

ANALYSIS OF THE ENGLISH PRONUNCIATION OF CATALAN AND SPANISH SPEAKERS

A CASE STUDY WITH YOUNG PRIMARY LEARNERS

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ABSTRACT

Abstract

This study aimed to find out how the native language (L1) of Catalan and Spanish speakers influences the pronunciation of English words. The L1 of the learners can be very helpful when the sounds are similar or can cause interference when the sounds do not exist in the L1 of the learners (Yoshida, 2016). Based on the teaching English pronunciation perspectives of Grant (2014) and taking into consideration the limitations found by Finch and Ortiz (1982), two didactic lessons were created for 3rd grade primary students to assess mispronunciations of the students.

Keywords: Teaching English pronunciation, pronunciation limitations, corrective feedback, L1 interference.

Resum

L'objectiu d'aquesta recerca era estudiar com la llengua materna influència la pronúncia en anglès d'estudiants de parla catalana i/o castellana. La llengua materna pot ser tant d'ajut si hi ha sons comuns com també pot causar interferència quan els sons no existeixen en la llengua materna dels estudiants (Yoshida, 2016). Considerant la perspectiva d'ensenyament de la pronúncia en anglès de Grant (2014) i tenint en compte les limitacions trobades per Finch i Ortiz (1982), es van crear dues sessions per estudiants de tercer curs d'Educació Primària per tal d'avaluar les paraules mal pronunciades i la seva relació amb la llengua materna d'aquests estudiants.

Paraules clau: Ensenyament de pronúncia anglesa, limitacions en la pronúncia, retroacció correctiva, interferència de la llengua materna.

Resumen

El objetivo de esta investigación es estudiar como la lengua materna influencia la pronuncia en inglés de estudiantes de habla catalana y/o castellana. La lengua materna puede ser de ayuda si hay sonidos comunes, o puede ser un obstáculo e interferencia si no existen en la lengua materna de los estudiantes (Yoshida, 2016). Considerando la perspectiva de enseñanza de la pronunciación en inglés de Grant (2014) y teniendo en cuenta las limitaciones halladas por Finch y Ortiz (1982), se crearon dos sesiones para estudiantes de tercer curso de Educación Primaria para evaluar las palabras mal pronunciadas y su relación con la lengua materna de estos estudiantes.

Palabras clave: Enseñanza de la pronunciación inglesa, limitaciones en la pronunciación, retroacción correctiva, interferencia de la lengua materna.

1. INTRODUCTION

Teaching English as a Foreign language has become one of the priorities of the schools, but the way of teaching it has changed throughout the years. Nowadays, the purpose of teaching English as a foreign language is, at least, for communication. For this reason, the way of teaching it has focused not only on teaching segmental features but also teaching the suprasegmental ones.

Accordingly, this research aims to focus on discovering if the native language of Catalan and Spanish speakers influences their pronunciation learning process in English. Besides, this study seeks to find the limitations and common mispronunciations of the students concerning a specific group of words: Winter clothes.

This Final Dissertation sets out to analyze how didactic lessons based on teaching pronunciation influence children's English pronunciation learning in a Catalan school. Furthermore, the research aims to investigate the limitations, native language interferences, and common mispronunciations of the students. To accomplish this aim, the research focuses on different strategies and perspectives to consider when teaching pronunciation through English as a Foreign Language.

Finally, a pre-assessment test was created to analyze the students' mispronunciations and limitations. Besides, two didactic lessons based on teaching pronunciation studies have been implemented for the students to decrease these mispronunciations, and a post-assessment test was carried out to find if the didactic lessons had improved the students' English pronunciation.

2. THEORETICAL FRAMEWORK

2.1 TEACHING ENGLISH PRONUNCIATION

Throughout the years, the styles and approaches of teaching pronunciation have changed and evolved. In the past, the focus was on producing individual sounds and words correctly without giving importance to the suprasegmental features such as intonation and rhythm. Nowadays, English instruction has given more emphasis on suprasegmental features such as rhythm, stress, phrasing, and intonation, and it focuses on functional and communicative intelligibility because they help to direct the listener's attention to information that is relevant (Grant, 2014).

When teaching English pronunciation, it is important to highlight the goals of this procedure. A realistic goal that teachers should establish is that their students achieve an intelligible pronunciation which implies that students speak in a way that most of the listeners can understand their speech without misunderstandings (Celce-Murcia, Brinton, & Goodwin, 2010, Yoshida, 2016). Intelligibility is a two-way process involving both listener and speaker, and it can be influenced by the familiarity with the topic, the speaker's accent, the attitude of the listener, among others. As Grant (2014) claims, intelligibility and comprehensibility can be improved through formal pronunciation instruction because as Frangzhi (1998) stated "Good pronunciation is closely linked with clear oral communication" (p. 39).

For this reason, it is necessary to find and learn from the causes that can affect pronunciation learning. Firstly, the age of the learner can affect their pronunciation learning process as children can learn the sounds of a foreign language in a more natural way than adults. On the other hand, as Yoshida also claimed (2016), adults can also learn pronunciation well and they can learn easily abstract explanations and analyze the sounds, how they are produced, and the suprasegmental features of them.

Secondly, the level of motivation that students have when learning and improving another language can be an interference. Therefore, when learners are motivated, they tend to make more progress, so teachers should find the type of motivation that their students have (integrative, assimilative, or instrumental motivation) to increase it and provide tools to develop and foster their learning process goals.

Thirdly, another important aspect that influences students' pronunciation learning process is the influence of their mother tongue. For this reason, their first language can be helpful when

the sounds are similar, or it can also be an interference when the sounds of the foreign language do not exist in their mother tongue. When this happens, different types of effects and problems can be identified.

According to Mohammad Rasel (2010) some of the suggestions and advice for teachers when teaching pronunciation are that they should encourage imitation, train the students' ears for sound contrast, provide phonetic training, compare the mother tongue and the foreign language, focus on individual sounds, and play pronunciation games with the students. L2 pronunciation teaching needs to address the many levels on which pronunciation change occurs such as the physical, perceptual, cognitive, and psycho-social level. Besides, the use of technology can be a helpful tool for teachers to individualize their instruction or the implementation of varied activities such as reading out-loud, flipped learning, karaoke, to mention some of them (Uribe, Fuentes, Vargas, and Rey, 2019).

Furthermore, the physical level of pronunciation teaching should consider that learners need easy descriptions of sounds and patterns to pronounce them. With the perceptual level, students should be guided through focused perceptual training to learn and perceive sounds and sounds distinctions. When it comes to the cognitive level, it involves a mental reorganization of the sound system or the formation of new perceptual categories. Finally, the psycho-social level is related to the conscious and unconscious attitudes towards pronunciation change (Grant, 2014).

Finally, according to Grant (2014) the teacher's role when teaching pronunciation is to identify if the students can perceive and distinguish between the target language and their speech, and to expose students to a range of targets with explicit corrective feedback. This explicit corrective feedback such as recasting or repetition, can be helpful to avoid or to correct fossilization in some patterns or sounds, and to correct those aspects of the speech that impact the most on the intelligibility or comprehensibility of the learners.

2.2 ENGLISH PRONUNCIATION IN CATALAN AND SPANISH SPEAKERS

The phonology of Catalan and Spanish speakers has many similarities, but when we compare them to the English one it shows many differences. According to Swan & Smith (2002), one of the difficulties that Catalan and Spanish speakers have happens when recognizing and using English vowel and consonant sounds. These speakers can have difficulties devoicing final voiced consonants, and also pronouncing consonant clusters as they are less frequent in Spanish and Catalan, so learners have difficulties when perceiving and pronouncing them. Another

difficulty for Catalan and Spanish speakers happens when using the suprasegmental features such as rhythm, stress, among others.

Furthermore, one of the reasons why Catalan and Spanish speakers struggle pronouncing English vowel sounds is because of the different number of sounds, the amount of them, and their length (Coe, 2001). Without taking into consideration dialectal differences, it can be stated that Spanish speakers have 5 pure vowel sounds (/a, e, i, o, u/), Catalan speakers have 8 pure vowel sounds, while in English there are 12 pure vowels sounds (/i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/ and /ɒ/).

