PHONOLOGICAL INTERFERENCE OF MOTHER TONGUE OVER THE ENGLISH LANGUAGE CONSONANT SOUNDS PRONUNCIATION: A CASE OF PERUVIAN LEARNERS OF ENGLISH

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Phonological Interference of Mother Tongue over the English Language Consonant Sounds Pronunciation: a Case of Peruvian Learners of English

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APPROVAL

The thesis titled "**Phonological Interference of Mother Tongue over the English Language Consonant Sounds Pronunciation: a Case of Peruvian Learners of English**", presented by **Veronika Babkina** in accordance with the requirements of being awarded the Degree of Master in Education with Mention in **Teaching English as a Second/Foreign Language**, was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on…………………………… before a Jury with the following members:

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RESUMEN ANALÍTICO

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Descripción: The thesis to obtain the Master´s degree in Education is dedicated to the problem of the negative interference of mother tongue over the pronunciation of some English language consonant sounds among Peruvian EFL learners.

Contenido: The present investigation is divided into two main parts. The first part, the research, is dedicated to selecting and analysing the cases of phonological interference of the Peruvian learners´ mother tongue over their English language consonant sounds pronunciation. The second part, the intervention, is dedicated to the application of specific pronunciation practice

and instructions and the improvement in pronunciation of the targeted English language consonant sounds among Peruvian EFL learners of the sample group.

Metodología: The present investigation adheres to quantitative investigation of quasi-experimental type (with control and experimental (sample) groups). Conclusions: The results of the intervention demonstrated that phonological interference of the mother tongue can be successfully dealt with by means of applying appropriate practice in the language classroom.

Fuentes: Dictionaries, books, articles from journals and magazines, articles from websites.

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INTRODUCTION

Learning any foreign language implies mastering a range of various skills and abilities that together cater for language acquisition up to a certain level of proficiency. All the language skills are equally important and overlooking any of them can lead to a failure in the language learning process. Foreign language pronunciation ability is not an exception. For the purpose of this paper "a foreign language" will be considered the English language and, consequently, the notion of pronunciation will refer to the English language pronunciation.

It is undeniable that there is a variety of factors that play significant role in mastering pronunciation. These are learners´ age, their linguistic aptitude, motivation, attitude to the language, native tongue influence and some other factors. The question of the impact of mother tongue on learners´ English language pronunciation has always been appealing. Moreover, this issue has become even more acute in contemporary life due to the expanding phenomenon of globalization, development of technology and cosmopolitanism of a modern society, and, as a consequence, due to the growing amount of non-native speakers of English. Since the English language is now viewed as a means of communication for different purposes, the importance of being understood by a listener, being able to transmit the message is a priority during the process of oral communication.

Oral communication requires pronunciation of sounds, words and phrases, although, it does not imply senseless articulating but assumes producing comprehensible utterances. Here, the factor of the mother tongue influence over the English language pronunciation can be seen as a serious obstacle on the way towards meaningful process of oral discourse. Each EFL learner has his or her own mother tongue and undoubtedly experiences the influence of it when speaking L2. The acquisition of L1 is a natural process, whereas second language learning usually demands a certain effort. When we try to speak a foreign language we pronounce words and phrases in order to express our thoughts and achieve communication. These words consist of different sounds the pronunciation of which most of the time is not common to us due to the phonological differences between our native language and L2. Therefore, unconsciously, we tend to apply the phonology of our L1 on the pronunciation of L2. Thus, it seems true as Odlin (1989:112) puts it, that native language phonetics and phonology are powerful influences on second language pronunciation[1].

The role of mother tongue is an important factor to be considered by a L2 teacher when approaching the learners´ English pronunciation. Unfortunately, sometimes it is being ignored and overlooked, which can bring about total demotivation from the part of students. Each teacher needs to remember that the mother tongue is part of a learner´s life and culture, it cannot be erased but it must be paid special attention to. Learners´ mother tongue should be accepted by a teacher so that it can be used as a tool to facilitate the English language pronunciation acquisition. When a native language causes pronunciation difficulties, in other words whenever phonological interference occurs, a teacher should be able to provide the learners with necessary teaching techniques to cope with problems.

There is a tendency to integrate pronunciation into the process of oral communication in the language classroom where learners can pay special attention to the importance of transmitting a message and being

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[1] Odlin, T. (1989): *Language Transfer*. Cambridge: Cambridge University Press, p. 112.

understood. Therefore, the major emphasis in the language classroom is being made on guiding learners towards attaining the principal objective - communicative competence.

There were arguments amongst theorists about whether the final objective of teaching pronunciation is intelligibility or achieving a native-like command of English pronunciation. Some insist on that fact that attaining the level of intelligibility in communication is not enough, that it is always important to bring pronunciation to the level of perfection. Others assure that it is impossible to reach the level of native-like pronunciation for a non-native speaker. However, nowadays there is no longer underscored priority of achieving the native-like pronunciation, but having an ability to express oneself within the frame of intelligible communication. It is believed that the goal of any training course is to achieve intelligible, not perfect pronunciation.

Thus, the present paper is dedicated to the problem of the mother tongue influence over the English language pronunciation that takes place among Peruvian EFL learners. It mainly concentrates on the pronunciation of L2 consonant sounds due to the fact that the peculiarities of the English language consonant sounds pronunciation usually cause difficulties for Peruvian learners. It has been observed that the majority of the students experience phonological interference of their native language - Spanish spoken in Peru - over the pronunciation of L2 consonant sounds, regardless of the level of proficiency of other language skills.

The study was carried out at the Graduate School of Business (ESAN) located in Lima, Peru. The principal objective of the investigation is to help the learners deal with some cases of phonological interference and, as a result, improve their L2 consonant sounds pronunciation and communicative competence. By applying practical pronunciation activities and certain instructions selected and prepared specifically for the study, this investigation aims to demonstrate the possibility of any progress that a group of learners can make in pronunciation of the consonant sounds of the English language. The activities were chosen in accordance with a five-phase communicative framework proposed by Celce-Murcia; Brinton and Goodwin (2010) in

the book "Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide".

The paper has four principal chapters. The purpose of Chapter I is to discuss the main problem of the study, to express the major objectives and to formulate the hypothesis of the investigation. This chapter also intends to justify the study and demonstrate some of its limitations. The antecedents of the investigation are also mentioned in Chapter 1.

The second chapter is entirely dedicated to some important theoretical aspects of the research. Since the study is focused on one of the language skills – pronunciation, this chapter includes references about theoretical and practical aspects of teaching and learning the English language pronunciation. Moreover, the chapter explains the notions of phonetics and phonology as regards to English and Spanish phonemes, phonological rules and some other pronunciation features.

Next, Chapter III describes the methodology of the study with regard to the research design, research questions, the participants of the study, materials and resources used in the intervention, techniques and methods applied to gather all the necessary data. Moreover, this chapter discusses the procedure of the investigation and provides the description of each stage.

And, finally, the results of the investigation are explained in Chapter IV. The outcomes are demonstrated in graphs and tables, and discussed within the reference to the hypothesis of the study.

The conclusions of the research, the recommendations for further studies, bibliographical references and annexes are presented at the end of the paper.

CHAPTER I
INVESTIGATION OUTLINE

1.1 Formulation of the problem

On the way towards comprehensibility during oral communication many Peruvian EFL learners face pronunciation difficulties. Spanish is their native language and, as any other mother tongue, it interferes with the pronunciation of the English sounds and speech aspects during the process of L2 learning. Second language learners tend to transfer all their knowledge of the native language into L2, including phonemes and allophones, suprasegmental features of pronunciation, patterns of syllables and so on. As a consequence, this mother tongue interference causes various problems in understanding a message the learners are eager to transmit in L2. What is more, Peruvian EFL learners are often uninformed about the English language pronunciation peculiarities and, therefore, about the failure in comprehending that may happen during their oral discourse. Partly it is due to the fact that in the language classroom, teaching English pronunciation is frequently left aside or even ignored.

The study concentrates on the production of the English language consonant sounds which can be compared with mortar that keeps together the speech flow and organises vowel sounds together. The pronunciation of various English consonant sounds by Peruvian learners requires special attention due to the difference between Spanish and

English phonetic and phonological rules. Some English sounds are absent or pronounced differently in the Spanish language. Besides that, there are pronunciation differences in the variants of the Spanish language not only inside Spain but also inside the countries of Central and Latin America.

The present investigation focuses on the cases of phonological interference of Peruvian learners´ mother tongue over their English language consonant sounds pronunciation. To be more specific, the study focuses only on those cases that really impede meaningful communication. During the process of investigation it became clear that when referring to consonant sounds pronunciation interference it is necessary to discuss the pronunciation difficulties on the level of the phonemes.

Phonemes have communicative value, in other words, correct use of the phonemes within one language is vital from the point of view of message comprehension. Whenever there is phonemic confusion caused by language transfer, we experience misunderstanding during the process of communication. In order to avoid miscommunication, L2 learners must be able to identify and use the linguistically significant phonemes appropriately. It does not necessarily mean obtaining native-like pronunciation of the second language. On the contrary, it involves the ability to be intelligible during speaking. To achieve native-like proficiency is often a personal choice.

Therefore, the study is dedicated to the L2 consonant sounds pronunciation analysis on the level of the phonemes with the principal objective to help Peruvian learners of English cope with the phonemic difficulties, improve their L2 consonant sounds pronunciation and, last but not least, be aware of the importance of intelligible pronunciation.

1.2 Hypothesis

- Peruvian EFL learners will be able to improve the pronunciation of problematic English consonant sounds due to phonological interference after having been exposed to specific exercises and instruction.

1.3 Delimitation of the objectives

1.3.1 General objective

- To help a group of 17 Peruvian EFL learners ranging in age from 17 to 22 years old improve the pronunciation of the target English language consonant sounds influenced by phonological interference by applying specific pronunciation practice and instruction.

1.3.2 Specific objectives

- To select for the study the problem cases of the L2 consonant sounds pronunciation that Peruvian learners frequently deal with.

- To demonstrate the extent to which each case of phonological interference selected for the investigation impedes meaningful communication process.

- To implement pronunciation practice activities and instruction prepared for the intervention in accordance with the Communicative Framework by Celce-Murcia, Brinton and Goodwin to a sample group of 17 Peruvian EFL learners with the level of proficiency from A 2 to B1 (Common European Framework of Reference).

- To compare and contrast the results obtained by means of pre-testing and post-testing in both groups (sample and control) after performing the intervention in the sample group in order to prove or disprove the hypothesis of the present investigation.

1.4 Justification of the study

The issue of pronunciation in TEFL has always attracted much interest. Undoubtedly, any contribution to teaching and learning English pronunciation can be beneficial. As for the present study, the principal

advantage of it is that it is dedicated to the problem of phonological interference of the mother tongue within the context of consonant sounds pronunciation among Peruvian EFL learners.

It has appeared to be an issue since the topic of pronunciation is not being paid enough attention to. Most of the time Peruvian learners are not informed, not consciously aware of the consequences of unintelligible pronunciation of the English language sounds (precisely referred to this investigation). Therefore, the importance of the study lies not only in helping participants to improve their pronunciation which is negatively influenced by their mother tongue, but also in catering for their awareness of the significance of proper pronunciation and transmission of a meaningful message.

This work has been a great opportunity for the researcher of the paper as a native speaker of the Russian language to investigate about the most typical cases of phonological interference that Peruvian learners usually deal with and help the learners improve their pronunciation proficiency.

Finally, the results of the research motivated the author of the paper to proceed with the study since there is a lot of room for improvement as a foreign language teacher. Hopefully, the present investigation will encourage other teachers of English to pay more attention to the pronunciation issues that Peruvian learners usually encounter.

1.5 Limitations of the study

Even though the present study was fully complete, there were some limitations during the process of the investigation.

1) There are a lot of researches dedicated to the problem of mother tongue interference on the pronunciation of the English language aspects, however, there are only few studies related to the issue of negative interference among Peruvian learners. It is known that there are variants of Spanish language in Spain and Latin America, and each variant has some peculiarities in pronunciation. It is important for an English teacher to be aware of these L1 peculiarities in order to be able to provide EFL learners with appropriate L2 pronunciation instruction, techniques and

activities. As a consequence, this paper is an attempt to complement the existing researches in the sphere of native language influence among Peruvian learners and widen the reservoir of some practical and instructional advice on the matter.

2) Time adjustment was the main inconvenience during the process of the given investigation. Following the university syllabus was a must, for that reason the researcher had to incorporate the time for the intervention into each academic hour according to the institution programme. Therefore, in order to fulfill the intervention part of the investigation, it was necessary to manage the timeframe of each English lesson to comply with the university programme. Besides that, constant absence from classes of some participants from both control and sample groups also caused inconvenience in performing the investigation. These participants missed classes regularly, which is why it did not allow the researcher to cover a hundred per cent of all the participants in some pronunciation evaluations.

3) The present research is only an attempt to help a group of Peruvian learners improve their English language consonant sounds pronunciation. There is definitely a lot more to offer the learners for improvement from the point of view of EFL pronunciation, such as length of the vowel sounds, word /sentence, intonation, connected speech and so on. The mentioned aspects are the ideas for further investigations.

1.6   Antecedents of the study

Since the topic of influence of mother tongue in L2 learning and teaching has always been of a great interest among researchers, there has been a variety of practical works related to the subject. Each work undoubtedly has its value and covers various important issues. Negative interference of L1 on the English language pronunciation has been investigated from the point of view of segmental and suprasegmental features of the language; moreover, different teaching instruction and techniques have been suggested by the investigators as a solution to the problem.

Some researches played a significant role in the process of the development of the given investigation. Three papers were selected as the most valuable examples; the procedure of each research, the author´s opinion about the studies and the connection of each paper with the given investigation are described below.

The first important study to be mentioned is "The impact of instruction in phonetic and phonemic distinction in sounds on the pronunciation of Spanish-speaking ESL learners", performed by Jaya S. Goswami at Texas A&M University, located in Kingsville, Texas, and by Hsuan-Yu Chen at National Kaohsiung University of Applied Science, located in Kaohsiung, Taiwan. The investigation was carried out in 2010[2].

This study took place in one of the private high schools where the participants were Spanish speaking students (as spoken in Mexico), learning English as a second language. The objective of the study was to evaluate the impact of instruction in phonetic and phonemic distinction in sounds both on overall pronunciation and individual target English phonemes and allophones.

After the data were collected by means of tape recording, seven English language consonant phonemes were selected as problematic for native Spanish speakers. The phonemes for the instruction were the following:

- Voiceless alveolar plosive /t/ as "ten";
- Voiced alveolar plosive /d/ as "den";
- Voiced labiodental fricative /v/ as in "vase";
- Voiced alveolar fricative /z/ as in "zoo";
- Voiced interdental fricative /ð/ as in "there";
- Voiceless interdental fricative /θ/ as in "think";
- Voiceless post alveolar fricative /ʃ/ as in "shoe";

[2] Chen, H.Y. and Goswami J.S. (2010): "The Impact of Instruction in Phonetic and Phonemic Distinctions in Sounds on the Pronunciation of Spanish-speaking ESL learners". *MEXTESOL Journal*, 34 (1): 29-39.

To achieve the purpose of the investigation the researchers applied verbal instruction about the place and manner of articulation of the target sounds. They also used computer assisted instruction, handouts, PowerPoint presentations, pronunciation exercises/ activities/ games in the classroom with an experimental group.

The results of the mentioned investigation demonstrated positive effect after the instruction on the English language sound pronunciation among Spanish speaking high school students was used. The performance score confirmed the significant improvement of the overall pronunciation of the target sounds in the experimental group after the post-test. As for the individual sounds, such segments as /v/, /z/, and /ð/ showed the best range of progress. On the other hand, such sounds as /ʃ/ and /θ/ were the most difficult to improve. All in all, the participant in the experimental group indisputably benefitted from the instruction on the English language sound pronunciation.

Thus, it is important to state that the researchers demonstrated that after certain instruction was applied in the classroom, the learners improved their L2 sound pronunciation and, moreover, became aware of the importance of being intelligible during communication.

The author of the given investigation considered the mentioned study to be valuable and applicable to the context of EFL learning in Peru. It specifies the pronunciation issues on the segmental level that Spanish-speaking English language learners have. Moreover, the study discusses the importance of helping the learners by means of instruction to overcome pronunciation difficulties caused by their mother tongue. As for Peruvian EFL learners, most of the time they do not receive feedback pronunciation wise on how their speech sounds in English and on the way they pronounce the English sounds. It is natural to the EFL learners to transfer the manner of the sounds pronunciation from their mother tongue to L2 and it is a teacher´s task to demonstrate linguistically significant phonemes and allophones in the second language to their students. Additionally, in some cases EFL teachers themselves need necessary pronunciation training to be able to assist students in the process of the L2 sounds proficiency improvement.

The sounds selected as problem cases in the research obviously cause difficulty for Spanish-speaking learners. However, in the author´s opinion, Chen, H.Y. and Goswami J.S. did not mention other cases of phonological interference among Spanish-speaking L2 learners that usually result in misunderstanding during the process of communication. For instance, such cases as replacing a voiced consonant sound with an unvoiced at the end of a word, replacing the palatal semi-vowel / glide /j/ with palato-alveolar fricative /ʒ/ or palato-alveolar affricate /dʒ/ in utterance/word -initial position and some other examples that were not mentioned in the study.

To sum up, the research about the impact of instruction on the pronunciation of the English language consonant sounds among Spanish-speaking learners in some way inspired the author of the given paper in the process of her investigation. It confirmed the message about the importance of providing the learners information about L2 intelligible sound pronunciation. Moreover, the author took notice of the strategy used in the discussed research about how to organize and apply the pronunciation instruction in the classroom. Materials and resources, however, briefly described in the mentioned paper, helped the author to structure the search, selection and the use of the materials in a certain way. The connection of the mentioned research with the given investigation is related to the analysis of the pronunciation of the consonant sounds /v/, /z/, /ð/, /θ/, /ʃ/. The author of the present paper included these segments in her investigation, as well as some other cases of phonological interference of the Spanish language of Peruvian variant.

The second research about the influence of a mother tongue on the learners´ English language pronunciation is called "Pronunciation problems: A case study of English language students at Sudan University of Science and Technology", by Elkhair Muhammad Idriss Hassan performed at Sudan University of Science and Technology in 2014[3].

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[3] Idriss Hassan, E. M. (2014): **"**Pronunciation Problems: A Case Study of English Language Students at Sudan University of Science and Technology". *English Language and Literature Studies*, 4 (4): 31-44.

The subjects for the investigation were the students from University of Sudan of Science and Technology (SUST). The objective of the study was to observe the pronunciation of certain English language sounds produced by the university students with Sudanese Arabic language background during their speaking or reading in English. Moreover, the research was aimed at selecting some problematic L2 consonant and vowel sounds, analysing the reasons for mispronunciation of these sounds and suggesting some solutions to help the learners overcome the pronunciation difficulty.

The data was collected by means of observation, recording test and a questionnaire for the teachers from SUST. As a result of observation and recording tests, the most problematic cases of English sounds pronunciation for Sudanese EFL learners turned out to be as follows: /v/ (as in *van, have, marvel*) is replaced with /f/; /p/ (as in *pen, map, happy*) is replaced with /b/ and sometimes /b/ is replaced with /p/ (as in *Big Ben*); /θ/ (as in *think, math, mathematics*) is replaced with /s/; /tʃ/ (as in *much, furniture*) is replaced with /ʃ/; /ð/ (as in *then, weather*) is replaced with /z/. The pronunciation of some vowel English sounds also appeared to be problematic. In the provided questionnaire the teachers were asked to confirm the extent of problem cases of phonological interference and to mention the reasons for the sounds mispronunciation.

According to the results of the questionnaire, the reasons for L2 sounds mispronunciation were stated to be the following: lack of these English sounds in the sound system of Sudanese Arabic language, the difference between the sounds system of Arabic (general) and Sudanese Arabic, inconsistency of some English consonant and vowel sounds, variation of speech organ positions or breath control.

At the conclusion of the research, some general recommendations about how to deal with the pronunciation of the problem sounds were provided by the investigator. However, it is worth mentioning that no practical examples, instruction or pronunciation activities were suggested by the researcher to the teachers who work with Sudanese EFL learners. There were only some comments on the topic without giving any specific solution to help the Sudanese EFL learners overcome the difficulties in pronunciation of the sounds that were studied in the research.

To conclude here, the author finds this investigation quite useful from the point of view of the type of data collection methods. The idea of using observation, recording methods and a questionnaire for teachers who work with Peruvian EFL learners were borrowed from the research done by Elkhair Muhammad Idriss Hassan. Moreover, the connection of the discussed research with the given investigation is related to some similarities in the L2 consonant sounds mispronunciation among Sudanese learners and Peruvian learners. For instance, such L2 consonant sounds as /v/, /θ/, /ð/ cause difficulties for both Sudanese and Peruvian EFL students due to their mother tongue influence: Sudanese Arabic and Spanish of Peruvian variant. Of course, it is only a coincidence, however, the results allow for contemplation about the reasons that brought about these problems for both Sudanese and Peruvian learners. As it has been mentioned above, the results of the questionnaire completed by the Sudanese teachers demonstrate that the reasons for mispronunciation are different. The author of the present investigation took into consideration the results of the mentioned questionnaire, did some research and studied the question about the reasons for mispronunciation of the consonant sounds among Peruvian learners. However, it was not the objective of the present paper, the results helped the author to plan the strategy in search for a solution.

The third research work is called "An action research study of pronunciation training, language learning strategies and speaking confidence" performed by Patchara Varasarin at Victoria University in 2007[4].

The subjects of the study were five volunteer teachers and twenty volunteer summer school students (from 12 to 13 years old) from Thailand whose mother tongue was Thai. The principal objective of the study was to examine pronunciation training and language learning strategies. Additionally, the study aimed at analysing the extent to which the proposed pronunciation training plan could cater for the improvement of communicative competence of the Thai EFL learners in the classroom.

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[4] Varasarin, P. (2007): *An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence.* Retrieved January 1, 2015 from http://vuir.vu.edu.au/1437/1/Varasarin.pdf

The author of the discussed investigation stated that pronunciation of both segmental and suprasegmental English language aspects has always been a serious problem for Thai EFL learners. The researcher pointed out that some students would escape from classes because of their embarrassment they experienced while speaking English. Moreover, the English teachers confessed that they tried to avoid including pronunciation practice into the classroom due to lack of their proficiency in this topic.

The results of various studies dedicated to the problem of mother tongue interference among Thai learners show that the principal reasons for unintelligibility are as follows: the absence of many English sounds in the Thai sound system; phonetical difference between some Thai language sounds and English language sounds. For instance, even though, the sound /r/ exists in the Thai language system, there is phonetical difference between the pronunciation of the English /r/ and the Thai /r/. In English the sound /r/ is retroflex and in Thai it is just a trilled /r/. Therefore, without special pronunciation training and assistance from the part of an English teacher, most Thai learners experience serious problems when speaking or reading aloud in English.

The author of the discussed study applied action research as the main methodology of the investigation. The data was collected by means of observations, reflective reports, group interviews, critical friends and tape recording. Framework for teaching pronunciation proposed by Celce-Murcia, Brinton and Goodwin (1996) was applied as a plan for creating pronunciation lessons and activities to improve the participants´ pronunciation. The framework was used first with a group of volunteer teachers and then with volunteer school students.

The results of the study demonstrated that after the pronunciation training and language learning strategies were applied to the group of teachers and school students, all the participants of the investigation demonstrated significant improvement in pronunciation of segmental and suprasegmental aspects of the English language. Moreover, in the research questionnaire the subjects stated that they started feeling more confident about themselves and realized the importance of improving their pronunciation skills in order to be understood.

Thus, the research done by the author Patchara Varasarin influenced the development process of the present investigation. First of all, the study proved the importance of applying a framework for pronunciation training. The idea of using framework for teaching pronunciation by Celce-Murcia, Brinton and Goodwin (1996) was borrowed by the author of the given study and applied to the context of her investigation. The framework helped the author gradually introduce the activities and instruction in the sample group with Peruvian learners with the purpose of improving the pronunciation of the target problem sounds.

Additionally, the study demonstrated that English learners all over the world struggle with phonological interference of their mother tongue, and some learners even give up their studies after being misunderstood and not being able to improve. However, with the help of efficient training provided by a teacher, motivation and hard work, it is possible to cope with any difficulties, improve intelligibility in speaking English and feel more confident during communication.

To make a general conclusion here, it is important to state that the three mentioned researches were taken into consideration by the author of the given paper as useful resources in the field of mother tongue interference among EFL students of different levels. Mother tongue, let it be Spanish, Arabic or Russian, always interferes and causes difficulty in pronunciation of the target language. Undoubtedly, the representatives of different cultural and linguistic backgrounds have diverse issues in sounds pronunciation; however, there is always an interest and need from the part of teachers and investigators about the reasons for pronunciation problems and how to solve these problems in the classroom. Therefore, these researches gave valuable ideas to the author of the given paper about such aspects of investigation as data collection methods, planning the process of the development of the study, searching for materials and resources, planning the strategy in order to gain the overall objective of the investigation.

CHAPTER II
THEORETICAL FRAMEWORK

2.1   The place and the role of pronunciation within TEFL

The role and the place of pronunciation in the language classroom have always been the subject of a lot of debates in the field of TEFL. Such topics as whether to include pronunciation teaching into the language classroom or not, the question about the major factors that influence learners´ pronunciation, the problem of intelligibility and native-like pronunciation and others have always attracted a lot of attention among theorists and practitioners.

The place of pronunciation throughout the time and in different schools of language has varied widely. It started from having no role at all in the grammar-translation method and then found its specific place in such movements and methods as Reform Movement, Direct Method, Natural Approach, Audiolingual Method, Cognitive Approach and others[5].

For instance, in the late 1800s and early 1900s the supporters of the Direct Method believed that a foreign language should be taught through imitation and repeating the language. Later, the idea of Asher´s Total

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[5] Castillo, L. (1990): "L2 Pronunciation Pedagogy: Where have we been? Where are we headed?" *The Language Teacher*. Vol. XIV, No. 10: 3-7.

Physical Response, and Krashen and Terrell´s Natural Approach of the 1970s and 1980s was that the learners would adopt the sound system without initially being pressured to speak[6]. Next, according to the followers of the Audiolingual Method and Oral Approach, similar to the Direct Method, the learners were required to repeat and imitate the sounds or phrases, but this time there was use of knowledge from phonetics, namely, transcription systems. A common technique used was that of minimal pair drills.

Since then the outlooks on language learning and teaching have changed. There has been a shift from specific linguistic competences to broader communicative competences as goals for teachers and students[7]. The role of pronunciation in TEFL has also improved with the advent of the Communicative Approach to language teaching and learning. Pronunciation has no longer been seen as a separate chunk of the language but has become an integral part of the oral communication.

In the early years of the Communicative Approach, pronunciation was mainly limited by the level of the words or segments. The segments of the language include vowels, consonants and individual sounds. Then the focus of pronunciation within communicative language teaching shifted towards suprasegmental features in speech.

