



Ciencia Latina Revista Científica Multidisciplinar, Ciudad de México, México.
ISSN 2707-2207 / ISSN 2707-2215 (en línea), marzo-abril 2025,
Volumen 9, Número 2.

https://doi.org/10.37811/cl_rcm.v9i2

**LOS BENEFICIOS DE IMPLEMENTAR PATRONES
NATIVOS DEL IDIOMA INGLÉS EN EL ACENTO Y
LA PRONUNCIACIÓN COMO UNA HERRAMIENTA
EN EL MEJORAMIENTO DEL APRENDIZAJE DE LA
PRONUNCIACIÓN ESTÁNDAR DEL INGLÉS EN
ESTUDIANTES DE CUARTO GRADO DE LA
ESCUELA ECO CENTRO BRAULIO CARRILLO, EN
MORAVIA, SAN JOSÉ, COSTA RICA**

**THE BENEFITS OF IMPLEMENTING ENGLISH NATIVE
ACCENT AND PRONUNCIATION PATTERNS AS A TOOL IN
IMPROVING ENGLISH STANDARD PRONUNCIATION
LEARNING IN STUDENTS FROM FOURTH GRADE AT ECO
CENTRO BRAULIO CARRILLO SCHOOL IN SAN JERÓNIMO,
MORAVIA, SAN JOSÉ, COSTA RICA**

María José Castillo Jiménez
Universidad Hispanoamericana - Costa Rica

Los beneficios de implementar patrones nativos del idioma inglés en el acento y la pronunciación como una herramienta en el mejoramiento del aprendizaje de la pronunciación estándar del inglés en estudiantes de cuarto grado de la escuela Eco Centro Braulio Carrillo, en Moravia, San José, Costa Rica

María José Castillo Jiménez¹

maria.castillo0853@uhispano.ac.cr

<https://orcid.org/0009-0007-1990-5597>

Universidad Hispanoamericana

Costa Rica

RESUMEN

El presente proyecto abarca los beneficios de implementar patrones de la pronunciación y el acento nativo del inglés como herramientas con el propósito de mejorar la pronunciación del inglés estándar. Esta investigación es llevada a cabo en la escuela Eco Centro Braulio Carrillo ubicado en San Jerónimo, Moravia, San José. El objetivo principal de este proyecto es presentar herramientas y actividades aplicables para la mejora de la pronunciación y el acento del idioma inglés, determinando los beneficios que estos puedan aportar a los estudiantes. Las metodologías implementadas para cumplir los objetivos de la investigación se basan en diferentes instrumentos aplicados para la recolección de información, tales como una prueba diagnóstica, una escala Likert dirigida a docentes de inglés, una prueba diagnóstica final con el propósito de comparar resultados con la primera prueba aplicada, una encuesta dirigida a los participantes, y finalmente una bitácora para registrar aspectos cualitativos. Dentro de los principales resultados se encuentran hallazgos de interferencias y transferencias que se dan por parte de la lengua materna hacia la lengua extranjera en su proceso de aprendizaje, así como las diferentes limitaciones que los estudiantes muestran según las características propias del español nativo costarricense. Asimismo, se mencionan diferentes actividades que después de ser aplicadas demostraron una mejora significativa en la pronunciación y el acento del idioma inglés en los participantes.

Palabras clave: acento nativo, pronunciación, herramienta, pronunciación estándar del inglés

¹ Autor principal

Correspondencia: maria.castillo0853@uhispano.ac.cr

The benefits of implementing English native accent and pronunciation patterns as a tool in improving English standard pronunciation learning in students from fourth grade at Eco Centro Braulio Carrillo school in San Jerónimo, Moravia, San José, Costa Rica

ABSTRACT

This project encompasses the benefits of implementing native accent and pronunciation tools with the purpose of improving the English standard pronunciation. This research is carried out at Eco Centro Braulio Carrillo located in San Jerónimo, Moravia, San José. The main objective is to present tools and activities that can be implemented to improve the English accent and pronunciation, determining the benefits that will be contributed to the students. The methodologies implemented to accomplish the objectives of this investigation are based on different instruments applied to collect information, such as a pretest, a Likert scale directed to English teachers, a post-test used to compare results with the pretest, a survey directed to the students; and finally, a journal to record qualitative aspects. The main results show evidence of interferences and transfers that the mother tongue brings to the foreign language learning process, as well as the different limitations that students show according to the characteristics of the local Costa Rican Spanish language. Also, different activities applied during the research are mentioned, due to the evidence of the improvement of the English accent and pronunciation in the participants after they were implemented.

Keywords: native accent, pronunciation, tool, English standard pronunciation

Artículo recibido 15 febrero 2025

Aceptado para publicación: 20 marzo 2025

INTRODUCTION

The present research focuses on the benefits of implementing English native accent and pronunciation patterns as a tool in improving English standard pronunciation learning in students from fourth grade at Eco Centro Braulio Carrillo School in San Jerónimo, Moravia, San José, Costa Rica. The problem statement relates to the accent and pronunciation struggles that fourth-grade students show while learning English as a foreign language.

