



# **TECHNICAL UNIVERSITY OF COTOPAXI**

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**UNDERGRADUATE PROGRAM**

**MODALITY: RESEARCH REPORT**

**THEME:**

**“ENGLISH PRONUNCIATION ERRORS OF THE SOUNDS / θ / AND / ð / MADE BY SECOND LEVEL EFL STUDENTS OF THE TECHNICAL UNIVERSITY OF COTOPAXI”**

Research report before obtaining the bachelor's degree in National and Foreign language  
Pedagogy, English Major

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**AUGUST 2024**

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Jorge Arias Kevin Alexander, with citizenship card No. 0503680167, Torres Herrera Marco Vinicio, with citizenship card No. 1721280111 declare to be authors of the present RESEARCH PROJECT: **“ENGLISH PRONUNCIATION ERRORS OF THE SOUNDS / θ / AND / ð / MADE BY SECOND LEVEL EFL STUDENTS OF THE TECHNICAL UNIVERSITY OF COTOPAXI”**, being Andrade Morán José Ignacio, MSc, Tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, August 21, 2024



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## ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

**“ENGLISH PRONUNCIATION ERRORS OF THE SOUNDS / θ / AND / ð / MADE BY SECOND LEVEL EFL STUDENTS OF THE TECHNICAL UNIVERSITY OF COTOPAXI”**, by Jorge Arias Kevin Alexander; Torres Herrera Marco Vinicio, from the career of Pedagogy of National and Foreign Languages, I consider that said Research Report is worthy of the endorsement of approval by complying with the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, August 21, 2024



José Ignacio Andrade Morán, MSc  
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ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers' Tribunal, approve the present Research Project according to the regulations issued by the Technical University of Cotopaxi, and by the Pujilí Extensión; because, the applicants: Jorge Arias Kevin Alexander; Torres Herrera Marco Vinicio, with the title of the Research Project: **“ENGLISH PRONUNCIATION ERRORS OF THE SOUNDS / θ / AND / ð / MADE BY SECOND LEVEL EFL STUDENTS OF THE TECHNICAL UNIVERSITY OF COTOPAXI”**, has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of substantiation of the degree work.

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## **GRATEFULNESS**

*We would like to express our sincere gratitude to the Technical University of Cotopaxi for welcoming us and allowing us to grow academically and personally. We thank all the professors of the Pedagogy in Foreign Languages program for their dedication, time, knowledge, and constant support throughout our training, without them, we would not have reached our current achievements. We also want to thank our families for their infinite and unconditional support during these four years, none of this would have been possible without the daily support of each member of both families, for being there when we needed it the most.*

**Kevin & Marco**

## ***DEDICATION***

*This work is dedicated to all the people who have believed in me and supported me throughout this journey. To my family, who have given me the freedom to pursue my passions, live my way, surround myself with those I cherish, and make my own decisions. To my friends, for being my happy place and filling my youth with joy. To my teachers, for imparting their knowledge and guiding me to where I am today. And to music, an essential part of my life, for providing me with emotional support when I needed it most.*

**Kevin**

## **DEDICATION**

*This work is dedicated to those people who were always with me supporting me until I reached this end, first of all, to my mother Elida whom I love with all my heart, who is the main pillar in my life, without her daily support I would not have reached where I am, to my sister Karen, my brother-in-law Diego and my nephews Alejandro and Emilio, to my best friend Steven, who has been supporting me for 10 years, giving me advice and scolding me. To my best friend Cynthia, who since I met her, I could be who I am, and who taught me that no matter how destroyed you are inside, you don't want to go on. Finally, to my group of friends Leslie, Camila, Kevin, and Eliana, with whom I shared happy, sad, and anguish moments, but above all, they made the days at the University the most beautiful memories.*

**Marco**

**TECHNICAL UNIVERSITY OF COTOPAXI**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**  
**UNDERGRADUATE PROGRAM**

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**ABSTRACT**

Pronunciation errors in foreign language learning can significantly affect learners' communicative performance; some errors tend to be unconscious and are rarely corrected. This study, which adopts a quantitative approach relying on a descriptive level of research, aims to analyze common pronunciation errors between the sounds / θ / and / ð / made by second-level EFL students of the Technical University of Cotopaxi - Campus Pujilí, in the academic period April 2024 - August 2024, the sample selected for this research consisted of 27 students of the second level of the English language pedagogy course, which was composed of 9 males and 18 females selected randomly. The data were collected through a register sheet created and validated with reference to the instrument used by (Ercan & Kunt, 2019), during the taking of results the answers of each of the participants were recorded to be later analyzed through a descriptive statistic created by the same researcher in Excel, the pronunciation of the students was listened several times and cataloged as correct and incorrect according to established standards when compared by the way native speakers pronounced these words, the results obtained showed that the students have more problems in the pronunciation of the dull dental fricative sound / θ / as it was often replaced by the sound / t /, similarly although less frequently the voiced dental fricative sound / ð / was mostly replaced by the sound / d /, one of the reasons why these substitutions occur may be due to interference from their native language or the little knowledge that students have in the dental fricative sounds.

**Keywords:** Error Pronunciation, Dental Sounds, Mother Tongue, Interference, EFL students.

# UNIVERSIDAD TÉCNICA DE COTOPAXI

## CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**TITULO:** "ERRORES DE PRONUNCIACIÓN EN INGLÉS DE LOS SONIDOS / θ / Y / ð / REALIZADOS POR ESTUDIANTES DE EFL DE SEGUNDO NIVEL DE LA UNIVERSIDAD TÉCNICA DE COTOPAXI"

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### RESUMEN

Los errores de pronunciación en el aprendizaje de lenguas extranjeras pueden afectar significativamente al rendimiento comunicativo de los estudiantes; algunos errores tienden a ser inconscientes y rara vez se corrigen. Este estudio, que adopta un enfoque cuantitativo apoyándose en un nivel de investigación descriptivo, tiene como objetivo analizar los errores comunes de pronunciación entre los sonidos / θ / y / ð / cometidos por los estudiantes de EFL del segundo nivel de la Universidad Técnica de Cotopaxi - Campus Pujilí, en el periodo académico abril 2024 - agosto 2024, la muestra seleccionada para esta investigación consistió en 27 estudiantes de segundo nivel del curso de pedagogía del idioma inglés, la cual estuvo conformada por 9 hombres y 18 mujeres seleccionados de manera aleatoria. Los datos fueron recopilados a través de una hoja de registro creada y validada tomando como referencia al instrumento usado por (Ercan & Kunt, 2019), durante la toma de resultados se grabó las respuestas de cada uno de los participantes para posterior a ello ser analizadas a través de una estadística descriptiva creada por los mismos investigador en Excel, la pronunciación de los estudiantes fue escuchada varias veces y catalogada como correcta e incorrecta según estándares establecidos al ser comparadas por la forma en la que hablantes nativos pronunciaban estas palabras, los resultados obtenidos mostraron que los alumnos tienen más problemas en la pronunciación del sonido fricativo dental sordo / θ / ya que a menudo era sustituido por el sonido /t/, de igual manera aunque con menos frecuencia el sonido fricativo dental sonoro / ð / era remplazado en su mayoría por el sonido / d /, una de las razones por las que ocurren estas sustituciones puede deberse a la interferencia de su lengua materna o al poco conocimiento que los estudiantes tienen en los sonidos fricativos dentales.

**Palabras claves:** Errores de Pronunciación, Sonidos Fricativos Dentales, Interferencia, Lengua Materna, Estudiantes de EFL

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**UNDERGRADUATE DEGREE WORK STRUCTURE****1. GENERAL INFORMATION**

**Theme:** English pronunciation errors of the sounds / θ / and / ð / made by second-level EFL students of the Technical University of Cotopaxi.

**Starting Date:**

April 2024

**Ending Date:**

August 2024

**Place of Research:**

Pujilí - Cotopaxi - Universidad Técnica de Cotopaxi - Campus Pujilí

**Sponsoring Faculty:**

Campus Pujilí

**Sponsoring Career:**

Pedagogy of National and Foreign Languages Undergraduate Program

**Macro Project of the Career:**

A transdisciplinary study of education and linguistics in linguistic-communicative contexts for English language teaching.

**Work Team:**

Andrade Moran José Ignacio, MSc.

Jorge Arias Kevin Alexander

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**Knowledge Area:**

Education

**Research Line:**

Education, communication and design for human and social development.

**The Research Line of the Career:**

Education, Linguistics, Literature, Interculturality and Society.

## 2. PROBLEM STATEMENT

The correct pronunciation within a language is essential for showing adequate performance in any social area, the English language being one of the most important languages globally is constantly studied by many people seeking to be proficient in this field “Pronunciation is a skill that is difficult to acquire, thus, some level of affinity towards it could be a bonus” (Bakar & Abdullah, 2015, p. 157). Little consideration has been given to the dental fricative sounds /θ/ and /ð/, which are different although they belong to the same sound (th). (Irianto & Sabaruddin, 2019) explain that “The consonant /θ/ should be pronounced softly and voiceless to get this exact sound like a native, while the consonant /ð/ should be pronounced hard and voiced to get its sound” (p.19). The study of the phonemes /θ/ and /ð/ can help students of the Technical University of Cotopaxi - Campus Pujilí in the academic period April - August 2024, who have problems pronouncing these two dental fricative sounds, this has been evidenced through oral activity.

These errors in their communication may be due to various factors ranging from the academic level of the student to the interference of the second language with their mother tongue. (Zhang & Yin, 2009) explains that several factors influence L2 learners' pronunciation, such as first language interference, age, learner attitude and psychology, previous pronunciation instruction, and limited knowledge of English phonology and phonetics. If these problems are not solved, the students may develop deficient pronunciation in the English language and may not be able to understand the meaning of words in their real context. (Sukhostavska, 2019) comments that “These mistakes may have different effects on communication, sometimes making it impossible” (p. 109). understanding these errors will allow students to improve their pronunciation and be aware of the differences that exist in the same sound, for this reason, the research question for this project is:

- What is the common pronunciation error between the / θ / sound and the / ð / sound committed by second-level students of Technical University of Cotopaxi - Campus Pujilí in the academic cycle April 2024 - August 2024?

### **3. OBJECTIVES**

#### **3.1. General Objective:**

- To analyze the common pronunciation errors between the sounds / θ / and/ ð / committed by EFL students in the second level of Technical University of Cotopaxi - Campus Pujilí, in the academic period April 2024 - August 2024.

#### **3.2 Specific Objectives:**

- To conceptualize relevant information about pronunciation errors between the sounds / θ / and/ ð /.
- To identify the common pronunciation errors between the sounds /θ/ and /ð/ made by the students of the second level of the Pedagogy course in national and foreign languages of the Technical University of Cotopaxi - Campus Pujilí in the academic year April 2024 - August 2024.
- To define conclusions and recommendations on the pronunciation errors committed between the sounds /θ/ and /ð/ by the students of the second level of the Pedagogy course in national and foreign languages.

#### 4. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED.

**Table 1**

*Objectives and Activities*

Specific objective	Activities	Verification Means
To conceptualize relevant information about incorrect pronunciation between the sounds /θ/ and /ð/.	<ul style="list-style-type: none"> <li>- Review books and articles</li> <li>- Verify and validate information.</li> <li>- Build a theoretical framework.</li> </ul>	<ul style="list-style-type: none"> <li>- Theoretical Framework.</li> </ul>
To identify the common pronunciation errors between the sounds /θ/ and /ð/ made by the students of the second level of the Pedagogy course in national and foreign languages of the Technical University of Cotopaxi - Campus Pujilí in the academic year April 2024 - August 2024.	<ul style="list-style-type: none"> <li>- Design a register sheet.</li> <li>- Apply and record the register sheet.</li> <li>- Collect and classify the data.</li> <li>- Count and identify the group of words.</li> <li>- Illustrate the errors made during the activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Oral Activity.</li> <li>- Analyze and interpret the statistical result (Microsoft Excel program)</li> </ul>
To define conclusions and recommendations on the pronunciation errors committed between the sounds /θ/ and /ð/ by the students of the second level of the Pedagogy course in national and foreign languages.	<ul style="list-style-type: none"> <li>- Read and understand the results obtained from the participants.</li> </ul>	<ul style="list-style-type: none"> <li>- Conclusions and Recommendations</li> </ul>

*Note:* The table details the activities related to each specific objective.

## 5. JUSTIFICATION

With globalization, English has positioned itself as a language of great importance becoming one of the most spoken languages worldwide, either for this or other reasons this second language is taught in schools, colleges, and universities, however, students often have difficulties in developing their pronunciation skills which is an important part of the sub competence of speech along with grammar, fluency, and vocabulary. The need for this research lies in the fact that there is little or no knowledge of the differences between the phonemes /θ/ and /ð/ present in the TH sound, and through this project, both students and teachers will be aware of the most common pronunciation errors that can occur. The two sounds represented by "th" present a great difficulty for second language learners, as they are rare in most languages. (Avery & Ehrlich, 2013)

The beneficiaries of this project are the students in the second semester of the pedagogical career of national and foreign languages of the Technical University of Cotopaxi, Pujilí Campus since the focus of the research was to identify the academic factors that affect their educational formation in the English pronunciation errors of the sounds /θ / Y / ð /, where in this way it is possible to identify and contribute significantly to the clarity and effectiveness in English communication, as well as to design effective teaching and correction strategies for students and thus achieve an impact on the confidence of the speaker: increasing the performance of the non-native speaker since he will feel more confident to communicate in everyday and professional situations.

To carry out this research and identify the most common pronunciation errors in the register sheet activity that has been designed, it is intended to classify each word according to the number of students who mispronounce it. In this way, researchers and readers will be able to understand what kind of errors students make and possible ways to find a solution. The importance of this research lies in the fact that correct pronunciation is fundamental to effective communication, cultural sensitivity, professional interactions, and overall language proficiency; EFL learners must constantly evaluate their errors and seek ways to improve this skill.

## 6. SCIENTIFIC AND TECHNICAL FOUNDATION

### 6.1 Background

Studies on the pronunciation errors in dental fricative sounds are largely international as is the case of (Kurniawan, 2016) which investigated the error patterns in the pronunciation of dental fricative consonants (/θ/ and /ð/). The study was conducted using descriptive and analytical methods, the authors randomly selected 120 students out of 240 enrolled in the English Education Studies Program at the Faculty of Teacher Education and Training, University of Sriwijaya. Data were collected by asking the participants to pronounce 30 words, some of which were distractors, while the others contained the target consonants in various positions (onset, medial, and coda). The pronunciations were recorded and analyzed with the help of a native English speaker. The results showed that the most common errors were pronouncing /θ/ as /t/ and /ð/ as /d/. Other errors, such as pronouncing these sounds as /s/, /z/, or /f/, occurred less frequently. The study suggests that these results may be useful for future similar research and may serve as teaching and learning material in relevant courses.

Another study is the one conducted by (Metruk, 2017) set out to explore the difficulties Slovak EFL university students face when pronouncing English dental fricatives. The study focused on examining the frequency of pronunciation errors of the sounds θ] and [ð], as well as the substitutes used by Slovak university students, for this purpose, the researcher carried out a quantitative analysis and a descriptive level in his research, he selected a sample of 44 Slovak first-year university students of English philology. To do this, he asked the students to deliver spontaneous monologues in English, which were recorded for later analysis, then to ensure a complete and accurate assessment, the recordings were sent to a native English speaker in Canada, who performed an auditory analysis of the pronunciation errors in the participants' speech. Their study indicated that problems persist in the pronunciation of dental fricatives, as two substitute consonant sounds [t] and [f] were evident in the mispronunciation of the dull dental fricative, while in the voiced spirant, the voiced alveolar consonant [d] was identified as the main substitute.

For his part, (Ercan & Kunt, 2019) conducted a study aimed at improving the pronunciation of /ð/ and /θ/ sounds, to improve English language teaching and learning, they employed a quantitative method with a descriptive level, numerically representing their data recorded through a pronunciation test. The study involved twelve participants who were videotaped during the pronunciation test to allow for detailed analysis, the researchers observed the teaching process, including the materials and topics used, and focused on the essential pronunciation activities. Two independent native evaluators listened to the recordings and rated the accuracy of the problem sounds as correct or incorrect, the pronunciation test, consisting of 26 items with voiced (/ð/) and unvoiced (/θ/) sounds used to identify the main pronunciation problems of the participants. The data were then analyzed with Microsoft Excel and the results revealed that language learners could improve their pronunciation when motivated and given natural opportunities to practice in society, at the same time, the results showed that most of the participants had little difficulty with the pronunciation of the consonant sounds /ð/ and /θ/ and only a small number of them replaced /ð/ with /d/ and /θ/ with /t/ or /f/, indicating that, in general, they knew the differences between these two consonants.