Common suprasegmental features are stress, intonation, rhythm, phrasing and timing, and the aspects of connected speech. However, nowadays there is a tendency to balance teaching segmentals and suprasegmentals in the communicative language classroom. Richards and Renandya in "Methodology in Language Teaching" (2002:175) state: "Pronunciation (also known as phonology) includes the role of individual sounds and sound segments, that is, features at the segmental level, as

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[6] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996): *Teaching Pronunciation. A Reference for Teachers of English to Speakers of Other Languages.* Cambridge: Cambridge University Press, p. 3.
[7] Morley, J. (1991): "The pronunciation component in teaching English to speakers of other languages". *TESOL Quarterly*, 25(3): 481-520.

well as suprasegmental features such as stress, rhythm and intonation[8]". It has been accepted that recognising sounds is as important as being able to distinguish suprasegmental features of the speech. For example, distinguishing vowel sounds (/i:/ in *sheep* and /i/ in *ship*, /e/ in *bed* and /æ/ in *bad* and so on) is as essential as recognizing intonation, for instance, when asking questions.

Thus, pronunciation has occupied varied places in the sphere of TEFL throughout the years and it has worked its way up from playing no role at all to having become recognised as one of the most important language aspects and skills to master in the process of English language learning. There is no longer a demand for perfect pronunciation of the utterances but there is a necessity for comprehensible and intelligible ability to express thoughts and ideas that would cater for real-life communication, especially in our globalized world. J. Morley (1991) affirms that "intelligible pronunciation is an essential component of communicative competence[9]".

Moreover, it has become clear that no matter how well a learner possesses such linguistic competences as vocabulary or grammar, it becomes impossible to achieve meaningful communication without intelligible pronunciation of the sounds and aspects of the language.

Nowadays, foreign language teaching and learning is based on the idea of communicative language ability and the ultimate aim of it is communication. To be understood and be able to understand a transmitted message is one of the most important objectives.

2.2 Phonological interference of mother tongue

Any learner of a foreign language inevitably experiences the influence of his or her own mother tongue on the process of a second language acquisition and especially on pronunciation. When learning a foreign language, an individual applies the elements of the knowledge of

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[8] Richards, J. and Renandya, W. (2002): *Methodology in Language Teaching.* Cambridge: Cambridge University Press, p. 175.

[9] Morley, J. (1991). Ibid. pp. 481-520.

their native tongue to the elements of a language being learnt later. The presence of the native language in a person´s mind cannot be eliminated since it is the first language a learner acquired from birth. Using this language a person communicates to other representatives of the society he or she belongs to; the mother tongue is part of a student ´s personal, social and cultural identity.

The influence of mother tongue has been studied by various linguists and researchers. A number of different names have been used to refer to this phenomenon, for example, language mixing, linguistic interference, language transfer. For instance, Odlin (1989:27) described the mother tongue interference as "the influence resulting from the similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired[10]".

The interference of mother tongue on the level of sounds and aspects of the speech is called phonological interference. Each EFL learner reflexively pronounces the English sounds the way they usually pronounce the sounds of their own language. They unconsciously tend to apply their first language knowledge to the pronunciation of the sounds and speech aspects of the foreign language. R. Ball, et al. (2001) state that the difficulty is not in the fact that a learner cannot pronounce a specific sound, but that "they don´t conceptualise the sounds appropriately – discriminate them, organise them in their minds, and manipulate them as required for the sound system of English[11]". The L2 learners are accustomed to the concepts of the sounds of their native language they learned in their childhood. So, it is necessary to help them "unlearn[12]" these concepts and substitute them with similar although different concepts that are relevant for the English language. It also refers to almost all prosodic and suprasegmental aspects of the language.

It is known that the mother language influence can either facilitate the learning process or impede it. According to Ellis (2003), whenever it

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[10] Odlin, T. (1989). Ibid. p. 27.

[11] Ball, et al. (2001): *Teaching Pronunciation: a Handbook for Teachers and Trainers.* Retrieved January 1, 2015 from
http://www.eslmania.com/teacher/esl_teacher_talk/Pronunciation_Handbook.pdf

[12] Ball, et al. (2001). Ibid.

promotes language acquisition, it is positive transfer. For example, for Spanish or Russian learners of English the pronunciation of some consonant sounds like /b/ in *bat*, /f/ in *farm,* /m/ in *mat* and some other sounds can be considered as positive transfer. The mentioned sounds are common in many languages and according to the Markedness Differential Hypothesis (MDH) proposed by Eckman (2004) can also be called unmarked[13]. Therefore, whatever sounds are common for the learners, they are easier to acquire.

On the other hand, if the native tongue interferes, that is to say, when a learner applies L1 knowledge on a target language, then the cross-linguistic influence is inhibiting the learning process and we talk about negative transfer. Such negative transfers are normally called interference[14]. For instance, when a Russian or Spanish EFL learner devoices voiced consonant sounds at the end of the English word that must not be devoiced, *bad* becomes *bat, bag* becomes *back, dog* becomes *dock*, that learner transfers the L1 knowledge on the target language. This transfer is negative since it brings about mispronunciation of the words and causes further unintelligibility of the transmitted message.

The factor of the L1 influence is probably one of the most significant that a foreign language teacher faces in the classroom. Due to that reason, there are various studies dedicated to the problem of negative transfer.

One of such studies is a research conducted by a British phonetician J.C. Wells. In his work "Overcoming phonetic interference" J.C. Wells (2000) affirms:

> "When we encounter a foreign language, our natural tendency is to hear it in terms of the sounds of our own language. We actually perceive it rather differently from the

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[13] Eckman, F. R. (2004): *Typological Markedness and Second Language Phonology.* Retrieved February 14, 2015 from
https://pantherfile.uwm.edu/eckman/www/Fred%20Eckman/Recent%20Publications_files/typmkdL2phon.pdf
[14] Crystal, D. (2008): *A dictionary of linguistics and phonetics.* Sixth edition. Oxford: Blackwell, p. 249.

way native speakers do. Equally, when we speak a foreign language we tend to attempt to do so using the familiar sounds and sound patterns of our mother tongue. We make it sound, objectively, rather differently from how it sounds when spoken by native speakers. This is the well-documented phenomenon of phonological interference (Crystal 1987:372). Our L1 (mother tongue) interferes with our attempts to function in the L2 (target language)[15]".

In his article J.C. Wells (2000) reveals the issue of phonological interference of the mother tongue of Japanese learners when their language interferes with the pronunciation of the English language sounds. Wells pays attention to such problems as phoneme difficulties, allophonic difficulties, phonotactic difficulties of consonant clusters and final consonants and some other issues. In this research the British phonetician demonstrates that the influence of the mother tongue on the English language pronunciation can be quite sizable but there are always ways to reduce this negative transfer and help learners achieve intelligible pronunciation. Wells not only highlights the problems and classifies them but also gives some pedagogical solutions to overcome these issues.

One of the common problems that Japanese learners face when they deal with the English language is the pronunciation of the sound /v/. Wells (2000) states:

"It should be carefully distinguished from the sound /b/. In the case of /v/, the lower lip, as active articulator, is pressed against the upper teeth in such a way as to allow the air expelled from the lungs to continue to pass through: in phonetic terminology, it is *labiodental* and *fricative*. With /b/, on the other hand, the lower lip articulates with the upper lip and forms a firm contact with it such that the air flow is completely blocked for a moment: it is *bilabial* and *plosive*. Learners can easily see the difference if the teacher

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[15] Wells, J.C. (2000): "Overcoming Phonetic Interference". *English Phonetics, Journal of the English Phonetic Society of Japan,* 3. pp. 9-21.

demonstrates it accurately and confidently, and they can usually manage to reproduce it themselves by imitation[16]".

Another example of phoneme difficulty for Japanese learners is distinguishing the sounds /l/ and /r/. The learners tend to replace the sound /l/ with the sound /r/. The author suggests the drilling of minimal pairs in order to assist the learners to identify the sounds and to pronounce them in an intelligible way. For example, "*Is it right? Is it light? A red pencil? A lead pencil? Shall I correct them or collect them?[17]*" In most cases failure to pronounce the sounds correctly leads to misunderstanding of a message and impedes communication.

Another difficulty that Wells highlights in the scope of English language pronunciation by Japanese learners is consonant clusters at the beginning of the word that are quite typical for the English language. For example, such words as *play* [pleɪ], *tree* [triː], *clear* [klɪə], *brain* [breɪn], *draw* [drɔː], and other words with two consonants at the beginning of the word form clusters which are very uncommon for the Japanese language[18]. These sound combinations cause certain difficulties for Japanese learners and they solve this problem by adding a vowel in between the consonants. Wells (2000) recommends that in order to "achieve an English-style pronunciation the learner must eliminate this inserted vowel…[19]" He also states that "it may be helpful to practise hearing and making the difference between pairs such as *prayed* [preɪd] and *parade* [pəˈreɪd], *plight* [plaɪt] and *polite* [pəˈlaɪt], *Clyde* [klaɪd] and *collide* [kəˈlaɪd], *drive* [draɪv] and *derive* [dɪˈraɪv, dəˈraɪv][20]". Some other difficulties are also mentioned in the article.

The importance of the research done by Wells is that it examines the difficulties that the Japanese learners of English face when they deal with pronunciation. The article demonstrates that the pronunciation

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[16] Wells, J.C. (2000). Ibid. pp. 9-21.
[17] Wells, J.C. (2000). Ibid. pp. 9-21.
[18] Wells, J.C. (2000). Ibid. pp. 9-21.
[19] Wells, J.C. (2000). Ibid. pp. 9-21.
[20] Wells, J.C. (2000). Ibid. pp. 9-21.

issues caused by phonological interference bring about intelligibility problems.

By proposing some pedagogical techniques to cope with the difficulties, Wells also shows that from the point of view of phonetics it is necessary to pay attention to the articulation of a problematic sound or speech aspect, and from the point of view of phonology mispronunciation leads to the wrong use of that sound in the speech.

Another valuable work is called "A Course in Spanish Linguistics. Spanish/English Contrasts" by M. Stanley Whitley (2002)[21]. This book is mainly dedicated to the description of the Spanish language and its differences from English, with an emphasis on applied linguistics. Each subsystem of the language is being considered and analysed in the work, including the one of the main importance for this study - phonology. The level of phonology is being discussed as (Stanley Whitley 2002:11) "the more fundamental one (system) through which we acquire the rest of language as children[22]".

The main phonological differences between Spanish and English languages have been studied in the book. Stanley Whitley (2002:20) states that "English and Spanish share many of the same consonants and spell them similarly. The main problem center is on shared phonemes with different articulations or allophones, Spanish phonemes that are absent from the English system, and dialect variation at two major points in the Spanish system[23]". From the point of view of teaching English language pronunciation, all the mentioned factors must be carefully studied by a foreign language teacher and appropriate methodological measures must be taken. Students who transfer their L1 rules to L2 (Stanley Whitley 2002:18) "may have a non-native "accent" and" they can also eliminate the English language distinctions, "making word recognition difficult[24]".

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[21] Stanley Whitley, M. (2002). Ibid.
[22] Stanley Whitley, M. (2002). Ibid. p. 11.
[23] Stanley Whitley, M. (2002). Ibid. p. 20.
[24] Stanley Whitley, M. (2002). Ibid. p. 18.

The author of the book contrasts two distinct English phonemes /d/ and /ð/ that appear for example in such minimal pairs as *den/ then* and *ride/ writhe*. Spanish speakers, however, do not distinguish these phonemes. Stanley Whitley (2002:17) explains:

> "Since their language organizes /d/ and /ð/ as allophones of one phoneme, /d/: the voiced stop /d/ occurs in one set of environments (at the beginning of an utterance and after /n/ or /l/), while the voiced fricative /ð/ occurs in a different set of environment (after vowels and other consonants): *dónde* is /donde/ in *¿Dónde esta?* (utterance-inicial) but becomes /ðonde/ in *¿De dónde es?* (after the vowel of de), and Spanish speakers are generally unaware of the change of articulation; one acquires phonemes and their allophones in early childhood[25]".

Some Spanish phonemes are just absent from the English system and Stanley Whitley (2002:23) calls them "unshared consonants[26]". It is stated that such consonant sounds as /v, ð, z, ʃ, ʒ, dʒ, h, ŋ/ are common in English but not in Spanish, even though, "many of these consonants do occur phonetically in Spanish as allophones of other phonemes. But in Spanish they do not contrast with other phonemes and therefore do not form minimal pairs[27]". It is vital to remember about these phonemes in pedagogy in order to help English learners deal with language interference.

Moreover, in "A Course in Spanish Linguistics. Spanish/English Contrasts" by M. Stanley Whitley, M. (2002) it is asserted that the pronunciation of phonemes changes according to the phonetic environment. Each language has its own phonological rules. The author highlights the following Spanish rules related to the use of the consonant sounds:

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[25] Stanley Whitley, M. (2002). Ibid. p. 17.
[26] Stanley Whitley, M. (2002). Ibid. p. 23.
[27] Stanley Whitley, M. (2002): Ibid. p. 23.

• "Glide strengthening[28]" (Stanley Whitley 2002:44) refers to the Spanish glides /w, j/ and how their pronunciation changes in accordance with their location in a word or an utterance. For example, in diphthongs in a word-final position (*rey, hoy*) or next to a consonant (*naipe, pie*) /w, j/ remain as glides. But when these phonemes begin a syllable, word or an utterance, they are pronounced with greater tension and friction, and become a fricative or even a stop consonant sound (*yierno, ¡Ya veras!, un hueso, un huevo*). The author states that (Stanley Whitley 2002:45) "when palatal /j/ is strengthened, the middle of the tongue rises closer to the palate, yielding a voiced palatal fricative that the IPA symbolizes as (ʝ)[29]". Therefore, when Spanish speakers pronounce the English words that start with these approximants or glides they apply this phonological rule to the target language which can cause misunderstanding. For instance, for an English speaker the word *yes* can sound like *Jess*, *yellow* like *jello* and so on.

• Next phonological rule typical for the Spanish language is called "Nasal assimilation[30]" which means that nasal consonant sounds assimilate to a following consonant. Assimilation may occur inside a word or across word boundaries, for example, bilabial /m/ appears as a result of such assimilation: *a<u>m</u>bos, e<u>n</u>viar, co<u>n</u>verser, e<u>n</u> Peru, e<u>n</u> Venezuela, co<u>n</u> Manuel, u<u>n</u> mapa* etc[31]. Thus, Spanish learners apply this particular rule as well when they deal with the English language. Nasal assimilation can occur in such words as *co<u>m</u>fortable, so<u>m</u>ething, i<u>n</u>vite* and so on.

• Another rule to mention is "S-Voicing rule[32]": /s/ is voiced to /z/ when a voiced consonant follows. For example, *chisme* /tʃizme/, *isla* /izla/, *deshielo* /dezʝelo/, *e<u>s</u> duro, la<u>s</u> vacas* etc. However, Spanish /s/ and /z/ are always allophones of one phoneme.

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[28] Stanley Whitley, M. (2002). Ibid. p. 44.
[29] Stanley Whitley, M. (2002). Ibid. p. 45.
[30] Stanley Whitley, M. (2002). Ibid. p. 46.
[31] Stanley Whitley, M. (2002). Ibid. p. 46.
[32] Stanley Whitley, M. (2002). Ibid. p. 47.

- Next, "S-Aspiration rule, when /s/ is syllable-final (i.e., precedes another consonant or word-final), it does not voice to /z/ but instead weakens to a light aspiration, /h/, which may then drop entirely[33]". S-Aspiration occurs before any consonant as well as word-finally, in the following areas: southern Spain and the Canaries, the Caribbean region, all of Hispanic South America except the highlands of from Bolivia to Colombia[34].

- "Spirantization of /b d g/ rule[35]" is also very typical for the Spanish language. The Spanish phonemes have two allophones each, stop and fricative (spirant). The stop allophones /b d g/ are like their English counterparts, except that /d/ is dental rather than alveolar. "In most types of Spanish these stops occur in three positions: after a pause (i.e., phrase-initially or word-initially, if the word is spoken in isolation), after nasals, and- only in the case of /d/ - after /l/ too. Otherwise, /b d g/ become fricatives[36]", they are fricatives more often that stops. For example, *abogado* /abogado/ becomes /aβoɣaðo/, *admiraba* /admiraba/ becomes /aðmiraβa/, *averiguad* /aberigwad/ becomes /aβeriɣwað/. Therefore, these fricative allophones may confuse an English speaker, because /ð/ differs from English /ð/, /β/ from /v/ and /ɣ/ from English /g/ (Table 1 for English and Spanish allophones).

- "D-Deletion (or Fricative deletion) rule[37]" depends on several factors, such as phonetic environment, word type, style, speed of articulation, and speaker's class and education. It is very common in the suffix –ado and in final position. In some Andean dialects Fricative Deletion also affects /b g/.

- The sound /n/ is velarized to /ŋ/ in word-finally in southern and northwestern Spain, in Peru and Bolivia, and in Caribbean dialects. In

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[33] Stanley Whitley, M. (2002). Ibid. p. 47.
[34] Stanley Whitley, M. (2002). Ibid. p. 48.
[35] Stanley Whitley, M. (2002). Ibid. p. 50.
[36] Stanley Whitley, M. (2002). Ibid. p. 50.
[37] Stanley Whitley, M. (2002). Ibid. p. 51.

some cases this /ŋ/ may even drop. For instance, *pan, van, cien, sin* and so on[38].

Some other important phonological rules applied in Spanish are analysed in the book. The significance of the research done by M. Stanley Whitley (2002) is that it compares and contrasts two systems of sounds of English and Spanish. Besides, the Spanish language is looked at in all its variety and dialects which permits getting a more detailed overview of the language. Moreover, the phonological rules of both languages are discussed in the book. Last but not least, the author of the discussed book constantly related to the aspect of pedagogy and applied linguistics. There are also some practical exercises for Spanish learners to improve their English pronunciation.

Another research dedicated to the problems of pronunciation caused by mother tongue interference is "A Course in English Phonetics for Spanish Speakers" by Finch and Lira Ortiz (1982)[39]. This book demonstrates the difficulties that Spanish speakers face when they deal with the pronunciation of the English language sounds. The significance of this work is that it analyses the sound system of both languages, English and Castilian Spanish, from the point of view of their articulation, their organization and use in the speech, it performs the analysis of English and Spanish consonant sounds from the point of view of phonetics and phonology. The tables presented in the book have become a very useful support for the study of the cases of phonological interference of the Peruvian variant of Spanish as the mother tongue over the English language consonant sounds pronunciation. The references to these tables are being mentioned in the paper.

M. Resnick in "Phonological variants and dialect identification in Latin American Spanish" (1975)[40] conducts a detailed analysis of the Spanish language spoken in all the countries where it is an official language. The following phonological characteristics of Peruvian Spanish can be stated:

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[38] Stanley Whitley, M. (2002). Ibid. p. 52.
[39] Finch, D.F. and Lira Ortiz, H. (1982). Ibid.
[40] Resnick, M. (1975): *Phonological variants and dialect identification in Latin American Spanish.* The Hague: Mouton & Co. N. V. Publishers.

- the letter c = the sound /s/ before i or e, but the sound /k/ elsewhere.
- the letter z = the sound /s/, for example, *corazón, caza, zapatos* etc.
- y = /i/ at the end of syllables, such as *hay*, *buey* and *muy.*
- the final /d/ is converted to /t/ or is elided.
- weakening of the consonant sounds /b/, /d/, /g/ and /y/ when in intervocalic contexts.
- word-final /n/ is usually velarized[41].

The author of the book M. Resnick (1975) compares and contrasts the variants of Spanish spoken in various countries in Latin America. The importance of his research is that it allows us to notice the difference in phonology of the variants and dialects of the Spanish language spoken in Central and South America. For the present project the book has become one of the sources of information about Peruvian variant of the Spanish language.

Even though all the resources listed above are important for the present study, most of them analyse generally the peculiarities of Castilian Spanish. For the purpose of the investigation it is essential to keep in mind the differences between Spanish as the parental language and its variant spoken in Peru. The native tongue in Peru differs from Castilian Spanish by some phonological, grammatical, vocabulary peculiarities so as any other Spanish variants in North, Central and South America.

2.3   Phonetics and Phonology

Teaching English pronunciation is directly referred to phonetics and phonology and, therefore, any teacher of English as a foreign language should be well aware of the notions of these studies. It is quite useful when an EFL instructor possesses the knowledge of how the sounds of both target language and learners´ mother tongue are produced and what the peculiarities of the speech aspects of both languages are. Delahunty and Garvey (2010) state that "we tend to "hear" the sounds of

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[41] Resnick, M. (1975). Ibid. pp. 56, 60, 63, 67, 76, 80, 84, 86, 91, 94, 99.

our language through its spelling system, and phonetics/phonology provides a corrective to that", and, "phonetics and phonology provide systematic and well-founded understandings of the sound patterns of English[42]".

For the benefit of the present investigation both studies have been taken into consideration since this paper focuses on the phonological processes that affect the consonant sounds pronunciation of the English language. Phonetics and phonology are two different studies within the field of linguistics; however, they both deal with language sounds. According to the definition by Crystal (2008:363), "phonetics is the science which studies the characteristics of human soundmaking, especially those sounds used in speech, and provides methods for their description, classification and transcription[43]". In other words, phonetics deals with how the sounds of the speech are produced, their articulation and acoustic properties. B. Mott (2005) considers that phonetics is not part of linguistics, nevertheless, it plays an important role in the teaching of a foreign language. Understanding how the sounds are produced helps us to produce the targeted sounds.

Phonology on the other hand is "a branch of linguistics which studies the sound systems of languages. The sounds are organised into a system of contrasts, which are analysed in terms of phonemes, distinctive features or other such phonological units, according to the theory used[44]" (Crystal, 2008:365). Phonology is divided into two branches of study: segmental and suprasegmental. Segmental level deals with individual sounds of words, whereas, suprasegmental level embraces such aspects of pronunciation as sentence and word stress, rhythm and intonation and so on. Both levels are taken into account in TEFL.

A phonetician, Brian Mott (2005:30) refers to phonology as "a kind of functional phonetics which employs this data (description of sounds)

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[42] Delahunty, G.P. and Garvey, J.J. (2010): *Phonetics and Phonology*. Retrieved February 14, 2015 from http://wac.colostate.edu/books/sound/chapter4.pdf

[43] Crystal, D. (2008). Ibid. p. 363.

[44] Crystal, D. (2008). Ibid. p. 365.

to study the sound systems of languages[45]". The basic units of phonology are phonemes. The Dictionary of Language Teaching and Applied Linguistics by Richards, J.C. and Schmidt, R. (2013:432) defines a phoneme as "the smallest unit of sound in a language which can distinguish two words[46]". Phonemes have communicative value, in other words, correct use of the phonemes within one language is vital from the point of view of message comprehension. Whenever there is a phonemic confusion caused by language transfer, we experience misunderstanding during the process of communication. For example, the substitution of the phoneme /p/ in *pat* by the phoneme /b/ leads to semantic change or another English word, *bat*. On the contrary, when no semantic change occurs, we talk about the sounds that are called allophones. Crystal (2008) describes allophones as variants of phonemes that do not change the meaning of the word, but the sound[47]. Therefore, mispronunciation of the allophones of one phoneme does not usually lead to confusion in meaning but it can suggest a specific non-native accent.

Besides distinguishing the principal concepts of phonetics and phonology, being aware of the differences between phonemes and allophones, a teacher of English should possess certain knowledge about transcription. Finch and Lira Ortiz (1982:29) in their book "A Course in English Phonetics for Spanish Speakers" affirm that "transcription not only shows the pronunciation of words in isolation, or in their "lexical" form, as they appear in pronouncing dictionaries, but it can also show the modifications that words suffer when used in connected speech[48]". Transcription is used in two different ways, depending on being referred to either allophones or phonemes. The first one refers to "raw material out of which speech sounds are made. This aspect studied by phonetics[49]". The second one refers to the way this material "can be organized in order to make it meaningful and systematic for

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[45] Mott, B. (2005): *English Phonetics and Phonology for Spanish Speakers.* Barcelona: Edicions Universitat Barcelona, p. 30.

[46] Richards, J.C. and Schmidt, R. (2013): *Dictionary of Language Teaching & Applied Linguistics*. Fourth edition. New York: Routledge, p. 432.

[47] Crystal, D. (2008). Ibid. p. 20.

[48] Finch, D.F. and Lira Ortiz, H. (1982): *A Course in English Phonetics for Spanish Speakers*. London: Heinemann Educational Books Ltd, p. 29.

[49] Finch, D.F. and Lira Ortiz, H. (1982). Ibid. p. 29

communication purposes. This second aspect is studied by phonology[50]". Allophones are represented by symbols enclosed in square brackets [ ], while phonemes are represented by symbols between slant lines / /. The symbols being used in the transcription are based on the alphabet created by IPA.

Even though theoretically phonetics and phonology are different studies, for practical purposes they can be combined. "On the one hand it is essential to know which sounds produce differences in meaning between words (phonological study), and on the other, to establish how the various phonemes are actually produced (phonetic study)[51]".

2.3.1 Description and classification of the English and Spanish consonant sounds

For the purpose of this paper the consonant sounds of both languages, English and Spanish, are described and classified from the point of view of phonetics and phonology. Briere (as cited in Odlin 1989:113) states that "a cross-linguistic comparison of sounds in two languages should include descriptions of phonetics as well as the phonology of the native and the target languages[52]".

First of all, it is important to specify how the sounds of any language are produced, therefore, refer to phonetics. In order to produce sounds the air flows from the lungs through the vocal tract which includes the vocal folds, the nose or nasal cavity and the mouth or oral cavity. The main sound creator can be considered the mouth. The major speech organs are displayed in Picture 1 below[53].

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[50] Finch, D.F. and Lira Ortiz, H. (1982). Ibid. p. 30.
[51] Finch, D.F. and Lira Ortiz, H. (1982). Ibid. p. 23.
[52] Odlin, T. (1989). Ibid. p. 113.
[53] Delahunty, G.P. and Garvey, J.J. (2010). Ibid.
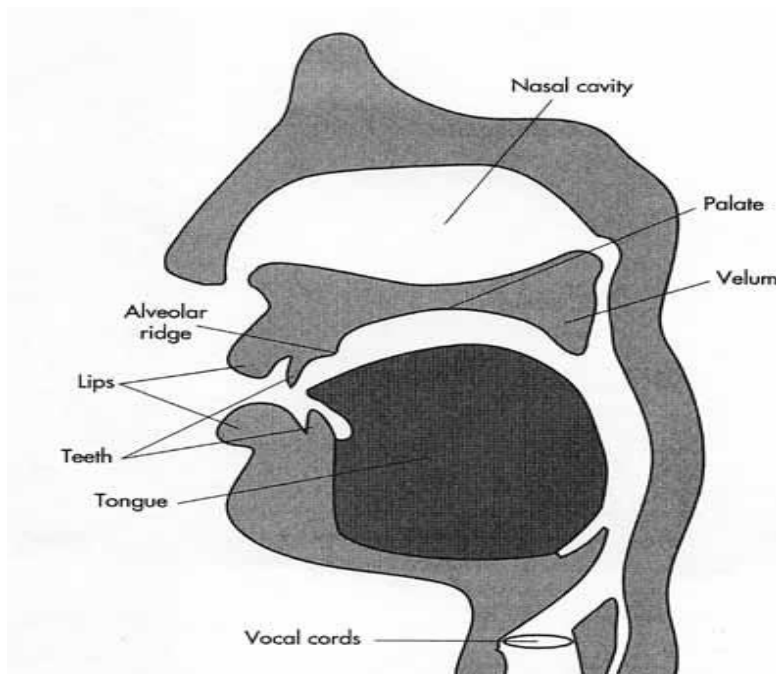
Picture № 1. The major speech organs.

