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THESIS REPORT:

“ANALYSIS OF THE INFLUENCE OF SPANISH IN THE
PRONUNCIATION OF THE PHONEMES /θ/ /ʃ/ /s/ IN ENGLISH AS A
FOREIGN LANGUAGE IN LINGUISTICS UNIVERSITY STUDENTS
FROM PUCESE”

TESIS DE GRADO:

ANALISIS DE LA INFLUENCIA DEL ESPAÑOL EN LA
PRONUNCIACIÓN DEL INGLÉS EN LOS FONEMAS /θ/ /ʃ/ /s/ EN
INGLÉS COMO LENGUA EXTRANJERA EN LOS
ESTUDIANTES DE LINGÜÍSTICA APLICADA DE LA
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And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation are contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Bone Salazar Daniela Stefania with ID card number 080415435-9, stipulated that the thesis work "Analysis of the influence of the Spanish language on the pronunciation of the following sounds in English θ // \int // s / in the students of applied linguistics of the Catholic university of Ecuador, Esmeraldas headquarters, was developed under ideas issued by the author, besides respecting and making it a reference to the information provided by other authors, with the advice of the Mgt. Tony Rodríguez

Bone Salazar Daniela Stefania

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Eternally grateful.

DEDICATION

This research work is not just a job, it is the fruit of the great effort of several people, this is dedicated to my mother and father who gave me the opportunity to start a career and be able to finish it, with the objective of obtaining the best in the life.

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ABSTRACT

This research project was developed to obtain results regarding the topic Analysis of the influence of Spanish on the pronunciation of English in fricative phonemes / θ // ʃ // s / in English as a foreign language, in students of Applied Linguistics from the Catholic University of Ecuador, Esmeraldas, with the general objective of evaluating the influence of the mother tongue (Spanish) on the pronunciation of English in the three phonemes already mentioned. The analytical method was used in this investigation due to an analysis of the influence of the mother tongue on the pronunciation of English as a foreign language, as well as the deductive - inductive method, decomposing general topics in subtopics and its analysis of independent way for a better understanding. As implemented technique, a survey was used to collect information on the knowledge of the students, and an evaluation of pronunciation with a list of words that involved phonemes in research. The results of this study were varied because the students answered mostly correctly, but there is not much difference with the mistakes made, they know and they are sure that there is an influence of Spanish on the pronunciation of English, and not only by theoretical themes, the results of the pronunciation evaluation showed some errors that coincide with the answers of the survey, implying that the students are in the last level have pronunciation problems. All the information collected will be of great help to students and teachers, so they can help each other and create learning techniques and strategies that facilitate their good pronunciation, and from this, can conduct much deeper research to help the general community.

Keywords:

Influence, pronunciation, phoneme, mother tongue, foreign language

RESUMEN

Este proyecto de investigación se desarrolló para la obtención de resultados en cuanto al tema Análisis de la influencia del español en la pronunciación del inglés en los fonemas fricativos /θ/ /ʃ/ /s/ en inglés como lengua extranjera, en los estudiantes de Lingüística Aplicada de la universidad Católica del Ecuador, Esmeraldas, teniendo como objetivo general evaluar la influencia de la lengua materna en la pronunciación del inglés en los tres fonemas ya antes mencionados. El método analítico fue utilizado en esta investigación debido a que se hizo un análisis de la influencia de la lengua madre (español) sobre la pronunciación del inglés como lengua extranjera, además del método deductivo - inductivo, descomponiendo temas generales en subtemas y su análisis de forma independiente para una mayor comprensión. Como técnicas implementadas se usó una encuesta que sirvió para recaudar información de los conocimientos de los encuestados, y una evaluación de pronunciación con una lista de palabras que involucraba los fonemas en investigación. Fueron variados los resultados de este estudio debido a que los estudiantes respondieron en su mayoría correctamente pero, no hay mucha diferencia con los errores cometidos, conocen y están seguros de que existe una influencia del Español sobre la pronunciación del Inglés, y no solo por temas teóricos, los resultados de la evaluación de pronunciación arrojaron algunos errores que coinciden con las respuestas de la encuesta dando a entender que los estudiantes así estén en el último nivel tienen problemas de pronunciación. Toda la información recopilada será de gran ayuda para los alumnos y los maestros, para que puedan ayudarse mutuamente y crear técnicas y estrategias de aprendizaje que faciliten su buena pronunciación, y a partir de esto, pueden realizar investigaciones mucho más profundas que ayuden a la comunidad general.

Palabras claves:

Influencia, pronunciación, fonema, lengua madre, lengua extranjera

INTRODUCTION

Language is the main resource or tool to allow communication with other people. Nowadays, one of the most important languages is English, because in many educational institutions, the teaching of this language is considered essential and many people choose this language as a second language of communication. English is a rich language because it has served as an effective tool in many countries to promote social, economic and educational growth. In addition, to understanding, why one of the main objectives of people is to learn this language to communicate in an effective way.

The English language is considered the most important and it is the closest to a global language, its scope is much greater than other languages. However, it is widely used because of the importance it is given as a language of connection between people who use a different language as a native language. Baugh & Cable, 2005, (P.3).

In the new era English as a Foreign Language (hereinafter EFL) is not widely practiced in Ecuador, because not all educational institutions have the necessary elements to teach this language, they lack the support of instruments such as a laboratory or a book, that meet the needs of students, tools that go hand in hand with the development of the four basic skills (speaking, reading, listening and writing).

The grammar, the phonetic system, the reading, the speech etc., within all these factors, which affect the learning of this language. There is one of great importance, the pronunciation, which is not being focused on all to the good learning due that it is not given on the necessary time. The purpose of the pronunciation is to make the correct sounds of a particular language that will join in the flow of speech. (Susan & Boyer 2008).

According to this research, the sounds that do not exist in the native languages are those that cause greater problems of pronunciation in a foreign language, and in the same way there are others that have similarities in both languages which leads the students to a little confusion, a list of sounds that hinder has been chosen 3 sounds in particular / θ / / ʃ / / s/ (in initial position) which will be explained and developed individually later. (Castillo. 2016).

There are also several phonemes in Spanish that have a resemblance to English phonemes; this is where students have serious confusion. This is why this research pays special attention to the phonetic and phonological aspect that is based on the influence of language (L1) "Spanish" on the acquisition of learning English as a foreign language (L2), focusing on fricative sounds. Therefore, the research problem that is proposed is: What is the influence of the Spanish language on the pronunciation of the phonemes / θ // ʃ // s / (in initial position) in EFL? Sajad & Saeed (2016) who cited (Wenk, 1985, Machizuki-Sudo Kiritani, 1991), indicated, the mother tongue (L1) has always influenced to learn another language and this influence appears in different ways; who cited for that reason, the main purpose of this research is to make a description of how the mother tongue in this case Spanish, influences the pronunciation of English as a foreign language in the following phonetic sounds / θ // ʃ // s / (in initial position). This research will be focused on the following objectives:

Objectives

General Objective

- To analyze the influence of Spanish on the pronunciation of English phonemes: / θ // ʃ // s / in initial position.

Specific Objectives

- To analyze the basic concepts related to the nature of phonemes in English: / θ // ʃ // s / in initial position.
- To diagnose and determine the pronunciation given by the students of Pucese Applied Linguistics school to the phonemes in English: / θ // ʃ // s / in initial position.
- To identify the effects of the use of the mother tongue in the teaching and learning process of English.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Role of the Mother Tongue

Mother tongue is the language with which the human being learns to speak, that is to say the first language, it is why the abbreviation L1 is born, on the other hand, the second language is any other language that occurs after the mother tongue, the which is also abbreviated as L2 it is normal to keep in mind that the mother tongue is the one that the individual develops and in turn uses with total fluency and ease, the same invoked when one dreams or thinks. After that the teaching of the mother tongue in due time focuses on didactics different from the one of speaking the opposite of those that are acquired alone, and this learning is considered to focus on reading and writing skills, while in the second languages the approach begins much earlier than the previous one, it concentrates on communicative competences in turn in order to be as close as possible to the native of said second language, it means that everything will be learned from the beginning (López & Gallardo 2005).

