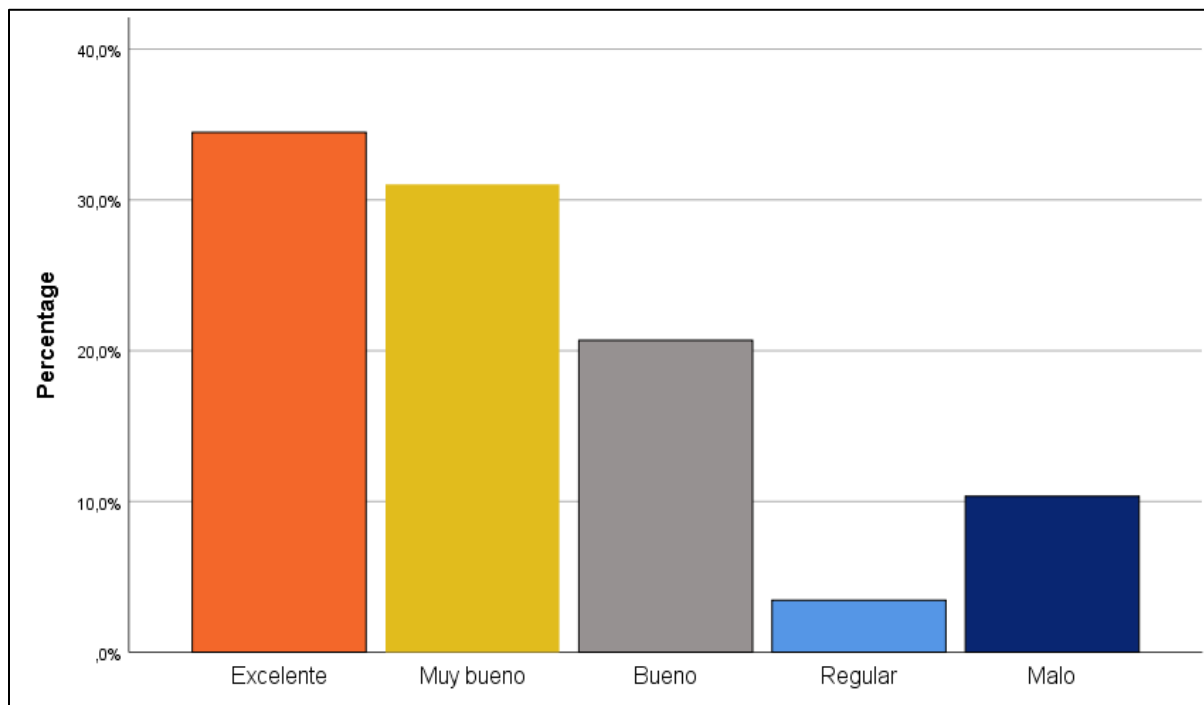
Note: Created by the author of the research project using the SPSS statistics software

Most students answered positively to the proposal, which means that about a third of them think that it is excellent, followed, a third of the participants consider that it is very good, and 24.1% of them opines that it is good and practical the application of strategies in their educational institution to reduce the interference levels and improve their English language vowels pronunciation. On the other hand, a small minority of students think it is normal or bad. About methodological strategies, "they are helpful pedagogical tools to help students develop communicative skills in the English language" (Odilys et al., 2014, p. 7). Using new strategies to continue improving the student's learning is the best way to continue improving in education.

Based on the students' answers it can be concluded that it is necessary, and they consider it useful the application of didactic strategies that help to reduce the linguistic interference and improve their pronunciation of the vowels in English.

3.2. Interview Analysis

Table 9

Organization of the Interview Application

Area	Number of participants	Participants that answered	Names of the participants	Date of participation
Vice-Principal	1	1	MSc. De Jesús M.	21/05/2021
English area coordination	1	1	Ing. Vásquez V.	18/03/2021
English language teachers	4	4	Teacher Bedoya G.	18/ 03/2021
			Teacher Luna S.	18/04/2021
			Teacher Yolanda A.	19/03/2021
			Teacher Mina D.	21/03/2021

Note: Adapted from (Pomposo, 2015, pp. 116–119)

The same interview was applied to 4 English teachers, the English area coordinator, and the vice-principal of the educative institution. Successfully, all of them had the availability and answered the proposed questions. The analysis of the collected data is presented in the following. Data were qualitatively analyzed following a process of the next steps offered by Canary (2019):

- Reading the transcriptions.

- Annotations from the transcription (Impressions of the transcription answers).

- Conceptualization of the data (Organization and categorization).

- Segmentation (Connecting and articulating categories).

- Analysis of the results.

- Writing the final analysis.

The direct transcriptions of the interviews are in the annexes.

3.2.1. *Question 1: Range of L1 interference in EFL learning.*

- **¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?**

The first question of the interview referred to the range in which L1 interferes unconsciously and automatically in EFL learning.

According to the information gathered, there is an approximated idea of L1 interference in EFL learning. First, we are talking about linguistical inconveniences, mainly because students are in contact with new linguistic structures, English linguistic structures in this case. According to (Weinreich, 1979), linguistic interference is divided into phonetical, lexical, and grammatical. The variation between the two languages generates inconveniences. For example, phonetically, a learner can identify a phoneme of the EFL and try to pronounce it using the phonetical system or rules of the mother tongue (Weinreich, 1979). L1 interferes in the way that the students produce sounds in the L2.

Second, talking about the skills, students need to develop both productive skills (Speaking and writing) and receptive skills (Listening, reading, and viewing). According to the interview answers, L1 interferes in how students express the English language in practical skills. Talking about speaking Hickey (2010) says that interference in L1 speech can be identified in the learner's accent because they use phonetical units from the L1 when the learners try to speak in the L2.

In conclusion, the L1 range of interference is abroad talking linguistically and the learner's skills. But also, the unconsciousness of the topic can be a problem, generating that both teachers and learners are not aware of this problem.

3.2.2. Question 2: Implemented Strategies by Teachers for the Correct Pronunciation of the English Vowels

- **Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?**

The second question was about the strategies that the teachers commonly use to improve the English language vowels pronunciation in the students. For the analysis, the strategies were divided from the most common to the less common.

First, Audiovisuals which are included both videos and audio with educative purposes. This is a common strategy selected by almost all interviewees and used to improve the correct pronunciation of the English language. Related to the last mentioned, Feriz et al. (2017) affirm that audiovisuals, including videos, audio, and songs, are a successful way to improve the student's pronunciation sub-skill. This is a popular strategy because, in this way, the students can be in contact with accurate native pronunciation, which means a correct pronunciation.

Then, the exclusive and continuous use of the English language. For some interviewees, being in direct and constant contact with the target language is an important strategy to improve the English vowel pronunciation. According to Richards & Rodgers (2001), a language can be taught without using the L1 and grammar-translation. He refers to this method as a direct or natural method. In other words, English should be taught in English.

Moreover, listen and repeat. Some interviewees use the known strategy of repeating after listening. The repetition of unknown and difficult words and phrases is considered a good option for improving vowels in English pronunciation. A similar strategy can be found in the pronunciation activities proposed by (Feriz et al., 2017), any L2 learner can develop the mirror activity. The strategy consists of imitating all the words pronounced by the teacher or a model. The words should be repeated almost the same time as they are pronounced. This strategy is also known as the shadow strategy. Additionally, there was also an answer in which the teacher did

not know about strategies. That shows a need for strategies to improve the English language vowels pronunciation.

In conclusion, a common strategy observed was the use of audiovisuals to put students in contact with the target language and native pronunciation. Also, teachers think it is a successful strategy to teach the students the language directly through the language, which means without using the mother tongue. The less popular strategy was the listening and repeating strategy.

3.2.3. *Question 3: Blocking or effects on EFL production due to L1 interference.*

- **¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?**

Question 3 aims to determine if teachers are aware of the range of effects of L1 on L1. According to the interviewee's perception, there is a typical pattern because most of them do not know how deep and what effects L1 interference can have on L2 EFL production mainly because they consider it difficult to determine how deep it can affect. On the other hand, some interviewees think that this directly affects EFL pronunciation. The learner's pronunciation deviates, which means that in general terms, the learners' pronunciation of the target language is highly influenced by the mother tongue (Wang, 2014).

Additionally, they hold that it happens because a foreign language is difficult to pronounce correctly, especially if there is not a continuous practice of the language. Practice is the way to master any field. The less practice of the English language pronunciation, the more likely the learners are to acquire the English language with a good pronunciation (Words Worth English Language Lab, 2015). Moreover, the difference of both languages, specifically in the phonetic area, makes it a big problem to deal with. According to the last mentioned, Wang (2014) says that "the more different are the L1 and the target language, the deeper are the effects of linguistic interference" (p.58).

In conclusion, as a typical pattern, teachers are not aware and do not know the effects that L1 has on the production of L2 EFL. On the other hand, there is also the perception that L1

directly affects the pronunciation of EFL due to the lack of pronunciation practice and the differences between both languages.

3.2.4. *Question 4: L1 influence on pronunciation quality and student grades during EFL learning*

- **Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?**

Question 4 was about the influence that L1 Spanish has on the L2 English pronunciation and student's grades. The interviewees agreed that L1 negatively influences the quality of the student's pronunciation, except for a participant who did not know about these effects. Talking about the impact on pronunciation, L2 pronunciation can be inhibited by the fact that the mother tongue sound system and mistakes are fossilized in students' minds (Words Worth English Language Lab, 2015).

There is a pattern because most of participants think that the difference in the vowel systems is the main reason for its effects. Mainly because the students face a different system with more vowels than their native language, the difference can be appreciated in the fact that Spanish has five pure vowels and English has 15 vowels; also, Spanish vowels are tenser than the English ones, which is why the English vowel system is considered more difficult than the Spanish one (Garita et al., 2019).

Based on factors and the participants' opinions, most of them believe that the learner's mother tongue directly influences the student's pronunciation, and thus their grades are also affected. According to Genlish (2021), the mother tongue's influence on L2 learning can cause the learner's academic growth to be affected.

An interesting fact was mentioned as well, it was that the time for the English subject is limited due to the curriculum, this mainly because English is considered as a complementary

subject. The frequency of practice makes the English pronunciation possible (Subandowo, 2017). This is significant because the more experience a student gets, the better their abilities become. It was suggested that students be trained in pronunciation since they are very young because that increases the possibilities to be better in the language in the future.

In conclusion, the mother tongue affects L2 learning. First, the different number of vowels in both languages makes it difficult for the students to understand the target language. Additionally, the limited time they must practice due to EFL is a complementary subject in the curriculum. Based on these findings and according to the answers of the interviewees, L1 influences the learning of L2 and, in this way, the student's grades because it is difficult for them to pronounce sounds in the foreign language.

3.2.5. *Question 5: Importance of strategies to reduce L1 interference and improve the English vowels pronunciation in the institution*

-

Question 5 referred to the importance of strategies to reduce L1 interference and improve the pronunciation of the English vowel in the institution. As a common pattern, all interviewees think that innovative strategies and resources are positive for student learning. This is in terms of improving the student's pronunciation and reducing interference caused by the influence of the mother tongue. Methodological strategies are taken to solve many of the problems that students have when they acquire the correct English language pronunciation, but also in listening. One of the participants mentioned that the teacher must know the strategies and how to apply them correctly for a successful implementation.

In conclusion, in a general way, the participants think that the application of strategies and resources has a direct benefit on the students. Specifically, to reduce L1 interference and to improve their listening and speaking skills and pronunciation as well. An important aspect is to know the strategies well and to know how to apply them adequately.

3.2.6. Question 6: The features that a guide should have to reduce L1 interference and improve English vowel pronunciation.

- **Como sabemos, el proceso educativo está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?**

Question 6 asked about the characteristics that a guide to reduce the L1 interference on L2 English vowels pronunciation should have. The participants were very generous in providing such valuable information; among the characteristics that the guide should have, we have:

- It should be easy to manage by the teacher and easy to understand by the students.

- It should pay attention to the student's needs and have content and graphics that engage the student's attention and improve their learning.

- It should contain activities that can be applied in this pandemic situation.

- It should have topics that are familiar to students, topics that engage their interest.

- The activities should be innovative and creative.

- It should contain the correct pronunciation of the English vowels.

- Activities should be student-centered and focus on active practice.

- It should contain activities with audiovisuals to engage the student.

As a recommendation, an interviewee suggested that the guide be socialized with the target group of students to appreciate the impacts and for better interpretation.

<div align="center">**CHAPTER IV:**</div>

<div align="center">**4. Proposal**</div>

4.1. Proposal Design

4.1.1. Introduction

From the data analysis, it was determined that the senior students of the "28 de Septiembre" educational unit have gone through a series of inconveniences when talking about the pronunciation of vowels in English. According to their answers, these inconveniences are affecting in different ways their academic development in the English subject. Also, they pointed out that there are factors like lack of activities, the development of the lessons without using completely the English language, the unknown of the correct pronunciation of the words, a low pronunciation level, there is no continuous practice of the pronunciation of the vowel, and they use to confuse between both English and Spanish phonetical alphabets. Those factors make them continue using Spanish as a help to learn English which is the main reason for the L1 interference on L2.

Based on the results, this didactic guide was designed to benefit the students, helping them to deal with that kind of problem. This guide aims to facilitate the practice of English vowels and to reduce the L1 interference in the pronunciation of English L2 vowels. Due to the current pandemic situation, activities will be developed for an online environment. To do it, the activities were chosen based on the student's likes and focused on them as well. This is because, for the application of the activities, they were collected a variety of programs and web pages that make them fully interactive and cooperative. Finally, it is necessary to mention that the activities are student-centered based on constructivism because they will be actively involved in their learning.

4.1.2. Proposal's name

Didactic guide of strategies to reduce the L1 interference in L2 vowel pronunciation.

4.1.3. *Presentation*

The current guide was designed and developed to be put into practice during the high school academic period. It has three sections, and each section has two lessons.

This guide was not designed to replace any book, either the book of the ministry of education or any book that the institutions decide to use to develop the academic periods. Instead, this guide is a kind of complement to help both teachers and students deal with the negative inconveniences of linguistic interference. The strategies guide was designed to be applied in a virtual environment.

4.1.4. *Objectives*

General Objective:

To reduce the L1 interference on L2 English vowel pronunciation in the senior students of the "28 de Septiembre" educational institution employing didactic strategies.

Specific objectives:

➢ To practice the pronunciation of English vowels using poetry.

➢ To express the English language vowel pronunciation using famous songs.

➢ To increase the pronunciation of the vowels in English by using role-playing activities about famous movies.

➢ To employ spoken activities in the improvement of the pronunciation of the English vowels.

4.1.5. Proposal's Unit Organization

Table 10

Proposal's unit organization

Section	Lessons	Strategies	Points of Interference
1) Dream jobs!	• Learning the professions and jobs.	• Phonological awareness. • Identification of vowel sounds. • Characterization of vowel sounds.	The English sound /iy/ is usually pronounced like the Spanish sound /i/, but the /iy/ sound is slightly higher and longer than the Spanish phoneme.
	• My dream job, a unique poem	• Phonological awareness. • Identification of vowel sounds. • Poetry: Rhymes and tongue twisters. • The mirror game	The English vowel /ɪ/ is also pronounced like the Spanish /i/; however, this sound is more relaxed than its Spanish counterpart. Spanish speakers would consider this sound like an "intermediate vowel", placed in the vowel chart lower than the sound /i/ but higher than the sound /e/. This intermediate quality is particularly difficult for Spanish speakers to identify and produce.
2) The World of Audiovisuals	• Bring fantasy to the real-life	• Phonological awareness. • Identification of vowel sounds. • Audiovisuals. • Isolation of sounds.	The vowel /uw/ is in most aspects like the Spanish /u/, but the main difference is that the English sound is less tense.
	• The power of human values	• Phonological awareness. • Identification of vowel sounds.	The sound /ʊ/ is one of the most troublesome because it is more relaxed than the Spanish /u/. Again, it is in an intermediate position. It is

			• Audiovisuals. • Spelling game. • Interaction in groups of students.	between the Spanish sound /u/ and /o/, so students will likely pronounce it as high tense /u/.
3) Musicalizing the language!		• The pursuit of happiness	• Phonological awareness. • Identification and categorization of vowel sounds. • The mirror games. • Songs • Pronunciation cards • Minimal pairs	The English sound /æ/ is not present in the Spanish vowel system, and it is usually replaced by /ʌ/ or /ɑ/. The sounds /ɑ/ and /ʌ/ are new phonemes for the Spanish speakers; therefore, learners tend to substitute them for other sounds. For instance, the vowel /ɑ/ is commonly produced as the Spanish /o/ or as the diphthongs /ou/ or /au/ because words are spelled in English.

Picture retrieved from: freepik.es/fotos-premium/tres-jovenes-doctores_2024473.htm

Section 1: Dream jobs!

Group: Senior students (3rd BGU)

Level: CEFR B1.2.

CEFR Descriptors

- **CAN** express opinions on abstract/cultural matters in a limited way or offer advice within a known area and understand instructions or public announcements.
- I can simply connect phrases to describe experiences and events, my dreams hope, and ambitions.
- I can enter unprepared into a conversation on familiar topics, of personal interest, or pertinent to everyday life (e.g., family, hobbies, work, travel, and current events).

Section Objectives:

The students Will be able:

- To reduce the /iy/, point of interference by the employment of vocabulary, phonological awareness, and vowel sound identification.

- To reduce the / I / point of interference by the employment of vocabulary, phonological awareness, tongue twisters, rhymes, vowel sounds identification, and the mirror

Important!

➢ The teacher can use "Nearpod" to organize the lessons interactively. Nearpod is a free platform that allows the teachers the mixture of slides, audio, videos, virtual trips, gifs, cooperative activities, a virtual board, and games. It is a tool that all the teachers must try to make the lessons more interesting and interactive

➢ Here you have the link to access directly to Nearpod, you can register easily only using your Gmail address:

https://nearpod.com/

You Got It BOSS!