Justification

This dissertation focuses on two areas: social and linguistic. The input to these areas relates to the need of the Costa Ricans to learn how to pronounce correctly, in order to communicate to foreign people and to be understood. The information will help the English teachers to identify the main weaknesses to work on the curriculum, in order to change them or adequate the planning by including a specific time in the schedule to teach, practice, and develop the oral expression skill during the lessons, and to evaluate the benefits of implementing English native accent and pronunciation patterns as a tool in improving the English standard pronunciation learning in students. This will also help them find accurate strategies and techniques to apply to accomplish the goal.

In the present research, there are investigations that explain how the Costa Ricans are influenced by their native Spanish language characteristics, and how this affects the way students learn and pronounce the words in English. First, the Costa Rican accent and pronunciation of words is a factor that could limit students to sound more natural in the English language; due to the fact that there are many sounds (phonemes) in the Standard English that do not exist in Spanish. According to Bowen (1965), the English language and the Spanish language differentiate by their morphology, phonology, and syntaxes; this means that the structure of the words and their elements, the way in which the sounds are organized, and the way in which groups of words are combined in order to express a complete thought are very different from each other.

Furthermore, regarding to Miguel Ángel Quesada (1996), a national linguistic, there are certain sounds in our Costa Rican Spanish that differentiates significantly from the rest of the countries in Central America; such as the use of “ll” in Spanish words: the majority of the countries pronounce it like a short “l”, and the pronunciation of all “v” as “b” sounds. (Taken from “Los fonemas del español de Costa

Rica: Aproximación Dialectológica” Lexis Magazine X, 1-2. 1996). Arturo Agüero (1960) exposes that in the rural areas, people even “eliminate” some consonants at the end of some words, such as “usté” instead of “usted” (“El Español en América y Costa Rica”. San José, 1962; “El Español de Costa Rica. San José. UCR Editorial, 2009.”).

How Costa Rican Spanish Interference and Transfer Influence the English Standard Pronunciation Learning Process

The particularities of our native language influences in the development of an English Standard Pronunciation. For this dissertation, it is important to clarify and to identify the Costa Rican Spanish characteristics, and the linguistic variables that hinder the development of the expected English pronunciation. According to Jara (2006), the Costa Rican Spanish is spoken very fluent; however, each province of the country has its own particularities regarding to its accent and phonetics. For instance, people from Guanacaste speak a Spanish that sounds similar to the Nicaraguans, this is because of the influence and the closeness of Nicaragua to this specific province. On the other hand, people from Limón are influenced by the Jamaicans; that is why in Costa Rica it is easy to hear different accents from different people along the country. Quesada (1996) explains that there are certain variations in the oral expression in the Central Valley as well. Quesada, who is a linguistic, also states that the Costa Rican Spanish differentiates from other Central American countries which official language is Spanish, in characteristics like the strongest pronunciation of the occlusive phonemes *d*, *l*, or *b* after *r*. Last, Costa Rica is the only country in Central America in which people pronounce *ll* sound as a palatal semi consonant sound [dʒ] sound; the rest of the countries pronounce it as a *y* sound.

There are some sounds in English that are difficult for Costa Rican Spanish native speakers to pronounce because they do not exist in Spanish, or because they are pronounced different in English. Cala (1997) explained that there are nine diphthongs in the English language, and fourteen in Spanish, twenty-four consonants in English and twenty in Spanish. Moreover, there are thirty-five sounds in Spanish and thirty-eight ways to write them; in English there are forty-four sounds and more than one thousand one-hundred ways to write them.

At this point, some interferences and transfers of the Costa Rican Spanish native language will be detailed in order to analyze how they affect the learning process and development of the English standard

