TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

ENGLISH MAJOR

RESEARCH PROJECT

"MOTHER TONGUE PHONOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH"

Project submitted previous to obtain the Science of Education Degree with major in the English Language

Authors:

Jami Jami Juan Carlos

Musuña Simaluisa Irma Karina

Tutor:

MSc. Vizcaíno Cárdenas Gloria Susana

Latacunga - Ecuador

July, 2016

AUTHORSHIP

We, Jami Jami Juan Carlos and Musuña Simaluisa Irma Karina declare to be authors of the present research project "MOTHER TONGUE PHONOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH", being MSc. Vizcaíno Cárdenas Gloria Susana tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our sole responsibility.

………………………………….…   …...…………………….………….

Jami Jami Juan Carlos   Musuña Simalusa Irma Karina

C.I. 050364158-1   C.I. 050387102-2

TUTOR'S ENDORSEMENT

As a tutor of the research work titled: "MOTHER TONGUE PHONOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH" presented by Jami Jami Juan Carlos and Musuña Simaluisa Irma Karina, of English major, I certify this research report meets the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Academic Unit of Administrative and Humanistic Science of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, July 2016

Sincerely,

………………….......................................
MSc. Vizcaíno Cárdenas Gloria Susana
Research Project Tutor

COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Academic Unit of Administrative and Humanistic Sciences; since the researchers: Jami Jami Juan Carlos and Musuña Simaluisa Irma Karina with the research project title: "MOTHER TONGUE PHONOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH", have considered the recommendations presented and the work has all the requirements to be deserted.

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, July 2016

Yours faithfully

…………………………….…   …..………………….…………
 Reader 1   Reader 2
 MSc. Cando Fabiola   MSc. Castro Sonia
 C.I. 050288460-4   C.I. 050197472-9

……………………………….…
Reader 3
 MSc. Chiluisa Marcia
 C.I. 050221430-7

GRATEFULNESS

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Juan & Karina

DEDICATION

The present research project is dedicated to our parents because they are our motivation to continue with our studies. Moreover, it is dedicated to all teachers of the English Major for all their collaboration and patience. Also, it is dedicated to MSc. Vizcaíno Cárdenas Gloria Susana, to my classmates and friends, because without their help we could never have done this project.

Juan & Karina

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCE

TITLE: "MOTHER TONGUE PHONOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH"

AUTHORS:

Jami Jami Juan Carlos

Musuña Simaluisa Irma Karina

ABSTRACT

The main aim of this qualitative research was to analyze the mother tongue phonological interference in English language speech in an elementary level. In a first stage, the literature review permitted to approach the main topics for understanding if the mother tongue phonological interference could be considered a problem in the second language learners' pronunciation. To do that, the researchers found the most difficult sounds in which learners always present problems affecting their pronunciation. In a second stage, the observation to students of the level A2 of the Language Cultural Center at Technical University of Cotopaxi was applied to identify if they presented the mother tongue phonological interference at the moment of articulating English sounds. Field notes sheets were used to obtained some word sounds' difficult to articulate by students in which they presented mother tongue phonological interference. Those sounds were adapted to elaborate the checklist in order to evaluate the mother tongue phonological interference. Thus, data from the instrument showed that the majority of participants present the mother tongue phonological interference because they used Spanish sounds during the pronunciation of certain sounds in English. Based on the literature review, the researchers present L1 and L2 equivalence of sounds between Spanish and English as a teaching strategy to reduce the phonological interference. This qualitative research denotes a relevant importance because it allows reflecting on a key point that had been forgotten but it is necessary for improving the English pronunciation. Overall, the mother tongue phonological interference must be taken in account by teachers during the class to help students to overcome these learning problems.

Key words: Mother tongue phonological interference, Spanish sounds, English speech, pronunciation.

UNIVERSIDAD TÉCNICA DE COTOPAXI
UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICA
TITULO: "INTERFERENCIA FONOLÓGICA DE LA LENGUA MADRE EN EL HABLA DEL IDIOMA INGLÉS"

AUTORES:
Jami Jami Juan Carlos
Musuña Simaluisa Irma Karina

RESUMEN

El objetivo principal de este proyecto cualitativo fue analizar la interferencia fonológica de la lengua madre en el habla del idioma Inglés en un nivel elementario. En primer lugar, la revisión literaria permitió acercarse a los temas primordiales para entender si la interferencia fonológica de la lengua madre podría ser considerada como un problema dentro de la pronunciación de los aprendices. Por esto, los investigadores encontraron los sonidos más difíciles en las que los estudiantes con normalidad presentan problemas afectando su pronunciación. En segundo lugar, la observación a los estudiantes del nivel A2 del Centro Cultural de Idiomas de la Universidad Técnica de Cotopaxi fue aplicada para identificar si ellos todavía presentaban la interferencia fonológica al momento de articular sonidos del Inglés. Los instrumentos de las notas de campo fueron utilizados para obtener sonidos de palabras difíciles de articular por los estudiantes, en los cuales ellos presentaron la interferencia fonológica de la lengua madre. Esos sonidos fueron adaptados para elaborar la lista de cotejo para evaluar la interferencia fonológica de la lengua madre. Así, los datos del instrumento mostraron que la mayoría de los participantes presentaron la interferencia fonológica de la lengua madre porque ellos usan los sonidos de Español durante la pronunciación de ciertos sonidos del Inglés. Basándose en la revisión literaria, los investigadores presentaron la equivalencia de los sonidos entre el Epañol y el Inglés como estrategia de enseñanza para reducir la interferencia fonológica. Esta investigación cualitativa denota una importancia relevante porque presenta los puntos importantes que han sido olvidados pero que es necesario de conocer para mejorar la pronunciación del Inglés. Ante todo, la interferencia fonológica debe ser tomada en cuenta por los profesores durante las clases para superar estos problemas de aprendizaje.

Palabras claves: Interferencia fonológica de la lengua madre, sonidos del Español habla del Inglés, pronunciación

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GENERAL DATA

Research Title: MOTHER TONGUE PHONOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH

Starting date: 4th April, 2016

Completion date: 15th July, 2016

Site: The present project will be developed in the Technical University of Cotopaxi that is located in (Simon Rodriguez Av, El Ejido neighbourhood, San Felipe sector), Latacunga canton, Cotopaxi province of Ecuador.

Academic Unit Sponsor: Academic unit of Administrative and Humanistic Science

Major Sponsor: English teaching major

Research project linked: Formative research

Work team:

Project Coordinator: MSc. Gloria Susana

Name: Jami Jami Juan Carlos

Phone Number: 0987374871

E-mail Address: juan.jami1@utc.edu.ec

Name: Musuña Simaluisa Irma Karina

Phone Number: 0992897388

E-mail Address: irma.musuna2@utc.edu.ec

Knowledge Area: English as a foreign language.

Research Line: Education and communication for human and social development.

Research Sub line: Methodologies to teaching general English.

PROJECT DESCRIPTION

This investigation is important because it helps to understand a learning problem in the English language learning that is the mother tongue phonological interference due to English sounds are different and some of them do not exist in the mother tongue (Spanish). For this reason, the present project will contribute to improve the pronunciation in students of the Language Cultural Center of the Technical University of Cotopaxi because it will help to teachers to establish a contrastive analysis between both languages so, they could associate the mother tongue sounds with English foreign sounds. Thus, students will improve their pronunciation due to they will be able to associate the mother tongue sounds with some difficult English sounds. For these reasons, the researchers investigated some important aspects related with the mother tongue phonological interference and determine if it limits the correct pronunciation of foreign language sounds at the moment of speech. Therefore, the direct beneficiaries of this investigation will be teachers of the language cultural center of the Technical University of Cotopaxi due to the researchers will present them an analyzes of the mother tongue phonological interference in English language speech that will help them present to their students an association between L1 and L2 sounds to avoid the mispronunciation.

BENEFICIARIES OF THE PROJECT:

The direct beneficiaries of the present project will be teachers and students of the Language Cultural Center of the Technical University of Cotopaxi because teachers could use this analysis of the mother tongue phonological interference in English language speech in order to present their students and association of the L1 and L2 sounds to improve their pronunciation. Furthermore, students that will study English in the next levels of the Language Cultural Center of the Technical University of Cotopaxi will be the indirect beneficiaries because teachers will continue using this analysis of the mother tongue phonological interference to permit their students the association of the L1 and L2 sounds in order facilitated their pronunciation.

THE RESEARCH PROBLEM:

Mother tongue phonological interference is the interruption that students always present at the moment of learn a second language. For that reason, it is considering an important element in the second language learning. Although, it is not taken into account by teachers, it is essential to have a good pronunciation and obtain a good level of English. As an example, students from the level A2 of language cultural center of the Technical University of Cotopaxi present a considerable phonological interference at the moment of speak English in role-play activities due to the researchers noticed this problem when some students asked for help to prepare a role-play and they used the mother tongue sounds at the moment of articulated English sounds. As a result, the investigators concluded that more of them confuse some sounds because they do not receive some explanation related to the term and how it influences in oral speech activities. Thus, Mother tongue phonological interference carries out several causes and effects. First, learning context (EFL) influences in a high percent during the learning of L2. Therefore, they have little contact with the English language and limit the process. Moreover, the differences of certain sounds in both languages produce that students use Spanish sounds when they are speaking in English. Furthermore, teachers do not consider phonological systems at the moment of teach English causing mispronunciation of English sounds. Finally, lack of student's pronunciation practice induces problems to articulate sounds. For those reasons, the solution to this problem is essential to avoid this kind of interference in L2.

