



UNIMINUTO
Corporación Universitaria Minuto de Dios
Educación de calidad al alcance de todos

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS – UNIMINUTO
DEPARTMENT OF EDUCATION

BACHELOR'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGE

INNOVATIVE LEARNING STRATEGIES FOR IMPROVING SPEAKING SKILLS
IN C1 LEVEL

Angie Sofia Aguirre Posada

January 16th, 2025

Bogotá D.C.

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS – UNIMINUTO
DEPARTMENT OF EDUCATION**

BACHELOR'S DEGREE IN ENGLISH AS A FOREIGN LANGUAGE

**INNOVATIVE LEARNING STRATEGIES FOR IMPROVING SPEAKING SKILLS
IN C1 LEVEL**

Angie Sofia Aguirre Posada

Advisor: Professor Harvey Merchan

January 16th, 2025

Bogotá D.C.

**CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS - UNIMINUTO
FACULTAD DE EDUCACIÓN
PROGRAMAS DE PREGRADO**

ACTA DE SUSTENTACIÓN

Los examinados:

1. Angie Sofía Aguirre Posada

Del programa: Licenciatura en Idioma Extranjero Inglés

Presentaron sustentación del Proyecto de Grado titulado:

Innovative learning strategies for improving speaking skills in c1 level.

Ante el jurado:

Claudia Yanive Prieto Castillo

Obtuvieron el concepto:

APROBADO

REPROBADO

Observaciones: _____

Para constancia se firma en Bogotá, D.C., el día 18 del mes de noviembre de 2024.

FIRMA DEL JURADO:

Claudia Yanive Prieto C.

Andrea BH

VoBo. Andrea Alexandra Bernal Hernández

Coordinadora LLEI

Acknowledgements

I would like to thank all the people who supported me during the development of this monograph.

First, I would like to thank to God, since with his blessings during this journey, I have had the possibility of studying a career, meet new friends, and learn meaningful things during my learning process.

I would like to express my gratitude to Professor Harvey Merchan, my tutor, for his invaluable guidance in this process. His expertise was crucial to conduct this research project in a successful way.

I am also grateful with Professor Claudia Prieto for her contributions to this research project, since at the beginning of this process, she provided me with information about theoretical foundations to complement the basis of this monograph.

I would like to thank my parents, Maria and Julio, who supported me along this process with their love, motivation, and their life experiences that inspired me to keep going to overcome my fears. Additionally, I would like to thank my grandparents: Imelda, Inés, and Jorge. Since, they were wonderful people that educated my parents with a legacy of love and responsibility.

Lastly, I would like to thank the participants, who with their life experiences contributed in a meaningful way to the advancement of this monograph.

ABSTRACT

This case study has a main purpose to explore challenges and difficulties faced by learners enrolled in the Bachelor's program in Foreign Languages, specializing in English of C1 level face when making use of English communicative skills focused on speaking, through the application of teaching strategies that can facilitate its improvement in an effective and dynamic way. This research project was focused on analyzing the way in which motivational factors influence L2 acquisition. Additionally, this research project aims to explain the benefits of including technology for increasing communicative effectiveness in university students. Due to the analysis conducted in this research project of sample collected that were provided by the participants to analyze phonological and phonetic aspects, this research study has a qualitative approach. Aiming to address the guiding question, in this research project were employed the following instruments to collect data: qualitative interviews, audiovisual material (voice recordings), survey research designs, software of text transcription, and phonetic transcription. These instruments were useful to support this research project and reflect about the relevance of the research problem in the academic context.

Key words: communicative skills, teaching strategies, motivation, speaking skill, technology.

RÉSUMÉ

Cette étude de case a comme objectif principal d'explorer des défis et des difficultés que les étudiants de la License en Langues Étrangères avec Emphases en Anglais du niveau C1 affrontent quand ils utilisent des aptitudes communicatives concentrés en Speaking, à travers de l'implémentation des stratégies d'enseignement que peuvent faciliter son amélioration d'une manière effective et dynamique. Ce projet de recherche était focalisé en analyser la manière dans laquelle les facteurs de motivation influencent l'apprentissage d'une seconde langue. De plus, ce projet de recherche vise à expliquer les avantages d'inclure la technologie pour augmenter l'efficacité communicative des étudiants universitaires. En raison de l'analyse effectuée dans ce projet de recherche sur les échantillons collectés fournis par les participants afin d'examiner les aspects phonologiques et phonétiques, cette étude de recherche adopte une approche qualitative. Visant à aborder la question directrice, dans ce projet de recherche ont été utilisés les suivants instruments pour rassembler des données (des entretiens qualitatifs, matériel audiovisuel (enregistrements), modèles de recherche par enquête, logiciel de transcription de texte, et logiciel de transcription phonétique. Ces instruments étaient utiles pour soutenir ce projet de recherche et réfléchir sur l'impact de la problématique de recherche dans le domaine académique.

Mots clés : aptitudes communicatives, stratégies d'enseignement, motivation, compétence orale, technologie.

RESUMÉN

Este caso de estudio tiene como propósito principal explorar los retos y problemas que los estudiantes del programa de licenciatura en Idiomas Extranjeros, con una especialización en inglés a nivel C1 enfrentan cuando hacen uso de las habilidades comunicativas en inglés enfocadas en el speaking a través de la aplicación de estrategias de enseñanza que pueden facilitar su mejoramiento de una manera efectiva y dinámica. Este proyecto de investigación estaba enfocado en analizar la manera en la que los factores motivacionales influyen en el aprendizaje de una segunda lengua. Adicionalmente, en este proyecto de investigación se pretende explicar los beneficios de incluir la tecnología para aumentar la efectividad comunicativa en estudiantes universitarios. Debido al análisis realizado en este proyecto de investigación de las muestras recolectadas que fueron proporcionadas por los participantes para examinar aspectos fonológicos y fonéticos, este estudio de investigación adopta un enfoque cualitativo. Con el objetivo de responder a la pregunta de investigación planteada, en este proyecto fueron utilizados métodos diferentes para recolectar datos: entrevistas cualitativas, material audiovisual (grabaciones de voz), diseño de investigación basado en encuestas, software de transcripción de texto y transcripción fonética. Estos instrumentos fueron útiles para apoyar este proyecto de investigación y reflexionar sobre el impacto de la problemática de investigación en el ámbito académico.

Palabras claves: habilidades comunicativas, estrategias de enseñanza, motivación, habilidad de habla, tecnología.