accent and pronunciation. Hassan (2014) states that systematic differences can be used to predict the students' difficulties in learning the foreign language, and that the student's mother tongue sound systems may interfere or show positive and negative transfers to the target language. According to Dulay (2016), *interference* is defined as "the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language". On the other hand, Weinreich (1979) explains it as "the deviation from norms of either language which occurs in the speech of bilinguals as a result of their familiarity with more than one language". Dulay (1982) states that interference is divided into psychological and sociolinguistic. The psychological interference relates to the learner's habits when learning something new; while sociolinguistic interference refers to the language interaction, the errors in the use of the foreign language, language switching, and language borrowing. *Transfer* is defined as "the process of using L1 knowledge when learning a foreign language". Ramón (2009) mentions that transference is defined as the process of transferring or taking some linguistic knowledge, rules, expressions, and lexicon from the native language (L1) to the target language (L2). Transfer can be either positive or negative. *Positive transfer* is when a pattern in the native language is identical to a pattern in the second language, which makes learning easier. *Negative transfer* is when a pattern in the first language is different from the pattern in the target language, which causes misunderstanding and/or mispronunciation. Brière (1968) asserted that for him all of the phonological errors are the consequence of the negative transferences. Flege (1995), Grosjean (1989) and Major (1992) assure that the phonetic interference occurs bidirectionally from L1 to L2, and from L2 to L1, and that the strength of the interference depends on the language dominance; therefore, the most affected one is L2. Ringbom (1987) mentions that what happens in the positive transfer is that learners relate the foreign language words to the native language ones which are close in pronunciation, consequently, this helps learners to remember the vocabulary. Lado (2010) mentions that interference affects learning of foreign accent, intonation, and rhythm. Also, Valero (1980) points out that Spanish native speakers tend to substitute certain English sounds for the most approximate in Spanish, and since in Spanish the word sounds are close related to its orthography, students try to find a relation between the English written word and its sound.

The following are some of the main interferences and transfers found in Costa Rican native Spanish speakers:

Table 1

| Interference or transfer | Examples of mistakes in students |
|---|--|
| 1. Epenthesis: The addition of another vowel sound while pronouncing certain words. In this case, adding the short sound of letter e when pronouncing words that start with letter s when preceded by a consonant. | a) <u>s</u> chool: students pronounce it like “ e school” b) <u>s</u> mile is pronounced as “ e smile” c) <u>s</u> care is pronounced as “ e scare” |
| 2. Substitution of the phoneme / th /, which does not exist in Spanish. Voiceless / θ / is substituted by letter / t / Voiced / ð / is substituted by letter / d / | a) “ th ink” is usually pronounced as “ t ink” b) “ th anksgiving” is pronounced “ t anksgiving”. c) “ th is” is pronounced as “ d is” d) “ we ather” is pronounced as “ w eader” |
| 3. The sound / z / is usually substituted by the sound of letter / s /. This phoneme does not exist in Spanish. | a) “ z ebra” will be pronounced as “ s ebra” b) “ g aze” is pronounced as “ g ase” c) “ l izard” is usually pronounced as “ l isard” |
| 4. Letters / b / and / v / are usually pronounced both as / b / sound by Costa Rican Spanish speakers. | These words will be pronounced exactly the same way: a) b ote & v ote b) b est & v est c) b erry & v ery |
| 5. The initial sound of letter / y / in words is pronounced as the English sound of letter / j / in English. | a) “ y arn” is pronounced “ j arn” b) “ y oung” would be “ j oung” c) “ y our” will be pronounced as “ j our” |
| 6. Applying the different pronunciation of the past tense /ed/ in words as /id/ /d/ & /t/ | a) “ st opped” [stapt] would be pronounced by Costa Rican Spanish speakers as [staped] b) “ l ived” [livd] is usually pronounced [lived] c) “ w anted” [wantid] would be pronounced [wanted] |

Taken from: Dale, P & Poms, L. English Pronunciation Made Simple. 2005.



Stress, Rhythm and Intonation

In addition of the most common interferences and transfers present in students, there is also an issue with stress, rhythm, and intonation that usually influence the English pronunciation; these elements determine the student's English standard accent and pronunciation.

Stress is defined as the amount of volume that a speaker gives to a particular syllable or word while it is pronounced. In a word there are stressed and unstressed syllables; stress syllables are the ones that sound louder. The use of a correct stress is important to understand the meaning of the words; stress can change the meaning of a complete sentence. For example, a speaker could pronounce the word **désert** (noun; barren region) or **desért** (verb; to abandon) and transmit a completely different meaning. Applying correct stress in the words will help the speaker sound more natural in the target language and contribute to show an English standard pronunciation. It is important to notice that English native speakers stress the content words (words that conduct meaning; ex. nouns, verbs, adjectives, adverbs), and no do stress function words like articles, conjunctions, helping verbs and prepositions. **Rhythm** is another important feature involved in the learning process. It is created by the strong stresses in a sentence, and it is determined by the number of stressed and not the number of syllables. In the English standard pronunciation, speakers speed up the stressed syllables and reduce the unstressed ones, this situation does not happen in other languages, where all vowels in the words are pronounced equally. One of the greatest mistakes that Costa Rican native Spanish speakers make is that they use their rhythm patterns while speaking English. This makes the speaker sound foreign, stress the wrong words in a sentence, or insert pauses incorrectly between words. A good tip for speakers to keep a good rhythm is to remember use contractions or reduced forms of some words, for example: "*You're next in line*". Also, some words and short sentences are blended together, for example "*How are you?*" will be pronounced "*Howarya?*". The third feature to deal with is intonation. **Intonation** is determined as the use of melody and the rise and fall of the voice when speaking, and it varies according to each language. Intonation patterns include pitch and are responsible for the melody, they are significant to convey meaning. In English the speaker can use the same words to make a statement or ask questions, if the intonation rises, then the speaker is asking a question; for example, the statement "*That's **Lucy's** bag*" changes to a



question when the speaker rises the intonation to the end of it “*That’s Lucy’s **bag**?*”. Intonation can also show whether the speaker is confident, impatient, or doubtful.