According to Finch and Ortiz (1982), Spanish and Catalan speakers replace the English vowel sounds to the known vowel sounds in their mother tongue. For this reason, they claim that the /i:/ and /ɪ/ English sounds are pronounced for the Spanish and Catalan speakers as the Spanish /i/ vowel sound. The English vowel sounds /e/ and /ɜ:/ are replaced for the Spanish vowel sound /e/, the English vowel sounds /æ/, /ʌ/, /ɑ:/ are pronounced as the Spanish vowel sound /a/. The English vowel sounds /ʊ/, /u:/ are replaced and pronounced as the Spanish vowel sound /u/, the English vowel sound /ɒ/ is replaced for the Spanish vowel sounds /a/ or /o/, the /ɔ:/ vowel sound is pronounced as the Spanish vowel sound /o/, and the English vowel sound /ə/ is replaced and pronounced as the Spanish vowel sounds /a/ and /e/.

Spelling and pronunciation are closely related in Spanish, so beginning learners tend to pronounce English words letter by letter. On the other hand, in Catalan the relationship between spelling and pronunciation is as complicated as in English, but they still struggle with unknown words, so they tend to pronounce the words as they are written due to the sound-letter or phoneme-grapheme correspondence in their L1 (Swan & Smith, 2002).

Research claims that a learner's first language has a strong influence on the way he or she learns the pronunciation of the second language. One of the effects of the mother tongue when learning pronunciation can be merging sounds, and this happens when a student hears two sounds as being the same when they are not (e.g., Reach-Rich). Another strategy that students may use is called substitution, and substitution happens when a student uses a sound from the mother tongue instead of the foreign language proper sound because it is an unknown sound (Three-Free).

To conclude, these two effects can cause problems on intelligibility and comprehensibility as sounds are substituted and replaced, and it causes that they use different words. Besides,

students may struggle with some specific words as they can have unpredictable or irregular spellings, so this can lead to inaccurate pronunciation of some words (Yoshida, 2016).

2.3 FOSSILIZATION

According to Selinker (1972), fossilization is a psycholinguistic phenomenon manifested as “Linguistic items, and sub-systems which speakers of a particular L1 [first language] tend to keep in their IL [interlanguage] relative to a particular TL [target language], no matter what the age of the learner or amount of explanation and instruction he receives in the TL” (p. 215). So, non-native speakers show fossilization in specific words and systemic grammatical and phonological patterns (Grant, 2014).

Therefore, one of the focuses of the teachers should be to not wait for fossilization to happen by providing explicit focus on pronunciation in language lessons as this strategy and instruction can help the students to become comprehensible that intervention for fossilized patterns years later may not be necessary. However, errors are developmental and promote language learning (Corder, 1967), so the feedback or instruction should not be a font of frustration for the learner as the pronunciation errors can be related to the approach or materials (Touchie, 1986).

For this reason, the teacher’s role is to recognize the fossilized forms and help students realize the error and why this error is causing a problem in the intelligibility and comprehensibility of their speech. Besides, students must be willing to make an effort to change these fossilized forms by taking advantage of the teachers’ opportunities to learn, the corrective feedback they are receiving, and the information and input the teacher is providing to them (Yoshida, 2016).

On the other hand, Second Language Acquisition research reports that instruction can induce negative effects on learning. Skehan and Foster (2001) claim that “Unless it is appropriately handled, a task-based approach can over-emphasize the importance of just “getting the job done” at the expense of the central purpose of pedagogy: improving target language ability. Consequently, it is more likely to have the effect of encouraging comfortable fossilization than that of promoting interlanguage (IL) development” (p. 205).

2.4 THE RELATIONSHIP BETWEEN SPELLING AND PRONUNCIATION

Spelling and pronunciation have a complicated and inconsistent connection to each other, and for the English learners most of the language errors are due to the lack of connection between them. Besides, the learning of English spelling and pronunciation are as important as learning English grammar or vocabulary (Khansir & Tajeri, 2015).

According to Khansir and Tajeri (2015), pronunciation plays the key role when recognizing a word in speech. For this reason, accurate and intelligible pronunciation of English words is an important factor when learning and teaching it. Phonological awareness (PA) is necessary for readers to make full use of the alphabetic principle which supports our written language system (Layton & Deeny, 2002). Since the phonological awareness facilitates the reading process and learning skills and the P.A is facilitated by reading, so this relation between PA and reading proves that phonological awareness is important before and while learning how to read in a foreign language (Font & Vilaró, 2002).

Finally, Shuja (1996) claims that English teachers must have an adequate knowledge of phonetics to be able to identify the students' inaccurate pronunciations to cover them and avoid fossilization. Besides, according to Lourenço and Andrade (2014), it is necessary that English teachers plan a daily practice for the Early Years students to include activities to promote PA and help children to develop and transfer their metalinguistic skills to support future literacy acquisition and language learning.

3. THE STUDY

3.1 SCHOOL CONTEXT AND PARTICIPANTS

This case study was carried out in an urban school in a middle sized town in Catalonia. The school was chosen because it met some of the requirements for this study a) the school had to be from Catalonia, b) most of the students had to be Catalan and Spanish speakers, c) English was implemented as a foreign language (EFL).

The school is a semi-private school that has students from three to eighteen years old, so it means that they are divided into four main stages: 1) Early Childhood Education, 2) Primary School, 3) Middle School, and 4) High School. Moreover, the school applies a constructivist conception of education. It conceives the knowledge as an active construction of the student, and they defend that this active construction is done based on their psychological and emotional reality as students follow an interactive process with the environment and with other people. During the Primary years, the school aims to encourage the students to develop their communicative, artistic, mathematical, digital, physical, and sportive competencies.

The group of participants of this school consisted of 45 students, two class groups from 3rd grade of Primary Education (8 years old). Regarding the role of the English language in the school during this stage, students are supposed to get familiar with the language and comprehend basic structures to use them in concrete situations by having 3 hours per week of English lessons.

Moreover, they use routines at the beginning of the lesson to work on topics such as the weather, the months of the year, the days of the week, among others. Besides, in the Primary Years, they also improve their English skills by working through Projects in English to develop their oral and written comprehension and writing skills and to extend and consolidate their knowledge related to social, natural, and cultural content using the English language.

3.2 RESEARCH METHODS: INSTRUMENTS AND PROCEDURE

The main aim of this study was to find out the participants' difficulties in pronouncing a set of words in English and to provide a didactic intervention to see if their pronunciation difficulties improved.

The methodology and instruments used to analyze the pronunciation of these words were done through 1) an individual pre-assessment test, 2) two didactic lessons with each group to improve and provide input on their pronunciation, 3) reflective questions to the researcher to analyze the first lesson, 4) an individual post-assessment test. The purpose of creating and using different research instruments was to achieve the objectives of the research and to answer the following research questions:

RQ1 Does the native language (L1) influence the children's English pronunciation?

RQ2 What were the most common mispronunciations of the participants before the didactic intervention?

RQ3 Did the didactic intervention made a difference to the children's mispronunciations?

The initial analysis of the pronunciation of these words was done through an individual pre-assessment test for the students; in this way the pronunciation difficulties of each participant were found. After this, two didactic lessons were implemented to cover these needs, and the final comparison was done through a post-assessment test.

In the pre-assessment test (See appendix 1), the students' pronunciation of certain words related to the topic of *Winter Clothes* were assessed: socks, boots, hat, scarf, gloves, trousers, underwear, shirt, jacket, sweatshirt, and knickers. The topic of *Winter Clothes* was chosen by both the researcher and the English teacher of the group as they were going to work on this topic during the next term. Besides, it was a topic with different words and varied phonetics that were interesting to study and investigate.

For this reason, the students had a list of the words mentioned above, and they had to read them. This research method helped the researcher to find mispronunciations of the students when reading unknown words for them in English (See appendices 2 and 8). It also helped to focus on these errors and limitations to provide direct instruction on pronunciation and input during the didactic lessons to avoid these mispronunciations and future fossilization (See appendices 9 and 10).

After the pre-assessment test (See appendix 1), two didactic lessons were carried out with this group of students. They were a tool that consisted of providing input and direct instruction on pronunciation to the students to encourage them to pronounce the words accurately. They were carried out with both groups of 3rd graders during their English classes, so each class had two lessons on pronunciation, and each lesson lasted 1 hour. These lessons were planned based on the objective of covering the limitations found during the pre-assessment test.

The didactic lessons were two follow-up lessons based on the topic *Winter Clothes* and a book called *Froggy gets dressed* (London, J. (1992). *Froggy gets dressed*. New York: Viking Press). The main objective of these didactic lessons was to focus and foster the students' pronunciation of winter clothes.