According to the Mexican Academy of Language (2016), a mother tongue is one that gives lead to other languages. For example, Latin is the mother tongue of Spanish, as well as the rest of the Romance languages. This is evident in the large number of morphologically and semantically similar words shared by Romance languages. Mother tongue should not be confused with the term mother tongue, which designates the language through which particular individual or group has been related to their immediate environment, for example, English for those born and raised in London or Spanish for Latin American countries, among them, Mexico.

The mother tongue is a typical expression to address the native language of a person, that is, a language that is acquired when a person born. In the same way, it is qualified as mother tongue, dominant language, and mother tongue.

Within this topic, many opinions and points of view emerge between the lines of various writings from Paker (2015), who quoted some authors exposing their ideals as

Larsen-Freeman (2000) who mentions that students use the (L1) within the Classroom because they feel some security and through that, they can have more clarity regarding meanings and unknown words. Tag (2002), points out that using (L1) has its benefits if it is used wisely, that will speed up and simplify the learning process of (L2). (Nation, 2003; Jingxia, 2009; Ramos, 2005), express that the role of (L1) in the classroom is not only for purposes of grammatical understandings, meanings etc. It goes much further helping to maintain discipline, there is a good relationship between teacher and students when dealing with topics related to the subject and its different points.

Cook (2001) cited by Morahan (2007), states that the influence of the (L1) allows learners of the foreign language to realize the differences, similarities and grammatical structures that exist between the two languages, since the meeting of similarities between languages allows them to have an interconnected knowledge between (L1) and (L2).

As well as there are testimonies that the use of (L1) in the learning process of (L2) has its benefits, some people think that it is not a good idea. In many occasions, there have been disagreements as to whether or not the (L1) is used, because for Tang (2002) the use of this language should not be the focus of the students. Otherwise, the target language has to be the only one form of communication, completely discarding the use of (L1) in said learning process.

Many of the teachers explain that to have a good level of (L2), it is very important that students already think in that language, it is for them to avoid the so-called interference of (L1) the use of this language is eliminated. Language in the acquisition of (L2), on the other hand, and the use given by teachers is with the aforementioned purpose of facilitating the learning process.

It is more than clear that for most of the authors the use of (L1) is very important in the learning process of (L2), because it facilitates understanding, in grammatical structures, translations and other areas. It is also known that teachers use it for the same reasons and be sure that what I taught was clearly understood. On the other hand, its use should not be excessive, the students and the teacher should go hand in hand in the target language if they put the (L1) as a priority.

This small dispute is divided in that the use of the (L1) in the learning process of the (L2) should not be used, or in which it should be used, talking and taking testimonies from teachers and students of various levels and different educational institutions as personal points of view, show that the use or interference of this (L1) is necessary within the classroom for various cases as already mentioned by the authors, rather than interfering with learning helps clarifying everything that the student does not understand, and compares in several aspects what collaborates with the acceptance and learning of the new language.

Then it should be clear that the use of (L1) or its so-called interference has its benefits if it is used correctly and not placed as a priority in the teaching-learning process, it is known and is clear and that if it is learning a (L2) the use that has the (L1) or small interference is nothing more than an aid to make this process clearer and more effective, concluding the aforementioned authors, have exposed their views giving clear and true testimonies that many people already know works within the classroom.

1.2. Spanish and English familiar or strange language

Many of the common perceptions related to these two languages come from the same learners in their attempt to understand English as L2, taking its already known grammar and comparing it with the new one. It is quite common to hear students say that the difference between Spanish and English is writing and pronunciation. When a student is asked what are the aspects that are most difficult for him to learn English automatically, their answer is the pronunciation in the first instance, writing secondly and finally listening and understanding an audio. All these perceptions have the result that it is difficult for them to understand English because they speak and write in different ways, which is why in many cases students become dependent by going to L1 relating contexts to understand L2. Therefore, what happens is that students apply phonemes from L1 to L2 and understand it by concluding that the code used to write in English is a different code than the one used to speak? Example

It is written "name" and is pronounced "neim", this means that a word is read in Spanish using phonemes from English, and it is called phonetic transfer from L1 to L2

1.3. Interlinguistics

Benítez. (2014-2015), inside of his doctoral thesis mentioned some other authors talking about interlinguistics areas. To define Interlinguistics is necessary to consider the point of view of Tormo-Ortiz (2004) who indicated that intralinguistics is a branch of linguistics, in which his study is focused on the contact between languages and the new linguistic forms that may come to appear as an effect of that contact, effects such as words loans, plurilingualism, bilingualism or interference. This study affirms that the plurilingualism of the human being is the objective of the intralinguistic. Interlinguistics is considered a multidisciplinary subject that is located outside and within linguistics, within, because it is important for sociolinguistics, stylistics, lexicology, semantics, historical linguistics and all that belongs to the branch of linguistics, because it goes beyond other fields such as anthropology and history, ethnology, and sociology, which are sciences that are related to linguistics, not within it.

1.3.1 Interlinguistic Contacts

This contact occurs when between individuals make use of two or more languages for good communication, as a result of this contact a person comes to use two or more languages, summarizing the intralinguistic is the contact between languages, contact that does not understand the interference between languages, that is, when the contact between languages does not carry a phenomenon such as a loan, it is understood that the interference is little or minimal that is a study of the sociology of language.

1.4. Interference

The learning of a second language is not easy when the circumstances or the medium in which this process is developing does not help or does not allow using the target language to practice. The correct learning is based on studying and practicing the studied, it is not just memorizing grammar rules or pronunciations, that is, seeking help or going beyond normal learning through real life situations, where everything can be put into practice learned, with the purpose of having a good fluency or development and thus not resort to the translation from Spanish to English in this case. So to achieve this, situations, contexts and the same environment play an important role, if the goal is that in the target language has a good domain. (Later) is the explanation of some

hypotheses that make analysis to the acquisition of a second language, it is considered that any of the hypothesis that is more focused on the teaching-learning process, this process would be good to be organized, meaningful, sequential and constant, that is, taking into account the needs of each student.

According to Saville-Troike (2006), cited in the doctoral thesis by the author already mentioned, the beginning of the acquisition of a second language is centered on Universal Grammar and the principles of learning which are already submerged for the language that is already in the brain, which allows the human being an instinctive learning, that is, when a child learns a new language he already has a notion, which is based on his native language, implying that learning does not start from scratch but that there is always knowledge that will be transferred to L2.

Speaking of interference, it is necessary to indicate that there is a point of view of many authors regarding whether there is an interference within the process of learning a second language, and in the same way, several studies have been carried out regarding the role played by the mother tongue in this process.

Defining interference, its concept is not linguistics itself, according to this study is extracted from physics and after that be applied in other contexts where one of them is linguistics. That is why his concept comes out as something that is negative. Weinreich (1994) indicates that interference is like a deviation of norms that exists in the languages that are in contact, that is, an influence that is altering the natural being of the languages that are in coexistence. After this, terms such as transference or convergence have come to terms that have not been successful, due to the tradition or accentuation of the term interference.

It is important to mention that for many authors the interference is not something negative, that influence that exists between the (L1) within the process of acquisition, learning of the (L2), is very important, and in certain cases, it serves or collaborates more when there are similarities between both languages.