In this context, researchers such as Archvadze (2005) carried out a study about the problems of first language in the process of teaching a second language, the main aim was notice the influence of native language interference in the process of learning L2. The researcher used the description and generalization to determine the main problem that could act in a positive or negative way. On the other hand, Lekova (2010) carries out a research on the theoretical grounding in language interference by means of studying the of the first language interference in English speech. First, the author's main aim was improved the quality of language knowledge and its transformation into language competence. Second, the author used the observation to obtain the information for the research. Furthermore, the results of the process determine that the phonological interference depends of the place and environment due to some of the sounds could be new for the L2. Finally, the authors conclude that the mother tongue phonological interference is a general problem that is presented in the second language learning of any

language. Therefore, the solution to this problem is necessary because if the problem has not a solution, it will affect in the students' speech and they could not speak English correctly due to it produces that the students confuse sounds for the differences in the phonological system of both languages. Furthermore, it could alter the information that the students want to transmit in the second language. For this reason, is necessary to understand the phonological interference because it could vary according to the English context.

OBJECTIVES:

General Objective

✓ To analyze the mother tongue phonological interference in English language speech in an elementary level.

Specific Objectives

✓ To describe the scientific theory about the mother tongue phonological interference for describing its importance.

✓ To determine the Spanish sounds that influence in English speech with students of the level A2 of the Technical University of Cotopaxi's language Cultural Center.

SPECIFIC OBJECTIVES, ACTIVITIES AND METHODOLOGY			
OBJECTIVE	ACTIVITY	RESULT	METHODOLOGY
To describe the scientific theory about the mother tongue phonological interference for describing its importance.	Literature review	Identify the phonological differences between Spanish and English thought a literature review.	Deductive method. Inductive method.
To determine the Spanish sounds that influence in English speech with students of the level A2 of the Technical University of Cotopaxi's language Cultural Center.	Adapt field notes. Adapt and apply checklist. Analyze data.	Students associate Spanish sounds with English sounds to avoid a high interference. List of the most useful vocabulary.	Observation. Semi-structured observation.

SCIENTIFIC AND TECHNICAL FOUNDATIONS

Second language learning

Second language learning is important for the necessity presented in this globalized world. All people of our society have the necessity of learn English due to it is involved in all fields. For that, it is the second spoken language in the world. Therefore, it is used for different situation like business, travel or studies without the country. However, English is like a subject in the majority of schools in different countries, students have some problems at the moment of articulate English sounds due to the phonological interference presented by Spanish. In order to understand this term, we need to identify the meaning of phonological interference. As a result, "Interference refers to the problem that students present in oral speech activities in aspects related to the correct pronunciation of English sounds" (Sinha, 2009, p.120). Based on this, the interference is the errors that present learners in aspects related with the pronunciation affecting the correct articulation of sounds.

"A second language is typically an official or societal dominant language (e.g. English) needed for education employment and other basic purposes" (Sinha, 2009, p.117). It shows the importance of learn a second language and the reason to give it so complicated due to is a hard job because it needs so effort by people who want to learn a second language. For this reason, some students who are learning a second language give up this activity for all difficulties that it involves. Consequently, some of them have only a basic knowledge that is not useful at the moment of travel or study in other countries. Moreover, in these learners is when we could notice the phonological interference in their speech because they do not practice English every day and therefore, they could not have a good pronunciation. Finally, authors like Makse (2013) supports that "the mother tongue interference could vary according to the regional variation of each case". Indeed, the English context could affect in a high percent and in other in less percent, all depend of the mother tongue.

On the other hand, Baljit (1999) supports that "if people are in the context of L2; the second language learning is more effectively". Thus, the author considers as the best way to learn a second language, the use of it in every day situation because the communication using a foreign language helps to imitate sounds and articulate it in a correct way. Furthermore, it is a good

idea to increase the vocabulary to avoid misunderstanding messages. For that, some people travel to the United State to be in contact with the language and obtain better results in their speech. To summarize, the second language learning is an important ability that helps to students understand the impact of English in the entire world. Overall, a good pronunciation of English is necessary to give an understandable message.

Relationship between First and Second language learning

The second language learning is considered like one important activity in different levels of education. It could be as important as learn the first language due to the necessity presented by the actual society. Therefore, in all the world students need to learn a second language because it could be involved in different areas. It is the case of English that is essential for business, travel, work, etc. For those reasons, English is involved in many areas.

> First language learning is complete as compared to second language learning in the sense that learners have no choice but to retain certain aspects of L1 as they need it for communication in their daily life. As far as the former is concerned, L1 learners have no difficulty in producing most words in their language after the age of puberty because the learner's mind only has to understand one linguistic system and he/she is exposed to the language all the time; whereas, in the learning of L2, L1 features clash with those of the L2. (Emad, 2010, p.16)

The first language learning could be easier like learn a second language but in both cases we have the same process. Comparing the difficulties to learn L1 and L2, the L1 will be easier while learn L2 could be interrupted for some features from L1. The most appropriate moment to start learning the second language is during early years when the child is learning the mother tongue. Therefore, children could learn the foreign language with more efficiency due to during this period a child learns the language only listen the words and through the imitation produces sounds. On this period is when the parents must present them some videos or songs in the language that could be the foreign language which will be useful in their lives. Overall, the first years of children could be the most appropriate to show a second language.

There are several factors that make the second language learning a hard job for learners. First, in some countries the interference caused by the mother tongue is high while in another one could be less. For that reason, Diller (2009) considers that some cultural factors could influence in the second language learning. Then, the differences between languages are another essential factor; languages that could be similar to the foreign language is assimilated quickly but if the difference is in a high percent it will be so difficult. Therefore, it helps to say that some sounds could be new for the foreign language acting like a limitation to articulate these sounds correctly. Moreover, in some cases this problem could be used in a positive way associating sounds to produce the language better. This equivalence could help to learn and improve the speaking skill but learners must know a wide vocabulary to speak with coherence and could say that they learn a second language.

In conclusion, the first and the second language learning could occur at the same time and if it occurs form early years, the result will be more efficient. Moreover, the differences between both languages could limit or contribute to speed or retard the learning but always depend of the persistence.

Phonology

Phonology is an important branch of linguistic, which study the form how sounds are organized and used in different languages. Puskás (2005) "Phonology is concerned with how sounds function in relation to each other in a language" (p.5). For that reason, it should be studied carefully by teachers because they are who transmit the knowledge to their students. Nowadays, phonology had not been taking into account by most of the English teachers in the schools. However, phonology should be analyzed very well by teachers because only if they analyze about this important branch. They will obtain better result in their students' performance. Eka (2010) claims:

> Phonology, deals with the organization, grouping, patterning and distribution of the basic sounds of natural languages (vowels and consonants). It studies the restrictions and regular patterns of sound combinations. The syllable is the basic unit of study. Symbols which are used to indicate the pronunciation of sounds, syllables or words are

written within slanting lines / /, sometimes called slashes or oblique slashes following phonological convention. (p.24-25)

It means that phonology is just one of the linguistics field that helps us to know how combine and organize sounds. To continue, phonology knowledge permit speakers to articulate sounds of the mother tongue or of a new language with the correct accentuation. Furthermore, it permits learners of a second language to articulate word sounds' rightly and use these according to the different context. For instance, the English word ad and add have the same pronunciation but the meaning is different. On the other hand, there are words which have two meanings, those change the meaning only by the pronunciation. Example, focus is a word that have two meanings but the pronunciation is different. Those are only some of the examples of phonology that show us why phonology should be analyzed in order to obtain better results in second language learners. To sum up, the study phonology is really important because it permits English teacher to realize how sounds are organized and used in different languages. Therefore, if the teacher knows about phonology, they will have better result with students due to they learn which the teacher teaches.

Transfer of rules from Mother -Tongue

Rules transfer refers to students who are learning a second language and apply knowledge or rules from their mother tongue at the moment of speak L2. Actually, this transfer has not been taking into count by teachers at the moment of teach their students. However, transfer of mother tongue rules is a serious problem for students who are learning a second language. Mother tongue transfer could be presented in the structure or in sounds.

To begin, mother tongues structures are presented at the moment of speak in a second language. Therefore, student who are learning a second language tend to use their mother tongue structures at the moment of organize the ideas to talk using a second language. Bada (2001) claims "the mother tongue language structure tends to be transferred to the second language and it could be the major source of problems at the moment of the acquisition of the second language" (p. 2). Furthermore, students who are learning a second language use the same

grammatical structures that exist in Spanish at the moment of speak in English. For instance, students use the mother tongue accentuations or word's sound at the moment of speak L2. As a result, English learners present an interference that affects their correct pronunciation. Clearly, to avoid these interference teachers should implement role-play activities that permits students differentiate the varied of structures and sounds that exist between English and Spanish.