In the first didactic lesson (See appendix 4) with the students, the session consisted of reading a story called *Froggy gets dressed* (See appendix 3) in which the students listened and identified some grammar structures and vocabulary words related to the topic *Winter Clothes* (Listening activity). This first activity provided an opportunity for the students to listen again to the words from the pre-assessment with accurate pronunciation. The second activity consisted of an activity called *What's missing?* where the teacher stuck flashcards on the whiteboard, and these flashcards had the vocabulary words: socks, boots, hat, scarf, gloves, trousers, underwear, shirt, jacket, sweatshirt, and knickers. First, the students said altogether the name of each winter item of clothing, and then the teacher twirled one or two of them, encouraging the students to say out loud the name of the winter item of clothing that was missing (Listening and Speaking activity). This activity provided a lot of input to the students as they listened to the pronunciation of the words before turning the flashcards, and then after twirling each the flashcard. Besides, they listened to the pronunciation from the teacher and their classmates, and it was an opportunity to give corrective feedback to the students by using strategies such as rephrasing, recasting, a recap, or reinforcing pronunciation.

The third activity consisted of a *Bingo* to help them remember the words, to provide them with more input, and to focus on the words (Listening activity). Besides, when each student finished their bingo, the researcher asked them to say the words to check if it was correct but also to encourage them to pronounce the words, and, if necessary, to provide corrective feedback.

The fourth activity of the lesson was an activity called *Raise it* where the students had a flashcard with winter clothing, and while the teacher was reading the story, they had to raise

the flashcard and say it out loud. This activity helped the students to focus on the vocabulary of the story, their own words, and to pronounce the word (Listening and speaking activity).

The last activity of this session was the *Hangman game* where students could focus on the spelling but also on the pronunciation of these words (Speaking and writing activity). For this reason, they will see the difference and relationship between the spelling and pronunciation of these words.

After doing the first didactic lesson, the researcher answered a list of questions that she had already prepared to reflect on the session and the pronunciations of the students. Some of the questions were the following: Did you provide enough input to the students?, Did you still listen “AT”?, and “sneakers instead of knickers?”, and T-shirt instead of shirt?, and “gloFs”, and “bOts”?. Besides, these reflective questions helped the researcher to identify the difficult words to pronounce for the students and their tendencies when pronouncing them.

The second didactic lesson (See appendix 6) consisted of continuing to provide input and corrective feedback to the students to help them improve their pronunciation skills regarding the *Winter clothes*. Besides, the difficult-to-pronounce words were identified during the first lesson, so the focus of this lesson was to provide input and emphasize the accurate pronunciation of underwear, knickers, sweatshirt, and shirt.

The first thing was to remember the vocabulary of *Winter clothes* by using flashcards (Speaking activity). During this first activity, the teacher was able to identify what words the students remembered, and if they continued struggling with the words mentioned before.

The second activity was an activity where the students had to paste in a worksheet Froggy in the correct sequence of events while they were listening to the story (Listening and writing activity). After listening to the story, they had to write the specific clothes that Froggy was wearing in each sequence. This activity helped the students to remember the vocabulary, the pronunciation, and to distinguish the spelling and pronunciation of these words.

The third activity was the *Jumbled words* game about the winter clothes where the students had to guess and say the correct word. This activity encouraged the students to pronounce the words, and corrective feedback was provided (Speaking activity).

The fourth activity of this session consisted of providing a worksheet to the students where they had to color the correct winter clothing by listening to the researcher’s instructions. This

activity fostered their Listening skills and provided input to the students, as well as helped them to focus on the vocabulary (Listening activity).

The fifth activity was called *Riddles* and it was an activity where students read statements and clues about winter clothing, and they had to guess which specific winter clothing it was. For this reason, this activity helped them to focus on the characteristics, think about all the possible answers, and say by using an accurate pronunciation of the correct clothing (Reading and Speaking activity).

The evidence from these two didactic lessons to assess their pronunciation skills, and to analyze the limitations and difficulties were different tools. One of the most important tools to gather evidence of their pronunciation development was the recording from both sessions. These recordings were also useful to control the number of times each word was used. Another tool that was used were the exercises and worksheets that the students completed during these two sessions.

The week after the last didactic lesson, the researcher went back to the school and repeated the pre-assessment test to the students, the pre and post assessment tests were the same to be able to compare and assess their pronunciation levels.

4. RESULTS AND DISCUSSION

The data obtained through the recording provided information about the students' accuracy in pronunciation. By classifying their tendencies and limitations, the lessons and approaches varied with the main aim of achieving a realistic goal that consisted of achieving an intelligible pronunciation (Celce-Murcia, Brinton, & Goodwin, 2010., Yoshida, 2016). Moreover, another influential aspect that was considered and studied was the influence of the mother tongue and its influence when pronouncing sounds in a foreign language (Yoshida, 2016).

As stated before, the study focused on 45 3rd graders at a school in Catalonia. The study was carried out under the permission and supervision of the school, as well as the complete anonymity of the participants was ensured. The results obtained from the pre-assessment test carried out with this group of students established the limitations and difficulties when pronouncing the words for several Winter Words. The results of this pre-assessment test are shown in Figure 1 below. At least 50% of the group mispronounced the words boots, scarf, gloves, trousers, underwear, shirt, sweatshirt, and knickers.

Regarding the pronunciation of the word *Socks*, 8% of the students tended to pronounce /sɒkæz/ instead of /sɒks/. This inaccurate pronunciation was due to finding three consonants together, for this reason, students struggled pronouncing the consonant cluster /ks/.

Moreover, 65% of the students tended to pronounce the word *Boots* as /bots/ instead of /bu:ts/, because of the Catalan and Spanish phonetic interference (Finch & Ortiz, 1982). As mentioned, Catalan and Spanish languages have fewer vowel sounds than English (Coe, 2001). For this reason, they are new sounds that students do not recognize, and they tend to replace them with known sounds as the Spanish vowel sound /o/. The same happened when students had to pronounce the word *Hat*, and they used the Catalan and Spanish rule for the pronunciation of the letter *h*, which is a silent letter in Catalan and Spanish, so 22% of them pronounced /æt/ instead of /hæt/.

Students struggled when pronouncing the word *Scarf* because, in Catalan and Spanish, no words start with the cluster -sc. So, the principal difficulty of this word was having more consonants than vowels, so 55% of the students tended to add the epenthetic *e* to make it easy for themselves to say the word or read /eska:(r)f/ instead of /ska:(r)f/.

Pronouncing the word *Gloves* was complicated for them as they had to pronounce the consonant sound /v/, and in Catalan and Spanish, there are no distinctions between /v/ and /b/. For this reason, 93% of the students tended to pronounce /glʌps/ or /glʌbs/ instead of /glʌvz/.

They also struggled with the sound /ʌʊ/ because it is an unknown sound to them. For this reason, 72% of them pronounced the Spanish vowel sounds reading /'trouzə(r)z/ instead of /'traʊzə(r)z/ because as Swan and Smith (2002) claimed, they tend to pronounce the words letter-by-letter and to replace the English sounds to Spanish sounds (Finch & Ortiz, 1982). The same happened with the words *Underwear* and *Sweatshirt* because there was a vowel sound that students were not able to recognize, so they pronounce these sounds as Spanish vowel sounds reading 91% of them /undə(r),wea(r)/ instead of /'ʌndə(r),weə(r)/, and 93% of them /'sweat_ʃi(r)t/ or /'swit_ʃi(r)t/ instead of /'swet_ʃɜ:(r)t/. Another example was the word *Shirt* because students did not know the sound /ɜ:/, so 30% struggled when pronouncing it by saying /ʃi(r)t/ instead of /ʃɜ:(r)t/.

They did not struggle so much with the word *Jacket* for two different reasons. The first reason is that most of them already knew this word, recognized it, and were able to pronounce it accurately. The second reason is that the sounds are like the ones they are used to, so 92% of the students were able to pronounce /'dʒækɪt/.

Finally, when students had to pronounce the word *Knickers*, the difficulty they found was the initial silent *k*. For this reason, 70% of the students pronounced this word as /k'nikə(r)z/ instead of /'nikə(r)z/.