The present study focuses mainly on the pronunciation of the consonant sounds. Celce-Murcia; Brinton and Goodwin (1996:37) describe consonant sounds of any language as "solid blocks with which we construct words, phrases, and sentences. These blocks are connected or held together by a more malleable or fluid material – the vowels of the language[54]".

All Spanish and English consonant sounds can be characterised according to the three main dimensions:

A. Voicing - whether or not the vocal folds vibrate. Voiced consonant sounds are produced with the vocal folds in light contact, vibrating: /b/, /v/, /m/, /l/, /r/ and so on. The voiceless ones are

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[54] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid. p. 37.

pronounced with vocal folds wide apart, so that only breath goes through: /s/, /f/, /p/, /t/ and so on[55].

B. Place of articulation - in the production of sounds the air passes through the oral cavity (mouth), the nasal cavity (nose), or both. It is important to differentiate between the articulator (the more movable part of the articulatory system) and the place of articulation, in other words, where the contact with the articulator occurs[56]. The main articulators are presented in Picture 1. These are the lips, the tongue, the alveolar ridge, the vocal cords, the velum and other speech organs. The places of articulation for the English and Spanish consonant sounds are summarized in the tables below.

C. Manner of articulation – how the speech organs interact with each other. To produce sounds the air flows from the lungs through the vocal tract which includes the vocal folds, the nose or nasal cavity and the mouth or oral cavity. In the production of consonant sounds the air moves through different obstacles created by different configurations of the organs of speech. As the air encounters these obstacles, different kinds of sounds are produced. The type of an obstacle is referred to as the manner of articulation[57]. The manners of articulation for the English and Spanish consonant sounds are summarized in the tables below.

All of these major dimensions help us to understand the differences between the consonant sound pronunciation of two or more languages.

Below is Table 1 that represents the articulations of the English and Spanish consonant sounds according to D.F. Finch and H. Lira Ortiz (1982:19) in "A Course in English Phonetics for Spanish Speakers[58]".

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[55] Finch, D.F. and Lira Ortiz, H. (1982). Ibid. p. 14
[56] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid. p. 42.
[57] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid. p. 44.
[58] Finch, D.F. and Lira Ortiz, H. (1982). Ibid. p. 19.

Place of articulation									
Manner of articulation	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	Glottal
Plosive	p b		t̪ d̪	t d				k g	ʔ
Affricate					t̠ɹ̝ d̠ɹ̝	tʃ dʒ			
Nasal	m̥ m	ɱ	n̪	n̥ n	n̠		ɲ	ŋ	
Roll				r̥ r					
Tap				ɾ̥ r					
Lateral			l̪	l̥ l			ʎ		
Fricative	β	f v	θ ð	s z ɹ̝	ɹ	ʃ ʒ	jz	x ɣ	h ɦ
Approximant	β		ð		ɹ				
Semivowel	w						j	(w)	

Table № 1. Phonetic table of the main English and Spanish consonantal articulations.

Table 1 classifies the English and Spanish consonant sounds from the point of view of phonetics. The table exemplifies the phonemic allophones of both languages according to their place and manner of articulation. Table 1 serves for the study as a reference for the L2 consonant sounds pronunciation analysis among Peruvian learners. Although the study focuses on the phonemes difficulty, the overview of the English and Spanish allophones helped the researcher to comprehend

what organs of speech the learners use when they attempt to pronounce some English consonant sounds, some of which the Spanish consonants sound system does not even possess. For instance, the English consonant sound /v/ in the position between vowels is pronounced by a Peruvian student as Spanish bilabial approximant allophone /β/. Therefore, in order to help the learner pronounce the labio-dental fricative /v/ correctly it has become necessary to apply specific exercises and instructions in the classroom.

All the IPA symbols used in Table 1 were last updated in 1979. Therefore, it is necessary to mention that the palatal fricative sound /jz/ has a symbol /ʝ/ in a contemporary IPA alphabet[59].

To continue with the discussion, it is essential to refer to Table 2 and Table 3 in this paper which demonstrate the English and Spanish phonemes and therefore refer to the field of phonology. These tables were borrowed from "A Course in Spanish Linguistics. Spanish/English Contrasts" by M. Stanley Whitley (2002:20)[60].

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[59] The International Phonetic Association. (2005): *The International Phonetic Alphabet*. Retrieved February 15, 2015 from http://westonruter.github.io/ipa-chart/
[60] Stanley Whitley, M. (2002): *A Course in Spanish Linguistics. Spanish/English Contrasts*. Washington, D.C.: Georgetown University Press, p. 20.

		Bilabial	Labio-dental	Dental	Alveolar	Alveo-palatal	Palatal	Velar	Labio-velar
Stop	voiceless	p		t		tʃ		k	
	voiced	b		d				g	
Fricative	voiceless		f	(θ)	s			x	
Nasal	voiced	m			n		ɲ		
Lateral	voiced				l		(ʎ)		
Flap	voiced				r				
Trill	voiced				r̲				
Glide	voiced						j		w

Table № 2. The Spanish consonant phonemes. (phonemes in parenthesis do not occur in all dialects)

		Bilabial	Labio-dental	Dental	Alveolar	Retroflex	Alveo-palatal	Palatal	Velar	Labio-velar	Glottal
Stop	voiceless	p			t		tʃ		k		
	voiced	b			d		dʒ		g		
Fricative	voiceless		f	θ	s		ʃ				h
	voiced		v	ð	z		ʒ				
Nasal	voiced	m			n				ŋ		
Lateral	voiced				l						
Approximant or Glide	voiced					r		j		w	

Table № 3. The English consonant phonemes.

The tables give a clear overview of the Spanish and English consonant phonemes, their differences and similarities. Table 2 and Table 3 have been used in the research as a tool to compare and contrast the consonant systems of both languages in order to observe the consonant sounds absences for L1 and L2. Furthermore, the tables permit analysing what speech organs produce certain sounds in each language, and allow the researcher to focus on appropriate pronunciation practice exercises and instructions for the experiment.

Stanley Whitley (2002:20) affirms that the consonant systems of English and Spanish are built similarly: "both make voiceless/voiced

distinctions in their stops (/p,t,k/ vs. /b,d,g/), both distinguish two glides (/w,j/), and three nasals[61]".

According to the research done by Finch and Lira Ortiz (1982), English has twenty-six consonant oppositions and Spanish has only seventeen or nineteen depending on the spoken variant. Besides, whereas English has two pairs of affricate and four pairs of fricative phonemes, Spanish has one single affricate and five (or four) single fricatives. Finally, thirteen English phonemes are normally articulated in the alveolar region, as against only six in Spanish. Lastly, only ten or eleven of the twenty-six English phonemes have similar Spanish ones to correspond: /p, b, k, g, tʃ, m, n, l, f, (θ), s/[62]. Moreover, it is relevant to mention that the Peruvian variant of the Spanish language has also been considered in this study.

To conclude here, it is important to highlight that even though the investigation is mainly oriented towards phonemic difficulties caused by language transfer that Peruvian EFL learners encounter with, the description and classification of the English and Spanish consonant sounds from the point of view of phonetics has also been used in the investigation. As it has been previously said, even though theoretically phonetics and phonology are different studies, for practical purposes they can be combined.

2.4   Teaching English pronunciation

The topic of teaching pronunciation is likewise one of the predominant aspects to be considered in the present study. As it has been mentioned before, the present paper is mostly dedicated to the analysis of phonological interference on the level of the segmental aspects of the language, although the investigation does not exclude the importance of suprasegmental features. Therefore, practical activities and instructions used in the intervention predominantly aim to improve the pronunciation of the discussed consonant sounds and, consequently, deal with the phonemic difficulties.

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[61] Stanley Whitley, M. (2002). Ibid. p. 20.
[62] Finch, D.F. and Lira Ortiz, H. (1982). Ibid. 58-62.

E.L. Low (2014) in "Pronunciation for English as an International Language: From research to practice"[63] highlights that in pronunciation teaching and learning it is essential to know about the production of the speech sounds due to various reasons. It is stated that (Low 2014:20)

> "First, understanding how the sounds are produced will help us to produce the targeted sounds we want to achieve with accuracy. Second, a good understanding of the articulatory principles of sounds also allows us to correct learners who have not produced the right targets…Third, …it will be easy for instructors to classify and deal with these difficulties for future instructional practice[64]".

However, the author also states that in our speech, words do not occur in isolation but they are connected into longer utterances. In connected speech vowel and consonantal segments have different phonetic realisations, in other words, they undergo connected speech processes. Also, J. Richards and W. Renandya (2002) emphasise the significance of communicative function of suprasegmental features in oral speech rather than practice with isolated sounds. Therefore, any teacher of a foreign language must consider both significantly essential aspects of the second language: segmental and suprasegmental features of pronunciation.

Furthermore, a very important role in this investigation played the book "Teaching Pronunciation. A Reference for Teachers of English to Speakers of Other Languages" by Celce-Murcia, Brinton and Goodwin (1996)[65]. It provides teachers of English as a foreign language with very valuable advice on the aspects of phonetics and phonology. Some pedagogical recommendations have also been taken into consideration by the researcher of the present paper. The authors of the book affirm that "the teaching stage can be divided into several phases, moving from analysis and consciousness-raising to listening discrimination and finally production[66]". The authors of the book emphasise the importance of the

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[63] Low, E.L. (2014). Ibid.
[64] Low, E.L. (2014). Ibid. p. 20.
[65] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid.
[66] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid. p. 36.

analysis of the process of the consonant sounds production by the speech organs. They state that it is essential for learners to know how the sounds are formed and how the speech organs interact with each other. In other words, the place and the manner of articulation of the sounds should be explained to students to inform them about the differences in sound formation, to raise their consciousness about the importance of the pronunciation in oral communication, to facilitate the input and output when dealing with L2.

In the mentioned book Celce-Murcia, Brinton and Goodwin (1996:51) give certain pedagogical recommendation on how to present the English sounds to learners. For instance, the plosive or stop consonants are explained as follows:

> "The airstream coming from the lungs is completely stopped by the coming together of the two speech organs; held and then it is released with a small puff of the air. Put your lips together. Let the air pressure build up and then release it. What sounds are produced? (Students will likely come up with /p/ or /b/). Put your fingers on the vocal cords and pronounce /p/. Is it voiced or voiceless? What about /b/?[67]"

The authors state that a teacher must know what sounds are the most difficult for the learners to pronounce and focus on these sounds. For less advanced learners this consciousness-raising explanation will not be appropriate. Therefore, for such students the problematic sounds can be described by means of drawings, visual props, words and sentence drills.

Another example given in the book is how to teach the sound /v/ to Spanish learners of the English language. It is evident that English language learners usually transfer pronunciation features of their mother tongue on their L2 phonology. It is advisable to demonstrate and show a drawing of how the upper teeth rest inside the lower lip while continuous friction of the vocal cords is produced. Then to write several examples on the board, such as _van, very, move, drive_ and elicit other words containing the sound /v/ that students know. Learners should practice

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[67] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid. p.51.

saying these words in isolation first and then in simple sentence. After that, in pairs students can make their own sentences using the elicited words[68].

Even though the authors explain the necessity to know how the sounds are articulated, they also affirm that learners should be provided with communicative contexts to be able to apply these sounds in it.

Ball, et al (2001) state that it is important that both teachers and learners focus on communicative framework. This would facilitate the process of pronunciation improvement. The main concepts include that:

- pronunciation is communication (not a barrier to communication!)

- focus on the listener as receiver of a message

- the speaker as sending clues to help the listener understand what the message is[69].

J.C. Richards Richards and W. Renandya (2002:183) also emphasise that providing the learners with the possibility to practice pronunciation in the communicative context helps to increase learners´ motivation "by bringing pronunciation beyond the lowest common denominator of "intelligibility" and encouraging students´ awareness of its potential as a tool for making their language not only easier to understand but more effective[70]". The book offers a variety of activities to practice pronunciation of the English consonant sounds in the communicative framework. For instance, role-play activities which can be audiotaped and played back for peer-correction; completing a family tree and tell your friend about your family; story-telling activities; pair interviews, dialogues; games using given print outs; and so on. A lot of valuable ideas on teaching pronunciation in communicative contexts are given in the mentioned book. Some exercises and recommendations were used in the intervention discussed in the present paper.

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[68] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996). Ibid. p.51.
[69] Ball, et al. (2001). Ibid.
[70] Richards, J. and Renandya, W. (2002). Ibid. p. 183.

Moreover, it is necessary to keep in mind that teaching pronunciation as well as teaching any other language skills pursues its particular goals. In other words, it is significant to specify what goals in pronunciation should be set for EFL learners. Nowadays the role of the English language in the globalized world has changed and the use of this language has become more practical.

Some time ago native-like pronunciation was considered to be the only aim to achieve when teaching and learning English pronunciation, even though only few learners could reach that. J. Kenworthy (1987:3) in the book "Teaching English pronunciation (Longman handbooks for language teachers)" affirms that "for the majority of learners a far more reasonable goal is to be comfortably intelligible[71]". It is relevant to define what the word "intelligible" means. Longman Dictionary of Contemporary English (2000) has the following definition: "Intelligible speech, writing, or ideas that can be easily understood[72]". In the context of communication the importance of being "easily understood" is undoubtedly high. Therefore, when speaking about "intelligible", we think of the quality of information or the way the information is being transmitted by a speaker to a listener in order to make it comprehensible. The process involves both a speaker and a listener where the concepts of intelligibility and comprehensibility are closely associated.That is to say, it implicates being able to be easily understood by a listener who will not have to ask for multiple repetitions of what has been said. However, Kenworthy also states that those learners who are eager to set themselves higher goals and try to reach native-like pronunciation should not be discouraged by a teacher but provided with all the necessary assistance.

Another important topic that is highlighted by Kenworthy (1987) is the significance of building awareness and concern for pronunciation. Learners of English are usually not informed about the peculiarities of the second language pronunciation features. The author affirms that language learners must develop concern and awareness for pronunciation because unintelligible speech resulting from inadequate phonological

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[71] Kenworthy, J. (1987): *Teaching English pronunciation (Longman handbooks for language teachers)*. London: Longman Publishing.

[72] British National Corpus. (2000): *Longman dictionary of contemporary English* (3rd ed.). Harlow, England: Longman, p. 741.

accuracy causes mutual frustration and unpleasantness for both listeners and speakers. The EFL learners normally cannot deal with the foreign language pronunciation aspects alone without a help of their teacher. Therefore, a lot of general awareness–building activities are offered in the book by Kenworthy (1987) to deal with both segmental and suprasegmental pronunciation features. For instance, for sound pronunciation practice the following exercises can be mentioned: listening for a specific word, dictations, minimal pairs, phonetic bingo, questionnaires, tape-based activities, story-telling and so on. Some of the given activities were used in the present investigation during the experiment.

To continue with the topic, it is important to point out the significance of using multimedia in pronunciation practice. The author E.L. Low (2014:160) in "Pronunciation for English as an International Language" assures that "it is useful for teachers and learners alike to know that there is a lot of software that can be used to assist in teaching and learning pronunciation[73]". The book names a variety of software applications to teach and practice both segmental and suprasegmental features.

Moreover, the Internet can be used as a very diverse resource with its videos, digital books, podcasts, speech tools and so on. For example, Youtube allows us to look for accent training videos where people demonstrate the accents of the varieties of English, or videos with phonetic articulation of the consonant sounds of the English language. Another tool to be used is digital audiobooks whose authentic recording include different genres, radio and TV programmes, courses on different subjects. This source is highly motivational for both teachers and EFL learners.

Low (2014) also mentions the possibility to use speech tools from the Internet. For example, freely available software is Audacity which allows recording and editing speech, and includes other functions. Other available software is Praat or WaveSurfer. Last but not least, mobile

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[73] Low, E.L. (2014). Ibid. p. 160.

technologies such as smart phones, IPod, IPad or other tablets have "revolutionised the way English can be learnt[74]".

There is a variety of pedagogical techniques to be used in TEFL and there are always different factors to be kept in mind before applying any. However, the principal goal to be achieved in any language classroom context is (Roach 1983:6) "to develop the learner´s pronunciation sufficiently to permit effective communication[75]".

A great load of the ideas and recommendations about pronunciation teaching and learning have been taken into consideration and applied by the researcher of the present paper. The studies mentioned in the chapter have become a real support during the process of the investigation.

2.4.1 Communicative framework by M. Celce-Murcia, D.M. Brinton and J.M. Goodwin

For the purpose of the present investigation and the performance of the intervention, all the practical activities and instructions were selected and organised in accordance with the Communicative Framework for teaching English pronunciation offered by Celce-Murcia; Brinton and Goodwin in "Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide" (2010)[76]. This framework was used to deal with the cases of phonological interference studied in the present investigation, however, it is not the purpose of the study to prove or disprove that the use of these specific materials or the framework is suitable for the particular investigation to improve the pronunciation of the targeted sounds.

The Communicative Framework for teaching English pronunciation by Celce-Murcia; Brinton and Goodwin (2010) suggests the division of the pronunciation lesson into five phases:

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[74] Low, E.L. (2014). Ibid. p. 162.

[75]Roach, P. (1983): *English Phonetics and Phonology*. Cambridge: Cambridge University Press, p.6.

[76] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (2010): *Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide*. Cambridge: Cambridge University Press.

1) Description and analysis- oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.

2) Listening discrimination- focused listening practice with feedback on learners' ability to correctly discriminate the feature.

3) Controlled practice- oral reading of minimal-pair sentences, short dialogues, etc. with special attention paid to the highlighted feature in order to raise learner consciousness.

4) Guided practice- structured communication exercises, such as information-gap activities or cued dialogues that enable the learner to monitor for the specified feature.

5) Communicative practice- less structured, fluency-building activities (e.g. role play, problem solving) that require the learner to attend both form and content of utterances[77].

This framework was used in the present investigation due to its clear and detailed format for teaching the English language pronunciation. It proposes to start with the description and analysis of a certain feature, then incorporate listening discrimination and provide the learners with sufficient amount of communicative practice.

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[77] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (2010). Ibid. p. 45.

CHAPTER III
METHODOLOGY OF THE INVESTIGATION

3.1   Investigation type

The given paper adheres to quantitative investigation of quasi-experimental type. The authors Cohen, L. and Manion, L. (1985:274) in the book "Research methods in education" state that quasi-experiment usually takes place in the "natural setting rather than the laboratory, but where variables are isolated, controlled and manipulated[78]". That means that some researches are conducted outside laboratory, moreover, in many cases assigning the participants to control and experimental groups randomly for the purpose of the investigation seems to be impossible. Quasi-experimental type of research allows for "non-equivalent group design[79]", in other words, the pre-test-intervention-post-test is applied to control and experimental groups that "have not been equated by randomization[80]".

As for the given investigation, it was carried out in the classroom setting, with two groups of students who were selected by the author as a control group and an experimental group (further appears as a sample

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[78] Cohen, L. & Manion, L. (1985): *Research methods in education.* (2 nd. Edn.), London: croom Helm.
[79] Cohen, L. & Manion, L. (1985). Ibid. p. 283.
[80] Cohen, L. & Manion, L. (1985). Ibid. p. 283.

group). The participants were not randomly assigned by the investigator to each group before the intervention, but were given to her as groups of students to a teacher at the beginning of the semester.

3.2   Design of the investigation

This investigation was designed by stages based on research design proposed by Cohen, L. and Manion, L[81].

First, the purpose of the study was formulated. Second, the investigation questions and its variables were defined. Third, the methodology of the investigation was selected. Then, the population of the study was selected. Finally, the techniques and instruments for gathering data were designated.

3.2.1 Investigation questions

- What are the typical cases of phonological interference of L1 among Peruvian learners over their English language consonant sounds pronunciation?

- To what extent does each case of phonological interference examined in the paper impede meaningful communication?

- Will specific pronunciation activities and instructions applied in the classroom help Peruvian EFL learners improve the pronunciation of problematic English consonant sounds due to phonological interference?

The development of the investigation is presented below.

Part 1 of the investigation is the research dedicated to selecting and analysing the cases of phonological interference of the Peruvian learners´ mother tongue over their English language consonant sounds pronunciation.

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[81] Cohen, L. & Manion, L. (1985): *Research methods in education.* (2 nd. Edn.), London: croom Helm.

Part 2 is the intervention aimed at achieving the principal purpose of the study which is proving or disproving the hypothesis of the investigation. The data has been collected by means of pre-testing and post-testing. The investigation was applied to a sample group and a control group.

The whole project took around two academic semesters with one semester for each part. The table below represents the development of this work.

Part 1. The research			
Semester	Week	Project / task	
1		Review of research literature	
		Observing and video recording	Applied to the university students
		Analysing the results of the observation and video recording	
		Selecting the most typical cases of phonological interference among Peruvian learners	
		Preparing a questionnaire on the extent of phonological interference in each case	
		Conducting the questionnaire on the extent of phonological interference in each case	Applied to the teachers of English
		Analysing the results of the questionnaire	

Part 2. The intervention				
Semester	Week	Project / task	Sample group	Control group
2	1-2	Preparing the materials and resources for the intervention.		
	1-2	Pre-testing and analysing the results	Applied	Applied
	2-8	Intervention	Applied	
	8-9	Post-testing and analysing the results	Applied	Applied
	10	Presenting the results		

Table № 4. Chronological timetable of the project.

3.3 Variables

- Independent: The use of specific pronunciation practice and instructions applied in the investigation.

- Dependent: The improvement in pronunciation of the targeted English language consonant sounds among Peruvian EFL learners of the sample group.

3.4 Population and study samples

3.4.1 Universe

The study was carried out at the Graduate School of Business (ESAN) located in Lima, Peru. This university is a private institution which provides undergraduate and graduate education to Peruvian and international students. It is mainly oriented towards the sphere of Business related courses.

All Peruvian freshmen and sophomore university students take a mandatory course of Business English according to the university syllabus, which lasts two or sometimes three semesters depending on the students' level of proficiency. EFL beginners usually take one extra semester and undergo Taller de Nivelación. The rest of the students study Technical English 1 and Technical English 2 during two semesters.

There are five academic hours of English per week. Therefore, an English teacher gets to meet the students two or three times a week depending on a schedule.

3.4.2 Population

At the beginning of a semester each teacher is assigned by the university to a number of groups of EFL learners of different levels. In order to perform the intervention (Part 2 of the study) , the researcher selected two groups of Technical English 1 that she was assigned to teach during the semester and randomly chose one group to be the sample and the other one to be the control group. There were thirty-four participants in total who were engaged into the study with 17 students in each group.

3.4.3 Samples

The sample group was chosen randomly by the researcher of the investigation. All the participants were either freshmen or sophomore Peruvian EFL students ranging in age from 17 to 22 years old, from different faculties of the university. The level of linguistic proficiency of the participants varied from A 2 to B1 according to the Common European Framework of Reference.

3.4.4 Individuals

All the subjects of the investigation shared similar cultural and language background. All of them were native speakers of Spanish language of Peruvian variant. All the participants studied English before at school, a lot of them travelled to English speaking countries for different periods of time and for different purposes.

3.5 Techniques and instruments for gathering data

3.5.1. Video recording

This qualitative method of data collection was used in the investigation at the beginning of the research. Video recording allowed the researcher to capture the participants´ English language pronunciation in unpretentious classroom atmosphere.

The data gathered by means of video recording was analysed inductively. The recording was examined and transcribed phonemically. Additionally, the examples of phonological interference were classified, selected for further investigation and analysed from the point of view of phonetics and phonology.

3.5.2 Questionnaire

The purpose of the questionnaire was to define the extent to which each case of phonological interference studied in the research impeded meaningful communication. The questionnaire was prepared and offered to be resolved by six EFL teachers who were native or near native English speakers and who worked with Peruvian learners. Each teacher had appropriate qualifications and sound teaching experience.

In the questionnaire the extent for each case of phonological interference was represented by the options A, B or C; the teachers had to choose one variant by putting a cross below the corresponding letter they opted for[82]. All the answers given by the teachers were calculated and presented in graphs. Numeric measurement was applied to see the outcomes of the questionnaire.

3.5.3 Oral testing

The oral test contained seven pronunciation tasks designed for each problem case studied in the paper[83]. The purpose of the test was to

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[82] Annex 1
[83] Annex 3

evaluate the participants´ level of pronunciation proficiency before and after the intervention as regards the target sounds.

A teacher´s sheet was used to mark a correct/wrong answer in a box; further the total number of the correct answers was counted. Each student was provided with the task sheet and was required to read out words, combination of words or sentences aloud whenever evaluated making respective pauses.

The researcher manually recorded the answers given by the participants during pre-test and post-test using IPA symbols[84]. The transcription was then analysed and the results from pre-testing and port-testing activities were compared[85].

Neither the participants from the sample group nor the control group were aware of the intervention so that any pressure during their task fulfilment was avoided. The participants were verbally praised on making all the effort in their pronunciation improvements.

3.5.4   English language consonant sounds pronunciation evaluation rubric

The pronunciation evaluation rubric was designed in order to describe the levels of pronunciation proficiency for each case of phonological interference studied in the paper. The rubric accompanied the oral tests with the corresponding evaluation points and the description of each level of pronunciation[86].

The appropriateness of the content of the pronunciation evaluation rubric was validated by the experts who studied the rubric, reviewed the results of the investigation and confirmed that the instrument accomplished   the   objectives   it   was   designed   for.

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[84] Annex 2

[85] Annex 4

[86] Annex 5

3.6 Procedure of the investigation

3.6.1 Part 1. The research. Selecting and analysing the cases of phonological interference.

The objective of Part 1 is to select for the study the most typical and problematic cases of phonological interference of the Spanish language as the mother tongue on the L2 consonant sounds pronunciation among Peruvian EFL learners, using such methods as observing and recording. Moreover, with the help of the questionnaire, Part 1 discusses the extent to which each case of negative interference impedes meaningful communication process.

Observing and video recording

Throughout one academic semester the university students of different proficiency levels (mostly from A1 to B2) were video recorded and observed randomly during various oral tasks (oral presentations, group work, dialogues and so on). This part was designed with the purpose of selecting for the study some of the most typical cases of phonological interference of a mother tongue over the English language consonant sounds pronunciation that Peruvian EFL learners regularly deal with. Further pronunciation practice activities and instructions were designed in accordance with the selected problem cases of interference.

Cases of phonological interference selected for the study

After having studied and analysed the data received from the observation and video recording, the following results were obtained. Listed below are the nine cases of phonological interference of the mother tongue over the pronunciation of the consonant sounds of English among Peruvian EFL learners. The choice in favour of the mentioned cases was also supported by corresponding literature reading and theory analysis done by the researcher of the study. The conclusions were based on the works of such authors as Stanley Whitley, M. (2002); Resnick, M.

(1975); Finch, D.F. and Lira Ortiz, H. (1982); Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (1996); Kenworthy, J. (1987).