Additionally, (Eldika & Zainil, 2022) researched to measure learners' abilities and identify the types and causes of errors in pronouncing English dental fricative consonants. The study used a descriptive quantitative method, focusing on second-year English learners in classes K2-K5, who had attended phonetics and phonology classes in the English teaching program at University Negeri Padang, the sample consisted of 30 students, in addition to which data collection consisted of a pronunciation test and stimulated recall interviews, during which the students' voices were recorded and transcribed. The pronunciation test included 40 sentences, each of which contained a word with English dental fricative consonants, the results indicated that the learners' ability to pronounce dental fricative consonants was acceptable, with a hit rate of 60%., and the most common type of error was formation errors, which accounted for 89.21% of the total errors, with 645 errors out of 723.

Finally, (Kafryawan & Zulihi, 2023) wanted to determine how accurately Papuan EFL learners produce English dental fricatives and to identify which consonants they use as substitutes for the voiceless dental fricative /θ/ and the voiced dental fricative /ð/. To do this, they carried out a quantitative method with descriptive analysis in which 30 native Papuan students studying English as a foreign language participated. Data were collected through pronunciation tests that included words with voiceless dental fricatives /θ/ and voiced fricatives /ð/ in various positions, Microsoft Excel was used to calculate and code the data, and the International Phonetic Alphabet (IPA) was used to improve the interpretation of the data, the results showed that correct production of English dental fricatives was rare among the students, only 12.0% of participants correctly pronounced the voiceless dental fricative /θ/, and only 3.3% correctly pronounced the voiced dental fricative /ð/.

## **6.2 THEORETICAL FRAMEWORK**

### **6.2.1. English Language**

English has become established as one of the most important languages due to its wide use in trade. This dialect can be cataloged as the most known unknown language and is that if two people of different nationalities meet and try to engage in a conversation they will try to do so in the English language, because of this, mastering the second language can bring great benefits to a person, (Putra, Teknologi, & Nopember, 2020) explain that “the use of English is very much needed because of the importance of using English in everyday life, starting from education, business, to technology” (n/p). The importance of this language is not only in its commercial power, it must not be forgotten that this language is present during higher education and in many tourist sectors, since English plays a dominant power in almost all fields of this globalized world its need constantly grows so that most people with growth ideals have to look for how to learn this language, “English, being the first world language, is said to be the first global lingua franca and it is the most widely used language in the world” (Rao, 2019, p. 66).

In the digital age, English dominates the internet and media, providing access to vast amounts of information and resources. Furthermore, proficiency in English often opens doors to educational and professional opportunities, making it a key tool for personal and collective advancement in an increasingly interconnected world. Even after English has proven its importance globally, it is still challenging to master this language and, in many cases, this is due to its grammatical rules. “The chief object in teaching grammar today-especially that of a foreign language-’---would appear to be to give rules which must be obeyed if one wants to speak and write the language correctly which as often as not seem quite arbitrary” (Jespersen, 2007, p. 19). The English language is used orally and in writing for many functions, students often encounter obstacles to mastering it due to the absence of direct correspondence between the 26 letters of the English alphabet and the 44 phonetic sounds they signify. (Baugh & Cable, 2002) In one of their books “We are concerned here only with the fact that one cannot tell how to spell an English word by its pronunciation or how to pronounce it by its spelling” (p. 13).

### **6.2.2. English Language Learning**

Second language learning is a process by which individuals acquire or improve their ability to understand, speak, read, and write another language, this process encompasses a wide range of educational activities and experiences designed to help learners of all ages and backgrounds achieve competence, it is common to see students progressing in language learning faster than others, which facilitates the learning process, this ability is defined as aptitude which according to (Shaofeng, 2015) “Language aptitude is one of the most important individual difference variables in second language acquisition (SLA)” (p.385).

Over the years, various methods of teaching and learning English have been developed to suit the specific needs and age of different populations. Despite their differences, all these methods share the common goal of facilitating the acquisition of English as a second language; among the more traditional methods is the "Translation-Grammar Method", which continues to be used in many places today. Other widely recognized methods include the "Bilingual Method", "Audio-Lingual

Method", "Communicative Approach", "Situational Approach" and "Oral Approach", each designed to meet the changing needs of learners in different contexts. (Sharmila, 2018) comments that “teachers need to be creative and innovative. A wide variety of materials and methods of teaching should be explored as students come in different packages with different learning styles and capabilities” (p.63).

On the other hand, learners can learn English through different objectives where the variation in purpose leads to a variation in learner goals. For some learners, the goal is to acquire pronunciation similar to that of native speakers, while for others it is to achieve comprehensible speech (Kocić, 2010) explains that

it becomes clear that aptitude is a very important factor in the process of language learning. Firstly, linguistic aptitude is a universal human characteristic when L1 acquisition is in question. Secondly, despite the claims that it is undemocratic, aptitude does play a very significant role in L2 learning (p.241)

In addition, a proactive attitude encourages exploration of the language through a variety of sources, from everyday conversations to advanced educational resources, thus contributing to a more complete and satisfying mastery of English. (Pham & Pham, 2021) explains that “It is claimed that concerning attitudes in the language learning context, attitudes control an individual’s motivation and are especially relevant for language learning because language learning includes many different aspects besides simply learning skills” (p. 67). Maintaining a positive and proactive attitude is crucial in the language learning process.

### **6.2.3. The Importance of Speaking Skills**

Speaking is important for anyone, and for students, the development of oral expression is paramount. It is considered a difficult aspect among the four fundamental English language skills, especially for foreign or second language learners. The difficulty arises from the need to generate

sentences spontaneously, requiring a grasp of grammatical structures and a sufficient vocabulary. (Rao, 2019) mentioned that “consequently, EFL/ESL learners encounter obstacles in forming grammatically correct sentences in English” (p.10). Given the pivotal role of speaking skills in communication, individuals strive to master them to effectively engage with the global community.

The ability to speak is necessary to interact with society and create new relationships, the ability to maintain a conversation depends a lot on what is heard and personal interests, if this is not kept in mind it is possible that a correct interaction with the other party is not developed. Productive speaking skills require constant practice and this is essential for second-language learners, (Kurum, 2016) explains that it is safe to assume that many learners starting to learn a foreign language usually seek improved competency in their productive skills; namely writing and speaking. These learners assess their progress in the target language in terms of their ability to speak fluently in communication (p. 2). It should be emphasized that correct language management ensures that learning takes place continuously and uninterruptedly.

The speaking ability develops when there is a constant exchange between two or more individuals. This action is performed through two skills acquired from an early age, “Listening and speaking are the fundamental skills, and if only the foundation is firm, the edifice built on it will be durable. In their mother tongue, children have a very natural opportunity to listen and speak in their surroundings” (Hussain, 2017). In real communication, participants must manage uncertainty about what the other person will say. Communication, regardless of the language used, is usually done through speech; writing and speaking are essential for proper interaction between two or more people. Within the skills, oral expression through speech is one of the most important when expressing an idea or concept, where it is conceptualized that how the language generated by the student is productive and the language directed to it is receptive.

#### **6.2.4. Speaking Proficiency**

An EFL (English as a foreign language) student is anyone who is learning English in a country where it is not a primarily spoken language, for these students English is taught as a subject within their education system or either by motivation, these students who try to master a language which is not their own from birth encounter certain difficulties which they must overcome to become proficient in this second language.

It is a frequently occurring observation of teachers in ESL classrooms that learners are more likely to acquire the correct pronunciation of English. The earlier a person starts learning a second language, the less likely he or she is to have an accent. Before the age of six, there is usually no accent, between the ages of seven and eleven there may be a slight accent, and after the age of twelve, there is usually an accent (Nation & Newton, 2020). As researchers state, age plays a crucial role in the learning of spoken English, during childhood and adolescence, individuals tend to be more receptive to new sounds and linguistic structures, which facilitates more natural and fluent language acquisition.

Adults, on the other hand, may face additional challenges due to ingrained patterns in their native language and cognitive differences in language acquisition. However, motivation and continued exposure to the language can mitigate these difficulties, allowing adults to achieve fluency levels comparable to native speakers, one of the causes could be that grammar teaching tends to focus on the memorization of rules rather than on understanding how language works in real communication contexts, this can make learning to pronounce English words correctly a challenge, especially for those who are learning the language as a second language, (Mont, 1963) comment that “English spelling is almost divorced from its pronunciation and forms hardly any guide as to how words should be pronounced” (p. 87).

To improve within a language, one must have opportunities to develop communicative skills, exposure to a real context that forces the person to communicate constantly is essential within any language. (Seom, 2021) remarks “If valid, exposure to the target language is a factor that will critically determine learners’ success. Learners need to be provided with ample opportunities to adequately receive comprehensible input” (p. 33). To master a second language, the person must consider its pronunciation, in this way the interaction that exists with other people will be more fluid and there will be fewer problems during the exchange of ideas.

#### **6.2.5. Pronunciation**

Pronunciation is an essential aspect to consider within communication, therefore poor pronunciation is an essential problem that must be considered in the development of a student's skills. Pronunciation plays a crucial role in the assessment of speaking skills, as it is central to understanding how spoken discourse is constructed in a second language. Listeners process the individual sounds produced by L2 speakers to extract meaning from the flow of speech (Kang & Ginther, 2017).

People develop their language skills through interaction with their environment, but in the case of a second language, mastering correct pronunciation requires conscious and constant work (Gilakjani, 2012) states that “Pronunciation can be one of the most difficult parts of a language for EFL learners to master and one of the least favorite topics for teachers to address in the EFL classroom” (p. 127) The way of learning a second language is strongly influenced by the teachers, although the students should strive to develop this skill, the teacher should suggest tools to help the students.

The ability to learn to pronounce correctly the words is crucial to communicating effectively in English. Mastering pronunciation involves not only knowing the sounds, but also understanding how they combine to form words and complete sentences, paying attention to phonetic details, and

being able to imitate and adjust English intonation. This skill not only facilitates mutual understanding between native and non-native speakers but also increases confidence when expressing oneself in everyday situations and the professional environment.

Constant practice and feedback are essential in pronunciation to achieve clear and fluent communication in English, (Gardner, 2007), states that “Classroom learning motivation may promote the acquisition of individual elements of the language” (p. 19). Adopting a positive attitude means staying motivated even in the face of obstacles, remaining open to correcting mistakes and learning from them, and, above all, valuing every opportunity to practice and improve.

#### **6.2.6. Pronunciation errors**

Incorrect pronunciation is a significant challenge in learning a new language, as it impacts both linguistic competence and communication effectiveness. Mispronunciations can lead to misunderstandings, even if the grammar is correct because the intended message becomes unclear. The influence of a learner's first language often contributes to these errors, particularly in speaking. Therefore, addressing pronunciation issues is crucial, as correct articulation and intonation are essential for effective communication.

To develop the correct affirmation about the topic, just as pronunciation difficulties can affect the understanding and clarity of the message. (Kolk, 1990) mention that “deficiencies in the development of communication are evident when conversations are carried out in the social sphere, specifically in interactions with other people” (p.49). All of this occurs in everyday life, where different types of disfluencies, repetitions, and sounds arise. have no logical meaning, including syllables that are seen repeated. In this context, there are ways in which pronunciation difficulties can affect the understanding and clarity of the message. Lack of knowledge of vocabulary, lack of practice and linguistic influences are essential points when errors in pronunciation are evidenced and perceived. Mispronunciation is a common problem encountered by English learners, it can

cause the expression to be unclear and unintelligible to the listeners. How to mention (Widhiastuti, 2022), explains that

exemplified the different elements causing difficulty in learning the second language such as individual sounds, phonetic features of similar sounds, and distribution of equivalent sounds. In learning foreign language pronunciation, most of the learners tend to substitute the closest native sounds for the absent English phonemes, hence the mispronunciation (p.94)

Learning English as a foreign language is necessary for all students regardless of their future educational goals, one of the most important challenges for these students is correct pronunciation. According to (Cruttender, 2014) “The term pronunciation covers both phonetics and phonemics” (p. 4), At the same time, (Crystal, 2003) mentioned that “One more reason for the importance of pronunciation is that the English language has become the primary language for oral communication globally” (p.6). The pronunciation of words can be a barrier for students to communicate properly. Difficulties arise so the challenge that is developing cannot be underestimated, as well as the importance of pronunciation, it is seen as the cornerstone of human communication in society.

## **6.2.7. Causes of Pronunciation Errors**

### ***6.2.7.1 Interlingual Cause***

Pronunciation in communication is an important and above all fundamental component that must exist to convey the meaning of the language being studied. In learning, pronunciation should not be minimized or replaced by another, it should be provided to students who should always try to improve their linguistic skills in the pronunciation of the target language, especially the ability to communicate, to convey what they want to communicate.

Interference/interlingual errors are the next element that might cause a departure from appropriate English language pronunciation, which refers to errors that occur when the mother tongue or native language hurts the second language. In interlingual or interference errors, the individual speaking the foreign language tends to follow the way he or she pronounces his or her native language. (Sari, 2016, pág. 87). In the same affirmation, state (Rahman, 2018) that “Another significant barrier is that the majority of English foreign learners are unable to distinguish consonants in the form of minimal pairs” (p. 276)

#### ***6.2.7.2 Intralingual Cause***

An intralingual error is a type of error that occurs within a language, in the context of second language learning, or language production in general. Unlike interlingual errors, which arise from the transfer of rules or structures from a native language to a foreign language, intralingual errors arise from a lack of knowledge or understanding of the rules of the target language itself.

Students who immerse themselves in learning a new language must know how to apply the correct structures either in the pronunciation of words or the formulation of sentences. As mentioned by (Knell, 2007), “the EFL students who had been taught through immersion outperformed those who had not done so in vocabulary, EFI students reach both a high level of performance in L2 and mastery of school subjects” (p.397). This is because there is a correct use of structures in pronunciation, where students know the rules in formulating sentences and therefore can express themselves in writing and orally. To argue what was said above, (Rodriguez, 2019) mentions that “To pronounce correctly effective this type of phonemes, it is proposed that learners of English as a Foreign Language select a group of words that include the sounds they want to perfect, which must be pronounced individually, and then incorporate them into sentences (p.5)

### ***6.2.7.3 Mother Tongue Interference***

Acquiring a second language is essential in today's globalized workforce, where foreign interaction is increasingly common. However, this process can be challenging due to the interference that often occurs between an individual's native language and the new language they are trying to learn. (Al-Saidat, 2010) comment that

L1 learners have no difficulty in producing most words in their language after the age of puberty because it is only one linguistic system that the learner's mind tries to understand and he/she is exposed to the language all the time; whereas, in the learning of L2, L1 features play a kind of role which results in a clash between the system of L1 and that of L2 (p. 123).

Word association across the mother tongue and the second language is a natural process among EFL learners. The way sounds are associated with English words depends a lot on the way they are associated with words in our native language, creating in many cases an incorrect pronunciation. (Avery & Ehrlich, 2013) claims that difficulties can arise because the rules for assembling sounds into words differ between the learner's native language and the target language. This type of difficulty can arise even when a specific sound exists in both English and the learner's native language.

On the other hand, (Pal, 2013) comments on the influence of the mother tongue on spoken English saying "Another reason why learning Pronunciation is difficult is because by the time the learners are introduced to the second language sound system they have a fossilized sound system of their mother tongue, which hinders the acquisition of the L2" (p. 455). It is possible to realize the influence that the mother tongue has when trying to speak a second language.

#### ***6.2.7.4 Overgeneralization***

The influence of a new language is taken as a primordial point at the moment of learning how to speak it, in the same way, it is studied how the part of a word is pronounced by the pronunciation of others that have parts with a physical orthographic semblance with it, but that do not have to be pronounced like it. However, overgeneralization is the application of grammatical rules more broadly than is generally applied in different contexts of life. In our context, it implies the use of a phonological strategy available to an individual in newly established contexts, as well as at times when situations are created to that in which it is used.

(Spada & Lightbown, 2019), states that “overgeneralization in pronunciation and cognition errors may be due to the fossilization or negative attitude of non-native speakers of English” (p.119). It occurs when students are not able to make themselves understood by their teachers and peers with inaccurate language and when there are no L2-speaking peers to serve as role models.

#### **6.2.8. Dental Fricatives Sound**

Within the International Phonetic Alphabet (IPA) there are two types of dental fricatives: the voiceless and the voiced dental fricative, represented by /θ/ and /ð/ respectively. In the English alphabet, both sounds are produced by the letters <th>. However, as mentioned (Jekiel, 2012) comments that “the term dental fricative is not solely restricted to English /θ/ and /ð/ sounds, as dental fricatives are also present in other languages of the world” (p. 23).