Working from home

Technological apps
- •https://share.nearpod.com
- •https://www.mentimeter.com/
- •https://jamboard.google.com/
- •PPP slides
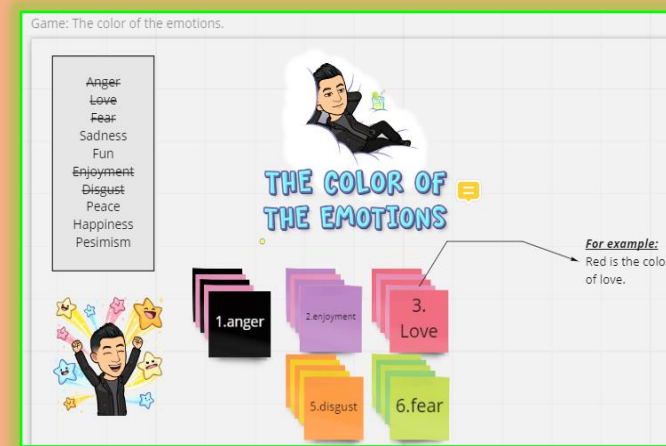- •https://miro.com/app/
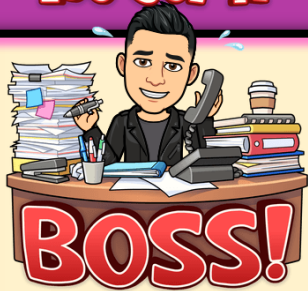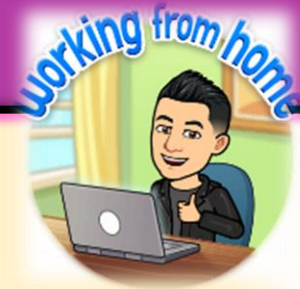
Resources
- •Laptop-computer-smartphone.
- •Camera and microphone.
- •Internet connection.
- •Meeting platforms: Teams, Zoom, Meets, etc.

**Table 11**

Lesson plan, section 1, lesson 1

LESSON PLAN		
Subject:	English: Vowel's pronunciation/L1 interference.	Required time: (80 minutes)
Students:	Senior students (3rd BGU).	
Objectives:	By the end of this lesson, students will be able to demonstrate the correct pronunciation of the /iy/ vowel sound: ❖ To Identify the /iy/ vowel sound in the vocabulary about jobs. ❖ To recall previous knowledge about professions and jobs. ❖ To categorize professions vocabulary in /iy/ vowel sound words and / I / vowel sound words. ❖ To perform dialogues using the vocabulary of professions with /iy/ vowel sound.	
Strategies:	❖ Phonological awareness. ❖ Identification of vowel sounds. ❖ Categorization of vowel sounds.	

Point of Interference		The English sound /iy/ is usually pronounced like the Spanish sound /i/, but the /iy/ sound is slightly higher and longer than the Spanish phoneme.	
Stages	Contents	Activities	Time
Warm-up	Colors and Emotions	**Example link:** https://miro.com/app/board/o9J_lDlzAdM=/ The students are going to play 'the color of the emotions' (the main idea is that the students relate the colors with the emotions): ➢ The teacher goes to Miro.com and shows the students the sticky notes. Then students will name emotions associated with the color of the sticky notes002E ➢ The teacher mentions one color: what is the emotion for the green color? ➢ The students answer orally by giving examples of emotions. For example, the green color means hope. Retrieved from https://miro.com/app/board/o9J_lDlzAdM=/	5 min.
Presentation (Pre)	/iy/ vowel pronunciation Professions and jobs vocabulary.	**/iy/ vowel pronunciation:** The teacher explains to the students the correct pronunciation of the /iy/ vowel through ppp slides. For pronunciation: • The students must pull their lips back, like putting their face into a smile. Also, the tongue is in the front-high part of the mouth. The teacher also can make the students notice common patterns: • Common words: be /biy/, me /miy/, he /hiy/, she / iy/, we /wiy/, people / piypl/. • 99% of written "ee" words like in see /siy/, sleep /sliyp/, sheep /ʃiyp/, need /niyd/, etc.	40 min.

76

- The teacher can make the student notice the pronunciation of / iy / vowels through the following example:
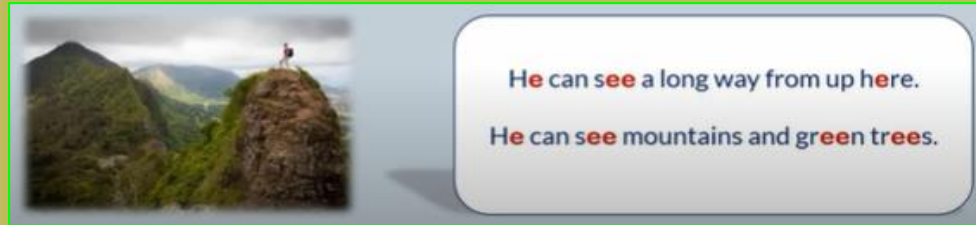
- 66% of the 'ea' written words, such as please /pliyz/, teach /tiyʃ /, sea /siy/, team /tiym/, etc.
- The teacher makes the students notice the pronunciation of the vowel / iy / in "ea" in the following example:

Professions and jobs vocabulary: Brainstorming about professions and jobs:

Example link: https://www.evernote.com/shard/s571/sh/0875c446-ab43-7a89-faa8-2a6a5f09a35c/3d2e6bf04c7c9285d3ae6c73383c62da

➢ The teacher is going to use Mentimeter for brainstorming. Mentimeter allows students to enter their answers, while the teacher can create a word cloud that is interactive and cooperative.

➢ The teacher creates the question by going to https://www.mentimeter.com/ / Create presentation/, /Add slide: Word cloud/ "Let us write examples of professions". Once the question is ready, the teacher can create a direct link for the students to go and participate. The students

only have to click on the link and then answer the proposed question. Finally, while the students respond, a word cloud is automatically forming with the answers.

**The teacher presents the following vocabulary to the students:**

- Athlete, babysitter, bookkeeper, dry cleaner, handyman, jockey, teacher, police officer, referee, zookeeper.

The following section will be developed completely using Quizlet.com.

Example link: https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c

1) The teacher will show the students the vocabulary using flashcards in Quizlet (On one side the term, on the other side the picture and the definition), then they must pronounce the word correctly to continue with the meaning and the image. In this way, students will be in contact with the vocabulary. To check the pronunciation, the teacher will find with the students where the /iy/ vowel sound is located:

- Athl**e**te, bab**y**sitter, bookk**ee**per, dry cl**ea**ner, hand**y**man, jock**ey**, teacher, pol**i**ce officer, refer**ee**, zook**ee**per.
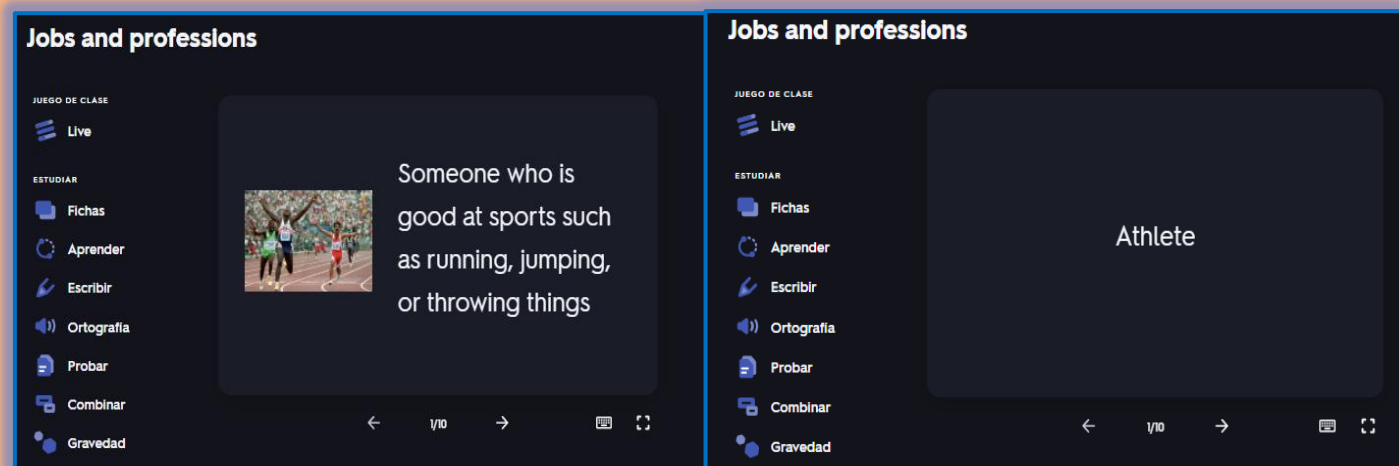
Retrieved from https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c

	Vocabulary about professions and jobs.	**Vocabulary reinforcement in Quizlet (monitored). Example link:** https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c	20 min.

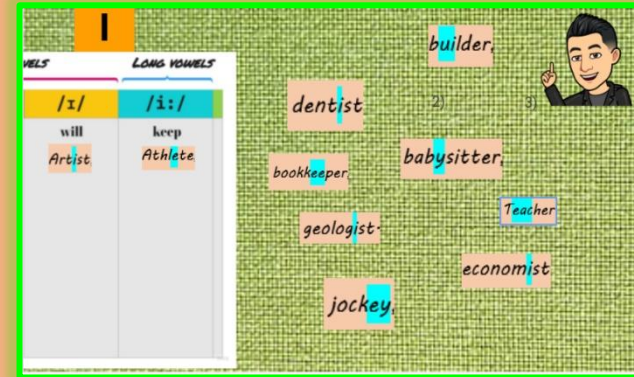|			
Practice (During)	Vowel sounds identification.	To reinforce the vocabulary, the teacher goes to the "learn - Aprender" section, where the students will participate orally. In the beginning, they will see the definition, and they will tell the teacher the respective answer from a group of four options. Then, they will watch the definitions, and they will say the answer without options; the teacher can write the answers for them. For better results, the teacher is going to develop this activity with the students. **Vocabulary reinforcement in Quizlet (free practice). Example link:** https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c The students will continue working on Quizlet. They will play 'Gravity'. This game aims to reinforce the vocabulary learned previously; there are asteroids with the definitions falling to the earth. The students will write the respective terms to eliminate the asteroid before it destroys the planet. **Vowel sounds identification (I vs. iy)** 3) The teacher will use Google Jamboard, and the students must participate orally in this activity.	 Retrieved from https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c Retrieved from: https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c	
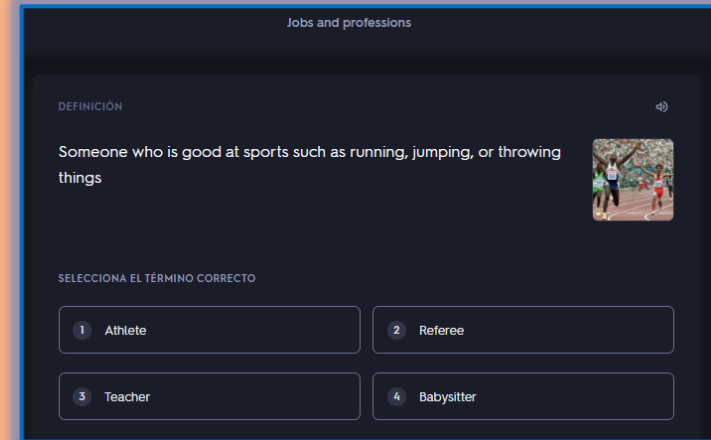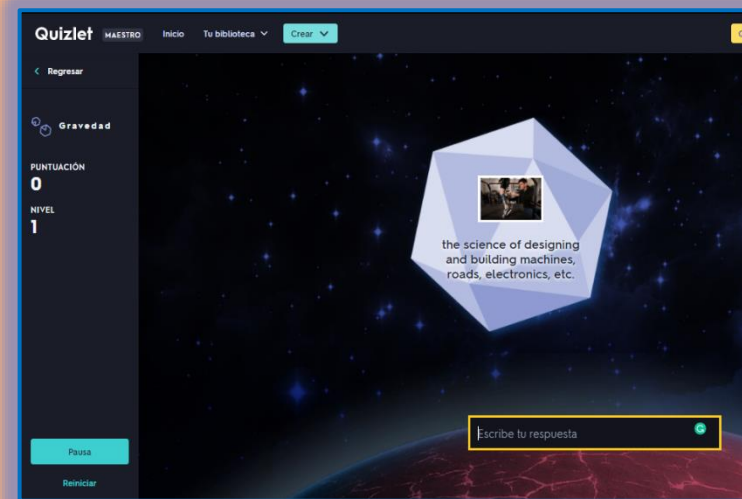
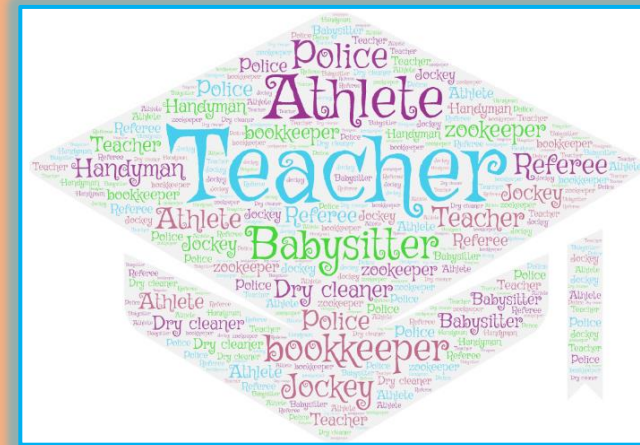|				
		• There is a chart with both /I/ & /iy/ English vowel sounds, and there are also some words; the idea is that the students match the words to the respective sound column. Also, the teacher can guide the students during the activity, and the students participate orally, giving the answers and interacting with the collaborative table. / I /: Artist, builder, dentist, economist, geologist. / iy /: Athlete, babysitter, bookkeeper, jockey, teacher.	 *Retrieved from* https://jamboard.google.com/	
Production (Post)	Professions & jobs. Dialogues in pairs. /iy/ vowel pronunciation.	**Dialogue in pairs** After reviewing vocabulary. They will have 15 minutes to prepare a short conversation in which they have to explain: What would they like to study at the university? And where? The meeting platforms can create different rooms for the students to work quietly. Also, the teacher will provide to the student professions' vocabulary for them to guide (word cloud). They must emphasize the /iy/ pronunciation in the vocabulary that they will use in the dialogue. Then three or four pairs can participate as volunteers; if there are no volunteers, the teacher can use tools for random names like the following:	 *Created using* https://wordart.com/	15 min.

80

Retrieved from https://wordwall.net/resource/19523941
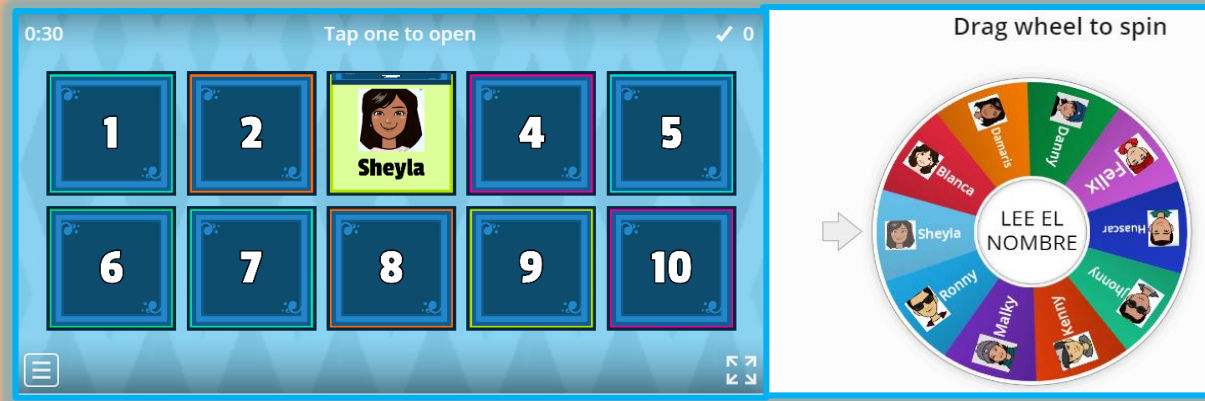
Example:

Hello, my name is Patricio Vaca, and in the future, I would like to study to be a teacher. I want to be a teacher because I want to share my knowledge with other people. I would like to study at the "Universidad Técnica del Norte" due to its prestige.

(There are underlined the words in which the /iy/ vowel sound must be emphasized).

Note: Lesson plan designed by the author of the research work.

Glossary

Athlete
/ˈæθˌlit/

Someone who is good at sports such as running, jumping, or throwing things

Babysitter
/ˈbeɪbiˌsɪtər/

Someone who looks after children while their parents are not at home

Bookkeeper
/ˈbʊkˌkipər/

A person who has the job of recording the money that an organization or business spends and receives

Dry cleaner
/draɪ ˈklinər/

A person that clean clothes with chemicals in a store.

Handyman
/ˈhændiˌmæn/

a man who is skilled at repairing and making things inside or outside the house and who does this in his own home or as a job

Jockey
/ˈdʒɑki/

A person whose job is riding horses in races

Teacher
/ˈtiʧər/

Someone whose job is to teach in a school or college

Police
/pəˈlis/

The person that arrests criminals

Referee
/ˌrɛfəˈri/

A person who is in charge of a sports game and who makes certain that the rules are followed.

zookeeper
/ˈzuːˌkiːˌpə/

A person who works in a zoo, taking care of the animals

Created using https://view.genial.ly/60ff999d5cddab0d1cc0ee14/interactive-content-top-10-music

Table 12

Section 1, lesson 1, other activities for practicing.

Alternative warm-up	*Simon says (online version)* *The students are going to play Simon says (the famous game for face-to-face classes can be also played in a virtual modality)* *1) All the students must have their cameras on, then the teacher explains how to play it orally or with the help of slides.* *The first student that brings the object to the camera will be the next Simon.>The teacher is going to be the first Simon, then he-she asks, e.g., "Simon says you to bring some scissors (a glue, a book, etc.)." Then, the students will run to get the items because Simon must count from 1-15.* *(The objects do not have to be out of the house, it means achievable orders).*	 *Image retrieved from:* *https://twitter.com/misskrista2/status/1254782781911007236*
Vocabulary practice	*Matching* *The students are going to develop a matching activity in Nearpod:* *The teacher gives students access to complete the exercise directly on their devices; they will match the names of the professions and the jobs with the respective pictures. (If necessary, the teacher can develop the activity for them while the students participate orally).*	 *Retrieved from https://share.nearpod.com/*

Pairing

Students are going to reinforce the same vocabulary through another activity. They are going to use the definitions. In the interactive slide, they will find the definitions and match the respective vocabulary.

(They can do it by themselves on their computers, or the teacher can help them solve it while giving the answers orally).

