



Phonological Interference from Kichwa and Spanish to English when producing the /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes.

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Phonological Interference from Kichwa and Spanish to English when producing the /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes.

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ABSTRACT

There have been made a wide variety of studies in reference to phonological interferences mainly between two languages. Analysis and comparisons of phonological aspects of two languages considered as mother tongues interfering with the speech production of a third language, have been carried out principally in Perú. This study is aimed to identify the phonological language interferences from both Kichwa and Spanish over English as a foreign language. In order to get this information, a group of 24 students from A2 English classes were recorded. They cooperated with three recordings each in three situations. These students belonged to specific indigenous ethnic groups of the region who manage both Kichwa and Spanish languages. This command of languages is derived mostly from their parents Kichwa teaching and the Spanish social contact to which they have been exposed. These recordings were transcribed and the phonemes belonging to: /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes, were analyzed. A quantitative and qualitative system was applied to process the information obtained from the students. These results were used to set a chart with the most common phonological interferences in this group of consonants. The conclusions synthesized the results based on the comparative analysis of language production when speaking the English language.

Key words: mother tongue, language interference, kichwa



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Interferencia fonológica de Kichwa y español a inglés cuando se producen los fonemas / b // v /, / th // d /, / sh // l / phonemes.

RESUMEN

Se ha hecho una amplia variedad de estudios en referencia a las interferencias fonológicas, principalmente entre dos lenguas. Análisis y comparaciones de los aspectos fonológicos de dos lenguas consideradas lenguas maternas que interfieren con la producción del habla de una tercera lengua, se han realizado principalmente en Perú. Este estudio tiene como objetivo identificar las interferencias lingüísticas fonológicas de Kichwa y español sobre el inglés como lengua extranjera. Con el fin de obtener esta información, un grupo de 24 estudiantes de A2 clases de Inglés fueron registrados. Colaboraron con tres grabaciones cada una en tres situaciones. Estos estudiantes pertenecían a grupos étnicos indígenas específicos de la región que manejan tanto el kichwa como el español. Este dominio de las lenguas se deriva principalmente de la enseñanza de sus padres Kichwa y el contacto social español al que han estado expuestos. Estas grabaciones fueron transcritas y se analizaron los fonemas pertenecientes a: / b // v /, / th // d /, / sh // l / phonemes. Se aplicó un sistema cuantitativo y cualitativo para procesar la información obtenida de los alumnos. Estos resultados se utilizaron para establecer un gráfico con las interferencias fonológicas más comunes en este grupo de consonantes. Las conclusiones sintetizaron los resultados basados en el análisis comparativo de la producción lingüística al hablar el idioma inglés.

Palabras clave: lengua materna, interferencia del lenguaje, kichwa



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1. INTRODUCCIÓN

Nowadays the learning of languages has grown potentially at a global scale. On this regard the English language has reached important status (Bolton & Kachru, 2006, p 242). This has derived into the development of language learning theories and methods to shorten the gap between acquisition and learning. However researchers have noted that other elements like the mother tongue a learner has may affect the learning of a second one (Fledge, Frieda & Nozawa, 1997). On this regard the teaching of English as a foreign language is facing a problem when this language teaching is performed in pluricultural contexts. It is well known that the Spanish language countries carry a great deal of indigenous pronunciation influences which have shaped many aspects of the Spanish pronunciation. These influences have for a long time taken root into the daily way people utter words becoming the standard of pronunciation. Very interestingly, learners are unaware of their pronunciation and the effect it carries when they are learning another language like English. This evidences that a mother tongue, whether it is Kichwa or Spanish can produce interferences when learning another new language.

In the Ecuadorian context the presence of a wide variety of indigenous cultures have influenced the learning of English.

The studies that have been done on this aspect have mostly focused on the interferences generated from one language over another. However there are no studies done from a two languages interfering a third one perspective. This study was carried out having in mind specific phonological language interference facts that occur between both Kichwa and Spanish over English learning. The results of this analysis were used to determine the phonological aspects that affect English pronunciation on specific phonemes.

Keeping in mind that these languages have been influenced by a number of ‘cognitive, cultural and contextual’ factors, it could be said that: The phonological effect of language interference of Kichwa and Spanish on English when speaking has ~~affected~~ influenced on-the way students communicate ideas. This hypothesis takes us into two research questions: Which are the main consonant pronunciation problems English language learners who speak Kichwa and Spanish have? and How/Why do Kichwa and Spanish cause language interference when producing the /b/ /v/, /th/ /d/, /sh/ /ll/ phonemes? In order to answer these questions a qualitative and quantitative analysis of the content of



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the recordings were made. The results of this analysis determined how the Kichwa and Spanish languages interfered and affected English pronunciation causing misunderstandings when communicating ideas in an English conversation.