It is clear that this interference can be negative is more what anyone would say when asking the question, because, it is considered that if a new language is being acquired it is in fact that we must place that new language in first position but not the language maternal, then it is considered negative when it does not allow the advancement of

learning L2, but on the other hand to those who consider it positive in various cases where it favors that learning, this is where this process is called positive transfer, i.e. when there is an affinity between different structures of both languages.

1.5. Types of Transfer

According to the study conducted, there are three types of positive, negative and zero transfer.

1.5.1. Interference or Negative Transfer

This is the kind of interference that occurs when both languages have different structures that are going to delay learning, because it is obvious that when the languages that are in contact have many differences, understanding them is very difficult, for example the case of letter / r / in English is a sound that is called retroflex its pronunciation occurs when the tongue goes to the palate in a hunched form, it is a sound that produces no friction, now in Spanish this sound is vibrant and alveolar. Another case is that of the / s / in initial position, in Spanish to pronounce any word that begins with this letter is done as follows: *esss* (**E**strella, **e**stadio, **e**scorpion), placing the tongue in the lower position closing and opening the mouth quickly to Difference from English where the words that start with this letter are pronounced like this: *sssss* (**s**tart, **s**tadium, **s**corpion) joining the upper teeth with the lower teeth and drawing air through them, placing the tongue behind the teeth. This interference refers to a psychological phenomenon, that is to say, the influence that exists with the old habits in the learning process of the new ones, also refers to a sociolinguistic phenomenon due to the linguistic interactions of the languages. Weinreich as the pioneer in the study of interference or negative transfer in his text *Language in Contact* contributes to analyze the structural causes of interference and everything related to linguistic contact. The hypothesis that gives rise to contrastive analysis notes that one of the causes for the interference is the lack of familiarity that exists with the terminal language, i.e. the absence of communicative competence, then the differences between the two languages makes that learning is difficult, a difficulty that is interpreted as an error, as opposed to when there are similarities in the languages that make learning easier and faster.

1.5.2. Positive or Facilitative Interference

It is of great consideration that when two languages and therefore their structures have similarities, the learning process turns out to be faster and more effective. That is to say that for the apprentice it will be very easy to transfer the knowledge already acquired in their mother tongue to the target language or foreign language, a process that will be easy for them only transferring their knowledge and adapting them to the new language, it can be said that until the same scheme is followed. An example to understand this would be the case of the letter / f / that has a similarity in both English and Spanish in its pronunciation, the points of the articulation are close, being easy for a Hispanic to imitate the sound, another example could be ways for Greek or Latin prefixed word forms. Then the teachers can have a support here to facilitate the teaching and that the student understands faster, taking linguistic elements that are easy and feasible as words like (television or radio).

1.5.3. Zero interference

This is a type of interference that occurs at the moment when the structures of L2 do not exist in L1, so the learner must therefore create those habits that he will use when using L2, for example the application of grammar rules, learning new vocabulary or articulations of new sounds, at this point comes negative interference because the learner must use or replace the new ones of the language with something he already knows from his language.

1.5.4. Other types of interference

When performing the act of speaking, the most usual or natural thing is that attention must be paid to what is said, however, no attention is paid to the way "how" it is done, that is, which are the organs that are must use and how they are used to make the production of sounds, then you do not know what are the articulatory habits that are playing during the process of speech or vocalization, this occurs in a special way in foreign languages, it is not either aware that when speaking in a foreign language it is necessary to replace habits from L1 to L2. The lack of new habits causes an interference in the moments of the production of foreign language sounds. Here is a problem that will suddenly be difficult to overcome and is that after the rules of pronunciations have been studied, the apprentice does not know how to apply them or

do not remember them, and still apply the rules of their own language, which becomes in an error that you can avoid.

There is another problem that occurs here where English acts as a second language, is that the pronunciation of this will depend on the place, i.e. the region or the country where it is spoken. In different countries or regions, there is a variety of dialects and even different accents from region to region in the same way with L1.

It is of great importance to make the recognition that there are phonetic differences that cause interference of Spanish in English as L2

- English is a language in which phonatory organs are pronounced with greater tension than in Spanish. Striving to have a good pronunciation for example in the words, final consonants or groups of consonants like - rds -sk, - nt, have an exaggeration in sound production that attends to naturalness.
- There is no relationship between sounds and letters, especially in the production of vowels, they are not produced in the same way and there is not the same number of vowels in graphemes as in sounds, that is, the sounds are not corresponding to the letters and that a letter can be pronounced in different ways according to the context. We must take into account the consonants where it is of great importance to indicate that there are cases of consonants with two letters together as the case of ph where its pronunciation is of / f / or the sh that is pronounced as / ʃ /
- There are sounds that have a similarity, but not in its entirety and it is the bad pronunciation that makes the accent and allows recognizing if the person is native or not. For example, it is mentioned the similarity between these plosives "k, p, t" in English with those of Spanish where many people pronounce them equally and do not take into account the aspiration with which these sounds are produced in English.
- In English there are sounds that are not pronounced these are called "silent", the apprentices of this language are unaware of this and usually pronounce them causing the accent in the speech.
- There are combinations of consonants that in Spanish does not exist as "st" "sp" "sk" taking into account the first consonant where the learners usually pronounce as in Spanish using (e) at the beginning of the word in such a way that for them the word "students" would sound / estjudnt / instead of / stjudent /.

- There are sounds in English that do not exist in Spanish, consonant sounds such as velar ŋ, affricatives dʒ, ʒ, or fricative θ, which involve problems of great importance in the apprentices, because as they do not exist in Spanish, there are create linguistic habits to be able to produce them in a natural and exact way.
- The vowel also has its degree of difficulty because one must distinguish between which are the long ones of the short ones, which is difficult to obtain since in Spanish that difference does not exist.
- The consonants that are called "syllabic", the same as when they are pronounced in English, welcome the role of vowels to form syllables by themselves, something that in Spanish is not given or is not usual, then words like "little" that therefore in English it would be / lɪtl /, the apprentices pronounce / lɪtle /.
- Intonation that in English exists the descending-ascending tone and displacement of the tonic syllable.
- The accent of English or "stress" is quite different from that of Spanish, in English the words are accentuated according to:
 - ✓ Type of word: simple or compound.
 - ✓ The grammatical category of the word
 - ✓ Number of syllables
 - ✓ Phonological structure of the syllable

These were some of the reasons that can cause interference when learning a new language

1.6. Learning L2

Applied Linguistics is a branch of linguistics that aims to apply theories, prior knowledge and methods, all for the resolution of problems in which the use of the language is involved. There are several definitions to determine learning and acquisition of an L2, definitions where it is said that the L1 has no influence on the L2 and others that indicate that the learning process is assured by the previous knowledge that the apprentice of the L1 may have. For the definitions that expose this relationship is true since the learning of an L2 will depend on the cognitive or linguistic knowledge that the L1 learner has, meaning that the learning process will vary for each learner of the L2, because not all have the same learning process for their cognitive knowledge

or for the strategies used that, as already mentioned, influence the learning of L2. When learning a new language, both languages will be in direct contact because the learner will use the L1 to communicate or make himself understood, but this contact can have a negative result or a positive one according to how the contact was.