Completa los espacios

a) ⬛⬛⬛⬛ : The person who arrests criminals.
b) ⬛⬛⬛⬛ : The person who repairs vehicles and machines.
d) ⬛⬛⬛⬛ : The person who teaches, especially in schools.
e) ⬛⬛⬛⬛ : A person who treats injured animals.
f) ⬛⬛⬛⬛ : The person who designs buildings and houses.
i) ⬛⬛⬛⬛ : The person who is an expert in one or more sciences.
j) ⬛⬛⬛⬛ : A person who is involved in politics.

| 3)Teacher | 4)Veterinarian | 7)Politician |
| 1)Police | 2)Mechanic | 6)Scientist |

LISTO

Retrieved from https://share.nearpod.com/

Lesson 2: My dream job...... a unique poem

Technological apps
- Meeting platforms (Teams, Meet, Zoom, etc.)
- PPP slides
- https://quizlet.com/
- https://nearpod.com/
- https://www.poem-generator.org.uk/
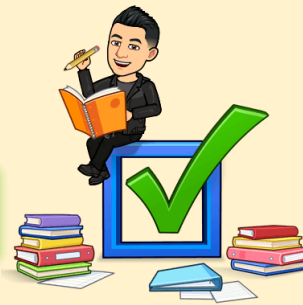- https://monkeylearn.com/

Resources:
- Laptop, computer, or smartphone.
- Camera.
- Microphone, headphones.
- Internet connection.

Table 13

Lesson plan, section 1, lesson 2

LESSON PLAN		
Subject:	English: Vowel's pronunciation/L1 interference.	**Required time: 80 minutes**
Students:	Senior students (3rd BGU).	
Objectives:	By the end of this lesson, students will be able to demonstrate the correct pronunciation of the /ɪ/ vowel sound: ❖ To Identify the /ɪ/ vowel sound using tongue twisters. ❖ To recognize the /ɪ/ vowel sound and its pronunciation patterns. ❖ To describe the students' dream jobs. ❖ To narrate an original poem.	

Strategies:	❖ Phonological awareness. ❖ Identification of vowel sounds. ❖ Poetry: Rhymes and tongue twisters. ❖ The mirror game		
Point of interference	❖ The English vowel /ɪ/ is also pronounced like the Spanish /i/; however, this sound is more relaxed than its Spanish counterpart. Spanish speakers would consider this sound like an "intermediate vowel", placed in the vowel chart lower than the sound /i/ but higher than the sound /e/. This intermediate quality is particularly difficult for Spanish speakers to identify and produce.		
Stages	Contents	Activities	Time
Warm-up	Tongue twister. Dream job.	**(The activity can be presented in PowerPoint Slides) What is a dream job? – Using tongue twisters in English** **1-**The teacher will make the students understand "dream job" or "el Trabajo de tus sueños". But students will also think of the word "dream" through a tongue twister. It will reinforce the correct pronunciation of the vowels: The teacher will show the next tongue twister to the students, and the teacher will demonstrate how to pronounce it correctly. What comes to your mind when you listen to 'Dream job'? The teacher asks the students to ask for ideas about it. (The teacher can ask for oral or written answers according to the situation). **Possible answer:** A dream job is a dream that we would like to have in the future. Most of the time, the career we choose is not our dream job due to different influences.	10 min.

The dreaming dreamer dreams the dream he doesn't dream to dream but doesn't dream the dream he dreams to dream.

So, when the dreaming dreamer dreams the dream he doesn't dream to dream but doesn't dream the dream he dreams to dream, he dreams not to dream any dream anymore.

Written by Bettyful (2008)

- Once the teacher gives the pronunciation example, the students will have two minutes per paragraph to practice it.
- Finally, both as volunteers and by selecting their names randomly, the students will try to say the tongue twister.

Retrieved from: http://bettyfultonguetwisters.blogspot.com/2008/12/dreaming-dreamer-dreams.html

| Presentation (Pre) | / I / vowel pronunciation Vocabulary of professions and jobs. | The students are going to develop a short review activity using Nearpod:
The teacher asks a quick order: Tell us all the professions and jobs that you remember.
The open question activities in Nearpod allow the students to record their voices which is an excellent opportunity to check their pronunciation. Also, this avoids the fear that sometimes the students feel when they talk in front of their classmates. | Tell us the university degrees that you remember.

Ready? Enter your answer here.

Record Audio

Retrieved from: https://share.nearpod.com/N00vG3xnIgb | 30 min. |

/ ɪ / vowel pronunciation. The instructor will explain the /ɪ/ vowel sound to the students:

For the pronunciation, first, the students must pull the lips back as in the /iy/ vowel sound, but for / ɪ /, the mouth is more relaxed, which means that it is not stretched into a smile. Another way to explain it to the students is that the mouth is neutral, not too open, and not closed. Also, the tongue tip is down; its middle is arched up, producing a short sound.

To make students notice the difference between vowel sounds, the teacher will develop a quick exercise. The students will put their hands over the chin, then they must pronounce both vowels, and they will notice that when they pronounce the / ɪ / vowel, there is less muscular tension than in the /iy/ vowel pronunciation.
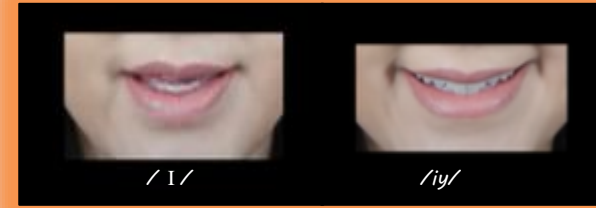
Patterns:

- The most common words: in > / ɪn /, it > / ɪt/, with /wɪθ/. We produce short and relaxing sounds. The physical "i" between two consonants has the / ɪ / vowel sound most of the time. For example, for a chemist, the 'i' is between two consonants, so the pronunciation is /chemɪst/

The mirror game: The teacher will pronounce a sentence that contains the / ɪ / vowel sound, while the students will repeat each word after the teacher. The teacher can underline the vowel sounds for the students to notice and emphasize them.

For example, Dick and Sis will mix jam.

Jim can hit a tin lid.

Expand the vocabulary of professions and jobs that contains the / I / vowel. The teacher presents the following vocabulary to the students:

- Babysitter, bookkeeper, dry cleaner, handyman, jockey, teacher, police officer, referee, zookeeper.

The following section will be developed completely using Quizlet.com. ***Example link:***

https://quizlet.com/_9uhdpv?x=1jqt&i=3flj4c

2) The teacher will show the students the vocabulary using flashcards in Quizlet (On one side the term, on the other side the picture and the definition), then they must pronounce the word correctly to continue with the definition and the picture. In this way, students will be in contact with the vocabulary. To check the pronunciation, the teacher will find with the students where is located the /iy/ vowel sound: /beat/ for /iy/ vowel sound, and /bit/ for / I / vowel sound.
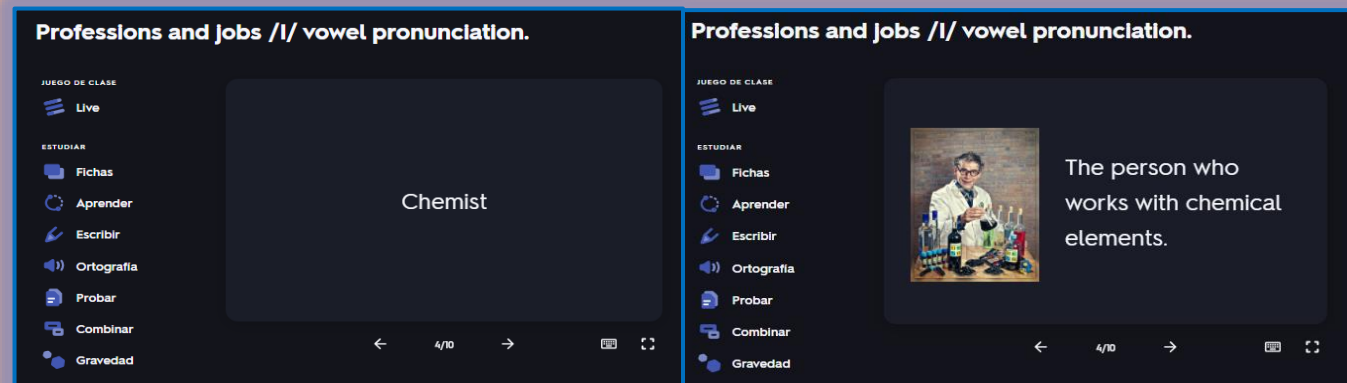
Retrieved from https://quizlet.com/_a1cvtk?x=1jqt&i=3flj4c

- Babysitter, police officer, builder, chemist, politician, ecologist, economist, electrician, financier, musician.

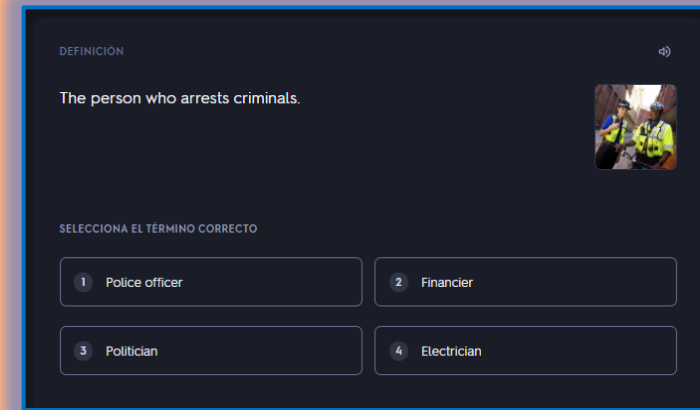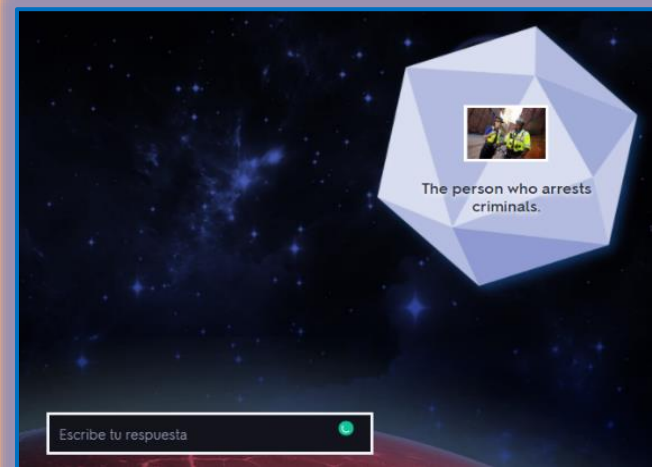|			
Practice (During)	*Professions and jobs vocabulary with the /ɪ/ vowel sound. Poem and acrostic poem about dream jobs.*	***Vocabulary reinforcement in Quizlet (monitored).*** *Example link* *https://quizlet·com/_a1cvtk?x=1jqt&i=3flj4c* *To reinforce the vocabulary, the teacher goes to the "learn – Aprender" section, where the students will participate orally.* *For better results, the teacher is going to develop this activity with the students. In the beginning, they will see the definition and tell the teacher the respective answer from a group of four options. Then, they are going to watch the definitions, and they are going to say the answer without options; the teacher can write the answers for them.* ***Vocabulary reinforcement in Quizlet (free practice).*** *The students will continue working on Quizlet. They will play 'Gravity'. This game aims to reinforce the vocabulary learned previously. There are asteroids with the definitions falling to the earth. The students will write the respective terms to eliminate the asteroid before it destroys the planet.*	*Retrieved from https://quizlet·com/_a1cvtk?x=1jqt&i=3flj4c* *Retrieved from https://quizlet·com/_a1cvtk?x=1jqt&i=3flj4c*	*15 min.*

Using a poem about a dream job

The teacher tells the students that they are going to reinforce the dream job topic, but in this situation, they will learn to read a poem with rhymes.

- The teacher presents the poem to the students:

With this activity, the students will also practice the /iy/ and / I / vowel sounds.

The pink arrows show how the poem is structured with rhymes. This is a guided activity; the teacher will read with the students emphasizing the learned vowel sounds. An important aspect is that before the loud reading, the teacher shows the students that the light blue color is for the /iy/ vowel sound and the light green is for the /I/ vowel sound. In this way, the students can create a relationship that helps them recognize the vowel sounds easier.

After the last exercise, the teacher will show the students another style of poem. It is the "acrostic poem":

Written by xxAbHiShEkxx

My dream job

I wish, I would be an engineer,
It is my dream with no fear,
When, I hear something about engineering,
I run to know about that thing,
One day I have made a Torch,
And put in my pouch,
My dream is to be an Engineer,
It is my dream with no fear.

Created by xxAbHiShEkxx (2010)

Retrieved from: https://allpoetry.com/poem/6231025-My-dream-job-by-xxAbHiShEkxx

		Again, the teacher shows the students how acrostics use rhymes and how others don't use them.	Teacher An Acrostic by Patricio Vaca **T**utors contemplate. **E**nglish learners advise. **A**dult learners hope. **C**hummy classrooms educate. **H**igh educations edify. **E**arly schoolmasters empower. **R**isk learners engrain. **TEACHER** Patricio Vaca Created using https://www.poem-generator.org.uk/	
Production (Post)		Creating my acrostic poem **Think about your dream job:** Name of the job. (Engineering-engineer / Pedagogy-teacher / Medicine-doctor). What can you do in that job (Teacher: teach students, learn more, transmit information, transmit values)? **Students' dream jobs:** The teacher will encourage the student's answers through an example. (If necessary, the teacher explains the difference between a university choice and a dream job). "Sometimes people choose a different career than their dream jobs". The students must explain what their dream jobs are. To do it, they can follow the teacher's example. Then, the students can use the same example to formulate their paragraphs but change their university degrees or professions. The teacher makes	*My name is Patricio Vaca, in the university I am going to study Medicine, but my dream job is to be an English teacher. I want to teach English at the University.* *My partner's name is ……………….., in the university she/he is going to study ………., but his/her dream job is to be …………. He/he wants to …………………………..*	25 min.

		the students form groups of four students. Then they must join group rooms in the meeting platform. The objective is that they interact with their partners telling them what their dream jobs are. Finally, all the students return to the main room, and three volunteers or randomly chosen to talk about one partner's dream job. Example: **Building an acrostic poem about dream jobs** Based on the acrostic created by the teacher, the students will work on building their acrostic about their dream jobs. • They must use the vocabulary previously learned (The teacher will provide a vocabulary box for them to choose one profession or job). It is not compulsory to use rhymes because this is work in class, but if the student's level is high enough, they can use them. On the other hand, they can only use sentences that talk about their dream jobs.	

Created using https://monkeylearn.com/

Extension project. End of the first section.	*Poem about dream jobs.*	**Creating my poem about dream jobs:** The students will create a short poem about their dream job. They will use canva.com to encourage their creativity. It is necessary to use rhymes; they can take the poem used during the class as an example. It is compulsory the use rhymes in the poem. They are going to prepare a video presentation in which they perform their poem orally. It is essential to emphasize the /iy/ and /I/ vowels pronunciation, the same with the use of the professions and jobs vocabulary. If possible, in the video, the students add their poem in which the /iy/ and /I/ vowel sounds are highlighted with the used colors. Finally, the students upload the video to the Flipgrid team that the teacher already created for them.	

Note: Lesson plan designed by the author of the research work.

Glossary: Professions and jobs /I/ vowel sound

Babysitter /ˈbeɪbiˌsɪtər/

Builder /ˈbɪldər/

Politician /pɑləˈtɪʃən/

Economist /ɪˈkɑnəmɪst/

Financier /ˌfɪnənˈsɪr/

Police officer /pəˈlis ˈɔfəsər/

Chemist /ˈkɛmɪst/

Ecologist /ɪˈkɑlədʒɪst/

Electrician /ɪlɛkˈtrɪʃən/

Musician /mjuˈzɪʃən/

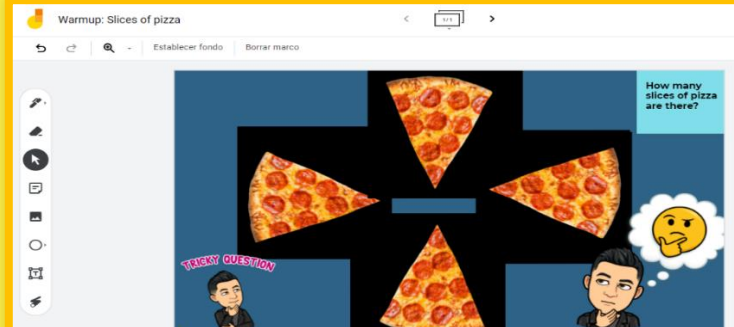| 1	2	3	4	5	6	7	8	9	10
The person that cares the children.	The person who arrests criminals.	The person who builds buildings and houses.	The person who works with chemical elements.	The person who is involved with the politics of a country.	A person who studies the nature.	A person who studies and has skills in economics.	The person who arranges or intalls electric connections.	The person that lend money to others.	A person that plays a musical instrument.