2. METHOD

This study was carried out through the analysis of 72 recordings produced by 24 students. These recordings included three situations: short English conversations, short paragraph readings and pronunciation of specific words. The results obtained from this process helped to make judgments based on the pronunciation and how they cause misunderstandings when having a conversation in a foreign language, in this case English. Furthermore, in order to answer the research questions, the results gotten from the analysis of the recordings helped to set most frequent mistakes and errors in pronunciation, so that the hypotheses could be proved through the interpretation of results.

Participants

The data was collected from 24 students. They were native Kichwa-Spanish speaker-students who belong to different communities from the Tungurahua province in Ecuador. They are elementary (A2) students studying English as a foreign language at the Language Center at the Technical University of Ambato during the semester April-August 2017. Their ages range between 18 to 22 years old.

Material

There are 72 students' English recordings gotten from 24 students' authorization.

Methods

A quantitative and quantitative method was used to analyze data.

Procedure

The students were asked to have free short dialogues in pairs to have them involved in the language. Then, they read a short abstract in English. Next, they were asked to read a list of sentences and words, also in English. A chart was made to register the number of times words were incorrectly pronounced. These data was classify into four categories where the most common interferences where placed. Besides, a percentage of each category was made in order to identify the strongest and weakest phonological



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interferences. This data was used to make an analysis about speech places of sound production as well as the corresponding contrastive analysis from each language.

3. RESULTS

This study focuses on the analysis of students' pronunciation tasks in a classroom. The sample involved is small and there is limited range of language analysis for Kichwa, Spanish and English because there are a few Kichwa – Spanish students who attended to the university. As a consequence, it is difficult to get a wider sample of recordings of Kichwa-Spanish students learning a foreign language. As consequence, this study is limited to present general observations which could be helpful for further specific analysis. The following table illustrates the number of occurrences at a phonological level:

Chart 1.- Number of mispronunciations per word and its phonemic transcript carried from Kichwa and Spanish languages into English. (in 24 students total).

The 24 /de/	black --- /blæk/	bird 23 /bɪr/	and 23 /an/	the 24 /de/	doves. 24 /dɒbs/							
A --- /a/	black --- /blæk/	bird 23 /bɪr/	saw 23 /saw/	that 24 /dat/	the 24 /de/	white 22 /wɪt/	doves 24 /dɒbs/	lived 24 /lɪbed/	in --- /ɪn/	a --- /a/	fine /fɪn/	house. 15 /həʊs/
They 24 /deɪ/	ate 21 /ate/	well 20 /wesh/	and 23 /an/	they 24 /deɪ/	seemed 22 /semed/	very 24 /bery/	happy --- /hæpi/	together. 22 /togeter/				
He 19 /he/	decided 23 /decided/	to --- /tu:/	join 21 /hɔjn/	them 23 /dem/	so --- /səʊ/	he 19 /he/	whitened 21 /wɪtened/	his --- /hɪz/	feathers 23 /featers/			
One 4 /one/	evening, 19 /evenin/	he 19 /he/	entered 24 /ˈentered/	the 24 /de/	dove's 24 /dɒbes/	house. 15 /həʊs						
Sadly, --- /ˈsædli/	he 19 /he/	returned 24 /returned/	to --- /tu:/	his --- /hɪz/	former --- /ˈfɔ:mə/	mates, 22 /mates/						
but 20 /bu:t/	when --- /wen/	he 19 /he/	saw 23 /saw/	this 24 /dis/	strange 21 /estranje/	white 21 /wɪtened / /	bird, 23 /bɪr/	they 24 /deɪ/	to --- /tu:/	drove 18 /drob/ 6 /drobe/	him --- /hɪm/	away 22 /away/



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Abstract from which the samples were taken.

The black bird^l and the Doves.

/d/ /d/ /b/

A blackbird saw that the white doves lived in a fine house. They ate

/v/ /de/ /liybed in/ /d/ /iy/

well and they seemed very happy together. He decided to join

/wesh/ /d/ /semed/ /b/ /hai/ /diysayd/

them, so he whitened his feathers. One evening..... he entered the

/dem/ /wraytened/ /evening/ (de) /ed/ /d/

dove's house unnoticed. After a short while he began to feel very

/d/ /..notaised/ /wil/ /biygen/ /b/

proud of this trick and he laughed aloud. The dove instantly beat

/prawn/ /diys//tick/ /lawugued//aloud//d/

him and drove him out of the house. Sadly, he returned to his former

/b/ /ed/ /formed/

mates, but when they saw this strange white bird, they too drove

/bad/ /dey/ /diys//stranged//wiyd//biyrd//dey/

him away.

/away/



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Chart 2.- Number of mispronunciations per word and its phonemic transcript carried from Kichwa and Spanish languages into English. (in 24 students total).