Although this sound is not unique to the English language it is still unknown and confusing, this is because they are considered perceptually faint and unclear making them difficult to hear in noisy environments or when the listener is not paying close attention, (Smith, 2013), establishes that “The voiceless dental fricative (IPA /θ/) and the voiced dental fricative (IPA /ð/) are relatively

understudied in comparison to other sounds. They are perceptually weak and easily confusable with /f/ and /v/” (p.118).

Differentiating these sounds is natural for native speakers, but for EFL learners it becomes more complicated, even more so when they do not have poor listening skills. (Miller & Nicely, 1955) observes this phenomenon and the possible reasons why it is difficult to distinguish the two phonemes

The distinctions between [f] and [θ] and between [v] and [ð] are among the most difficult for listeners to hear and it seems likely that in most natural situations the differentiation depends more on verbal context and visual observation of the talker's lips than it does on the acoustic difference (p. 347).

These sounds, although not complicated to produce, are still difficult to identify, the correct pronunciation of the speaker together with a correct posture of the tongue plays a crucial role in the identification of these sounds. However, to develop the idea with another affirmation, (Puspandari, 2013) asserts that the placement of the tongue leads to errors when producing the sounds [θ] and [ð], students struggle to position their tongues correctly to articulate these sounds. Analyzing these factors and drawbacks is essential to understanding the production of dental fricative sounds and how they affect EFL learners' comprehension and pronunciation (p.26).

## **7. METHODOLOGY**

### **7.1 Research Approach**

To carry out this research, the quantitative method, (Rana, Luna, & Oldroyd, 2021) recommends the use of this method because "the quantitative method is used to summarize, average, find patterns, make predictions and causal associations as well, how to generalize the results to broader populations" (p.1), collecting data that can be counted and analyzed numerically is necessary. By applying this approach to the study of pronunciation errors in the sounds / θ / and/ ð /, it is considered that objective and quantifiable measurements can be obtained, achieving similarities and differences between correct and incorrect pronunciation. Therefore, this method provides a solid basis for evaluating and comparing different levels of pronunciation proficiency.

### **7.2 Research Level**

Although some of the data are numerical, a descriptive method allows for a detailed and specific observation of the pronunciation errors that may be evident in non-native English language learners who are developing their language skills (speaking). This is essential for understanding the exact nature of the errors of English language learners. The detailed description facilitates the identification of common patterns and an understanding of the specific characteristics of mispronunciation. In this manner (Manjunatha, 2019) states that "Descriptive research can be used in multiple ways and for multiple reasons" (p.864). When describing numbers, one must consider the big picture they represent to give a clear explanation.

### **7.3 Research Context**

The development of the research is carried out within the Technical University of Cotopaxi in its Pujilí campus located in the urban area of the center of the city, where turn, in this institution, has been selected the participants of the research, 27 second-level students of the English language pedagogy course, which consists of 9 males and 18 females, all students were adults with an average age range of 18 -24, who are studying English as a professional area.

The choice of participants in the development of the research was carried out using a non-probabilistic sample, where the selected criteria are established, as mentioned (Arias, 2006), "in non-probabilistic sampling the probability of each element of being added to the sample" (p.34). Likewise, the strategy established by the researchers is carried out using a random sampling of the course participants. Before the application, an informed consent form has been prepared, which helps to ensure that the students are aware of the activities to be carried out. See Annex 1.

#### **7.4 Data Collection Procedure**

A register sheet was used as an instrument directed to students, this activity is oriented to understanding the knowledge of certain keywords for the research as well as the use and pronunciation that the students have about them, considering the level of the students (A1), based on another one developed by (Ercan & Kunt, 2019) (See Annex 3), within their research they report that "Twenty-six items including voiced (ð) and voiceless (θ) were aimed to be measured in the present study. The pronunciation test was developed by the researcher himself and supervised by the supervisor" (p. 933).

The audio recordings were then transcribed, the researchers manually transcribed the words using the Cambridge Dictionary, available online, and selected the American pronunciation, then the percentage of pronunciation errors produced by the students was evaluated before being explained within this paper. Finally, the investigators transcribed each student's recordings using tables in Microsoft Excel, and an alphabetical code was designed for each student (A, B, C) where: A: first student, B: second student, C: third student, and so on. To obtain a better understanding of the results obtained, this program was used as an analysis tool (analysis of the percentage of pronunciation errors), according to (Vilchez, 2007), who propose

The use of Excel in data processing facilitates a comprehensive, articulated analysis of understanding and tracking them, through the search for categories fundamental in the facts that have been described throughout the different instruments used in qualitative research,

such as ideas, themes, concepts, interpretations, propositions, topologies, arising from observed data or the evaluator's criteria. (p.130).

Through this tool, it has been possible to classify the information to be processed and described according to the criteria of the researchers.

### 7.5 Data Analysis Process

The register sheet data, being more complicated to handle, require technological tools that facilitate creating and expressing clear percentages before analyzing results. The process of obtaining results through analysis is determined as follows:

- Once informed consent has been granted to the corresponding authorities, as well as to the research participants, the instrument established for data collection (oral activity) is used and applied to the participants, making use of an audio recorder to record the participants' interactions.
- The quality of the responses is verified and the Cambridge dictionary is used to transcribe the words established, using the audio of the participants.
- A database is created that includes each learner's information and the words pronounced, which are also labeled based on whether the /θ/ or /ð/ sound was pronounced correctly or if an error was made.
- Statistical graphs are performed to determine whether there are significant differences in error frequency between the /θ/ and /ð/ sounds.
- Finally, the results are described showing bar graphs, as well as the elaboration of frequency tables and the percentage of errors made by the students.

The researchers calculated the percentages of frequencies using the formula:

**Percent= [Total students who made errors×100]/Total students (27).** Thus, both contained six columns with the number of words, the words, the transcription from the Cambridge Dictionary, the transcription of the students', the frequencies, and the percentages of errors.

## 8. ANALYSIS AND DISCUSSION OF RESULTS

**Table 2**

*Number of students who made pronunciation errors*

<b>N° Students</b>	<b>Focus Word</b>	<b>Cambridge Dictionary Transcription</b>	<b>Students who make errors</b>	<b>Total</b>
27	Breathe	/bri:ð/	B, C, D, E, H, J, L, O, P, Q, S, T, U, X, W, Y, Z	18
	Through	/θru: /	C, E, F, H, K, L, O, P, S, U, V, X, W, Y, Z, AA	16
	Math	/mæθs/	A, C, D, E, F, G, H, L, N, P, R, T, U, X, AA	15
	Teeth	/ti:θ/	A, B, C, G, K, L, M, N, O, P, Q, U, X, W, AA	15
	Thousandth	/θaʊzəndθ/	A, B, C, L, N, O, P, Q, S, U, V, X, W, Z, AA	15
	Thoughtfully	/θɔ:t.fəli/	A, F, G, H, J, K, L, M, N, P, Q, R, W	13
	North	/nɔ:rθ/	A, B, C, G, I, N, O, P, S, U, X, W, AA	13
	That	/ðæt/	C, E, G, J, M, Q, R, T, U, X, Y, Z	13
	Threshold	/'θref.həʊld/	B, D, E, F, G, H, K, L, M, N, Q	11
	Soothing	/'suðɪŋ/	B, D, E, H, I, J, L, O, W, Y, Z	11
	Breath	/breθ/	E, F, G, J, L, N, R, V, W, Y, AA	11
	Both	/boʊθ/	F, H, I, N, O, P, Q, T	8
	Bathtub	/'bæθtəb/	A, D, L, M, P, Q, W	7
	Thieving	/'θi:.vɪŋ/	A, F, K, L, R, S, Y	7
	Their	/ðer/	B, H, R, S, T, V	6
	Theatre	/'θi:ətər/	B, H, N, O, Q, V	6
	Threw	/θru: /	E, F, H, Y	4
	Thing	/θɪŋ/	A, V, Y, AA	4

Thermos	/ˈθɜrməs/	N, Q, Y, Z	4
Thought	/θɔ:t/	N, R, S, V	4
They	/ðeɪ/	I, S, T	3
There	/ðer/	S, T, W	3
This	/ðɪs/	P, R, V	3
Think	/θɪŋk/	N, P	2
Thank	/θæŋk/	A	1
The	/ðə/	Y	1
Brothers	/'brʌð.ərz/	O	1

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Elaborated by: Jorge, K., & Torres Marco.

*Note:* The table details the number of students who made errors in each word with sounds /θ/ and /ð/

The table presents the words containing the sounds θ/ and /ð/. The word 'Breath' presented the highest number of students who pronounced it incorrectly, with 18 students, followed by the word 'through', was mispronounced by 16 students, followed by “math”, “teeth” and “thousandth”, mispronounced by 15 students each. The word 'thoughtfully' and 'north' was mispronounced by 13 students, while the word 'that' was mispronounced by 12 students. In addition, the words 'threshold', 'soothing', 'carefully', and 'carefully' had the same frequency of error, with 15 students mispronouncing 'that' and 'breath' having the same number, with 11 students pronouncing incorrectly. The word 'both' was pronounced incorrectly by 8 students, while the words 'bathtub' and 'thieving', were pronounced incorrectly by 7 students, as were the words 'their' and 'theatre' with 6 students respectively. In addition, a decrease in mispronunciation is observed, where the words 'threw', 'thing', 'thermos', and 'thought', 4 students pronounced it incorrectly. Finally, for the words 'they', 'there', and 'this', 3 students pronounced them incorrectly, as well as the word 'think', only two students made errors, while for the words 'thank', 'brother', and 'the', only 1 student respectively in each word made errors in their pronunciation.

### 8.1 The following results correspond to the pronunciation errors in the words that contain the sound /ð/.

**Table 3**

*Frequency of the word “that”.*

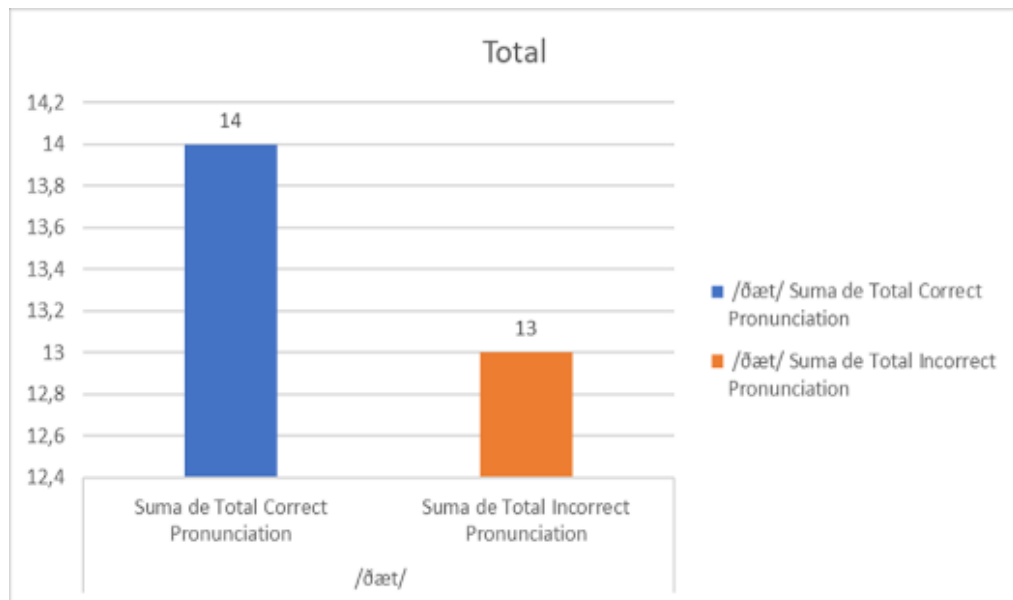
Word Pronounce	Frequency	%
Correct	14	51,8 %
Incorrect	13	48,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.*

*Note:* This table represents the frequency of the word “that”, the table is divided into 3 columns, the first one shows the categories of correct, incorrect, and total, the second column shows the frequency of the answers and the total number of students, finally the last column shows the total percentage value according to the categories, the total number of students investigated was 27 being 100%. The same process is shown in all the other frequency tables.

**Figure 1**

*Pronunciation of the word That*



*Source: Registration sheet*

*Elaborated by: Jorge, K., & Torres Marco.*

Figure 1 shows that this word is pronounced correctly by slightly more than half of the selected sample. Transforming this data into percentages shows that 51,8% of the students know how to pronounce it correctly while 48,1% do not. Two errors can be named, the pronunciation recorded by some students was /tat/ and /dæt/.

**Table 4***Frequency of the word "the"*

Word Pronounce	Frequency	%
Correct	26	96,2 %
Incorrect	1	3,7 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

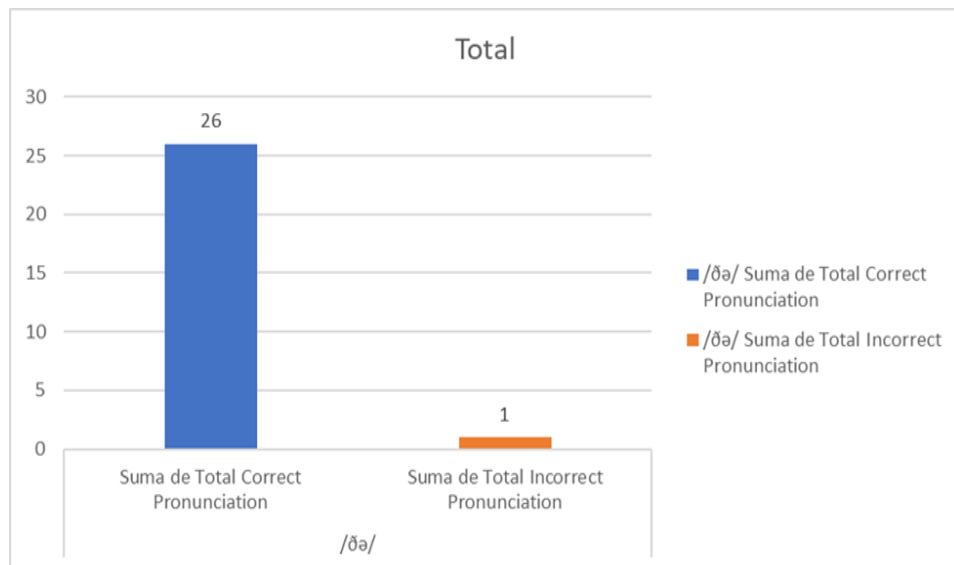
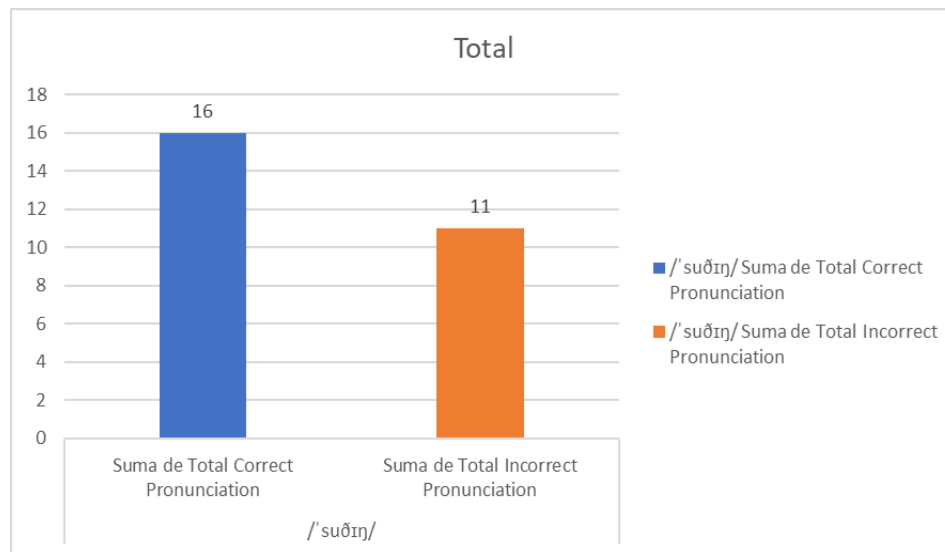
*Elaborated by: Jorge, K., & Torres Marco.***Figure 2***Pronunciation of the word The**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 2 shows that this word was pronounced almost correctly by the entire population. This data can also be understood as 96,2% correct and 3,7% incorrect, referring only to a single student who pronounced this word as /de:/.