To continue, mother tongue sounds affect learners in the acquisition of the second language sounds. It is because each language is different therefore each language has different sound and in most of the cases those sound does not exist in other languages. Bear (2009) argues that "many English sounds do not exist or transfer to other languages, so English language learners may lack the auditory acuity to hear these English sounds and have difficulty pronouncing them" (p.1). Therefore, when L2 learners find an unknown sound they tend to pronounce it using the mother tongue knowledge. Hanafi (2014) explain it in the following examples:

> The initial "h" is not pronounced, example: hemisphere [`emisfiə] instead of [`hemisfiə], hotel [o`tel] instead of [həu`tel], etc. Occasionally, the non-initial [h] sound is also omitted, as in alcohol [`alkool]. In Spanish, the letter "h" is always silent. The "-ure" ending in polysyllabic words is pronounced as [juə], e.g.: literature [literə`tjuə] instead of [`litritʃə], again with a change of word stress. (p.34)

In addition, as in Spanish the letter /h/ does not sound, English learners think that it is equal in English but that is not true because the letter /h/ in English sound like a /j/ of Spanish, for example, in the word "hotel" of Spanish the /h/ does not sound however, in English in the word "hotel" the /h/ does have sound. Those examples show how sound transfer affects in the second language learning. To conclude, the structures and sounds transfer of the mother tongue to second language need to be minimized in order to learn a second language without any kind of interference.

Mother tongue phonological interference in English Speech

Nowadays, mother tongue phonological interference has been a restriction that students present at the moment of speak in a foreign language. As a result, English teachers consider that this problem must be taken in account at the moment of tell an idea in the second language. However, teachers identify the problem; they do not search the way to teach English in a correct way due to the phonological interference could vary according to the English context. In order to understand this term is necessary established the role of the mother tongue phonological interference in English speech. So that, "interference occurs when learners make mistakes under the influence of the already acquired language knowledge and established habits in the foreign language" (Lekova, 2010, p321). Therefore, the author's idea is to define the interference caused by the mother tongue as a common mistake that people make at the moment of speak because people always confuse mother tongue sounds with the foreign language sounds.

On this context Ellis (1997) argues that the mother tongue phonological interference is the influence of it in the second language learning for the differences that exist in both languages. The author presents a clear idea about the interference. He claims that L1 could act in a negative way not only in oral speech but it is the most affected by this phenomenon. As a result, the phonological interference could change the meaning of the message that a student wants to transmit in L2 because the phonological systems are different and they always confuse the correct pronunciation of English sounds. Also, it involves some academic problems because it could limit the students' performance. For this reason, students and teachers must understand this term in order to use it as a tool to establish the differences between L1 and L2 to avoid the bad pronunciation of words and reduce the phonological interference.

"Phonetic interference affects the improper pronunciation of phonetic sounds in the second language caused by the existence of different phonetic structures from the point of view of the mother tongue or the first foreign language" (Lekova, 2010, p.321). Therefore, students who lean a second language sometimes could present interference. For this reason, they try to imitate sounds looking by the differences that exist in the phonological system of both languages. For this reason, some learners compare both language and use sounds from the mother tongue that could be replaced in the foreign language and avoid the phonological interference.

Summarizing, mother tongue phonological interference always occurs when people learn a second language. Thus, the investigators must take in mind this important term in order to avoid futures problems in students' English speech.

Speaking Skills

There are numerous studies that show the importance of speaking skills to avoid language interference. "Speaking skills is one important part of communicative language teaching" (Nurkasih, 2010, p.104). For that reason, people who learn a second language (L2) need to be conscious that to learn in an effective way a new language is necessary to develop very well their speaking skills. However, most of the second language (L2) teachers are not paying attention to this ability at the moment of teach a second language. As a result, to have a good communicative competence is necessary to improve students' speaking skills. Nurkasih (2010) states that "the competency standard of speaking for students to achieve is the capability to understand meaning in transactional and interpersonal speaking and sustain it in daily life context" (p.5). Therefore, Speaking is a communicative competence and need of an audience to be accomplished in a correct way also the message must be organized so that it can be communicated effectively. In this context Nurkasih (2010) claims:

> Speaking is ability to say something which involved the ability in using the words in the correct order, correct pronunciation, right grammatical form, and meaningful context (fluency) and choosing the choice of words(vocabulary) in the process of interpreting and negotiating meaning in conveying messages to establish and maintain social relationship. (p.9)

To continue only if learners of the second language have a wide knowledge of vocabulary and maintain a constant practice of the second language for them express ideas in a foreign language won not be difficult. Hanafi (2014) argues:

> English students still face some difficulties in being more clear in their English language usage. For instance, present problems in lexically speaking, they tend to use Spanish words in order to fill in the existing gaps in their knowledge of English vocabulary. (p.8)

In fact, if students do not practice a second language talking with others or using the vocabulary of the second language, they will not have developed a good speaking skills. Furthermore, vocabulary helps learners to be ready at the moment of speak fluently of whatever kind of topic without mistakes. In addition, a second language learner who has a wide knowledge of vocabulary could express well and could have a good level of English. Overall, the vocabulary is important to improve the speaking skills and understand the message.

To conclude, speaking skills is really important for students who are learning a second language due to it permits to reduce the language interference. The constant practice of speaking skills and usage of new vocabulary is needed for learners who want to have good speaking skills in a second language, they should know about the correct pronunciation of words and have a wide knowledge of vocabulary to improve the communicative competences.

The importance of the vocabulary

The vocabulary is one of the most important aspect to take into count in order to have a good level of pronunciation. Although, vocabulary have not been taking into account by most of the English teacher it is necessary to know that if a learner knows the sufficient quantity of vocabulary they will know how to pronounce those words and its meanings and they could improve their pronunciation. Nurkasih (2010) states that:

> Discussing vocabulary of second language speaking is crucial because it gives the challenges for the students to the correct connection between the form and meaning of words. Besides, it enables the students to use the correct form of words for the meaning intended. From the statement presented it can be noted that vocabulary is the vital tool for the students to convey meaning in expressions of communicative activities. (p.32)

Therefore, English language learners should increase their vocabulary to avoid the language interference. To continue, vocabulary is an important tool to avoid the language interference

due to English learners who has a wide knowledge of vocabulary can interact without difficulties and using the correct pronunciation. Nurkasih (2010) claims:

> Vocabulary is mechanic knowledge in speaking. Mechanic means the concept of using the right words in the right order with the correct pronunciation. Teacher has a role in providing sufficient practice of the knowledge that will help students in communicating in real life situation. (p.32)

Therefore, if a students have a wide knowledge of vocabulary they could obtain a good pronunciation. In addition, the vocabulary helps to avoid the language interference because the learners could know the correct pronunciation of the words and they could pronounce the words without any kind of interference. "The improvement of the students' speaking skill could be identified from the improvement of speaking achievement, the ability to express ideas using suitable vocabulary" (Nurkasih, 2010, p.96). Finally, the vocabulary is important to have a good pronunciation and also to avoid the mother tongue language interference at the moment of learn a second language.

Equivalence between Mother Tongue (L1) and Target Language (L2)

Language equivalence is considered important at the moment of learn a second language (L2) because it permits us to combine and contrast the mother tongue sound at the moment of speak a second language. As a result, Lekova (2010) argues that it will help to associate sound from L1 (Spanish) in the mind before to start speaking L2 (English). Although, the equivalence is an important factor that is necessary to consider at the moment of teach English, it has not been used by teachers, which present a wide problem in students' performance.

"The equivalence of the language contributes to reduce the phonological interference causing by L1 (Mother tongue)" (Fernández, 2000, p.321). It due to learners use the mother tongue's sounds in oral speech activities, they could associate sounds and give a possible pronunciation in a writing way. Therefore, there are several reasons that make the equivalence between Spanish and English an important term in the teaching learning process of a second language

because it is a tool to improve their pronunciation. First, it contributes to associate the mother tongue sounds with the second language which facilitate to students obtain better results in their pronunciation. For example, teachers could present to their students a comparative analysis using Spanish sounds to speak English ("eish" to say "age", "imallin" to say "imagine") (Lekova, 2010, p.321). Second, it helps to perform role play activities with more efficiency which helps for a better comprehension of the message and develop their communication in a foreign language. Finally, it contributes to make the class more dynamic due to it presents vocabulary according to the students' preferences and with the use of an appropriate teaching methodology, teachers could change the traditionalisms. Overall, the equivalence of the language is a useful tool use to teach a second language and avoid the phonological interference.

Lekova (2010) presents a list of sound that are difficult for students, it could help to reduce the phonological mistakes in students' pronunciation and based on this, the researchers present several charts of most common word sounds in which students present more difficulties, adapted from students' books. Consequently, students need to have a short knowledge about the consonant sounds in which student present more interference and for that here is a little explanation; it is the case of the consonant sound of the word (ph) that is compared with the consonant sound of the word (f) which is labiodental and must be simulated in a correct way.

Chart 1.

Equivalence of the sound (ph)

English Sounds	Spanish Equivalence	Words

		Phone (fon)
		Emphasize (emfaesaiz)
		Phonology (fonololli)
		Physic (fisic)
		Photograph (fotograf)
		Physique (fizik)
		Phrase (freis)
		Sulphuric (sulfurik)
ph	**/f/**	Sulphate (sulfeit)
		Pharmacy (farmesi)
		Iphone (aifon)
		Telephone (telefon)
		Telegraphy (telegraefi)
		Telegraph (telegraf)
		Telegraphic (telegrafik)

Note: *Adapted from "Traveler" and "Hub 2A" mm publications. (Mitchell, 2010)*

Another word sound in which students present a high interference in oral speech activities is the word sound of the word (th), which is similar to the word sound of the Spanish from Spain (z) this word sound is interdental and people must articulate it in a correct way.