Techniques that could be applied in order to improve the English standard accent and pronunciation:

It is important to apply activities during the lesson that can help students improve their accent and pronunciation in order to sound more natural and get close to the English standard ones as expected.

According to my opinion, based on my experience, and other writers, the following techniques could be helpful for this purpose:

- Teaching students the short and long sounds of the vowels.
- Practicing word stress, rhythm, and intonation exercises.
- Modeling and practicing the English special sounds (phonemes).
- Listening to stories, audios and songs
- Developing communicative activities in the classroom (collaboration)
- Dictating words to students (previously studied) and practicing auto correction to keep the students aware of their progress and mistakes.
- Participating in oral activities like debates and giving opinions.
- Preparing and giving speeches.
- Practicing with minimal pairs.
- Practicing punctuation and pauses in reading.
- Practicing the correct articulation of the sounds and words.
- Applying listening exercises.
- The use of accurate and fair oral evaluation instruments (formative and summative)

Activities that could help improve the accent (stress, rhythm and intonation) in L1 learners:

It is important to mention that in order to improve the accent: stress, rhythm and intonation, teachers have to apply learning activities that will focus on these aspects specifically. Mastering these points will help the learner improve his fluency, comprehension, and to be clearly comprehended. According to my experience and some other authors, the following activities will be helpful for the purpose previously explained:



- **Active listening:** When learners listen to native speakers' speeches, audios, or watch videos, they notice how these people emphasize on certain words, so that it would be easier for the learner to imitate them, this will lead the students to intonate and stress words correctly.
- **Speaking and reading aloud:** A powerful tool for students to be aware of their pronunciation and mistakes is to speak aloud. They can repeat phrases after a native speaker gives a speech, but also to read aloud from books or articles. Also, recording themselves and listening to it can help students identify mistakes or weaknesses in order to improve. Another exercise that is useful for this purpose is to read aloud sentences in which the words that should be stressed are in bold letters.
- **Use of online resources:** Using interactive platforms or tools created for helping L2 speakers to improve their accent and pronunciation.
- **Learning phonetic symbols:** Learning phonetic symbols help the L2 learner to understand the sounds, and how to articulate in order to produce them correctly. It also helps the learner identify specific phonemes in several words and remember the pattern to be used in order to pronounce accurately.
- **Practicing tongue twisters** can help L2 learners to improve the articulation of the different phonemes.
- **Singing:** Singing is a great exercise to practice rhythm, intonation, and pronunciation.
- **Group discussions and debates:** Practicing speak in English with other learners will bring good opportunities to improve pronunciation, to communicate appropriately, and to boost the learner's confidence.
- **Immersion in the target language:** Watching movies, videos, documentaries, TV shows or music help the students to get immersed with native speakers.
- **Phonemic Awareness Activities:** Learning special sounds and decomposing words into syllables and sounds guide students to appropriate pronunciation and stress.
- **Using Language Learning Apps or software:** This will allow the student to listen to the correct pronunciation, stress, intonation, and rhythm of the words, and to repeat them in order to get feedback and identify mistakes.



Software Speech Solutions as a Tool for Improving English Standard Pronunciation and Accent

Speech Solutions is a useful software that can be used as a tool with students in order to improve their English standard pronunciation and accent. Through this program, learners can hear different English sounds and understand how they are made by using different parts of the mouth that are involved such as tongue, lips and jaw. It also helps the learner understand the problems of the language (L1 and L2) by practicing listening and speaking. Learners can visualize how to produce each special sound by looking at the diagram. The software contains different points or areas to use:

1. Lessons: In this part learners can watch the mouth motions and how the air flows in order to make the sounds. It offers a side view and front view.
2. Exercises: It contains sample words, comparative words, listening discrimination, minimal pairs, and sentences to practice.
3. List of sounds: It has vowel sound combinations, consonant sounds, and cluster sounds.

This language tool can bring several benefits for the students, such as an understanding of how to produce the sounds, how to articulate correctly, it also helps the learner to memorize the different sounds, to improve the accent, to differentiate words and discriminate each sound, to practice intonation, stress and rhythm while reading sentences and to improve the spelling area, to avoid the interferences and transfers brought from L1 to L2, and to improve the listening skill.