1.6.1. Learning and Acquisition of a Second Language

This topic has a great breadth that is based on the theories of the linguist Krashen (1982) who before fully engaging in the linguistic issue makes a differentiation between "learning" and "acquisition". Learning occurs when the child has a formal study process, that is, when he or she knows the rules of the language. On the other hand, acquisition is a process that occurs naturally and involuntarily in real or everyday life. The first point that must be made to understand the acquisition of a second language (L2) is to understand the process of acquisition of the first language (L1). The development of the first language occurs when the child is related to the language in different aspects, and when learning occurs unconsciously it is natural without instructions. This evolution occurs when the child in question speaks his language correctly, fluently. Among the characteristics of the acquisition of the first language can be mentioned: Children have a communication through the expression of the face, gestures or intonation, learn in the same way when words are repeated and when they have a constant practice. For the acquisition of the second language is taken into account these same methods but from a different perspective because at this point and begin to play aspects such as cognitive development of apprentices and age. The differentiation is more clearly described in the following table:

1.7. The Fricatives Sounds

Fricative sounds are those that are generated when an articulator has access to the articulation area, putting forward a friction that causes a temporary obstruction of the air. Salamanca & Stephen (2006). In the most common accents of English 9 fricative consonants are used: The interdental / θ / (deaf) and / ð / (sound), the alveolar / s / (deaf) and / z / (sound), the labiodental / f / (deaf) and / v / (sound), the post-alveolar / ʃ / (deaf) and / ʒ / (sound), and the deaf glottal / h /. The two interdentals belong to sounds of English and are represented by the letters <th>.

Lafuente, (2007) who is quoted by Zambrano (2015) in his research paper says that: the TH in its initial position is pronounced as / θ / but it has its exceptions as in the case of an article THE, pronouns and conjunctions than, though, the TH in the middle position can pronounce both / θ / and / ð /.

Fricative sounds are made when there is a narrowing between two articulatory organs, which causes friction and turbulence to occur in the air stream. The fricatives in Latin American Spanish are / s /, / f /, and / j / / x / three and in English there is a greater number of fricatives: / f /, /, / ʃ /, / θ /, / ð /, / v / s /, / z /, / ʒ / and / h /.

1.7.1. Deaf Interdental Fricative [θ]

This symbolic consonant has as representation / th /, Lado (in Brown, 2000), considers that it is important to predict what are the complications that a student has in the acquisition of a second language, it is estimated that the initial problem in the students is in the way of pronouncing certain words that are unknown sounds of the foreign language. According to this research, it is revealed that fricative sounds do not collaborate in the good pronunciation of the students, and when talking about fricatives the deaf dental fricative is presented [θ]. This sound has a presentation at the end, at the beginning and in the middle of a word, and it is produced using the tip of the tongue that is touching the upper teeth. According to Chela (1983) who was mentioned by the author already mentioned, he estimates that this sound can become very difficult to pronounce in English when it is combined with other alveolar sounds / z, s /, these sounds are the most frequent that produce confusion in the Spanish Speaker for example: Think - thought - birthday - thank - three - thief - threaten - thick - thin – through. See the figure 5 in the annexes page 46. / θ / - / ð /: as none of the two exists in Spanish, these consonants represent, the second in degree of difficulty. In particular way students tend to pronounce the fricative-dental-deaf / θ / in some cases as / t̪ /, for example * [t̪ɪŋk] or as / f / in * [fɪŋg], instead of think / θɪŋk /; and in cases isolated, produce / s / as in thank you * [sɛŋkju]. Se the figure in the annexes on page 48.

1.7.2. Posterior Alveolar / ʃ /

This post alveolar fricative sound / ʃ /, is a sound that has an articulation equal or similar to / ʒ /, differentiating them because / ʃ / is silent or deaf, that is to say that it does not produce any kind of vibration in the vocal cords. The production of this sound

is done when the tongue is bent backwards, raising it as much as possible but not touching the palate, and the lateral parts of the tongue itself touching the upper teeth, until the air is expelled, the lips move a little towards outside. As mentioned earlier, this sound is a fricative, deaf, and post-alveolar consonant. It is fricative by this forced to create a friction that helps the release of air because, because the space through which it passes is not too large for it to flow freely. It is post alveolar because the locality of the tongue is by the palate adjacent to the alveoli. Finally, it is deaf because when the air flows there is no vibration in the vocal cords. This is a phoneme that does not exist in the Spanish or Spanish language, which leads many students of the English language to have a bad pronunciation of the words that carry this sound, and therefore the closest thing that there is in Spanish, to this sound it is / s / understood that the apprentices pronounce with / s / in representation of / ʃ /. A.A (2008). See the figure in the annexes on page 47

For example: Ship - sheep - she - shell - shift - shrimp - shut - shoot – shade

1.7.3. /S/ initial position

This phoneme may be harmless in pronunciation, but the truth is that it is not, this phoneme causes many confusions in the apprentices. The position of the phoneme at the beginning of a word in English is called pre-nuclear. However, why is there so much difficulty in the pronunciation of this phoneme? Good reason could focus on the differences between the mother tongue (L1) and the target language or foreign language (L2). In Spanish, this phoneme is not presented constitutively in a group of pre-nuclear consonants, which is why by relating this in both languages the apprentices choose to place the vowel / e / at the beginning of the words in English. For examples.

See the table in the appendix page 47

In agreement, Hernández (2009) states that 90.2% of the total percentage use the Spanish side to pronounce the words with the phoneme / s / in initial position in English.

Continuing with the problem of this topic, Pavón & Hancock (n.d) did a little research on Problems with the initial sequence / s / more consonant. The languages of the world have their own restrictions for the composition of their syllables, this being an

important part of learning. There are many initial consonantal sequences of English, it is in this language and in this consonantal sequence that many English learners have difficulty, and in many cases they have no idea that they are making an error, they speak of the sequence / s / by their position followed by other consonants. For example: st - step, st - star and in turn followed by two consonants such as spl - splash, str - string. According to the research carried out and an analysis of the production of the consonantal sequences that determined that establishing these sequences correctly has become a problem for many students in the production of speech, taking into account that one of those problems in the Spanish-speaking students is the addition of the vowel / e / prefixed to the word, this process is called in English (vowel epenthesis), for example with one of the words mentioned above: Students - **estiudent**, Spain – **espain**.

For the correction of this error it is necessary to clearly note the beginning of the word with the sound / s /, making a long articulation ssssstudent, ssssspain and for this a series of daily exercises is needed, wanting the apprentices to be aware of the mistakes made and work for their solution. See the figure in the annexes on page 45

1.8. Previous Studies

Cáceres (2013), conducted a research study in Honduras with the theme linguistic transfer of Spanish in the development of English both in writing and speech is a study involved all kinds of questions in relation to the subject. Before the 50s the teaching of English in Honduras has been established, due to the strong relationships that they had in an economic, social or cultural way, it was stressed that it had to be given the necessary importance. However, it did not only need to express it or to do it, but to do it well to achieve the established purpose, and that is why the author of this research carried out a quite complete study in which she highlights the answers given by those who had to learn English. The material that was used to learn the language, the methodology and something very important the place of learning was taken into account is whether it is better to learn in a place where English is a native language or to learn in its place of origin by clinging to the techniques applied by teachers. As a result of this study, it was found that Honduran students qualify English as difficult, that is, they find a degree of difficulty in both writing and pronunciation. On the other hand, several of the students argue that they find grammatical and pronunciation

differences, which is why they consider this a factor that prevents good learning. They were also consulted about the texts they used to learn English, to which they indicated that text writing was easy, they found similarities between both languages, which helped them to understand more. On the other hand, there were answers against this, who said of the differences in phonemes, graphemes and everything that structures a word and a sentence. Another purpose of this research was to know if Honduran students considered it good to learn in a country where English was a native language or in their country, in compliance with everything they were asked to learn, the results were varied because a group expressed to be better in a country of the native language, because they will be able to listen, they will be able to live the language day by day and minute by minute what would favor them in a fast learning. On the other hand, there were those who indicated that it would not be easy or difficult because there are countries that being English as a native language there are many places where Spanish is spoken, which would not favor, and in any case whether it is native or not, the place would have to study and do your part to learn faster and better. Cáceres concluded by indicating that the results of his study denote a negative interference so his study will serve to be analyzed in depth and thus contribute to the improvement of the learning of English as a foreign language. It was also indicated that methodological strategies had to be developed that would help the students of Honduras to learn well.