Chart 2.

Equivalence of the sound (th)

English Sounds	Spanish Equivalence	Words
		Thank (zenk)
		Thesis (zisis)
		Think (zink)
		Threat (zret)
		Throat (zrot)
		Through (zru)
		Throw (zrou)
		Thin (zin)
th	**/z/**	Theory (ziori)
		Theater (ziter)
		Thrill (zril)
		Thing (zing)
		Thief (zif)
		Thursday (zursdey)
		Thematic (zematik)

Note: *Adapted from "Traveler" and "Hub 2A" mm publications. (Mitchell, 2010)*

In English language, some suffixes have different pronunciation than its writing, and students normally articulate these sound like the same writing. For that reason, the message could not be understanding by the receptor.

Chart 3.

Equivalence of the sounds (tion, ble, ly)

English Sounds	Spanish Equivalence	Words
tion	/shion/	Communication (komiunikeishion)
		Domination (domineishion)
		Projection (proyekshion)
		Adjudication (adyudikeishion)
		Protection (protekshion)
		Sanitation(sanitashion)
		Admiration (admireshion)
		Declaration (declareshion)
		Publication (publikeshion)
		Condition (condishion)
		Location (lokeishion)
		Examination (examineshion)
ble	/bol/	Table (teibol)
		Regrettable (relleteibol)
		Unable (aneibol)
		Practicable (praktikeibol)
		Presumable (prisumebol)
		Excusable (ikskiuzebol)
		Comparable (kamperebol)
		Improbable (inprobebol)
ly	/li/	Definitely (definitli)
		Consistently (consistentli)
		Quickly (cuicli)
		Recently (risentli)
		Firstly (ferstli)
		Fluently (fluentli)
		Unfortunately (anfortunatli)
		Directly (directli)
		Clearly (clirli)
		Slowly (slouli)

Note: *Adapted from "Traveler" and "Hub 2A" mm publications. (Mitchell, 2010)*

The consonant (k) at the beginning of the word is special due to in English this consonant does not have a pronunciation, people need to pronounce without this letter.

Chart 4.

Equivalence of the sound (k)

English Sounds	Spanish Equivalence	Words
k	(it does not sound)	Knave (nev)
		Knead (nid)
		Knee (nii)
		Kneel (nil)
		Knelt (nelt)
		Know (nou)
		Knick (nick)
		Knack (nack)
		Knife (naif)
		Knight (nait)
		Knit (nit)
		Knob (nob)
		Knock (nock)
		Knoll (nol)
		Knotty (nati)

Note: *Adapted from "Traveler" and "Hub 2A" mm publications. (Mitchell, 2010)*

At the same way, the pronunciation of some vowels have a different pronunciation, it is the case of the vowel (u) at the beginning or in the middle of the word, whose pronunciation is similar to the vowel (a).

Chart 5.

Equivalence of the sound (u)

English Sounds	Spanish Equivalence	Words
u	/a/	Just (llast)
		Must (mast)
		Buy (Bai)
		Bus (bas)
		Truck (trak)
		Run (ran)
		Custom (castom)
		Rubbish (Rabish)
		Trust (trast)

Sun (san)

Note: *Adapted from "Traveler" and "Hub 2A" mm publications. (Mitchell, 2010)*

Additionally, the pronunciation of some diphthongs in English change the pronunciation of them, it is the cases of (i) instead of (ee) or (i) instead of (ie).

Chart 6.

Equivalence of the sounds (ee and ie)

English Sounds	Spanish Equivalence	Words
ee	/i/	Coffee (coffi)
		Sweet (suit)
		Sheep (ship)
		Sleep (slip)
		Screen (scrin)
		Screech (scrich)
		Freedom (fridoem)
		Freeze (friz)
		Free (fri)
		Green (grin)
		Greed (grid)
		Greet (grit)
		Engineer (enllenir)
		Career (carir)
		Cheese (chiz)
		Cheeck (chick)
ie	/i/	Movie (Muvi)
		Believe (biliv)
		View (viu)

Note: *Adapted from "Traveller" and "Hub 2A" mm publications. (Mitchell, 2010)*

In conclusion, the equivalence is a strategy which offers to teachers and students the opportunity of associate sounds of the mother tongue in the teaching learning process of a second language. Overall, it could contribute to have a good production and avoid the phonological interference.

Pronunciation

The pronunciation is a key aspect to communicate with efficiency with foreign people. Although, it could be considered like an essential factor, it is part of the speaking in which the majority of learners have problems due to the mother tongue interference. Thus, Harmer (2004)

argues that the pronunciation is the way in which a person produces a certain sound. It could be one aspect which is learners show more difficulties at the moment of learn a second language.

Kelly (2004) argues that the pronunciation in one of the facts that people tend to be forgotten. Therefore, it could be related to the lack of interest showed by learners. In some cases, it could be the result of the ignorance about the phonological system of the foreign language. For that reason, teachers play an important role in this process due to if they know about the phonological system of the foreign language and make a contrastive analysis between the mother tongue and the second language; learners could understand the differences and work with effort in how they could improve their pronunciation. Moreover, it is necessary to transmit the message using a good pronunciation and fluency because if learners speak with hesitation, the receptor could not understand the message. A good pronunciation starts when people know about aspects which are involved into this term. Therefore, there are three important factors that are necessary to have a good pronunciation:

> Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. (Abbas, 2012, p.121)

Each element has a transcendental importance when learners learn about the correct pronunciation. Thus, linking refers to similar sounds that could be related between each one of them in phrases or expressions. For that, it contributes to show the speech activities and the message understandable.

The second element is the Intonation, "It can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication" (Abbas, 2012, p.121). It means that the intonation helps to give a rhythmical sequence at the moment of speak. It could vary according to the scenery or topics that a person is talking.

Finally, the last element is the stress, "Word stress relates to the prominence given to certain words in an utterance" (Abbas, 2012, p.121). This aspect could be the most difficult into the second language learning due to it helps to find the differences in some words that could vary in the utterance. In some cases, the L1 features affects in this fact and make misunderstanding the word pronunciation. Without a doubt, learner will use these aspects and with the time they will be comfortable when they could notice positive results.

Surely, the pronunciation is a key point in the second language learning which must be practiced every day in order to imitate foreign sounds correctly and avoid the big problem that most of learner presents in this process that is mother tongue phonological interference and if this phenomenon appears, they must work hard to avoid it with some tools presented by some authors.

Analyzes of the mother tongue phonological interference
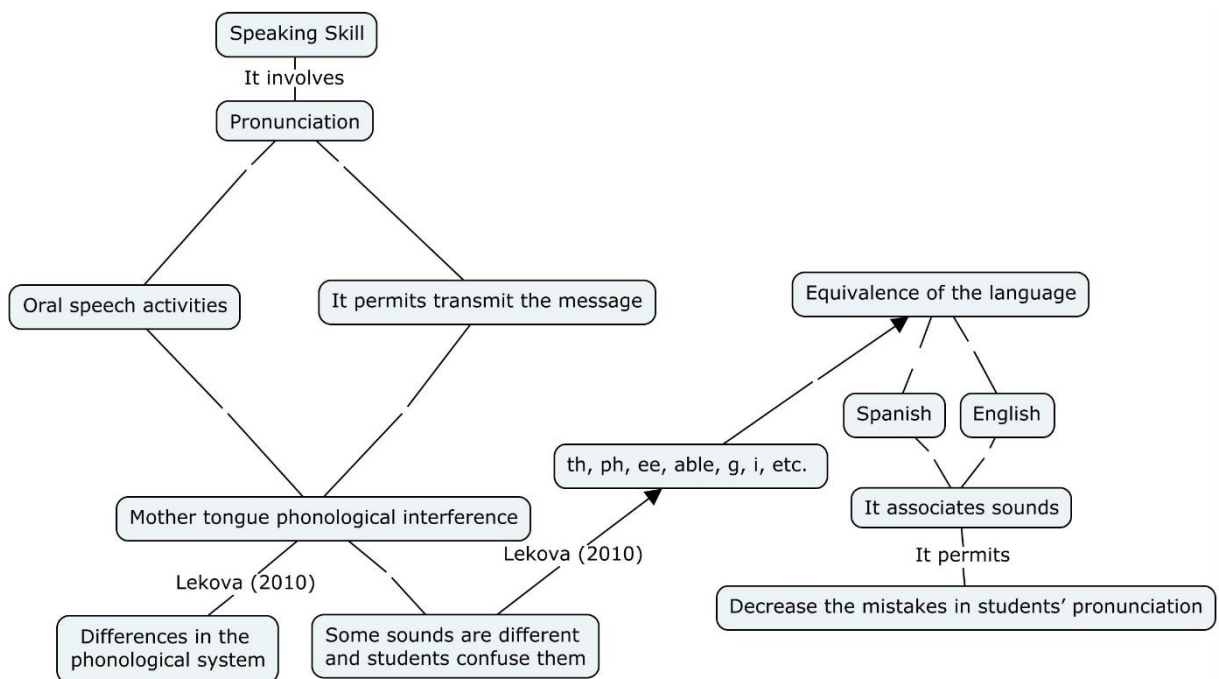
Figure1. *Graphical organizer about the mother tongue phonological interference and its equivalence*

Of the words and ideas presented in the graphical organizer, the investigators could conclude that these are the most important concepts in order to understand much better the equivalence of the language. The graphical organizer represents to the relationships that exist between the speaking skills with the equivalence of the language. Therefore, the speaking skill includes the correct pronunciation of the words that the learners should know; at the same time, it helps to develop a better oral speech activity that permits to transmit a message of one language to another without the mother tongue phonological interference. In this context Lekova (2010) argues that there are differences in the phonological systems of the languages it causes that student confuse these sounds th, ph, ee, able, g, etc. Finally, the researchers argue that this equivalence of the language could help learners to decrease the mistakes in students' pronunciation.