The hypothesis of the investigation states that fourth grade students from Eco Centro Braulio Carrillo School will improve their accent and pronunciation by implementing native accent and pronunciation patterns in their English lessons. On the other hand, the specific objectives are:

1. To determine how the Costa Rican native accent and pronunciation influences the learning process of an English standard pronunciation.
2. To identify the limitations of the Costa Rican accent and pronunciation while learning the English pronunciation.
3. To identify techniques that could be implemented in order to improve the English pronunciation in students.

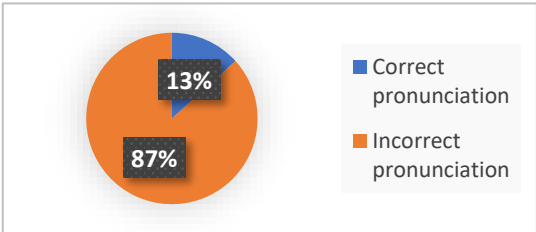
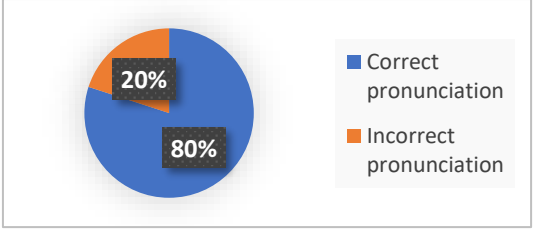
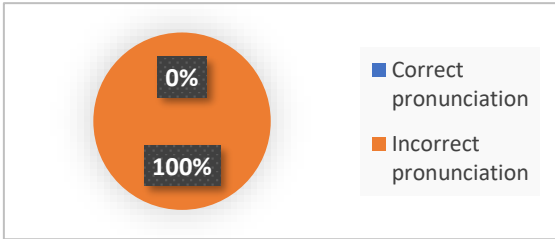
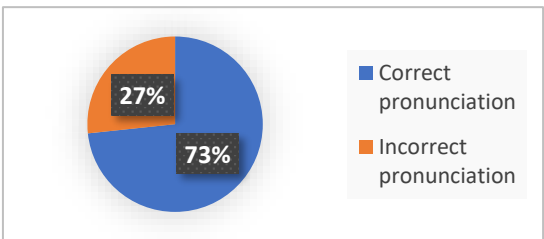
METHODOLOGY

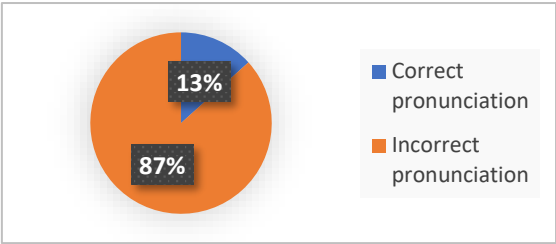
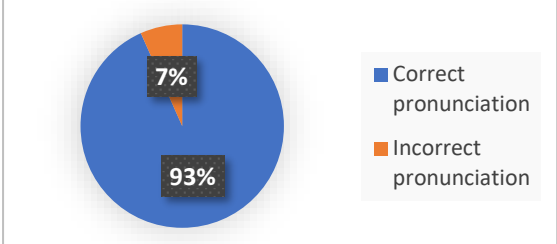
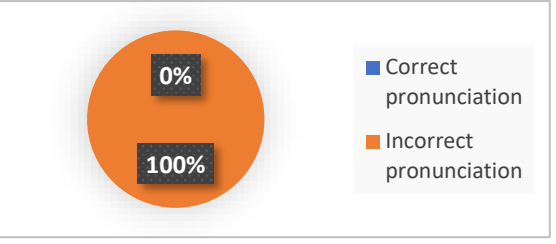
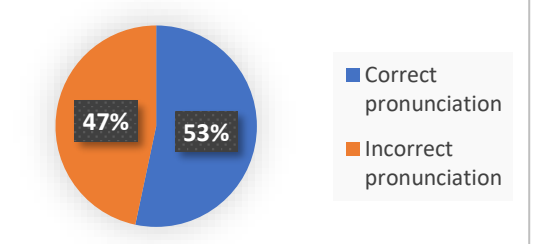
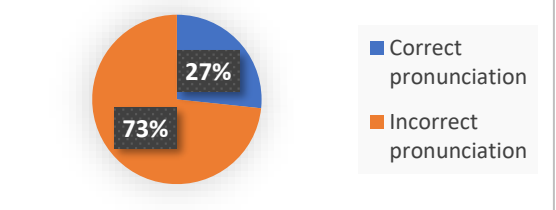
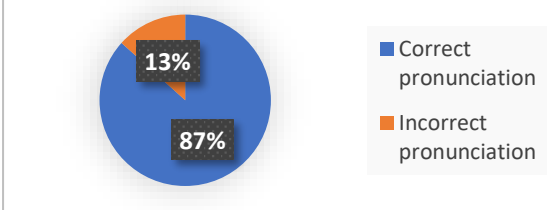
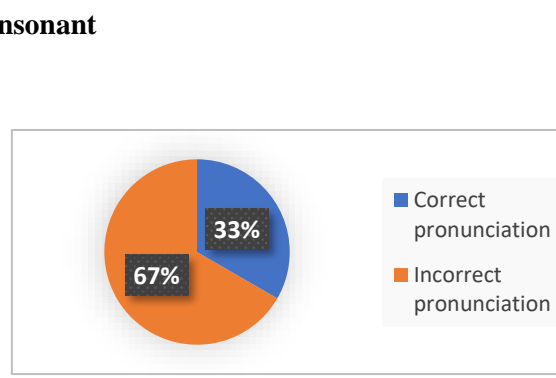
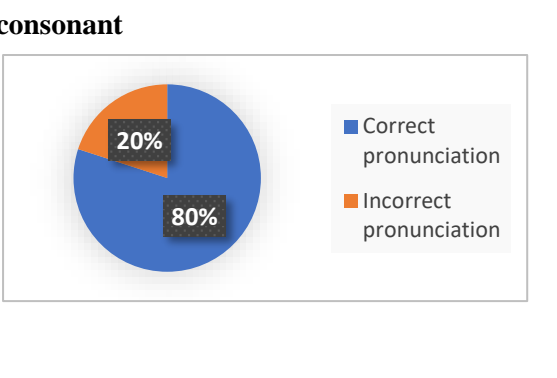
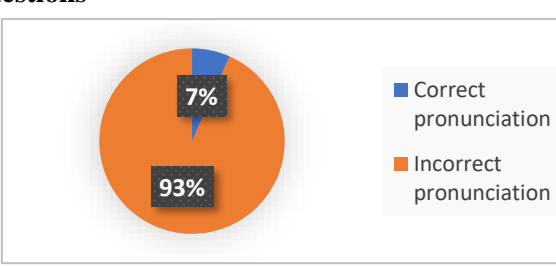
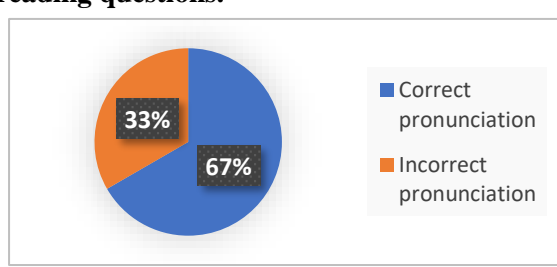
The type of investigation is applied, and its focus is mixed: quantitative and qualitative. Also, this research is defined as transversal because the study is carried out in a period of about four months. For this dissertation, a private academic school is determined as the subject of study, and 15 students from fourth grade will be the participants for the sample. They are between 10 and 11 years old.