Pando (2014) did a research work called "the influence of the mother tongue in the teaching and learning of foreign languages" from the perspective of Stephen Krashen in France at the University of Bourgogne, where his research considered the author's point of view, Krashen showed that the use of the mother tongue is always present in the process of learning a second language, because the student uses it to understand something or have an effective communication, she as a student French and of other languages also assured to have resorted at times to its mother tongue that is Spanish to understand grammatical terms and structures that were a little complicated that facilitated its learning and helped it to tend many things where there are similarities between his mother tongue and the French language that was his target language and always taking what his author Krashen said that the use of his mother tongue will have positive effect on learning depending on the use that you give it .

Chávez, Saltos & Saltos (2017), conducted a study called, the importance of learning and knowledge of the English language in higher education, arguing that the teaching of English in recent times has been seen as a necessity and an urgency, therefore It is a requirement of great importance to learn it no matter what age and where the apprentice is. Already in higher education is expected that students are aware of being able to understand a text in English, to be able to have a clear communication and in the same way understand what others say, it should also be consider that already in the university studies the apprentices they must differentiate the positive and negative influence that their mother tongue has on their target language, and at the same time know how to take advantage of that influence for the good, for the total benefit of their learning, always being clear that all this influence must be used at certain times. Try not to become dependent on using the mother tongue in the process of learning the foreign language, understanding that this is not beneficial for their learning. To guarantee this, several countries, including Ecuador, create strategies that implement subjects entirely in English and a test that validates their learning, and thus obtain their third level degree. It should also be known that learning this foreign language represents an important requirement for obtaining a job, in the same way it makes it possible to know cultures, traditions and new relationships.

1.9. Legal Foundation

The legal basis of this research work is represented by the agreement issued by the Ministry of Education in early 2016, where the compulsory education of English as a foreign language is decreed, seeking that students when they finish their studies have a level B1 according to A1 common European framework, that is, they can speak and write without any problem. That is why this research work focuses on analyzing the influence of Spanish as a mother tongue in learning English as a foreign language, taking into account the levels of study that students have.

That the Organic Law of Intercultural Education (LOEI), published in the Second Supplement to the Official Register No. 417 of March 31, 2011, in Article 6, determines that among the obligations of the State are: Promoting cultural and linguistic diversity "

1.9.1 General provisions for the institutions.

Four – Authorize that educational institutions legally recognized as bilingual (foreign language), in accordance with the provisions of Article 111 of the General Regulation to the LOEI, offer the curricular contents in both languages (maternal and foreign), provided that they comply with national standards.

Fifth. - Authorize that educational institutions not legally recognized as bilingual offer any of the subjects of the curriculum in a foreign language, provided that the workload of these subjects is less than 40% of the total, that compliance with the national standards of learning and that the teaching team complies with the requirements required for bilingual educational institutions in accordance with the provisions of article 111, second paragraph, of the General Regulation of the LOEI.

Sixth. - Dispose that Ministerial Agreement 440-13 of December 5, 2013 governs the educational establishments of the Intercultural Bilingual Education System, where the Bilingual Intercultural Education System Model is strengthened and implemented.

1.9.2 Transitional provisions

Second. - The curriculum in foreign language - English is progressively implemented until the appropriate human talent is available to efficiently attend the teaching of this language. The implementation of the curriculum in English from the second to the seventh grade of General Basic Education in all educational aspects. The country's institutions must be carried out from the 2016-2017 school year for the Sierra region and 2017-2018 for the Coast system

CHAPTER II

Materials and Methods

2.1 Type of investigation

According to the purpose of the project, this research was applied to 27 linguistics students career from Puce-Esmeraldas through a survey technique and a pronunciation evaluation, using a list of words to know the student's pronunciation using the three different phonemes investigated in this work, thanks to the information gathered in the theoretical framework, on which the research was based, on the problem was analyzed and solved.

Taking into account the nature of the research it was quantitative, where through the numerical symbols the data was exposed, that is to say a percentage of the students that consider that the mother tongue has an influence (positive or negative) on the pronunciation of English as a foreign language, analyzing the data obtained. Therefore, the results were quantified and graphed for better analysis of each one and making a structured observation guide as an instrument of the investigation.

According to the level of depth, it is a correlational investigation, because its themes have a clear relation to each other, and in the same way it is descriptive because it makes a transparent description of the important characteristics of the topic narrating and analyzing the subject matter and the state of the subjects currently, in terms of pronunciation in English.

2.2 Variable Operationalization

Conceptualization: Guzmán & Martínez (2013). The influence of Spanish would be as an effect produced in the perception and production of an L2, which is composed of particularities or phonetic compounds of the mother tongue, understanding that people use the phonetic features of their L1 involuntarily to speak or produce on L2.

See the operational square figure 1 in the annexes page 45

2.3 Population and Sample

The population of in this research involved 27 students of the different levels of Applied Linguistics career.

2.4 Methods

The method used in this research work is the analytical method, because this research is aimed at analyzing the influence of the L1 (mother tongue) in L2 (English as a foreign language), and in the same way explanation to the related subtopics, decomposing the general topics into subtopics and analyzing them independently for greater understanding.

Followed by the deductive - inductive method, because the studies conducted there is an influence of the Spanish language on the pronunciation of English as a foreign language, that is why, taking this general idea, the present research will focus on a smaller population such as they are the students of the PUCESE to make the corresponding study of the subject.

2.5 Techniques and instrument

The procedure developed through the collection of information provided to answer the research question through the survey technique, and the means by which this information is collected by the research instrument, which is a questionnaire.

2.6 Description of the instrument

Questionnaire: This instrument was developed with the purpose of obtaining accurate and clear information, which, they were questions of a subjective nature, closed, with options multiple response, with a calculation between 7 and 10 questions asked in the aforementioned way. The questions were written with total clarity for greater understanding. This research instrument was applied to the students of Applied Linguistics career of PUCE-Esmeraldas.

CHAPTER III

RESULTS

3.1 Analysis and interpretation of results

For the analysis of the gathered information, the technique of frequency distribution, graphics and contingency tables was applied getting to numerical result in relation to each Question. The reliability of the survey was processed through the Test - Retest stability measure, in the tool was the survey, which was applied to the same sample twice, with the objective that their answers are the same or close. The Test-Retest was applied obtaining as a result that this survey was of total reliability, because the sample answered the same with the only difference that in question nine on the phonemes already had other inclinations not so different.

The corresponding detailed and very clear analysis of the questions asked to the established population was made, and therefore of their answers. The analysis was carried out according to how the objectives of the project are already established, first the respective analyzes will be found to the general objective, and after that the analysis of those variables that respond to the specific objectives.

The sociodemographic data were given as follows: out of a population of 27 students of the Applied Linguistics career of the Catholic University of Ecuador, Esmeraldas' campus (PUCE-Esmeraldas), 20 were women and seven were men, ages among 20 and 30 years old.

The following table detail the results after the variables that respond to the first objective of this research work, the general objective. The different analysis will be juts the question more directed to the main theme, question 3 was analyzed together with the number 6.