Each case of phonological interference below is accompanied by a few examples taken from the learners´ oral discourse. Phonemic transcription was used to represent the pronunciation performed by the participants. The standard pronunciation of British English was preferred in the study and The Longman Dictionary of Contemporary English (2000) was used as a reference. The words containing the underlined consonants in each sentence represent the examples where the phonological interference occurs. The analysis of each case is also included.

- Case 1. Replacing the palato-alveolar fricative /ʃ/ with the palato-alveolar affricate /tʃ/.

Example 1. Coca Cola supplies with materials, ingredients, machinery…

The underlined sound /ʃ/ is replaced with the sound /tʃ/. A participant pronounced the word as /mʌˈtʃinʌri/, whereas the standard pronunciation of this word is /məˈʃːnəri/.

Example 2. This research shows that the number of the company's shareholders is increasing.

The sound /ʃ/ is replaced with the sound /tʃ/ and the words are pronounced as /ˈtʃou/ and /ˈtʃeə ˌholdəs/.

The standard pronunciation of these words considering the grammar tense of the verb and plural form of the noun is /ˈʃəuz/ and /ˈʃeəˌhəuldəz/.

Example 3. She shares power with her three brothers.

The learner pronounced the underlined word as /tʃeəs/. The standard pronunciation of the word considering the grammar tense of the verb is /ʃeəz/.

Case 1 is an example of phoneme difficulty caused by phonological interference of the mother tongue. There is a tendency among Peruvian learners of English to replace the palato-alveolar fricative /ʃ/ with the palato-alveolar stop /tʃ/[87] due to the influence of the participants´ native tongue. As per Table 2 and Table 3 borrowed from the book by Stanley Whitley (2002), where the consonant sounds of the English and Spanish languages are demonstrated, the phoneme /ʃ/ is shown as part of the English language sound system and not given as a phoneme used in Spanish. The Peruvian variant is not an exception.

In some other Latin American variants of Spanish, for example spoken in such countries as Uruguay, Paraguay and Argentina (Rio de La Plata region), the use of the sound /ʃ/ is more frequent due to the occurrence of yeismo con rehilamiento or the phenomenon of yeismo with friction when *ll* and *y* are often pronounced as /ʃ/ or /ʒ/.

Besides that, in Puerto Rico, Panama, northern Chile, and Andalusia, the stop /tʃ/ sometimes even becomes the fricative sound /ʃ/ in medial position: *muchacho* /mutʃatʃo/ - /muʃaʃo/[88]. But usually in Spanish speaking countries the palato-alveolar fricative is a rare phenomenon. This sound occurs only as an allophone of other consonant sounds, depending on the linguistic environment.

Even in the loanwords that contain the sound /ʃ/, *fashion, sushi, shampoo, Shanghai* and some other words, the pronunciation of the sound /ʃ/ reminds the most common for Spanish phoneme /tʃ/.

The mentioned phoneme difficulty can cause misunderstanding from the part of a listener when completely different words can be heard due to unintelligible pronunciation of the sound /ʃ/: *show – chow, shareholders – chair holders*, *shares – chairs* and so on.

- Case 2. Replacing the fricative labio-dental sound /v/ with the plosive/stop bilabial phoneme /b/.

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[87] Stanley Whitley, M. (2002). Ibid.
[88] Stanley Whitley, M. (2002). Ibid. p. 53.

Example 1. Natura gives money to its employees.

The student pronounced the word as /ˈgib/, whereas the standard pronunciation of the word considering grammar is /ˈgivz/.

Example 2. They have ten international boutiques.

The student pronounced the word as /ˈhʌb/ and the standard pronunciation of the word in bold is /ˈhæv/.

Example 3. So all the employees feel valued.

The word with the underlined sound in this example was pronounced as /ˈbʌlju̯t/ and it must be pronounced as /ˈvælju̯:d/.

Example 4. Inca Cola has always been a very solid company.

The word was pronounced as /ˈberi/ and the standard pronunciation is /ˈvery/.

In the mentioned examples of Case 2 the English fricative labio-dental sound /v/ is replaced by the plosive/stop bilabial phoneme /b/ which is quite common for Spanish. Table 2 demonstrates the lack of the pair for the voiceless labio-dental fricative sound /f/ in the Spanish language, unlike in English (Table 3). That proves the fact that the labio-dental sound /v/ is rather unusual for Spanish in general and, thus, for any of its variant in particular.

The only allophonic variation that resembles the sound /v/ is the intervocalic approximant allophone [β] (Table 1) which appears in such Spanish words as *lavar, lobo, selva, clave* and so on. So in such English words as *able, development, environment, travel,* and so on pronounced by a Spanish speaker, the allophone [β] of the phoneme /b/ usually appears.

The above examples demonstrate that this sound replacement can be quite tricky and confusing especially when it is difficult to deduce the meaning from the context. The word *very* becomes *berry*, *travel- trouble*, *vice – bice*, *various-barrios*, and so on.

- Case 3. Devoicing the voiced alveolar fricative sound /z/ to the voiceless alveolar fricative sound /s/ in an intervocalic/ word-initial position.

Example 1. One e<u>x</u>ample of the benefits is that it attracts more employees…

The word is pronounced /ikˈsʌmple/. The standard pronunciation is /igˈza:mpəl/ or /igˈzæmpəl/ (American English pronunciation).

Example 2. They take holistic approach u<u>s</u>ing responsibility of purchasing practices.

The word is pronounced as /dʒuːsin/. The standard pronunciation of this word is /ju:ziŋ/.

Example 3. He is an e<u>x</u>ecutive vice pre<u>s</u>ident of the company.

The words are pronounced as /ikˈsekutib/ and /ˈpresidən/. The standard pronunciation of these words is /igˈzekjutiv/ and /ˈprezident/.

Example 4. Starbucks found out that their thirty factories failed <u>z</u>ero tolerance standards.

The word is pronounced as /ˈsirəu/. The standard pronunciation is /ˈzi:rəu/.

The examples of Case 3 demonstrate the tendency of Peruvian learners of English to devoice the voiced fricative alveolar sound /z/ and pronounce it as the sound /s/. According to Table 2 of the Spanish phonemes, in Spanish there is a single fricative alveolar phoneme and not a paired one.

Devoicing of the sound /z/ does not always lead to misunderstanding of the message, especially when the context can be of a help to deduce the meaning, but in some cases this can impede comprehensible communication. The pronunciation of the sound /z/ can be quite an obstacle for a Spanish speaking learner that is why it is always necessary to provide the students with sufficient practice in order to help them improve their pronunciation.

However, as it has been mentioned above, sometimes "S-Voicing" (Stanley Whitley 2002) phonological rule is applied by a Spanish speaking learner of English. This rule assumes that whenever the sound /s/ comes before any voiced consonant in a word or an utterance, the sound /s/ is pronounced like the voiced consonant sound /z/: *mismo* /mizmo/, *chisme* /tʃizme/, *isla* /izla/, *deshielo* /dezjelo/, *es̱ duro, las̱ vacas* etc. Nonetheless, Spanish /s/ and /z/ are always allophones of one phoneme[89].

• Case 4. Adding the neutral sound /ə/ at the beginning of the words that start with consonant clusters, for example, /sp/, /st/, /sm/, /sl/, /sk/, /sw/, /sn/.

Example 1. They get this information from s̱tatistical s̱tudies.

The sound /ə/ is added to the beginning of both words and some participants pronounced these words as /əstʌˈdistikəl əˈstʌdis /. The accepted pronunciation of these words: /stəˈtistikəl ˈstʌdiz /.

Example 2. This behavior can make it less appealing to their s̱takeholders.

The sound /ə/ is added to the beginning of the word. The participant pronounced the word as /əˈsteik ˌholdə/. The standard pronunciation of this word is /ˈsteik ˌhəuldə/.

Case 4 of phonological interference demonstrates the tendency of Spanish speaking learners of English to add the neutral sound /ə/ at the beginning of the words that start with the mentioned consonant clusters, for instance, in such words as *speak, swim, steal, smoke, slim, skate, snow,* and so on. As Stanley Whitley stated (2002), the "Epenthesis rule" is applied here. Spanish inserts /e/ in front of an initial sC (cluster of s plus consonant)[90]. We can observe it in such Spanish words as *Español, estomago, eslovaco, escoba, Esmeralda, estupendo, espalda, esquí* and so on. Hence, the sound /ə/ is added to the beginning of each English

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[89] Stanley Whitley, M. (2002). Ibid. p. 47.
[90] Stanley Whitley, M. (2002). Ibid. p. 42.

word that contains these consonant clusters. Excessive adding of the neutral sound during oral discourse can cause confusion to a listener.

- Case 5. Replacing the palatal semi-vowel / glide /j/ with palato-alveolar fricative /ʒ/ or palato-alveolar affricate /dʒ/ in utterance/word - initial position.

Example 1. Yellow colour is used by Inca Cola to represent Peru.

The word is pronounced as /ˈdʒeləu/. The standard pronunciation of the word is /ˈjeləu/.

Example 2. It was a small bank but within the years it started to grow.

The word is pronounced as / ˈdʒeəs/ and the standard pronunciation is / ˈ jeəz/.

Case 5 demonstrates how the voiced palatal semi-vowel /j/ or glide is replaced with the Spanish voiced palatal fricative /ʝ/. The sound /ʝ/ in Spanish has different allophones depending on the linguistic environment, and the sound /dʒ/ is among them. To the native speaker it resembles the phoneme /dʒ/ or sometimes /ʒ/. According to the phonological rule "Glide strengthening" (Stanley Whitley 2002:44) that is applied in the Spanish language, "when beginning a syllable, Spanish glides are pronounced with greater articulatory tension and friction in most regions[91]".

In some countries of Latin America the sound /j/ in a word or utterance-initial position tends to be strengthened and transforms into the sound /ʝ/. Stanley Whitley (2002:45): "The friction or rehilamiento in /ʝ/ varies from light to heavy. A few dialects have none; their /ʝ/ is a weak glide in all positions… [92]". Glide strengthening may depend on a dialect.

As for the Peruvian learners of English, we can notice that in an utterance/word-initial position the strengthening of the discussed phoneme takes place. This causes unintelligibility and leads to

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[91] Stanley Whitley, M. (2002). Ibid. p. 44.
[92] Stanley Whitley, M. (2002). Ibid. p. 45.

misunderstanding during the process of communication. So, *yellow* can become *jello, years* can become *gears, use* becomes *juice* and so on.

- Case 6. Replacing the palato-alveolar affricate /dʒ/ with palato-alveolar fricative /ʒ/.

Example 1. It is divided into two stages.

The word was pronounced by a participant as /steiʒəs/. The standard pronunciation of this word is / ˈsteidʒəz/.

Example 2. They use information about approximate age of people who consume their products.

The word *age* was pronounced as /eiʒ/. The accepted pronunciation of this word is /eidʒ/.

Example 3. He is in charge of the development and franchising department.

The word *charge* was pronounced as /tʃa:ʒ/, whereas the standard pronunciation of this word is /tʃa:dʒ/ or /tʃa:rdʒ/ (American English language).

Example 4. The amount of alcoholic beverages sold last year was gradually increasing.

The word was pronounced as /ˈbevəraʒ/ and the standard pronunciation is /ˈbevəridʒ/.

Example 5. Her neighbours encouraged her to create her own business.

The word *encouraged* was pronounced as /ənˈkoraʒ/ and the standard pronunciation of this word is /inˈkʌridʒd/ or /inˈkɜ:ridʒd/.

Phonological interference observed in Case 6 can also be explained by the fact that according to Table 2, the Spanish consonant sound system is lacking the palato-alveolar stop phoneme /dʒ/ which is quite common for the English language. It belongs to the unshared phonemes

which exist in English but not in Spanish. Therefore, in the discussed linguistic environment for a Peruvian learner it seems unnatural to pronounce the sound /dʒ/. So, they replace it with the Spanish sound /ʝ/ which to the native speaker mostly resembles the sound /ʒ/ in the provided phonological environment.

This kind of phoneme difficulty caused by phonological interference of the mother tongue undoubtedly leads to misunderstanding and impedes meaningful communication.

- Case 7. Eliminating bilabial consonant sounds /m/, /p/, /b/, and a labio-dental consonant sound /v/ after a vowel at the end of the word.

Example 1. Let me introduce myself. My na*me* is …

The word was pronounced /nei/ and should be pronounced as /neim/.

Example 2. In nineteen eighty fi*ve* Bacchus company ….

The word was pronounced as /fai/ and should be pronounced as /faiv/.

Example 3. I would like to report about different ty*pes* of market research.

The word was pronounced as /tais/ and the standard pronunciation of it is /taips/.

Example 4. Suppliers should comply with company safety requirements at the ti*me* of products delivery.

Finally, the word was pronounced as /tai/ or sometimes as /taiŋ/ and should be pronounced as /taim/.

Phonological interference shown in Case 7 depicts the tendency among Peruvian learners of English to eliminate the mentioned sounds after a vowel at the end of the word. To try to explain this, it is necessary to apply various phonological rules of Spanish.

First of all, in the Spanish language nasal consonants /m/ and /n/ usually assimilate to a following consonant, for example, *ambos, enviar, converser, en Peru, en Venezuela, con Manuel, un mapa*[93] etc. Since in the given examples there are no following consonants, there is nothing to assimilate to, so the bilabial nasal /m/ at the end of the word is eliminated or velarized to /ŋ/ as well as final /n/[94]. It appears to be easy for a Spanish speaker to pronounce the bilabial sound /m/ at the beginning of the word, but quite difficult if the word finishes with /m/. Putting the lips together at the end of the word to pronounce a consonant sound is a rare phenomenon for the Spanish language.

The same happens to the bilabial sounds like /p/, /b/. Moreover, when the word finishes with the sound /v/, Peruvian learners either eliminate it or when asked by a teacher to pronounce it correctly, replace this sound with /b/ due to the Case 2 of phonological interference mentioned above.

Therefore, during oral discourse the mispronunciation of the discussed consonant sounds by Peruvian learners can cause serious confusion to the listener.

• Case 8. Devoicing a voiced consonant sound at the end of the word.

Example 1. Inca Cola combined the Peruvian culture and the foo<u>d</u>.

Example 2. His hea<u>d</u> office is located in Ica, Peru.

Example 3. They sell dru<u>gs</u> to many countries.

Case 8 demonstrates a very important phenomenon typical for the English language and not common for any variant of the Spanish language. Meaning defining voiced consonant sound at the end of a word exemplifies one of the most complicated English language phonological features. In the Spanish language, in this case in Peruvian variant, the voiced consonants at the end of the word tend to be devoiced. According

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[93] Stanley Whitley, M. (2002). Ibid. p. 46.
[94] Resnick, M. (1975). Ibid. p. 28.

to the phonological rule "Spirantization of /b d g/" (Stanley Whitley 2002), these sounds have two allophones each, stop and fricative (spirant). The stops occur in three positions: after a pause, after nasals and after /l/. In all other positions /b/, /g/, /d/ become fricatives. For example, *abogado* /abogado/ becomes /aβoɣaðo/, *admiraba* /admiraba/ becomes /aðmiraβa/, *averiguad* /aberigwad/ becomes /aβeriɣwað/[95].

It is also possible to observe that in a word-final position only the sound /d/ appears, which in its turn is pronounced as fricative /ð/, and in Peru particularly it is devoiced to /t/ or eliminated[96]. For example, in such Spanish words as *edad, bondad, red,* and in some other where the sound */d/* becomes */t/* at the end of the word or is not pronounced at all. The same process the borrowed English words undergo, for example, *record, pub, esnob, hotdog* and so on.

Wrong pronunciation of the voiced consonants in the English words in most cases leads to misunderstanding, and, therefore, impedes meaningful communication process.

- Case 9. Replacing voiced dental fricative /ð/ with the sound /d/ and unvoiced dental fricative /θ/ with the sound /t/ or /f/.

Example 1. Ano<u>th</u>er advantage of quality products is …

Example 2. He shared the power wi<u>th</u> his <u>th</u>ree bro<u>th</u>ers.

Example 3. Their mission is to be different from o<u>th</u>er chocolatiers.

The dental fricative sounds /ð/ and /θ/ are very common for the English language. As for Spanish, in some dialect variations the sound /θ/ is commonly used. M. Stanley Whitley (2002:26) stated that "One of the best-known features of Peninsular Spanish is the use of the voiceless dental fricative /θ/ for the sound spelled by *z* or (before *e* or *i*) *c: cierra* and *vez.* /θ/ is not distinguished from /s/ in any part of Spanish America…This merger of /θ/ with /s/ is called seseo[97]". In other words,

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[95] Stanley Whitley, M. (2002). Ibid.
[96] Resnick, M. (1975). Ibid. p. 20.
[97] Stanley Whitley, M. (2002). Ibid. p. 26.

the language variant of Spain (except for some regions) has the voiceless dental fricative sound /θ/ as mentioned above. However, in Latin American dialects of Spanish this sound is not distinguished[98].

It is important to mention that the sound /θ/ in Peninsular Spanish is not paired as in the English language. The sound similar to the English voiced dental fricative /ð/ is dental approximant /ð̞/ which appears as a fricative or spirant allophone of the sound /d/ in certain positions in words or utterances[99]. Thus, the pronunciation of the voiced dental fricative /ð/ and the dental approximant /ð̞/ is quite different.

Therefore, when speaking about Peruvian EFL learners both sounds, /ð/ and /θ/, are uncommon for them. Students tend to replace these not-existing in their native languages system sounds with the existing ones which are most closely related to them from the point of view of their articulation. Thus, the sound /ð/ transforms into the sound /d/ and the sound /θ/ into the sounds /t/ or /f/. Such mispronunciation definitely causes unintelligibility and impedes meaningful communication.

To conclude here, the following can be stated. The nine cases of phonological interference discussed above are the examples of negative transfer of the knowledge of the mother tongue on the pronunciation of the consonant sounds of the English language. The phonological rules of Spanish were applied by the participants during their oral discourse in L2.

Besides that, the problems occurred mostly due to the unshared phonemes that are present in one language and are absent in another. In that case, the learners tried to replace an unfamiliar consonant sound with an existing one from their native tongue. Most of the time, the pronunciation problems appear when learners are uninformed about the correct sound pronunciation, its articulation, the phonological rules of the English language, and use of pronunciation features in the speech.

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[98] Resnick, M. (1975). Ibid. p. 36.
[99] Stanley Whitley, M. (2002). Ibid.

Furthermore, the participants were not expected to have perfect native-like English pronunciation, but to be able to intelligibly transmit the message of the pronounced utterance. Thus, within the context of the present investigation, the above mentioned cases of phonological interference will be further discussed in the investigation.

Conducting a questionnaire

The questionnaire was resolved by a number of native or near native English teachers working with Peruvian learners in different institutions around Lima.

The questionnaire question: To what extent does each case of phonological interference impede meaningful communication?

Options:

A - In most cases it is difficult to understand a speaker.

B - Quite unintelligible but the meaning can be deduced from the context.

C - It is easy to understand the speaker.

The objective of the questionnaire was to identify the extent to which each case of phonological interference selected for the study impeded meaningful communication. This was done in order to narrow down the number of the cases of phonological interference to those that cause serious misunderstanding problems during oral discourse. In other words, only the cases mostly marked with A or B options were considered relevant for the study.

Graph 1 shows the percentage of the answers given by the teachers of English as regards to each case of phonological interference.
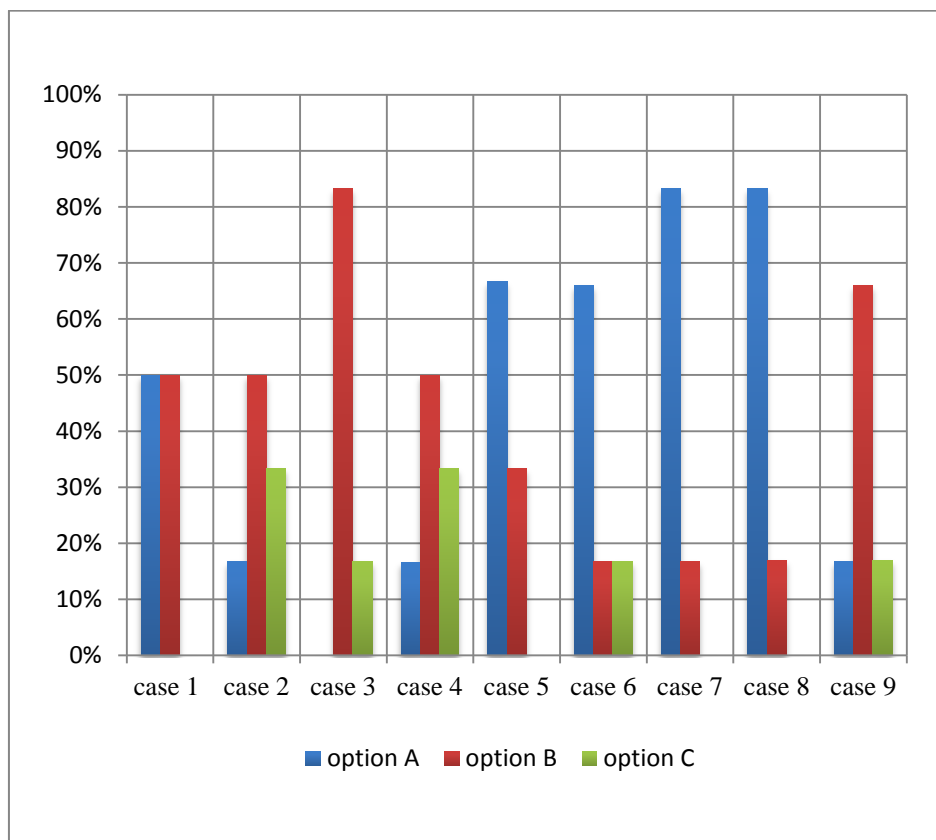
Graph № 1. The extent to which each case of phonological interference impedes meaningful communication.

Generally speaking, the extent to which each case could impede meaningful communication varies between the option A and B. In other words, most of the time the cases were defined by the teachers of English as either unintelligible (A) or unintelligible, but deducible from the context (B). Even Cases 2, 3, 4, 6, 9, that were marked C, were at least once marked as either A or B.

Therefore, all the cases emphasised in the research are of great importance and demand attention.

However, not all the cases were further included in the intervention (Part 2). According to the results of the questionnaire, only seven cases of phonological interference were chosen as the most relevant ones to be targeted in Part 2 of the study. All of the chosen cases received the highest percentage of either A or B answers with none or low C letters.

Cases marked A: 1, 2, 4, 5, 6, 7, 8, 9.

Cases marked B: 1, 2, 3, 4, 5, 6, 7, 8, 9.

Cases marked C: 2, 3, 4, 6, 9.

Cases 1, 5, 7, 8: The teachers opted for either A or B answers only. Nobody marked C. This means that the teachers consider these cases to be quite problematic for Peruvian learners of English. Cases 1, 5, 7, 8 became the subject of the present investigation.

Cases 3, 6, 9: These cases received low percentage of a C answer along with the given high percentage of A or B answers. This means that the majority of the teachers still consider these cases to be paid special attention to. The researcher included the mentioned cases of phonological interference in the intervention.

Cases 2, 4: The questionnaire showed that the majority of the teachers find these two cases as either deducible from the context or easy to understand. Moreover, the teachers gave the cases 2 and 4 the highest percentage of answer C and the lowest percentage of answer A.

Therefore, this study will not focus on the two mentioned cases. But they could be the subject for further investigation in the future.

To conclude, seven cases of phonological interference chosen in Part 1 became the subject for the study in Part 2.

The cases were narrowed down from nine to seven after the analysis of the questionnaire.

3.6.2 Part 2. The intervention. The use of pronunciation practice and instruction.

Materials and resources used in the intervention.

For the purpose of the present study a variety of TEFL materials and resources were selected and applied during the intervention. Practical pronunciation exercises and instruction oriented towards each problem case of phonological interference were selected from different resources and combined accordingly.

Below there is a list of the coursebooks and teachers´ resource books used in the investigation (not in the order they were applied in the intervention). The advantages of each of them are stated consequently.

1) "New Headway Pronunciation Elementary" by S. Cunningham and P. Moor (2002);

- The coursebook contains four types of exercises which aim to deal with sounds, connected speech, intonation and sentence stress, and word focus. The activities became very beneficial for present work due to their variety in dealing with the English consonant sounds, and moreover, due to attractive content of the exercises.

- There are valuable instructions complemented with pictures that relate to articulation of the L2 consonant sounds pronunciation. Learners can visualise the way the organs of speech work and, therefore, have better understanding of the way the English consonant sounds are produced.

- The pronunciation aspects are gradually presented and practiced in words, word combination, sentences and situations. Learners are expected to work with problem sounds initially in words and further bring the practice to communicative context.

- The coursebook contains a table that indicates the problem phonemes that people of different nationalities usually face when dealing with the English sounds. The table also demonstrates the pronunciation difficulties that Peruvian learners as Spanish speakers cope with.

- Each unit has instructions that call upon learners´ mother tongue in order to compare and contrast L1 and L2 pronunciation aspects. This gives learners the possibility to feel more at ease when dealing with L2 pronunciation, be able to find similarities in both languages and cope with differences in sounds without any fear of making mistakes.

- The pronunciation symbols are introduced in each unit so that learners can get acquainted with each symbol by means of activities. The ability to recognise phonetic symbols facilitates work with English language dictionaries whenever it is necessary to look up a word or sound pronunciation.

- Audio recordings included with the coursebook cater for listening to and practicing the correct sounds pronunciation.

2) "Pronunciation Practice Activities Book and Audio CD Pack. A Resource Book for Teaching English Pronunciation" by M. Hewings (2004).

- The resource book for teachers highlights many essential teaching and learning L2 pronunciation issues, such as how to integrate pronunciation into a teaching programme, how to test pronunciation, what pronunciation features are the most important to teach, and so on. It also offers valuable suggestions and instruction about how to solve these problems in the classroom. The given advice and suggestions about testing English pronunciation were found to be quite useful and applicable for the study.

- The book provides pronunciation practice activities with versions and extensions to each activity. Moreover, each exercise is supplemented with comprehensive instructions for teachers.

- There is a variety of exercises focused on dealing with the English consonant sounds. Some exercises designed for correcting particular consonants (/f/ vs /θ/, /s/ vs /z/, /s/ vs /θ/, /s/ vs /ð/) were borrowed by the researcher to be applied in the intervention.

- Developing awareness of English pronunciation is paid sufficient attention to in the first chapter of the resource book. Various activities with some adaptation to the classroom context were used by the researcher.

- Visual aids demonstrate articulation of the consonant sounds.

3) "English Pronunciation in Use Elementary" by J. Marks (2007).

- This coursebook contains a variety of practical activities focused on the L2 consonant sounds pronunciation, such as minimal pairs, sounds/ words/ sentence drills, mini dialogues, short texts. Each unit is divided into sections where the exercises range from separate sound pronunciation using phonetic symbols to short dialogues or texts that contain the studied in this work consonant sound. It allows for continuous sound practice with the focus on communicative context.

- The book aims to demonstrate the pronunciation of a problem sound in a variety of phonetic environment by providing appropriate instructions and activities.