Table of Contents

1. Introduction	11
2. Contextualization	13
2.1. Macro context	13
2.2. Micro context	17
3. Problem	18
3.1. Description of the problem	19
3.2. Formulation of the problem	22
4. Justification	23
5. Objectives	26
5.1. General Objective	26
5.2. Specific Objectives	26
6. Research Question	27
7. Referential Framework	27
7.1. Background Framework	28
7.2. Theoretic Framework	30
7.2.1. Definition	31
7.2.2. Characteristics	32
7.2.3. Speaking activities	33
7.2.4. Motivation	34
7.2.4.1. Definition	34
7.2.4.2. Types of motivation	35
7.2.5. Technology to improve communicative abilities	36
8. Legal Framework	37

8.1. CEFR (Common European Framework)	37
9. Methodology	38
9.1. Research Approach	38
9.2. Research Design	38
9.3. Methodology Design	39
10. Data collection	40
10.1. Data analysis	41
10.1.1. Analysis of Phonetic and Grammatical Errors in an English Conversation	41
10.1.1.1. S1 Original Text	41
10.1.1.2. Phonetic and Grammatical Error Analysis	42
10.1.1.2.1. Introduction	42
10.1.1.2.2. Identified Phonetic Errors	42
10.1.1.2.3. Observed Grammatical Errors	43
10.1.1.2.4. Impact of Errors on Communication	43
10.1.1.2.5. Conclusion	43
10.1.2. S2 Original Text	44
10.1.2.1. Phonetic and Grammatical Error Analysis	45
10.1.2.2. Introduction	45
10.1.2.3. Phonetic Errors	46
10.1.2.4. Grammatical Errors	46
10.1.2.5. Impact on Communication	46
10.1.2.6. Conclusion	46
10.1.3. S3 Original Text	48
10.1.3.1. Phonetic and Grammatical Error Analysis	49
10.1.3.2. Introduction	49

10.1.3.3. Phonetic Errors	49
10.1.3.4. Grammatical Errors	49
10.1.3.5. Impact on Communication	49
10.1.3.6. Conclusion	50
10.1.4. S4 Original Text	51
10.1.4.1. Phonetic and Grammatical Error Analysis	52
10.1.4.2. Introduction	52
10.1.4.3. Phonetic Errors	52
10.1.4.4. Grammatical Errors	53
10.1.4.5. Conclusion	53
10.1.5. S5 Original Text	55
10.1.5.1. Analysis of Phonetic and Grammatical Errors	56
10.1.5.2. Introduction	56
10.1.5.3. Phonetic Errors	56
10.1.5.4. Grammatical Errors	57
10.1.5.5. Impact on Communication	57
10.1.5.6. Conclusion	57
10.1.6. S6 Original Text	59
10.1.6.1. Analysis of Phonetic and Grammatical Errors	60
10.1.6.2. Introduction	60
10.1.6.3. Phonetic Errors	61
10.1.6.4. Grammatical Errors	61
10.1.6.5. Impact on Communication	61
10.1.6.6. Conclusion	61
10.1.7. S7 Original Text	63

10.1.7.1. Analysis of Phonetic and Grammatical Errors	64
10.1.7.2. Introduction	64
10.1.7.3. Phonetic Errors	64
10.1.7.4. Grammatical Errors	65
10.1.7.5. Impact on Communication	65
10.1.7.6. Conclusion	65
10.1.8. S8 Original Text	67
10.1.8.1. Analysis of Phonetic and Grammatical Errors	68
10.1.8.2. Introduction	68
10.1.8.3. Phonetic Errors	68
10.1.8.4. Grammatical Errors	68
10.1.8.5. Impact on Communication	69
10.1.8.6. Conclusion	69
10.1.9. S9 Original Text	71
10.1.9.1. Analysis of Phonetic and Grammatical Errors	72
10.1.9.2. Introduction	72
10.1.9.3. Phonetic Errors	72
10.1.9.4. Grammatical Errors	72
10.1.9.5. Impact on Communication	72
10.1.9.6. Conclusion	73
10.1.10. S10 Original Text	74
10.1.10.1. Analysis of Phonetic and Grammatical Errors	75
10.1.10.2. Introduction	75
10.1.10.3. Phonetic Errors	75
10.1.10.4. Grammatical Errors	75

10.1.10.5. Impact on Communication	76
10.1.10.6. Conclusion	76
11. Results	77
11.1. Analysis of results and methods	79
11.2. Interpretation of results	80
12. Conclusion	81
13. Prospective	83
13.1. Contrast the Results	83
13.2. Evaluate the Quality of the Method	84
13.3. Hypothesis Verification	84
13.4. Answer to the Research Questions	84
13.5. Theoretical and Pedagogical Implications	85
13.6. Conclusions and Future Research Directions	85
13.7. Compared to the state-of-the art	85
13.8. Next Steps	86
References	87
List of Tables	94

1. Introduction

Let's address the challenges that students face while acquiring English as a second language, focusing specifically on ways to improve essential verbal skills. One primary issue they face is the difficulty in achieving fluency in talking. Inappropriate pauses, hesitations, and oversimplification of phrases mark the struggles they encounter. According to Ortega (2009), a rigid adherence to basic grammatical constructions interrupts the seamless flow of speech, usually because students are not fully engaged in natural conversations, which is crucial for developing a dynamic vocabulary needed for authentic and spontaneous conversations.

Moreover, the persistent presence of first-language patterns causes another significant obstacle, known as linguistic interference. This results in the unconscious application of native phonetics and grammar rules which lead to common mistakes in English. For instance, Spanish speakers often excluding the /h/ sound in English, leading to miscommunication and frustration.

Furthermore, pronunciation presents an ongoing challenge because the phonetic construction of English is complex compared to many languages, influencing both elementary and technical pronunciation, which in return, affects confidence negatively. Avery and Ehrlich (1992) emphasize the difficulties for speakers of Romance languages grappling with the nuances of English vowels, which can complicate straightforward communication.

These problems can cause ESL students to appear less proficient, which can staunchly obstruct their progress in speech and prevent a welcoming learning atmosphere. Dalton & Seidlhofer (1994) note that pitch variations and stress patterns are vital in English to convey hidden meanings and emotional undertones. However, many students import the prosodic

patterns from their native languages into their English speech, often resulting in monotonous or inadequately communicative outputs.

Language anxiety also proves to be a critical issue, particularly insecurity about speaking in a non-native language, which dramatically reduces performance during conversational interactions, as revealed by Horowitz, Horowitz, and Cope (1986). Such barriers arise when the fear of errors, judgment from peers, or even from native English speakers, feels palpable.

Furthermore, grammatical complexities are significantly conspicuous in oral scenarios where immediacy of responses leaves minimal room for thoughtful reflection or correction, as per observations by Lightbown and Spada (2013). Common mistakes involve the erroneous use of rules for crafting irregular plurals or incorrect verb tense forms, which are notably prolific in verbal communication compared to writing.

In environments where English is not native, the challenges increase, especially concerning the fluency in substantive, industry-specific vocabulary and managing the multifaceted phases of communication contexts, just as described by Wardhaugh (2011) and VanPatten (1990). These intricacies can mar communication clarity and comprehensive competency.

These intersections of challenges insist on a proactive approach to ameliorate English learning for non-native speakers. Learning authentic linguistic patterns is paramount to building trustable communicative abilities. Indeed, the deficit of consistent interaction with native speakers further aggravates the issues, as clear from the studies by Gass and Selinker (2008), where regular native interaction provides necessary corrective feedback conducive to practical adaptations.