Created using https://view.genial.ly/6104beddd1b5490d67a568c0/interactive-content-rule-list

94

Table 14

Section 1, lesson 2, other activities for practicing

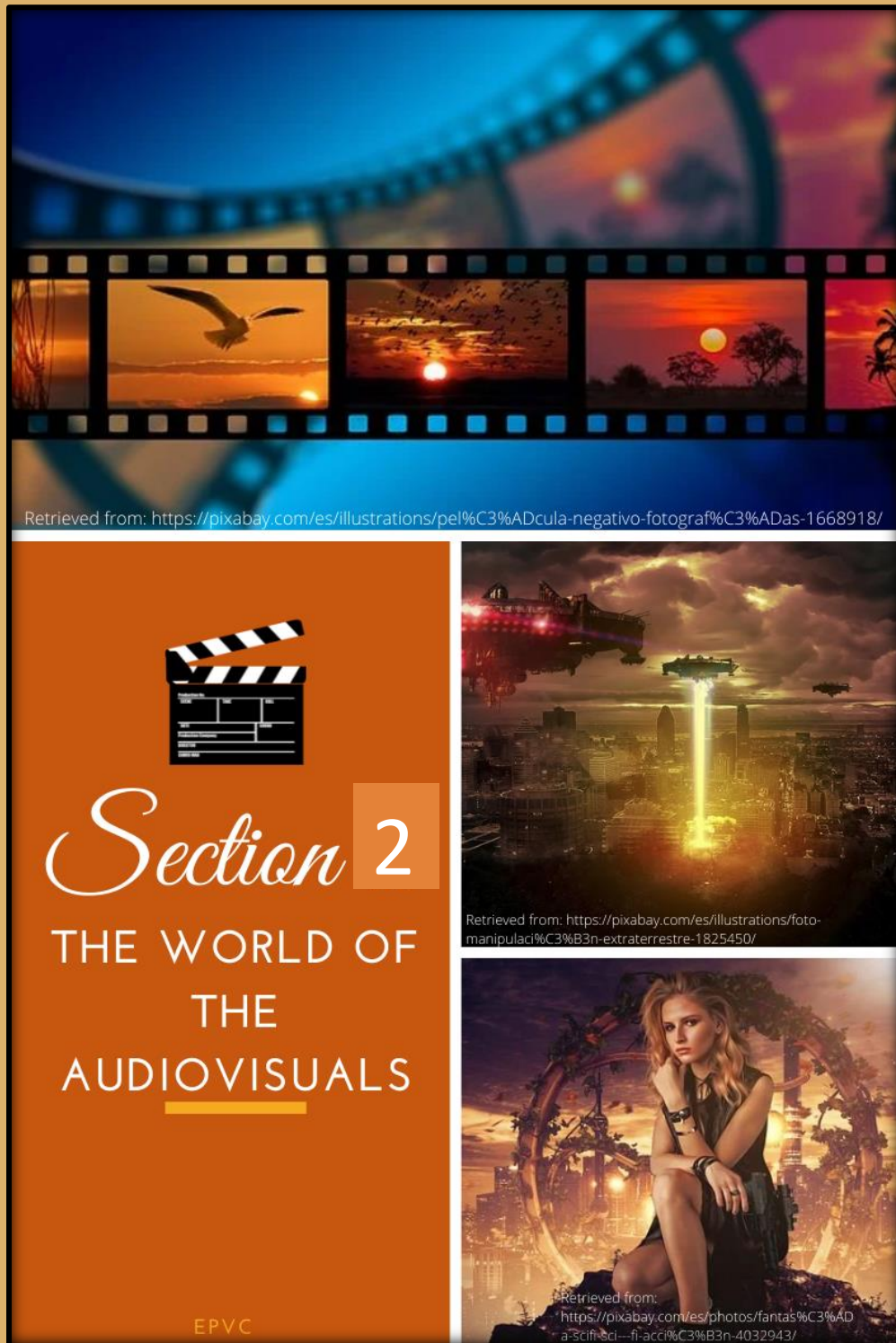| Alternative warm-ups	The idea is that the students begin the lesson with a funny tongue twister, which helps them exercise their mouths, and it is focused on reducing the L1 interference. Still, also, the teacher can use the next warm-ups to wake up the student's interest. **Pizzas:** The students are going to answer a tricky question as a warm-up: The teacher will use the interactive board: Google Jamboard to develop the activity. There are some slices of pizza on the board, and the question is: How many slices of pizza are there? **Answer:** Because the students also can move the things on the board, this is a tricky question; if they push the slices of pizza, there are eight slices of pizza, not 4.	 Retrieved from: https://jamboard.google.com/d/1lpbGMmfgRd2B_nawfG9PxiOiblAUa 2CZid51hC1E7DU/edit?usp=sharing
Alternative warm-up	The students are going to play the game "Your name meaning": To develop this activity, the teacher will create a Jamboard on "Google Jamboard", then he/she has to share the "editor" link with the students. The students will search their names meaning, to do it, it will be provided a webpage. Then, the students go to the Jamboard and create a sticky note to write their names' meanings. Finally, the instructor inquiries about the significance of the kids' names. Are they happy with them?	 Retrieved from: https://babynames.com/name/patrick

Feedback	The students are going to answer to an affective poll: How do you feel about your dream job? *Retrieved from:* *www.wooclap.com*

4.1.7. Section 2: The world of the audiovisuals

Retrieved from: https://pixabay.com/es/illustrations/pel%C3%ADcula-negativo-fotograf%C3%ADas-1668918/

Section 2
THE WORLD OF THE AUDIOVISUALS

EPVC

Retrieved from: https://pixabay.com/es/illustrations/foto-manipulaci%C3%B3n-extraterrestre-1825450/

Retrieved from: https://pixabay.com/es/photos/fantas%C3%ADa-scifi-sci---fi-acci%C3%B3n-4032943/

Section 2: The world of the audiovisuals!

Group:
Senior students (3rd BGU)

Level: CEFR B1.2.

CEFR Descriptors

- I can keep a conversation going comprehensibly, but have to pause to plan and correct what I am saying – especially when I talk freely for longer periods.
- I can express myself reasonably accurately in familiar, predictable situations

Section Objectives:

The students will be able:

- To reduce the /uw/, point of interference by the employment of vocabulary, phonological awareness, identification of vowel sounds, audiovisuals and isolation of sounds.
- To reduce the / ʊ / point of interference by the employment of vocabulary, phonological awareness, identification of vowel sounds, audiovisuals, the spelling game, and the interaction in groups of students.

Lesson 1: Bring fantasy to the real life

Technological apps

- Meeting platforms (Teams, Meet, Zoom, etc.)
- PPP slides
- https://www.purposegames.com/game/johnny-depps-academy-award-nominated-roles-game
- YouTube.com
- https://en.linoit.com/

Resources:

- Laptop, computer, or smartphone.
- Camera
- Microphone, headphones
- Internet connection.

Table 15

Lesson plan, section 2, lesson 1

LESSON PLAN		
Subject:	English Vowel's pronunciation/L1 interference.	**Required time: 80 minutes**
Students:	Senior students (3rd BGU).	
Objectives:	By the end of this lesson, students will be able to demonstrate the correct pronunciation of the /uw/ vowel sound: ❖ To comprehend the /uw/ vowel correct pronunciation and its patterns. ❖ To distinguish the correct /uw/ vowel sound by listening both the correct and an incorrect pronunciation.	

	❖ To practice the /uw/ vowel pronunciation by the employment of movies short clips. ❖ To predict alternative finals for stories. ❖ To role play short movies' scenes.		
Strategies:	❖ Phonological awareness. ❖ Identification of vowel sounds. ❖ Audiovisuals. ❖ Isolation of sounds.		
Point of interference	❖ The vowel /uw/ is in most aspects like the Spanish /u/, but the main difference is that the English sound is less tense.		
Stages	**Contents**	**Activities**	**Time**
Warm-up	Movies and characters	**Example link:** https://www.purposegames.com/game/johnny-depps-academy-award-nominated-roles-game • The students are going to play a purpose game with the teacher. They will relate the names of the movies with Jhonny Depp's characters. *Retrieved from* https://www.purposegames.com/game/johnny-depps-academy-award-nominated-roles-game	5 min.

Presentation (Pre)	/ uw / vowel pronunciation.	**/ uw / vowel pronunciation.** The teacher will explain to the students the / uw/ vowel sound: • We can find the /uw/ sound in the next words: coupon & shampoo. The teacher pronounces the words for the students. For the pronunciation, first, the students must round the mouth as something like a circle. This vowel has a long sound, and it is tense. Patterns: • Almost all the words that have double "oo" have the /uw/ vowel sound. E.g., <u>Too</u> > /T<u>uw</u>/ • It is different from the Spanish /u/ as in the word tú > /tu/ because the English /uw/ is longer. • In stressed words like too /twu/, the vowel sound is long, but when the word is stressed as in the word /duw'et/, the /uw/ vowel sound is shorter than the first one. The teacher adds some examples for the students to understand the vowel sound, first a word, then the word in a sentence: • Unstressed, zoo. "The Guallabamba's <u>zoo</u> is great". Stressed, igloo. "I have never slept in an ig<u>loo</u>". **Brainstorming (movies):** • In a slide, the teacher proposes the next word, "Fantasy movies". • The students participate by turning their microphones on and giving examples of their favorite fantasy movies. (Example: Harry Potter, Shrek, Avengers, etc.) • Then the teacher asks: What characterizes Fantasy movies? (Possible answer: The epic and unreal stories, fictional characters).	 *Retrieved from* *https://www.youtube.com/watch?v=KPAMI_Iz1zl&list=PL PGW9qP3ws5pPxo-SLJ4kQYwJ9s-SzEqF&index=14*	30 min.
Practice (During)	/uw/ vowel pronunciation and identificati	**Listening (/uw/ vowel sound recognition in ten pairs of words) Exercise taken from** https://www.youtube.com/watch?v=7OwU7WaPrF0		15 min.

on exercise. /uw/ vowel pronunciation and identification using movies clips.	The teacher will tell the students five pairs of words, one of the two words is correctly pronounced and the other no. The students must recognize which of the two is correct. Then the teacher applies the mirror game because the students must	**Too** /tuw/ (English, long vowel, the sound arises) – **Too** /Tu/ (As in the Spanish 'tú', short vowel, the sound goes down). **Use** /juwz/ (long vowel, the sound arises) – **use** /us/ (As it sounds with the Spanish /u/ the sound goes down). **School** /skuwl/ (long vowel, the sound arises) – **school** /skol/ (As it sounds with the Spanish /o/, the sound goes down). **Issue** / ɪʃuw/ (stressed, shorter, the sound arises) – **Issue** / ɪʃu/ (As it sounds with the Spanish /u/, the sound goes down). **Whose** / huwz/ (long vowel, the sound arises) – **whose** / huz/ (As it sounds with the Spanish /u/, short and the sound goes down).

imitate the correct pronunciation of the word. Answer: The correct pronounced words are remarked with green.
The teacher can decide the order or the correct and incorrect pronounced words.

Using movies clips

The teacher shows the students a picture from a short clip. The clip can be found in the following link:
https://www.youtube.com/watch?v=YDXOioU_OKM
They will elicit some examples about the content of the clip.

After that, the teacher plays the short clip to the students by sharing the screen and the computer's sound. It's important to remember that the teacher just plays a quarter of the video.

Then, they must try to guess what happens next?

The teacher will play the clip again, but only until the middle of the video. Then the teacher encourages the students to guess what the end of the video is. When they finish the video, the teacher and the students will dialogue about how close their answers are and what they think about the clip. Did they understand the video meaning?

Finally, the teacher creates a canvas in https://en·linoit·com/ and shares it with the students for collaborative quick classwork.

The students are going to create an alternative final for the clip. They will write it on the already made canvas.

Once they finish, as volunteers or by chose three students will read their final alternative to the rest of the class.

Movie's recognition and /uw/ vowel sound identification.

The teacher provides to the students three pictures of three different movies. Then, the teacher will play the movie's scenes audios for the students to identify which one is the correct picture.
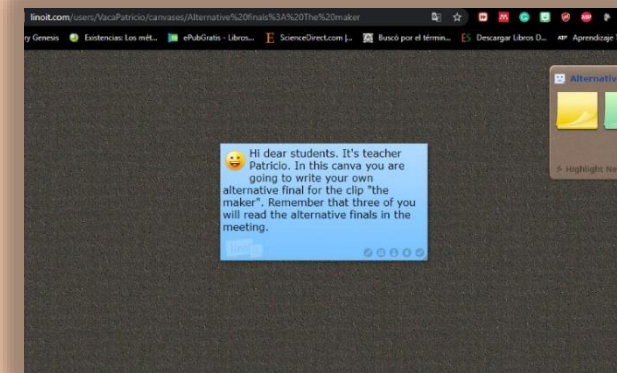
Example: That sound is from Avengers.

Then, the teacher shows the students the videos of the three pictures for them to relate. The teacher will select some students to perform any of those scenes (The students can choose what scene to select)

Retrieved from
https://www·youtube·com/watch?v=YDXOio U_OKM

Script (2 students):

Leonidas: Earth and water......

Persian: Madman. You're a madman!

Leonidas: You'll find plenty of both down there.

Persian: No man, Persian or Greek, no man threatens a messenger!

Leonidas: You bring the crowns and heads of conquered kings to my city's steps! You insult my queen. You threaten my people with slavery and death! Oh, I've chosen my words carefully, Persian. Perhaps you should have done the same.

Persian: This is blasphemy, this is madness.

Leonidas: Madness? This is Sparta!

Script (1 student):

Jocker: Do you want to know why I use a knife? Guns are too quick. You can't savor all the... little emotions. In... you see, in their last moments, people show you who they really are. So, in a way, I know your friends better than you ever did. Would you like to know which of them were cowards?

Script (1 student):

Gandalf: You cannot pass! I am a servant of the Secret Fire, wielder of the flame of Anor. The dark fire will not avail you, flame of Udûn. Go back to the Shadow! YOU! SHALL NOT! ¡PASS!

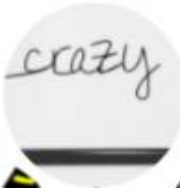|			
Production (Post)		The teacher will select some students to perform any of those scenes (The students can choose what scene to set). For the student's performance, the teacher will share the screen and show them the script to be followed (They can practice the already vowels). The students will develop a free speaking activity, which can be individual, in pairs, or groups of three (according to the participants in the last movies' scenes). For the student's performance, the teacher will share the screen and show them the script to be followed (They can practice the already learned vowels).	25 min.

Note: Lesson plan designed by the author of the research work.

Glossary: Movies /uw/ vowel sound

Issue /ˈɪʃu/
Movie /ˈmuvi/
Madness /ˈmædnəs/ — crazy
Coward /ˈkaʊərd/
Crown /kraʊn/
Wielder /ˈwaɪldər/

Maker /ˈmeɪkər/
Madman /ˈmædˌmæn/
Slavery /ˈsleɪvəri/
Shadow /ˈʃæˌdou/

1 A problem that people are thinking about.
2 The people or company that make something.
3 A film shown in a cinema or on television and often telling a story
4 A man who is mentally ill
5 Behavior that is not reasonable in some situations.
6 The activity of legally owning other people to work and obey you.
7 A person who is not brave, is easily frightened
8 An area of darkness, caused by light being blocked by something
9 A circular decoration for the head.
10 Portador.

Table 16

Section 2, lesson 1, other activities for practicing

Alternative warm-up	In the meeting platform, the teacher asks students to be very attentive. • The teacher says a word randomly and asks a student to say a word with the last letter of the teacher's word. Then the student says a word, and the rest of the class needs to be very attentive to keep playing. **EXAMPLE:** apple – elephant – tea – animal…
Speaking production	The students will develop a free speaking activity, it can be individually, in pairs, or groups of three. They are going to research another fantasy movie famous scene that they like. They must perform that scene using the platform Flipgrid, which enables the students to record or to upload videos and share with the other classmates.

Lesson 2: The power of human values

VALUES

Technological apps
- Meeting platforms (Teams, Meet, Zoom, etc.)
- PPP slides
- https://www.menti.com
- YouTube.com
- https://spark.adobe.com/

Resources:
- Laptop, computer, or smartphone.
- Camera.
- Microphone, headphones.
- Internet connection.
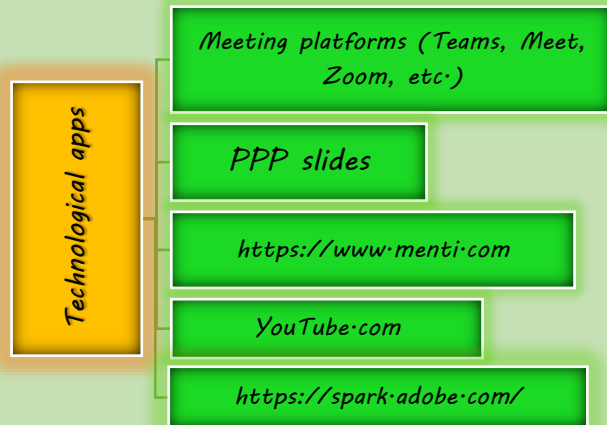
Table 17

Lesson plan, section 2, lesson 2

LESSON PLAN		
Subject:	English: Vowel's pronunciation/L1 interference.	**Required time:** 80 minutes
Students:	Senior students (3rd BGU).	
Objectives:	The students will be able to demonstrate the correct pronunciation of the / ʊ / vowel sound: ❖ To perform vowel sounds tongue exercises. ❖ To comprehend the / ʊ / vowel correct pronunciation and patterns.	

	❖ To practice the / ʊ / vowel pronunciation by the employment of movies short clips and spelling.		
	❖ To identify and label human values vocabulary		
	❖ To express critical thoughts about moral situations in a video using values' vocabulary that contains the / ʊ / vowel sound.		
Strategies:	❖ Phonological awareness. ❖ Identification of vowel sounds. ❖ Audiovisuals. ❖ Spelling game. ❖ Interaction in groups of students.		
Point of interference	❖ The sound /ʊ/ is one of the most troublesome because it is more relaxed than the Spanish /u/. Again, it is in an intermediate position. It is between the Spanish sound /u/ and /o/, so students are likely to pronounce it as high tense /u/.		

Stages	Contents	Activities	Time
Warm-up	Tongue exercises	**Vowel sound tongue exercises (Exercises retrieved from https://www.youtube.com/watch?v=Mj3cgszearc):** The students are going to pronounce the five vowels found in the alphabet. They have to do it quickly, and they have to maintain the top of the tongue down. The vowels sounds a /eɪ/; e /i/; i /aɪ/; o /oʊ/; u /ju/. This round has to be repeated ten times with ten seconds of rest between each round.	5 min.

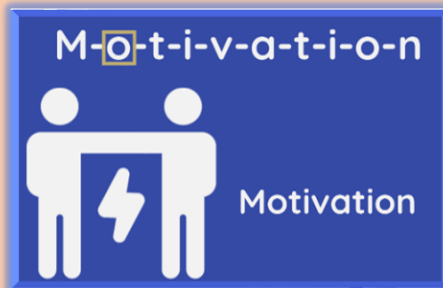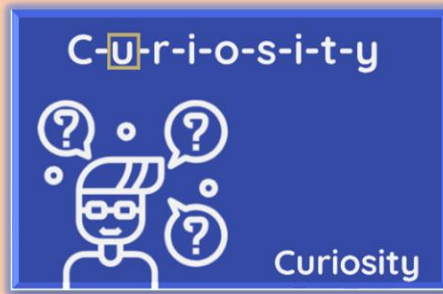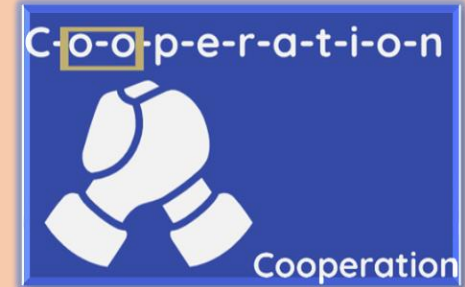|				
Presentation (Pre)	/ ʊ / vowel pronunciation. Contrast with /uw/. Human values.	**/ ʊ / vowel pronunciation.** The teacher will explain to the students the / ʊ / vowel sound: • We can find the / ʊ / sound in the next words: could (stressed /kʊd/), book (stressed /bʊk/). The teacher pronounces the words for the students. For pronunciation, the back of the tongue goes up to the roof of the mouth, while the tip of the tongue is down (it is not touching the teeth. The lips form a circle like the /uw/ vowel sound, but more open and relaxed. Patterns: • The /ʊ/ vowel sound is more relaxed than the /uw/ vowel sound. • While in stressed syllables, the sound goes up and down (⌢), like in the word "took" > /t ʊk/, in unstressed syllables, the sounds stay in the middle (–) without variations. It is different from the Spanish /u/ as in the word tú > /to/ because the English /uw/ is longer. **Brainstorming (human values):** The teacher will propose the word "human values". • The students will elicit as many examples of human values as possible in two minutes. To do it, they are going to interact with the Mentimeter.com platform.	 *Retrieved from* https://www.youtube.com/watch?v=phlnzlzCPqE&t=19s *Retrieved from* https://www.menti.com/5rsje5n9o3	30 min.