There 2 /dɜ:/	is --- /ɪz/	a --- /ə/	small 22	church 23	where 19 /wɪr/	many 23 /ˈmæni/	shoeshine 20 /ˌʃoʊ.ʃaɪn/	boys ---	go ---	to --- /tu:/	have 3	free ---	food		
A ---	lot --- /lɒt/	of --- /ɒv/	students 24 /estudent/	know 15 /knəʊ/	how 15 /haʊ/	to --- /tu:/	play --- /pleɪ/	a ---	wide 19 /waɪd/	variety 24 /væriəti/	of --- /ɒv/	sports 24 /ɛspor/	in --- /ɪn/	my --- /maɪ/	neighbourhood 24 /nɪbɔrhod/
Chemestry 23 /chemestri/	is --- /ɪz/	one 4 /one/	of ---	the 24 /de/	most --- /məʊst/	interesting 21 /ˌɪnterestɪn/	subjects 23 /sʌbdʒekt/	taught 22 /tɔ:ht/	in ---	college 22 /ˌkɒlədʒ/					
Many 23 /man/	students 24 /estudent/	set --- /set/	a ---	challenge 24 /ˈtʃædʒɪndʒ/	before 19 /bɛfɔ:/	graduating 19 /ˈgrædʒuəɪtɪŋ/									
Charity ---	is --- /ɪz/	the 24 /de/	action --- /ˈækjən/	of --- /ɒv/	the 24 /de/	future 15 /ˈfju:tʃə/	that 24 /dæt/	will ---	help --- /help/	others 24 /ˈɔ:ðə:s/	to --- /tu:/	develop 18 /deveˈləp/			

NOTE: Some other mispronounced sounds were identified during the recording process which may be taken into account for further research.

Abstract from which the samples were taken.

There is a small church where many shoeshine boys go to have free food.
/der/ /esmol/ /wɪr/ /.....sɪn/

A lot of students know how to play a while variety of sports in the neighborhood.
/estiudents//cannaw/ /wɪl/ /esport/ /de/

Chemestry is one of the most interesting subjects thought in collage
/cheymestry/ /taut/ /collage/



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Charity is the action of the future that will help others to develop
 /charity/ /divelop/

Machinery childish ship befall beadroll
 /machinery/ /childish/ /shiyp/ /befash/ /beadrosh/

Chart 3.- Phonemes showing no difference in pronunciation by English learners pronunciation occurring at different positions.

/v/ vs /b/	/v/ vs /b/	/ð/ vs /d/	/ð/ vs /d/	/l/ vs /sh/	/l/ vs /sh/
Vowel/bowel	Glove/globe	Those /dozen	They / day	small / smash	call / cash
24	24	24	24	22	20

Chart 4.- Analysis of phonemes and their pronunciation in Kichwa, Spanish and English.

CATEGORIES	/b/ - /v/	/th/ - /d/	/sh/ - /l/	OTHERS /ch/ - /k/ - /iy/ - /I/
Kichwa	There is no difference when pronouncing /b/- /v/. All sounds are pronounced as /b/	The voiced sound <i>th</i> is pronounced as a /d/ sound.	The difference between these two sounds are almost unperceived.	The sound is pronounced in the same way as in Spanish. There is no difference between the /iy/ - /I/.
Spanish	There is no difference when pronouncing /b/- /v/. All sounds are pronounced as /b/	The /th/ sound in Spanish is written but done not have a sound. This characteristic causes confusion in	(it depends on the region.	idem



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		pronunciation because sounds are reproduced as if those were in Spanish.		
English	The way /b/ sound is produced in both languages are repeated in English. As consequence there is a serious confusión when pronouncing specific words.	These sounds are pronounced in the same way as it is in Spanish.	Same as in Spanish.	Same as in Spanish and Kichwa.

4. CONCLUSIONS

This study focuses on three specific pair of phonemes that are interfering when pronouncing specific words in English. The learners' pronunciation has shown that they do not make any difference when pronouncing those phonemes. This phenomenon can be understood as those sounds are carried from the mother tongues (Kichwa and Spanish) into the English language learning. This is because the use that these phonemes have gained in those languages have later been transferred into English pronunciation. Regarding the /b/ - /v/ sounds, it was found that learners transfer the sound /b/ as an only sound carried from their language into English. Likewise, the sounds /ð/-/d/ sounds are all pronounced as a single /d/ carried from those mother tongues as well. Finally learners make no difference when pronouncing /sh/ - /ll/ English phonemes as they are all pronounced as the Spanish /ll/ version. As a conclusion this study identified the phonological language interferences from both



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Kichwa and Spanish over English as a foreign language represented by the number of occurrences of each case in the charts showed. These results helped to answer the research questions that guided this research. The quantitative and qualitative analysis as well as comparing and contrasting this information based on a theoretical base set the reliability of this study. On the other hand, it sets the possibility of working on more research areas like: Evolution of identity in a multilingual context, Phonological similarities and differences of Kichwa, Spanish and English. A comparative analysis of metaphors in Kichwa, Spanish and English, and a comparative analysis of Kichwa, Spanish and English customs and its effect on culture and identity.

For further research sounds like /ch/ - /k/- /iy/ - /I/ might be used to develop deeper studies. Just to take as an example, the /k/ Kichwa sound might be sound that it is affecting pronunciation in English because in this language this sound is represented by the letters /c/ /ch/ /q/ as they are mostly pronounced like /k/.

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