**Table 5***Frequency of the word "soothing"*

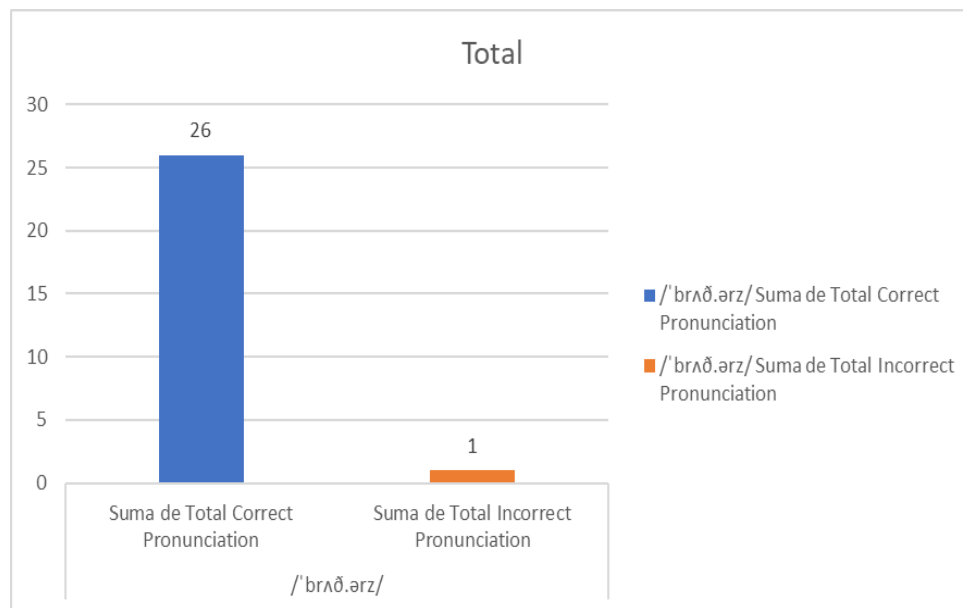
Word Pronounce	Frequency	%
Correct	16	59,2 %
Incorrect	11	40,7 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 3***Pronunciation of the word Soothing**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

This figure shows that out of 27 students, 16 pronounce this word correctly which corresponds to 59,2% of the sample taken while the other 40,7% corresponds to the 11 students who gave answers such as /somɪŋ/, /sudɪŋ/, /fot/, /sodɪŋ/, /sudɪŋ/, /fotɪŋ/, and /sudɪŋg/.

**Table 6***Frequency of the word "brothers"*

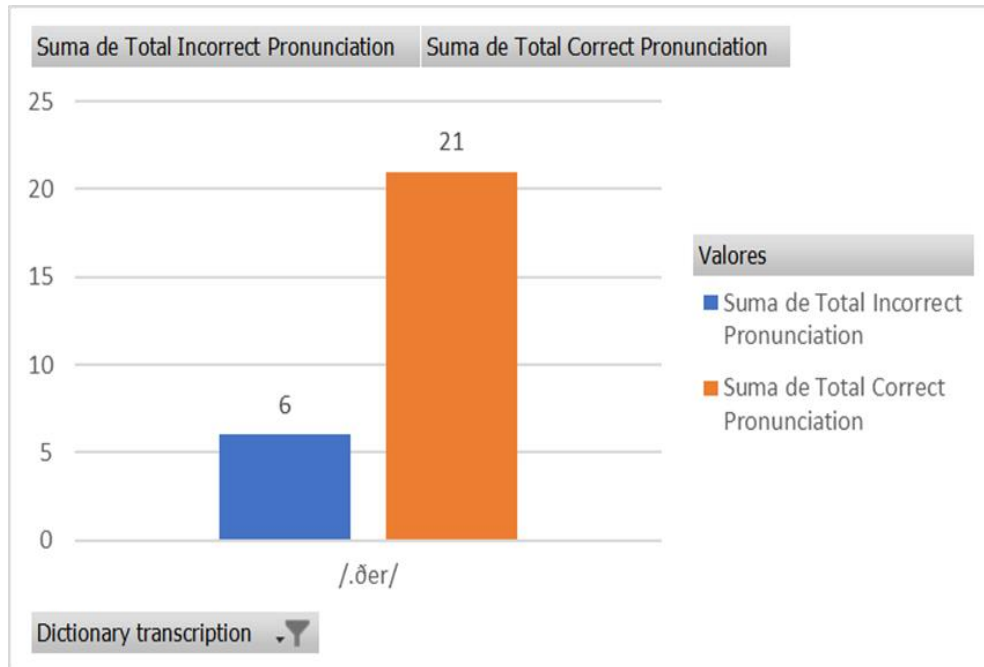
Word Pronounce	Frequency	%
Correct	26	96,2 %
Incorrect	1	3,7 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 4***Pronunciation of the word Brothers**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

This new figure shows that there is no major problem in the pronunciation of this word., only one student had problems pronouncing it */troberz/*, even so through this data, it is understood that 96,2% of the population knows how to pronounce this word and only 3,7% does not.

**Table 7***Frequency of the word "their"*

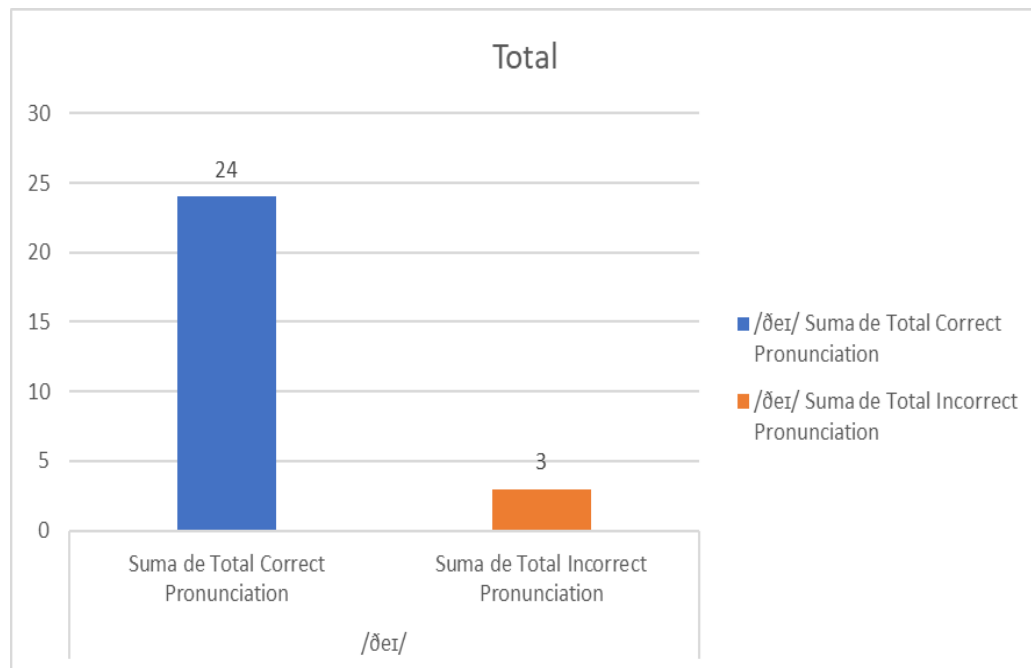
Word Pronounce	Frequency	%
Correct	21	77,7 %
Incorrect	6	22,2 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 5***Pronunciation of the word Their**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Note that this word was pronounced correctly by a large part of the sample, 21 students corresponding to 77,7% pronounced it correctly while the other 6 students corresponding to 22,2% pronounced it incorrectly, in the audio words such as */del/, /der/, /ta.ir/ drei:/* and */eir/* were evidenced.

**Table 8***Frequency of the word "they"*

Word Pronounce	Frequency	%
Correct	24	88,8 %
Incorrect	3	11,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco., (2024)***Figure 6***Pronunciation of the word They**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Thanks to Figure 6 it is clear that this word was pronounced correctly by a large part of the sample, in percentages it can be transformed into 88,8% of correct pronunciation and 11,1% of incorrect pronunciation, with words such as /dei/, and /ti:/ being registered.

**Table 9***Frequency of the word "breathe"*

Word Pronounce	Frequency	%
Correct	9	33,3 %
Incorrect	18	66,6 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

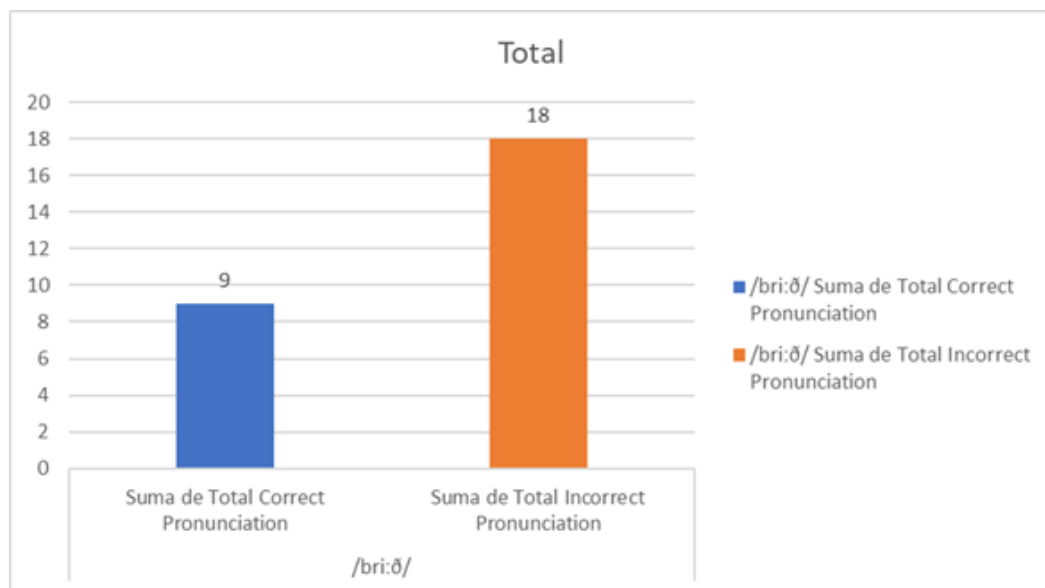
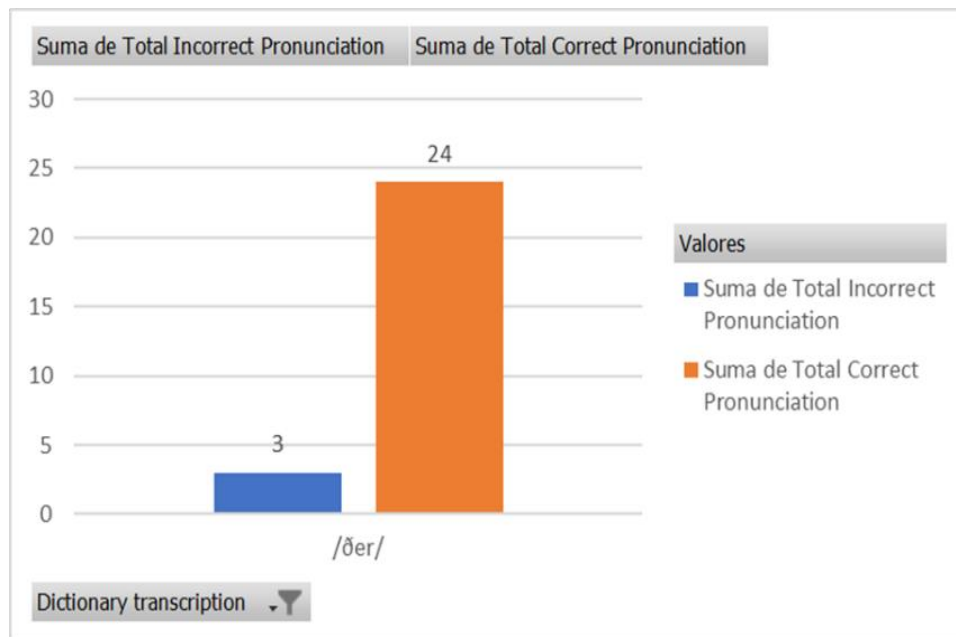
*Elaborated by: Jorge, K., & Torres Marco.***Figure 7***Pronunciation of the word Breathe**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 7 indicates that this word had several pronunciation problems, of 27 students 18 pronounced it incorrectly. Transforming these data into percentages shows that while 33,3% of the pronunciation did not have a major problem with this word, the other 66,6% recording errors, the pronunciation errors evidenced were */bred/*, */brid/*, */bei:/*, and */bri:di/*.

**Table 10***Frequency of the word "there"*

Word Pronounce	Frequency	%
Correct	24	88,8 %
Incorrect	3	11,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 8***Pronunciation of the word There**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Similar to Figure 5, this figure shows that most of the students have no major problem in pronouncing it, statistical data suggest that 88,8% of the students know how to pronounce it while only 11,1% make mistakes such as /dei:/ te:re/, and /der/.

**Table 11***Frequency of the word "this"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	24	88,8 %
Incorrect	3	11,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

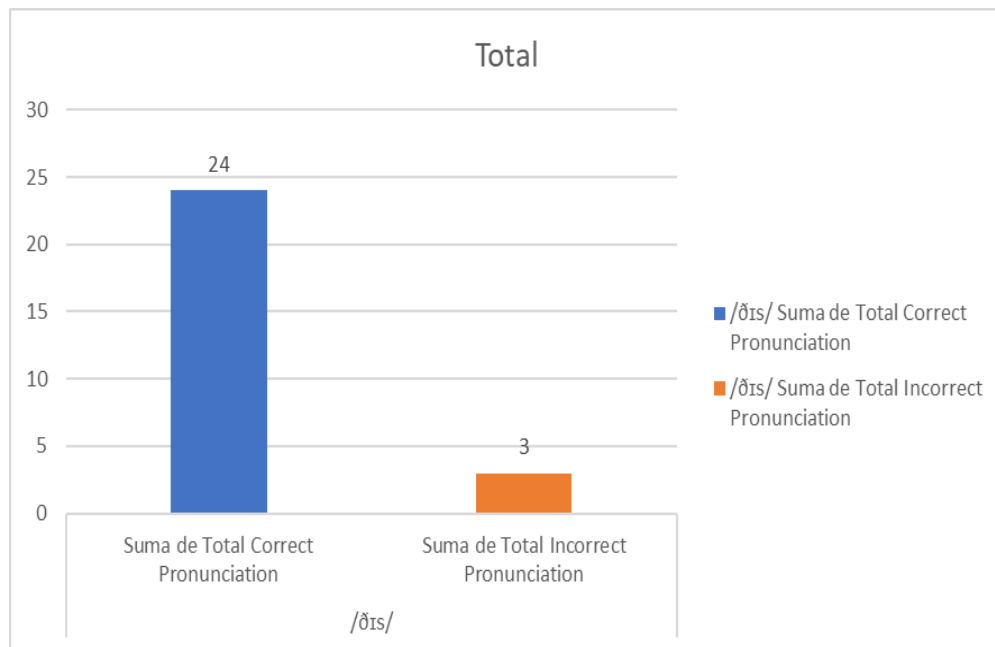
*Elaborated by: Jorge, K., & Torres Marco.***Figure 9***Pronunciation of the word This**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 9 shows that a large part of the population knows how to pronounce this word correctly, with a total of 24 correct answers corresponding to 88,8% of the sample, only 3 of the participants 11,1% made pronunciation errors such as */dis/* and */ti:se/*.