Lastly, while concluding, it is essential to recognize the value of intensive feedback on spoken attributes, pivotal for improvement. However, it is often observed that ESL

training gravitates more towards writing corrections, greatly underestimating the beneficial growth in precise and smooth oral skills, as discussed by Lyster and Ranta (1997). Such corrections and contextual adjustments in spoken interactions might expedite the learning curve significantly. Addressing these facets elaborately can open doors for ESL learners towards greater enriching and efficient communication advancement.

2. Contextualization

2.1. Macro context

The Minuto de Dios University Corporation (UNIMINUTO) is a private university located in Bogotá. It was founded in 1988 by P.Rafael García-Herreros, who was a Catholic priest always interested on helping others through his social initiatives focused on promoting social transformation and innovation. Besides, he showed a particular interest to encourage people to think about the ways in which they could change their lives' history through the creation of schools and universities in Colombia, where many young people have the possibility of getting access to education to learn useful aspects in different areas that contribute successfully to their personal development.

It is considered a private, Catholic university in Colombia. Calicanto Brigida Benítez and Parque Residencial Las Américas, are subdivisions of Manhattan Links International School of Business Sena - Sede Regional Distrito Capital Corporación Politécnico de Colombia The Cundinamarcense University Corporation. Its main campus is located in Bogotá, and it was established in 1990. Some important information from this university are given below:

Second, UNIMINUTO has a mission to form ethical and competent professionals whose commitment is social and human development. It aims to be acknowledged as a prominent university in higher education with an emphasis on leading for social change and fostering human values (Corporación Universitaria Minuto de Dios, s.f.).

Second, the university provides a wide array of academic programs to students including undergraduate bachelor, post-bachelor and continuing education in various fields like Law, Engineering Sciences-Social & Education Health. It is an institution that takes distance and virtual education to the highest category, so students from anywhere can opt for careers with a lot of expertise (Corporación Universitaria Minuto de Dios s.f.).

UNIMINUTO also has a strong national footprint. Covering more than 70 percent of the nation, it is keen to provide community-centric higher education across different regions. Moreover, the university also encourages their students to participate in national and international mobility. International academic exchanges and experiences for students; (Corporación Universitaria Minuto de Dios, s.f)

Continuous support for its students through access to work placements and job offers given by its Centro. This center contributes to the integral formation of future professionals (Corporación Universitaria Minuto de Dios, n. d).

Uniminuto University appears as a well-established Colombian higher education institution for social participation and community development, nationally known as Universidad Minuto de Dios (Uniminuto, 2023). This essay provides an extensive overview of Uniminuto University, detailing its history, academic programs and community engagement as well as how it influences the Colombian society. This university was built in the belief that education is a weapon to empower individuals and change society (Rodríguez & Martínez, 2020). These days, Uniminuto has grown in its number of university campuses in Colombia; they now operate more than one.

The Uniminuto university seeks to foster a holistic and cross-disciplinary approach to education framed within ethics and social values (Uniminuto, 2023). González) — to promote the ideas of critical thinking, leadership and an engaged citizenry among students. Such courses are intended to ensure that students not only develop their professional potential

but also carry the principles that will enable them to provide help as reliable inhabitants after they graduate through societal betterment (Martínez, 2021).

Uniminuto offers a variety of undergraduate and postgraduate programs in fields ranging from engineering and health sciences to social sciences and humanities (Uniminuto, 2023). Notably, its engineering programs meet the technical demands of Colombia's evolving industries (Gómez, 2022). Special initiatives in community development and social work stay true to the university's original mission (Rodríguez & Martínez, 2020).

Research is of paramount importance at Uniminuto. Faculty and students are encouraged to engage in projects that address both local and national issues (Martínez, 2021). Frequently, these projects focus on sustainable development, public health, and technological innovation (Gómez, 2022). The university also collaborates with governmental and non-governmental organizations to apply research findings practically (Pérez, 2021).

Known for its emphasis on accessibility and inclusivity, Uniminuto offers scholarships and financial support so that no student with a talent for education is drowned by economic constraints (Uniminuto, 2023). Due to flexible learning schedules and distance education alternatives, more availability for students of different origins (Rodríguez & Martínez, 2020).

There are many community engagement initiatives at Uniminuto. Such efforts group outreach and partnerships with local groups (Martínez, 2021). Gómez (2022) sees an argument for the university to be engaged in public health and environmentally sustainable activities that result in mutual beneficial interactions between community and student. Such activities offer practical experiences that enrich academic learning (Pérez, 2021).

Over 8000 Uniminuto Classrooms, Modern Labs and Libraries. The University of Uniminuto is perfect family-friendly learning environment, with modern classrooms, well equipped labs, contemporary new libraries, and recreational areas for students who desires a

great cultural experience while studying. It also seems that overall, the quality of education and research in the institution has been greatly improved through infrastructure investments (González, 2022). They contribute to teamwork, leadership skills and cultural awareness (Gómez, 2022). It also provides intellectual exchange and networking opportunities, such as seminars and workshops (Pérez, 2021). Uniminuto's faculty is composed of seasoned educators committed to both teaching and mentoring students (Uniminuto, 2023).

At Uniminuto they go very thoroughly with innovation and technology having that the school counts a couple of innovation counterpaces which are supposed to foster entrepreneurship as well as technological advances (Uniminuto, 2023), They are also centers that offer tools and resources to startups as well as research projects, which promotes the further development of innovations (González, 2022). This therefore makes industry partners key collaborators for academic programs and research (Rodríguez & Martínez, 2020). Uniminuto also actively addresses sustainability (Martínez, 2021). Environmental classes prepare students to struggle with biosphere troubles (Gómez, 2022). The resource consents news story highlighted how the campus is now implementing these green practices (Pérez, 2021).

Uniminuto's governance promotes transparency and effective decision-making. The university follows a governance model that supports continuous improvement under the guidance of a board of trustees from various sectors (Uniminuto, 2023). This ensures strategic goals are set and met (González, 2022).

Uniminuto is involved in regional research and international cooperation initiatives. Global mobility through exchange programs with foreign universities has added rich internationalization exposure to the students, as well faculty (Martínez, 2021). They have partnerships that enhance the academic environment and to help better understand other cultures (Pérez, 2021). Uniminuto Committed to Lifelong Learning For professionals looking

to better their skills, Uniminuto offers continuing education programs. Uniminuto Scholarship will open opportunities for working-class students to pursue education through online schooling and flexible class schedules Uniminuto, 2023; González, 2022).

Uniminuto also values and provides cultural enrichment by promoting art, human sciences, exhibitions, and events that allow students to express their creativity offering a vibrant campus culture (Martínez, 2021; Gómez, 2022).

Investments in advanced facilities, including state-of-the-art laboratories, bolster Uniminuto's capacity for advanced studies (Uniminuto, 2023). These investments are critical to maintaining the university's competitive edge in higher education (González, 2022).