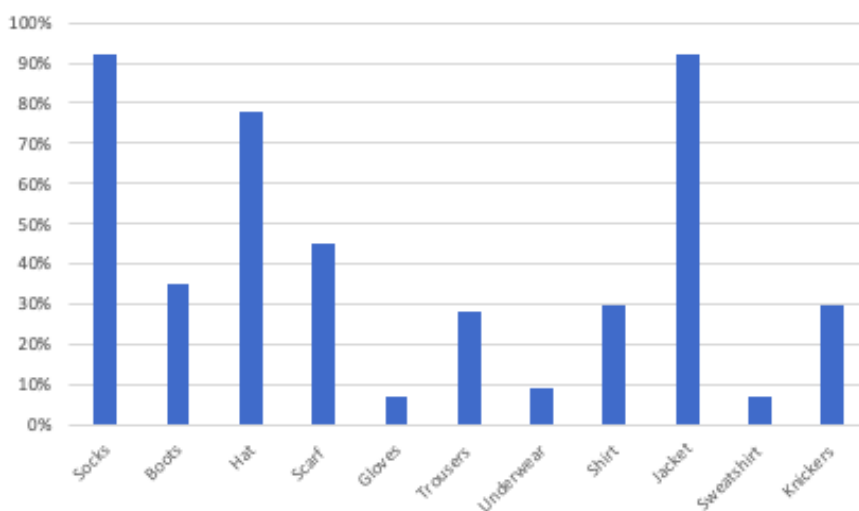


Figure 1. Pre-assessment test results.

After implementing the didactic lessons, the assessment test was repeated to the same students, with the same format, and with the same words.

The most striking improvement that can be identified by looking at the figure 2 below is that students increased their pronunciation accuracy as six of the eleven words were pronounced correctly by more than 50% of the students, whereas in the pre-assessment test only three of the eleven words were well pronounced by the students.

Students kept struggling with the words *Gloves*, *Trousers*, *Underwear*, *Shirt*, and *Sweatshirt*. But three words improved and surpassed the 50% level of correctness between the pre-assessment and the post-assessment tests. These words were *Boots*, *Scarf*, and *Knickers*.

By having direct instruction and corrective feedback these students could improve their pronunciation in most of the words as the percentages increased from the pre-assessment to the post-assessment test. Regarding the word *Boots*, students identified that the pronunciation required a new sound, and they incorporated it into their speech, so they pronounced /bu:ts/ instead of /bots/. When pronouncing the word *Scarf* most of them identified that there was not a sound before the *S*, so they started pronouncing /ska:(r)f/ instead of /eska:(r)f/, introducing an extra sound at the beginning of the word. They also improved their pronunciation of the word *Knickers* as they realized that the letter *K* was a silent letter, and they started to pronounce /'nikə(r)z/ instead of /k'nikə(r)z/.

As mentioned before, there were some words that students kept struggling with. When pronouncing the word *Gloves* there was an increment of 37% of the students that pronounced this word accurately (/glʌvs/), but there was still a group of students (56%) that kept pronouncing /glʌps/ or /glʌbs/ instead of /glʌvs/. According to the word *Trousers*, there was an increase of 12% of the students that were able to pronounce /'traʊzə(r)z/, but there was still a group of students (60%) that kept pronouncing the word as /'trouzə(r)z/. 26% more students were able to pronounce the word *Underwear* accurately, and they were able to pronounce /'ʌndə(r),weə(r)/, but there was still a group of students (65%) that kept struggling with the pronunciation of this word and saying /'ʌndə(r),wea(r)/ instead of /'ʌndə(r),weə(r)/. When pronouncing the word *Shirt* there was an increase of 18% of students that improved their pronunciation and were able to say /ʃɜ:(r)t/, but there was a group of students (52%) that kept reading /ʃi(r)t/. Finally, the word *Sweatshirt* had an increase of 24% of the students that improved their pronunciation, but there was a group of students that kept pronouncing /'sweat.ʃɜ:(r)t/ or /'swit.ʃɜ:(r)t/ instead of /'swet.ʃɜ:(r)t/.

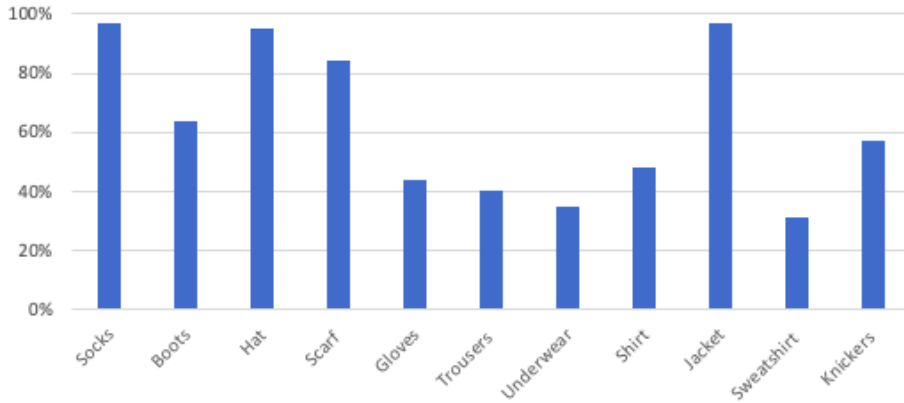


Figure 2. Post-assessment test results.

To sum up, there was an improvement in the percentages of the accurately pronounced words between the pre-assessment and the post-assessment tests and this was probably because of the direct instruction on pronunciation, the use of corrective feedback strategies during the didactic lessons, or the materials and activities provided to the students and their motivation. When teaching English pronunciation teachers need to remember that one of the difficulties that Catalan and Spanish speakers encounter when learning English as a Foreign Language is that they struggle when recognizing and using English vowel and consonant sounds. For this reason, it is necessary to learn and identify the limitations that affect pronunciation learning, and to provide as many learning possibilities as possible to the students such as imitation, ear training, and phonetic training, among others (Mohammad Rasel, 2010).

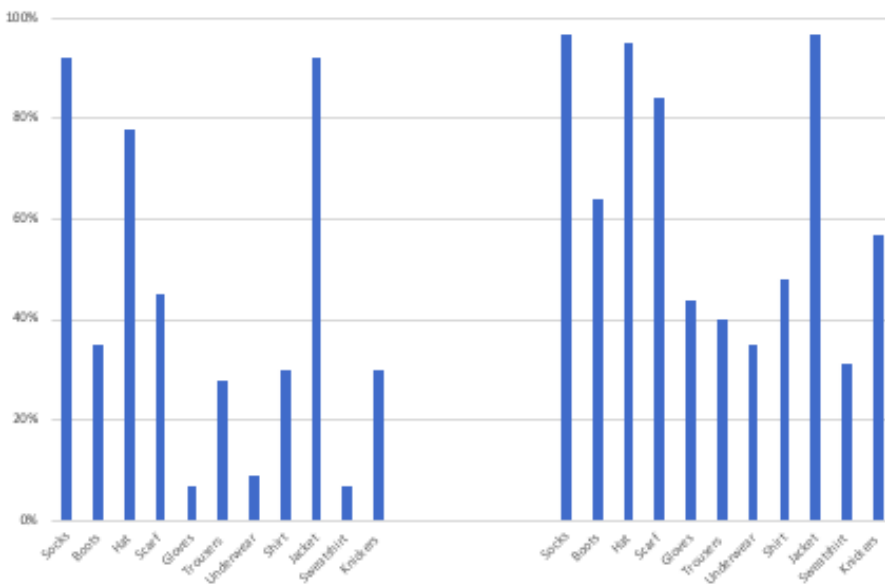


Figure 3. Pre-assessment and post-assessment comparison.

Finally, as Finch and Ortiz (1982) claimed, we can conclude that Spanish and Catalan speakers replace the English vowel sounds with the known vowel sounds in their mother tongue. Students used this strategy to pronounce words such as shirt, trousers, sweatshirt, and underwear because instead of pronouncing the English vowel sounds /ɜ:/, /ʊ/, /eə/, and /ʌ/, they pronounced the Spanish and Catalan sounds /i/, /u/, /ea/, and /u/ (Finch & Ortiz, 1982). Moreover, we can confirm that Spelling and pronunciation are closely related in Spanish as they tend to pronounce the words as they are written due to the sound-letter or phoneme-grapheme correspondence in their L1 (Swan & Smith, 2002).

5. CONCLUSIONS

The main aim of this final dissertation was to analyze the English pronunciation of Catalan and Spanish young speakers and to find out if direct pronunciation instruction would make a difference to their pronunciation. After writing this dissertation, it has become evident that the native language (L1) of the students influences their English pronunciation, as the phonetic system of each language presents differences, and students do not recognize them automatically or are able to pronounce some of the new sounds. That is the reason why the most common mispronunciations of the students when reading the winter clothes without any instruction on pronunciation were found in the words boots, hat, scarf, gloves, trousers, underwear, shirt, sweatshirt, and knickers.