**Table 12**

*Errors in the words that contain the sound /ð/.*

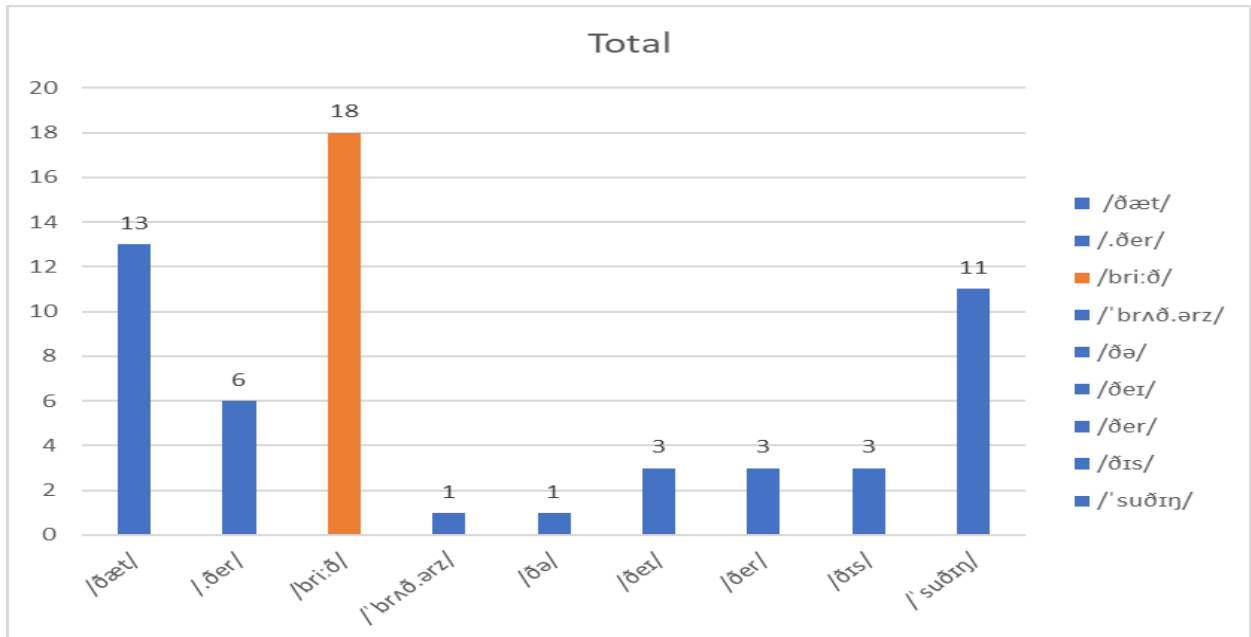
<b>N*</b>	<b>Focus Word</b>	<b>Cambridge Dictionary Transcription</b>	<b>Students Transcription (Audio recording)</b>	<b>Frequency</b>	<b>(%)</b>
1	Breath	/bri:ð/	[bred], [brid], [bei:], [bri:di]	18	66,6 %
2	That	/ðæt/	[tat], [dæt], [dat]	13	48,1 %
3	Soothing	/'suðɪŋ/	[somtɪŋ], [sudɪŋ], [fot], [sodɪŋg], [sudɪŋ], [fotɪŋ], [sudɪŋg]	11	40,7 %
4	Their	/ðer/	[del], [de], [ta.ir] [drei:], [eir]	6	22,2 %
5	They	/ðei/	[dei], [ti:]	3	11,1 %
6	There	/ðer/	[dei:], [te:re], [der]	3	11,1 %
7	This	/ðɪs/	[ti:se]	3	11,1 %
8	Brothers	/'brʌð.ərz/	[troberz]	1	3,7 %
9	The	/ðə/	[de:]	1	3,7 %

*Elaborated by: Jorge, K., & Torres Marco.*

*Note: The table presents students' pronunciation errors with words containing the sound /ð/.*

**Figure 10**

*Total Words with Incorrect Pronunciation of the Sound /ð/*



Source: Registration sheet

Elaborated by: Jorge, K., & Torres Marco.

The table presents the pronunciation errors of words containing the sound /ð/. The word 'breath' presented the highest frequency of errors, with 18 students (66,6%) in its incorrect pronunciation, followed by the word 'that' was mispronounced by 13 students (48. 1%), as well as the words 'soothing' with 11 students (40.7%) and 'their' with 6 students (22.2%) that they pronounced incorrectly, in these words there is an increase in the problems presented by the students in pronouncing the fricative sounds correctly. on the other hand, the words “there”, “they” and “this”, were pronounced incorrectly by only 3 students (11.1%) respectively, as were the words “brothers” and “the” both with only 1 student pronouncing them incorrectly (3.7%).

When analyzing the data one can notice that the dental fricative sound widely represented by /ð/ is mostly replaced by the sound /d/, these words were: “breath”, “that”, “soothing”, and “their”. although the students may have already used some of the words used, this does not exclude the possibility that their pronunciation is incorrect. (Hattem, 2009) researched to understand how Spanish speakers substitute fricative sounds, in his results he explains “When a substitution was made, the choice was almost invariable: /d/ was substituted for /ð/” (p. 7). Similarly, it was

observed that in the words “they”, “there” and “this”, the dental fricative sound /ð/ is mostly replaced by the sound /t/. As mentioned by (Pizarro & Cordero, 2015), state that

the phonemes /ð/, /v/, /θ/, /æ/, /ə/ and /dʒ/ present greater difficulty of articulation for learners, because these phonemes are not frequent in Spanish; therefore, the language learner finds it extremely complex to produce them in their different positions, such as /ð/ in **them** and as a result, uses [t] or [d], sounds much more similar to those of Spanish (p. 10)

The student will instinctively and logically look for a way to pronounce these combinations more simply and in this case, it is through the continuous substitution of the sound /ð/ for /d/, this problem is not only demonstrated within the institution where this research is conducted but also in other Latin American students. “Dental fricatives are very rarely borrowed between languages, but this has to be taken with a grain of salt given their overall rarity” (Dediu, Lin, Moisik, & Moran, 2023, p. 161)

## 8.2 The following results correspond to the pronunciation errors in the words that contain the sound /θ/.

**Table 13**

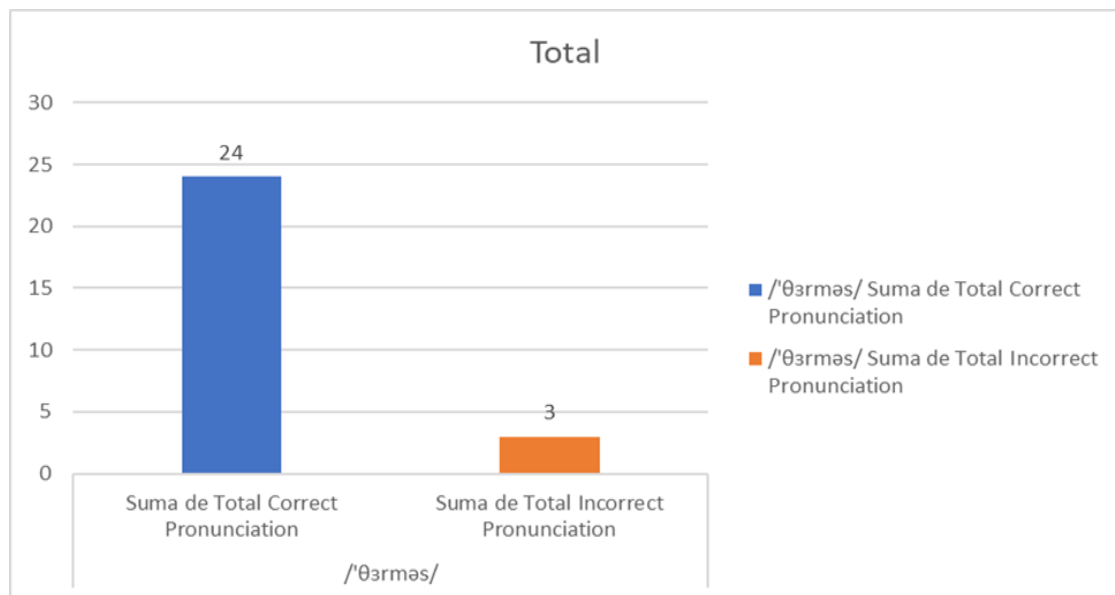
*Frequency of the word "thermos"*

Word Pronounce	Frequency	%
Correct	24	88,8 %
Incorrect	3	11,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.*

**Figure 11**

*Pronunciation of the word Thermos*



*Source: Registration sheet*

*Elaborated by: Jorge, K., & Torres Marco.*

Figure 11 indicates that the word did not present many pronunciation problems, 24 pronounced the word correctly and only 3 students pronounced the word inadequately. Transforming these data into percentages results in that 88,8% had no pronunciation problems and 11,1 % registered errors, the pronunciation errors evidenced were /tɜrmus/, /'ðɜrmus/, /'ðɜrmos/.

**Table 14***Frequency of the word "bathtub"*

Word Pronounce	Frequency	%
Correct	20	74%
Incorrect	7	26%
<b>Total</b>	<b>27</b>	<b>100 %</b>

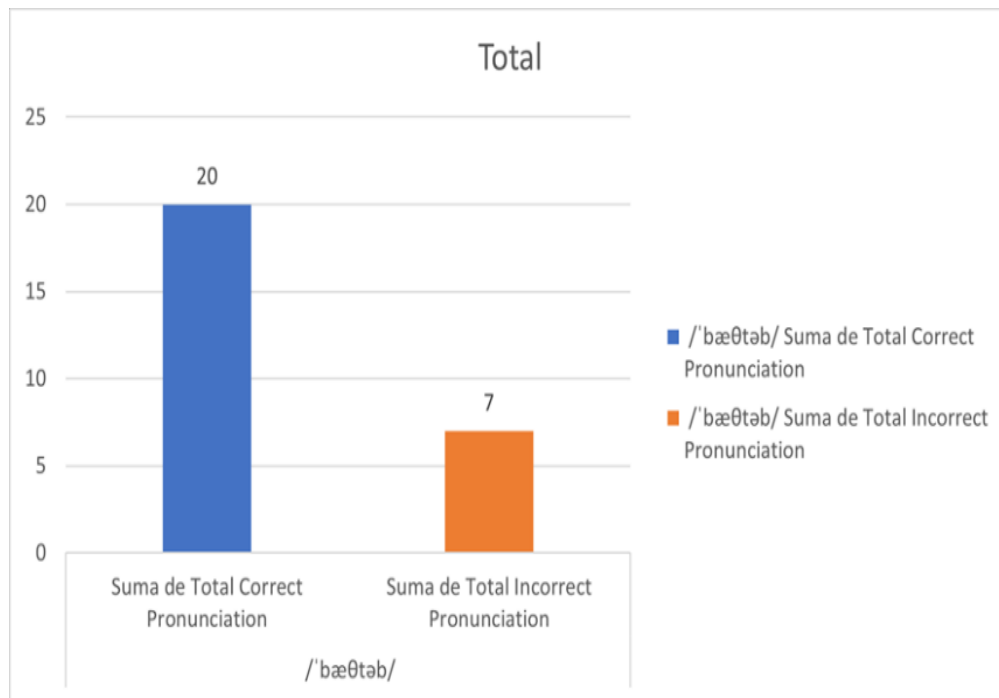
*Elaborated by: Jorge, K., & Torres Marco.***Figure 12***Pronunciation of the word Bathtub**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 12 shows that the word's pronunciation did not present many problems, 20 students pronounced the word correctly and 7 students incorrectly. Transforming these data into percentages gives us that 74% had no pronunciation problems and 26% registered errors, the pronunciation errors evidenced were /batum/, /bethum/, /batub/, /bat.tob/, and /'bætuɓ/.

**Table 15***Frequency of the word "north"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	14	51,8 %
Incorrect	13	48,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

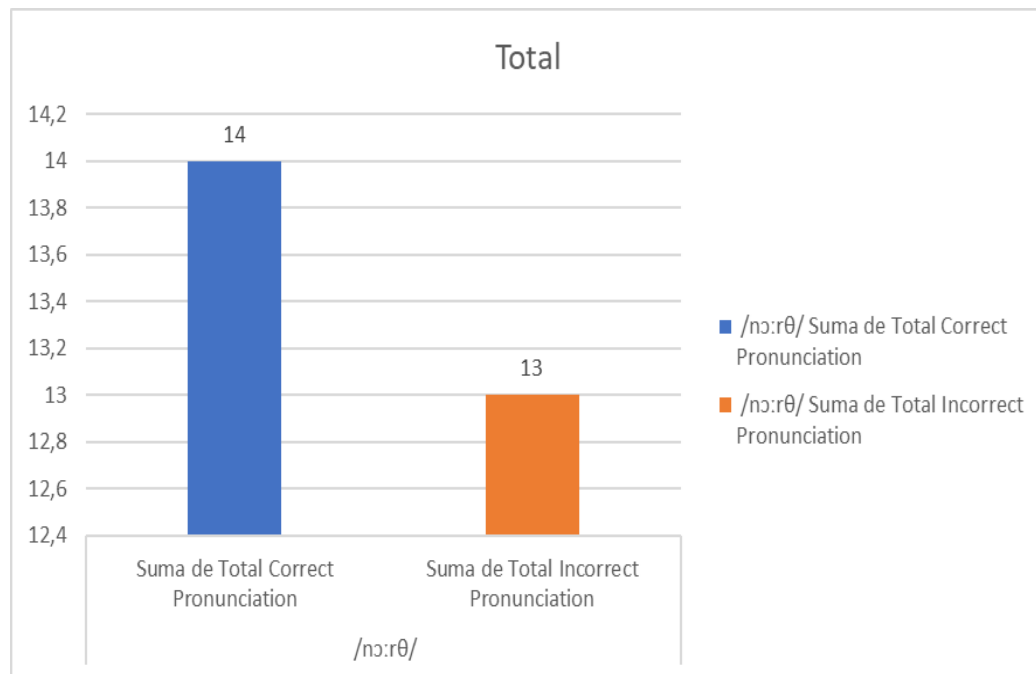
*Elaborated by: Jorge, K., & Torres Marco.***Figure 13***Pronunciation of the word North**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 13 shows that the word's pronunciation presented a negative increase, 14 students pronounced the word correctly and 13 students incorrectly. Transforming these data into percentages leads to the following results 51,8% had no problems in pronunciation and 48,1% registered errors in pronunciation.

**Table 16***Frequency of the word "both"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	19	70,3 %
Incorrect	8	29,6 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

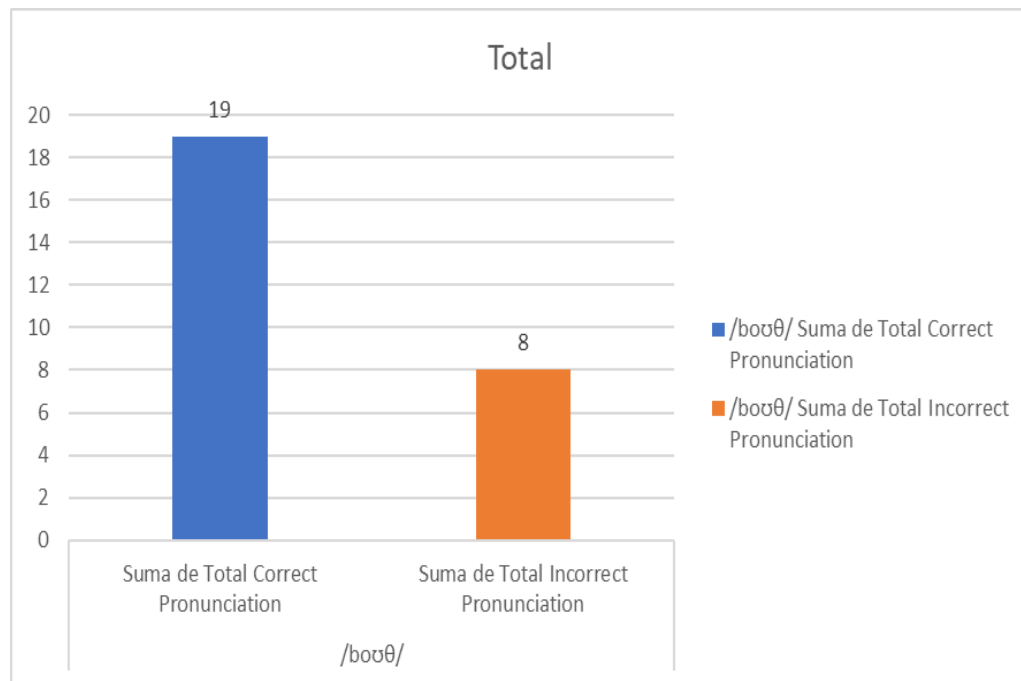
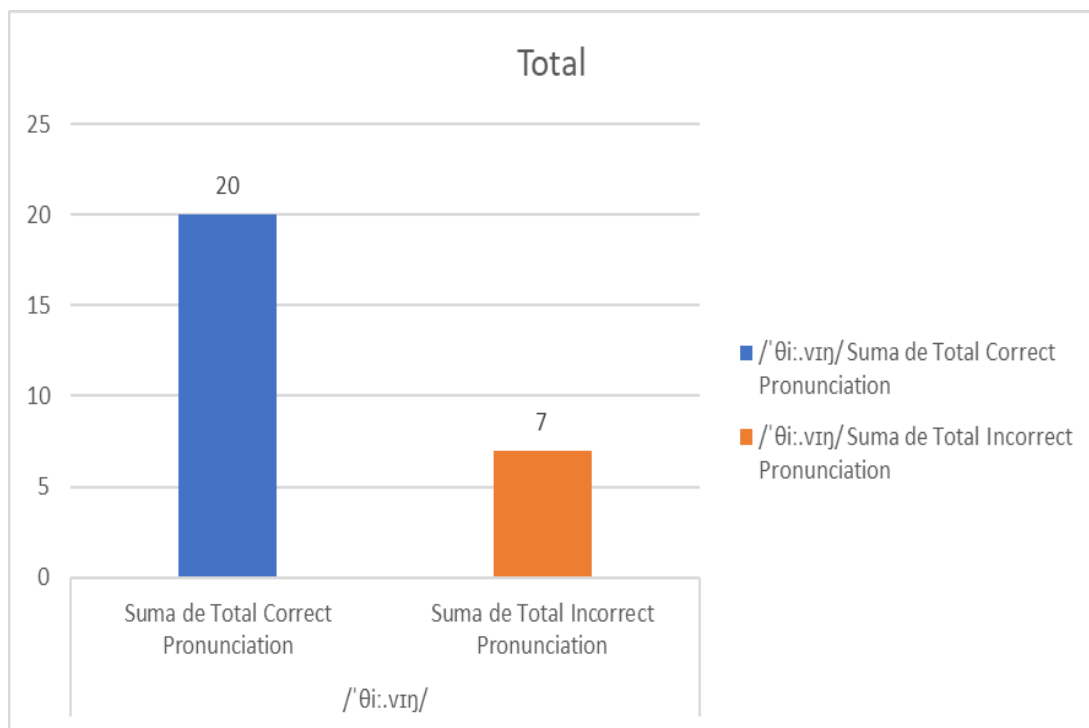
*Elaborated by: Jorge, K., & Torres Marco., (2024)***Figure 14***Pronunciation of the word Both**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 14 shows that out of 27 students, 19 students pronounced correctly, which corresponds to 70,3% of the sample, while the remaining 29,6% corresponds to 8 students who gave incorrect answers.