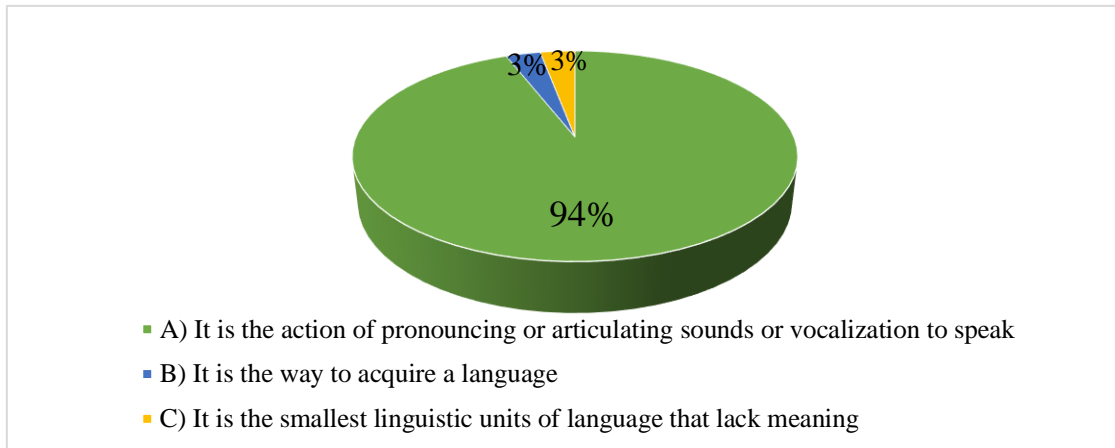


Figure 1: Pronunciation definition

Source: Survey applied to students

In this last option, the students turned to the first answer option, making known what pronunciation is the action of emitting or articulating sounds or vocalization to speak. While of the following options for each, there was a person who took that answer, resulting in that the majority of the population knows very well what pronunciation is. Considering the analysis and research itself this question refers in part to the specific objectives.

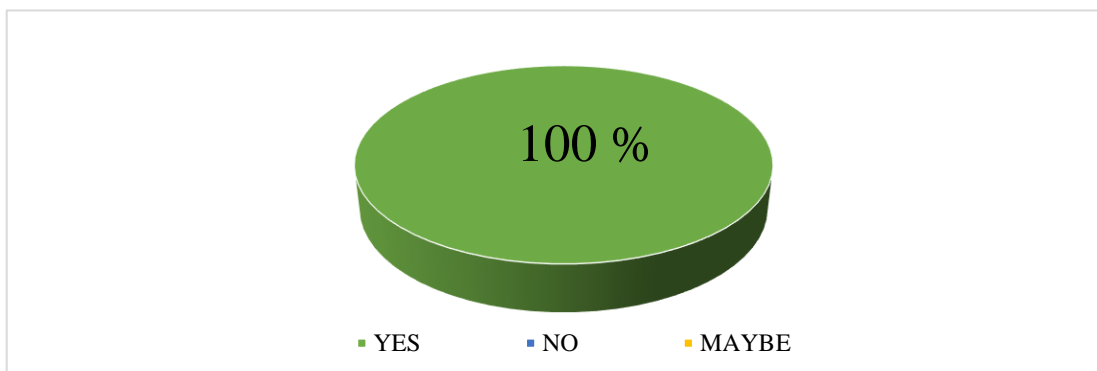


Figure 2: Mother tongue influence

Source: Survey applied to students

The analysis of this variable exposed in the table and later in the graph indicate that Spanish has influence on the pronunciation of English, they, as students of (L2) and having (L1) as a mother tongue, have been inclined to the first choice of response, expressing that in the learning process they have felt the influence.

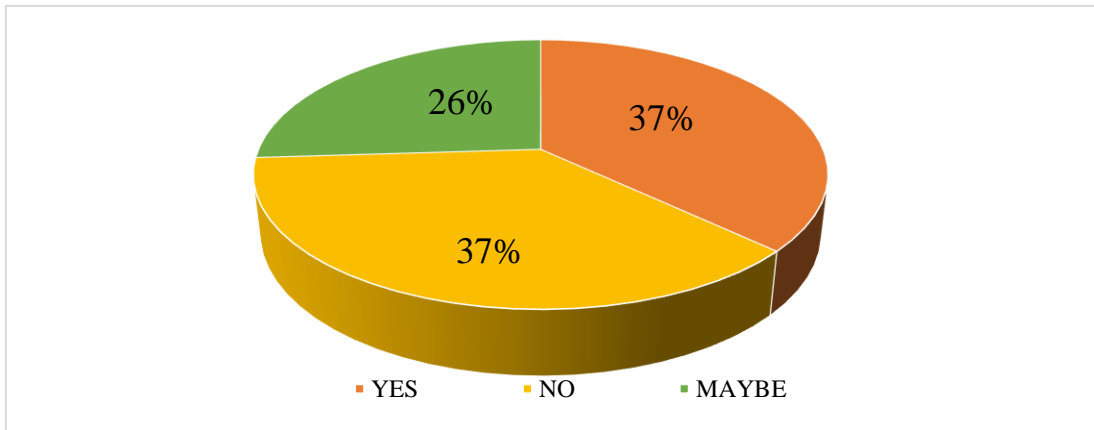


Figure 3: English vs. Spanish inside the classroom

Source: Survey applied to students

Analyzing this question, the population were a little bit of agreement with all the options, 10 students consider that the use of the (L2) is primordial to develop their skill and live in think the complete time in English. 10 students said No because is a benefit for them it uses (L1) to communicate something or understand, there are many things that they do not understand and have mistaken.

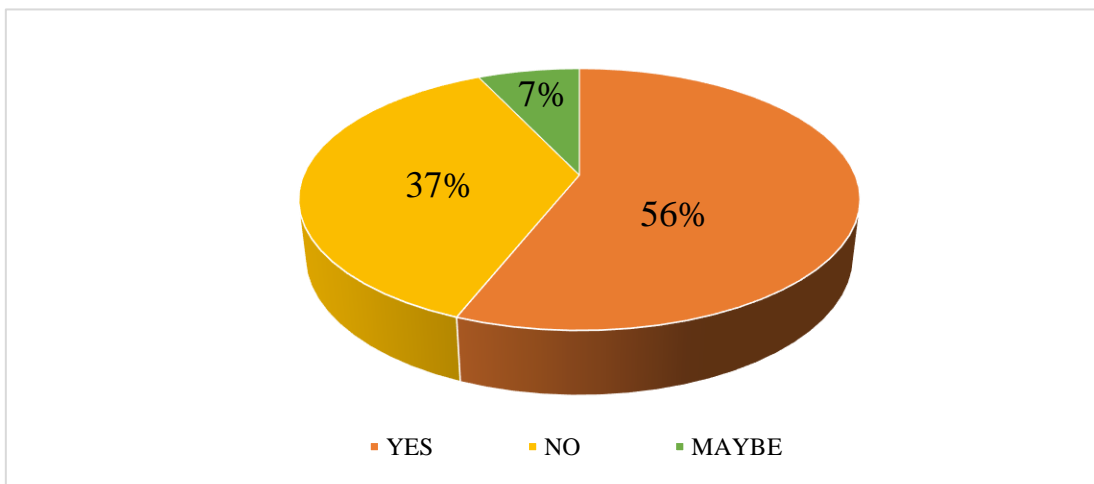


Figure 4: Resemblance between English and Spanish

Source: Survey applied to students

Analyzing this question, the population with a maximum of 15 people established that the languages in play (Spanish and English) have phonetic similarities, while 10 people left for a second answer option and just 2 said maybe, generating discussion between the points of views, because despite being students of the same career knowledgeable about the subject, they were a litter unsafe with their answers.