This research project has shown that students have interferences from their L1 as that they tend to apply the language rules from their L1 on the pronunciation of the foreign language. The first interference that we find by analyzing their pronunciation is their difficulty when pronouncing the consonant cluster /ks/, so they add a vowel sound /e/ between both consonants. The second interference is related to the replacement of unknown sounds such as /u:/, /ɜ:/, /eə/, /ʌ/, and /aʊ/, (Finch & Ortiz, 1982). The third interference happened when there was a silent letter, so they pronounced it as they tend to pronounce letter-by-letter (Finch & Ortiz, 1982). Contrary, the fourth interference is the difficulty of differentiating between silent or not silent letters from the L1 when using English. The fifth interference was due to Spanish and Catalan speakers struggle with pronouncing words that start with the cluster -sc, so they tend to add the epenthetic /e/ at the beginning of the cluster. Finally, the last interference shown was the difficulty they find to pronounce and identify the difference between /v/ and /b/.

This study can conclude that the didactic intervention made a difference in children's mispronunciations as the mispronunciations decreased from eight (at the beginning of the process) to five (at the end of the process) of words that did not surpass 50% of the students with accurate pronunciation. In my opinion, direct instruction helped the students to identify new sounds, learn how to pronounce and articulate them, and include this pronunciation in their speech.

To sum up, formal direct instruction is necessary to improve the pronunciation of the students. Corrective feedback strategies as the ones applied in this study have helped the students pronounce the words targeted properly and accurately. Through this formal instruction on

pronunciation, students can also improve their intelligibility and comprehensibility (Grant, 2014).

5.1 LIMITATIONS AND PEDAGOGICAL IMPLICATIONS

The main limitation of this research project was that there was no possibility of doing a delayed post-test as the English teacher taught the vocabulary of winter clothes during the second term. For this reason, if the researcher could have done a delayed post-test, it would have been influenced by the instruction and exposure to the vocabulary during the second term.

As further research for this final dissertation, it would be interesting to study if there is a difference between L1 Catalan and L1 Spanish speakers when learning and pronouncing English sounds.

This study has provided the researcher with several pedagogical implications. This type of research helps English as a Foreign Language teachers to consider the importance of aspects such as pronunciation to teach to the students. Besides, it also helps to understand how the students learn a language, what type of limitations they find, and how to make the learning process easier by considering these limitations and covering them.

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7. APPENDICES

APPENDIX 1. PRE-ASSESSMENT AND POST-ASSESSMENT TEMPLATE

READ:

<p>SOCKS</p> 	<p>BOOTS</p> 	<p>HAT</p> 
<p>SCARF</p> 	<p>GLOVES</p> 	<p>TROUSERS</p> 
<p>UNDERWEAR</p> 	<p>SHIRT</p> 	<p>JACKET</p> 
<p>SWEATSHIRT</p> 	<p>KNICKERS</p> 	

APPENDIX 2. PRE-ASSESSMENT DATA COLLECTION

3r A	SOCKS	BOOTS	HAT	SCARF	GLOVES	TROUSERS	UNDERWEAR	SHIRT	JACKET	SWEATSHIRT	KNICKERS
M.A	Ac	bOts	Ac	Escarch	gloVs	trOUers	UnderwEar	shIRT	Ac	swArtshirt	Knickers
R.A	Ac	Ac	hEt	Escarf	gloUs	trOUers	underwEAR	ShERT	Ac	shwEAtsbEt	Knickers
A.A	Ac	Ac	Ac	Escarf	glUps	tors	Underwlr	shirt	SHacket	wearIshirt	Snickers
J.A	Ac	bOts	Ac	Escarf	gloBE	Ac	UnderwAr	shOrt	Ac	shEArtshirt	Knickers
M.B	Ac	Ac	Ac	Scarf	globs	trOUers	UnderwEr	Ac	Ac	sweatshlrt	Knickers
MX.C	-	-	-	-	-	-	-	-	-	-	-
B.C	-	-	-	-	-	-	-	-	-	-	-
E.C	Ac	bOts	AT	Scarf	gloBES	trOUers	UnderwEARs	shlrt	Ac	sUAtshirt	Kinchers
N.C	Ac	bOts	AT	Escarf	gloBES	rous.	Undear	shirt	Ac	X	Tinckers
K.C	Ac	bOts	Ac	Escarf	gloB	trOUers	Underwlr	shirt	Ac	ueatshirt	Knickers
A.D	-	-	-	-	-	-	-	-	-	-	-
B.F	Ac	bOts	Head	Escarf	gloBES	trOUers	UnderwEAR	shlrt	Ac	sueatshirt	Knickers
I.F	-	-	-	-	-	-	-	-	-	-	-
J.G	-	-	-	-	-	-	-	-	-	-	-
N.G	Ac	bOts	Ac	Scarf	gloBS	Trous.	Under	shirt	Ac	suetshlrt	incers
D.K	Ac	Ac	Ac	Ac	gloUs	Ac	UnderwEr	shOrt	Ac	FueatshErt	Knickers
C.L	Ac	Ac	Ac	Ac	glUBS	trOUers	Ac	Ac	Yacket	swEAtshlrt	Knickers
O.M	Ac	Ac	Ac	Escarf	GloV	trOUers	Underw	Ac	Ac	Ac	Ac
J.M	soKEs	bOts	AT	Ac	gloVEs	trOUers	UnderwAr	Sirt	Ac	Jueatshirt	Kinickers
I.O	Ac	bOts	Ac	Escarf	gloBs	trOUers	UnderwAR	Ac	Ac	Ac	Knickers
C.P	Ac	Ac	Ac	Ac	gloF	Ac	WenderwEAR	ShErt (e)	Ac	Sheart t-shirt	Knickers
S.P	-	-	-	-	-	-	-	-	-	-	-
L.P	Ac	ac	Ac	Ac	Ac	Ac	uonwer	shOrt	Ac	T-Shirt	Kinckers
E.R	-	-	-	-	-	-	-	-	-	-	-
H.R	Ac	bOts	Ac	Ac	gloBS	trOUers	UnderwARs	shlrt	Ac	swEEtshirt	Knickers
A.R	Ac	Ac	Ac	Ac	Glofs	trOUers	wunderwer	Ac	Ac	swetshirt	Knickers

3r B	SOCKS	BOOTS	HAT	SCARF	GLOVES	TROUSERS	UNDERWEAR	SHIRT	JACKET	SWEATSHIRT	KNICKERS
S.A	Ac	bOts	head	Ac	glovers	Ac (R)	wonder	shlrt	Ac	sweatshic	Knichers
E.A	Ac	Ac	Ac	scraft	gloups	Ac	Onderwear	Ac	Ac	Sweat t-shirt	Knickers
J.B	Ac	bOts	Ac	Ac	gloPs	Ac	wunders	Ac	Ac	Ac	chinkers
M.B	Ac	bOts	Ac	Ac	uols	trOUers	UnderwAr	shi	Ac	sweatshirt	Knichers
A.C	Ac	bOts	AT	Ac	gloBs	trOUers	underws	sirt	Ac	swEAtshlrt	Knickers
M.C	Ac	bOts	Ac	Ac	gloPs	trOUers	wonderwear	T-shirt	Ac	Sweat t-shirt	sneackers
S.D	Ac	bOts	Ac	Sarf	globEs	trOUers	underwEr	shlrt	Ac	swersirt	Knickers
PS.D											
B.F	Ac	bOts	AT	sarcraft	glob	trOUers	underwa	sirt	Ac	sweatchirt	Kinckers
Y.G											
E.G											
J.G	Ac	bOts	Ac	Escarf	gloBes	trOUers	Underwear	shlrt	Ac	Sweat-	Knickers
M.J	Ac	Ac	Ac	SkErf	gloups	Ac	Unders	T-shirt	Ac	swest	kinckers
S.L	Ac	Ac	Ac	SkErf	glups	Ac	udiver	Ac	Ac	setshirt	snik
P.M	Ac	bOts	Ac	Escarf	glops (R)	trOUers	Underwear	sirt	Ac	sweatsheirt	skitkrs
N.O	Ac	bOts	Ac	skErf	glous	Trous.	undrewer	shOrt	Ac	weshirt	Knichers
J.P	Ac	bOts	Ac	Escarf	gloBES	trOUers	UnderwAr	shlrt	Ac	swatshlrt	Snickers
A.P	Ac (R)	bOts (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac	Ac (R)	Ac (R)	witshlrt	Knickers
N.R	Ac	bout	Ac	Ac	Ac	trOUers	Unders	Ac	Ac (R)	sweater	Knich
B.T	Ac	Ac	head	Ac	gloUBS	trOUers	Ac	shlrt	Ac	switshirt	skincers
L.T	shoes	Ac	Ac	Ac	gloBES	Ac	Ac	Ac	Ac	sweatshlrt	knickers
A.T	Ac	bOts	Ac	Ac	glAVs	trOUers	Underwear	Ac	Ac	sweetshirt	kinckers
J.V	Ac	bOts	Ac	Ac	gloubs	trOUers	wonder	shlrt	Ac	gershirt	(and) Knickers
I.V	Ac	bOts	Ac	Ac	gloV	Ac	Underwear	T-shirt	Ac	sashirt	Knickers
M.V	Ac	Ac (R)	Ac	Escarf	glufs	stars	UnderwEr	X	Ac	sheirtsweet	Knickers
J.X	shoes	bOts	Ac	Escarf	clous	trOUers	underwAr	Ac	jack	swEEtshirt	Kinckers