RESEARCH QUESTIONS

How important is the L1 and L2 equivalence in the second language learning?

What are the most common Spanish sounds that interfere in English speech?

METHODOLOGY

This research was qualitative because the researchers analyzed the mother tongue phonological interference in English language speech of 24 students in the first meeting and 10 students in the second meeting. They were from the A2 level, Language Cultural Center of the Technical University of Cotopaxi, Latacunga, Cotopaxi, Ecuador in the academic term April- August 2016. To accomplish with this investigation first, the researchers reviewed some previous investigations related to the mother tongue phonological interference and made an analysis of the results obtained in those investigations. Moreover, the researchers used the descriptive method to describe the scientific theory about the mother tongue phonological interference for describing its importance because it is a natural process which learners normally present due to the phonological differences between L1 and L2. Then, in order to do it, they identified the phonological differences between Spanish and English through a literature review, to accomplish this objective they used the deductive and inductive method. Afterward, the investigators determined the Spanish sounds that influence in English speech with students of the level A2 of the Technical University of Cotopaxi's language Cultural Center, to do it they attended to a class of the level A2 to know what are the Spanish sound which influence at the moment of speech in English. In addition, the researchers asked for a previous authorization to the director of Language Cultural Center of the Technical University of Cotopaxi, MSc. Victor Hugo Romero, (Annex 1) to gather the required information.

To continue, the investigators used File notes sheets as an instruments of the observation to gather information about the attitudes of students, teacher and the most common English sounds' in which they present mother tongue phonological interference. The investigators observed to 24 students while they were performing a role play about "Clothing and Adverbs of movement". During the observation the researchers were taking notes about words sounds

in which students presented the mother tongue phonological interference (th, ph, ee, able, k-, ly, etc), it helped to adapt some words sounds in the checklist (Annex 4).

The investigators used the semi-structured observation to evaluate students' pronunciation, in this case a checklist was used as an instrument of observation to evaluate the students' pronunciation in the next meeting. It contained words sounds adapted from the first meeting and some word sounds adapted from the book Hub 2A that they used. The researchers used the probabilistic sampling in which all the members can have the same probability of being chosen and form part of a sampling. Thus, 10 students were chosen randomly by the teacher of the class. In fact, the investigators applied the instruments with the assigned students, the same which contained the following categories: EXCELLENT (Students articulate English sounds without hesitation and with fluency), GOOD (Students articulate English sounds without mother tongue interference), REGULAR (Students articulate English sounds with little difficulty) and BAD (Students articulated English sounds using the mother tongue sounds). This instrument was validated by MSc. Vizcaino Cárdenas Gloria Susana who was the research project tutor. To apply the instrument, the researchers gave to students a list of words (Annex 3) and then they were pronouncing those words while the investigators were evaluating using the checklist and taking in consideration the rubric evaluation. Finally, they analyzed the obtained data to establish if there was the mother tongue phonological interference in students of the level A2 of the Language Cultural Center of the Technical University of Cotopaxi at the moment of speech.

DATA COLLECTION AND ANALYSIS

 Nowadays, the mother tongue phonological interference is considered a problem in the second language learning. Although, it had not been taken in consideration by English teachers, it affects directly in the students' pronunciation. After the literature review, the researchers established the most important aspects that permitted analyze the influence of the mother tongue that acts like a limitation in the correct articulation of sounds (Lekova, 2010, p.321). Thus, the investigators conclude that this problem must be considered to improve the pronunciation.

According to the literature review about the mother tongue phonological interference in English Language Speech, the investigators found some information that helped to understand the problem and establish the main fundamental categories which could help to readers understand what the project is about and in a sequential way. For that reason, the researchers during the literature review, analyzed to the mother tongue phonological interference and concluded that teachers should use the L1 and L2 Equivalence as a teaching strategy to avoid the mother tongue phonological interference.

FIELD NOTES

Data from the field notes (see Annex 2.) was the sources obtained in the direct contact with the population to identify if students of the A2 level of the Language Cultural Center of the Technical University of Cotopaxi present the mother tongue phonological interference in oral speech activities. During the observation, the researchers could obtain information about three important aspects. First, the work of teachers which helped to notice if he used any strategies to avoid the mother tongue phonological interference that affected in the students' pronunciation. Second, the work of students that contributed to know if they presented the mother tongue phonological interference in their pronunciation. Finally, the most common sounds that was difficult to articulate by students contributed to establish and adapt some word sounds' in the checklist (see Annex 4) to evaluate the students' pronunciation.

Regarding the teacher's work, this is what was observed. Firstly, the teacher let students repeat the vocabulary about clothing and adverbs of frequency by using speakers. Thus, the researchers observed that the teacher did not present a special methodology or activity to avoid the mother tongue phonological interference however he tried to let students known the right pronunciation through a constant repetition of the vocabulary. In spite of this, the phonological interference caused by Spanish was notable. This could be because the differences of the phonological system between English and Spanish. Moreover, the students repeated the vocabulary but at the moment articulate the same words reviewed previously, the majority of them make mistakes in their pronunciation during the oral speech activity.

CHECKLIST

Based on the acquired information with the participants, the investigators obtained the following results (see Annex 4)

THEATER

Of the 10 students evaluated in the first word, the researchers determine that 5 of them that represent the 50% have bad pronunciation in the sound (th), the 30% have a regular pronunciation and only the 20% have a good pronunciation; it could be related with the inexistence of this sound in the phonological system of the mother tongue.

DOL**PH**IN

According to the results obtained of the 10 students evaluated, the investigators concludes that the majority of them that represent the 60% have bad pronunciation in the sound (ph), the 20% have a regular pronunciation and the other 20% have a good pronunciation due to this sound does not exist in Spanish and they read it like in the mother tongue.

STA**TION**

After the results obtained in the evaluation of the 10 students´ pronunciation, the researchers support that a considerable percent of them referring to the 60% have a regular pronunciation of the suffix (tion), the 30% have a bad pronunciation. Finally, the 10% have a good pronunciation because students do not know how to pronounce this sound and it limits their English speaking skills.

STR**EE**T

Based on the obtained results at the moment of analyze the data the investigators claim that 5 of the students that represent the 50% percent have regular pronunciation of the sound (ee), the 30% have a bad pronunciation, the 10% have a good pronunciation while the other 10% have an excellent pronunciation, it could be associated with the lack of knowledge of the pronunciation of some diphthongs in English.

SUIT**ABLE**

In the fifth word evaluated the investigator state that almost all the students that refers to the 90% have a bad pronunciation of the suffix (able) and only the 10% have a good pronunciation, it could be due to lack of knowledge of the correct pronunciation of some sounds in English.

KNOW

According to the obtained results on the 10 students evaluated, the researchers support that a considerable percent of them corresponding to the 80% have a regular pronunciation of the word, the 10% have a bad pronunciation and the other 10% have a good pronunciation, it could be associated with the lack of knowledge about the consonant (k) which at the beginning of the word it does not have sound in English.

MOV**IE**

Based on the acquired results the investigators claim that the 70% of the evaluated students present a regular pronunciation of the diphthong (ie), the 20% have a good pronunciation while the other 10% have a bad pronunciation, it could be due to they do not know how to pronounce diphthongs in English.

AGE

Of the 10 students evaluated in the eighth word, the investigators conclude that the majority of them referring to the 70% have bad pronunciation, the 20% have a good pronunciation and the 10% have a regular pronunciation, it could be because they confuse this sound with the pronunciation of the mother tongue sounds.

CA**R**

After the results obtained in the evaluation of the 10 students´ pronunciation, the researchers claim that a considerable percent of them, referring to the 40% have a regular pronunciation of the consonant (r), the 30% have a bad pronunciation and the other 30% have a good pronunciation; it is due to students do not know that the pronunciation of it is long.

REFRI**G**ERATOR

According to the 10 students evaluated the researchers obtained the following results. The 50% of the students present a bad pronunciation about the consonant (g) in the middle of the word, the 30% have a regular pronunciation and the other 20% have a good pronunciation of the word; it is due to students read in the same way that they do in Spanish.

JUST

Based on the acquired results, the investigators claim that the majority of them who represent the 70% of the evaluated students present a bad pronunciation of the vowel (u), the 20% have a good pronunciation, the other 10% have a regular pronunciation, it could be due to they do not know that this vowel sounds like (a) in some words of English.

DEFINITE**LY**

Of the 10 students evaluated in the twelfth word, the researchers determine that 9 of them who represent the 90% have bad pronunciation in the sound (ly) and the rest 10% have a regular pronunciation; it could be related with the lack of practice of this sound in English.