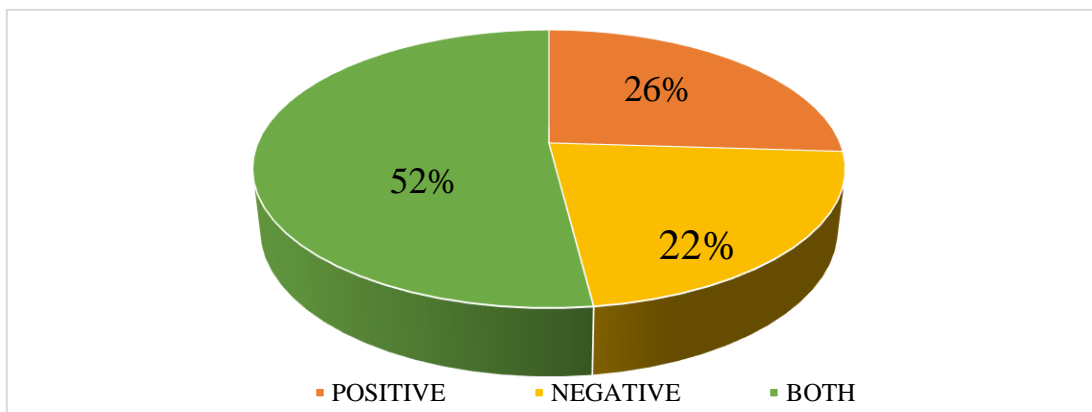


Figure 5: Pronunciation effects

Source: Survey applied to students

When analyzing this question, it can be seen that in comparison with the others, in this question the population was more democratic, inclining for the three response options, but a little more than half of the population addressed their response to option c.

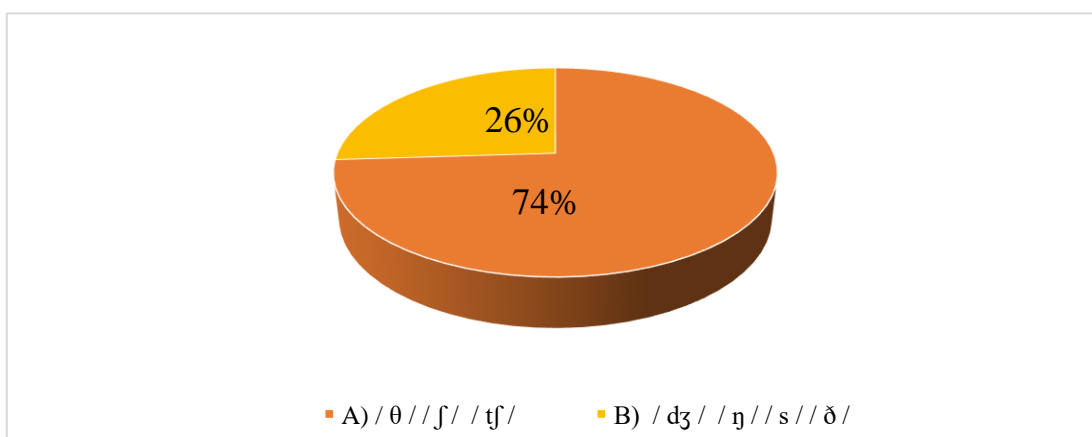


Figure 6: Phonetic symbols

Source: Survey applied to students

The analysis of this question was a bit difficult for students, because they know the sounds but do not all these, or do not know how to use it. So the more common of these sound students select according to the question, and they indicated that could be so good to study each one in a deep way to know the correct use and pronunciation

3.2 Group of word for student pronounce analysis

This group of words was made with the objective of students pronouncing them to see or know what their pronunciation is, where they place the language according to the established sound. The 27 students of the Applied Linguistics of the PUCE - Esmeraldas passed through this process where it is concluded that many of them have a good pronunciation and others not so good, this occurred because they confuse the phonemes as in the case of the phoneme number 3 / s / in initial position, the 100% of students, 85% pronounced using the letter e at the beginning and the other 15% used a correct pronunciation. With the phoneme / ʃ / there are difficulties when they pronounce quickly, that is where this phoneme becomes as if they were, but those who did it slowly and slowly if they did it well on a scale of 60% to 40%. With the phoneme / θ / there are words that students know how to pronounce they know that they should use th but there are others like Theater where that main phoneme becomes t. In general, of the 27 students the 20 know or have the idea of these pronunciations the seven suddenly know but still do not know how to apply the pronunciation rules. See the table in the appendix B page 40

CHAPTER IV

DISCUSSION

The main objective of this research project was to evaluate the influence of the Spanish language on the pronunciation of phonemes: / θ // ʃ // s / in English in initial position, in students of Applied Linguistics of PUCE-Esmeraldas

For the evaluation was necessary to carry out the analysis of some concepts, to evaluate the pronunciation of the students.

In the search for information about the influence of the mother tongue (Spanish) on English as a foreign language, we found some articles with very relevant information, talking about pronunciation, phonemes, errors, phonetics, interference, transfer and many other topics that go hand in hand and respond to the main objective.

The information found said that English is one of the most important languages, being the second most spoken language; it is used as a lingua franca to connect more than one country with people who need to understand each other. To learn any language, it is necessary to consider many aspects of it, for example, the grammatical area and the phonetic sounds to pronounce in a comprehensible way and to have a good and clear communication.

According to the first study conducted by Cáceres (2013), the results obtained were a bit varied, because a part of the students indicated that the learning process of a L2 can become difficult depending on the circumstances in which it is taken, considering all the necessary tools for the development of learning, and on the other hand, it could be easy, if they know how to use those tools properly, such as the texts and the use of L1 in the learning process, the place of learning for they are not the most important because being in a place where L1 is English, or being in a place where it is not, learning will always depend on the same apprentice, although one has more advantages than another. For the students of the PUCE - Esmeraldas, leaving them conform area and traveling to practice or learn more the language is one of their priorities, because they consider that helps them learn under pressure.

Regarding the use of the L1 everyone uses it to understand something or make it understood that is, the reality of university students is not far from the results obtained by this author.

Considering the arguments of Pando (2014) who based his study in Krashen, has a lot of similarities with this study, the use of the mother tongue has a positive and also negative influence, both occur in learning in different ways and times, but the apprentices must know how to differentiate their uses, they must consider that the most important thing in the learning process is L2 not L1, Pando suggests that teachers should get a little stronger in giving them the correct use of L2, with the objective that the students do not become dependent on their L1, on the contrary they know how to use it, and obtain the benefits that it gives them. That possibility would help a faster and more concise learning process.

Chavez, Saltos & Saltos (2017), also argued that university students are in a stage where they should already have use several vocabularies, a fluid and understandable communication, that is to say they should not be allow the use of L1, or use it for precise things, because they are in a process that involves deeper themes comparing with the themes seen at the school.

At this point the learners must already know and differentiate the positive with the negative influence, and at the same way to know how and when to use it because they are in an age in which to be accepted in a job, to know the L2 is required, and also for their personal life, meet different people, regions and cultures the learning of L2 has great importance.

For the researches authors, the influence of the L1 that in the case of this investigation is Spanish, depends on many aspects such as, the phonological, phonetic area, the pronunciation, the common words that both languages have, are aspects that are clearly estimated for the students, have an influence in their learning process, it is for that the authors commonly establish, the learners are helped to establish parameters of differences between the positive and the negative influence.

Comparing the results obtained by the authors and this research work, have their differences, but generally go to the same point. The results obtained were mostly in agreement with the other three studies; many of the students knew how to respond

according to their knowledge and agreed that the use of the mother tongue in the process of learning a foreign language has its advantages and its disadvantages, why? Because should we use the native language only in important cases, we should not give the primary role of the target language, but there are no possibilities to learn the language.

They also said that both languages have similarities and that is why they make use of the native language, because it helps them to understand things of the foreign language, and therefore if there are similarities as they consider, the interference will be exist. Considering the studies carried out and the results of this research, it is only concluded that the influence of Spanish in English as a foreign language has a place in the learning process, but the student will depend on whether that influence is positive or negative.

The analysis of these studies leads to students or apprentices of a foreign language having knowledge that I use the mother tongue in this case the Spanish, is normal, that, in addition to interfering in the process, can also help, and that will depend of the circumstances in which this process occurs.

The present study was not intended to provide a solution to a problem, but to describe the phenomenon and characterize it, to deepen this issue would be an analysis of new research.