Ac → Accurately / R → Recognition of the word

WORDS PRONUNCIATION IN NUMBERS (Pre-assessment):

SOCKS Correctly: 39/42 Wrongly: 3/42	BOOTS C: 15/42 W: 27/42	HAT C: 33/42 W: 9/42
SCARF C: 19/42 W: 23/42	GLOVES C: 3/42 W: 39/42	TROUSERS C: 12/42 W: 30/42
UNDERWEAR C: 4/42 W: 38/42	SHIRT C: 13/42 W: 29/42	JACKET C: 39/42 W: 3/42
SWEATSHIRT C: 3/42 W: 39/142	KNICKERS C: 1/42 W: 41/42	

APPENDIX 3. THE BOOK: FROGGY GETS DRESSED

FROGGY GETS DRESSED
by JONATHAN LONDON
illustrated by FRANK REMKIEWICZ

Froggy woke up. It was cold and snowy. Froggy said: "I want to play in the snow!"

Froggy's mum said: "Go back to sleep, Froggy!"

"No, no!" - cried Froggy. "I want to go out and play with the snow!" So...

Froggy put on his socks.

Froggy pulled on his boots.

Froggy put on his hat.

Froggy tugged on his gloves.

Froggy tied on his scarf.

And Froggy went outside into the snow. Flop flop flop.

FRRROOGGYY!
Called his mother. "WHAAAAAT?" - said Froggy. "Did you forget to put something on?"

Froggy looked down. "Oops! I forgot to put on my trousers!" So, he went back to his house.

Froggy slipped his trousers on.

And Froggy went back outside. Flop flop flop.

FRRROOGGYY!
Called his mother. "WHAAAAAT?" - said Froggy. "Did you forget to put something on?"

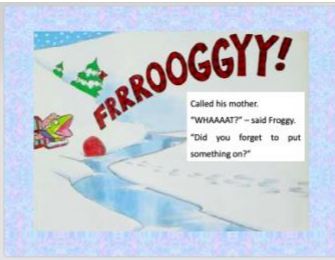
Froggy looked down. "Oops! I forgot to put on my shirt and my sweatshirt!" "And your jacket!" - said his mum.

Froggy buttoned up his shirt.

Froggy put on his sweatshirt.



19



20



21



25



26



27

APPENDIX 4. LESSON PLAN (FIRST LESSON)

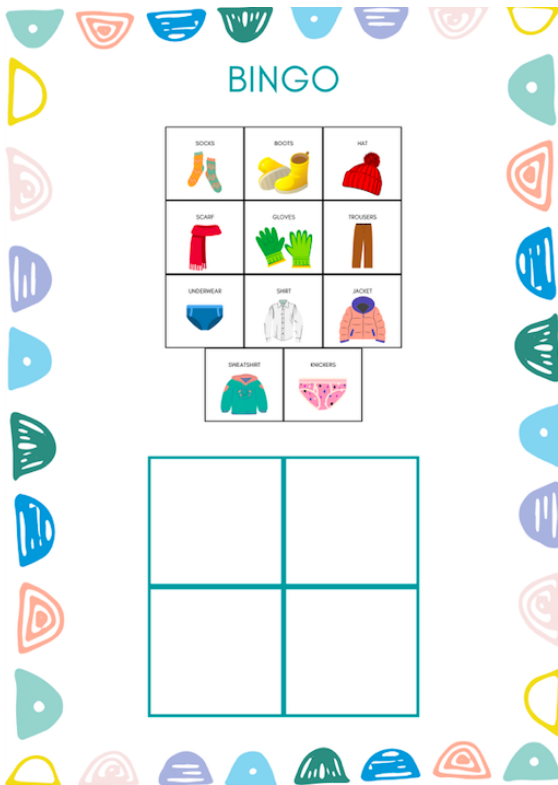
TITLE OF THE ACTIVITY	WHILE ACTIVITY → FROGGY GETS DRESSED			
YEAR	3 rd Year of Primary Education (8-9 years old).			
OBJECTIVES	The main objective of the teaching units is to focus and foster the students' pronunciation among winter clothes. My objectives of this session are to know their previous knowledge among the vocabulary list according to the recognition of the words and to the pronunciation of them. Besides, another objective was to identify similarities in their pronunciation, the influence of the L1, transferences, etc.			
SPACE	TIMING	GROUPING	MATERIAL RESOURCES	HUMAN RESOURCES
Current classroom of the students.	1 hour per group.	Whole group.	<ul style="list-style-type: none"> - Froggy's story - Flashcards - BINGO 	The English teacher and Emma Muñoz Muntal.
DESCRIPTION OF THE ACTIVITY	<p>This session will consist of reading a story called "Froggy gets dressed" in which the students will listen some grammar structures and vocabulary related to "Winter clothes". The following activities will be activities related to the main vocabulary of the story to foster their pronunciation.</p> <p>ACTIVITY 1</p> <p>The second activity will be an activity called "What's missing?". In this activity, the teacher will stick in the white board three different flashcards about Froggy, and the students will say what Froggy is wearing. Then, they will close their eyes and once they open them, they will say what clothing is missing.</p>			
	<p>ACTIVITY 2</p> <p>The third activity of this session will be a BINGO to help them remember the words, and to focus on the words (Listening). Besides, when each child finished his/her bingo, the teacher will ask them to say what words they had to check if it is correct. It is another way to encourage them to pronounce the word.</p> <p>ACTIVITY 3</p> <p>During this activity, the students will have a flashcard of the winter clothes, and while reading the activity, they will have to raise it up. During this activity students will focus on the vocabulary of the story, their own word, and they will listen their classmates showing and saying their word.</p> <p>ACTIVITY 4</p> <p>Finally, to sum up the session, we will play the Hangman game. This game will help them to focus on the spelling of the word but also to say the vocabulary learnt during the session out loud. They will see the difference between writing and saying the word.</p>			
ASSESSMENT	Assessment tools (pre-assessment): I will use two different tools to assess the students: 1) Recoding the session, 2) Reflective questions.			

APPENDIX 5. ACTIVITIES (FIRST LESSON)



FLASHCARDS



BINGO



APPENDIX 6. LESSON PLAN (SECOND DAY)





TITLE OF THE ACTIVITY	WHILE ACTIVITY → FROGGY GETS DRESSED			
YEAR	3 rd Year of Primary Education (8-9 years old).			
OBJECTIVES	The main objective of the teaching units is to focus and foster the students' pronunciation among winter clothes. My objectives of this session are to know their previous knowledge among the vocabulary list according to the recognition of the words and to the pronunciation of them. Besides, another objective was to identify similarities in their pronunciation, the influence of the L1, transferences, etc.			
SPACE	TIMING	GROUPING	MATERIAL RESOURCES	HUMAN RESOURCES
Current classroom of the students.	1 hour per group.	Whole group.	<ul style="list-style-type: none"> - Flashcards. - BINGO 	The English teacher and Emma Muñoz Muntal.
DESCRIPTION OF THE ACTIVITY	<p>This session will consist of continuing providing input to the students to help them improve their pronunciation skills regarding the "Winter clothes".</p> <p>ACTIVITY 1</p> <p>The first activity of the session will be remembering the words by showing the flashcards. The teacher will first let the students say the clothes if they remember them, and in case of not pronouncing them correctly, the teacher will say the word and ask them to repeat it.</p> <p>ACTIVITY 2</p> <p>The second activity of this session will be a BINGO to help them remember the words, and to focus on the words (Listening).</p> <p>ACTIVITY 3</p> <p>The teacher will project disorganized words about "Winter clothes" and they will have to guess the word and say it out loud.</p> <p>Example:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid purple; padding: 5px; width: 45%;"> <p>8 ORDER THE WORDS</p> <p>S O T O B</p> </div> <div style="border: 1px solid purple; padding: 5px; width: 45%;"> <p>8 ORDER THE WORDS</p> <p>BOOTS</p>  </div> </div> <p>ACTIVITY 4</p> <p>The third activity will be about "Riddles". The teacher will show a Canva where some clothes will be described, and the students will have to guess to specific winter clothing.</p> <p>Example:</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid purple; padding: 5px; width: 45%;"> <p>1 WHAT AM I?</p> <p>I AM MADE OF WOOL.</p> <p>I KEEP YOUR NECK WARM.</p> <p>YOU CAN SEE ME DURING WINTER.</p> </div> <div style="border: 1px solid purple; padding: 5px; width: 45%;"> <p>1 WHAT AM I?</p> <p>I AM A SCARF!</p> </div> </div> <p>ACTIVITY 5</p> <p>The last activity of the session will be another Listening and color activity, but children will choose the clothes.</p> 			
ASSESSMENT	Assessment tools (pre-assessment): I will use three different tools to assess the students: 1) Recoding the session, 2) Reflective questions, and 3) The Listening photocopy.			

