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**ESTRATEGIAS DE LOS MAESTROS DE INGLES PARA TRABAJAR CON LA INTERFERENCIA DE LA LENGUA ESPAÑOLA SOBRE EL APRENDIZAJE DEL IDIOMA INGLES EN ESTUDIANTES DE LA CIUDAD DE ESMERALDAS.**

**ENGLISH TEACHERS' STRATEGIES TO WORK WITH THE PHONETIC INTERFERENCE OF SPANISH LANGUAGE ON ENGLISH LANGUAGE LEARNING IN STUDENTS OF ESMERALDAS CITY**

PRIOR TO THE MASTER'S DEGREE IN PEDAGOGY OF ENGLISH AS A FOREIGN LANGUAGE

AUTHOR

MARIO MARLON MONTES MONTAÑO

ADVISOR

MGT. INGRID GRIJALVA ARRIAGA

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# ESTRATEGIAS DE LOS MAESTROS DE INGLES PARA TRABAJAR CON LA INTERFERENCIA DE LA LENGUA ESPAÑOLA SOBRE EL APRENDIZAJE DEL IDIOMA INGLES EN ESTUDIANTES DE LA CIUDAD DE ESMERALDAS.

## ENGLISH TEACHERS' STRATEGIES TO WORK WITH THE PHONETIC INTERFERENCE OF SPANISH LANGUAGE ON ENGLISH LANGUAGE LEARNING IN STUDENTS OF ESMERALDAS CITY

Mario Marlon Montes Montaña (Maestrante)<sup>1</sup>, e Ingrid Grijalva Arriaga (Asesor)<sup>2</sup>

<sup>1</sup> Programa de Posgrado en Pedagogía del Inglés como Lengua Extranjera. Pontificia Universidad Católica del Ecuador (Esmeraldas), Esmeraldas, Ecuador

<sup>2</sup> Línea de Investigación Innovative Pedagogies for English Language Teaching. Pontificia Universidad Católica del Ecuador (Esmeraldas), Esmeraldas, Ecuador

marlonmontes\_37@hotmail.com; ingrid.grijalva@pucese.edu.ec

### Resumen

Para analizar las estrategias de los maestros de inglés al trabajar con la interferencia del idioma español sobre el aprendizaje del Inglés con el propósito de ayudar a los estudiantes para mejorar las destrezas del Inglés mientras ellos lo aprenden como un nuevo idioma, una investigación explicativa, cualitativa, cuantitativa fue llevada a cabo con varios profesores de Inglés de diferentes niveles de diversas instituciones educativas en el año 2020. La población y muestra consistió en 36 docentes de inglés de la ciudad de Esmeraldas. Los métodos de investigación utilizados fueron el análisis y la síntesis, el método hermenéutico fue aplicado para enfatizar la información y la técnica utilizada fue la encuesta. Los resultados mostraron que los maestros dijeron que sus estudiantes tienen interferencia fonética del idioma español especialmente en sonidos TH/Θ/, S/s/, A/æ/. Los profesores mencionaron que las estrategias para trabajar la interferencia del idioma español sobre el aprendizaje del Inglés son corregir a los estudiantes de manera general, escuchar y repetir las palabras varias veces. Además ellos usualmente utilizan audios de hablantes nativos en sus clases para trabajar con la interferencia del idioma español sobre el aprendizaje del Inglés porque desean desarrollarlo apropiadamente.

**Palabras clave:** Interferencia fonética, estrategias, idioma español, aprendizaje de Inglés, sonidos.

### Abstract

To analyze English Teachers' strategies to work with the phonetic interference of the Spanish language on English learning with the purpose to help students to improve English skills while they are learning it as a new language, an explorative-qualitative-quantitative research was carried out with some English Teachers of different levels from some Educational Institutions in the year 2020 the population and the sample consisted of 36 English Teachers of Esmeraldas city. The methods of investigation used were analysis and synthesis, the Hermeneutic method was applied to emphasize the information and the technique used was the survey. The result showed teachers said that their students had the Spanish phonetic interference especially in TH/Θ/, S/s/, A/æ/ sounds. Teachers mentioned strategies to work with phonetic interference of the Spanish language on English learning are to correct the students in a general way, to listen and repeat the words several times. In addition, they usually used native speakers' audios in their classes to work with the interference of the Spanish language on English learning because they want to develop it properly.

**Keywords:** Phonetic interference, strategies, the Spanish language, English learning, sounds.

Autor de correspondencia: Mario Marlon Montes Montaña

## Datos del medio científico enviado a revisión por pares o ya publicado

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Outlook interface showing the 'Sent Items' folder. The main pane displays an email from 'Dr.C S Rao' with the subject 'Some articles to be published'. The email body contains the following text:

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Thank you for this opportunity,

Sincerely:

Marlon Montes, Elva Domínguez, Alberto Domínguez, Valeria Toro, Ruth Intriago e Ingrid Grijalva.

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Outlook interface showing the 'Inbox' folder. The main pane displays an email from 'Dr.C S Rao' with the subject 'ACKNOWLEDGEMENT-5'. The email body contains the following text:

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Dear Author(s),

This is to acknowledge your research articles/papers, "1. The Relationship Between A1.1 Students' Multiple Intelligences And Learning Styles, 2. The Contribution Of Online Ludic Activities To Improve University Students' English Language Speaking Skills, 3. English Teachers' Strategies To Work With The Phonetic Interference Of Spanish Language On English Language Learning In Students Of Esmeraldas City, 4. Strategies To Include A Visually Impaired Student To The English Class. A Case Study, and 5. The Relationship Between Cultural Identity And Accent In Learners Of English As A Foreign Language", have been received and they will be sent for a review process.

Your participation is greatly appreciated. You will be intimated acceptance/rejection of your papers on or before 20th September 2021.

Microsoft Office Outlook interface showing an email titled "ACKNOWLEDGEMENT-5". The interface includes a navigation pane on the left with folders like "Favoritos", "Clutter", "Inbox", "Drafts", "Sent Items", and "Carpetas". The main pane displays the email content, and the right pane shows the full text of the message.

**ACKNOWLEDGEMENT-5**

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Thanking you,

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