		• Then the teacher presents some vocabulary of human values that contains the /ʊ/ vowel sound. The students play the mirror game, repeating the pronunciation of the vocabulary after the teacher.	

Self-control /ˈsɛlfkənˈtroʊl/,

Composure /kəmˈpoʊʒər/,

Cooperation /koʊ͵ɑpəˈreɪʃən/,

Curiosity /͵kjʊriˈɑsəti/,

Heroism /ˈhɛroʊ͵ɪzəm/,

Maturity /məˈtʃʊrəti/,

Motivation /moʊtəˈveɪʃən/,

Purity /ˈpjʊrəti/,

| Practice (During) | The spelling games

Values by the employment of audiovisuals. | The students are going to play a spelling game using the human values learned in the last activity. To do it, the students will have some cards as a guide. First, they must pronounce the complete word, then spell it letter by letter, and finally pronounce the whole word again. (There is an emphasis on the learned vowel sound, it is remarked with a square, the students must take that into account).
To develop this activity, the teacher will design the flashcards using the following platform: https://spark.adobe.com/, or the teacher can also use the proposed flashcards. | 25 min. |

Self control — S-e-l-f c-o-n-t-r-o-l

Composure — C-o-m-p-o-s-u-r-e

Cooperation — C-o-o-p-e-r-a-t-i-o-n

Curiosity — C-u-r-i-o-s-i-t-y

Heroism — H-e-r-o-i-s-m

Maturity — M-a-t-u-r-t-y

Motivation — M-o-t-i-v-a-t-i-o-n

Purity — P-u-r-i-t-y

Overcoming — O-v-e-r-c-o-m-i-n-g

Values through audiovisuals

The teacher proposes the words "ant value" and "prejudice". The students will think about them and then give their opinions.

		After that, the teacher will project the screen to play a short clip about prejudice. It can be found in YouTube in the following link: https://www.youtube.com/watch?v=38y_1EWlE9I Before they watch the video, the teacher asks for the student's opinions and conclusions about it. Also, the teacher asks three simple questions to the students: • What values can we find in the video? • Was he a bad boy? • Create a moral for this video.	*Retrieved from https://www.youtube.com/watch?v=38y_1EWlE9I*	
Production (Post)		The teacher will provide again the list of values learned in the presentation section. After that, the learners are divided into groups of three or four. The students are going to create a short, acted situation by selecting one human value. They will be divided into different rooms designed in the meeting platform. Finally, according to the time, one or two groups randomly can present their performance. Additionally, they must answer at the end, how can you apply the values in your daily life?	*20 min.*
Extension project		**My favorite movie scene** • The students will create a video: In pairs or groups of three or four students. • They must select a movie that they like the most. Then they must choose a scene with a duration of 5 minutes. • Also, they must identify if that scene contains one or more values. Finally, the students record themselves performing that scene, then they upload the video to YouTube and share the link with the teacher. At the end of the video, they will answer the following question: How can you implement human values in your daily life?	

Note: Lesson plan designed by the author of the research work.

Glossary: Values /ʊ/ vowel sound

Self-control
/ˌself.kənˈtroʊl/

Composure /kəmˈpoʊ.ʒɚ/

Cooperation
/koʊˌɑː.pəˈreɪ.ʃən/

Curiosity /ˌkjʊr.iˈɑː.sə.t̬i/

Heroism
/ˈher.oʊ.ɪ.zəm/

Maturity /məˈtʊr.ə.t̬i/

Motivation
/ˌmoʊ.t̬əˈveɪ.ʃən/

Purity /ˈpjʊr.ə.t̬i/

Overcoming
/ˌoʊ.vɚˈkʌm/

1	2	3	4	5	6	7	8	9	10
The ability to control your emotions and actions.	The quality of being calm and not emotional	The act of working together with someone	An eager wish to know or learn about something.	Great courage.	The quality of behaving mentally and emotionally like an adult	Enthusiasm for doing something	The quality of being morally good	To defeat or succeed in controlling or dealing with something	

Table 18

Section 2, lesson 2, Extra lesson plan (Watching a complete movie)

Lesson aims	By the end of this lesson, the students will be able: • To describe a movie scenery. • To comprehend the context of a movie. • To answer questions about the film.
Lead-in	The teacher asks the students to try to guess the meaning of the movie title: Nosedive.
Content	• Movie, Black Mirror: Nosedive. • Sceneries descriptions.
Activities	1-The students will watch a movie using "Edpuzzle.com", the name of the film is "Black Mirror: Nosedive". 2-The teacher is going to play the film and share the sound with the students. Then when they decide, the teacher can stop the movie from asking the students to describe the place in that scene. 3-Along the movie, the platform stops the video from making the students answer multiple-choice or open questions about the film.
Evaluation:	The teacher asks the students one of the following questions to check their understanding of the movie: • What was your favorite scene from the movie? What do you think is the film's message? • Who was your favorite character in the movie? Why?

4.1.8. *Section 3: Musicalizing the Language*

Section 3: Musicalizing the language!
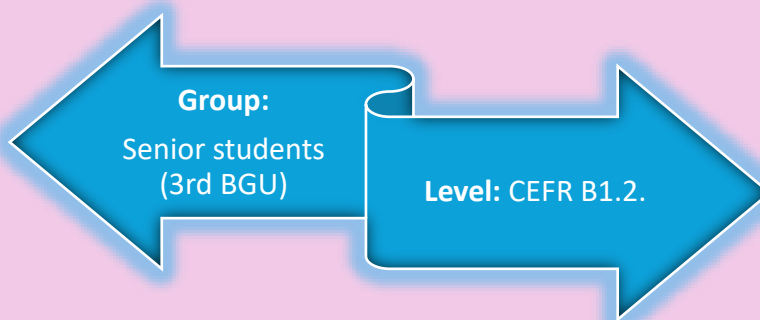
Group:
Senior students
(3rd BGU)

Level: CEFR B1.2.

CEFR Descriptors

- **CAN** express opinions on abstract/cultural matters in a limited way or offer advice within a known area and understand instructions or public announcements.
- I can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference.

Section Objectives:

The students will be able:

- To reduce the / æ /, /a/ and /ʌ/ points of interference by the employment of vocabulary, phonological awareness, identification and categorization of vowel sounds, the mirror game, songs, and pronunciation cards

Lesson 1: The pursuit of happiness

Technological apps
- Meeting platforms (Teams, Meet, Zoom, etc.)
- PPP slides
- https://quizlet.com/
- https://nearpod.com/
- https://www.poem-generator.org.uk/
- https://monkeylearn.com/

Resources:
- Laptop, computer, or smartphone.
- Camera.
- Microphone, headphones.
- Internet connection.
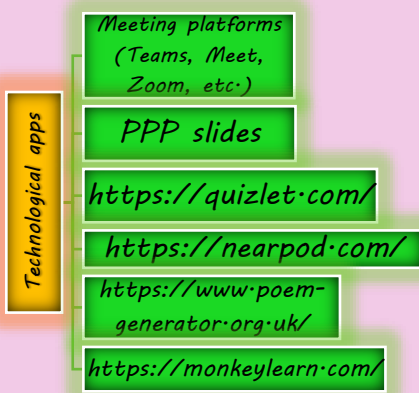
Table 19

Lesson plan, section 3, lesson 1

LESSON PLAN		
Subject:	English: Vowel's pronunciation/L1 interference.	**Required time:** 80 minutes
Students:	Senior students (3rd BGU).	
Objectives:	The students will be able to differentiate the /æ/, /ɑ/ and /ʌ/ vowel sound: ❖ To comprehend the /æ/ /ɑ/ and /ʌ/ vowel sounds correct pronunciation, patterns, and differences. ❖ To notice the difference among the /æ/ /ɑ/ and /ʌ/ vowel sounds by the means of pronunciation cards, the mirror game, and the minimal pairs activity. ❖ To practice the /æ/ /ɑ/ and /ʌ/ vowels pronunciation by the employment of a song in the context of happiness. ❖ To articulate the /æ/ /ɑ/ and /ʌ/ vowels correct pronunciation by singing a strophe of a song.	

117

Strategies:		❖ Phonological awareness. ❖ Identification and categorization of vowel sounds. ❖ The mirror games. ❖ Songs ❖ Pronunciation cards ❖ Minimal pairs	
Point of interference		❖ The English sound /æ/ is not present in the Spanish vowel system, and it is usually replaced by /ʌ/ or /ɑ/. ❖ The sounds /ɑ/ and /ʌ/ are new phonemes for the Spanish speakers; therefore, learners tend to substitute them for other sounds. For instance, the vowel /ɑ/ is commonly produced as the Spanish /o/ or as the diphthongs /ou/ or /au/ because words are spelled in English.	
Stages	Contents	Activities	Time
Warm-up	Musical genres	**Lead-in.** The students are going to play the game "Finding things in common: Music": • To develop this activity, the teacher will create a Jamboard on "Google Jamboard", then he has to share the "editor" link with the students. The teacher explains to the students that they must put their names under their favorite musical genres (it can be more than one; if necessary, the teacher can add another genre according to the student's answers). *Retrieved from https://jamboard.google.com/d/1fITIwStFsYO5kyzO Nz9VgXCajehdzthHB7KaOszZIS8/edit?usp=sharing*	5 min.
		/ æ/ vowel pronunciation. The teacher will explain to the students the / æ / /ɑ/ and /ʌ/ vowel sounds, and their differences:	20 min.

| Presentation (Pre) | • For the / æ / pronunciation, first, the students must open their mouths as wide as possible. Second, the tongue will be very low, and the top of the tongue must touch the back part of their teeth.
 Patterns:
   o   /æ/ is an open sound.
   o   When there is a written "a", the sound is / æ/.
 Examples: ask /æsk/, cat /kæt/, had /hæd/.

 • For the /ʌ/ vowel sound pronunciation, the students open their mouths just a little producing a sound like "uh". Their likes and tongue must be relaxed.
 Patterns
   •   When there is a written "u", the sound is /ʌ/ like in the word's bus, but, and fun.
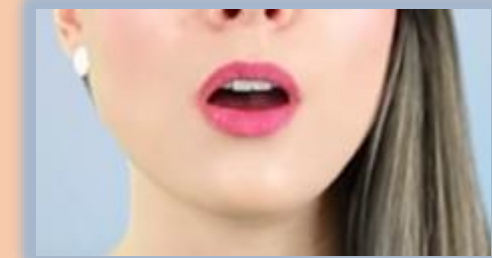
 • For the /ɑ/ vowel sound pronunciation, it is like the Spanish "a". The students can imitate when a person goes to the dentist and makes "ah" for the revision.
 Patterns:
   •   When there is a written "o", the sound is /ɑ/ like clock, rock, hot. | *Retrieved from*
 https://www.youtube.com/watch?v=_QLUpQOH6is

 Retrieved from
 https://www.youtube.com/watch?v=_QLUpQOH6is

 Retrieved from
 https://www.youtube.com/watch?v=-i7-DDAW-ok |

		Noticing the difference of the /æ/, /ɑ/ and /ʌ/ vowel sounds:	15 min.
Practice (During)		The teacher shows the students a flashcard with the three different pronunciations and one example of each one: First, the teacher pronounces each of them, then pronounces one by one, and the students imitate one by one pronunciation. Also, the teacher makes the students notice that the written "a" has the /æ/ vowel sound, the written "u" has the /ʌ/ vowel sound, and the writing "o" has the /ɑ/ vowel sound.	

Retrieved from
https://spark.adobe.com/post/H1Hxeq4QHmma6/

The mirror game: The teacher will pronounce a word that contains the /æ/ vowel sound, and the students will repeat it, then the teacher presents a sentence with the word. E.g.:

/ æ /: Cat > Cats have nine lives.

/ʌ/: Bus > The bus is not here, but it arrives in five minutes.

/ɑ/: Clock > This is an old wall clock.

Minimal pairs practice

The teacher presents some words that have similar pronunciation, but it is different. The students must pronounce them just guided by the phonetic symbol. This activity will be developed using flashcards that the teacher can create in the next platform: https://spark.adobe.com/

The same pronunciation
/ʌ/ Nun /ʌ/ Won /ʌ/ Sun
None One Son

Different pronunciation (One letter changes)
/ʌ/ bug /ʌ/ but
/æ/ bag /æ/ bat

Happiness

The teacher presents a picture to the students. Then the teacher asks what that picture represents for them. Probable answer: The image represents happiness.

Retrieved from https://pixabay.com/es/photos/ni%c3%b1a-sonriendo-retrato-ventoso-872149/

After that, the teacher will play the song "happy", and the students listen carefully. For this first activity, the teacher does not show the lyrics to the students. The theme can be found on YouTube at the following link:
https://www.youtube.com/watch?v=cmCDqX3ngfA

- *While the students listen to the song, they will take notes of as many phrases or words they recognize.*
- *When the song finishes, the teacher encourages the students to elicit some examples from their notes.*

The teacher plays the sound again, but now the students must listen carefully and summarize or get the song's main idea.

Then, the teacher provides the students with the lyric worksheet (below this lesson plan table). The English vowels learned during this lesson are underlined with a color code in the worksheet to identify them quickly.

- The teacher and the students identify the three vowel sounds in the text. After that, the teacher plays the song again so the students can relate the pronunciation focused on /æ/, /a/, and /ʌ/ vowel sounds.

Retrieved from
https://www.youtube.com/watch?v=ZbZSe6N_B

| Production (Post) | | The teacher creates an activity in https://flipgrid.com/, where the students will record and upload a short video to appreciate their pronunciation. The teacher selects one strophe of the "Happy" song, giving the students ten minutes to practice the pronunciation. (If it is necessary, the teacher can play the music again for the students. Then they will have 15 minutes to record and upload a video of themselves singing the strophe. Flipgrid provides them all the resources to do it. | Because I'm happy
Clap along if you feel like a room without a roof
Because I'm happy
Clap along if you feel like happiness is the truth
Because I'm happy
Clap along if you know what happiness is to you
Because I'm happy
Clap along if you feel like that's what you wanna do (hey)

Retrieved from https://www.canva.com/design/DAEmP_bn-FQ/ZVbBHcjn4jl88h6_PunXGg/view?utm_content=DAEmP_bn-FQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton | 25 min. |

Extension project		**Singing my favorite song! (karaoke)** • The students are going to record themselves singing their favorite song as karaoke. They can record the video by themselves or use the following mobile app: Star maker. Retrieved from https://play.google.com/store/apps/details?id=com.starmakerinteractive.starmaker&hl=es_EC&gl=US • In the application, they must sign up, search for their favorite song, and start singing. • Then, they record their performance, and finally, they must share their video with the teacher.	
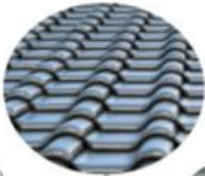
Note: Lesson plan designed by the author of the research work

Glossary: Musicalizing the language.

Bug
/bʌg/

Happiness
/ˈhæp.i.nəs

Ballon
/bəˈluːn/

Roof
/ruːf/

Bat /bæt/

Sunshine /ˈsʌn.ʃaɪnˈsʌn.ʃaɪn/

Clap /klæp/

Bring /brɪŋ/

1 — The person that cares the other people's children.

2 — a small animal like a mouse with wings that flies at night

3 — the feeling of being happy:

4 — the light and heat that come from the sun

5 — a small, very thin rubber bag that you blow air into or fill with a light gas

6 — to make a short loud noise by hitting your hands together

7 — the covering that forms the top of a building, vehicle, etc.

8 — to take or carry someone or something to a place or a person

9

10

Figure 16
Worksheet, Song "Happy"

Note: Created using https://www.canva.com/design/DAEmP_bn-FQ/ZVbBHcjn4jI88h6_PunXGg/view?utm_content=DAEmP_bn-FQ&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Table 20

Section 3, Extra activities for practicing

| Alternative warm-ups | 1) The students are going to play the game "Guessing your drawings": The teacher creates a room on https://skribbl·io/ Then the teacher selects vocabulary related to the last class to add to the game· In the game, three students randomly must choose among three words· Then they must try to draw the word in turns· The rest of the students must try to guess the words by writing in the chat·
 2) **Example link:** https://bastaonline·net/ The students are going to play the game "Basta (Parame la mano online version)":
 • The teacher creates the game and shares the participant's link with the students·
 • The students can select the categories, at least three—also, the alphabet letters· (The number of rounds is up to the teachers, according to the time they have)·
 • Finally, the students must complete the categories with the selected initial letter· The student that finishes the three types must pulse "Stop·"
 • For a better experience of the game, roll down the screen and select the English language·
 3) the students are going to play the game "Gartic Phone (Teléfono descompuesto)":
 • To develop this activity, the teacher will create a room on https://garticphone·com/· | Retrieved from https://skribbl·io/

  Retrieved from https://bastaonline·net/ |
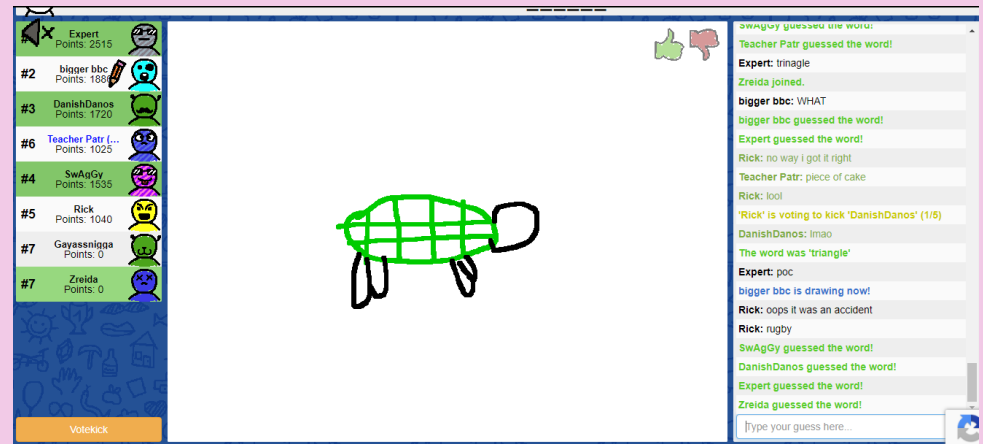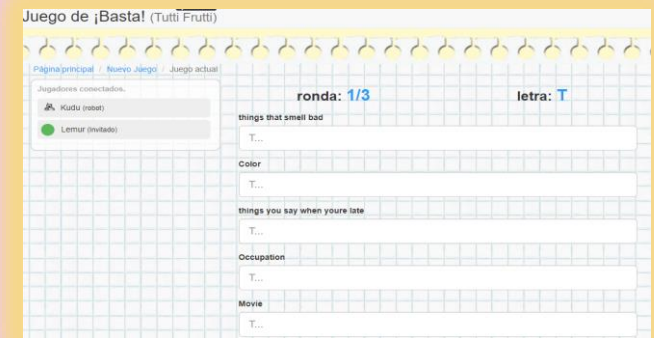
- The teacher explains to the students how to play the game and tells them that they must use only sentences about love or freedom.
- In the game, every student will write a sentence, and then, a different student must draw something using that sentence.