APPENDIX 7. ACTIVITIES (SECOND LESSON)

FROGGY'S SEQUENCE

FROGGY'S STORY:

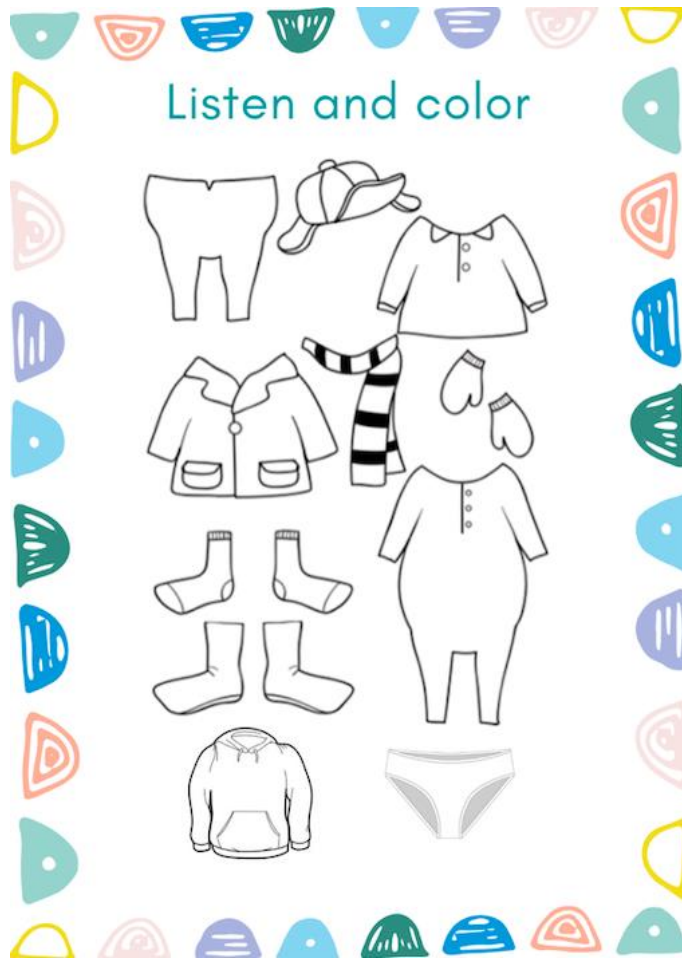
1	2
3	4

JUMBLED WORDS

1 JUMBLED LETTERS T C J K A E 1	1 JUMBLED LETTERS JACKET 2	2 JUMBLED LETTERS S S K C O 3	2 JUMBLED LETTERS SOCKS 4	3 JUMBLED LETTERS L V G O E S 5	3 JUMBLED LETTERS GLOVES 6
4 JUMBLED LETTERS S T R H I 7	4 JUMBLED LETTERS SHIRT 8	5 JUMBLED LETTERS A T R W S T H S I E 9	5 JUMBLED LETTERS SWEATSHIRT 10	6 JUMBLED LETTERS K K C R N I E S 11	6 JUMBLED LETTERS KNICKERS 12
7 JUMBLED LETTERS T H A 13	7 JUMBLED LETTERS HAT 14	8 JUMBLED LETTERS S O T O B 15	8 JUMBLED LETTERS B O O T S 16		

LISTEN AND COLOR



RIDDLES

<p>2 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>19</p>	<p>2 WHAT AM I?</p> <p>I cover your hands.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>20</p>	<p>3 WHAT AM I?</p> <p>I cover your head.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>21</p>	<p>3 WHAT AM I?</p> <p>I cover your body.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>22</p>	<p>4 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>23</p>	<p>4 WHAT AM I?</p> <p>I cover your body.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>24</p>
<p>5 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>25</p>	<p>5 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>26</p>	<p>6 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>27</p>	<p>6 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>28</p>	<p>7 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>29</p>	<p>7 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>30</p>
<p>8 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>31</p>	<p>8 WHAT AM I?</p> <p>I cover your feet.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>32</p>	<p>9 WHAT AM I?</p> <p>I help your feet warm.</p> <p>I cover your feet.</p> <p>I can be made of wool or cotton.</p> <p>33</p>	<p>9 WHAT AM I?</p> <p>I help your feet warm.</p> <p>I cover your feet.</p> <p>I can be made of wool or cotton.</p> <p>34</p>		
<p>4 WHAT AM I?</p> <p>I can be made of wool or cotton.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>23</p>	<p>4 WHAT AM I?</p> <p>I can be made of wool or cotton.</p> <p>I help you keep warm.</p> <p>I can be made of wool or cotton.</p> <p>24</p>				

APPENDIX 8. POST-ASSESSMENT DATA COLLECTION

3r A	SOCKS	BOOTS	HAT	SCARF	GLOVES	TROUSERS	UNDERWEAR	SHIRT	JACKET	SWEATSHIRT	KNICKERS
M.A	Ac	Ac	Ac	Ac	Ac	trOUUsers	Underwear	Ac	Ac	sweatgert	Ac
R.A	Ac	Ac	Ac	Ac	gloPs	Ac	Ac	Ac	Ac	sweetshirt	Knickers
A.A	Ac	Ac	Ac	Escarf	gloPs	torses	underwlr	shlrt	Ac	switshirt	Ac
J.A	Ac	Ac	Ac	Ac	gloBs	Ac	Ac	shlirt	Ac	shirt	Ac
M.B	Ac	bOts	Ac	Ac	Ac	Ac	UnderwAr	Ac	Ac	Ac	Ac (R)
MX.C	Ac	Ac	Ac	Ac	Ac	Ac	wonder	shlirt	Ac	Ac	sneakers
B.C	Ac (R)	Ac (R)	Ac (R)	Ac (R)	gloPs (R)	Ac (R)	Ac	Ac	Ac	switshirt	Ac
E.C	Ac	bOts	Ac	Ac	gloBs	trOUUsers	unders	shlirt	Ac	sweatsh	kinchers
N.C	Ac	bOts	AT	Ac	gloBes	towers	undear	shlirt	Ac	shetshirt	sneakers
K.C	Ac	Ac	Ac	Ac	gloBs	trOUUsers	Underwear	Ac	Ac	swechirt	eskinkers
A.D	Ac	Ac	Ac	Ac	Ac	trOUUsers	under	shlirt	Ac	Ac	kniskers
B.F	Ac	Ac	Ac	Ac	Ac	Ac	UnderwAr	shlirt	Ac (R)	sweatshirt	kinckers
I.F	Ac	buOts	Ac	Ac	gloBs	Ac	UnderwEAr	shlirt	Ac	sweetshlirt	Ac
J.G	Ac	Ac	Ac	Ac	Ac	Ac	underwAr	T-shirt	Ac	Ac	Ac
N.G	Ac	bOts	Ac	Ac	Ac	Ac	under	Ac	Ac	suashirt	sneakers
D.K											
C.L	Ac	Ac	Ac	Ac	gloF	Ac	Ac	Ac	Ac	sweatshlirt	Ac
O.M	Ac	Ac	Ac	Ac	Ac	Ac	wondermen	shlirt	Ac	sweatshirt	Ac
J.M	Ac	bOts	AT	Ac	gloBEs	trOUUsers	UnderVar	sirt	Ac	Sveaterir	kinnikers
I.O	Ac	bOts	Ac	Ac	glouvs	trOUUsers	Underwir	Ac	Ac	sUtshirt	Ac
C.P	Ac	Ac	Ac	Ac	gloUs	Ac	wonderwear	Ac	Ac	Ac	Ac
S.P	Ac	Ac	Ac	Ac	glubs	trOUUsers	Ac	Ac	Ac	switshirt	Ac
LP	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	trOUUsers	Underwear	Ac	Ac (R)	sitshert	Ac (R)
E.R											
H.R	Ac	bOts	Ac	Ac	gloPs	Ac	Ac	Ac	Ac	sweetshirt	Knickers
A.R	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	shlirt	Ac (R)	Ac (R)	Ac (R)