**Table 17***Frequency of the word "thieving"*

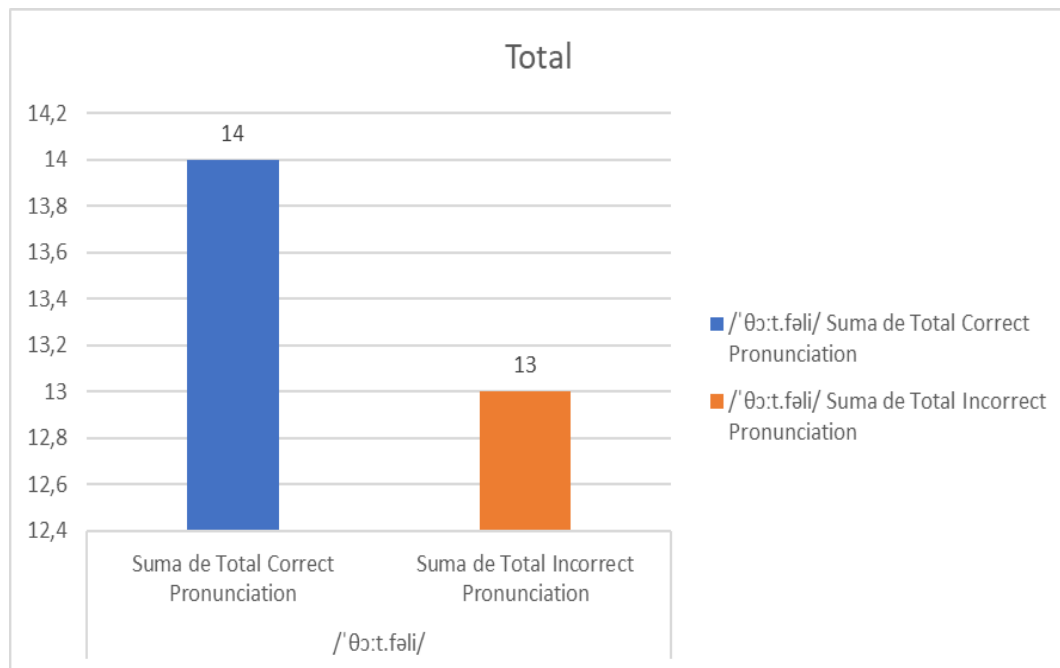
<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	20	74 %
Incorrect	7	26 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 15***Pronunciation of the word Thieving**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

As evidenced by Figure 15, it is observed that this word was pronounced correctly by a large part of the sample, in percentage it is manifested in 74% of correct pronunciation, corresponding to 20 students, and 26% of incorrect pronunciation, corresponding to 7 students.

**Table 18***Frequency of the word "thoughtfully"*

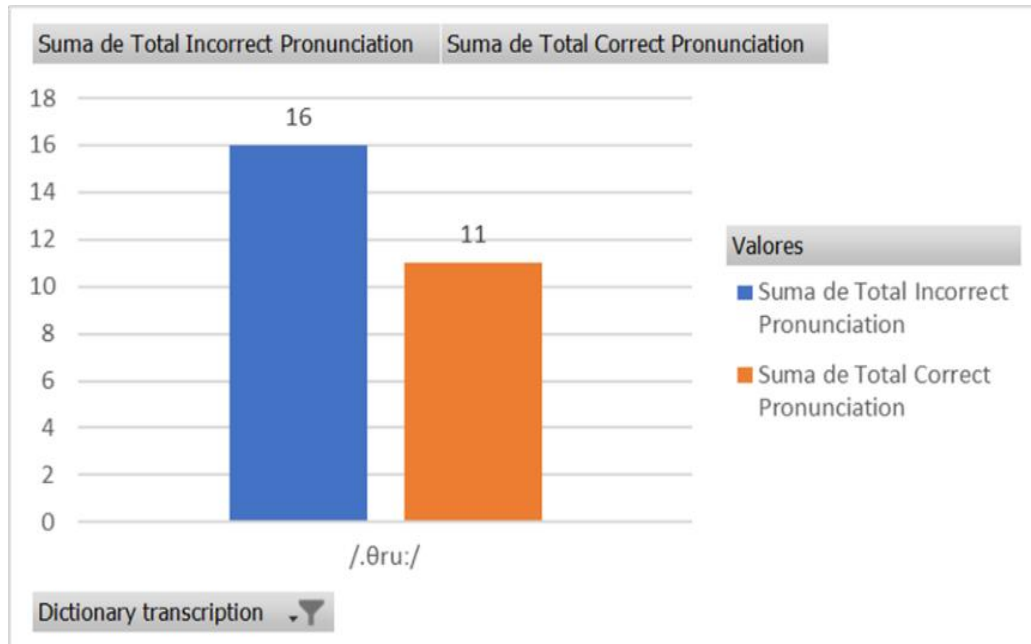
<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	14	51,8 %
Incorrect	13	48,1 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 16***Pronunciation of the word Thoughtfully**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

As in Figure 13, it is shown that the pronunciation of the word presented a negative increase, 14 pronounced the word correctly and 13 pronounced the word incorrectly, the data obtained that 51,8% had no problems in pronunciation and 48,1% registered errors in pronunciation.

**Table 19***Frequency of the word "through"*

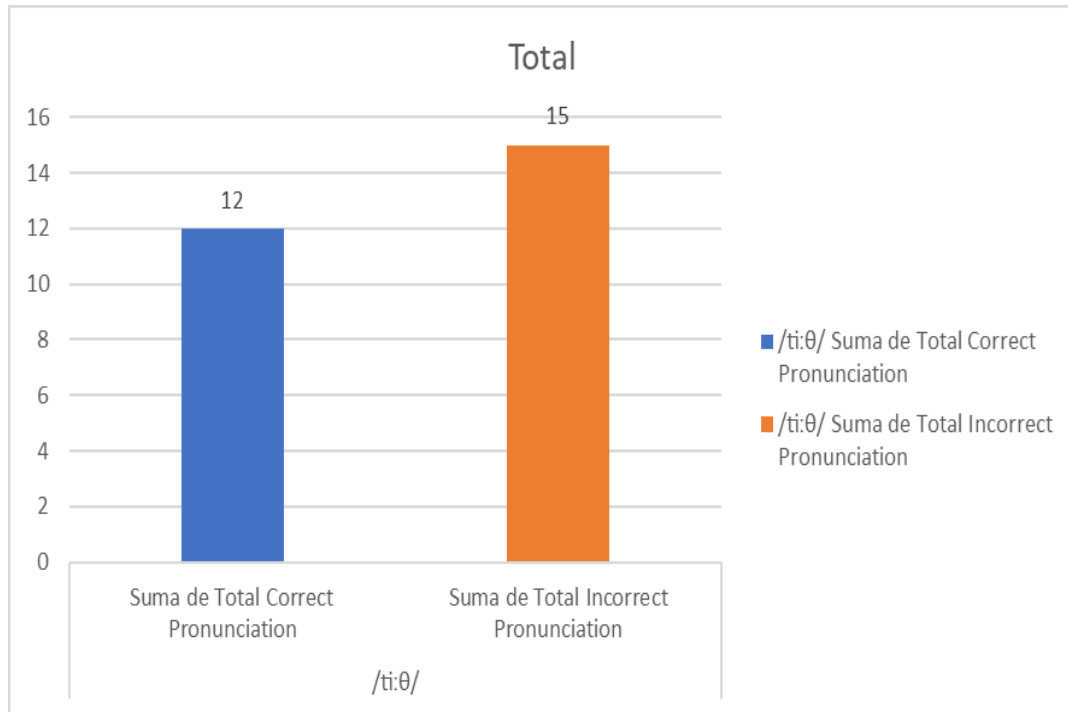
Word Pronounce	Frequency	%
Correct	11	40,7 %
Incorrect	16	59,2 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 17***Pronunciation of the Word Through**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

In Figure 17, it is observed that a word was mispronounced out of a total of 16 students, corresponding to 59,2%, while 40,7% corresponded to the correct pronunciation of the sample 11 students.

**Table 20***Frequency of the word "teeth"*

Word Pronounce	Frequency	%
Correct	12	44,4 %
Incorrect	15	55,5 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 18***Pronunciation of the Word Teeth**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

As evidenced in Figure 18, it is observed that this word was pronounced incorrectly by a large part of the sample, in percentage it is manifested in 55,5% of correct pronunciation, corresponding to 15 students, and 44,4% of correct pronunciation, corresponding to 12 students.

**Table 21***Frequency of the word "threw"*

Word Pronounce	Frequency	%
Correct	23	85,1 %
Incorrect	4	14,8 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

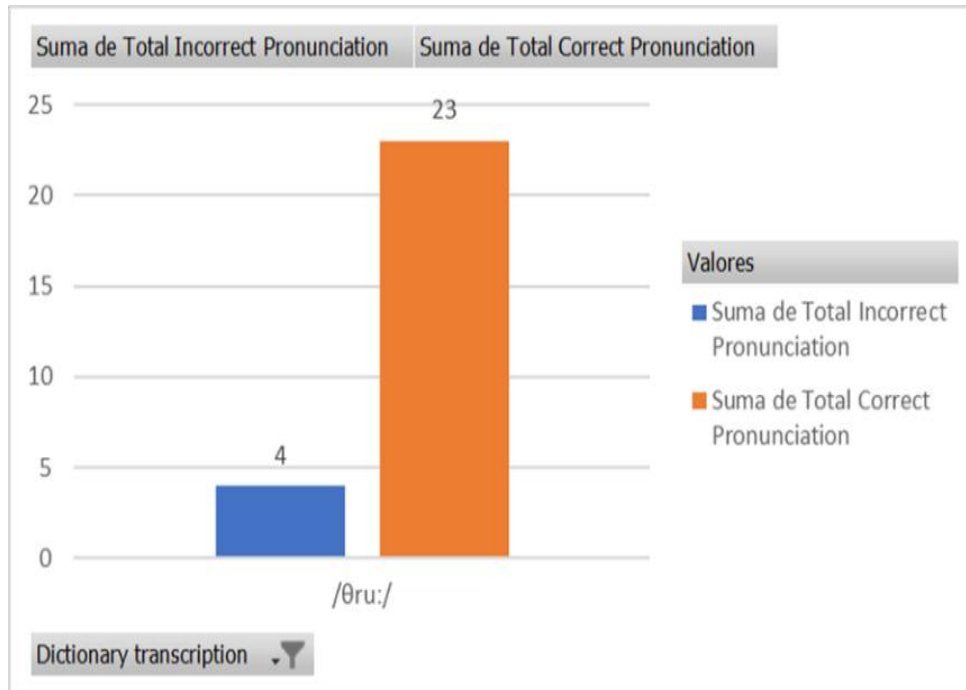
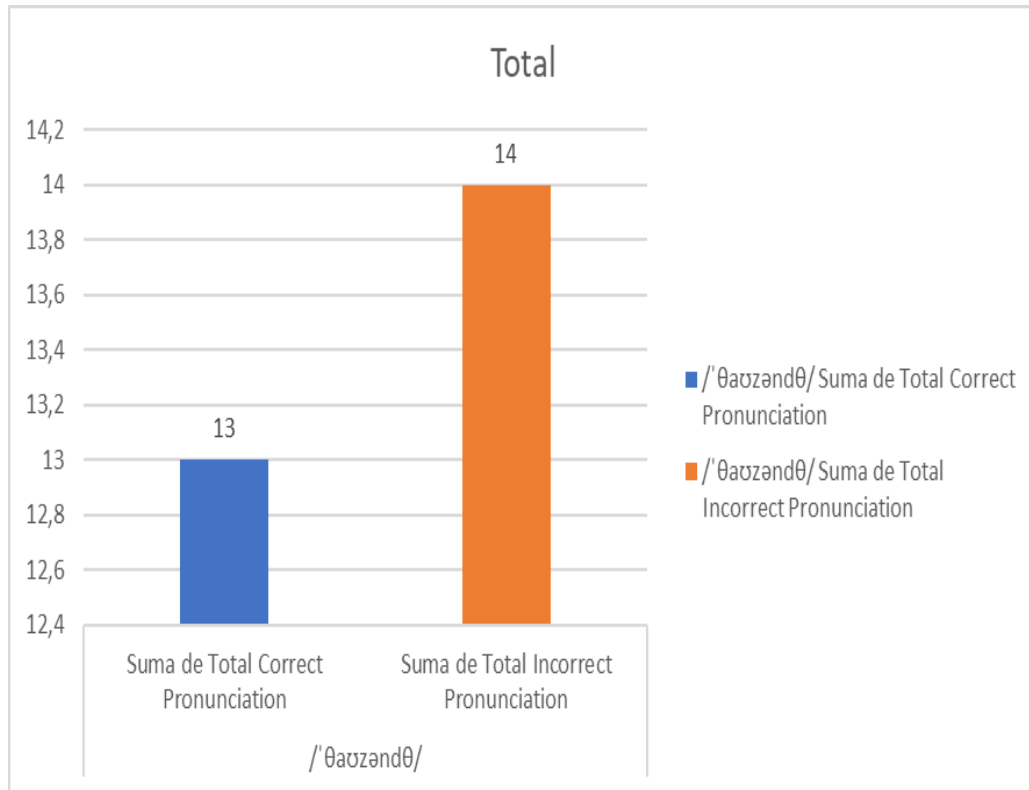
*Elaborated by: Jorge, K., & Torres Marco.***Figure 19***Pronunciation of the word Threw**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 19 shows that the pronunciation of the word presented a greater number of errors in pronunciation, 23 students pronounced the word correctly and 4 students pronounced the word incorrectly. The data in percentages obtained reflects that 85,1% had no problems in pronunciation and only 14,8% registered errors in pronunciation.

**Table 22***Frequency of the word "thousandth"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	23	85,1 %
Incorrect	4	14,8 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 20***Pronunciation of the Word Thousandth**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

In Figure 20, it is observed that a word was mispronunciation out of a total of 14 students, corresponding to 51,8%, while 48,1% corresponded to the correct pronunciation of the sample 13 students.