- There is a variety of exercises focused on dealing with the English consonant sounds. Some exercises designed for correcting particular consonants (/f/ vs /θ/, /s/ vs /z/, /s/ vs /θ/, /s/ vs /ð/, /d/, /b/, /g/, /m/) were borrowed by the researcher to be applied in the intervention.

- The links between some pronunciation aspects and grammar are highlighted.

- The coursebook is simple in use. The sounds are paired in each unit on the basis of similarity of spelling and articulation.

4) "Teaching English Pronunciation" by J. Kenworthy (1987).

- The handbook explains the major concepts of teaching and learning pronunciation, and moreover, it suggests useful classroom activities that are designed to deal with certain pronunciation problems that EFL learners usually face. Some activities and instructions were successfully applied by the researcher in Part 2 of the investigation with the purpose of improving the English language consonant sounds pronunciation.

- All the pronunciation practice activities provided in the handbook are complemented with very detailed instructions. They help a teacher to be more consistent and use these exercises in proper pedagogical context.

- The handbook makes building awareness and concern for pronunciation an important point; and the present work in its turn does that too. Therefore, a lot of activities and instructions for building awareness and concern for pronunciation of L2 consonant sounds were borrowed and successfully applied.

- There is a great variety of pronunciation training games. Using games in the foreign language classroom is always beneficial due to the fact that it makes the process of learning more memorable, dynamic and productive.

- Moreover, the author of the handbook presents the list of problem pronunciation aspects that the representatives of different nationalities face when they learn English pronunciation. A variety of exercises and instructions on helping Spanish speaking learners to cope with the L2 consonant sounds pronunciation are provided in this handbook.

5) "Teaching Pronunciation. A Reference for Teachers of English to Speakers of Other Languages" by M. Celce-Murcia; D. M. Brinton and J. M. Goodwin (1996).

- The reference book provides a great variety of valuable pronunciation teaching suggestions and instructions (notes to teachers) that aim to accompany the practice of sound articulation, consciousness raising activities, communicative practice and so on. Many instructions were borrowed from the handbook to be used in the work.

- Special attention is paid to the L2 consonant sounds articulation. Very detailed instructions are given about the work of the organs of speech and breath. The researcher found the notes to be appropriate to apply them in Part 2.

- This book suggests minimal pair contrasts, mini-dialogues, control and guided practice, information gap activities to work on the English consonant sounds pronunciation. These activities were considered to be suitable for the intervention because they embrace a variety of sounds/ words combination. The activities are presented in an attractive way and accompanied with very detailed instructions and suggestions for teachers.

- The book gives the detailed notes with samples for teachers about explaining manner of articulation of the English language consonant sounds to EFL learners. The researcher used some of the instructions with the participants from the sample group.

6) "Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide" by M. Celce-Murcia; D. M. Brinton and J. M. Goodwin (2010).

- The authors offer a five-phase communicative framework for teaching English pronunciation that was used in the intervention as a base to follow when preparing the materials and resources for the lessons with the sample group. Along with the framework there are various instructions and activities suggestions to each phase that were also taken into consideration by the researcher.

Pre-testing and post-testing

An oral test was applied to the sample and the control groups at the beginning and at the end of the intervention. Pre-testing allowed the researcher to identify each participant´s pronunciation proficiency level with regards to production of the consonant sounds before any practice and instruction were applied. Post-testing was used as an achievement test at the end of the project.

The evaluation lasted around 5 minutes for each participant.

The evaluation tests were accompanied by a pronunciation assessment rubric designed for the study. The rubric achievement description corresponds to the tests points in the following way:

10 or 9 points - Almost error-free;
8, 7 or 6 points - Occasional errors;
5 or 4 points – Frequent errors;
3, 2 and 1 points – Mostly incomprehensible.

A scale based on 0 to 20 points has been used for the final score. The results of the test were counted according to the formula below:

$$(Case\ 1+Case\ 3+Case\ 5+Case\ 6+Case\ 7+Case\ 8+Case\ 9)/\ 7\times2 = 20$$

Case 1. Replacing palato-alveolar fricative /ʃ/ with palato-alveolar affricate /tʃ/.

Case 3. Devoicing the voiced alveolar fricative sound /z/ to the voiceless alveolar fricative sound /s/ in an intervocalic/ word-initial position.

Case 5. Replacing the palatal semi-vowel / glide /j/ with palato-alveolar fricative /ʒ/ or palato-alveolar affricate /dʒ/ in utterance/word -initial position.

Case 6. Replacing the palato-alveolar affricate /dʒ/ with palato-alveolar fricative /ʒ/.

Case 7. Eliminating bilabial and a labio-dental consonant sounds after a vowel at the end of the word.

Case 8. Devoicing a voiced consonant sound at the end of the word.

Case 9. Replacing voiced dental fricative /ð/ with the sound /d/ and unvoiced dental fricative /θ/ with the sound /t/ or /f/.

Pre-testing scores of each participant from the sample and the control groups are presented below in Table 6 and Table 7.

The total mark represents each participant´s pronunciation proficiency level with regards to production of the target consonant sounds before any practice and instruction were applied.

Case	C1	C3	C5	C6	C7	C8	C9	Total
Max points	10	10	10	10	10	10	10	20
Student 1	6	5	5	5	4	3	6	10
Student 2	6	6	4	5	5	4	8	11
Student 3	5	5	4	5	4	3	5	9
Student 4	4	4	3	4	3	3	6	8
Student 5	7	6	5	6	5	5	7	11
Student 6	7	6	6	7	6	5	8	13
Student 7	8	6	7	7	6	6	8	14
Student 8	4	4	4	5	4	4	6	9
Student 9	9	8	7	7	6	6	10	15
Student 10	7	6	5	6	6	5	7	12
Student 11	9	8	8	7	7	6	9	15
Student 12	4	4	4	4	3	3	5	8
Student 13	4	3	2	4	3	2	4	6
Student 14	8	6	6	6	6	4	7	12
Student 15	9	8	8	8	8	6	10	16
Student 16	8	7	7	6	7	6	10	15
Student 17	10	9	9	8	8	6	10	17
SG Average score	6.76	5.94	5.53	5.88	5.35	4.53	7.41	11.82

Table № 6. Sample group pre-testing results.

Case	C1	C3	C5	C6	C7	C8	C9	Total
Max. points	10	10	10	10	10	10	10	20
Student 1	7	6	7	7	7	5	9	14
Student 2	9	8	8	8	8	7	10	17
Student 3	10	7	8	7	8	5	10	16
Student 4	8	6	8	6	6	6	9	14
Student 5	7	5	6	6	5	4	7	11
Student 6	3	3	4	4	3	3	5	7
Student 7	7	5	6	6	5	5	8	12
Student 8	8	5	6	5	6	4	8	12
Student 9	4	4	4	4	3	3	6	8
Student 10	7	5	7	7	6	4	7	12
Student 11	6	5	5	5	4	3	7	10
Student 12	9	9	8	7	7	6	10	16
Student 13	7	7	7	7	6	5	9	14
Student 14	6	6	6	5	5	4	7	11
Student 15	9	8	8	7	7	5	9	15
Student 16	7	6	6	5	5	4	9	12
Student 17	6	6	5	5	5	3	8	11
CG Average score	7.06	5.94	6.41	5.94	5.65	4.47	8.12	12.47

Table № 7. Control group pre-testing results.

Pre-testing results of the sample and the control groups show that the level of the English language consonant sounds pronunciation in both groups is relatively similar. The divergence in the average score is 0.65 points. Although, the score of the control group at this stage is somewhat higher than the score of the sample group.

Post-testing scores of each participant from the sample and the control groups are presented below in Table 8 and Table 9. The total mark represents each participant´s pronunciation proficiency level with

regards to production of the targeted consonant sounds after specific practice and instructions were applied.

Case	C1	C3	C5	C6	C7	C8	C9	Total
Max. points	10	10	10	10	10	10	10	20
Student 1	7	6	6	6	5	4	8	12
Student 2	6	5	5	5	5	4	8	11
Student 3	6	6	5	5	5	5	7	11
Student 4	6	6	5	5	4	4	8	11
Student 5	7	7	6	6	5	5	9	13
Student 6	8	7	7	7	7	5	9	14
Student 7	9	7	8	8	6	5	10	15
Student 8	6	6	5	5	5	4	8	11
Student 9	10	9	7	8	7	6	10	16
Student 10	8	8	5	7	6	6	8	14
Student 11	9	8	8	8	7	7	10	16
Student 12	6	6	5	6	4	4	7	11
Student 13	3	3	2	3	2	2	3	5
Student 14	9	6	7	7	7	5	9	14
Student 15	10	9	9	8	9	8	10	18
Student 16	9	9	8	8	7	6	10	16
Student 17	10	10	10	10	10	7	10	19
SG Average score	7.59	6.94	6.35	6.59	6.06	5.12	8.48	13.35

Table № 8. Sample group post-testing results.

Case	C1	C3	C5	C6	C7	C8	C9	Total
Max. points	10	10	10	10	10	10	10	20
Student 1	8	7	7	7	7	5	9	14
Student 2	10	9	9	8	9	8	10	18
Student 3	9	8	8	7	8	5	10	16
Student 4	7	6	8	6	5	5	8	13
Student 5	7	5	6	6	5	4	7	11
Student 6	3	3	4	3	3	2	4	6
Student 7	7	5	6	6	5	4	8	12
Student 8	6	6	5	6	5	3	7	11
Student 9	4	3	3	3	3	3	6	7
Student 10	7	5	7	6	4	3	7	11
Student 11	5	5	4	5	4	2	6	9
Student 12	10	10	8	8	7	6	10	17
Student 13	7	7	7	7	6	5	9	14
Student 14	6	5	5	5	4	3	7	10
Student 15	9	8	8	7	6	5	9	15
Student 16	0	0	0	0	0	0	0	0
Student 17	7	6	5	5	5	3	8	11
CG Average score	7.0	6.13	6.25	5.94	5.38	4.13	7.81	12.19

Table № 9. Control group post-testing results.

The post-testing results demonstrate that the average score in the sample group is 13.35 points. Therefore, the average increase of pronunciation improvement after the use of the exercises and instructions is 1.53 points. However, the control group´s average score after post-testing is 12.19 points. Therefore, the control group experienced a slight decrease of 0.28 points in average score. The detailed discussion of the results will take place further in the paper.

The development of the intervention

During around seven weeks the participants of the sample group received pronunciation-related instruction and various pronunciation practice exercises each English class. Consequently, around 50 minutes of the classroom time were dedicated to the process of the intervention weekly. The general purpose of the given exercises and instruction was to improve the learners´ L2 pronunciation of the listed consonant sounds, raise their consciousness about the importance of meaningful and intelligible communication process. The participants of the control group did not receive any intervention-related instruction or exercises during these seven weeks.

The table below shows weekly development of the practical activities taken from various materials and resources that were used in the classroom for the intervention purposes in order to solve each problem case studied in the paper.

Week	Day of the week	Case of phonological interference
1	Monday DAY 1	Case 1. Replacing the sound /ʃ/ with the sound /tʃ/.
Activities/Materials and Resources:		
Activities: listening activities; articulation exercises; pair/group work; minimal pair exercises; listening and repeating; listening and discriminating activities; odd word out games; Materials: Power Point Presentation slides (PPP slides of own elaboration) that include animated components such as GIF (Graphics Interchange Format); Youtube videos and websites containing information on the place and manner of the sounds articulation; printable handouts for classroom and homework practice with oral and written illustrations (own elaboration); exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (p. 42, Lesson 17 /ʃ/; p. 44, Lesson 18 /tʃ/), Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (p. 51, Lesson 13)		

1	Wednesday DAY 2	Case 1. Replacing the sound /ʃ/ with the sound /tʃ/.

Activities/Materials and Resources:

Activities: homework review; listening, repeating and practicing the minimal pairs individually, in pairs; tongue twisters; oral reading/acting out the short dialogues in pairs; making phrases with given words and practicing these phrases; role-play; Materials: PPP slides; Youtube videos; printable handouts; exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (p. 42, Lesson 17 /ʃ/; p. 44, Lesson 18 /tʃ/), Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (p. 51, Lesson 13), Book by Hewings (2004) "Pronunciation Practice Activities Book. A Resource Book for Teaching English Pronunciation" (p. 63, p. 69, p.223)

2	Monday DAY 1	Case 6. Replacing the sound /dʒ/ with the sound /ʒ/.

Activities/Materials and Resources:

Activities: homework review; articulation exercises; listening and repeating; minimal pairs (individually/ in pairs), listening for a specific word; Materials: PPP slides; Youtube videos; printable handouts; exercises from Book by Hewings (2004) "Pronunciation Practice Activities Book. A Resource Book for Teaching English Pronunciation" (p.63); Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 44-45, Lesson 18 /dʒ/); Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (p. 33, Lesson 8),

2	Wednesday DAY 2	Case 6. Replacing the sound /dʒ/ with the sound /ʒ/.

		Activities/Materials and Resources:

Activities: homework review; listening and saying; listening to the sentences and filling in the gaps; oral reading and acting out a short dialogue; shopping interview;
Materials: PPP slides, printable handouts; Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (p. 45, Lesson 18 /dʒ/); Book by Celce-Murcia; Brinton and Goodwin (2010) "Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide" (p.75); Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (p. 33, Lesson 8),

3	Monday DAY 1	Case 5. Replacing the sound /j/ with the sound /dʒ/ or /ʒ/ in utterance/word-initial position.
		Activities/Materials and Resources:

Activities: homework review; articulation exercises individually/in pairs; minimal pairs; listening and discriminating; mini dictation;
Materials: PPP slides; printable handouts; exercises from Book by Hewings (2004) "Pronunciation Practice Activities Book. A Resource Book for Teaching English Pronunciation" (p.63); Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (pp. 54-55); Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 54-55, Lesson 23 /j/).

3	Wednesday DAY 2	Case 5. Replacing the sound /j/ with the sound /dʒ/ or /ʒ/ in utterance/word-initial position.
		Activities/Materials and Resources:

Activities: homework review; finding the examples in short texts; giving your own examples; describing task;
Materials: PPP slides; printable handouts; exercises from Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (pp. 54-55); Book by Kenworthy (1987) "Teaching English Pronunciation" (p. 120); Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 54-55, Lesson 23 /j/).

4	Monday DAY 1	Case 3. Devoicing the sound /z/ to the sound /s/ in an intervocalic/ word-initial position.

Activities/Materials and Resources:

Activities: homework review; articulation exercises; minimal pairs; individual/ pair/ group work; listening and saying the words/sentences; listening for a specific word; Materials: PPP slides; Youtube videos; printable handouts; exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 40-41, Lesson 16 /s/, /z/); Book by Hewings (2004) "Pronunciation Practice Activities Book. A Resource Book for Teaching English Pronunciation" (p.63, p. 69).

4	Wednesday DAY 2	Case 3. Devoicing the sound /z/ to the sound /s/ in an intervocalic/ word-initial position.

Activities/Materials and Resources:

Activities: homework review; listening and filling in the gaps; listening and repeating the poem; giving your opinion; Materials: Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 40-41, Lesson 16 /s/, /z/); Book by Kenworthy (1987) "Teaching English Pronunciation" (p. 120).

5	Monday DAY 1	Case 7. Eliminating bilabial consonant sounds /m/, /p/, /b/, and a labio-dental consonant sound /v/ after a vowel at the end of the word.

Activities/Materials and Resources:

Activities: homework review; articulation exercises; listening, repeating and practicing words/ phrases/ sentences (individually/ in pairs/ in groups); listening to the words and writing the correct symbol for the feature; Materials: PPP slides; printable handouts (own elaboration); exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (p. 46, Lesson 19 /m/, pp. 30-31, Lesson 11 /p/, /b/, p. 36, Lesson 14 /v/).

5	Wednesday DAY 2	Case 7. Eliminating bilabial consonant sounds /m/, /p/, /b/, and a labio-dental consonant sound /v/ after a vowel at the end of the word.
	Activities/Materials and Resources:	

Activities: homework review; filling in the gaps; tongue twisters; TIME machine game;
Materials: PPP slides; printable handouts (own elaboration); exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (p. 46, Lesson 19 /m/, pp. 30-31, Lesson 11 /p/, /b/, p. 36, Lesson 14 /v/); Book by Hewings (2004) "Pronunciation Practice Activities Book. A Resource Book for Teaching English Pronunciation" (p. 223).

6	Monday DAY 1	Case 8. Devoicing a voiced consonant sound at the end of the word.
	Activities/Materials and Resources:	

Activities: homework review; articulation exercises; listening and repeating; minimal pairs; listening and circling the word; individual/in pairs/ in groups work;
Materials: PPP slides; Youtube videos; printable handouts; exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 30-31, Lesson 11 /p/, /b/, pp.32-33, Lesson 12 /t/, /d/, pp.34-35, Lesson 13 /k/, /g/).

6	Wednesday DAY 2	Case 8. Devoicing a voiced consonant sound at the end of the word.
	Activities/Materials and Resources:	

Activities: homework review; listening, repeating and saying the phrases; reading and acting out short dialogues; describing tasks; Phonetic Bingo.
Materials: PPP slides; printable handouts; exercises from Coursebook by J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 30-31, Lesson 11 /p/, /b/, pp.32-33, Lesson 12 /t/, /d/, pp.34-35, Lesson 13 /k/, /g/); Book by Kenworthy (1987) "Teaching English Pronunciation" (p. 120).

7	Monday DAY 1	Case 9. Replacing the sound /ð/ with the sound /d/ and the sound /θ/ with the sound /t/ or /f/.
	Activities/Materials and Resources:	
Activities: homework review; articulation exercises; listening and repeating;; listening and discriminating; reading short dialogues, acting out short dialogues; individual/in pairs/ in groups work; Materials: PPP slides[100]; Youtube videos; printable handouts[101]; exercises from Coursebook by Cunningham and Moor (2002) "New Headway Pronunciation Elementary" (pp. 22-23); J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 38-39).		
7	Wednesday DAY 2	Case 9. Replacing the sound /ð/ with the sound /d/ and the sound /θ/ with the sound /t/ or /f/.
	Activities/Materials and Resources:	
Activities: homework review; minimal pairs; tongue twisters;, The Family Tree game. Materials: Book by Celce-Murcia; Brinton and Goodwin (2010) "Teaching Pronunciation Hardback with Audio CDs (2): A Course Book and Reference Guide"(pp. 66,74); Book by Kenworthy (1987) "Teaching English Pronunciation" (p.50, p. 75); J. Marks (2007) "English Pronunciation in Use Elementary" (pp. 38-39); Book by Hewings (2004) "Pronunciation Practice Activities Book. A Resource Book for Teaching English Pronunciation" (p. 63, p. 69, p.223).		

Table № 10. Pronunciation practice development.

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[100] Annex 6, Annex 8.
[101] Annex 7, Annex 8.

All practical exercises and instructions were applied in accordance with the communicative framework for pronunciation teaching by Celce-Murcia, et al (2010)[102]. The framework is presented below with the pronunciation practice activities for each phase.

1) Description and analysis - oral and written illustrations of how the feature is produced and when it occurs within spoken discourse.

- Activities and instructions:
- Listening activities used for introduction or identification by the participants of the studied pronunciation feature;
- Pair/ group work on giving some examples of words where this feature occurs;
- Oral and written instructions demonstrating the position of the organs of speech with step by step explanation of the way this pronunciation feature is produced;
- Articulation exercises with the use of oral and written instructions;
- Listening, repeating and practicing the feature (teacher-student, student-student), using individual, pair/group work.

2) Listening discrimination - focused listening practice with feedback on learners' ability to correctly discriminate the feature.
- Activities and instructions:
- Listening to the words containing the pronunciation feature and discriminating it;
- Listening and repeating the words containing the pronunciation feature;
- Practicing the pronunciation of the feature individually, in pairs, in groups;
- Introducing minimal-pair with other features which usually cause confusion;
- Listening and discriminating the correct word with the studied feature;
- Odd word out games;

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[102] Celce-Murcia, M.; Brinton D. M. and Goodwin, J. M. (2010). Ibid. p. 45.

3) Controlled practice - oral reading of minimal-pair sentences, short dialogues, etc. with special attention paid to the highlighted feature in order to raise learner consciousness.

- Activities and instructions:
- Oral reading of the mini-pairs individually, in pairs, in groups;
- Listening to the words and writing the correct symbol for the feature;
- Listening for a specific word exercises;
- Pronunciation Bingo games;
- Listening, repeating and practicing tongue twisters with the pronunciation feature;
- Oral reading of short dialogues/ stories with the highlighted feature individually, in pairs;
- Acting out the short dialogues in pairs;
- Interviews for practice;
- Mini-dictation

4) Guided practice - structured communication exercises, such as information-gap activities or cued dialogues, that enable the learner to monitor for the specified feature.

- Activities and instructions:
- Listening to the dialogue and ticking the words you hear, practicing the dialogues;
- Listening to the sentences/ dialogues and filling in the gaps;
- Making phrases with given words and practicing these phrases;
- Listening to the dialogues and finding the objects from the dialogues in the picture, practicing the dialogues;
- Finding the examples of the pronunciation feature in texts/ dialogues/ phrases;
- Listening to the dialogues with the pronunciation feature and answering the questions, practicing the reading of the dialogue, acting out the dialogue in pairs;

5) Communicative practice - less structured, fluency-building activities (e.g. role play, problem solving) that require the learner to attend both form and content of utterances.

- Activities and instructions:
- Illustrated story sequence, story-telling tasks;
- Board games "Discussion/ Topics"
- Role-plays;
- Personal Introduction Collage activity;
- Describing tasks;
- Speculation tasks;
- Giving your opinion;
- Giving directions/ instruction tasks.

CHAPTER IV
DISCUSSION OF THE RESULTS

4.1 The intervention results

4.1.1 Pre-testing results

The sample and the control groups were exposed to oral pre-testing at the beginning of the intervention before any specific practice was applied. The objective of the pre-testing was to identify each participant's pronunciation proficiency level with regard to Case 1, Case 3, Case 5, Case 6, Case 7, Case 8, and Case 9 of phonological interference, and to deduce the average score in each group. Moreover, pre-testing allowed for obtaining the results of the average score of each problem case individually.

Pre-testing results in Sample group

The graphs below demonstrate pre-testing outcomes in the sample group.
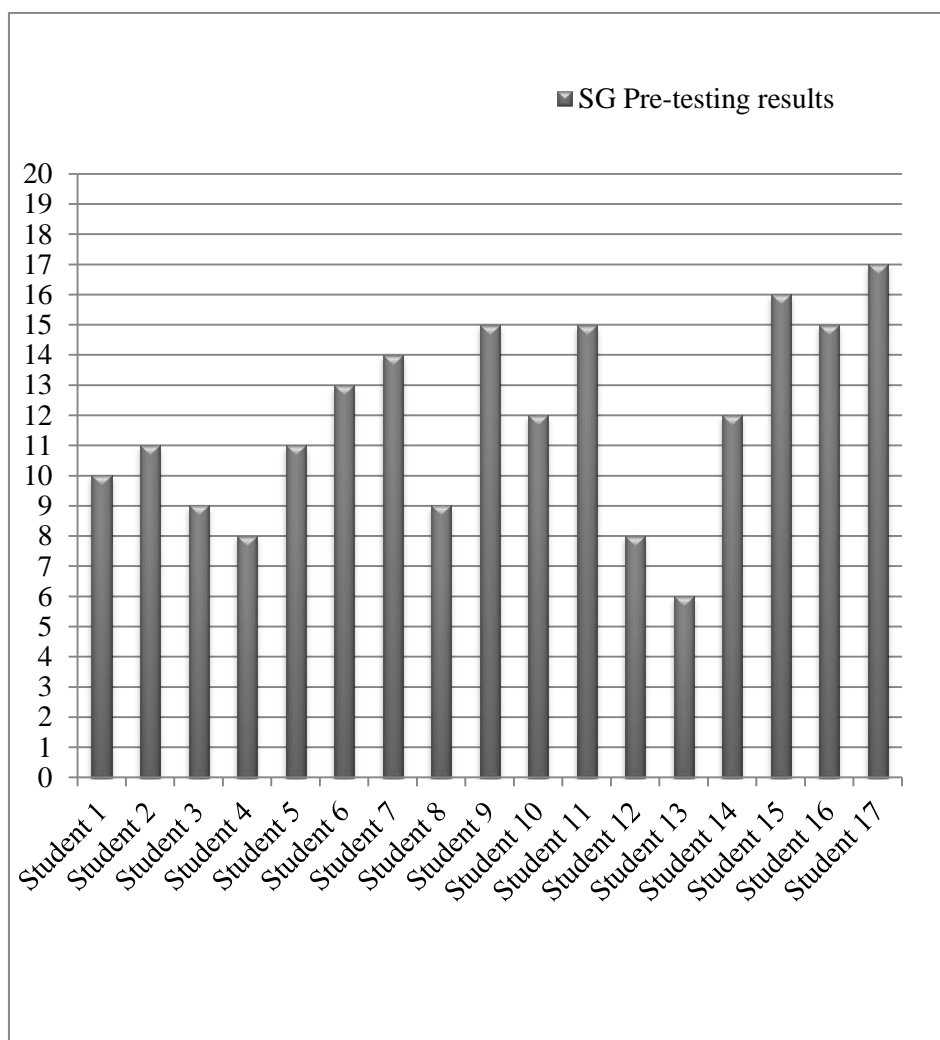
Graph № 2. Sample group pre-testing results.
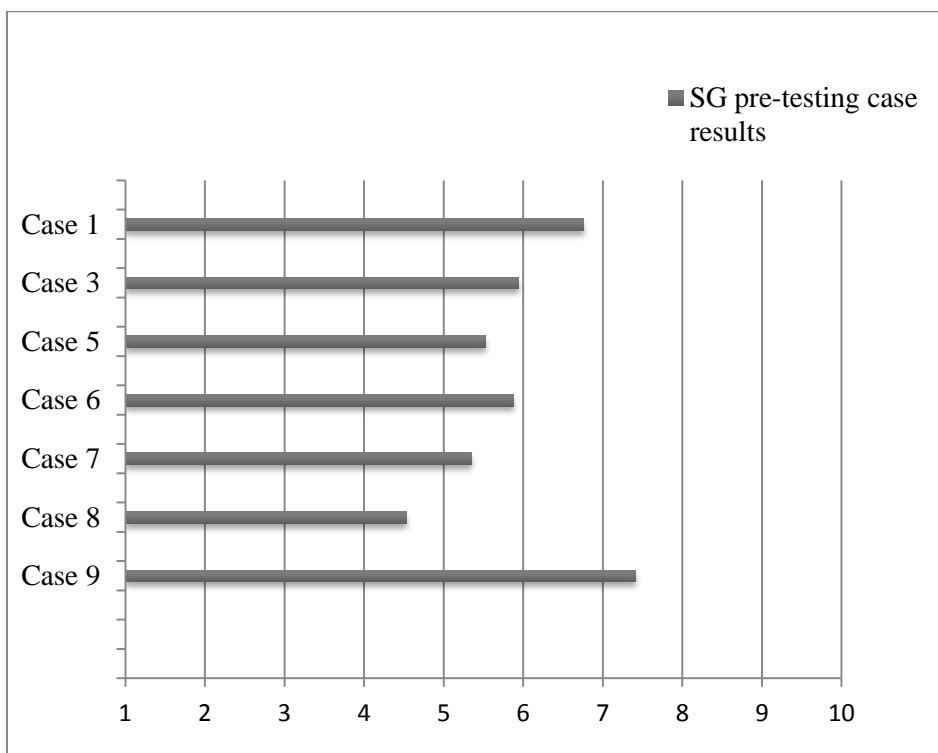
Graph № 3. Average score of each problem case in Sample group.