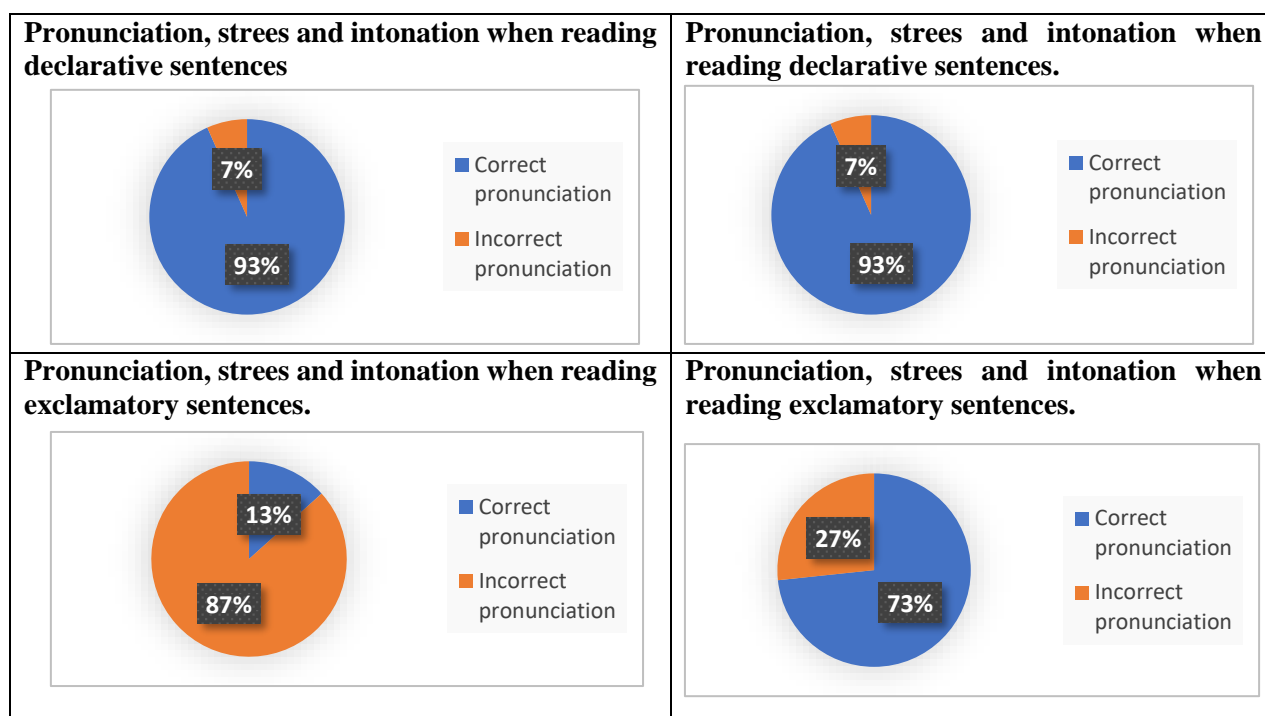
The quantitative data was collected through four instruments: a pre-test, a post-test, a Likert scale, and a survey; while the quantitative information was obtained through a journal which purpose was to record the students' progress during the investigation.