In conclusion, Uniminuto University plays an essential role in providing accessible education while fostering social responsibility in Colombia (Uniminuto, 2023). Its well-rounded programs, research pursuits, and community involvement mark it as a distinguished institution (González, 2022). As Uniminuto grows, it reaffirms its mission of empowerment and transformation, ensuring lasting positive impacts on Colombian society (Rodríguez & Martínez, 2020).

2.2. Micro context

The Bachelor's program in Foreign Languages, specializing in English is an academic program that promotes the cultural exchange between people through language instruction, which includes English along with other languages, for example, French and Portuguese. Additionally, through different activities organized by the professors, students have the opportunity of exploring different issues concerned about the importance of enriching the cultural knowledge that provides to students meaningful learning experiences. Besides, Buki, L. P., Quintero Johnson, J. M., Knight, K., & Walton, A. (2024) define cultural knowledge as a recognition of culture's central characteristics that direct human behavior, considering the cultural schema that gather beliefs, attitudes, emotions, and communication styles. Therefore,

the concept of cultural knowledge is attached to the improvement of speaking skill in C1 level, due to the student's cultural background where it's possible to look for different content provided by technological tools to interact with people by using the English language that support positive outcomes in learning, since students would be able to talk about meaningful cultural aspects between different social groups.

Focusing on the group at hand, in this research project the target population chosen is composed of students of last semesters of the Bachelor's program in Foreign Languages, specializing in English at Corporación Universitaria Minuto de Dios. Specifically, 7 females, and 3 males, whose ages oscillate between 19 years old, and 34 years old.

In this monograph, it's crucial to point out that a student of English C1 level from the Bachelor's program in Foreign Languages, specializing in English should acquire a sense of responsibility along the learning process in relation to the effectiveness of improving speaking skill. Thus, the learning process goes beyond the classroom, so students can do their best to advance along the process and overcome the difficulties.

3. Problem

Initially, the enhancement of communicative skills in speaking is essential for interacting with others in a social setting. Furthermore, there are some phonetic features involved in the use of communicative skills, such as, pronunciation, grammar, and fluency that aid to recognize students' weaknesses. Therefore, teachers must analyze mistakes made by students when expressing ideas about a specific matter in the classroom to look for useful strategies that help them to overcome feelings of anxiety effectively to demonstrate oral proficiency.

Next, Chaves, A., Gapper, S. E., & Sevilla, H. (2024) explain that phonetic features have a significant role in English pronunciation. For that reason, teachers should incorporate

effective learning strategies that encourage students to acquire confidence to speak spontaneously. In addition, Seom (2021) argues that students are free to choose what kind of accent they want to use for speaking English (e.g. British accent, or American accent), due to the linguistic variations between both accents. Additionally, the influence of native language is determining to identify speaker's difficulties to look for pronunciation improvement strategies.

Then, Sharma (2021) focuses on the importance of clarify some pronunciation features, for instance, rhythm, stress, and intonation when teaching English to non-native speakers. Besides, the pronunciation of consonants and vowels is crucial to promote successful oral communication through the analysis of length, intonation, and juncture in speech. Therefore, these pronunciation features have an important role in the recognition of people's identity. In the same way, Abbasi, A. M., Mangrio, R. A., Channa, M. A., & Hanif, U. (2020) highlight that there are some issues regarding the use of speaking skill at university. As an illustration, better professional openings, improvement of communicative abilities, and the development of hard skills at work where it's required to use functions of English language to contribute to personal growth effectively.

3.1. Description of the problem

Although teachers at Uniminuto have implemented different strategies to encourage students to use speaking skills through different activities in the academic context (role-plays, oral presentations, debates); there's still some struggles showed up by students of C1 English level with regards to the use of communicative skills in speaking in a spontaneous way. Which can be evidenced in the results of final tests that demonstrate some straits when taking the oral part assisted by the teacher, who acts as a mediator that monitors the process by identifying mistakes and providing feedback about the English proficiency level at the end of the exam. For this reason, it's crucial to analyze a student's perception when it's not able to

recognize that there's a problem when demonstrating speaking performance at C1 level, and additional considerations that might impede the learning process, with the purpose of adjusting the evaluation process in accordance with student's strengths and weaknesses.

Notwithstanding some researchers argue that teachers at Uniminuto have implemented different methodologies in order to improve pupils' oral proficiency through activities such as role-play, speeches or debates; it has been made clear that students with C1 language knowledge find impromptu communication very difficult. Final tests depict a weakness in oral exams, and this is also indicated as the problem. Teachers, acting as mediators, conduct these tests by flagging errors and giving feedback about the students' English skills at the conclusion. Hence, it becomes vital to understand why students at the C1 level fail to recognize the issues in their speaking performance and to identify other factors disrupting their learning process, ultimately amending the evaluation process to address students' strong points and vulnerabilities.

One of the biggest obstacles which C1 learners must overcome, is the scarcity of genuine interaction beyond just finishing school tasks. Problems in the Classroom While exercises deliver certain consistency and control, they do not capture the randomness or immediacy that comes with real world conversation. This is why many students feel unprepared for spontaneous conversations, which can then seriously undermine their oral test-confidence and fluency. Additionally, the stress environment that is so common in tests only increases anxiety and makes spontaneous speech even more difficult.

There may also be a curriculum gap when it comes to fulfilling the communicative demands at advanced proficiency levels. Curricula might overemphasize grammatical accuracy and vocabulary learning at the expense of practical communication skills, creating a discord between what is taught and what is necessary for effective spontaneous speaking.

This discrepancy causes students to falter when applying their knowledge dynamically and in uncontrolled settings such as verbal exams.

In addition, feedback from instructors during the oral exams may fail to address the underlying problems of ability in speaking spontaneously. Feedback focused solely on correcting mistakes, rather than providing insights into fluency and cohesion can leave students at a loss of ways to really improve their spoken English. Derek Randall Honolulu, Hawai`I. As a consequence, effective feedback considering error correction and fluency based strategies are needed for the enhancement of communication skills among our students.

Cultural factors have a significant impact on preventing the children from spontaneous speaking. Some cultures emphasize correctness so much that people are terrified of making mistakes while speaking. Such fear can lead learners to avoid taking the risks necessary for speaking freely and fluidly and limit their ability to actively participate in spontaneous conversations.

Additionally, the diverse student population at Uniminuto predisposes this group of students to particular levels of readiness and exposure to spontaneous speaking tasks. Because the world is full of many different types of learners, who have been taught in various languages and under various educational systems, some more previously exposed to English-speaking environments than others and consequently better test-takers for verbal exams. As a result, in the implementation of instructional methods according to such diversities, we can reduce the gap and finally improve general communicative competence among students.

The second is that we need to JOINTLY push for technology-embedded language learning at all levels. All the language learning apps, online forums and virtual conversation partners are tools to practice what student might have learnt in a classroom. Using tools that

provide students with practice and timely feedback can help develop the confidence of the students and consequently their performance in spontaneous speaking.

Future Learn Team. (2020). Young people must also practice the language through online platforms Integrating these strategies may enhance the utility of teacher feedback on student fluency and spur students to use technology-enhanced approaches to improve their fluency.