3r B	SOCKS	BOOTS	HAT	SCARF	GLOVES	TROUSERS	UNDERWEAR	SHIRT	JACKET	SWEATSHIRT	KNICKERS
S.A											
E.A	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Glups (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)
J.B	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	sweaters	Ac (R)
M.B	Ac (R)	Ac (R)	Ac (R)	Ac	Ac	Ac	UnderwAr	tears	Ac (R)	Sharit	Knickers
A.C	Ac	bOts	Ac	Ac	gloPs	trOUUsers	unders	Ac	Ac	swEAtree	Ac
M.C	Ac	bOts	Ac	Ac	gloPs	trOUUsers	Ac	T-shirt	Ac	wenwenshirt	Ac
S.D	Ac	Ac	Ac	Ac	Ac	trOUUsers	wonderwor	shlirt	Ac	swEtshlirt	Ac
PS.D	X	bOts	Ac	Escarf	glovEs	trOUUsers	UnderwEr	X	Ac	X	Ac
B.F	Ac	bOts	Ac	Scraf	gloF	Ac	UnderwAr	siert	Ac	satdirt	sneakers
Y.G	Ac (R)	Ac (R)	Ac (R)	Escarf (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)
E.G	Ac (R)	bOts (R)	Ac (R)	Ac (R)	Ac (R)	trousers	underwAr	Ac (R)	Ac (R)	Ac (R)	sneakers
J.G	Ac	Ac	Ac	Sarf	gloBs	trOUUsers	UnerwEr	shirt	Ac	Ac	Ac
M.J	Ac	Ac	Ac	Ac	glouPs	Ac	Ac	T-shirt	Ac	Ac	niTers
S.L	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	sneakers
P.M	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	UnderwEr (R)	shirt (R)	Ac (R)	Ac (R) (wrong)	kinkers
N.O	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	Ac (R)	sweetshirt	Ac (R)
J.P	Ac	Ac	Ac	Escarf	glovEs	Ac	Underwear	Ac	Ac	sweatjirt	Ac
A.P											
N.R											
B.T	Ac	Ac	Ac	Ac	Glos	Ac	underwEr	Ac	Ac	sweetshirt	sneakers
LT	Ac	Ac	Ac	Ac	Ac	Ac	Ac	Ac	Ac	Ac	Ac
A.T											
I.V	Ac	bOts	Ac	Ac	gloPs	Ac	Ac	sheartshirt	Ac	X	Ac
I.V	Ac	bOts	Ac	Escarf	Ac	trAus	Underer	shlirt	Jack	satshirt	kninkles
M.V	Ac	bOts	Ac	Ac	gloPs	shores	Underway	sirts	Ac	ueatshirt	Knickers
J.X											

WORDS PRONUNCIATION IN NUMBERS (Post-assessment)

SOCKS Correctly: 44/45 Wrongly: 1/45	BOOTS C: 29/45 W: 16/45	HAT C: 43/45 W: 2/45
SCARF C: 38/45 W: 7/45	GLOVES C: 20/45 W: 25/45	TROUSERS C: 27/45 W: 18/45
UNDERWEAR C: 16/45 W: 29/45	SHIRT C: 22/45 W: 23/45	JACKET C: 44/45 W: 1/45
SWEATSHIRT C: 14/45 W: 31/45	KNICKERS C: 26/45 W: 19/45	

APPENDIX 9. DATA COLLECTION SUMMARY

PRE AND POST ASSESSMENT COMPARAISON (Accurate pronunciation):

SOCKS - Pre: 92% (sockEs / shoes) - Post: 97% - Increase: 5%	BOOTS - Pre: 35% (bOts) - Post: 64% - Increase: 29%	HAT - Pre: 78% (AT) - Post: 95% - Increase: 17%
SCARF - Pre: 45% (Escarf / skErf / scraft) - Post: 84% - Increase: 39%	GLOVES - Pre: 7% (gloBEs / gloUPs / gloBs) - Post: 44% - Increase: 37%	TROUSERS - Pre: 28% (trOUUsers) - Post: 40% - Increase: 12%
UNDERWEAR - Pre: 9% (underwAr / underwEAR) - Post: 35% - Increase: 26%	SHIRT - Pre: 30% (shlrt / short / shErt) - Post: 48% - Increase: 18%	JACKET - Pre: 92% (Shacket / Yacket) - Post: 97% - Increase: 5%
SWEATSHIRT - Pre: 7% (swEAtshlrt / sweetshlrt) - Post: 31 % - Increase: 24%	KNICKERS - Pre: 30% (Knickers / Snickers) - Post: 57% - Increase: 27%	

APPENDIX 10. ERRORS AND TENDENCIES

(PRE-ASSESSMENT)

SOCKS - sockEs - shoes Difficulty when having three consonants together. Using a Catalan rule: Plurals end with -es. Saying a known word instead of reading socks.	BOOTS - bOts Catalan and Spanish phonetic interference.	HAT - at They used the Catalan/Spanish rule in this word (Not saying the “H”).
SCARF - Escarf - skErf - scraft The most common pronunciation was Escarf and it was because the Catalan/Spanish interference: Not having words starting with -sc. The difficulty of this word was having more consonants than	GLOVES - gloBEs - gloUPs - gloBs The difficulty with this word was when they had to pronounce the V accurately. Catalan and Spanish interference because in these languages there is not distinction of B and V when pronouncing them.	TROUSERS - trOUUsers The difficulty of this word was with the sound of: OU because these students do not have this sound in their languages.

vowels (Changing the order of the letters).		
<p>UNDERWEAR</p> <ul style="list-style-type: none"> - underwAr - underwEAr <p>The difficulty of this word was with the sound of: EA because these students do not have this sound in their languages.</p>	<p>SHIRT</p> <ul style="list-style-type: none"> - shlrT - shErT - shOrT - T-shirt <p>Not knowing the sound i in English ['ʃɜ:t].</p>	<p>JACKET</p> <ul style="list-style-type: none"> - Shacket - Yacket
<p>SWEATSHIRT</p> <ul style="list-style-type: none"> - swEAtshirt - swEEtshlrT <p>The difficulty of this word was with the sound of: EA. They solved it by reading the letters separately EA or adding a sound they know EE.</p>	<p>KNICKERS</p> <ul style="list-style-type: none"> - Knickers - Snickers <p>The difficulty of this word was the silent consonant at the beginning of the word. Some of them pronounced the “K” and some others said a word they knew.</p>	

(POST-ASSESSMENT)

<p>SOCKS</p> <p>They pronounced it accurately.</p>	<p>BOOTS</p> <ul style="list-style-type: none"> - bOts 	<p>HAT</p> <ul style="list-style-type: none"> - at
<p>SCARF</p> <ul style="list-style-type: none"> - Escarf <p>Some of them still added the E in front of the S.</p>	<p>GLOVES</p> <ul style="list-style-type: none"> - GloBEs - gloPs <p>Some of them still pronounced the v as a P or B + pronouncing the E.</p>	<p>TROUSERS</p> <ul style="list-style-type: none"> - trOUUsers <p>Some of them still pronounced the OU and not /'traʊ.zəz/.</p>
<p>UNDERWEAR</p> <ul style="list-style-type: none"> - underwAr - underwear - underwear 	<p>SHIRT</p> <ul style="list-style-type: none"> - shlrT - T-shirt 	<p>JACKET</p> <p>They pronounced it accurately.</p>

<p>Some of them still pronounced not in an accurate way the sound EA.</p>	<p>Some of them kept pronouncing I instead of [ˈʃɜ:t].</p>	
<p>SWEATSHIRT</p> <ul style="list-style-type: none"> - Sweetshlirt - swltshirt - sweatshirt <p>Some of them kept struggling with the pronunciation of the sound: EA.</p>	<p>KNICKERS</p> <ul style="list-style-type: none"> - Knickers - Sneakers <p>Some of them kept pronouncing the first K.</p>	