RESULTS AND DISCUSSION

The information below shows the results gathered from the different instruments that were applied along the research. The first one shows a comparison between the pre-test and the post-test results, before and after applying the software and other activities to improve accent and pronunciation.

| Pre-test | Post-test | | | | | | | | | | | | |
|---|---------------|------------|-----------------------|-----|-------------------------|------|--|---------------|------------|-----------------------|-----|-------------------------|-----|
| Phoneme /th/  <table border="1"> <thead> <tr> <th>Pronunciation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Correct pronunciation</td> <td>13%</td> </tr> <tr> <td>Incorrect pronunciation</td> <td>87%</td> </tr> </tbody> </table> | Pronunciation | Percentage | Correct pronunciation | 13% | Incorrect pronunciation | 87% | Phoneme /th/  <table border="1"> <thead> <tr> <th>Pronunciation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Correct pronunciation</td> <td>20%</td> </tr> <tr> <td>Incorrect pronunciation</td> <td>80%</td> </tr> </tbody> </table> | Pronunciation | Percentage | Correct pronunciation | 20% | Incorrect pronunciation | 80% |
| Pronunciation | Percentage | | | | | | | | | | | | |
| Correct pronunciation | 13% | | | | | | | | | | | | |
| Incorrect pronunciation | 87% | | | | | | | | | | | | |
| Pronunciation | Percentage | | | | | | | | | | | | |
| Correct pronunciation | 20% | | | | | | | | | | | | |
| Incorrect pronunciation | 80% | | | | | | | | | | | | |
| Phoneme /z/  <table border="1"> <thead> <tr> <th>Pronunciation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Correct pronunciation</td> <td>0%</td> </tr> <tr> <td>Incorrect pronunciation</td> <td>100%</td> </tr> </tbody> </table> | Pronunciation | Percentage | Correct pronunciation | 0% | Incorrect pronunciation | 100% | Phoneme /z/  <table border="1"> <thead> <tr> <th>Pronunciation</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Correct pronunciation</td> <td>27%</td> </tr> <tr> <td>Incorrect pronunciation</td> <td>73%</td> </tr> </tbody> </table> | Pronunciation | Percentage | Correct pronunciation | 27% | Incorrect pronunciation | 73% |
| Pronunciation | Percentage | | | | | | | | | | | | |
| Correct pronunciation | 0% | | | | | | | | | | | | |
| Incorrect pronunciation | 100% | | | | | | | | | | | | |
| Pronunciation | Percentage | | | | | | | | | | | | |
| Correct pronunciation | 27% | | | | | | | | | | | | |
| Incorrect pronunciation | 73% | | | | | | | | | | | | |

| | |
|--|--|
| <p>Phoneme /v/</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> | <p>Phoneme /v/</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> |
| <p>Phoneme /ed/</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> | <p>Phoneme /ed/</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> |
| <p>Phoneme /y/ as initial sound</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> | <p>Phoneme /y/ as initial sound</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> |
| <p>Phoneme /s/ as initial sound, followed by a consonant</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> | <p>Phoneme /s/ as initial sound, followed by a consonant</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> |
| <p>Pronunciation, stress and intonation when reading questions</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> | <p>Pronunciation, stress and intonation when reading questions.</p>  <p>■ Correct pronunciation ■ Incorrect pronunciation</p> |



Another instrument that was applied id the Likert scale. It was directed to the English teachers in order to know their opion about how the Costa Rican native Spanish accent and pronunciation influence while learning the English standard pronunciation. The main findings are described below:

- Speaking is not the hardest skill for students to develop in English, but it is the skill in which students struggle the most.
- Speaking is not the most challenging element to teach; there are accurante techniques that can be implemented in class to develop this skill.
- The native Costa Rican Spanish influences significantly in the learning process of the English standard pronunciation.
- Students usually pronounce and accent English words or sentences as they do it in Spanish.
- The lack of several phonemes that exist in English and not in Spanish limits students to develop a correct English standard pronunciation.