S**U**BWAY

Based on the acquired results, the investigators claim that the 50% have a regular pronunciation of this word while the 40% of them have a bad pronunciation of the vowel (u). Finally, the rest 10% have a good pronunciation, it could be due to some teacher do not explain how they could pronounce some special sounds.

IMA**GI**NE

According to the acquired results, the investigators supports that the 50% of them have a bad pronunciation while 30% of them have a regular pronunciation in the sound (gi). Finally, the rest 20% have a good pronunciation, it could be due to it has a different pronunciation when the consonant (g) is before a vowel.

ISLAND

In the last word presented to students, the researchers established, the majority of them who represents the 60% have a bad pronunciation of the word, the 20% have a regular pronunciation and the other 20% have a good pronunciation, it could be because they do not know that in some words which contain vowels at the beginning of them, it sounds like the pronunciation of the English alphabet.

Finally, in the total addition of the total (150) words pronounced, the investigators concluded that neither the1% of the total evaluated students have an excellent pronunciation while the 50% percent of them have a bad pronunciation. Moreover, the 16% of the students have a good pronunciation and the 33% of them have a regular pronunciation according to the evaluation

presented by the investigators. Finally, the researchers conclude that it could be the result of a lack of practice of role play activities inside the classroom.

IMPACTS ACHIEVED

The analysis of the literature review contributed to know about the importance of the mother tongue phonological interference in the learners' pronunciations. For that, the researchers present the essential topics to understand the important facts about this problem. Furthermore, it permitted to reflect about the teachers' work in front of this problem which is to investigate more about the possibilities presented to reduce the mother tongue phonological interference in English students.

BUDGET

Activities	
Literature review	50,00
Find the most common word sounds' mistakes.	20,00
Elaboration of the instruments.	10,00
Application of the instruments.	10,00
Data collection analyzes.	10,00
Prints	15,00
Photocopies	10,00
Total	**125,00**

CONCLUSIONS AND RECOMENDATIONS

Conclusions

- In order to accomplish with the first objective that was to describe the scientific theory about the mother tongue phonological interference for describing its importance, the researchers made a literature review in which the investigators could understand how the equivalence of the language could help learners in order to avoid the mother tongue phonological interference that is presented in the majority of learners of a second language. Moreover, it contributed to identify the background of the topic and its relevance. In fact, L1 and L2 equivalence is a good teaching strategy to avoid the mother tongue phonological interference.

- The researchers made a comparison between Spanish and English to determine the Spanish sounds that influence in English speech with students of the level A2 of the language cultural center of the Technical University of Cotopaxi. Therefore, the most common sounds in which students always present the mother tongue interference are ph, th, ee, able, i, tion, etc. Moreover, this research project contributed to know that a high percent of students that belong to the level A2 of the Language Cultural Center of the Technical University of Cotopaxi present a considerable mother tongue phonological interference.

Recommendations

- The researchers recommend the implementation of the equivalence of the language in the teaching learning process of a second language due to it could facilitate the learning of the correct pronunciation of different English sounds and improve the speaking skills.

- The investigators recommend the use of the equivalence of the language instead of the traditional method like the constant repetition of the words due to it does not present better results over the time because they forget easily when only repeat the pronunciation of the word sounds.

- The investigators recommend continue with the investigation about the mother tongue phonological interference to deepen in the possibilities of improve the pronunciation using strategies like the equivalence of sound to avoid this big problem which affects learners' pronunciations into the second learning process.

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ANNEXES

Annex.1

<center>

UNIVERSIDAD TÉCNICA DE COTOPAXI

UNIDAD ACADÉMICA DE CIENCIAS ADMINISTRATIVAS Y HUMANÍSTICAS

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

</center>

Latacunga, 05 de mayo de 2016

Estimado

MSc. Víctor Hugo Romero

COORDINADOR DEL CENTRO CULTURAL DE IDIOMAS

Presente.

De mi consideración.

Yo, MSc. VIZCAÍNO CÁRDENAS GLORIA SUSANA , en calidad de tutora del proyecto de investigación de los estudiantes: MUSUÑA SIMALUISA IRMA KARINA y JAMI JAMI JUAN CARLOS; pertenecientes a la Carrera de INGLÉS de la Unidad Académica de CIENCIAS ADMINISTRATIVAS Y HUMANISTICAS de la Universidad Técnica de Cotopaxi, solicito de la manera más comedida se digne autorizar el ingreso de dichos estudiantes a realizar observaciones de campo en un curso que se digne autorizar del nivel A2 de la suficiencia en Inglés, el cual facilitara en el desarrollo del proyecto **MOTHER TONGUE PHOLOLOGICAL INTERFERENCE IN ENGLISH LANGUAGE SPEECH** y contribuirá a mejorar la pronunciación de los estudiantes al momento de aprender Inglés .

Por la atención prestada a dicho requerimiento, desde ya reitero mis sinceros agradecimientos.

<center>

Atentamente,

………………………………………

MSc. VIZCAÍNO CÁRDENAS GLORIA SUSANA

DIRECTORA DE PROYECTO DE TITULACIÓN II

</center>

Annex 2.

<div align="center">

TECHNICAL UNIVERSITY OF COTOPAXI

ENGLISH MAJOR

</div>

Field notes help investigators to take notes of the most important aspects that are being investigated. In this case the main aim of this instrument was to take notes of the attitudes and activities of the teacher and students during then class.

NOTES	
Date: 10th May, 2016	**Affair:** Notice the work of the teacher of the level A2 of the CCI (UTC)
➢ The teacher made a warm up using the vocabulary learned the last class. ➢ The teacher made a feedback about the last topic. ➢ The teacher introduced the new topic. ➢ The teacher explained the use of the different prepositions of movement. ➢ The teacher formed groups for role-play activity. ➢ The teacher gave some instructions to complete the activities in the book. ➢ The teacher asked some questions before to finish the class.	

Source: *Adapted from basic teacher's representations of the basic education and reading and speaking fields. (López, 2007, p.18-22)*

Annex 2.

<h1 style="text-align:center">TECHNICAL UNIVERSITY OF COTOPAXI</h1>
<h2 style="text-align:center">ENGLISH MAJOR</h2>

Field notes help investigators to take notes of the most important aspects that are being investigated. In this case the main aim of this instrument was to take notes of the attitudes and activities of the teacher and students during then class.

NOTES	
Date: 10th May, 2016	**Affair:** Notice the work of students of the level A2 of the CCI (UTC)
- First, students made a role-play about the clothes that they were wearing. - Students pay attention to teacher's instructions. - Students repeat the vocabulary learned. - Students made coral repetitions of the words given by teacher. - Students took notes of the new vocabulary. - Students made the activities in the book about adverbs of movements and clothing. - Students paid attention to teacher´s instructions.	

Source: *Adapted from basic teacher's representations of the basic education and reading and speaking fields. (López, 2007, p.18-22)*

Annex 2.

Field notes help investigators to take notes of the most important aspects that are being investigated. In this case the main aim of this instrument was to take notes of the attitudes and activities of the teacher and students during then class.

NOTES	
Date: 10th May, 2016	**Affair:** Notice the most common words sounds difficult for students.
Grey	Shirt
All	Boot
Alley	Shoes
Down	Firstly
Dolphins	Sneakers
Sea	Know
Street	Just
Station	Definitely
Idea	Subway
Why	Imagine
Movie	General
Towards	Ice
Theater	

Source: *Adapted from basic teacher's representations of the basic education and reading and speaking fields. (López, 2007, p.18-22)*

WORD LIST

Theater

Dolphin

Station

Street

Suitable

Know

Movie

Age

Car

Refrigerator

Just

Definitely

Subway

Imagine

Island

Annex 4.

TECHNICAL UNIVERSITY OF COTOPAXI
ENGLISH MAJOR
STRUCTURED OBSERVATION
DATA COLLECTION INSTRUMENT

CHECKLIST

Instruction

Put a tick (✓) in the corresponding box according to the students' pronunciation. It will help to determine if students of A2 level present a considerable phonological interference caused by Spanish at the moment of speak English. The categories are: **1**(EXCELLENT), **2**(GOOD), **3**(REGULAR), **4**(BAD).

WORDS	Student A		Student B		Student C		Student D		Student E		Student F		Student G		Student H		Student I		Student J		TOTAL
Theater	1		1		1		1		1		1		1		1		1		1		0
	2		2		2	✓	2		2		2		2		2		2		2	✓	2
	3	✓	3	✓	3		3	✓	3		3		3		3		3		3		3
	4		4		4		4		4	✓	4	✓	4	✓	4	✓	4	✓	4		5
Dolphin	1		1		1		1		1		1		1		1		1		1		0
	2		2	✓	2		2		2		2		2		2		2		2	✓	2
	3	✓	3		3		3	✓	3		3		3		3		3		3		2
	4		4		4	✓	4		4	✓	4	✓	4	✓	4	✓	4	✓	4		6
Station	1		1		1		1		1		1		1		1		1		1		0
	2		2		2	✓	2		2		2		2		2		2		2		1
	3	✓	3	✓	3		3	✓	3		3	✓	3		3	✓	3		3	✓	6
	4		4		4		4		4	✓	4		4	✓	4		4	✓	4		3
Street	1		1		1	✓	1		1		1		1		1		1		1		1
	2		2		2		2	✓	2		2		2		2		2		2		1
	3	✓	3	✓	3		3		3	✓	3	✓	3		3		3		3	✓	5
	4		4		4		4		4		4		4	✓	4	✓	4	✓	4		3
Suitable	1		1		1		1		1		1		1		1		1		1		0
	2		2		2	✓	2		2		2		2		2		2		2		1
	3		3		3		3		3		3		3		3		3		3		0
	4	✓	4	✓	4		4	✓	4	✓	4	✓	4	✓	4	✓	4	✓	4	✓	9

Annex 4.