Finally, the utility of assessment methods used to cultivate spontaneous speaking skills must be re-examined. The traditional oral exams rely on the use of standard questions and prepared answers with no significant resemblance to any normal conversation. Using simulated scenarios or interactive dialogues as assessment tools make it a more valid measure of speaking spontaneously and gives a clear indication to the learner's communicative competency.

Conclusively, the difficulties experienced by students in C1 English Uniminuto should be addressed through an integrated approach. This includes opportunities for genuine interaction, curriculum that adequately incorporates the practical, substantial feedback, cultural considerations, recognition of diversity in students, technology integration and reassessment. This exploration examines such perceptions among students and some of the interferences it elicits by delving into schools.

3.2. Formulation of the problem

One key issue about the research problem is that university students of C1 English level often face anxiety and lack of motivation to speak English fluently, largely due to past experiences or limited vocabulary for advanced-level conversations. Consequently, if they do not adopt effective strategies to address these challenges, the problem may persist. In the same way, this is particularly important for undergraduate students in Foreign Languages, as

their ability for correcting grammatical as well as communicative mistakes is vital. Without these skills, they may struggle to teach effectively in schools or language institutes, both in Colombia and abroad.

Building on this idea, Krashen (1982) suggests that currently there are some affective variables classified into the following categories: motivation, self-confidence, and anxiety, which determine learner's success with regards to second language acquisition. Additionally, Affective Filter Hypothesis states that some learner's attitudes are not favorable to gain proficiency in a second language according to the level of input to reach a higher or lower filter if they are able to understand a message by using a language acquisition device located in the brain.

On the other hand, Zheng & Cheng (2018) explain that inside the L2 classroom, anxiety can be produced by different determining factors, such as, learner's individual and social anxiety, students' perceptions of language acquisition, classroom practices, and assessments of language proficiency. For this reason, it's crucial to bear in mind that anxiety may have negative consequences, since students tend to compare themselves with their classmates by reducing self-confidence.

4. Justification

This research study sets out to reflect about some of the difficulties that can be faced by a student of C1 level to make a deeper understanding of some of the boundaries, that interfere with the use of speaking skills within the classroom to propose different strategies those, could be implemented by future English teachers to improve the pedagogical practices by motivating learners to engage with the English tongue through communicative functions, allowing them to convey their thoughts, feelings, and defend their arguments.

On the other hand, it's important students be the protagonist of their own learning process, due to the responsibility of being able to identify strengths and weaknesses that require special attention and can be reinforced, by acquiring a sense of awareness about the importance of making a correct use of speaking skills not only in the academic field, but in the workplace, considering that some bachelor students start working before receiving a diploma to gain experience in what they have been learning through the academic training in a successful way to seek for better opportunities and improvement of the quality of life.

This is an interesting research study that tries to talk about some of the problems a C1 level student might face with speaking in class. It also wants to find ways future English instructors can assist learners in improving their speaking skills through motivating them to express their ideas and feelings.

Students should take charge of their learning. They need to see what they are good at and what they need help with. When they understand the importance of speaking well, not just in school but also at work, they prepare better for the real world. Many students start working before they graduate, and good speaking skills can help them find better jobs and improve their lives (Deci & Ryan, 2020).

One big problem for C1 students is moving from planned speech to free talk. At this level, students should be able to talk fluidly, but many can't keep the flow without stopping to think of words (Toyama,2022). This is even harder because schools often grade speaking tasks strictly Tiu, J., Groenewald, E., Kilag, O. K., Balicoco, R., Wenceslao, S., & Asentado, D. (2023).

Another issue is the fear of making mistakes. Even if they know grammar and words well, many students are scared of speaking freely because they don't want to be wrong. This

fear stops them from joining discussions and practicing their speaking. Teachers need to address this fear to make the class more open and talkative.

Students don't get enough chances to practice real-life speaking outside the classroom. Activities like role-plays and debates are good but don't fully match real conversations' unpredictable nature (Hidalgo,2020). Without this practice, students may struggle to talk in different situations.

Teacher feedback is crucial. Helpful feedback pointing out mistakes and suggesting improvements can really help students . But if feedback focuses too much on correcting errors and not on speaking fluidly, it won't help students become better speakers.

It would be nice if motivation was all you needed! When students are intrinsically motivated by their desire to speak and be good speakers, they tend to perform better (Deci & Ryan, 2020). This interest can be furthered by teachers designing speaking activities that are refueling, engaging and connected to the lives of students.

This should be in a supportive classroom. If we have a class in which students are allowed to take risks, and their contributions matter, students will surely be less anxious (and more confident) It makes them practice speaking fearlessly with no possible judgment. What also can be beneficial is leveraging technology to learn new languages. In addition to class, apps and online forums make it possible to practice in speaking out loud, too They provide instant feedback and create speaking scenarios which will allow students to increase their spontaneous speech. Assessment methods need to reflect real speaking abilities. Traditional oral exams with set questions may not show a student's true capability to converse freely.

More interactive assessments, like real-life scenarios or dialogues, can better measure and help develop students' speaking skills. Teacher training is essential to support speaking

skill teaching. Teachers need to know the latest strategies and tools to create effective speaking activities. Training that focuses on communicative teaching, task-based learning, and technology can help teachers better support their students (Anderson, 2019).

In conclusion, to help C1 English students with speaking, a mix of more real interaction opportunities, curriculum adjustments, detailed feedback, addressing motivation and anxiety, using technology, and better assessment methods is necessary. Also important are students taking control of their learning and teachers getting ongoing training. By doing this, future English teachers can establish a learning atmosphere that helps students do well in both school and work.

5. Objectives

5.1. General Objective

To propose an improvement strategy for communicative skills focused on speaking.

5.2. Specific Objectives

- To explore the teaching strategies that make focus on the improvement of speaking skills.
- To describe motivational factors implied in university students' learning process.
- To explain the benefits of including technology for the improvement of university students' communicative abilities.
- To set strategies based on ICTs for the improvement of speaking skills in a second language.
- To make a description from the phonetical and phonological to identify the most common problems in speaking skill.

6. Research Question:

How significantly can Information and Communication Technologies (ICTs) improve the speaking skills of students in a private university?

7. Referential Framework

Among all, Speaking is focusing in many investigations related to communicative competence development in the ELT situation. Rosado & Vaca-Cárdenas (2023) have supported this that proves adding fluency, pronunciation and vocabulary besides teaching strategies. Students are INSTRUCTED ON HOW TO APPLY the language in interviews, as well as debates. This same case applies to the studies by Terzioğlu & Kurt (2022) stress that using learning management systems (LMS), educational technologies in a classroom equips learners with the tool of pronunciation and fluency. The pedagogical practices for building up a formulaic spoken English articulacy scaffolding from near-native speaking could be streamlined and made scalable provided the evidence-base.