Graph 2 shows the results of the pre-testing of each participant in the sample group. A scale based on 0 to 20 points has been used. The scores range from the lowest point 6 (Student 13) to the highest point 17 (Student 17). The pre-testing average score in the sample group is 11.82 points. It comprises the seven cases of phonological interference altogether.

Graph 3 demonstrates the average score obtained in the sample group in regard to each case of phonological interference individually. A scale based on 0 to 10 points (as per the oral test) has been used. As the graph presents, Case 9 has the highest score of 7.41 points, therefore, the participants´ pronunciation of the consonant sounds in Case 9 is better than in the rest of the cases. Case 8 has 4.53 points out of 10 which makes it the most problematic case in the sample group.

Pre-testing results in Control group

The graphs below demonstrate pre-testing outcomes in the control group.
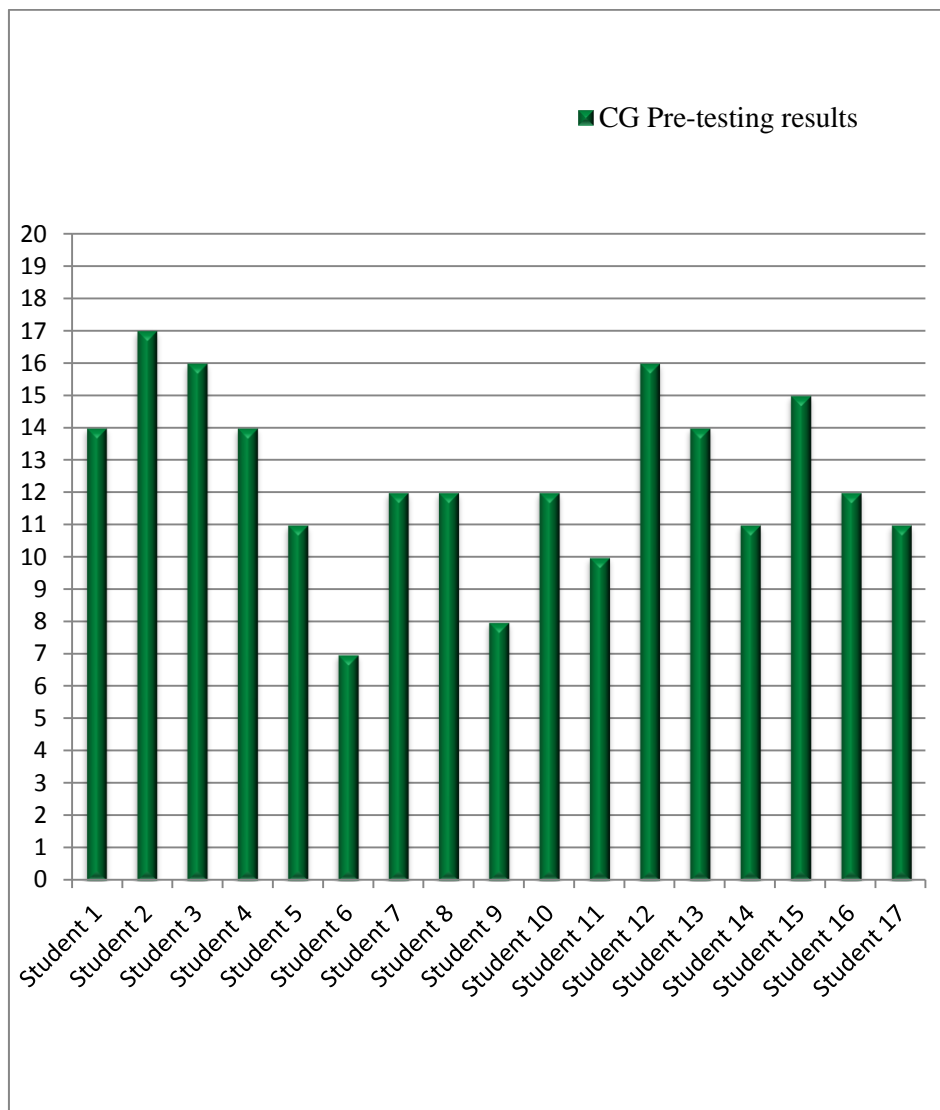
Graph № 4.Control group pre-testing results.
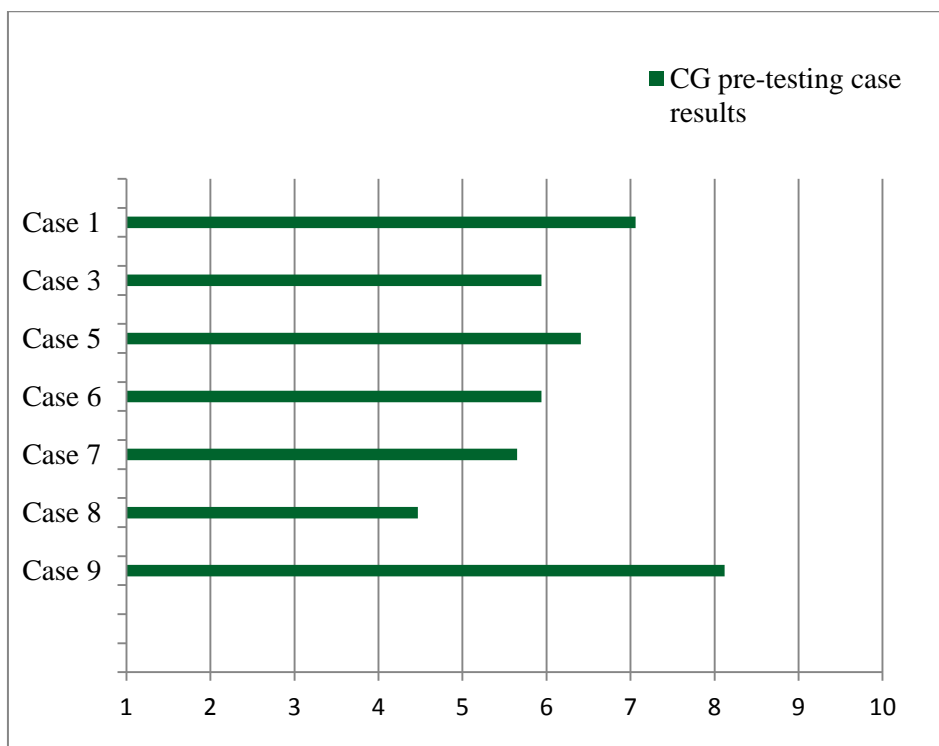
Graph № 5. Average score of each problem case in Control group.

Graph 4 shows the results of the pre-testing of each participant in the control group. A scale based on 0 to 20 points has been used. The scores range from the lowest point 7 (Student 6) to the highest point 17 (Student 2) in this group. The pre-testing average score in the control group is 12.47 points. It comprises the seven cases of phonological interference altogether.

Graph 5 demonstrates the average score obtained in the control group in regard to each case of phonological interference individually. A scale based on 0 to 10 points (as per the oral test) has been used. It can be observed that the highest score of 8.12 points belongs to Case 9. In general the participants´ pronunciation of the consonant sounds in Case 9 is better than in the rest of the cases. According to the outcomes, the most problematic case in the control group is Case 8 with 4.47 points out of 10.

Divergence in Sample group and Control group

Table 11 shows the divergence in the pre-testing average score of the sample group and the control group at the beginning of the intervention.

Group	Average score	Divergence
Sample group	11.82	
Control group	12.47	+ 0.65

Table № 11. Sample group and Control group average score divergence.

Table 12 demonstrates the average scores and the divergence of each case of phonological interference individually in the sample group and the control group at the beginning of the intervention.

	Case 1	Case 3	Case 5	Case 6	Case 7	Case 8	Case 9
Average score SG	6.76	5.94	5.53	5.88	5.35	4.53	7.41
Average score CG	7.06	5.94	6.41	5.94	5.65	4.47	8.12
Divergence	0.3	0	0.88	0.06	0.3	0.06	0.71

Table № 12. Divergence of the average score of each problem case in Sample and Control groups.

According to Table 11, the divergence of the average score is 0.65 points, therefore, both groups have approximately the same level of L2 consonant sounds pronunciation proficiency studied in this investigation. Additionally, according to Table 12, the deviation in the scores is quite small almost in all cases although the average scores of the control group at this stage are somewhat higher than the scores of the sample group.

4.1.2 Post-testing results

The purpose of the post-testing was to compare and contrast the scores of both groups obtained at the beginning and at the end of the intervention. Moreover, it was important to witness a progress or lack of it in the participant's pronunciation proficiency level with regards to the Case 1, Case 3, Case 5, Case 6, Case 7, Case 8, and Case 9 of phonological interference. The learners of both groups were evaluated.

Comparison of pre-testing and post-testing results in Sample group

The table and the graph below demonstrate the sample group´s pre-testing and post-testing average score results in comparison.

Sample group	Average score	Divergence
Pre-testing	11.82	
Post-testing	13.35	+ 1.53

Table № 13. Comparison of pre-testing and post-testing average score results in Sample group.
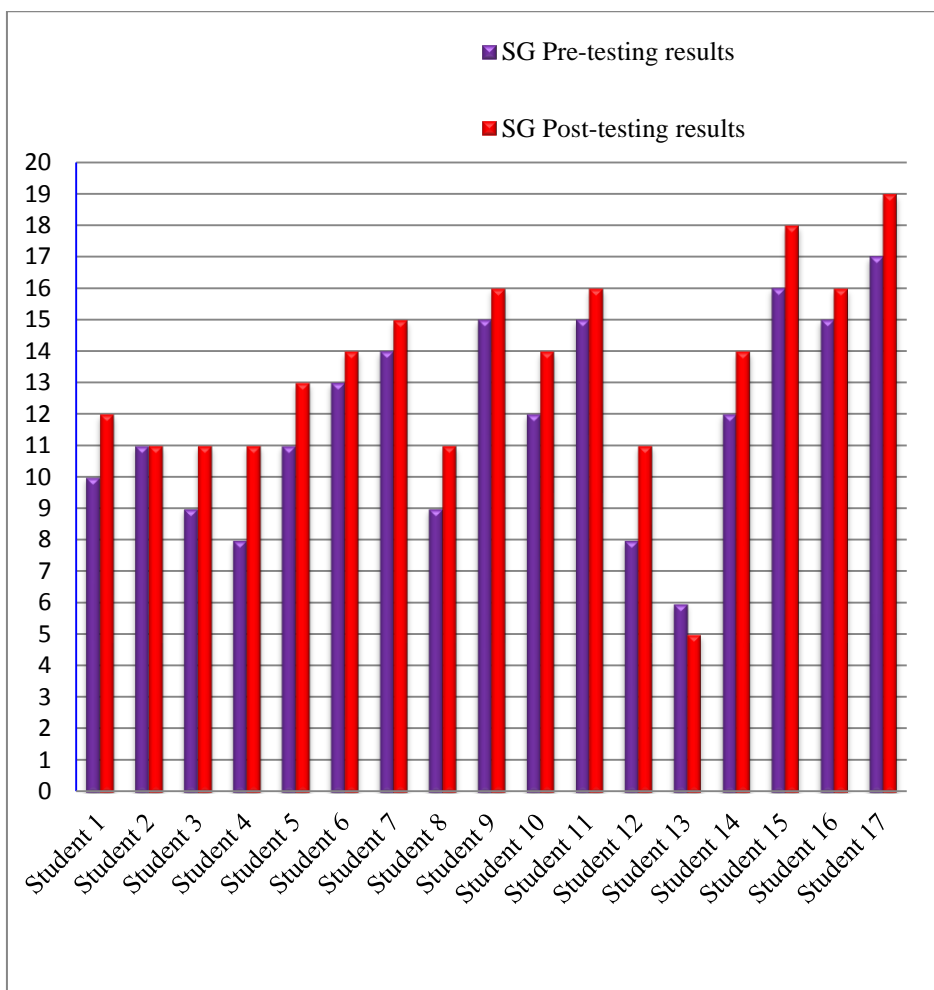
Graph № 6. Sample group pre-testing and post-testing results.

According to Table 13 and Graph 6, the average increase of pronunciation improvement after the use of the exercises and instruction is 1.53 points. However, not all the students experienced the progress. For instance, Student 13 had a decrease in the score (from 6 point to 5 points) since he was constantly missing classes and as a result failed the course in general. As for Student 2, there is neither an increase nor a decrease of the score. The learner did not make enough effort to improve his pronunciation proficiency. Thus, it is possible to say that one student

obtained the below 11 points score and another one did not improve the pronunciation at all. Consequently, we can conclude that there is progress in pronunciation of the targeted consonant sounds among the majority of the participants in the sample group. This improvement was the result of the pronunciation practice activities and instructions applied during the intervention of the present investigation.

The graph below presents the comparison of the pre-testing and the post-testing results in the sample group as regards to each case of phonological interference.
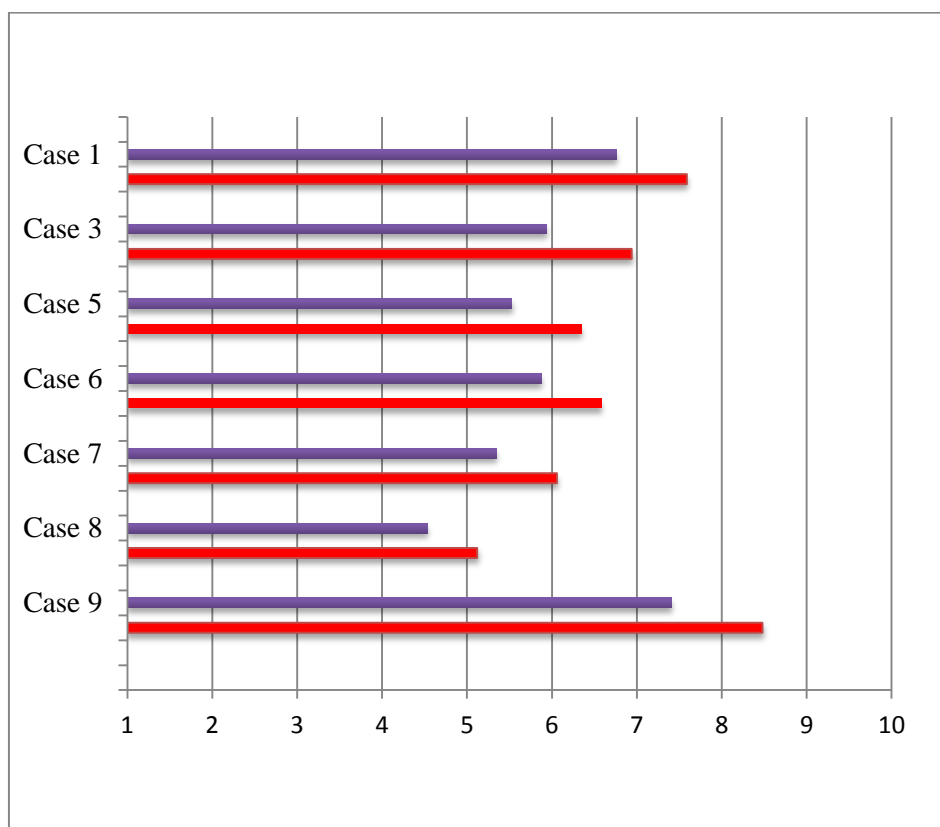
Graph № 7. Comparison of pre-testing and post-testing average score results of each problem case in Sample group.

The table below presents the average scores and the divergence of each case of phonological interference individually in the sample group at the beginning and at the end of the intervention.

	Case 1	Case 3	Case 5	Case 6	Case 7	Case 8	Case 9
SG pre-testing	6.76	5.94	5.53	5.88	5.35	4.53	7.41
SG post-testing	7.59	6.94	6.35	6.59	6.06	5.12	8.48
Divergence	+0.83	+1.0	+0.82	+0.71	+0.71	+0.59	+1.07

Table № 14. Sample group average scores and divergence for each problem case of phonological interference.

Graph 7 and Table 14 show that the participants in the sample group made an improvement of the L2 consonant sounds pronunciation in all the cases studied in the paper. According to the results, the learners made more significant progress in pronunciation of the problem cases 3 and 9. Case 8 does not show sufficient improvement.

Comparison of pre-testing and post-testing results in Control group

The graph and the table below demonstrate the control group´s pre-testing and post-testing results in comparison.
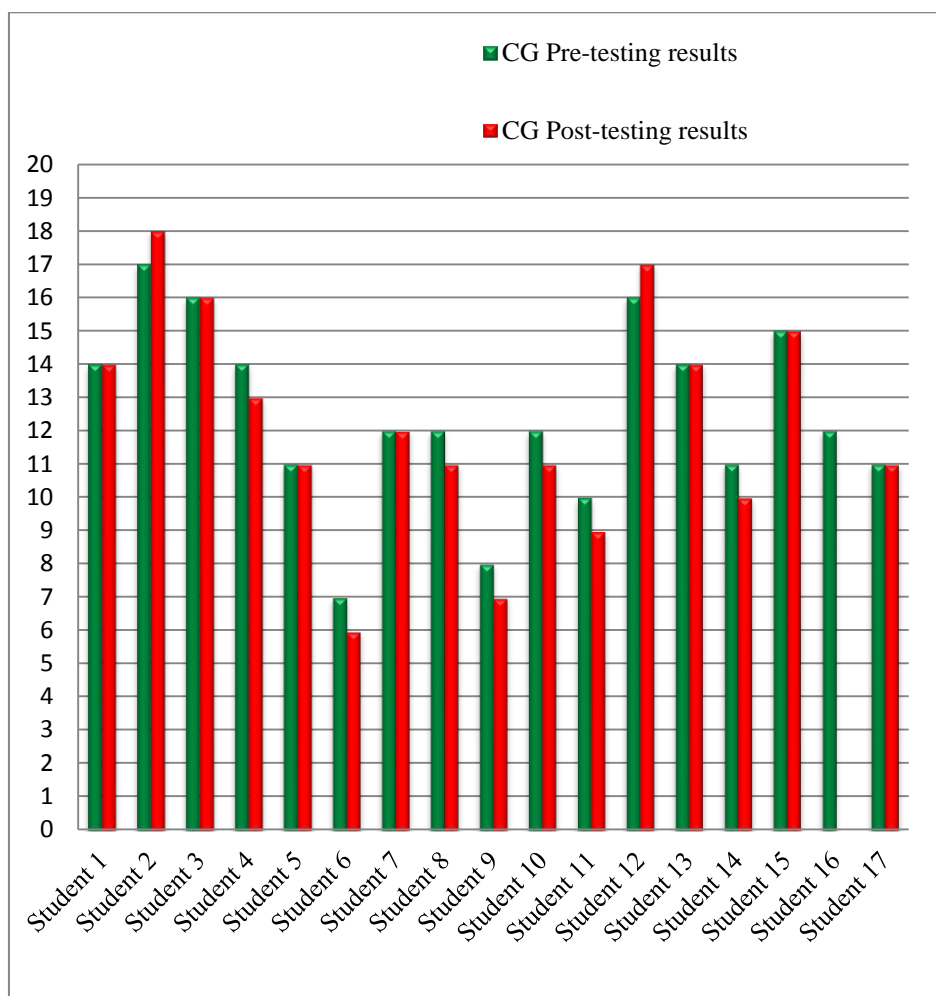
Graph № 8. Control group pre-testing and post-testing results.

Control group	Average score	Divergence
Pre-testing	12.47	
Post-testing	12.19	- 0.28

Table № 15. Comparison of Control group pre-testing and post-testing average score results.

It is necessary to remind that the control group was not exposed to any topic-related pronunciation practice activities and instructions during the intervention. Table 15 demonstrates that the control group´s average score after post-testing is 12.19 points. Therefore, the control group makes evident a slight decrease of 0.28 points in the average score. However, Student 2 and Student 12 slightly improved their pronunciation of the target sounds. The possible reason for their improvement could be the students´ general language aptitude and making a lot of effort to study during the semester. Student 16 did not participate in the post-testing at all due to her constant English class absence. Students 4, 6, 8, 9, 10, 11, 14 had a decrease in their pronunciation. The score of Students 1, 3, 5, 7, 13, 15, 17 did not change.

To conclude here, it is important to state that around half of the participants of the control group experienced a decrease in their pronunciation within the context of the investigation. Other 7 students maintained the same score. Only 2 participants slightly improved their pronunciation due to other factors which are not the subject of the present investigation.

The graph below presents the comparison of the pre-testing and the post-testing results in the control group as regards to each case of phonological interference.
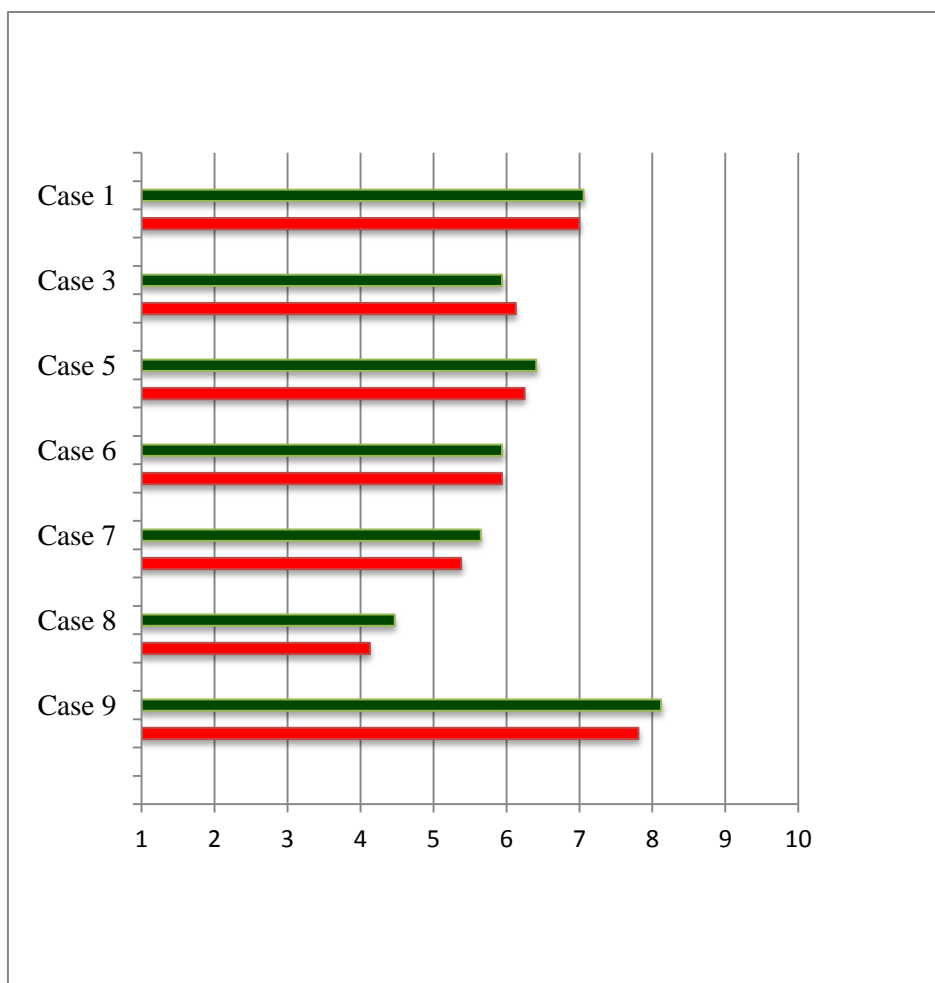
Graph № 9. Comparison of pre-testing and post-testing average score results of each problem case in Control group.

The table below demonstrates the divergence and the average scores of each case of phonological interference individually in the control group at the beginning and at the end of the intervention.

	Case 1	Case 3	Case 5	Case 6	Case 7	Case 8	Case 9
CG pre-testing	7.06	5.94	6.41	5.94	5.65	4.47	8.12
CG post-testing	7.0	6.13	6.25	5.94	5.38	4.13	7.81
Divergence	-0.06	+0.19	-0.16	0.00	-0.27	-0.34	-0.31

Table № 16. Control group average scores and divergence for each problem case of phonological interference.

Graph 9 and Table 16 show that there is a slight decrease in the average score of each case of phonological interference except for Case 2. As for Case 6, it shows neither an improvement nor a decline.

Comparison of the results in Sample group and Control group

Graph 10 below demonstrates the comparison of the average scores obtained by both groups.
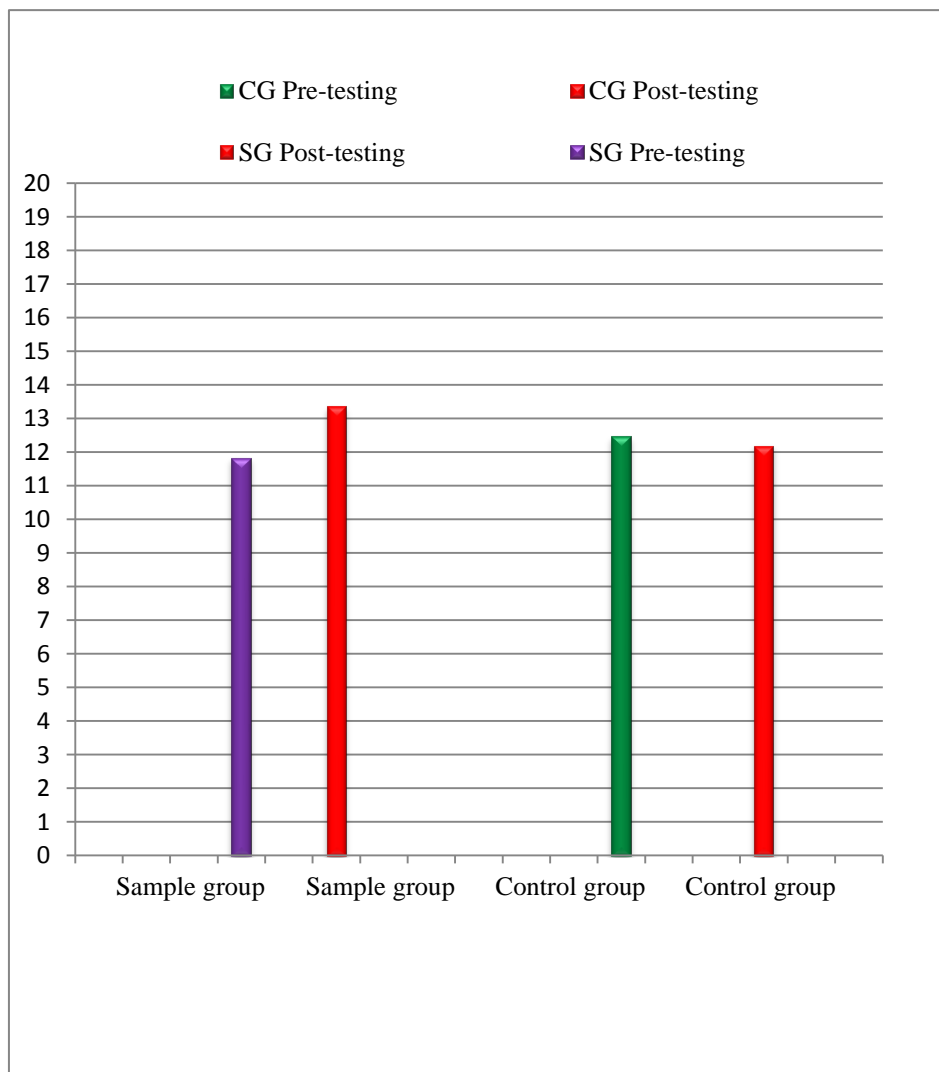
Graph № 10. Comparison of the average scores obtained in Sample group and Control group.