TECHNICAL UNIVERSITY OF COTOPAXI
ENGLISH MAJOR
STRUCTURED OBSERVATION
DATA COLLECTION INSTRUMENT

Word	Level	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	Total
Know	1											0
	2			✓								1
	3	✓			✓	✓	✓	✓	✓	✓	✓	8
	4		✓									1
Movie	1											0
	2			✓	✓							2
	3	✓	✓			✓	✓		✓	✓	✓	7
	4							✓				1
Age	1											0
	2			✓			✓					2
	3				✓							1
	4	✓	✓			✓		✓	✓	✓	✓	7
Car	1											0
	2			✓	✓		✓					3
	3					✓		✓	✓		✓	4
	4	✓	✓							✓		3
Refrigerator	1											0
	2			✓			✓					2
	3				✓				✓	✓		3
	4	✓	✓			✓		✓			✓	5
Just	1											0
	2			✓	✓							2
	3										✓	1
	4	✓	✓			✓	✓	✓	✓	✓		7
Definitely	1											0
	2											0
	3			✓								1
	4	✓	✓		✓	✓	✓	✓	✓	✓	✓	9

TECHNICAL UNIVERSITY OF COTOPAXI
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Word	Scale	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
Subway	1											0
	2			✓								1
	3	✓	✓		✓				✓	✓		5
	4					✓	✓	✓			✓	4
Imagine	1											0
	2			✓	✓							2
	3		✓						✓		✓	3
	4	✓				✓	✓	✓		✓		5
Island	1											0
	2			✓	✓							2
	3						✓		✓			2
	4	✓	✓			✓		✓		✓	✓	6
											TOTAL	150

Source: Adapted from Lista de cotejo y escala de estimación Chipia (s.f)

TOTAL ADDITION	
CATEGORIES	**WORDS PRONOUNCED BY STUDENTS**
Excellent	1
Good	24
Regular	50
Bad	75
TOTAL	150

RUBRIC OF EVALUATION

EXCELLENT (Students articulate English sounds without hesitation and with fluency)

GOOD (Students articulate English sounds without mother tongue interference),

REGULAR (Students articulate English sounds with little difficulty)

BAD (Students articulated English sounds using the mother tongue sounds).

Annex 5.

<u>HOJA DE VIDA</u>

DATOS PERSONALES
Nombres y Apellidos: Juan Carlos JamiJami
Dirección: Cuicuno norte, vía principal a Sigchos
Teléfono(s):   0987374871
E-Mail: juanj1041@hotmail.com
Fecha de nacimiento: 30 de enero de 1993
C.I: 050364158-1

OBJETIVO PROFESIONAL

Transmitir todos los conocimientos adquiridos durante mi formación profesional para formar a mis estudiantes con valores y un amplio conocimiento del idioma Inglés.

EXPERIENCIA LABORAL
2013 Teacher de remplazo "Escuela Indoaerica"
2015-2016 Teacher en la escuela "Luis Felipe Borja"

ESTUDIOS REALIZADOS
- Educación Primaria obtenida en la escuela "Hermanos Pazmiño"
- Bachillerato en ciencias sociales obtenido en el "Colegio Nacional Saquisilí".
- Cursando el 9no ciclo la carrera de ciencias de la Educación mención Ingles en la Universidad Técnica de Cotopaxi.

Otros Conocimientos y Actividades

2014
Seminario planificación curricular "COPEI"
2015
Seminario taller Neuro-lingüística "UTC"
Suficiencia en Italiano "UTC"
REFERENCIAS PERSONALES
Lic. Paulina Sandoval   0984054719
Lic. Msc. Ramiro Mena   0995464799
Sr. Washington Iza   0995129166

Annex 5.

<h1 style="text-align:center"><u>HOJA DE VIDA</u></h1>

DATOS PERSONALES
Apellidos y nombres: Musuña Simaluisa Irma Karina
Provincia: Cotopaxi
Dirección: Pujilí
Teléfono(s):   0992897388
E-Mail: irma.musuna2@utc.edu.ec
Fecha de nacimiento: 15 de Julio de 1992
C.I: 050387102-2

OBJETIVO PROFESIONAL

Mi objetivo profesional es servir a la sociedad ecuatoriana, brindando todos mis conocimientos adquiridos y poniendo en práctica los valores adquiridos.

FORMACIÓN ACADÉMICA

2010   Bachiller Ciencias Sociales Colegio Nacional Experimental "Provincia de Cotopaxi"

2011-2016   Actualmente estudiando Lic. En Ciencias de la Educación Mención "Ingles" en la Universidad Técnica de Cotopaxi
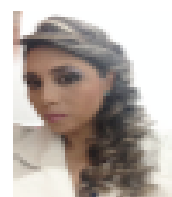
Otros Conocimientos y Actividades

2014
Seminario planificación curricular "COPEI"
2013- 2015
Suficiencia en Italiano

Annex 6.

CURRÍCULUM VITAE

1.- DATOS PERSONALES

NOMBRES Y APELLIDOS: GLORIA SUSANA VIZCAINO CÁRDENAS
CEDULA DE IDENTIDAD: 0501876650
NUMEROS TELÉFONICOS: 0983222977   032292007

2.- ESTUDIOS REALIZADOS

Primarios	Esc. Manuel Salcedo		1984
Secundarios	Colegio Victoria Vásconez Cuvi"	Bachiller Humanidades Modernas Esp. Quimica y Biologia	1990
Superior	Universidad Técnica de Ambato	Licenciada en Ciencias de la Educación. Esp. Quimica y Biologia	25-08-1995
	Universidad Técnica de Cotopaxi	Master en Ciencias de la Educación, Mención Planeamiento de Instituciones de Educación Superior	07-08-1999
	Universidad Tecnológica Indoamérica	Magister en Docencia Universitaria y Administración Educativa	02-18-2006
	Pontificia Universidad Católica de Perú	Candidata Doctoral Administración Estratégica de Empresas	2014

3.-CURSOS DE CAPACITACION

DOC. 1	Seminario Taller de Quimica Inorgánica	80 h.	Mar. 94
1	Entrenamiento para el cuidado del niño	40 h.	Oct. 94
2	Relaciones Humanas y Motivación	10 h.	Nov. 94
3	Effective English Language Teaching	6 h.	May. 95
4	Realidad Educativa y desarrollo Socio – Económico del Ecuador	120 h.	Ago. 96
5	Gestión en I.E.S	120 h.	Sep. 96
6	Metodología de la Investigación	120 h.	Oct. 96
7	Educación Superior, Planeamiento y Desarrollo	120 h.	Nov. 96
8	Metodología de la Planificación en I.E.S.	120 h.	Ene. 97
9	Técnicas de Planificación en I.E.S.	80 h.	Feb. 97
10	Planificación de los Recursos II	120 h.	Abr. 97

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11	Análisis Cuantitativo y Sistemas de Información	100 h.	Mar. 97
12	Planificación de los Procesos I	80 h.	Feb. 97
13	Experiencias y Tendencias Internacionales en Planeamiento en I.E.S.	60 h.	May. 97
14	Vinculación Universidad Sector Productivo	80 h.	Jun. 97
15	Evaluación de Proyectos Institucionales	80 h.	Jul. 97
16	Planificación de los Procesos II	120 h.	Sep. 97
17	Jornadas Curriculares	25 h.	Ago.2002
18	Jornadas Académicas UTC	25 h.	Sep. 03
19	Diseño de Tesis	10 h.	Mar. 03
20	Jornadas Académicas UTC	21 h.	Mar. 04
21	Jornadas Curriculares	50 h.	Sep. 04
22	Las Tendencias Pedagógicas Alternativas en la Educación Superior	30 h.	Mar. 23 -05
23	La Universidad Alternativa y el Proyecto Emancipador	30 h.	Mar. 06
24	Análisis Estadístico y Diseño Muestral	20 h.	24,25 may. 2006
25	Pedagogía y Didáctica I	24 h.	Jul. 06
26	Liderazgo en Educación Superior	30 h.	Sep. 06
27	Universidad y Asamblea Constituyente	30 h.	24-26 sep. 07
28	La UTC y la Reforma Universitaria	30 h.	26-28 mar. 08
29	Cultura de Paz, Educación y Formación Docente	20 h.	Abr. 08
30	Diseño de Tesis	20 h	26 junio 08
31	Diseño de Proyectos de Tesis	30 h	Dic. 09
32	Metodología de la Investigación	30 h	Dic. 09
33	Seminario Taller Iberoeamericano sobre Gestión y Evaluación de la Calidad del Posgrado	20 h.	16-17 sep. 2010
34	Calidad de la Educación Superior y Rendición de Cuentas a la Sociedad	8h	10 enero 2011
35	Seminario Taller sobre Evaluación y Acreditación de Carreras de Educación Superior en el Marco de la Nueva Ley	16 h	14- 15 de marzo 2011
36	II Seminario Internacional América Latina Cambio o Desarrollo	20 h	26 y 27 enero 2011
37	"La Autoevaluación de Carreras con Fines de Mejoramiento y Preparación para la Acreditación"	30 h	29 abril 2011
38	Seminario Taller sobre Evaluación y Acreditación de Carreras de Educación Superior en el Marco de la Nueva Ley	16 h	12 y 13 de julio 2011
39	Metodología de la Investigación aplicada a los temas Doctorales (PhD)"	60 h	24 al 29 julio 2011
40	Jornada de Capacitación "Hacia la Aplicación del Modelo Educativo Liberador de la UTC"	32 h	19, 20, 21 sept. 2011
41	Foro Nacional "Yasuní más allá de Petróleo	16 h	01 Dic. 2011
42	Curso "La Formación Científica en las Universidades" Cuba	16 h	12 y 13 Dic. 2011
43	Curso "La Formación de la Educación Superior Siglo XXI" Cuba	24 h	14al 16 Dic. 2011
44	Curso " La Diversidad en la Investigación Científica" Cuba	24 h	17 al 19 Dic. 2011