According to the CEFR (Common European Framework Reference for Languages), this corresponds with a C1 proficiency level, "Effective Operational Proficiency" or advanced fluency: one is able to use many nuances. In this sense, Bygate (1987) maintains teaching speaking skills should concern preparing learners for real-life tasks, learning how language is strategically used to avoid potential communicative pitfalls. Likewise, Goh and Burns (2012) suggest that students have to focus on self-monitoring and cognitive processes as being responsible in long last for improving linguistic competence other than pronunciation and grammatical structures.

One of the main factors that is going to drive you through learning a new language into your busy lifestyle is the motor... oh by this I mean motivation. According to the findings of Ryan and Deci (2020), intrinsic motivation is when a student wants to learn because they want to get better at something, while extrinsic motivates students via external rewards. For English teachers, intrinsic motivation is the key to getting students more invested in their learning and willing to take that leap of faith in speaking — ultimately leading them to become more fluently self-expressive.

The incorporation of technologies including Virtual Reality (VR) and technological learning platforms has been proved to increase levels in communicative skills. Yang et al. The tools are engaging for learners, simulating interactive and real-life based situations where students will find themselves in situations requiring them to speak more autonomously (Paredes et al 2020). These resources help with the promotion of active learning and are also effective in enhancing interests and language acquisition abilities of students in academic contexts. The Common European Framework of Reference for Languages (CEFR), established by the Council of Europe, is a fundamental guide in foreign language teaching. Language competencies are categorized into different levels by the CEFR, and C1 pertains to students' ability to use complex language structures in everyday contexts comfortably and effectively. Its aim is to set up a reference point for teachers to assess both teachers and students' communicative skills, leading them towards international benchmarks so that they are proficiently trained.

7.1. Background Framework

Considering the research problem “Lack of confidence for mastering speaking skill at C1 level” different sources of information have provided meaningful information about the educational issue that is being concerned in this research study.

First, Rosado & Vaca (2023) through a research article propose different strategies to improve speaking skill by considering different criteria exposed in a rubric, such as, fluency, pronunciation, vocabulary, and grammar. Additionally, they explain that interview techniques and questioning activities are useful enabling learners to understand ways to use English within authentic contexts, through promoting active learning in the classroom.

Second, Terzioğlu & Kurt (2022) through a research study carried out in a school about the strategies to improve students' fluency when using speaking skill, the researchers found that using LMS (Learning Management System) in the classroom is useful to practice fluency in speaking skills by watching video clips, and BBC News, and listening to podcasts, in order to recognize different ways to pronounce words in English depending on the

context. As a result, students may feel motivated to monitor their speaking skills in an external environment outside the classroom to acquire a sense of awareness about their needs and learning styles by using innovative technological tools to practice English.

Third, Putra, R. M., Solekhah, S., Agustina, D. D., & Sobirov, B. (2022) through their research study found that students can use speaking skill in the classroom by integrating some strategies to the English class sessions, such as, monologues, dialogues, role-plays, practice of pronunciation through pictures, and translation of texts. Those activities play a significant role in enhancing speaking skill due to the opportunities that students have inside the classroom to apply the English language in practical contexts in an engaging manner to foster active learning.

Next, Henríquez, T. K., Von Johnn, H. I., Peña, V. H., & Llanquileo, E. A. (2017) through their research study propose some memory strategies, such as, grouping, semantic mapping, use of key words, representation of sounds in memory, and structured reviewing. On the contrary, social strategies are focused on the improvement of English proficiency levels by facilitating cognitive processes. Because of that, some strategies such as, asking for clarification, asking for correction, cooperation between peers, cooperation with proficient users, as well as fostering cultural awareness, are suggested with the purpose of encourage students to interact with others by achieving oral production successfully.

Finally, Navas (2023) through his research study focused on motivation in English classroom, mentions that there are some strategies that can be useful to help students feel confident speaking in the English class, such as, interviews, group discussions, and questionnaires with sentence completion items. Those activities mentioned before are a good resource to support students' learning process, since English teachers can include relevant

topics in the current world considering students' learning experiences and background to promote communication in a spontaneous way.

7.2. Theoretic Framework

In this research project the base author is Martin Bygate, who completed his undergraduate studies in French at the academic institution of Leicester and earned a MA in Linguistics from the institution of Manchester. Besides, he earned his Ph.D. from the Academic Institution of London. Bygate has served as a teacher-trainer in various countries, such as France, Morocco, Brazil, Spain, and Italy, and has also taught at the University of Reading. Currently, he holds the title of Professor of Applied Linguistics and Language Education at Lancaster University. Additionally, the author's professional fields of expertise include the acquisition of a second language, oral development in additional languages, and task-oriented language learning and instruction.

Conversely, his contributions toward this research project are meaningful due to the extensive variety of topics and concepts that support the author's theory about speaking skill in the educational context through different illustrative examples given by him in each chapter of his book "Speaking" to guide teaching and learning process in a successful way by implementing different techniques in the classroom and in external environments.

Nowadays, speaking skill has become an important component of the English language, since it's not about only learning grammar, but also take advantage of all the knowledge acquired in the English class sessions by incorporating it into the real life. Bearing in mind that interaction between people is important to exchange information in a successful way according to the set functions of language, which have a specific communicative purpose.

With regards to the improvement of speaking skill in students, one suitable pedagogical strategy to accomplish it could be the development of simulation activities within the learning environment. The primary objective of this pedagogical strategy suggested is that students explore a dynamic way to practice vocabulary in English related to a particular topic within the classroom. In this instance, the instructor is going to explain vocabulary used at different contexts (e.g. vocabulary related to tourism, vocabulary used in the workplace, vocabulary associated with food and beverage service, and vocabulary pertaining to career development), that must be used by students to create a podcast where they are going to talk by using the vocabulary explained previously to complement the information. Additionally, the implementation of activities will help students to feel motivated to speak in English in a comfortable way to overcome feelings of anxiety by acquiring new vocabulary by performing themselves easily in the educational setting and express their ideas.

7.2.1. Definition

With regards to this, Bygate (1987) explains that it's crucial to train students before using speaking skill at school. Besides, teachers must set clear goals in a language course, and students should have previous knowledge about grammar and vocabulary if they want to demonstrate their ability to speak through "speaking practice" and "oral exams" where they are able to reflect about the importance of recognizing how to use the language.

Next, Bygate (1987) states that people should be able to produce sentences considering the events that may occur in the situational context. Therefore, people can adapt their conversation by preventing future drawbacks that interfere with the expected communicative purposes by making use of strategic decisions to overcome difficulties.

Supporting the previous view, Goh & Burns (2012) in their book "Teaching Speaking: A Holistic Approach" state that self-monitoring and cognitive processes are determining for

using language. For instance, a learner may be able to recognize pronunciation mistakes in speech if it has metalinguistic knowledge due to the wide range of grammatical structures needed to interact with other people in the social context to reflect about the importance of transmitting a message in a clear way. In addition, competent speakers can consider the speaker's role and analyze the context where the language is being used by taking into account pronunciation patterns.