In the end, there will be a lot of crazy blind sentences. The teacher can watch all the stories with the students or selecting randomly just two or three.

HOW TO PLAY	HOW TO PLAY	HOW TO PLAY	HOW TO PLAY	HOW TO PLAY
1. CALLING IS BETTER Invite your friends to a voice call (e.g.: Discord, Zoom)	**2. TIME TO WRITE** Each player must write a quirky sentence	**3. TIME TO DRAW** You gonna receive a bizarre sentence to draw	**4. WHAT IS IT?** Try to describe one of the crazy drawings	**5. SEE WHAT HAPPENED** Watch the hilarious results of the telephone game

Retrieved from https://garticphone.com/

4.2. Impacts

4.2.1. *Linguistic impact*

Table 21

Linguistic impacts indicators

Indicators / Impact levels	-3	-2	-1	1	2	3
a) Characterize the English vowel allophones in the Professions and jobs vocabulary use.					X	
b) Practice the pronunciation of the English vowels through songs in L2						X
c) Role-playing famous movie scenes in work teams.						X
d) Reciting an acrostic and a poem.						X
TOTAL						11

Σ=3

$$\text{Linguistic impact level} = \frac{S}{\text{Number of items}} = \frac{11}{4} = 2.75 = 3$$

Linguistic impact level = high positive

Analysis

Regarding the linguistic impacts of this research work, it can be appreciated that almost all the indicators were scored to the maximum except the characterization of the English vowel allophones because of their difficulty. Due to the average reached, it was estimated a high positive impact for the indicators which are related to each one of the four units of the guide, except for the last one, which is connected to unit one. It is because unit one proposes a variety of different activities to reduce the L1 interference on L2 English vowels pronunciation.

a) The first section is expected to have a high positive impact because it searches to talk about the different professions, university degrees, and the student's dream jobs. This is through the characterization and identification of the English vowel sounds and the use of pronunciation activities like tongue twisters.

b) The third unit aims to improve the Anglophone language vowels pronunciation through activities related to the use of popular songs for teenagers. In the activities, we found the interpretation of their favorite song, phrases pronunciation practicing, summarization of the songs, and song skits (Using the learned words to create dialogues or monologues).

c) The second section deals with improving the pronunciation of the English vowel working in groups and role-plays using as a short topic scene vides of the actual and popular movies among the young people.

d) Concerning the final indicator, it owns to the first unit, and it was considered apart because that unit offers a wide variety of short activities to reduce the interference. The use of poetry allows the students to improve their vowels pronunciation level through rhymes in a poem and the acrostic poem as well.

4.2.2. *Academic impact*

Table 22

Academic impacts indicators

Indicator	Impact levels	-3	-2	-1	1	2	3
a) Reciting poems confidently.						X	
b) Recording academic videos and sharing with partners through digital tools.							X
c) Developing role-playing skills.							X
d) Ability to develop short projects.							X
TOTAL							11

$\Sigma=3$

$$\text{Linguistic impact level} = \frac{S}{\text{Number of items}} = \frac{11}{4} = 2.75 = 3$$

Linguistic impact level = high positive

Analysis

Almost all the indicators were scored with the maximum points assignment except for the first one. It is because nowadays, the students are not familiarized with poetry topics inclusive in their mother tongue. Each indicator is related to each guide unit except for the final one which owns the first unit.

e) The first section aims to improve the student's ability to recite a poem during the live meetings. It encourages oral participation and correct pronunciation. Also, to notice the fundamental aspects of a poem. For this indicator, a high impact was assigned (2) due to the difficulties for the students that probably don't know enough about poetry inclusive in their mother tongue.

f) Concerning the third section, it aims to improve the student's abilities to record educational videos singing a song in English and the confidence to share them with all the classmates for a short collective evaluation of the pronunciation of the lyrics. The impact level was considered high positive (3) due to the innovative and technological resources that engage students' attention.

g) The second section aims to encourage the students' communication and interaction among them through the role-playing of real or fiction situations using the language. Instead of the virtual environment, the meeting platforms and Flipgrid make this a new experience for the students. That is why a high positive impact was assigned to this indicator.

h) About the final indicator, which belongs to the first unit, the unit aims to reinforce all the unit's content in just one short project. Final projects are also used in the other subjects, that is why the practice of this type of activities results as something of benefit for the students.

4.2.3. English vowels pronunciation impact

Table 23

English vowels pronunciation indicators

Impact levels Indicators	-3	-2	-1	1	2	3
a) **Pronouncing the vowels in English through poetry (tongue twisters, rhymes, acrostics).**						X
b) **Pronouncing vowel sounds through the song's lyrics.**						X
c) **Pronouncing the vowels in English through live role-playing performances.**						X
d) **Pronouncing the vowels in English through final productive skills projects (speaking).**						X
TOTAL						12

Σ=3

$$\text{Linguistic impact level} = \frac{S}{\text{Number of items}} = \frac{2}{5} = 3$$

Linguistic impact level = high positive

Analysis

The final impacts matrix is directly related to the focus of this research work. The high positive score for this matrix was assigned due to the literature review and the diagnostic results that show how helpful the proposed activities are for improving the English vowels pronunciation.

a) Concerning the first section, the use of poetry activities like poems, rhymes, tongue twisters, and acrostics make the students participate actively in the pronunciation reinforcement. This is because apart from the pronunciation, it focuses on the words and phrases vocalization practice. That's why it has a high positive impact score.

b) Regarding the third section, songs are one of the best ways to learn English and its pronunciation. The students are in contact with native speaker's pronunciation through beautiful and cool songs. Imitation of the pronunciation is helpful in the process of learning a language, and it is easier when we talk about songs that the students love to listen to and sing.

c) The second section aims at the performance of role-plays as a manner of language expression. The students imitate scripts that are easy for them, mainly because we are talking about movies that they love to watch. Short and famous movies have become a tendency among the young population, mainly because they use them as memes on social media. This can be taken as something positive in the educative process and something fun for the students.

d) The final productive skills projects (speaking) are the best opportunities for the students to use all the things learned during a lesson in just one fun activity. Each unit has a different final activity that makes the students express their English and apply the correct pronunciation that they have learned. Another positive aspect is the use of technological resources to encourage their participation and to engage them.

4.3. Conclusions

- ➢ L1 interferes with L2 English vowels pronunciation in senior students at the "28 de Septiembre" high school.

- ➢ The Spanish vowels phonetical system is different from the English one. So, interference arises when the students try to pronounce the English allophones, but they use the phonetical rules of their mother tongue instead.

- ➢ The direct method, the CLL, suggestopedia, the communicative language teaching, the competency-based language teaching, the task-based language teaching, the cooperative language learning, the audiolingual method, the oral approach, the silent way, total physical response, and multiple intelligences, all the methods emphasize the speaking pronunciation.

- ➢ Due to L1 interference on L2 English vowels pronunciation, the students can show inconveniences such as the need of using the mother tongue as a help, frustration, and problems with the spoken interaction during the lessons.

- ➢ Identification and characterization of the English vowel sounds, the correct use of the English vowel's pronunciation, free groups or pairs dialogue activities using audios, the use of songs, the use of rhymes and tongue twisters, spoken activities in groups, and the use of pronunciation cards, all are strategies that the students feel comfortable to participate in.

- ➢ Students seemed positive and active while performing the tasks in the first unit of this guide of strategies.

- ➢ Students reacted positively to the use of technological interactive resources during the application of the tasks contained in the first unit of the guide of strategies.

4.4. Recommendations

➢ To use suitable activities that focus on the English vowels' pronunciation, the same as promoting the student's interaction and spoken practice.

➢ The activities in the proposal guide can be used for the students to notice the difference between the English vowel sounds and the Spanish ones.

➢ It is recommended the adaptation of the methods to the different activities that emphasize the English vowels pronunciation.

➢ It is recommended that apart from the use of strategies and activities that reduce the L1 interference on L2, the teacher may show a positive attitude that makes the students confident on learning a second language and interact among them.

➢ It is recommended to adapt the proposed activities according to the student's English level, reality, and needs for better results.

➢ To continue applying activities that contain identification and pronunciation of the English vowel sounds, free groups or pairs dialogue using audios, songs, rhymes and poetry, role-plays, and flashcards to reduce the student's mother tongue interference.

➢ As a recommendation, the teacher could use various technological resources and adapt them to the strategies to create an interactive environment in which the students feel comfortable developing the activities.

Bibliography

Abdulhafidh, E. (2015). The Role of English in Present Day Higher Education. *Conference: 5th International Visible Conference On Educational SciencesAt: Erbil, IraqVolume: 7*, 1–7. https://www.researchgate.net/publication/311739707_The_Role_of_English_in_Present_Day_Higher_Education

Agafonova, M. (2018). Linguistic Interference Dynamics: Will The Foreign Accent Disappear By Itself? *18thPCSF2018 Professional Culture of the Specialist of the Future*, 285–295. https://doi.org/10.15405/epsbs.2018.12.02.31

Andrade, C. R. (2019). *Emotional Factors Affecting the Oral Production in English Students from 8th School Year of Basic General Education of the "28 de Septiembre" Educational Unit, Ibarra Canton* [Universidad Técnica del Norte]. http://repositorio.utn.edu.ec/handle/123456789/10088

Apuke, O. D. (2017). Quantitative Research Methods : A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, *6*(10–11), 40–47. https://doi.org/10.12816/0040336

Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. *Qualitative Sociology*, *42*(2), 139–160. https://doi.org/10.1007/s11133-019-9413-7

Bettyful. (2008, December 19). *TONGUE TESTERS: The Dreaming Dreamer Dreams*. http://bettyfultonguetwisters.blogspot.com/2008/12/dreaming-dreamer-dreams.html

Busyteacher_admin. (n.d.). *Top 10 Ways to Teach Vowel Pronunciation in English*. Retrieved May 11, 2021, from https://busyteacher.org/8168-top-10-ways-teach-vowel-pronunciation-in-english.html

Cambridge Assessment English. (2020). *International Language Standards*. https://www.cambridgeenglish.org/exams-and-tests/cefr/

Canary, A. (2019, October 10). *How to Analyze Interview Transcripts in Qualitative Research* . https://www.rev.com/blog/analyze-interview-transcripts-in-qualitative-research

Council of Europe (COE). (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge University Press. www.coe.int/lang-CEFR

Diaz, A. L. (2019). Spanish use in the English classroom: a study of Dominican students in an English-only environment. *Beyond Words*, *7*(1), 20–30. https://doi.org/10.33508/bw.v7i1.2014

Dweik, B., & Othman, Z. (2017). Lexical and Grammatical Interference in the Translation of Written Texts From Arabic Into English. *Academic Research International*, *8*(3), 65–70. https://www.researchgate.net/publication/320004399_LEXICAL_AND_GRAMMATICAL _INTERFERENCE_IN_THE_TRANSLATION_OF_WRITTEN_TEXTS_FROM_ARABI C_INTO_ENGLISH

Feriz, L., Campoverde, J., Sánchez, S., Perlaza, J., Sánchez, A., & Villavicencio, V. (2017). *The pronunciation in the speaking skill . Activities to improve the pronunciation in the speaking skill The pronunciation in the speaking skill . Activities to improve the pronunciation in the speaking skill*. 1–13. https://www.researchgate.net/publication/320223911_The_pronunciation_in_the_speaking_ skill_Activities_to_improve_the_pronunciation_in_the_speaking_skill

Frederick, M. (2005). *Super Duper ® Handy Handouts! TM Number*. https://www.superduperinc.com/handouts/pdf/82_commonArticulation.pdf

Gabriel, D. (2013, March 17). *Inductive and deductive approaches to research | Dr Deborah Gabriel*. https://deborahgabriel.com/2013/03/17/inductive-and-deductive-approaches-to-research/

Garita, M., González, M., & Solís, N. (2019). English vowel sounds: Pronunciation issues and student and faculty perceptions Citar este documento según modelo APA. *Actualidades Investigativas En Educación*, *19*(3), 1–32. https://doi.org/10.15517/aie.v19i3.38629

Genlish. (2021). *How Mother Tongue Influence Makes English Speaking Difficult* . https://genlish.com/learn-english/articles/mother-tongue-influence-makes-english-speaking-difficult/

Granados, E., & Paez, J. L. (2016). *Teaching Phonological Awareness to Avoid Interference in Young Students' Output* [Universidad Distrital Francisco José de Caldas]. http://repository.udistrital.edu.co/bitstream/11349/7167/1/PaezCaperaJorgeLeonardo.pdf

Hickey, R. (2010). *The Handbook of Language Contact Blackwell Handbooks in Linguistics* (R. Hickey (ed.); 1st ed.). A John Wiley & Sons, Ltd.

International Language School. (2020). *CEFR and Can do statements*. https://www.ilschool.de/en/cefr_can_do_statements.html

Kafryawan, W., Yassi, A. H., & Nasmilah, N. (2018). The Influence of Intelligence on Student's Speaking Skills. *ELS Journal on Interdisciplinary Studies in Humanities*, *1*(2), 145–152. https://doi.org/10.34050/els-jish.v1i2.4309

Kapnoula, E. C., & McMurray, B. (2015). Training alters the resolution of lexical interference: Evidence for plasticity of competition and inhibition. *Journal of Experimental Psychology: General*, *145*(1), 8–30. https://doi.org/10.1037/xge0000123

Language Magazine. (n.d.). *How does mother tongue affect second language acquisition? - Language Magazine*. Retrieved July 22, 2021, from https://www.languagemagazine.com/how-does-mother-tongue-affect-second-language-acquisition/

Marzá, N. (2014). Pronunciation and Comprehension of Oral English in the English as a Foreign Language Class: Key Aspects, Students' Perceptions and Proposals. *Journal of Language Teaching and Research*, *5*(2), 262–273. https://doi.org/10.4304/jltr.5.2.262-273

Mayordomo, R. (2013). *Interferencias lingüísticas entre el español y el inglés desde una perspectiva práctica*. https://uvadoc.uva.es/bitstream/handle/10324/3539/TFM-F-60.pdf;jsessionid=32B179EDACC9115523533AE28700F51F?sequence=1

Ministerio de Educación. (n.d.). *Estándares de Inglés*. Retrieved September 27, 2020, from https://educacion.gob.ec/estandares-de-ingles/

Ministerio de Educación. (2012). *English Teacher Standards: The English Language Learning Standards*. https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf

Odilys, S., Orozco, L., Rosa, A., González, R., Lucia, E., & Cruz, R. (2014). *UNIVERSIDAD NACIONAL AUTONOMA DE NICARAGUA FACULTAD REGIONAL MULTIDISCIPLINARIA FAREM-ESTELÍ Tutor: MSc. Eudomilia Urrutia*. https://repositorio.unan.edu.ni/1856/1/16379.pdf

Pomposo, L. (2015). *UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA DIRECTORA: Dra. ELENA BÁRCENA MADERA* [Universidad Nacional de Educación a Distancia]. http://e-spacio.uned.es/fez/eserv/tesisuned:Filologia-Mlourdespomposo/POMPOSO_YANES_Lourdes_Tesis.pdf

Ponto, J. (2015). Understanding and Evaluating Survey Research. *Journal of the Advanced Practitioner in Oncology*, *6*(2), 168–171. https://www.researchgate.net/publication/286445115_Understanding_and_Evaluating_Survey_Research

Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (Second Edition). Cambridge University Press.

Ryan, F., Coughlan, M., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal of Therapy and Rehabilitation*, *16*(6), 309–314. https://doi.org/10.12968/ijtr.2009.16.6.42433

Salazar, J. A. Q. (2016). *Analysis of Linguistic Interference of Spanish Language in the Composition and Development of Grammatical Sentences in English Encountered in the Students of Segundo de Bachillerato "A" at Unidad Educativa Riobamba, in the Riobamba Canton, Chimborazo Province, During the Academic Period February-June 2016* (Issue

June) [Universidad Nacional de Chimborazo]. http://docplayer.es/130297646-Universidad-nacional-de-chimborazo.html

Schoonenboom, J., & Johnson, R. B. (2017). Wie man ein Mixed Methods-Forschungs-Design konstruiert. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie*, *69*(7), 107–131. https://doi.org/10.1007/s11577-017-0454-1

Šimáčková, Š., & Podlipský, V. (2018). Patterns of Short-Term Phonetic Interference in Bilingual Speech. *Languages*, *3*(34), 1–17. https://doi.org/10.3390/languages3030034

Soiferman, L. K. (2010). *Compare and Contrast Inductive and Deductive Research Approaches*. https://files.eric.ed.gov/fulltext/ED542066.pdf

Srinivas, P. (2019). The Role of English as a Global Language. *Research Journal of English*, *4*(1), 65–79. https://www.researchgate.net/publication/334282978_THE_ROLE_OF_ENGLISH_AS_A_GLOBAL_LANGUAGE

Subandowo, D. (2017). The Language Interference in English Speaking Skill for EFL Learners. *Fifth International Seminar on English Language and Teaching (ISELT 2017)*, 204–208. https://doi.org/10.2991/iselt-17.2017.36

Swarna, L., & Kumar, P. (2020). Teaching Phonetics to Enhance Pronunciation in an ESL Classroom. *Journal of Critical Reviews*, *7*(2), 669–672. https://doi.org/10.31838/jcr.07.02.121

The mimic method. (n.d.). *Spanish Vowels - The Mimic Method*. The Spanish Vowels. Retrieved September 16, 2020, from https://www.mimicmethod.com/spanish-vowels/

Utami, D. H., Wello, B., & Atmowardoyo, H. (2017). The Phonological Interference of Students' First Language in Pronouncing English Sounds (A Case Study on Buginese and Makassarese Students). *ELT Worldwide*, *4*(2), 206–212.

Wang, Z. (2014). Review of the Influence of L1 in L2 Acquisition. *Studies in Literature and*

Language, *9*(2), 57. https://doi.org/10.3968/5721

Weinreich, U. (1979). *Languages in Contact, Findings and Problems. With a Pref. by André Martinet.* (9. print). Mouton Publishers.