According to the results obtained during the intervention, it is possible to conclude that there is an evident improvement in the pronunciation of the target sounds among the majority of the participants in the sample group after applying the pronunciation practice and instruction. On the contrary, the majority of the participants of the control group did not make any progress in their pronunciation of the target sounds; moreover, some learners had a decrease in the aspect of L2 pronunciation proficiency.

CONCLUSIONS

The purpose of the study was to investigate the possibility of helping Peruvian EFL learners improve the English language consonant sounds pronunciation influenced by the phonological interference of their L1. The cases of phonological interference were selected and analysed in order to perform the intervention within the context of the present investigation.

The issue of the mother tongue influence appeared to be quite serious to the researcher during her teaching experience in Peru. It became obvious that most of the time the learners were not aware of the difficulties they faced when dealing with L2 pronunciation. The negative impact of their native language caused unintelligibility and miscommunication during their oral discourse in English.

It seemed that the learners struggled more when pronouncing the consonant sounds of the language. Therefore, it became reasonable to investigate about a real possibility to help the EFL learners cope with their mother tongue interference over the L2 consonant sounds pronunciation by providing them with a variety of teaching techniques.

In order to fulfill the purpose of the investigation, specific pronunciation practice activities and instruction were applied to deal with the phonemic difficulties that were highlighted in this investigation as some of the most typical ones among Peruvian learners of English.

Thus, during the process of the investigation the following conclusions were formulated:

1) There are nine problem cases of phonological interference selected for the study which are either the examples of phonemic confusion or a practice of applying L1 phonological rules to the L2 sound pronunciation. In most cases the pronunciation problems appeared when the learners were uninformed about the correct sound pronunciation, its articulation, the phonological rules of the English language, and the use of pronunciation features in the speech.

Out of nine cases seven were examined further in the investigation due to the results of the questionnaire.

This part of the investigation allowed the researcher to analyse the phenomenon of phonological interference from different aspects, such as: the reasons for the target sounds mispronunciation, the comparison of the sound systems of L1 and L2, the comparison of the variants of the Spanish language on the level of the sounds pronunciation and so on.

2) The use of the pronunciation practice activities and instruction, applied in the investigation in a group of Peruvian EFL learners with the level of proficiency A2 to B1, facilitated the improvement of the target L2 consonant sounds pronunciation. The results obtained at the end of the intervention demonstrated that the majority of the participants in the sample group made progress in improving the pronunciation of the studied sounds, whereas, more than half of the participants of the control group experienced a regress and the other half did not improve the skill at all.

Therefore, the outcomes showed that the hypothesis of the investigation was proved. The Peruvian EFL learners in the sample group were able to improve their English language consonant sounds pronunciation after having been exposed to practical pronunciation exercises and instruction focused on dealing with the highlighted in the investigation cases of phonological interference of the mother tongue.

The results of the intervention demonstrated that phonological interference of the mother tongue can be successfully dealt with by means of applying appropriate practice in the language classroom. Teaching pronunciation should not be ignored.

3) According to the results, the improvement in pronunciation of the problem cases varies. Case 8 appeared to be the most difficult one for the participants to deal with.

Moreover, there is some inconsistency in pronunciation of the target sounds among several participants. The reason for that is time limit. In order to achieve more stable results in the process of the English pronunciation improvement, it is recommended to dedicate time to the aspect of pronunciation every class on a regular basis.

The outcomes of the intervention give incentives for further investigation towards the improvement of pronunciation proficiency of particular problem cases of phonological interference.

4) Even though it was not the aim of the investigation to prove or disprove the validity of the practical pronunciation exercises and instruction, the results of the intervention demonstrated that the applied exercises and instruction catered for the skill improvement. Therefore, they can be used in the language classroom by a L2 teacher in order to help Peruvian learners deal with the studied in the investigation problem cases of phonological interference of the mother tongue.

Nowadays, any foreign language teacher has an easy access to different technology resources, Internet materials, audiovisual tools, books and so on. These materials and resources can be carefully selected and adjusted to the learners´ demands and necessities, their psychological peculiarities and preferences.

The principal conclusion here is that L2 pronunciation should not be left aside in the language classroom. EFL learners should always be motivated, assisted and provided with appropriate teaching techniques to successfully cope with different pronunciation issues.

5) Helping the learners be aware of the issue of their mother tongue interference over the L2 consonant sounds pronunciation and not only providing them with appropriate exercises facilitated the process of pronunciation proficiency improvement. The learners were observed to be more focused and conscious in making an effort to deal with the discussed issue.

6) Explaining the learners the importance of intelligible and not native-like pronunciation helped to set clear objectives and catered for better motivation from the part of the participants of the investigation.

7) The results of the post-test evaluation demonstrate that nearly every participant improved their pronunciation of non-target sounds, both consonants and vowels. The reason for the improvement was the fact that the target sounds were presented and practiced in the framework of communicative context. As a consequence, the researcher during the intervention briefly explained the pronunciation of non-target sounds (both consonants and vowels) and encouraged the participants to make efforts in improving the their overall pronunciation proficiency. Thus, provided with pronunciation practice and instruction the participants became aware of the significance of intelligible pronunciation not only in the context of the sounds studied in the present investigation but in the framework of overall pronunciation.

The researcher is confident that continuous practice, motivation and teacher's assistance will always cater for productive and proficient foreign language learning process.

RECOMMENDATIONS

The following recommendations for further studies were stated:

1) In order to achieve more reasonable results in pronunciation improvement, it is important to consider both segmental and suprasegmental aspects of the language. The combination of both in the classroom caters for better outcomes and therefore leads to the fulfillment of the goals of communicative approach.

2) Raising foreign language teachers' awareness about the importance of the issue of phonological interference of a mother tongue over L2 pronunciation and providing them with necessary training would be quite useful. It could cater for their own pronunciation improvement and, as a result, could provide the possibility to help learners make progress in dealing with L1 interference.

3) Further studies can be related to the phenomenon of phonological interference from the point of view of such factors as age, the level of language proficiency, exposure to the target language in order to identify the dependence of this phenomenon on one of the factors.

4) The cases 2 and 4 of phonological interference not included in the intervention can be the subject for future investigation. These cases along with the other 7 cases were highlighted in the research as some of the most typical cases of phonological interference of the Spanish

language of Peruvian variant, therefore, Case 2 and Case 4 deserve to be further studied and analysed.

5) The present study was conducted with the group of learners with the level of linguistic proficiency from A2 to B1 (Common European Framework of References), it is possible to state that every participant of the investigation faced the mentioned problem. The issue of phonological interference of a mother tongue over the L2 pronunciation takes place among Peruvian EFL learners regardless of their level of linguistic proficiency.

Therefore, further investigations can be dedicated to the extent of phonological interference of L1 over the L2 pronunciation among Peruvian learners in the context of the participants with more advanced levels of linguistic proficiency. Moreover, the research can embrace different aspects of pronunciation. All in all, the expanse for further studies is broad.

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ANNEXES

Annex 1.
Questionnaire.

Instructions to the respondents: Please read the cases of phonological interference of a mother tongue over the English language consonant sounds pronunciation that Peruvian EFL learners usually deal with. Please note that the given sentence examples for each case are just referential, you can think of more examples.

Question: To what extent does each case of phonological interference impede meaningful communication between a Peruvian learner of the English language and a recipient? (put a cross in a box below).

1. Replacing palato-alveolar fricative /ʃ/ with palato-alveolar affricate /tʃ/.

Example 1. Coca Cola supplies with materials, ingredients, machinery…
Example 2. This research shows that the number of the company's shareholders is increasing.
Example 3. She shares power with her three brothers.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who replaces the sound /ʃ/ with the sound /tʃ/.

2. Replacing the fricative labio-dental sound /v/ with the plosive/stop bilabial phoneme /b/.

Example 1. Natura gives money to its employees.
Example 2. They have ten international boutiques.
Example 3. First, she travelled to various places…

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who replaces the sound /v/ with the phoneme /b/.

3. Devoicing the voiced alveolar fricative sound /z/ to the voiceless alveolar fricative sound /s/ in an intervocalic/ word-initial position.

Example 1. One example of the benefits is that it attracts more employees…
Example 2. They take holistic approach using responsibility of purchasing practices.
Example 3. He is an executive vice president of the company.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who devoices the sound /z/ in between the vowels.

4. Adding the neutral sound /ə/ at the beginning of the words that starts with consonant clusters, for example, /sp/, /st/, /sm/, /sl/, /sk/, /sw/, /sn/.

Example 1. They get this information from statistical studies.
Example 2. This behavior can make it less appealing to their stakeholders.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person adds the neutral sound /ə/

5. Replacing palatal semi-vowel / glide /j/ with palato-alveolar fricative /ʒ/ or palato-alveolar affricate /dʒ/ in utterance/word -initial position.

Example 1. Yellow colour is used by Inca Cola to represent Peru.
Example 2. It was a small bank but within the years it started to grow.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who replaces the sound /j/ with sound /jz/.

6. Replacing the palato-alveolar affricate /dʒ/ with palato-alveolar fricative /ʒ/.

Example 1. It is divided into two stages.
Example 2. They use information about approximate age of people who consume their products.
Example 3. He is in charge of the development and franchising department.
Example 4. The amount of alcoholic beverages sold last year was gradually increasing.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who replaces the sound /dʒ/ with the sound /ʒ/.

7. Eliminating bilabial consonant sounds /m/, /p/, /b/, and a labio-dental consonant sound /v/ after a vowel at the end of the word.

Example 1. In 1985 (nineteen eighty five) Bacchus company ….
Example 2. I would like to report about different types of market research.
Example 3. Suppliers should comply with company safety requirements at the time of products delivery.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who eliminates a bilabial consonant sound after a vowel at the end of the word.

8. Devoicing a voiced consonant sound at the end of the word.

Example 1. Inca Cola combined the Peruvian culture and the food.
Example 2. His head office is located in Ica, Peru.
Example 3. They sell drugs to many countries.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who devoices a voiced consonant at the end of the word.

9. Replacing voiced dental fricative /ð/ with the sound /d/ and unvoiced dental fricative /θ/ with the sound /t/ or /f/.

Example 1. Another advantage of quality products is …
Example 2. He shared the power with his three brothers.
Example 3. Their mission is to be different from other chocolatiers.

In most cases it is difficult to understand the speaker.	Sometimes, but the meaning can be deduced from the context.	It is always easy to understand a person who replaces the sound /ð/ with the sound /d/ and the sound /θ/ with the sound /t/ or /f/.

The International Phonetic Alphabet

The table contains the phonemes of the English language. The IPA symbols are used in the modern dictionaries for English learners.

iː READ	**ɪ** SIT	**ʊ** BOOK	**uː** TOO	**ɪə** HERE	**eɪ** DAY	
e MEN	**ə** AMERICA	**ɜː** WORD	**ɔɪ** SORT	**ʊə** TOUR	**ɔɪ** BOY	**əʊ** GO
æ CAT	**ʌ** BUT	**ɑː** PART	**ɒ** NOT	**eə** WEAR	**aɪ** MY	**aʊ** HOW
p PIG	**b** BED	**t** TIME	**d** DO	**tʃ** CHURCH	**dʒ** JUDGE	**k** KILO	**g** GO
f FIVE	**v** VERY	**θ** THINK	**ð** THE	**s** SIX	**z** ZOO	**ʃ** SHORT	**ʒ** CASUAL
m MILK	**n** NO	**ŋ** SING	**h** HELLO	**l** LIVE	**r** READ	**w** WINDOW	**j** YES

Instructions: Teacher listens to the students´ answers. Teacher marks ✓ for a correct answer and X for a wrong answer.

1. Evaluating the pronunciation of the sound /ʃ/. (Case 1. Replacing palato-alveolar fricative /ʃ/ with palato-alveolar affricate /tʃ/.

- Instructions: Teacher tells the student: "Please read the phrases out loud". (10 points)

Student reads aloud:	Marks
1. All our food is fre<u>sh</u> and we serve deli<u>ci</u>ous interna<u>ti</u>onal spe<u>ci</u>alities.	__ __ __ __
2. Are there <u>sh</u>ops in Ru<u>ssi</u>a where you can pay ca<u>sh</u>?	__ __ __
3. This is a very spe<u>ci</u>al pronuncia<u>ti</u>on ma<u>ch</u>ine.	__ __ __
Total	

2. Evaluating the pronunciation of the sound /z/ in an intervocalic/ word-initial position. (Case 3. Devoicing the voiced alveolar fricative sound /z/ to the voiceless alveolar fricative sound /s/ in an intervocalic/ word-initial position.).

- Instructions: Teacher tells the student: "Please read the words aloud". (10 points)

Student reads aloud:	Marks	Student reads aloud:	Marks
1. pre<u>s</u>ident		6. ea<u>s</u>y	
2. sci<u>ss</u>ors		7. i<u>s</u>n´t	
3. <u>z</u>oo		8. ro<u>s</u>es	
4. <u>z</u>ero		9. mu<u>s</u>eum	
5. mu<u>s</u>ic		10.u<u>s</u>ing	
Total			

3. Evaluating the sound /j/ in utterance/word -initial position. (Case 5. Replacing palatal semi-vowel / glide /j/ with palato-alveolar fricative /ʒ/ or palato-alveolar affricate /dʒ/ in utterance/word -initial position).

- Instructions: Teacher tells the student: "Please read the words aloud". (10 points).

Student reads aloud:	Marks	Student reads aloud:	Marks
1. yes		6. years	
2. yellow		7. young	
3. yesterday		8. university	
4. using		9. yogurt	
5. yet		10. union	
Total			

4. Evaluating the pronunciation of the sound /dʒ/. (Case 6. Replacing the palato-alveolar affricate /dʒ/ with palato-alveolar fricative /ʒ/).

- Instructions: Teacher tells the student: "Please read the phrases out loud". (10 points)

Student reads aloud:	Marks
1. Languages are a bridge between people.	__ __
2. Who´s wearing a blue jacket and jeans?	__ __ _
3. Jack started his job as a General Officer in January.	__ __ __ __
4. At what age are you allowed to fly a jet?	__ __
Total	

5. Evaluating the pronunciation of bilabial consonant sounds /m/, /p/, /b/, and a labio-dental consonant sound /v/ after a vowel at the end of the word. (Case 7. Eliminating bilabial and a labio-dental consonant sounds after a vowel at the end of the word).

- Instructions: Teacher tells the student: "Please read the words aloud". (10 points).

Student reads aloud:	Marks	Student reads aloud:	Marks
1. na<u>me</u>		6. ga<u>me</u>	
2. fi<u>ve</u>		7. tri<u>be</u>	
3. ti<u>me</u>		8. hi<u>ve</u>	
4. ty<u>pe</u>		9. jo<u>b</u>	
5. sa<u>me</u>		10. chea<u>p</u>	
Total			

6. Evaluating the pronunciation of a voiced consonant sound at the end of the word. (Case 8. Devoicing a voiced consonant sound at the end of the word).

- Instructions: Teacher tells the student: "Please read the words and word combinations aloud". (10 points).

Student reads aloud:	Marks	Student reads aloud:	Marks
1. the end of the roa<u>d</u>		6. hea<u>d</u>	
2. packing my ba<u>gs</u>		7. ma<u>d</u>	
3.writing on the boar<u>d</u>		8. sno<u>b</u>	
4. to buy your foo<u>d</u>		9. Ro<u>b</u>	
5. bi<u>g</u>		10. do<u>g</u>	
Total			

7. Evaluating the pronunciation of the sounds /ð/ and /θ/. (Case 9. Replacing voiced dental fricative /ð/ with the sound /d/ and unvoiced dental fricative /θ/ with the sound /t/ or /f/.

- Instructions: Teacher tells the student: "Please read the words aloud". (10 points).

Student reads aloud:		Student reads aloud:	Marks
1. <u>th</u>is		6. <u>th</u>anks	
2. mo<u>th</u>er		7. <u>th</u>ree	
3. toge<u>th</u>er		8. bir<u>th</u>day	
4. <u>th</u>ey		9. <u>Th</u>ursday	
5. o<u>th</u>er		10. mon<u>th</u>	
Total			

Annex 4.

Transcription of the oral pre-test/ post-test evaluation material.

All the correct answers were highlighted with a pink marker; all the wrong answers were circled in red.

The images of each task were taken from pre-testing and post-testing copies in order to be compared.

Sample 1. Student 4. Pre-test score – 8 points; post-test score – 11 points.

<u>Comments on the comparison, Task 1</u>: As it can be observed from the images below, in Task 1 Student 4 improved the pronunciation of the palato-alveolar fricative sound /ʃ/ from 4 points to 6 points. The target sound was pronounced correctly in the words *Ru<u>ssi</u>a*, *pronuncia<u>ti</u>on*.

Moreover, the pronunciation of some non-target in this particular task sounds became significantly better, for instance, *foo<u>d</u>* (the final voiced consonant sound), *c<u>a</u>sh* (the vowel sound), *c<u>a</u>n* (the vowel sound), the pronunciation of the articles *<u>a</u>* and *<u>the</u>*.

Sample 1. Task 1. Pre-test.

Teacher's sheet.
Pre-test. Sample 1. *Student 4.*

1. Evaluating the pronunciation of the sound /ʃ/. (Case 1. Replacing palato-alveolar fricative /ʃ/ with palato-alveolar affricate /tʃ/.

(10 points)

Student reads aloud:	Marks
1. All our food is fresh and we serve delicious international specialities.	✓ ✓ ✗ ✓
2. Are there shops in Russia where you can pay cash?	✗ ✗ ✗
3. This is a very special pronunciation machine.	✓ ✗ ✗
Total 4 points	

① / ɔl `aur `fut is `freʃ ən wi `sɔb dəˈliʃɔs intərˈnatʃɪɔnal əˈspeʃialitis /

② / ar zə tʃɔps in `rʌtʃə wer dʒu `kʌn `pei kʌtʃ /

③ / ðis is a `beri əˈspeʃial prɔnʌnsieitʃɔn matʃin /

Sample 1. Task 1. Post-test.

Teacher's sheet.
Post-test. Sample 1. *Student 4*

1. Evaluating the pronunciation of the sound /ʃ/. (Case 1. Replacing palato-alveolar fricative /ʃ/ with palato-alveolar affricate /tʃ/.

(10 points)

Student reads aloud:	Marks
1. This is a very special pronunciation machine.	✓ ✓ ✗
2. All our food is fresh and we serve delicious international specialities.	✓ ✓ ✗ ✓
3. Are there shops in Russia where you can pay cash?	✗ ✓ ✗
Total 6 points	

① / ðis is ə `beri əˈspeʃəl prɔnunsieiʃən matʃin /

② / ɔl `auər `fud is `freʃ ən wi `s3ɛb dəˈliʃɔs internætʃinal espeʃəltis /

③ / ar ðeər tʃɔps in `rʌʃə wer ʒu `kæn `pei kætʃ /

Comments on the comparison, Task 2: The pronunciation of the sound /z/ in an intervocalic/ word-initial position was also improved from 4 to 6 points: *pre<u>s</u>ident, ea<u>s</u>y, mu<u>s</u>ic*. As for the sound /z/ in <u>z</u>oo, the word was pronounced correctly in pre-test, however, in post-test the participant devoiced it to /s/. On the other hand, Student 4 made progress in overall pronunciation of some non-target sounds: *presiden<u>t, isn't,</u> scissor<u>s</u>* (final consonant sound), *ea<u>s</u>y* (long vowel sound).

Sample 1. Task 2. Pre-test.

Sample 1. Task 2. Post-test.

Comments on the comparison, Task 3: The pronunciation of the semi-vowel/ glide sound /j/ in utterance/word -initial position was improved from 3 points to 5 points: _yet, yes, young_. As for the sound /j/ in _yogurt,_ in post-test it was pronounced as palato-alveolar fricative /ʒ/. However, generally Student 4 made some progress in pronunciation of both target and some non-target vowel and consonant sounds. For instance, in such words as _using, young_ (there is a tendency to pronounce the voiced velar nasal consonant sound /ŋ/); _young, university_ (vowels_).

Sample 1. Task 3. Pre-test.

Sample 1. Task 3. Post-test.

<u>Comments on the comparison, Task 4</u>: The pronunciation of the palato-alveolar affricate /dʒ/ was improved from 4 points to 5 points. Student 4 was able to make progress in pronouncing the sound /dʒ/ correctly in initial position of the most words: <u>J</u>ack, <u>j</u>ob, <u>J</u>anuary, <u>j</u>et, <u>j</u>acket, however, the situation did not change with the target sound in the middle of the word: a<u>g</u>e, langua<u>g</u>es, bri<u>dg</u>e. On the other hand, some non-target sounds were pronounced correctly: jo<u>b</u> (the final voiced consonant), jean<u>s</u> (there is a tendency to articulate the final consonant sounds, however, not quite voiced yet).

Sample 1. Task 4. Pre-test.

Sample 1. Task 4. Post-test.

<u>Comments on the comparison, Task 5</u>: Student 4 improved the score from 3 points to 4 points and demonstrated the correct pronunciation of some bilabial consonant sounds and a labio-dental consonant sound in the following words: *type, cheap, job, game*. The pronunciation of the target sound in the word *five* improved slightly (there is a tendency to articulate the labio-dental consonant sound /v/ at the end of the word).

Sample 1. Task 5. Pre-test.

Sample 1. Task 5. Post-test.

<u>Comments on the comparison, Task 6</u>: The pronunciation of a voiced consonant sound at the end of the word improved from 3 points to 4 points. The sound /d/ was pronounced correctly in *food, board, road, mad*. As for the pronunciation of such voiced consonants as /g/ and /b/ at the end of the word, Student 4 did not demonstrate any improvement in this particular task, however, in the previous examples the sound /b/ was pronounced correctly: as in *job* (Tasks 4 and 5). Moreover, it can be observed that the pronunciation of some non-target sounds was also improved: *mad, packing, writing, the*.

Sample 1. Task 6. Pre-test.

Sample 1. Task 6. Post-test.

Comments on the comparison, Task 7: The pronunciation of the target sounds improved from 6 points to 8 points. As for the voiced dental fricative /ð/, almost in all the words given in the task the sound was pronounced correctly: *together, mother, they, this, other*. As for the unvoiced dental fricative /θ/, almost in all the words given in the task the sound was pronounced correctly: *thanks, three, Thursday*. Moreover, the pronunciation of some non-target sounds was also improved: *month, mother three, birthday*.

Sample 1. Task 7. Pre-test.

Sample 1. Task 7. Post-test

Sample 2. Student 5. Pre-test score – 11 points; post-test score – 13 points.

<u>Comments on comparison, Task 1</u>: Student 5 did not improve the pronunciation of the target sound number wise. In pre-test the participant pronounced the palato-alveolar fricative /ʃ/ in the word *Russia* correctly, but in post-test the sound was replaced with palato-alveolar affricate /tʃ/. On the other hand, the sound /ʃ/ was pronounced correctly in post-test word *cash*. Moreover, the pre-test demonstrates that the pronunciation of some non-target sounds improved: *food* (voiced consonant sound), *very* (labio-dental consonant sound), *you* (semi-vowel/glide) *pronunciation* (vowel sounds), *there, where* (diphthongs).

Sample 2. Task 1. Pre-test.

Sample 2. Task 1. Post-test.

<u>Comments on the comparison, Task 2</u>: Student 5 improved the pronunciation of the target sound from 6 point to 7 points. The voiced alveolar fricative sound /z/ in an intervocalic position was pronounced correctly in post-testing in the following words: *easy, using, roses, museum, president, isn't, music*. However, the participant continued replacing the target sound with the voiceless alveolar fricative /s/ in word-initial position: *zoo, zero.*

Sample 2. Task 2. Pre-test.

Sample 2. Task 2. Post-test.

Comments on the comparison, Task 3: Student 5 improved the pronunciation of the target sound from 5 points to 6 points. The semi-vowel glide was pronounced correctly in the following words: *yes, yet, yellow, university, young, union.* Moreover, the pronunciation of some non-target sounds was also improved: *using, young,*

Sample 2. Task 3. Pre-test.

Sample 2. Task 3. Post-test.

Comments on the comparison, Task 4: Student 5 did not improve the pronunciation of the target sound number wise. However, it can be observed from the image below that in post-testing the palato-alveolar affricate /dʒ/ in the word *age* was pronounced correctly. On the other hand, the sound in the word *jet* was correct in pre-test but in post-test the participant replaced in with the palato-alveolar fricative /ʒ/. Nevertheless, the pronunciation of some non-target sounds was improved: *J<u>a</u>ck, j<u>a</u>cket, jo<u>b</u>, Janu<u>a</u>ry*.

Sample 2. Task 4. Pre-test.

Sample 2. Task 4. Post-test.

<u>Comments on the comparison, Task 5:</u> Student 5 did not improve the pronunciation of the target sound number wise. However, it can be observed that the target sound in the word *job* was pronounced correctly in this particular task and in almost all the tasks in post-testing whenever this word appeared. Moreover, in the word *cheap* the participant improved the pronunciation of the non-target sound - long vowel /i:/, and in the word *job* – the final voiced consonant sound.

Sample 2. Task 5. Pre-test.

Sample 2. Task 5. Post-test.

<u>Comments on the comparison, Task 6</u>: Student 5 maintained the same number of points in this particular task after post-testing. However, it can be observed that there is a tendency for improvement of some voiced consonant sounds pronunciation at the end of the word: *board, bags, mad, Rob, food* (this word was also pronounced correctly in Task 1). The word *job* did not appear in this particular Task, however, containing a final voiced consonant sound this word can be referred to as to one of the improvements of the pronunciation of a voiced consonant sound of the participant.

Sample 2. Task 6. Pre-test.

Sample 2. Task 6. Post-test.

Comments on the comparison, Task 7: Student 5 improved the pronunciation of the target sounds from 7 points to 9 points. The voiced dental fricative /ð/ was pronounced correctly in all the given words. On the other hand, the unvoiced dental fricative /θ/ was once replaced by the participant. In addition, the improvement of some non-target sounds was also noticed: m*o*ther, th*a*nks, m*o*nth, thr*ee*, *o*ther.

Sample 2. Task 7. Pre-test.

7. Evaluating the pronunciation of the sounds /ð/ and /θ/.(Case 9. Replacing voiced dental fricative /ð/ with the sound /d/ and unvoiced dental fricative /θ/ with the sound /t/ or /f/.