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45	Curso "La Pedagogía de la Educación Superior" Cuba	8 h	20 Dic. 2011
46	Curso "La Educación Superior en el Siglo XXI" Cuba	24 h	9 al 11 Dic. 2011
47	Tercer Seminario Internacional La Universidad del Tercer Milenio	18 h.	Enero 2012
48	Seminario Taller sobre Planificación Curricular Basada en Resultados del Aprendizaje	15 h	11 y 12 mayo 2012
49	Seminario Internacional Acreditación Universitaria en la Integración Suramericana	16 h	24 julio 2012
50	"Gestión Académica en el Aula Universitaria"	32 h	12 al 15 mayo 2013
51	Microsoft Excel Avanzado, Macros y Tablas Dinámicas	48 h	17 de junio al 14 de julio 2013
52	Reforma Universitaria en la UTC. Retos y Perspectivas	40 h	septiembre 2013
53	Unidad de Titulación. Implementación del Reglamento de Régimen Académico – Consejo de Educación Superior	24 h	19 al 21 de febrero 2014
54	Prácticas Pre Profesionales y Vinculación con la Sociedad. Implementación del Reglamento de Régimen Académico – Consejo de Educación Superior	20 h	12, 13 y 14 de marzo 2014
55	Investigación para el Aprendizaje.Implementación del Reglamento de Régimen Académico – Consejo de Educación Superior	18 h	26,27,28 marzo 2014
56	Tutor Virtual en Entornos Virtuales de Aprendizaje MOODLE- Moodle del Ecuador	40h	Mayo 2014
57	Seminario Regional "Perspectivas de la Universidad Ecuatoriana" Universidad Técnica de Cotopaxi	16h	14 y 15 de julio 2014
58	Seminario Internacional "Innovación PYMES"	40h	Mayo 2015

5. PARTICIPACIÓN EN EVENTOS (CURSILLOS, SEMINARIOS, CONGRESOS, ETC.)

Doc. N.º	Descripción	Tipo de participación
1	Coloquio Internacional de Experiencias y Tendencias Mundiales sobre Planeamiento de IES. 2,3 y de sep. 1997	Asistencia
2	Seminario de Diseño Curricular 16 nov.2005	Asistencia
3	La Cooperación Internacional, Una oportunidad para la captación de Recursos en la Universidad Latinoamericana 14 jun 2006	Asistencia
4	La Educación Superior Ecuatoriana en el Contexto de la Evaluación y Acreditación 18 y 19 enero 2007	Asistencia
5	Rol de los Oponentes/Miembros de Tribunal de Tesis y Tutores de Maestrías Mayo 2007	Asistencia
6	Diseño de Tesis 28 de mayo 2007	Asistencia
7	Actualización de Diseño de Tesis 28 y 29 enero 2010	Asistencia
8	Realidad Nacional 2008 UTC	Facilitadora

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9	Seminario Internacional " Calidad de la Educación Superior y Género" 18,19 y 20 de junio 2014 CEAACES-SENPLADES-ONUMUJERES-FLACSO-REDU	Asistencia
10	Políticas de Educación Superior y Sociedades del Conocimiento ¿ Innovación o sumisión tecnológica? 2 de julio 2014 Instituto de Estudios Ecologistas del Tercer Mundo -CEDENMA	Asistencia
11	Foro Internacional de Experiencias de Acreditación y Aseguramiento de la Calidad en América Latina 16 y 17 de julio 2014 CEAACES	Asistencia
12	Primer Encuentro de Acreditación y Evaluación Universitaria de América Latina y El Caribe. 13 y 14 de noviembre 2014 UDUAL – Universidad de Cuenca	Asistencia
13	Seminario Internacional "Calidad de la Educación Superior y Género" 18,19 y 20 de junio 2014	Asistencia
14	Perspectivas de la Universidad Ecuatoriana-Universidad Técnica de Cotopaxi. 13 de enero 2016	Expositora

6. IDIOMAS

Doc. N.º	Idiomas	Lee	Habla	Escribe
1	Suficiencia en el Idioma Inglés	x		

7. PUBLICACIONES

Doc. N.º	Título	Editorial
1	"PERFECCIONAMIENTO DOCENTE, LOS CURSOS SOBRE REFORMA CURRICULAR", Revista "Alma Mater", la Voz Universitaria No. 4. Universidad Técnica de Cotopaxi	Revista Alma Mater Universidad Técnica de Cotopaxi N 4
2	ALGUNAS CONSIDERACIONES SOBRE EL PERFECCIONAMIENTO DOCENTE Y LAS RESISTENCIAS A LA REFORMA EDUCATIVA EN LA EDUCACIÓN PRIMARIA", Revista "Alma Mater", la Voz Universitaria No. 3, Universidad Técnica de Cotopaxi	Revista Alma Mater Universidad Técnica de Cotopaxi N 4
3	EL ENFOQUE HISTÓRICO CULTURAL COMO FUNDAMENTO DEL PROCESO PEDAGÓGICO Revista "Alma Mater", la Voz Universitaria No. 7 Universidad Técnica de Cotopaxi	Revista Alma Mater Universidad Técnica de Cotopaxi N 4
4	Libro de Actividad Escolar " MI PLANETA AZUL", Ciencias Naturales, Cuarto Año de Educación Básica	Editorial Casa de la Cultura Ecuatoriana Ambato Ecuador
5	Libro de Actividad Escolar " MI PLANETA AZUL", Ciencias Naturales, Quinto Año de Educación Básica	Editorial Casa de la Cultura Ecuatoriana Ambato Ecuador

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6	Políticas Públicas en la Universidad Ecuatoriana. Co autora	ISBN- 978-9978-395-18-9 Diciembre 2015
7	Experiencias en los procesos de Evaluación Institucional en la UTC. Co autora	ISBN: 978-9942-8558-5-5 Enero 2016
8	La Educación Superior y el desarrollo económico en América Latina	SATHIRI, Latindex 21955 ISSN 1390-6925
9	Gestión de Procesos en la Educación Superior	UTCiencia, ISSN 1390-6909
10	La Falsación, concepción epistemológica predominante en la investigación científica	UTCiencia, ISSN 1390-6909

8. EXPERIENCIA DOCENTE Y PROFESIONAL

Doc. N.º	Institución	Curso	Fecha de inicio	Fecha de término
1	Docente de la Unidad Educativa San José "La Salle"	Cuartos, Quintos Años de Educación Básica. Asignatura Ciencias Naturales	1994	2004
2	Docente a contrato UTC septiembre 2000 diciembre 2008	Primero, Segundos Terceros , Quintos Ciclos Universidad Técnica de Cotopaxi Asignaturas: Investigación Científica, Metodología de la Investigación, Ciencias Naturales, Didáctica de las Ciencias Naturales	2000	2009
2	Docente titular agregada UTC	Séptimos, Octavos y Novenos: Diseño de Proyecto de Investigación, Desarrollo de Tesis:3	2009	
3	Miembro del Equipo de Determinación de la Situación Jurídica y Académica Integral de las Instituciones de Educación Superior. Mandato 14 Asamblea Constituyente – Consejo Nacional de Educación Superior CONESUP		2009	2009
4	Miembro del Equipo de Diseño del Reglamento de Graduación de Pregrado UTC		2006	2006
5	Miembro del Equipo de Re Diseño Curricular de los Básicos Comunes			
6	Perito Evaluador de Proyectos de Posgrado del CONESUP		2009	2009
7	Coordinadora del Área de Investigación de la Unidad Académica de CC.AA.HH		2006	2008
8	Miembro del Equipo de Diseño de Líneas de Investigación Institucionales		2009	2010

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	proyecto de Seguimiento a Egresados			
10	Miembro del Comité de Investigación en calidad de Coordinadora del Área de Investigación de la Dirección de Investigación UTC		2009	2010
11	Directora del Departamento de Evaluación Interna de la Universidad Técnica de Cotopaxi		2010	2015
12	Coordinadora de la Unidad de Desarrollo Académico UTC		2016	Hasta la fecha

Gloria Susana Vizcaino Cárdenas