On the other hand, Carr (2013) through his book "English Phonetics and Phonology" explain some crucial phonological aspects with regards to speech and pronunciation. Besides, each sound has a specific denomination considering the place of articulation (e.g. alveolar, palato-alveolar, palatal, velar) that require the use of specific organs of speech to produce the vowel and consonant sounds. There are 14 organs involved in articulation, like the lips, the alveolar ridge, the soft palate (velum), the front part of the tongue, the front part of the tongue, the nasal cavity, the pharynx, the teeth, the hard palate, the uvula, the blade of the tongue, the back part of the tongue, the oral cavity, and the larynx. Furthermore, all of these are classified according to a chart that is organized depending on the vowel and consonants sounds' order.

7.2.2. Characteristics

Oral expression is defined by Bygate (1987) as a determining factor to communicate ideas by integrating another elements, such as rhythm and intonation patterns, as well as an appropriate choice of words to facilitate the understanding of the words' meaning.

Additionally, learners are expected to sound in a similar way as native speakers when producing the sounds in speech. According to Mackey's point of view about oral expression, there are some exercises that require special attention regarding fluency and precision when trying to speak by deciphering the words' meaning. For instance, model dialogues, oral drill

tables, and oral composition that are like a complete guide for learners who are trained to use the English language.

According to Bygate (1987), another perspective pointed by David Wilkins is that a learner can learn by the own experience of producing language; however, he wouldn't be able to incorporate the previous knowledge into language-learning situations. In addition, there are some specific skills, such as interaction skills that are focused on reflecting about the suitable ways of communicating ideas considering different aspects, such as, speaker's intentions, and the type of relationship that is expected to be preserved by people in the social context.

7.2.3. Speaking activities

Bygate (1987) proposes some activities that are useful to promote oral practice within the learning environment, which are categorized into two distinct groups: interaction activities and activities for oral practice.

By one part, interaction activities are mainly focused on promoting functional communication between students in the classroom. Those kinds of activities are useful to exchange information, and recreate real-life situations by using dialogues, debates and discussions considering background information presented before doing the task proposed by the teacher. The activities mentioned before help students to be more confident when speaking.

On the contrary, activities for oral practice are primarily focused on describing, comparing, narrating, and giving instructions. This kind of activities include fill-in the blanks exercises, find the differences, simulations, and project-based interactions, where students can make use of creative skills to reflect about problem-solving strategies that require to communicate effectively to understand the speaker's aim, along with the communicative purpose associated with the activities.

7.2.4. Motivation

Currently, motivation is so crucial to achieve many things through the path of life, due to the people's desire of excelling themselves when facing difficulties. For that reason, motivation is like a strong feeling that encourages people to keep improving every day to be an inspiration for others. Certainly, without motivation people wouldn't be able to transform themselves and change their point of view in a positive way.

Building on the concept of motivation, McMillan (2017) indicates that there are some determinants of motivation in the educational context. For instance, students' regulation of learning, enhancement of students' self-efficacy and self-confidence after receiving feedback provided by the teacher during the learning process. Because of this, feedback serves as an essential component of the evaluation process, since intrinsic motivation is produced by meaningful learning depending on the relevance of the content learning during the class sessions.

7.2.4.1. Definition

To begin, Bandhu et al. (2024) underscore the importance of motivation as a driving force in the learning process. They reference insights from Cook and Artino (2016), who delve into modern perspectives on motivation and examine their implications for students' academic paths. For instance, these theories address both the impact of motivational beliefs and their links to aspects such as students' emotional health, self-worth, sense of belonging, and feelings of safety, all of which are essential for academic growth. As a result, understanding these theories provides educators with valuable insights that help promote student motivation.

Next, motivation is commonly understood as the mechanism that initiates and maintains activities aimed at achieving specific goals (Schunk et al., 2014, as cited in

Urhahne, D. & Wijnia, L., 2023). This understanding emphasizes the dynamic nature of motivation in influencing learning behaviors. In the same way, research studies about motivation in the educational field are focused on analyzing different students' behaviors, and the influence on their learning process.

Undoubtedly, one crucial factor during the process of acquiring a second language is motivation, due to the impact that may produce the contact with new vocabulary, cross-cultural aspects, educational level, etc. However, there are some difficulties when a student feels no confidence to speak in public towards the learning process, because of the lack of knowledge about a specific matter depending on the environment setting where the English language is being used. Additionally, it's necessary to reflect about the learner's attitude when it's immersed in the process of acquiring a second language, considering that a portion of students could have the possibility of using additional resources for mastering the speaking skills bearing in mind what is needed to show up confidence, and reflect about the ways in which an English learner acquire an understanding of own learning experience. In agreement with Méndez (2011) motivation is strongly determined by personal experiences and cognitive processes that have an important role in learner's social development to interact with other people in a successful way.

7.2.4.2. Types of motivation

Nowadays, the concept of motivation may have different perspectives and interpretations depending on the context where it is being applied. In accordance with Ryan and Deci (1985, as cited in Kirtz et al., 2021), they affirm that intrinsic motivation alludes to activities that are carried out by people's own and may represent meaningful benefits in the educational context due to the high level of performance that can be enacted by a student.

Building on the concept of intrinsic motivation, Frey & Osterloh (2002) suggest that this kind of motivation is determined by a sense of awareness acquired by students when

trying to master skills through dedication and practice. Such as, the mastery of advanced vocabulary in the English language to communicate with confidence at university.

In contrast, Ryan and Deci (1985, as cited in Kirtz et al., 2021) express that external motivation points out the student's engagement with an activity that is aligned with personal interests. Additionally, this kind of motivation is determined by behavioral patterns, such as self-esteem, feelings' control. In the same way, it's useful to regulate negative emotions, like anxiety, shame, and failure.

Another point of view about extrinsic motivation is given by Frey & Osterloh (2002) who suppose that this kind of motivation is produced by some incentives that are obtained by people considering their personal needs. For instance, when a student obtains a good grade during the development of a specific task in the academic context.

7.2.5. Technology to improve communicative abilities

Presently, the use of technology has been increasing in the academic field, so students can take advantage of the wide range of resources available in different virtual platforms that offer different kinds of content, such as, videos, podcasts, movies, etc. With the intention of offering an interesting learning opportunity for students.

Certainly, the incorporation of technology provides a beneficial resource to support students' educational process by using dynamic resources that can help them to practice speaking skill within the classroom or in external environments. In agreement with Yang et al. (2020) communicative abilities are often perceived as an obstacle by EFL students. Therefore, VR (Virtual Reality) can provide meaningful opportunities to integrate communicative abilities and technology, so that, students would be able to enjoy an interactive experience where they increase their language performance and students'

motivation through multimedia learning materials that allow them to be engaged with real-life situations.

Next, Yang et al. (2020) explain that VR (Virtual Reality) provides meaningful benefits in language learning process, such as, learning without limitations, develop positive attitudes in students when using speaking skill, and improve the linguistic performance of EFL students within educational context. Additionally, it creates a realistic learning experience where students become active learners that can use communicative skills effectively according to their learning needs. For that reason, the curriculum goals and students' needs must be aligned, in order to increase students' understanding and involvement by exploring modern ways to promote innovative pedagogical models.