(10 points)

Student reads aloud:		Student reads aloud:	Marks
1. this	✓	6. thanks	✓
2. mother	✓	7. three	✓
3. together	✓	8. birthday	X
4. they	✓	9. Thursday	X
5. other	✓	10. month	X
Total 7 points			

Sample 2. Task 7. Post-test.

7. Evaluating the pronunciation of the sounds /ð/ and /θ/.(Case 9. Replacing voiced dental fricative /ð/ with the sound /d/ and unvoiced dental fricative /θ/ with the sound /t/ or /f/.

(10 points)

Student reads aloud:		Student reads aloud:	Marks
1. together	✓	6. this	✓
2. mother	✓	7. three	✓
3. birthday	✓	8. other	✓
4. they	✓	9. Thursday	✓
5. thanks	✓	10. month	X
Total 9 points			

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Annex 5.

English language consonant sounds pronunciation evaluation rubric.

4 - Almost error-free	3-Occasional errors	2 – Frequent errors	1 –Mostly incomprehensible
1) Replacing the palato-alveolar fricative /ʃ/ with the palato-alveolar affricate /tʃ/.			
Almost no replacing, genuine effort to sound like native speaker	Occasional replacing, generally comprehensible, makes an effort	Makes major errors in pronunciation of the sound, phonetically incorrect	Makes no effort, mostly incomprehensible
3) Devoicing the voiced alveolar fricative sound /z/ to the voiceless alveolar fricative sound /s/ in an intervocalic/ word-initial position.			
No devoicing of the sound, phonetically correct	Minor errors in the sound pronunciation, can be understood in the target language, makes an effort	Frequent cases of devoicing of the sound, which in most cases causes incomprehensibility	Makes no effort, mostly incomprehensible
5) Replacing the palatal semi-vowel / glide /j/ with the palato-alveolar fricative /ʒ/ or palato-alveolar affricate /dʒ/ in utterance/word -initial position.			
Almost no replacing, phonetically correct	Some sound replacing, understandable, makes an effort	Phonetically incorrect pronunciation of the sound, has some interference from Spanish	Makes no effort, mostly incomprehensible
6). Replacing the palato-alveolar affricate /dʒ/ with the palato-alveolar fricative /ʒ/.			
Easy to understand what is being said, no sound replacing	Replaces the sound occasionally, but generally comprehensible	Frequent replacing of the sound, evident phonetic interference of the mother tongue	Makes no effort, mostly incomprehensible

7) Eliminating bilabial and labio-dental consonant sounds after a vowel at the end of the word.			
No elimination of the sound, the utterances and words are easy to understand	Some elimination of the sounds, understandable, makes an effort	Repeated elimination of the sound, evident mother tongue interference	Makes no effort, mostly incomprehensible

8) Devoicing a voiced consonant sound at the end of the word.			
Genuine effort to sound like a native speaker, no devoicing of the sound	Occasional devoicing of the sounds, can be understood in the target language	Mostly devoices the sound, which interferes with comprehensibility	Makes no effort, mostly incomprehensible

9) Replacing the voiced dental fricative /ð/ with the voiced alveolar stop /d/; replacing the voiceless dental fricative /θ/ with the voiceless alveolar stop /t/ or labio-dental fricative or /f/.			
No sound replacing, phonetically correct pronunciation	Some replacing of the sounds, but generally comprehensible	Frequent sound replacing, uses Spanish pronunciation to speak the target language	Makes no effort, mostly incomprehensible

Annex 6.

Power Point Presentation material for Case 9: Replacing the sound /ð/ with the sound /d/ and the sound /θ/ with the sound /t/ or /f/.

Slide 1.

Slide 2.

Slide 5.

Slide 6.

Slide 7.

Watch the video.
Practice the pronunciation of the TH sounds.

Are there any sounds in your language that you pronounce similarly?
Share your ideas with the partner.

https://www.youtube.com/watch?v=Ag4qoNzEH4w&index=1&list=PLwTONrxxfK
EZ-UepDoo_xO_qrqTrKIuDX

Slide 8.

Pronunciation DAY 1   Handout 1, Ex. 3:

1. Listen to the words with the /θ/ again and practice saying the words.
Work with your partners.

/θ/ thin, thanks, thirty, theatre, thumb, Thursday, thirsty, three,
both, month, north, south, birthday

2. Look at the pictures . What are the words for the pictures?
Share your ideas with your partners.

1   thumb

2   thirsty

3   thin

4   mouth

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Slide 9.

Handout 1, Ex. 4:

Listen and say these sentences:

1. I thought April the twelfth was a Tuesday, but it's a Thursday.

2. A. I've got three birthdays this month.
   B. Three birthdays? What do you mean?
   A. My wife's, my son's and my daughter's.

3. It's thirteen degrees in the north, and thirty in the south.

Slide 10.

Pronunciation DAY 1

Handout 1, Ex. 5:

1. Listen to the words with the /ð/ sound again and practice saying the words. Work with your partners.

/ð/ this, that, these, those, then, they, father, mother, brother, other, together, weather, without, breathe, with
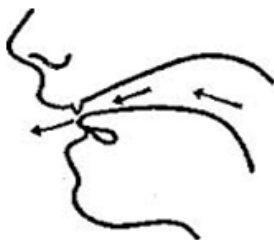
2. Look at the pictures . What are the words for the pictures? Share your ideas with your partners.

1 together

2 weather

3 breathe

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Slide 11.

Handout 1, Ex. 6:

Listen and say these sentences:

1. A. Can I have one of <u>those</u>, please?
   B. <u>These</u>?
   A. No, <u>the</u> o<u>thers</u>, over <u>there</u>.

2. A. Two coffees, please.
   B. Wi<u>th</u> milk?
   A. One wi<u>th</u>, and one wi<u>th</u>out.

Slide 12

Handout 1, Ex. 7:

Listen. Which words have /θ/, and which words have /ð/?

1. What are you <u>thinking</u> about?
2. Can I have <u>another</u>?
3. Are you good at <u>maths</u>?
4. Where is <u>the</u> <u>bathroom</u>?
5. What are <u>those</u> <u>things</u> over <u>there</u>? Is the plural of "<u>tooth</u>" "<u>teeth</u>"?
6. Is today the <u>fourth</u> or the <u>fifth</u>?

Slide 13.

Handout 2, Ex. 1:

The sound /θ/ is sometimes confused with the sound /t/.
Practice saying these sounds

/θ/

/t/

1   2

/θ/versus/t/

Slide 14.

Pronunciation DAY 2

Handout 2, Ex. 2, 3, 4, 5:

Ex.2. Watch the video. Minimal pairs with /θ/ and /t/ sounds .
Underline the sound /θ/.

thank – tank	tenth – tent	thin – tin
thorn – torn	faith – fate	thigh – tie
three – tree	with - wit	oath – oat

Ex.3. Listen and repeat. Work in pairs.

Ex. 4. Which word do you hear? Circle the word you hear. Work in pairs.

Ex. 5. Words and phrases with /θ/ and /t/ sounds. Listen and repeat.
Underline the sound /θ/. Work in pairs. Make short sentences with the words.

http://www.youtube.com/watch?v=ewQyUi4QvC0,

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Pronunciation DAY 2

Handout 2, Ex. 6:

Listen to the tongue twister. Underline the sound /θ/.
Practice saying the tongue twister.

I <u>th</u>ought, I <u>th</u>ought of <u>th</u>inking of <u>th</u>anking you.

Slide 16.

Pronunciation DAY 2

Handout 2, Ex. 7:

The sound /ð/ is sometimes confused with the sound /d/.
Practice saying these sounds.

[d]

/ð/ versus /d/

Slide 17.

Pronunciation DAY 2

Handout 2, Ex. 8, 9, 10,11:

Ex.8. Watch the video. Minimal pairs with /ð/ and /d/ sounds .
Underline the sound /ð/ .

<u>th</u>ey- day	<u>th</u>an – Dan
<u>th</u>eir/ <u>th</u>ere/ <u>th</u>ey´re – dare	wor<u>th</u>y – wordy
<u>th</u>ose – doze	brea<u>th</u>e – breed

Ex. 9. Listen again and repeat. Work in pairs.

Ex. 10. Words and phrases with /ð/ and /d/ sounds. Listen and repeat.
Underline the sound /ð/. Work in pairs.

Ex. 11. Mini dictation. Write the word you hear.
Check the answers with your partner.

Slide 18.

Pronunciation DAY 2

Handout 2, Ex. 12:

Listen to the tongue twister. Underline the sound /ð/.
Practice saying the tongue twister.

Whe<u>th</u>er the wea<u>th</u>er be fine
Or whe<u>th</u>er the wea<u>th</u>er be not,
Whe<u>th</u>er the wea<u>th</u>er be cold
Or whe<u>th</u>er the wea<u>th</u>er be hot.

Slide 19.

Handout 2, Ex. 13:

Listen and complete the sentences.

1. The ___weather___ will be fine for ___the___ next ___three___ days. ___Then___ on ___Thursday___ , ___there___ 'll be some rain in the ___north___ . The ___south___ will be dry and sunny , but only about ___thirteen___ degrees.

2. A. I'm thinking of going to the ___theatre___ tonight.

   B. Me too! Let's ___both___ go ___together___ !

3. A. ___These___ are my ___mother___ and ___father___ , about ___thirty___ years ago. And ___this___ is my older ___brother___ - he was about ___three___ years old.

   B. And ___the___ baby- is ___that___ you?

   A. Yes, ___that___ 's me, ___with___ my ___thumb___ in my ___mouth___ !

Slide 20.

Handout 2, Ex. 14:

1. Work in pairs. Ask about the relationship of the people in the Family Tree.

Example:

A: Who´s Keith´s mother?

B: Keith´s mother is Agatha.

The Family Tree.
/θ versus /ð/

Jonathan ♂ + Cynthia ♀

Matthew ♂ + Catherine♀   Timothy ♂ + Agatha ♀

Anthony ♂ | Thad ♂ | Garth ♂ | Ethel ♀   Keith ♂ | Meredith ♀ | Ruth♀ | Beth ♀
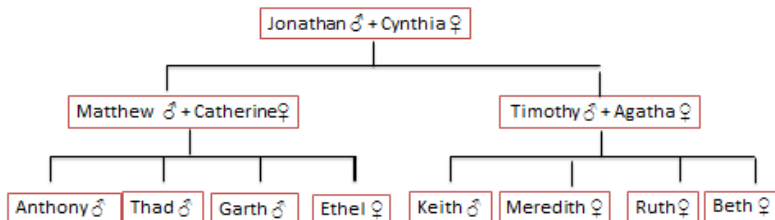
2. On a sheet of paper, complete your family tree, going back as far as your grandparents. Then tell your partner about your family.

Annex 7.

Student´s Handouts 1 and 2 for the PPP material for Case 9. Replacing the sound /ð/ with the sound /d/ and the sound /θ/ with the sound /t/ or /f/.

<u>Handout 1. Pronunciation of the TH consonant sounds /θ/ and /ð/.</u>

Exercise 1. Listen. A lot of English words are spelt with "th". These letters are pronounced /θ/ and /ð/.

/θ/   <u>th</u>in, <u>th</u>anks, <u>th</u>irty, <u>th</u>eatre, <u>th</u>umb, <u>Th</u>ursday, <u>th</u>irsty, <u>th</u>ree, bo<u>th</u>, mon<u>th</u>, nor<u>th</u>, sou<u>th</u>, bir<u>th</u>day;

/ð/   <u>th</u>is, <u>th</u>at, <u>th</u>ese, <u>th</u>ose, <u>th</u>en, <u>th</u>ey, fa<u>th</u>er, mo<u>th</u>er, bro<u>th</u>er, o<u>th</u>er, toge<u>th</u>er, wea<u>th</u>er, wi<u>th</u>out, brea<u>th</u>e, wi<u>th</u>.

Exercise 2. To make these sounds follow the steps:

Picture 1.
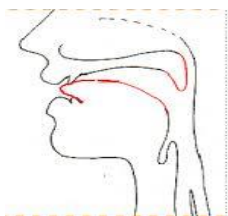
Interdental

θ, ð

- Step 1. Look at Picture 1. Place the tip of the tongue between the upper and lower front teeth.

Picture 2.

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- Step 2. You can also place your finger in front of your mouth and touch it with your tongue, like in Picture 2.

Picture 3.

/θ/

- Step 3. Push the air through trying to make a hissing sound. There is no voicing (vibration from the throat). This will result in /θ/ as in "thin".

Picture 4.

/ð/

- Step 4. Now push the air through making the "buzzing" noise. There is voicing (vibration from the throat). This will result in /ð/ as in "that". You can put your hand on your throat and feel the vibration of your vocal cords.

With the sound /ð/ you use your voice.
With /θ/ you do not use your voice.

Exercise 3. Practice the sound /θ/. Listen to the words from exercise 1 and practice saying the words. Work in pairs.

/θ/   <u>th</u>in, <u>th</u>anks, <u>th</u>irty, <u>th</u>eatre, <u>th</u>umb, <u>Th</u>ursday, <u>th</u>irsty, <u>th</u>ree,
     bo<u>th</u>, mon<u>th</u>, nor<u>th</u>, sou<u>th</u>, bir<u>th</u>day.

Exercise 4. Listen and say these sentences:

1.   I <u>th</u>ought April the twelf<u>th</u> was a Tuesday, but it´s a <u>Th</u>ursday.
2.   A. I´ve got <u>th</u>ree birthdays this month.
         B. <u>Th</u>ree bir<u>th</u>days? What do you mean?
         A. My wife´s, my son´s and my daughter´s.
3.   It´s <u>th</u>irteen degrees in the nor<u>th</u>, and thirty in the sou<u>th</u>.

Exercise 5. Practice the sound /ð/. Listen to the words from exercise 1 and practice saying the words. Work in pairs.

/ð/   <u>th</u>is, <u>th</u>at, <u>th</u>ese, <u>th</u>ose, <u>th</u>en, <u>th</u>ey, fa<u>th</u>er, mo<u>th</u>er, bro<u>th</u>er,
     o<u>th</u>er, toge<u>th</u>er, wea<u>th</u>er, wi<u>th</u>out, brea<u>th</u>e, wi<u>th</u>

Exercise 6. Listen and say these sentences:

1.   A. Can I have one of <u>th</u>ose, please?
         B. <u>Th</u>ese?
         A. No, <u>th</u>e o<u>th</u>ers, over <u>th</u>ere.
2.   A. Two coffees, please.
         B. Wi<u>th</u> milk?
         A. One wi<u>th</u>, and one wi<u>th</u>out.

Exercise 7. Listen. Which words have /θ/, and which words have /ð/?

1. What are you <u>th</u>inking about?
2. Can I have ano<u>th</u>er?
3. Are you good at ma<u>th</u>s?
4. Where is <u>th</u>e ba<u>th</u>room?
5. What are <u>th</u>ose <u>th</u>ings over <u>th</u>ere? Is the plural of "<u>th</u>ooth" "<u>th</u>eeth"?
6. Is today the four<u>th</u> or the fif<u>th</u>?

words with θ/   words with /ð/

_____   _____

_____   _____

_____   _____

_____   _____

_____

_____

_____

_____

Handout 2. Pronunciation of the TH consonant sounds /θ/ and /ð/.

Exercise 1. The sound /θ/ is sometimes confused with the sound /t/.   Practice saying these sounds.

/θ/   **/t/**

/θ/versus/t/
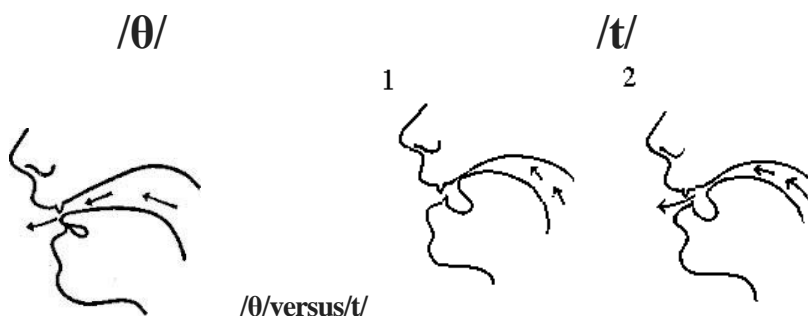
Exercise 2. Minimal pairs with /θ/ and /t/ sounds. Listen. Underline the sound /θ/. Work in pairs.

thank – tank	tenth – tent	thin – tin
thorn – torn	faith – fate	thigh – tie
three – tree	with - wit	oath – oat

Exercise 3. Listen again and repeat. Work in pairs.

Exercise 4. Which word do you hear? Circle the word you hear. Work in pairs.

Exercise 5. Words and phrases with /θ/ and /t/ sounds. Listen and repeat. Underline the sound /θ/. Work in pairs. Make short sentences with these words:

Bathtub, thirteen, toothpaste, athlete, throat, threat, thirsty, thrifty;
Tell the truth!
Today is my birthday!

Exercise 6. Listen to the tongue twister. Underline the sound /θ/. Practice saying the tongue twister.

I thought, I thought of thinking of thanking you.

Exercise 7. The sound /ð/ is sometimes confused with the sound /d/. Practice saying these sounds.

/ð/　　　　　　　　　/d/

/ð/　versus　/d/
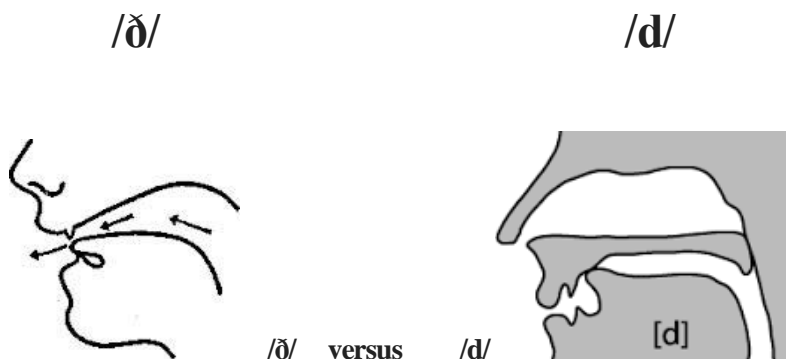
Exercise 8. Minimal pairs with /ð/ and /d/ sounds. Listen. Underline the sound /ð/. Work in pairs.

they- day   than – Dan
their/ there/ they´re – dare   worthy – wordy
those – doze   breathe – breed

Exercise 9. Listen again and repeat. Work in pairs.

Exercise 10. Words and phrases with /ð/ and /d/ sounds. Listen and repeat. Underline the sound /ð/. Work in pairs.

Another day; Don´t breathe! My brother´s dog. Don´t do that! What does this do?

Exercise 11. Mini dictation. Write the word you hear. Check the answers with your partner.

_____

_____

_____

_____

_____

Exercise 12. Listen to the tongue twister. Underline the sound /ð/. Practice saying the tongue twister.

Whether the weather be fine
Or whether the weather be not,
Whether the weather be cold
Or whether the weather be hot.

Exercise 13. Listen and complete the sentences.

1. The _____will be fine for _____ next _____ days. _____on _____, _____'ll be some rain in the _____. The _____will be dry and   sunny, but only about _____ degrees.

2. A. I'm thinking of going to the _____ tonight.
   B. Me too! Let's _____ go _____!

3. A. _____ are my _____ and _____, about _____ years ago. And _____ is my older _____- he was about _____ years old.
   B. And _____baby- is _____ you?
   A. Yes, _____'s me, _____ my _____ in my_____!

Annex 8.

Teacher´s Page for the PPP material for Case 9: Replacing the sound /ð/ with the sound /d/ and the sound /θ/ with the sound /t/ or /f/.

General objectives of DAY 1:

- to provide the participants with oral and written illustrations of how the feature is produced and when it occurs within spoken discourse;

- to provide the learners with focused listening practice with feedback on learners' ability to correctly discriminate the feature;

- to give the participants practice in oral reading of minimal-pair sentences, short dialogues, etc. with special attention paid to the highlighted feature in order to raise learner consciousness.

DAY 1: Advise the learners with anticipation to bring a compact or pocket mirror to the class. Provide each participant with a pronunciation Handout 1. Get the participants in pairs/ small groups.

Warm-up:

Slide 1.

Aim: to elicit the learners´ previous knowledge about the TH sound.

Procedure: Ask the learners to look at the PPP picture and have the participants discuss the answer to the question in pairs/ small groups. Do not correct their pronunciation at this point. Listen to the learners´ answers.

Slide 2.

Aim: to elicit the participants´ knowledge about the spelling of the /θ/ and /ð/ sounds.

Procedure: Ask the learners to look at the PPP picture and have the participants discuss the answer to the question in pairs/ small groups. Do not correct their pronunciation at this point. Elicit the use of the letters TH for the sounds /θ/ and /ð/ from the words in the pictures.

Pronunciation practice:

Slide 3.

Aim: to introduce the TH voiced / voiceless sounds.

Procedure: Show Slide 3 and explain that the TH sound can be voiced and voiceless. Present the phonetic symbols for the sounds. Demonstrate the pronunciation of these sounds.

Slide 4.

Aim: to give some examples of words with the sounds /θ/ and /ð/ and provide the participants with the practice in listening to the words with these sounds.

Procedure: Address the learners to their handouts. Read the task for Exercise 1. Ask the participants to listen to the words. Do not focus on the meaning of the unfamiliar words at this point.

Slide 5, Slide 6.

Aim: to provide the learners with the TH sounds articulation practice using visual aids.

Procedure: Follow the four steps to produce the sounds /θ/ and /ð/. Show the steps one by one. Ask the participants to use their pocket mirrors. Get the participants in pairs/small groups in order to practice the sounds.

Slide 7.

Aim: to provide the learners with the TH sounds articulation practice using the Youtube video; to give the participants practice in listening and repeating the words with the TH sounds.

Procedure: Get the participants in pairs/small groups in order to practice the pronunciation. Show the beginning of the video which demonstrates the articulation of the sounds. Ask the learners to copy the speaker in the video. Do listen-repeat exercises as much as necessary. Give the learners some time to practice the sound pronunciation individually/ in pairs/ in groups using the handouts and the video instructions. Elicit the

participants´ pronunciation of the TH sounds. Have the learners answer the question in pairs. Elicit the answer.

Slide 8.

Aim: to provide the participants with the /θ/ sound pronunciation practice activities; to elicit the participants´ background knowledge about the meaning of some words with the /θ/ sound.

Procedure: Address the participants to their handouts. Drill the pronunciation of the words, Exercise 3. By means of the pictures elicit the meaning of some unfamiliar words. First, show only the pictures, then, after the learners have discussed the answers, pronounce each word and demonstrate the image of the word. Elicit teacher-student, student-student listen-repeat pronunciation practice as much as necessary.

Slide 9.

Aim: to provide the learners with the TH /θ/ sound practice on the level of a sentence/ short dialogue.

Procedure: Address the participants to their handouts. Do Exercise 4. Ask the students to practice the pronunciation individually/ in pairs. Read/ act out short dialogues.

Slide 10.

Aim: to provide the participants with the /ð/ sound pronunciation practice activity; to elicit the participants´ background knowledge about the meaning of some words with the /ð/ sound.

Procedure: Address the participants to their handouts. Drill the pronunciation of the words, Exercise 5. By means of the pictures elicit the meaning of some unfamiliar words. First, show only the pictures, then, after the learners have discussed the answers, pronounce each word and demonstrate the image of the word. Elicit teacher-student, student-student listen-repeat pronunciation practice as much as necessary.

Slide 11.

Aim: to provide the learners with the TH /ð/ sound practice on the level of a sentence/ short dialogue.

Procedure: Address the participants to their handouts. Do Exercise 6. Ask the students to practice the pronunciation individually/ in pairs. Read/ act out short dialogues.

Slide 12.

Aim: to give the participants practice in listening and discriminating the TH sounds in sentences.

Procedure: Address the participants to their handouts. Do Exercise 7. Ask the students to complete the exercise individually and compare their answers in pairs/ small groups. Elicit the answers. Have the learners practice these sentences. Assign homework- practicing the articulation of the TH sounds using the Handout Steps and Ex. 3, 4, 5, 6.

General objectives of DAY 2:

- to provide the participants with oral and written illustrations of how the feature is produced and when it occurs within spoken discourse;

- to provide the participants with oral reading of minimal-pair sentences, short dialogues, etc. with special attention paid to the highlighted feature in order to raise learner consciousness;

- to give the learners practice in structured communication exercises, such as information-gap activities or cued dialogues that enable the learner to monitor for the specified feature;

- to provide the leaners with less structured, fluency-building activities (e.g. role play, problem solving) that require the learner to attend both form and content of utterances.

DAY 2. Advise the learners with anticipation to bring a compact or pocket mirror to the class. Provide each participant with a pronunciation Handout 2. Get the participants in pairs/ small groups.

Warm-up: Homework review.

Pronunciation practice:

Slide 13.

Aim: to provide the learners with articulation exercises in order to avoid /θ/ - /t/ sound confusion.

Procedure: Address the participants to their handouts. Complete Exercise 1. Get the participants to practice the sounds with their pocket mirrors individually/ in pairs/ small groups.

Slide 14.

Aim: to provide the participants with the practice of the sound /θ/ in minimal pairs in order to discriminate /θ/ from the sound /t/; to raise the learners´ consciousness about the importance of correct pronunciation.

Procedure: Address the participants to Exercise 2 in their handouts and watch the video. Show the instructions to the exercises one by one. Complete Exercises 2,3,4,5. Follow the instructions of the exercises.

Slide 15.

Aim: to provide the learners with additional target sound pronunciation exercises.

Procedure: Exercise 6 from the handout. Ask the participants to listen to the tongue twister. Read the tongue twister aloud to the participants as many times as necessary. Follow the instructions of the exercise.

Slide 16.

Aim: to provide the learners with articulation exercises in order to avoid /ð/ - /d/ sound confusion.

Procedure: Address the participants to their handouts. Complete Exercise 7. Get the participants to practice the sounds with their pocket mirrors individually/ in pairs/ small groups.

Slide 17.

Aim: to provide the participants with the practice of the sound /ð/ in minimal pairs in order to discriminate /ð/ from the sound /d/; to raise the learners´ consciousness about the importance of correct pronunciation.

Procedure: Address the participants to Exercise 8 in their handouts and watch the video. Show the instructions to the exercises one by one. Complete Exercises 8,9,10,11. Follow the instructions of the exercises.

Slide 18.

Aim: to provide the learners with additional target sound pronunciation exercises.

Procedure: Exercise 12 from the handout. Ask the participants to listen to the tongue twister. Read the tongue twister aloud to the participants as many times as necessary. Follow the instructions of the exercise.

Slide 19.

Aim: to give the learners practice in structured communication exercises.

Procedure: Exercise 13 from the handout. Show the participants the PPP slide with the exercise and address them to the handout. Follow the instruction to the exercise. Get the learners to listen to the dialogues twice. Then ask the students to fill in the gaps and compare the answers with partners. Elicit the answers demonstrating the correct words one by one in the slide. Ask the participants to listen - repeat/ read aloud/ individually/ in pairs.

Slide 20.

Aim: to provide the leaners with less structured, fluency-building activities.

Procedure: Get the participants to work in pairs/ small groups. Follow the instruction of Family Tree part 1 – guided practice activity. Monitor the TH sound pronunciation. Then, proceed to part 2 – communicative activity.