Regarding the survey which was applied to the participants, in order to know their opinion after the software and the activities were implemented in class to improve the accent and pronunciation, the following are the students' responses:

- 100% of the students agree that the tool Speech Solutions helped them improve their

pronunciation.

- 12 out of 15 students are very satisfied, and 3 out of 15 of them are more than satisfied with this tool, and they convey that the activities applied in class helped them improve their accent (stress, intonation and rhythm).
- 73% of the students are very satisfied, and 27% of them are more than satisfied after using the tool Speech Solutions for they express they acquired more confidence in themselves by practicing different phonemes in advance.
- Also, 53% of the participants are very satisfied, and 47% of them more than satisfied about their communication skills improvement after using the tool.
- 100% of the students are very satisfied for their improvement in spelling.
- 3 out of 15 students are more than satisfied, while 12 out of 15 are very satisfied with the Software Speech Solutions. This evidently shows that the students would like to use these tools more often to continue improving their speaking skill.

Finally, the journal was used to record the students' progress during the research. It shows that at first, students seemed to be nervous. Most of them struggled with stress, rhythm and intonation. Some of the students even lowered their voices while reading the sentences, showing their hesitancy and shame.

Later on, as days passed, and students were introduced to the software and activities, they started to show more confidence. They enjoyed repeating words and imitating the correct sounds of the different phonemes, although sometimes it was necessary to stop and review the phonemes. It was observed that at the end of the investigation, the students' confidence improved.

CONCLUSIONS

Based on the theory, the different instruments applied, and the result analysis of each of them, the following conclusions are derived:

The Costa Rican native Spanish language causes students to have transfers and interferences while learning English as a foreign language. They can be either positive or negative.

There are some limitations in the learning process of the English standard accent and pronunciation caused by the phonemes that do not exist in Spanish, while they do in English.

Self-confidence and self-assurance while communicating were experienced after the implementation of

the different techniques to improve accent and pronunciation.

The use of accurate tools and activities during the lessons actually help students improve their English standard accent and pronunciation.

BIBLIOGRAPHIC REFERENCES

Asher, J. (1969). The Total Physical Response Approach to Second Language Learning. The Modern Language Journal.

<https://www.jstor.org/stable/322091>

Calvo Shadid, A. & Castillo Rivas, J. (2014) The linguistic attitudes in the Spanish from San Jose, Costa Rica. Bergen Language and Linguistics Studies, v. 5, p.246-289, 2014. Universidad de Costa Rica.

Cordero Badilla, D. & Pizarro Chacón, G. (2013) Communicative Grammar: An Effective Tool to Teach a Second Language in Today's Classes , Revista de Lenguas Modernas: Núm. 18 Universidad Nacional de Costa Rica.

Dale, P. & Poms, L. (2005) English Pronunciation Made Simple. Pearson Education.

Ilva, W. Aunurrahman, Sahrawi. (2021). An Analysis of Mother Tongue Interference in English Pronunciation. Vol 2. No.1 2021.

Islam, R. & Akteruzzaman, M. (2016). Interferences on L2 Speech Sounds in an EFL Context: A Study on the English Speakers. Vol.3. PP 151-173.

Jara, Carla (2006). The Costa Rican Spanish according to the ticos. A study of popular linguistics. San José: Editorial de la Universidad de Costa Rica, 2006. Universidad de Costa Rica.

https://libreriaucr.fundacionucr.ac.cr/index.php?route=product/product&product_id=1020

Purpura, J. (2008). Assessing Communicative Language Ability: Models and Their Components. Columbia University. (2008), 53-68.

https://www.researchgate.net/publication/225208667_Assessing_Communicative_Language_Ability_Models_and_Their_Components

Richards, J. and Rogers, T.S. (2011). Approaches and Methods in Language Teaching". New York: Cambridge University Press.

<https://ia801609.us.archive.org/28/items/ApproachesAndMethodsInLanguageTeaching2ndEditi>



[onCambridgeLanguageTeachingLibrary_201610/_Approaches_and_Methods_in_Language_Teaching_2nd_Edition_Cambridge_Language_Teaching_Library_.pdf](#)

Singleton, D, Simone E. (2017). Second Language Pronunciation Assessment. University of Pannonia, Hungary.

[https://www.researchgate.net/profile/Talia-Isaacs/publication/310465751_Second_language_pronunciation_assessment_Interdisciplinary_perspectives/links/5846f5a208ae8e63e63085b9/Second-language-pronunciation-assessment-Interdisciplinary-perspectives.pdf](#)

Zhangmin, W. (2014). Review of the Influence of L1 on L2 Acquisition. Studies in Literature and Language. Vol.9. No.2, 2014. PP.57-60.