Words Worth English Language Lab. (2015, April 13). *Mother Tongue Influence and Its Impact on Spoken English*. Words Worth Blog. https://www.wordsworthelt.com/blog/mother-tongue-influence-and-its-impact-on-spoken-english/

xxAbHiShEkxx. (2010). *My dream job - All Poetry*. https://allpoetry.com/poem/6231025-My-dream-job-by-xxAbHiShEkxx

Yoshida, M. (n.d.). *The Vowels of American English How do we describe vowels?* Retrieved July 5, 2021, from http://ocw.uci.edu/upload/files/vowels.pdf

Annexes

Annex 1. The research questions

How does the L1 influence L2 English vowels pronunciation in Senior high school students at "28 de Septiembre" educative institution?

Annex 2. The research sub-questions

Theory:

- What is linguistic interference?

- What are the different types of linguistic interference?

- What are the positive or negative effects of the linguistic phonetic interferences in English as a foreign language?

Reality:

- How does the linguistic interference influence the students at the "Unidad Educativa 28 de Septiembre" with Spanish as L1 and English as L2?

- What is the "Unidad Educativa 28 de Septiembre" Senior students' pronunciation level?

Solution:

- How can we motivate the students to learn English despite the L1 interference?

- Which are some suitable strategies to reduce the level of linguistic interference in Senior students?

- How can we make English as a foreign language teaching more efficiently?

Annex 3. Presentation letter to the institution

Curiginal

M.Sc. Marcia Lucía Mantilla Guerra
C.C.: 1711539690

Document Information

Analyzed document	Vaca Coral Estiwar Patricio. Final document thesis.docx (D111361118)
Submitted	8/16/2021 11:46:00 PM
Submitted by	MARCIA LUCIA MANTILLA GUERRA
Submitter email	mlmantilla@utn.edu.ec
Similarity	7%
Analysis address	mlmantilla.utn@analysis.urkund.com

Sources included in the report

SA **UNIVERSIDAD TÉCNICA DEL NORTE / INFORME FINAL - TRABAJO DE GRADO - DAYANA VELASQUEZ.docx**
Document INFORME FINAL - TRABAJO DE GRADO - DAYANA VELASQUEZ.docx (D110880636)
Submitted by: dmvelasquezf@utn.edu.ec
Receiver: agbastidas.utn@analysis.urkund.com
33

SA **UNIVERSIDAD TÉCNICA DEL NORTE / FINAL REPORT _FUERTES BRAYAN.docx**
Document FINAL REPORT _FUERTES BRAYAN.docx (D110996350)
Submitted by: mlmantilla@utn.edu.ec
Receiver: mlmantilla.utn@analysis.urkund.com
3

W URL: https://repositorio.uta.edu.ec/bitstream/123456789/32887/1/0503722787_Daniela%20Estefani a%20Zumbana%20Mondragon_Trabajo%20de%20Titulacion_Maestria%20de%20Ingles-%20Coherent.pdf
Fetched: 8/5/2021 5:03:46 AM
2

SA **UNIVERSIDAD TÉCNICA DEL NORTE / Cupuerán Samantha. Informe final de investigación.docx**
Document Cupuerán Samantha. Informe final de investigación.docx (D111040565)
Submitted by: mlmantilla@utn.edu.ec
Receiver: mlmantilla.utn@analysis.urkund.com
2

SA **UNIVERSIDAD TÉCNICA DEL NORTE / Soledad, Erazo. Trabajo de Tesis 30-07-2021.docx**
Document Soledad, Erazo. Trabajo de Tesis 30-07-2021.docx (D110890196)
Submitted by: mserazoe@utn.edu.ec
Receiver: agbastidas.utn@analysis.urkund.com
2

W URL: https://repositorio.una.ac.cr/bitstream/handle/11056/19038/MEMORIA%20CONLAUNA%20201 5.pdf?sequence=1&isAllowed=y
Fetched: 6/24/2021 1:10:02 PM
1

SA **UNIVERSIDAD TÉCNICA DEL NORTE / Paredes Mariza Graduation work 2021.docx**
Document Paredes Mariza Graduation work 2021.docx (D110880837)
Submitted by: mmparedesr@utn.edu.ec
Receiver: agbastidas.utn@analysis.urkund.com
2

W URL: https://view.genial.ly/609c105a5e1f140d01f787af/interactive-content-agenda-colores
Fetched: 8/16/2021 11:47:00 PM
8

W URL: https://allpoetry.com/poem/6231025-My-dream-job-by-xxAbHiShEkxx
Fetched: 8/16/2021 11:47:00 PM
1

1/73

144

Annex 4. Presentation letter to the institution

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 016-D
Ibarra, 20 de enero de 2021

Magíster
Yolanda Garzón
RECTORA DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Vaca Coral Estiwar Patricio, estudiante de octavo semestre de la carrera "Pedagogía de los Idiomas Nacionales y Extranjeros", portador de la cédula de ciudadanía 1004162218, para que obtenga información y desarrolle el trabajo de grado con el tema: "L1 Interference in L2 Vowel Pronunciation in Senior Students", en la Unidad Educativa 28 de septiembre.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT
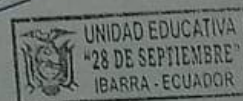
145

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido al sr/a vicerrector/a de la Unidad Educativa "28 de Septiembre"

Fecha: 21/05/2021

Nombre de la persona entrevistada: MSc. Mario Oswaldo de Jesús Herrera.

Objetivo: Establecer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Gracias por su tiempo.

Primeramente, mi nombre es Patricio Vaca estudiante de la Universidad Técnica del Norte y estoy trabajando en mi tesis de grado, el motivo de haber escogido esta institución educativa como objetivo de mi propuesta se debe al renombre y trascendencia de la institución. Además, deseo serle útil a la Unidad Educativa "28 de Septiembre" a través de una propuesta educativa. Para la adecuada realización de esta propuesta, quisiera contar con su ayuda en unas preguntas que me ayudarán en este proceso de investigación.

Para comenzar quisiera disculparme si usted considera demás la siguiente explicación, pero quisiera recordarnos que la interferencia lingüística tiene que ver entre otros aspectos con como el español impide un buen uso y una buena producción oral del idioma inglés.

Pregunta 1. ¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?

Desconozco hasta qué punto pueda interferir inconscientemente, pero puede causar inconvenientes al momento de expresarse en el idioma.

Pregunta 2. Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se

enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?

Considero que la principal estrategia es el uso de videos o audios para que los estudiantes conozcan la correcta pronunciación del idioma inglés. Pero desconozco de alguna otra estrategia.

Pregunta 3. ¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?

Tengo conocimiento de algunos factores que bloquean a los chicos. Pero al hablar de interferencia lingüística, sus efectos sobre los estudiantes me son un poco desconocidos.

Pregunta 4. Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?

Desconozco

Pregunta 5. ¿Por qué consideraría usted que es importante la aplicación de estrategias metodológicas, que reduzcan la interferencia lingüística y enfaticen en la pronunciación de las vocales de la lengua inglesa en los estudiantes de la Unidad Educativa 28 de Septiembre?

Por lo general la implementación de nuevas estrategias es algo positivo en el aprendizaje de los estudiantes, ellos se encuentran expuestos a novedosas actividades que hacen de su aprendizaje algo llevadero.

Pregunta 6. Como sabemos, el proceso educativo siempre está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?

Es importante atender a las edades y necesidades de los chicos, con esto me refiero a hacer que la guía tenga contenido que atraiga a los chicos y los envuelva en el aprendizaje sin esfuerzo. De la misma manera las estrategias o actividades deben ser novedosas, especialmente en esta situación pandémica que nos encontramos, encontrar actividades que enganchen a los estudiantes es un reto, un reto difícil pero no imposible de conseguir.

¡Gracias por su colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido al sr/a coordinador/a de la Unidad Educativa "28 de Septiembre"

Fecha: 18/03/2021

Nombre de la persona entrevistada: Ing. Verónica Vásquez.

Objetivo: Establecer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Gracias por su tiempo.

Primeramente, mi nombre es Patricio Vaca estudiante de la Universidad Técnica del Norte y estoy trabajando en mi tesis de grado, el motivo de haber escogido esta institución educativa como objetivo de mi propuesta se debe al renombre y trascendencia de la institución. Además, deseo serle útil a la Unidad Educativa "28 de Septiembre" a través de una propuesta educativa. Para la adecuada realización de esta propuesta, quisiera contar con su ayuda en unas preguntas que me ayudarán en este proceso de investigación.

Para comenzar quisiera disculparme si usted considera demás la siguiente explicación, pero quisiera recordarnos que la interferencia lingüística tiene que ver entre otros aspectos con como el español impide un buen uso y una buena producción oral del idioma inglés.

Pregunta 1. ¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?

Interfiere en la pronunciación de sonidos de la L2.

Pregunta 2. Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?

Mirar y escuchar videos y practicar la pronunciación tanto de palabras como frases. Motivamos a los estudiantes a usar sus redes sociales con material que sea útil, siguiendo a páginas educativas para que al momento de tener espacios libres tener acceso a esos recursos. Hacemos lo posible para que esta asignatura sea utilizada en el día a día.

Pregunta 3. ¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?

Si, al ser algo desconocido y tomando en cuenta que en el área fiscal el poco conocimiento en el hogar y la resistencia a aprender cosas nuevas existe una gran interferencia para poder alcanzar una correcta pronunciación.

Pregunta 4. Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?

Al salir de su zona de confort y al tratar de entender que existen más vocales que suenan totalmente distinto a lo que ellos están acostumbrados es muy complicado llegar a la pronunciación correcta. Al ser la asignatura de inglés considerada un área complementaria el aprendizaje es limitado.

Pregunta 5. ¿Por qué consideraría usted que es importante la aplicación de estrategias metodológicas, que reduzcan la interferencia lingüística y enfaticen en la pronunciación de las vocales de la lengua inglesa en los estudiantes de la Unidad Educativa 28 de Septiembre?

Al contar con estrategias metodologías innovadoras y contar con tiempo y recursos no solo se mejoraría la pronunciación de las vocales, sino que además su oído se afinaría para poder identificar mejor los sonidos.

Pregunta 6. Como sabemos, el proceso educativo siempre está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?

Debería tener gráficos que llamen la atención, temas donde los chicos sientas que podrían pertenecer a ese grupo. En la mayoría de las guías se presentan un mundo que muchos en el sector fiscal no conocen y al ser algo desconocido no encuentran interés ni pertenencia. Además, toda guía debe ser socializada para poder llegar al objetivo de la persona que lo realizo, para una mejor interpretación.

¡Gracias por su colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido al sr/a coordinador/a de la Unidad Educativa "28 de Septiembre"

Fecha: 18/03/2021

Nombre de la persona entrevistada: Lic. Ximena Bedoya.

Objetivo: Establecer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Gracias por su tiempo.

Primeramente, mi nombre es Patricio Vaca estudiante de la Universidad Técnica del Norte y estoy trabajando en mi tesis de grado, el motivo de haber escogido esta institución educativa como objetivo de mi propuesta se debe al renombre y trascendencia de la institución. Además, deseo serle útil a la Unidad Educativa "28 de Septiembre" a través de una propuesta educativa. Para la adecuada realización de esta propuesta, quisiera contar con su ayuda en unas preguntas que me ayudarán en este proceso de investigación.

Para comenzar quisiera disculparme si usted considera demás la siguiente explicación, pero quisiera recordarnos que la interferencia lingüística tiene que ver entre otros aspectos con como el español impide un buen uso y una buena producción oral del idioma inglés.

Pregunta 1. ¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?

Interfiere en la pronunciación de sonidos de la L2.

Pregunta 2. Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?

Escuchar videos y practicar la pronunciación de aquellas palabras que resulten ser difíciles para pronunciar por no tenerlas en la L1.

Pregunta 3. ¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?

Al ser una lengua extranjera siempre será difícil la pronunciación haciendo énfasis en la parte lingüística, si no existe una práctica continua del idioma.

Pregunta 4. Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?

Al tener un distinto número de vocales en la lengua extranjera resulta difícil que los niños puedan entender la parte semántica de ello y al ser el inglés en la educación básica una materia complementaria, lo único que se puede cumplir dentro del proceso de aprendizaje es limitado.

Pregunta 5. ¿Por qué consideraría usted que es importante la aplicación de estrategias metodológicas, que reduzcan la interferencia lingüística y enfaticen en la pronunciación de las vocales de la lengua inglesa en los estudiantes de la Unidad Educativa 28 de Septiembre?

Al usar estrategias metodológicas y contar con los recursos necesarios, se estará mejorando la pronunciación de los estudiantes y de esta forma se podrá superar en gran medida las dificultades presentadas en la pronunciación de las vocales de la lengua inglesa.

Pregunta 6. Como sabemos, el proceso educativo siempre está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?

Entendible para los niños, tareas activas para la práctica, videos en los cuales la pronunciación sea de ayuda y no caiga en la confusión.

¡Gracias por su colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido al sr/a coordinador/a de la Unidad Educativa "28 de Septiembre"

Fecha: 18/03/2021

Nombre de la persona entrevistada: Lic. Sandra Luna.

Objetivo: Establecer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Gracias por su tiempo.

Primeramente, mi nombre es Patricio Vaca estudiante de la Universidad Técnica del Norte y estoy trabajando en mi tesis de grado, el motivo de haber escogido esta institución educativa como objetivo de mi propuesta se debe al renombre y trascendencia de la institución. Además, deseo serle útil a la Unidad Educativa "28 de Septiembre" a través de una propuesta educativa. Para la adecuada realización de esta propuesta, quisiera contar con su ayuda en unas preguntas que me ayudarán en este proceso de investigación.

Para comenzar quisiera disculparme si usted considera demás la siguiente explicación, pero quisiera recordarnos que la interferencia lingüística tiene que ver entre otros aspectos con como el español impide un buen uso y una buena producción oral del idioma inglés.

Pregunta 1. ¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?

La lengua materna interfiere mucho dentro del aprendizaje de la lengua extranjera, porque cuando se habla solamente en la lengua extranjera los niños no entienden y se quejan.

Pregunta 2. Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se

enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?

Se trata de hablar solamente en la lengua extranjera que están aprendiendo los niños, aunque es muy difícil por lo expuesto anteriormente.

Pregunta 3. ¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?

Afecta mucho en la pronunciación de la lengua extranjera.

Pregunta 4. Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?

En el idioma español solamente hay 5 vocales a lo contrario en idioma ingles hay más de 5 vocales y no son fáciles de pronunciar, por lo tanto, se debe enseñar a pronunciar bien las vocales inglesas desde niños para no tener inconveniente en el futuro.

Pregunta 5. ¿Por qué consideraría usted que es importante la aplicación de estrategias metodológicas, que reduzcan la interferencia lingüística y enfaticen en la pronunciación de las vocales de la lengua inglesa en los estudiantes de la Unidad Educativa 28 de Septiembre?

Es importante para que los niños pronuncien correctamente las palabras del idioma ingles y puedan tener una conversación fluida y comprensible.

Pregunta 6. Como sabemos, el proceso educativo siempre está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?

Una guía debe contener la pronunciación correcta de las vocales del idioma inglés.

¡Gracias por su colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido al sr/a coordinador/a de la Unidad Educativa "28 de Septiembre"

Fecha: 19/03/2021

Nombre de la persona entrevistada: Lic. Yolanda Aguilar.

Objetivo: Establecer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Gracias por su tiempo.

Primeramente, mi nombre es Patricio Vaca estudiante de la Universidad Técnica del Norte y estoy trabajando en mi tesis de grado, el motivo de haber escogido esta institución educativa como objetivo de mi propuesta se debe al renombre y trascendencia de la institución. Además, deseo serle útil a la Unidad Educativa "28 de Septiembre" a través de una propuesta educativa. Para la adecuada realización de esta propuesta, quisiera contar con su ayuda en unas preguntas que me ayudarán en este proceso de investigación.

Para comenzar quisiera disculparme si usted considera demás la siguiente explicación, pero quisiera recordarnos que la interferencia lingüística tiene que ver entre otros aspectos con como el español impide un buen uso y una buena producción oral del idioma inglés.

Pregunta 1. ¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?

Desconozco.

Pregunta 2. Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?

Desconozco.

Pregunta 3. ¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?

Desconozco.

Pregunta 4. Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?

Bajo rendimiento a causa de no poder pronunciar los sonidos correctamente

Pregunta 5. ¿Por qué consideraría usted que es importante la aplicación de estrategias metodológicas, que reduzcan la interferencia lingüística y enfaticen en la pronunciación de las vocales de la lengua inglesa en los estudiantes de la Unidad Educativa 28 de Septiembre?

Es importante primero conocer que estrategias utilizar y como aplicar para tener un mejor desarrollo en el aprendizaje del idioma inglés

Pregunta 6. Como sabemos, el proceso educativo siempre está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?

Creo que las características deberían ser emitidas por personas especializadas en el tema de terapias de lenguaje y luego si poder aplicar al idioma inglés

¡Gracias por su colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido al sr/a coordinador/a de la Unidad Educativa "28 de Septiembre"

Fecha: 21/03/2021

Nombre de la persona entrevistada: Lic. Delia Mina.

Objetivo: Establecer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Gracias por su tiempo.

Primeramente, mi nombre es Patricio Vaca estudiante de la Universidad Técnica del Norte y estoy trabajando en mi tesis de grado, el motivo de haber escogido esta institución educativa como objetivo de mi propuesta se debe al renombre y trascendencia de la institución. Además, deseo serle útil a la Unidad Educativa "28 de Septiembre" a través de una propuesta educativa. Para la adecuada realización de esta propuesta, quisiera contar con su ayuda en unas preguntas que me ayudarán en este proceso de investigación. Para comenzar quisiera disculparme si usted considera demás la siguiente explicación, pero quisiera recordarnos que la interferencia lingüística tiene que ver entre otros aspectos con como el español impide un buen uso y una buena producción oral del idioma inglés.

Pregunta 1. ¿Conoce usted hasta qué punto la lengua materna interfiere inconsciente y automáticamente dentro del aprendizaje de la lengua extranjera?

Se sabe que, el estudiante al someterse al aprendizaje de una lengua extranjera conlleva a un enfrentamiento inquebrantable de normas lingüísticas adquiridas en su lengua materna con las nuevas estructuras que debe adquirir en el proceso de aprendizaje de un nuevo idioma dentro del cual, se debe tener en cuenta las variaciones que se presentan porque cada individuo tiene diferentes estilos de aprendizaje.

Pregunta 2. Es de conocimiento público que, de manera general, en el sistema nacional de educación hay falencias en la destreza del habla del idioma inglés relacionadas con la interferencia del español. ¿Cuáles son las estrategias implementadas por el personal docente del área de inglés en el aula de clase, que se

enfocan en la correcta pronunciación de sonidos de las vocales de la lengua anglófona?