**Table 23***Frequency of the word "threshold"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	16	59,2 %
Incorrect	11	40,7 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

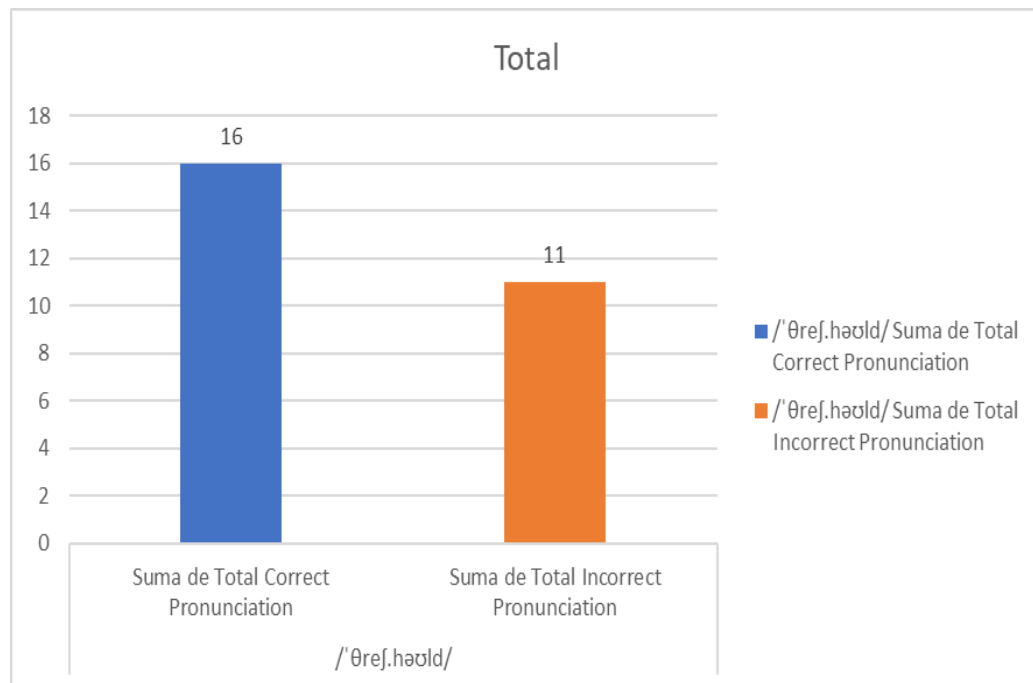
*Elaborated by: Jorge, K., & Torres Marco.***Figure 21***Pronunciation of the word Threshold**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 21 shows that the word pronunciation had a moderately considerable error percentage, 11 students of the sample mispronounced, which percentage is 40,7%, and the other 59,2% of the sample had no errors in their pronunciation.

**Table 24***Frequency of the word "think"*

Word Pronounce	Frequency	%
Correct	26	96,2 %
Incorrect	1	3,7 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

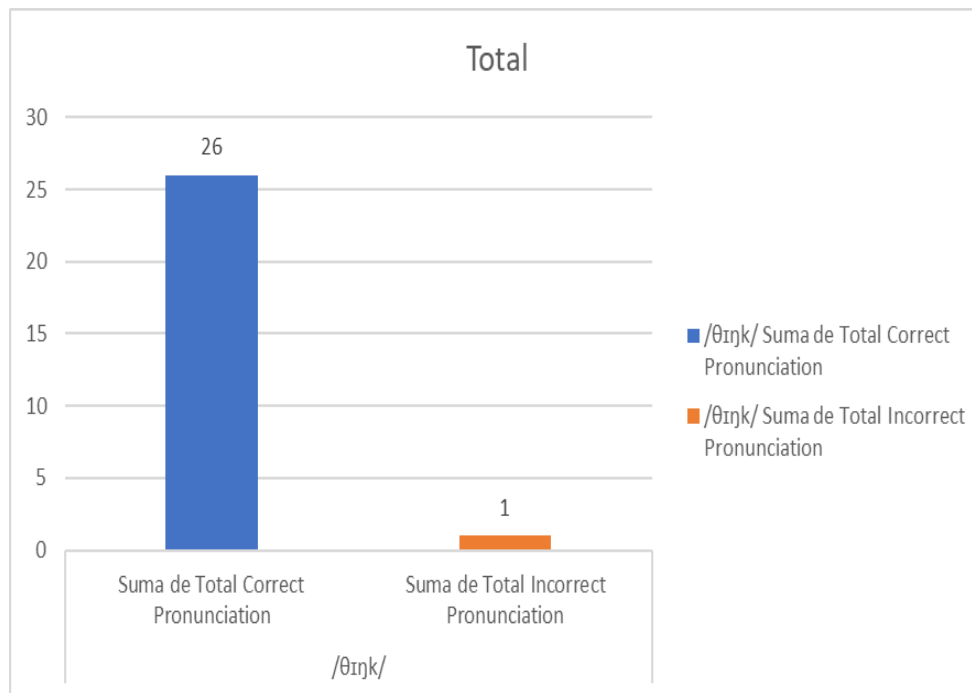
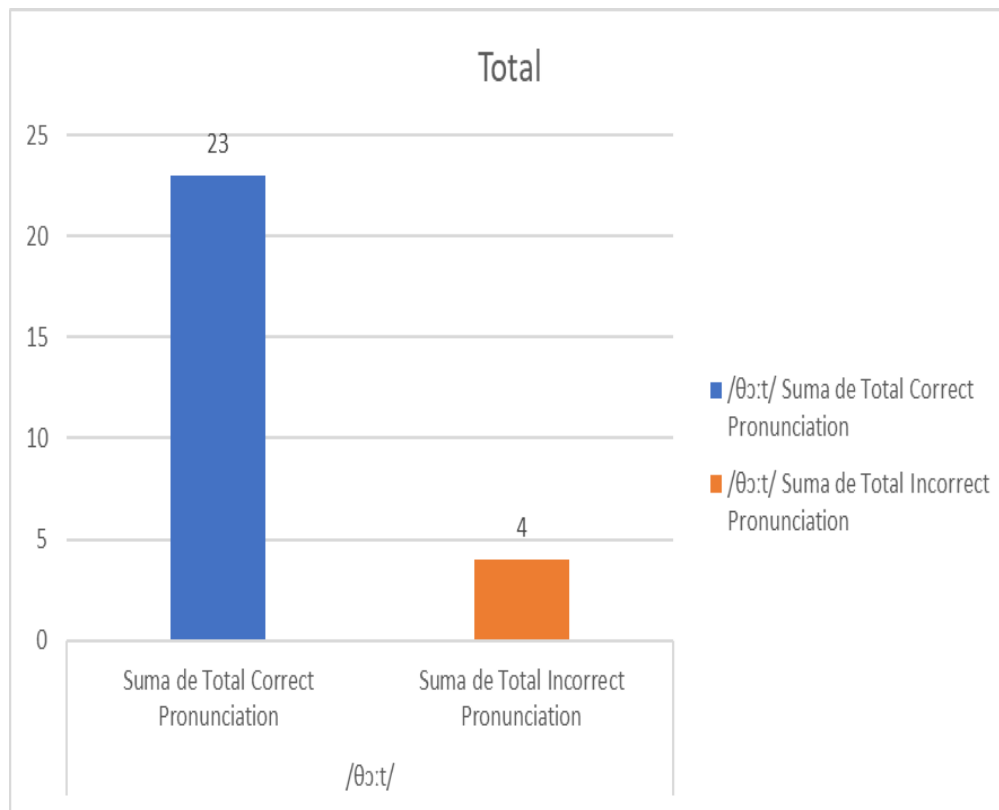
*Elaborated by: Jorge, K., & Torres Marco.***Figure 22***Pronunciation of the word Think**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 22 shows that the word pronunciation shows only one error by one student, which is observed with a minimum percentage of 3,7%, while 96,2% which is equivalent to the remaining 26 students, pronounced the word correctly, the error evidenced is /tɪŋ/.

**Table 25***Frequency of the word "thought"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	23	85,1 %
Incorrect	4	14,8 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 23***Pronunciation of the Word Thought**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

As shown in Figure 23, pronunciation of the word presents a minimum mispronunciation percentage of 14,8%, which is 4 students, while the remaining 23 students, pronounced the word correctly, equivalent to 85.1%, the errors evidenced /tɔu:/, /ðɔu:/.

**Table 26***Frequency of the word "thank"*

Word Pronounce	Frequency	%
Correct	26	96,2 %
Incorrect	1	3,7 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

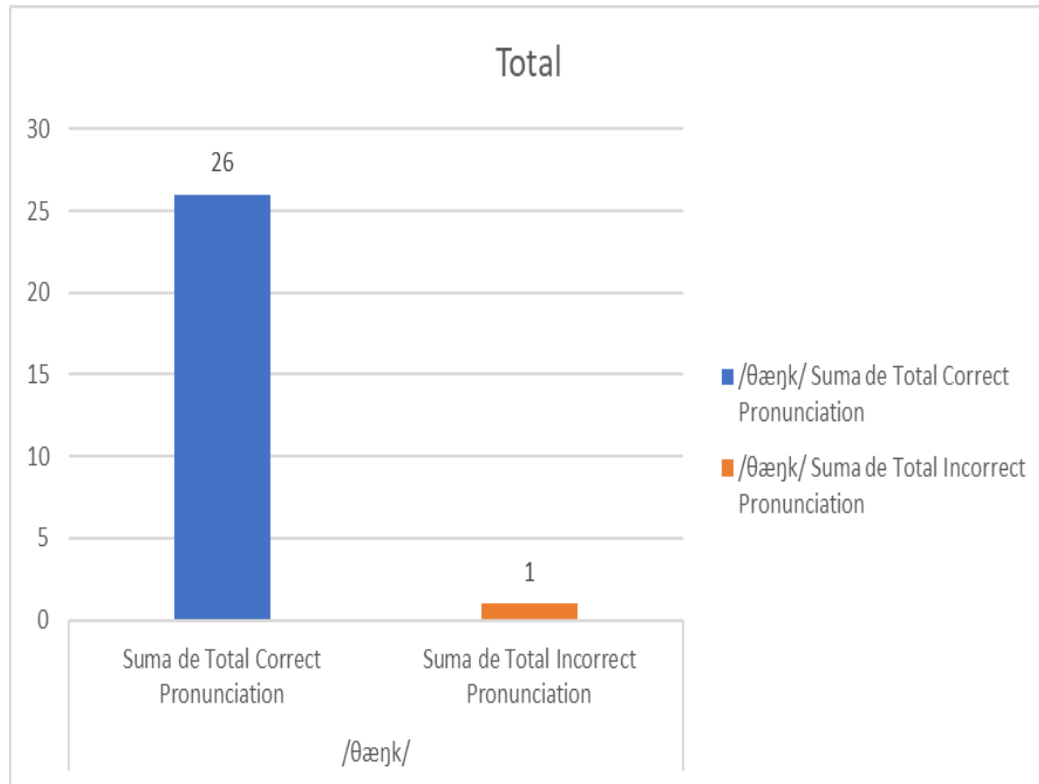
*Elaborated by: Jorge, K., & Torres Marco.***Figure 24***Pronunciation of the word Thank**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 24 shows us a case similar to Figure 22, where only one student, corresponding to 3,7%, made an error in the pronunciation of the word, while 96,2%, which are the remaining 26 students, pronounced the word correctly. the error evidenced was /tɛŋk/.

**Table 27***Frequency of the word "breath"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	17	62,9 %
Incorrect	10	37 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

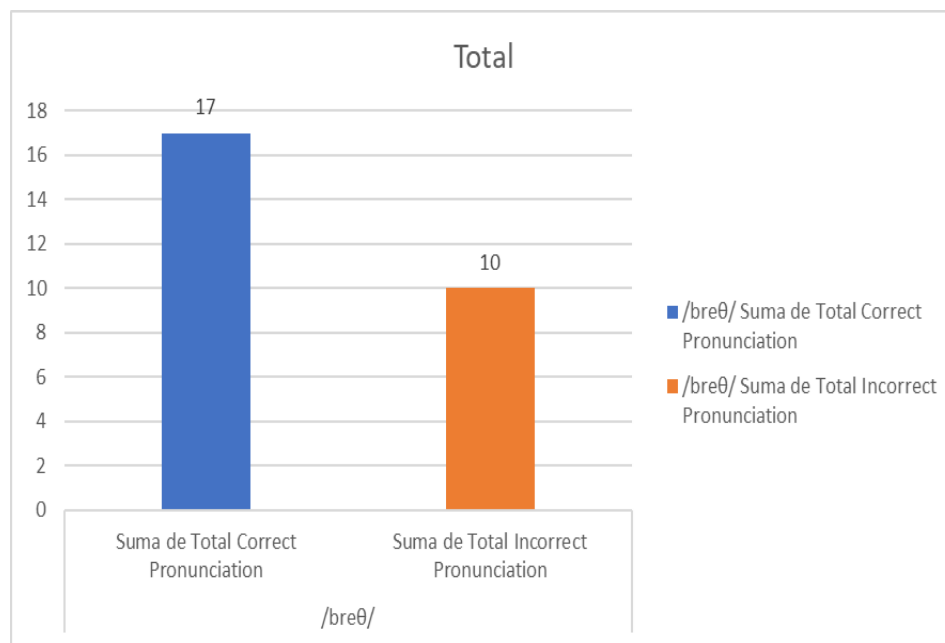
*Elaborated by: Jorge, K., & Torres Marco.***Figure 25***Pronunciation of the word Breath**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 25, shows that the pronunciation of the word presented a minority of errors, 10 students pronounced the word incorrectly, representing 37% of the sample, and 17 pronounced the word correctly, with a percentage of 62,9%, the errors evidenced were */breat/*, */brɪd/*, */brit/*, */bret/*.

**Table 28***Frequency of the word "theatre"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	21	77,7 %
Incorrect	6	22,2 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

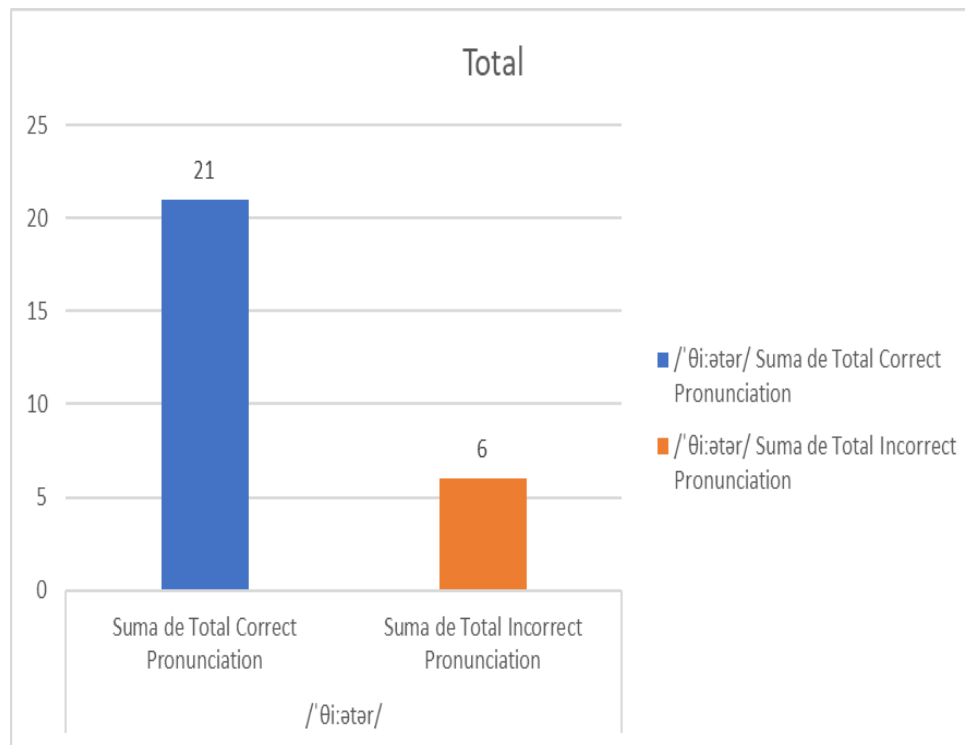
*Elaborated by: Jorge, K., & Torres Marco., (2024)***Figure 26***Pronunciation of the word Theatre**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 26 shows that the pronunciation of the words had a minimum error percentage, 6 students of the sample mispronounced, which percentage is 22,2%, and the other 77,7% of the sample had no errors in their pronunciation.