Ethical standards

In carrying out this research project, bibliographic information was used, studies already conducted, scientific articles and digital information through the various scientific search engines such as Google Scholar, the educational portal of the PUCE - Esmeraldas virtual library, Redalyc and others, where highlight opinions and concepts of distinguished authors in the context of the theoretical framework of this research, taking into account the legality and authenticity of the research project.

CHAPTER V

CONCLUSIONS

- Learning L2 involves establishing methods and strategies that lead beyond the knowledge basics, helping to deepen areas such as pronunciation, comprehension or reading, in order to reach total learning.
- The results obtained, in this research and in previous studies, indicate that there are two types of influence, the positive and the negative, both work in different ways, but always together, that is to say within the same learning process.
- According to real situations the L1 interferes in the L2 orally Learning.
- The learning place of L2 is not paramount for students, that depends on the importance they give to L2 to learn, as a first goal is in the struggle to find the ideal moments to use L1 and not to give prominence in the Learning process

CHAPTER VI

RECOMMENDATIONS

- PUCE – Esmeraldas as educational institution must investigate for all the possible ways to allow good teaching of English as a foreign language, applying subjects such as phonology and phonetics in order to students know how is the structures of the words and to improve the pronunciation of the students, make research that goes beyond the typical class of Basic English (use of the book), and take the students to a better quality learning.
- English teachers should teach using mother tongue in the classroom as a technique for helping students consciously and unconsciously to understand and be understood.
- Pronunciation of English as a foreign language is vital in learning, if there is not a good pronunciation, there won't be a good communication, for that reason teachers should teach students not to be dependent on comparisons between languages, they must learn and use the target language every day without stop thinking in the mother tongue.
- Teachers and students should look for learning methods or ways that help them to improve the process of learning, the place of learning or the environment in which the learner develop is important, but more important are the wishes and needs that each one have on learning, teachers should provide students all the necessary means for an effective learning.

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APPENDICES

Appendix A

Survey applied to students

The purpose of this research instrument is to collect accurate and necessary data to analyze the influence of Spanish on the pronunciation of phonemes / θ // ʃ // s / (in initial position) in English as a foreign language (EFL), instrument that will be applied to the students of the PUCE-Esmeraldas of the area of Applied Linguistics. The data obtained will be of total privacy, that is, only the researcher in question will have access. This research tool was developed with clarity and objectivity, which is why the surveyed subjects are asked to adapt to reality as much as you can.

Continuing, you will find 10 questions to answer the aforementioned topic.

It is suggested to carefully read each question and each answer, and then circle the answer option that best fits the reality of the study. The first question selects with an X

1. Sociodemographic data

A) Gender: M ____ F ____ LGBTI ____

B) Age: 15-20 ____ 20-30 ____

2. Do you consider that the mother tongue uses (Spanish) influences the pronunciation of English as a foreign language?

A) Yes	
B) No	
C) Maybe	

3. Taking into account that Influence is (Effect, consequence or change that produces one thing in another). Do you consider that the influence of Spanish on the pronunciation of English is presented in a

A) Positive	
B) Negative	
C) Both	

4. Using the mother tongue (Spanish) in the classroom where the process of learning English as a foreign language (EFL) is being developed, is for you:

A) Advantage	
B) Disadvantage	

5. According to your English level study. Do you think your pronunciation in (EFL) is?

A) Excellent	
B) Good	
C) Not so good	
D) Bad	

6. For a good pronunciation. Do you think that accent and intonation in English play an important and main role?

A) Yes	
B) No	

7. within the learning process in the English classroom. Do you think you can keep English as your primary language, i.e. is it not necessary for you to use Spanish?

A) Yes	
B) No	
C) Maybe	

8. Knowing that Spanish and English are systems of symbols and signs. Do you think there is any phonetic resemblance between both languages?

A) Yes	
B) No	
C) Maybe	

9. Within the following phonetic symbols, choose 3 phonemes that you think you do not know or that makes it difficult to pronounce

A) /θ//ʃ//tʃ/	
B) /dʒ//ŋ//s//ð/	

10. In your opinion, what pronunciation is?

A) It is the action of pronouncing or articulating sounds or vocalization to speak	
B) It is the way to acquire a language	
C) It is the smallest linguistic units of language that lack meaning	

Appendix B

Group of word for student pronounce

/ θ /	/ ʃ /	/ s /
Think	Sheep	Student
Thanks	She	Spanish
Thing	organization	Start
Thought	shoot	Spider
Theater	Competition	Station
Than	Ship	Snake
Thursday	shift	Stand

Appendix C

Table 1: Different pronunciation in Spanish and English using the phoneme /S/ in initial position

English	Spanish
Student	es – tudent
Station	es – tation
Star	es – tar
Snake	es – nake
Smoke	es – moke

Produced by. Bone D.

Table 2: Operational Variable

VARIABLE	DIMENSIONS	INDICATORS
Influence of Spanish on the pronunciation of English in phonemes $\theta // \int // s /$	Role of the mother tongue	<ul style="list-style-type: none"> ➤ Learning and aquisition ➤ Interference
	Pronunciation	<ul style="list-style-type: none"> ➤ Articulation manner ➤ Places of articulación
	Spanish language English language	<ul style="list-style-type: none"> ➤ Differences ➤ Similarities

Produced by. Bone D

Figures

Figure 1: Deaf Interdental Fricative [θ]

The figure represents the correct tongue position in order to pronounce words like (things, think, theater)

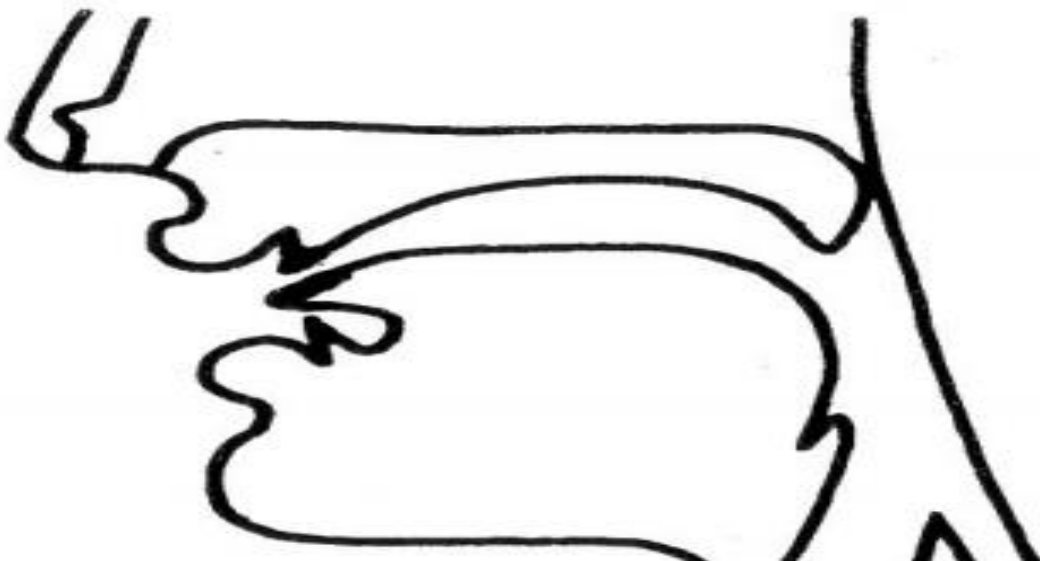


Figure 2: Fricative Posterior Alveolar /ʃ/

This figure explains the articulation manner, the correct tongue and teeth's position to produce sounds like (sheep, shift or competition)



Figure 3: Fricative alveolar /s/ in initial position

The following representation is about the teeth's use and the air flow to produce sounds like (students, small, start)