Con base en las destrezas del Listening and Speaking se utiliza estrategias como: brainstorming, KWL, Shadow, Listen and Repeat, entre otras.

Pregunta 3. ¿Conoce usted hasta qué punto la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés afecta o incluso bloquea la producción de la lengua extranjera?

Presumo que resultaría difícil determinar hasta qué punto puede afectar la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés ya que cada idioma tiene su grupo de fonemas (en el presente caso es vocálico) y alófonos ante los cuales se debe enfrentar quien va a adquirir el conocimiento de una lengua distinta a la suya.

Pregunta 4. Por nombrar de manera general, la interferencia lingüística tiene efectos tanto cognitivos, afectivos como lingüísticos, por consiguiente: ¿Cómo considera que la interferencia de la lengua materna en la pronunciación de vocales afecta la calidad de la pronunciación y en consecuencia las calificaciones de los estudiantes dentro del proceso de aprendizaje de la lengua extranjera?

Se puede considerar que la interferencia de la lengua materna en la pronunciación de vocales si afecta la calidad de la pronunciación en el campo semántico por lo tanto incide en la obtención de calificaciones

Pregunta 5. ¿Por qué consideraría usted que es importante la aplicación de estrategias metodológicas, que reduzcan la interferencia lingüística y enfaticen en la pronunciación de las vocales de la lengua inglesa en los estudiantes de la Unidad Educativa 28 de Septiembre?

Es importante aplicar estrategias metodológicas porque ayudan al desarrollo de las destrezas del Listening y el Speaking de tal manera que se reduzca la interferencia lingüística y enfatizando la pronunciación de las vocales cuando se combinan con otros fonemas.

Pregunta 6. Como sabemos, el proceso educativo siempre está en constante cambio e innovación con el propósito de mejorar, así ¿qué características debería reunir una guía didáctica para mejorar la calidad en la pronunciación de las vocales del idioma inglés?

Entre las características que debería reunir una guía didáctica, mencionaría lo siguiente:

- Que sea de fácil manejo en cuanto a la forma.

- Que tenga ejercicios cuya aplicación invite al usuario a ponerlos en práctica en lo referente a su contenido para lo cual, se puede tomar en cuenta aspectos relevantes de la lingüística contrastiva.

¡Gracias por su colaboración!

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido a estudiantes de la Unidad Educativa "28 de Septiembre"

Estimado estudiante.

El presente cuestionario se ha diseñado con el objetivo de exponer la interferencia lingüística de la L1 en la pronunciación de vocales de la L2 en estudiantes de tercero de bachillerato de la "Unidad Educativa 28 de Septiembre".

Indicaciones:

El cuestionario es anónimo, por ello se le solicita llenarlo sinceramente ya que de su colaboración depende el éxito del proyecto el cuál generará una propuesta para dar solución al problema de interferencia lingüística del español en la producción de sonidos de las vocales del idioma inglés.

Un sincero agradecimiento por su tiempo.

Pregunta 1. Califique su nivel con relación a la pronunciación de las vocales en inglés.

    a.   Excelente

    b.   Muy bueno

    c.   Bueno

    d.   Regular

    e.   Malo

Pregunta 2. ¿En qué porcentaje sus clases de inglés se realizan completamente en el idioma inglés?

    a.   100%

    b.   75%

    c.   50%

    d.   25%

e.   0%

Pregunta 3. ¿Con que frecuencia utiliza el idioma español en sus clases de inglés?

a.   Siempre.

b.   frecuentemente.

c.   A veces.

d.   Casi nunca.

e.   Nunca.

Pregunta 4. Al comunicarte en inglés con tus compañeros, ¿Cómo te sientes?

a.   Me expreso de manera fluida y con buena pronunciación.

b.   Puedo expresar oraciones básicas, pero con inconvenientes en la pronunciación.

c.   Puedo expresar palabras y pronunciarlas bien.

d.   Puedo expresar palabras, pero no pronunciarlas adecuadamente.

e.   No puedo expresarme de manera oral.

Pregunta 5. ¿Qué provoca que tengas inconvenientes al momento de pronunciar las vocales en inglés?

a.   No conozco la correcta pronunciación de las vocales.

b.   No sé cómo expresar mis pensamientos del español al inglés.

c.   No practico con frecuencia la pronunciación de las vocales en inglés.

d.   Suelo usar la pronunciación de las vocales del español al tratar de pronunciar las vocales en inglés.

e.   No tengo inconvenientes al pronunciar las vocales en inglés.

Pregunta 6. ¿Cómo se desarrolla tu vida académica en la materia al tener inconvenientes en pronunciar las vocales en inglés?

a.   No puedo participar en clases.

b.   Empiezo a usar el idioma español para ayudarme.

     c.   Me siento frustrado.

     d.   No tengo inconvenientes.

Pregunta 7. ¿Con que frecuencia realiza en clase actividades que involucren la correcta pronunciación de las vocales en inglés?

     f.   Siempre.

     g.   Frecuentemente.

     h.   A veces.

     i.   Casi nunca.

     j.   Nunca.

Pregunta 8. ¿Con que frecuencia realiza actividades autónomas y voluntarias en casa para mejorar su pronunciación de las vocales del idioma inglés?

     a.   Siempre.

     b.   Frecuentemente.

     c.   A veces.

     d.   Casi nunca.

     e.   Nunca.

Pregunta 9. ¿En qué actividades le gustaría participar para reforzar su pronunciación y expresión oral en el idioma inglés? (Puede marcar todas las actividades en las cuáles desearía participar).

     a.   Uso de rimas en inglés.

     b.   Identificación y caracterización de los sonidos de las palabras en inglés.

     c.   Uso de la correcta pronunciación de las vocales.

     d.   Uso de audios de la mano con actividades de diálogo libre entre estudiantes.

     e.   Uso de trabalenguas.

     f.   Uso de canciones.

g. Uso de material didáctico como tarjetas para actividades de pronunciación.

h. Actividades habladas en grupos o parejas.

Pregunta 10. ¿Cuán útil sería que en su institución educativa se apliquen actividades que faciliten la pronunciación de las vocales del idioma inglés?

a. Excelente

b. Muy bueno

c. Bueno

d. Regular

e. Malo

Annex 12. Certificate from the institution about data collection problems

Figure 17.

Certificate of data collection problems

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"
Rocafuerte No. 681 y Oviedo -
Teléfono 062950451 – esc28septiembre@hotmail.com
IBARRA – ECUADOR

Ibarra, 03 de junio del 2021

CERTIFICADO

A petición Verbal del Sr. Vaca Coral Estiwar Patricio, con CI: 1004162218 estudiante de la Universidad Técnica del Norte, quien se encuentra desarrollando su tesis previa a la obtención del título de licenciado.

Yo, **Yolanda Garzón**, CI. 1001580644 ; Rectora de la Unidad Educativa "28 de Septiembre" tengo a bien **CERTIFICAR** que el Sr. Patricio Vaca aplicó la encuesta a veinte y nueve estudiantes (29) de cuarenta y seis (46) que son los que se encuentran con matrícula en tercero de Bachillerato General Unificado. Diecisiete (17) estudiantes que no la realizaron se debe a que no tienen acceso a internet.

Es todo cuanto puedo certificar, el interesado puede hacer uso del presente documento para los fines pertinentes.

Atentamente,

MSc. Yolanda Garzón
RECTORA U.E. 28 de Septiembre

Sólo la educación cambia al Ecuador.

Notes: 17 students could not answer the survey because of the pandemic situation and internet problems.

Annex 13. Proposal's socialization solitude to the institution authority

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Unidad Educativa "28 de Septiembre"

Ibarra, 13 de mayo de 2021

Magíster
Yolanda Garzón
RECTORA DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE

De mi consideración:

Reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se me permita realizar la socialización de mi propuesta de tesis a uno de los terceros cursos de bachillerato general unificado. Esto a través de una clase demostrativa en la cual se desea aplicar estrategias didácticas para reducir la interferencia de la lengua materna en la pronunciación de las vocales del idioma inglés en los estudiantes. Esto con la finalidad de seguir trabajando en mi tema de tesis "L1 Interference on L2 English Vowel Pronunciation in Senior Students".

Por su favorable atención, le agradezco.

Atentamente,

Vaca Coral Estiwar Patricio
CI. 100416221-8

Estudiante de la carrera Pedagogía de los
Idiomas Nacionales y Extranjeros,
8vo semestre.

Recibido
13-05-2021

UNIDAD EDUCATIVA
"28 DE SEPTIEMBRE"
IBARRA - ECUADOR
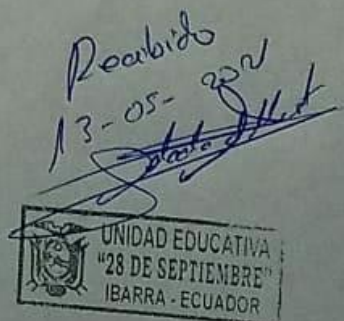
Annex 14. Lesson Plan - Proposal socialization

UNIVERSIDAD TÉCNICA DEL NORTE

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

Teacher: MSc. Mario Oswaldo de Jesús Herrera.

Student-teacher: Vaca Coral Estiwar Patricio

Class: 3rd B.G.U. "A"

Unit: 1, Professions and jobs!

Date: Friday, May 21st, 2021 – (14:00 – 14:45).

Lesson Plan
Online synchronous lesson (45 minutes' lesson)

Unit: 1, Professions and jobs! **Lesson: 1**	Class: 3rd BGU "A"
Date:21/05/2021	**Teacher: Vaca Coral Estiwar Patricio**
Link to join the class:	

For today's lesson, the teacher will use as a central tool "Nearpod", which is an interactive platform that allows the mixture of images, slides, activities, games, videos, songs, and 3d virtual trips.

Before 10% of the lesson:

Warm-up

The students will play the game 'the color of emotions' (the main idea is that the students relate the colors with the emotions they know):

1-The teacher gives directions about how to play the game:

  ➢ The teacher goes to Miro.com and shows the students the sticky notes.
  ➢ Then the teacher explains that the students must name emotions related to the color of the sticky notes.

2- The students participate orally:

- ➢ The students must turn on their microphones to participate orally.
- ➢ The teacher mentions one color, for example: what is the emotion for the green color?
- ➢ Then the students answer, giving examples of emotions.

During 70% of the class (42')

Lesson aims

The students are going to describe and differentiate between the professions and jobs. Also, they are going to be able:

- ➢ To review previous knowledge about professions and jobs.
- ➢ To learn vocabulary about professions and jobs.
- ➢ To emphasize the pronunciation of the vowels in the vocabulary.

Lead-in

Brainstorming about professions and jobs.
- ➢ The teacher will use Mentimeter to encourage brainstorming. Mentimeter allows students to enter their answers while the teacher can create a word cloud that is interactive and cooperative.
- ➢ The teacher creates the question going to the Mentimeter/ Create presentation/ Add slide: Word cloud/ "Let's write examples of professions"
- ➢ https://www.mentimeter.com/
- ➢ Once the question is ready, the teacher can create a direct link for the students to go and participate. The students have only to click on the link and then answer the proposed question.
- ➢ Finally, while the students are answering, a word cloud automatically forms with the answers.

Presentation
- ➢ Vocabulary about jobs and professions
- ➢ Vocabulary pronunciation.
- ➢ Words that sound similar.

Practice & evaluation
- • **Controlled activities**

(Vocabulary about jobs and professions)

   1)The students are going to develop a matching activity in Nearpod:

The teacher gives access for the students to complete the activity directly on their devices, they must match the professions and jobs' names with the respective pictures.

(If necessary, the teacher can develop the activity for them while the students participate orally).

2) The students are going to reinforce the same vocabulary through another activity. They are going to use the definitions. In the interactive slide, they are going to find the definitions, and they must match the respective vocabulary.

(They can do it by themselves on their computers, or the teacher can help them to solve it, while they give the answers orally.

(Vocabulary pronunciation)

3) The teacher is going to explain to the students how to use Google Jamboard, the students are going to participate orally in this activity.

There is a chart with the different English vowel sounds, also there is a box with words, the idea is that the students match the words to the respective sound column.

Example: /I/ > bit   /i/>beat

- **Less controlled activities**

(Vocabulary pronunciation)

4) To evaluate the students' understanding, they are going to develop a matching activity related to pronunciation. They are going to play an interactive activity in which they must match the words that sound similar.

Before the lesson

The students are going to fill a quick survey about the lesson's development to give their perception.

Annex 15. Proposal socialization screenshots

Figure *18*
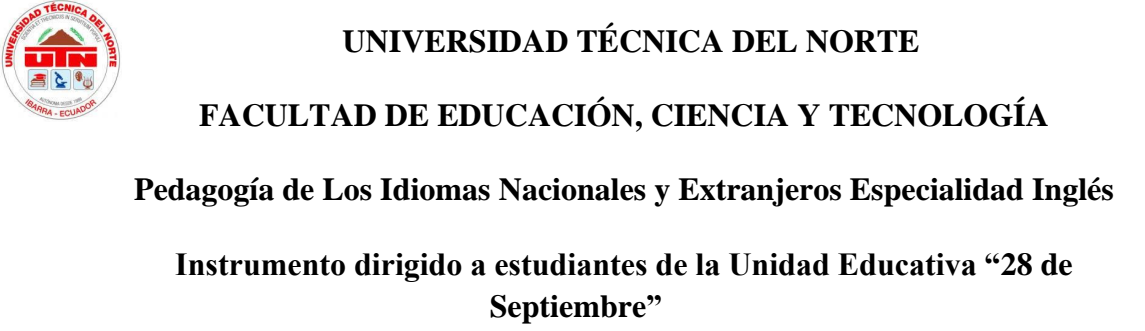
Proposal socialization

Notes: Retrieved from:

https://www.canva.com/design/DAEg4fSPz6o/8AVHdbKHm7gXzP5UuOuF6A/view?utm_content=DAEg4fSP
z6o&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

Annex 16. Students' rubric

Table 24

Proposal socialization: Student's rubric

<table>
<tr><td colspan="6">

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía de Los Idiomas Nacionales y Extranjeros Especialidad Inglés

Instrumento dirigido a estudiantes de la Unidad Educativa "28 de Septiembre"

Tema: L1 interference on L2 English vowels pronunciation.

Encuesta dirigida a: Estudiantes del 3er nivel de bachillerato "A".

Objetivo: Identificar las percepciones de los estudiantes del 3er año de bachillerato "A", a partir de la socialización de la guía de estrategias para reducir los niveles de interferencia lingüística de la lengua materna sobre la lengua extranjera.
</td></tr>
<tr><td colspan="6">

Marque en el casillero que considere correcto. Tenga en cuenta a 1 como "Excelente", y 5 como "Malo".

• ¿Cómo fueron para usted los siguientes aspectos de la clase?
</td></tr>
<tr>
<td>Puntaje

Aspectos</td>
<td>Excelente (1)</td>
<td>Muy bueno (2)</td>
<td>Bueno (3)</td>
<td>Regular (4)</td>
<td>Malo (5)</td>
</tr>
<tr>
<td>1) ¿Qué le pareció el iniciar la clase con una dinámica?</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>2) ¿Qué le pareció a usted el uso de actividades interactivas para reforzar el vocabulario?</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>3) ¿Qué le pareció a usted la temática de profesiones y oficios usada durante la clase?</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
<tr>
<td>4) ¿Qué le pareció a usted el acompañamiento del docente durante las actividades de pronunciación?</td>
<td></td><td></td><td></td><td></td><td></td>
</tr>
</table>

5) ¿Qué le pareció a usted el ambiente de la clase y la actitud del docente?					
6) ¿Qué le parecieron a usted los diferentes recursos tecnológicos usados para una mayor motivación, interés, participación y actitud hacia actividades de pronunciación del idioma inglés?					
7) ¿Cómo considera usted este tipo de actividades para el refuerzo de la pronunciación de las vocales del idioma inglés?					

Notes: Rubric to appreciate the student's perception of the strategies after their application. Elaborated by the author of the research work, proposal socialization 2021.

Annex 17. Monitor teacher's rubric

<div align="center">

UNIVERSIDAD TÉCNICA DEL NORTE

UNIDAD EDUCATIVA "28 DE SEPTIEMBRE"

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS INGLÉS

</div>

Teacher: MSc. Mario Oswaldo de Jesús Herrera.

Student-teacher: Vaca Coral Estiwar Patricio

Class: 3rd B.G.U. "A"

Unit: 1, Professions and jobs!

Date: Friday, May 21st, 2021 – (14:00 – 14:45).

<div align="center">

CLASS EVALUATION FORM

</div>

A) LESSON PLAN

Lesson Components	3 Basic Proficiency	4 Outstanding Performance	Score
Objectives	Los objetivos proveen una idea de que es lo que los estudiantes van a aprender como resultado de la clase.	Los objetivos proveen una clara idea de todo lo que los estudiantes van a lograr al finalizar la clase.	**3**
Lesson stages and activities within each one	Las actividades descritas en cada etapa están interconectadas y tienen la tendencia de ayudar a los estudiantes a cumplir con los objetivos de aprendizaje.	Las actividades descritas en cada etapa de la lección están bien articuladas y tienen la tendencia de ayudar a los estudiantes a cumplir con los objetivos.	**4**
Resources and materials	Los recursos utilizados propenden a elevar el aprendizaje.	Los recursos utilizados propenden a elevar el aprendizaje de manera significativa.	4
SUBTOTAL			11

A) PROCEDURAL INSTRUCTION DELIVERING

ITEM	The Teacher shows the following skills and competencies throughout the Class.	Emerging 2	Proficient 3	Accomplished 4
El docente practicante:				
1	Emplea de una variedad de materiales a través de la clase, así como la inclusión de material atractivo visualmente.			4
2	Ajuste del plan de clase para cubrir las necesidades de los estudiantes, despertar su interés y motivación.		3	
3	Demuestra confianza y seguridad al manejar el ambiente de la clase y las actividades.			4
4	Desarrolla y mantiene la motivación al acoplarse al ambiente de la clase.		3	
5	Interactúa con la clase de manera respetuosa y con vocabulario adecuado.			4
6	Responde a las preguntas de los estudiantes de manera clara y concisa.		3	
7	Cumple con el tiempo establecido para la clase.			4
8	Demuestra dominio del idioma inglés.			4
SUBTOTAL			29	

LESSON PLAN	__11_ /12		
PROCEDURAL INSTRUCTION DELIVERING	__29_ /32		
TOTAL	__40_ /44	**AVERAGE Nota final**	9.09

Adapted from: Universidad Técnica del Norte (n.d.). *FIFTH LEVEL CLASS EVALUATION FORM.*

MSc. Mario De Jesús H.
DOCENTE OBSERVADOR