**Table 29***Frequency of the word "Maths"*

<b>Word Pronounce</b>	<b>Frequency</b>	<b>%</b>
Correct	13	48,1 %
Incorrect	14	51,8 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

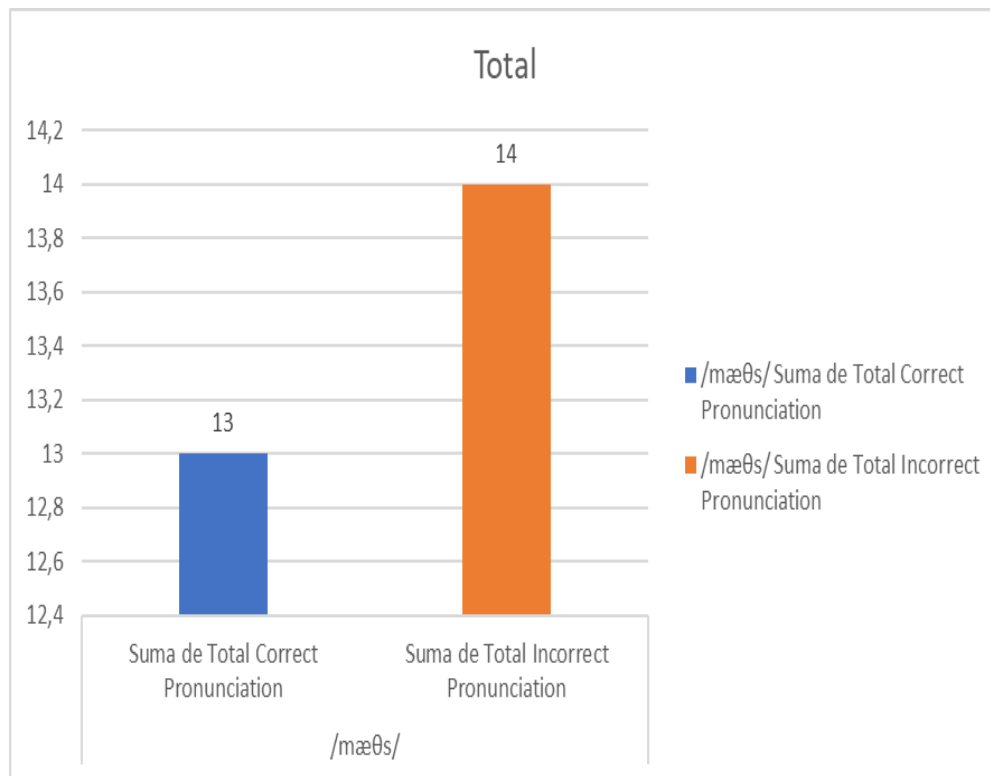
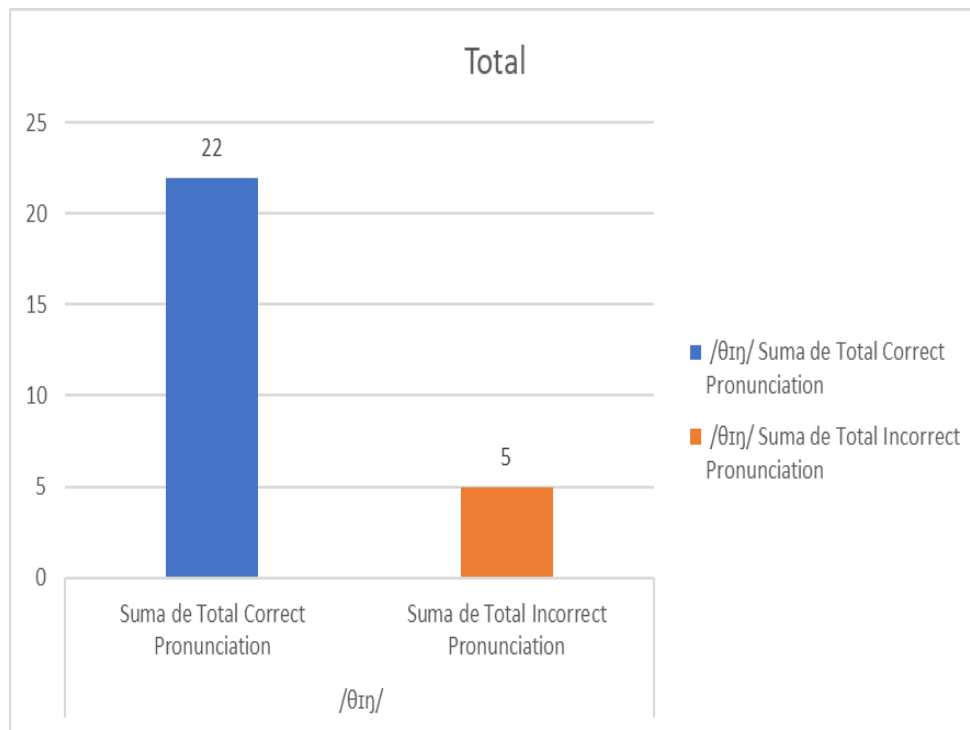
*Elaborated by: Jorge, K., & Torres Marco.***Figure 27***Pronunciation of the word Maths**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

Figure 25 shows that the pronunciation of the word presented a negative increase, 14 students pronounced the word incorrectly and 13 students pronounced the word correctly. Transforming these data into percentages, 51,8% had pronunciation problems and 48,1% of the students did not register errors.

**Table 30***Frequency of the word "thing"*

Word Pronounce	Frequency	%
Correct	22	81,4 %
Incorrect	5	18,5 %
<b>Total</b>	<b>27</b>	<b>100 %</b>

*Elaborated by: Jorge, K., & Torres Marco.***Figure 28***Pronunciation of the word Thing**Source: Registration sheet**Elaborated by: Jorge, K., & Torres Marco.*

This figure shows that the sample does not represent a high level of mispronunciation, since only 5 students, representing 18,5%, had difficulties, 81,4% corresponding to 22 students know how to pronounce this word, the errors showed /tɪŋs/, /dɪŋ/, /tɪŋn/.

**Table 31***Errors in the words that contain the sound /θ/.*

<b>N*</b>	<b>Focus Word</b>	<b>Cambridge Dictionary Transcription</b>	<b>Students Transcription (Audio recording)</b>	<b>Frequency (%)</b>	
1	Thermos	<i>/'θɜrməs/</i>	<i>/tɜrmus/, /'ðɜrmus/, /'ðɜrmos/</i>	3	11,1 %
2	Bathtub	<i>/'bæθtəb/</i>	<i>/batum/, /bethum/, /batub/, /bat.tob/, /'bætub/</i>	7	25,9 %
3	North	<i>/nɔrθ/</i>	<i>/nɔ:rt/, /nɔ:r/, /nɔ:t</i>	13	48,1 %
4	Both	<i>/boʊθ/</i>	<i>/bot/, /bot/, /boʊð/, /boʊt/</i>	8	29,6 %
5	Thieving	<i>/'θi:vɪŋ/</i>	<i>/tri:vɪŋ/, /trivɪŋ/, /idɪŋ/, /tidɪŋ/</i>	7	25,9 %
6	Thoughtfully	<i>/θɔ:tfəli/</i>	<i>/trou:foli/, /trɔ:ng.foli/, /trəʊfoli/, /tut.fəli/, /trofeli/, /touli/, /trout.fuli/, /tɔ:tfoli/</i>	13	48,1 %
7	Through	<i>/θru/</i>	<i>/tru:/, /tou:/, /trou:/, /trau:/, /teu/</i>	16	59,2 %
8	Teeth	<i>/tiθ/</i>	<i>/ti:/, /ti:t/, /θi:t/</i>	15	55,5 %
9	Threw	<i>/θru/</i>	<i>teu:/, /troŋ/, /treu:/, /dru:/</i>	4	14,8 %
10	Thousandth	<i>/θaʊzəndθ/</i>	<i>/trusa:d/, /θoʊzand/, /toʊzand/, /toʊzandθ/, /θoʊzand/, /doʊzand/</i>	14	51,8 %
11	Threshold	<i>/θrɛ_foʊld/</i>	<i>/tersould/, /treʃ.hould/, /terfoʊld/, /treʃhoʊld/, /trefoʊld/, /tresəʊlds/, /trofold/, /trif.hould/, /ðreʃhoʊld/</i>	11	40,7 %
12	Think	<i>θɪŋk</i>	<i>/tɪŋ/</i>	1	3,7 %
13	Thought	<i>θɔt</i>	<i>/tɔu:/</i>	4	14,8 %
14	Thank	<i>θæŋk</i>	<i>/teŋk/</i>	1	3,7 %
15	Breath	<i>breθ</i>	<i>/breat/, /brid/, /brit/, /bret/</i>	10	37 %
16	Theatre	<i>'θiətər</i>	<i>/tirtən/, /tertəl/, /dətər/, /tətər/, /tiətər/</i>	6	22,2 %

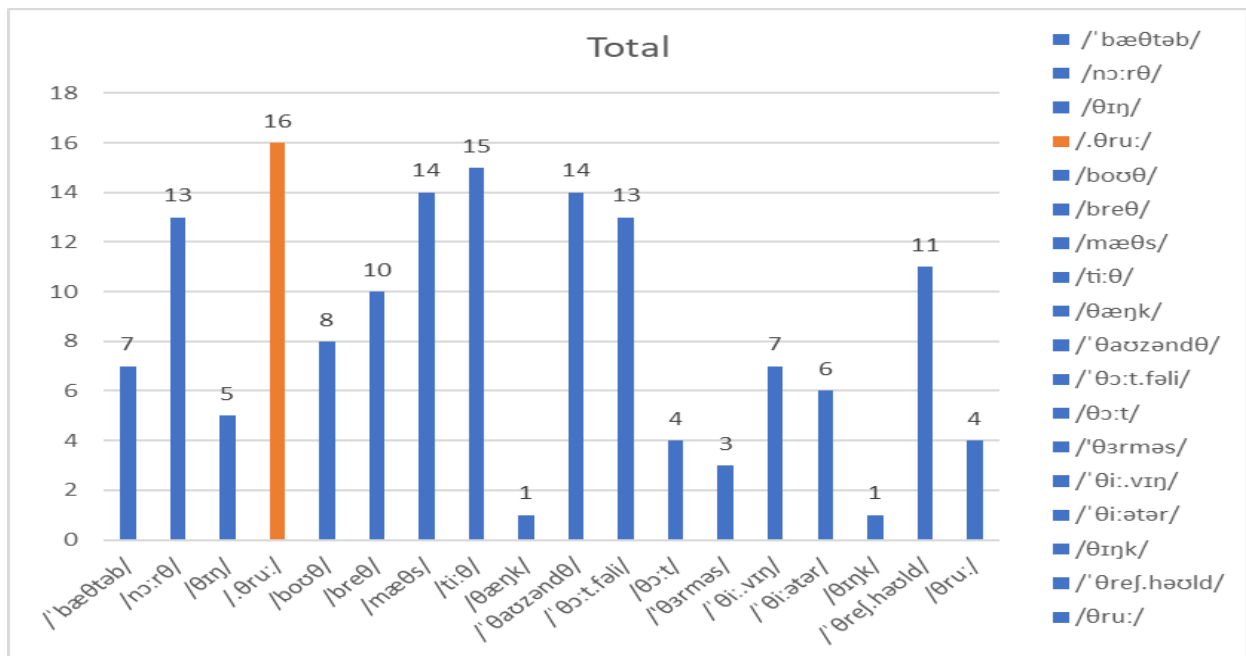
17	Maths	<i>mæθs</i>	<i>/mats/, /mad/, /mæt/</i>	14	51,8 %
18	Thing	<i>θɪŋ</i>	<i>/tɪŋs/, /dɪŋ/, /tɪŋn/</i>	5	18,5 %

Elaborated by: Jorge, K., & Torres Marco., (2024)

Note: The table presents students' pronunciation errors with words containing the sound /θ/.

**Figure 29**

Total Words with the Incorrect Pronunciation of the Sound /θ/



Source: Registration sheet

Elaborated by: Jorge, K., & Torres Marco.

The table presents the pronunciation errors of words containing the sound /θ/. The word 'trough' presented the highest frequency of errors, with 16 students (59.2%) in its incorrect pronunciation, followed by the word 'teeth' which was pronounced incorrectly by 15 students (55.5%), as well as the words 'thousandth' and 'math' with 14 students (51.8%), it was also observed that the word 'north' and 'thoughtfully', both were pronounced incorrectly by 13 students (48.1%), in addition, the word 'threshold', with 11 students (40.7%), 'breath', with 10 students (37%) and 'both' with 8 students (29.6%), are the words with the fricative sound that presented the most problems in their pronunciation in the sample. On the other hand, the words that presented a medium level of errors were the words 'bathtub' and 'thieving', both of which had 7 students (25.9%) with errors in their pronunciation, the word 'theatre' with 6 students (22.2%) and 'thing' with 5 students (18.5%). Finally, the words that presented a low level of pronunciation errors were the words 'threw' and

'thought', both in 4 students (14.8%), followed by the word 'thermos', with 3 students (11.1%). and the words 'think' and 'thanks', each with only one student (3.7%) who presented inconsistencies.

In the analysis of these data, we can show that, as in the words that contained the sound /ð/, it can be noted that the dental fricative sound represented by /θ/ is mostly replaced by the sound /t/, as is the sound /ð/, some words were: “thermos”, “bathtub”, “north”, “thoughtfully”. Also, in other words, the /ð/ sound was used, such as in the words "breath", "theatre" and "thing". It is possible that the students have already used some of the words, but did not know the correct pronunciation at the time to express themselves orally. The interdental sounds /ð/ and /θ/ are replaced by /t/ or /d/; for example, think ['tɪŋk] instead of ['θɪŋk] (Pizarro & Cordero, 2015, pág. 60). Following the same line, (Guzman & Martinez, 2013), conclude as a result of their research that: “The phoneme (...) /θ/ is recognized by the majority of students for its sound and different production, which is different from Spanish, but they tend to pronounce it like the allophone or like the /t/ phoneme of their L1” (p.84).

## **9 RESEARCH IMPACTS**

This research project is expected to have both educational and social repercussions due to its relevant findings at different levels. From the institutional point of view, it will help students become more aware of the most common pronunciation errors in these two sounds that often go unnoticed due to limited knowledge, teachers, on the other hand, will gain clearer strategies to help students reduce errors in the two dental fricative sounds by presenting simple and effective solutions.

Nationally, the study's findings can be evaluated and applied to both college and high school students. This research provides English teachers with methods to address pronunciation errors, improving students' communicative skills by focusing on specific issues. A key achievement of the study is to identify that pronunciation errors exist in words previously thought to be mastered, thus avoiding fossilization of these errors that may be more difficult to correct in the future.

It is hoped that the study's results and recommendations will be considered in the future, enabling future English teachers to help their students overcome pronunciation errors, and the study is intended to inspire new researchers to continue this work, obtaining more in-depth and refined results.

## 10 CONCLUSIONS AND RECOMMENDATIONS

### 10.1 Conclusions

- Through a review of various online documents, information has been sorted out that sheds light on why pronunciation errors occur in EFL learners. Pronunciation is often one of the most essential but difficult skills for language learners to master, several factors contribute to this difficulty, including the learner's age, attitude, and the influence of their native language. In addition, discrepancies between pronunciation and spelling in English further complicate the learning process, as words are often pronounced differently from how they are spelled, this discrepancy can lead to pronunciation errors not only among students at the university where this research is conducted but also in other institutions and countries. The theoretical framework that has been developed provides a deeper understanding of the factors that contribute to mispronunciation, particularly the difficulties associated with dental fricative sounds. pose a challenge for many students, often due to unfamiliarity with the correct placement of the tongue during articulation, insufficient practice, or lack of awareness of the differences between these sounds.
- It was found that the word “breath” was the word that registered the most pronunciation errors within the sound / ð /, by registering responses from students such as /bred/, /brid/, /bei:/ and /bri:di/, it is worth noting that / brit / was the most frequently recorded pronunciation showing that some students have already become accustomed to this form of pronunciation, on the other hand within the / θ / sound category, students commonly failed within the word “Through” being consistently pronounced as /tru:/, /dru:/, /tou:/ and, /trau:/. As can be observed in both words, the students replace the sounds according to the form they believe is correct, this may be because they are still in their second semester of English and have not yet had the opportunity to study the differences between the phonetic sounds of the English language that are taught several semesters later or also due to the influence

of their mother tongue since these students tried to look for sounds similar to those studied in their daily vocabulary, on the other hand, through this research it can be observed that it is common for students to replace the dull dental fricative sound [θ] by the sound [t], likewise the voiced dental fricative sound [ð] is mostly replaced by the sound [d]. These results are similar to those found by other international researchers registered in the scientific and technical foundation.

## **10.2 Recommendations**

- To design a comprehensive theoretical framework, it is advisable to review previous studies that address similar themes. By examining these investigations, it's possible to identify the most relevant topics to include in our research while also uncovering new topics that support and enhance the existing ones. This process helps us create a clearer, more organized, and relevant text, additionally, the information cited in this section should ideally come from credible sources, such as books, book chapters, and scientific journals.
- It is recommended that for greater clarity in the results obtained speech analysis software is used in case there are problems distinguishing specific sounds or seeking help from someone more expert in English pronunciation, likewise, the register sheet that is intended to be used should be adapted and easy to understand, In our case, although the test was adapted from another researcher, it was first validated by three university professors whose considerations were taken into account to be used in the way it has been done. When implementing the activity, it is also recommended to give the students time to practice the keywords and ask questions when needed, in this way, it will be possible to collect cleaner and more correct data.

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