8. Legal Framework

8.1. CEFR (Common European Framework)

According to the University of Cambridge (2011) The CEFR (Common European Framework of Reference for Languages) was issued in 2001 by the Council of Europe, with the purpose of categorize the English levels by reflecting about learner's proficiency in relation to the four essential English skills (oral communication, reading comprehension, listening abilities, and writing proficiency) being the C1 level a sample of the learner's ability to express ideas, feelings, and thoughts by using complex language structures in everyday life.

On the contrary, the historical perspective incorporates different elements, such as, language qualifications, Reference Level Descriptions, and innovation in pedagogical practice, which have been used as a complete guide by teachers around the world to reflect about the evolution of the language teaching process. Furthermore, each term illustrates the aims, and the research works that are directed to make improvements about the way in which

pedagogical practices are carried out in the educational context in terms of language assessment process.

Next, there are some principles for teaching and learning provided by the CEFR that contribute in a substantial way to the language teaching experience, because of the significance of supporting the educational process by using authentic materials that keep engaged students with the real world through the development of tasks where they have the possibility of reflecting about the events that may occur in their nearby environment, like cultural enrichment, values and sense of social responsibility to encourage students to establish effective relationships in society.

9. Methodology

9.1. Research Approach

According to Creswell (2012) Qualitative Research has different stages, in which it's possible to explore participants' experiences in the educational setting. This kind of research approach is useful to explore different situations according to the concerned problem, and the data collected are used to make a detailed description about the findings through the elaboration of a research report that contains evaluative criteria to make a subjective reflection by interpreting different sources of information about the central phenomenon.

9.2. Research Design

In this case, the action research design proposed by Creswell (2012) is used with the purpose of illustrating a research problem that takes place in an educational setting where educators and learners are directly involved. Therefore, the implementation of this research design will be useful to reflect about some crucial aspects that contribute to the improvement of pedagogical practices through the analysis of phonological features from the voice

recordings supplied by the participants with regards to the main topic “Disadvantages of globalization in the current world” by addressing the following questions:

1. What are the disadvantages of globalization?
2. Do you prefer to buy local products or multinational products?

First, this action research case study focuses on evaluating how Information and Communication Technologies (ICTs) can improve the speaking skills of students enrolled at a private university. To collect relevant information, the researcher employed three different instruments as described by Creswell (2012). Additionally, the first method involved conducting qualitative interviews, where participants were asked open-ended questions that encouraged them to elaborate on their personal experiences and insights. Notably, this approach provided a rich set of qualitative data for further analysis. Besides, the second method included the use of audiovisual materials, specifically voice recordings, to capture diverse perspectives from participants regarding their speaking experiences in real-life situations. Moreover, these recordings provided a means for researchers to discern common themes and patterns within the responses, enhancing the depth of the analysis. As a final point, a survey research design was implemented to collect contextual information about the participants, focusing on a sample of ten students (seven females and three males) who were in their final semesters of a Bachelor’s Degree in Foreign Languages with an Emphasis in English.

9.3. Methodology Design

Considering that the process of mastering speaking English skills in C1 level requires a sense of self-awareness about how to use the language correctly to communicate different ideas; a suitable strategy to monitor speaking skills in a student from the undergraduate program in foreign languages could be an autonomous practice in English-speaking patterns

by encouraging students to record a monologue to talk about the disadvantages of globalization in an spontaneous way taking into account the phonetic transcription and intonation of the words to record them by using voice recording strategies. The primary objective of this strategy is to analyze some pronunciation features, such as intonation and word stress.

At the end, the student's recording will be compared with the original phonetic sounds of the words by using "to phonetics" to identify similarities and differences between the pronunciation of the words.

10. Data collection

Within this study, three distinct tools were employed to gather the data required to obtain relevant information that supports this research project. Creswell (2012) offers a detailed description of each instrument:

- First of all, qualitative interviews consist of open-ended questions where participants' answers are recorded and transcribed by the researcher with the aim of evaluating carefully the findings as well as previous experiences. In addition to this, qualitative interviews allow participants to give detailed personal information by answering specific questions to gather verifiable evidences.
- Secondly, audiovisual materials, such as voice recordings provide a wide participants' perspective about real-life situations. Moreover, audiovisual materials can be stored and organized to register all the information. One of the advantages of voice recordings is that the researcher can take notes about common aspects found between the participants' answers, which facilitates the process of analyzing the information.
- Thirdly, survey research designs allow to gather evidences by considering different aspects, such as, the population, the target population, and the sample. The most

general level is the population, since a group of individuals can possess special characteristics that differ from other groups. With regards to the specific level of survey research designs, it's accurate to say that the target population is a small part of the population where the research study is being conducted. In this case, the target population is composed by 10 students (7 females, and 3 males) of last semesters of the undergraduate program in Foreign Languages specializing in English.

10.1. Data analysis

With the purpose of analyzing the data collected, some additional resources were used by the researcher:

- First, after having collected the voice recordings from the participants (7 females, and 3 males, whose ages oscillate between 19 years old, and 34 years old), a digital tool to transcribe texts was used to extract the text corresponding to the answers given by the participants.
- Next, the text obtained at the first stage was transcribed to phonetic symbols to compare the original text according to the answers given by the participants with the purpose of identifying grammatical and phonetic mistakes.
- Finally, the data collected were registered by using a table to analyze the results obtained by the researcher.

10.1.1. Analysis of Phonetic and Grammatical Errors in an English Conversation

10.1.1.1. S1 Original Text:

Suit different equipment or different products that coul be more.... attractive for.... the customers and ..for the second questiooon.. eee...maybe is gooth for our economy to buy some local products, because we can supporthe... and the sellers ov our country in In this case we are talking about Colombia...that has so many products to sell Not only.... for the.... technologegee ... environment, we can eee...sel some other products, laee food, laee vegetables, am...We can sell our.. our... cloding with a... with a different companies that

have the capacity to... move the products in in Colombia and have a very good reputation with a...Where the customers or the...

Phonetic Transcription:

/su:t 'dɪf(ə)r(ə)nt ɪ 'kwɪpmənt ɔr 'dɪf(ə)r(ə)nt 'prɒdʌkts ðæt kʊd bi mɔ:r... ə'træktɪv fɔ:r... ðə 'kʌstəmərz ænd ...fɔ:r ðə 'sekənd 'kwɛstʃən... i:... 'meɪbi ɪz gʊd fɔ:r əvər ɪ 'kɒnəmi tu bə sʌm 'lʊkəl 'prɒdʌkts, bɪ 'kɒz wi kæn sə'pɔ:rt ... ænd ðə 'selərz ʌv əvər 'kʌntri ɪn ɪn ðɪs keɪs wi ɑ:r 'tʊʊkɪŋ ə'baʊt kə'lʌmbiə... ðæt hæz sʊ 'meni 'prɒdʌkts tu sel nʊt 'oʊnli... fɔ:r ðə... tɛk'nɒlədʒi... ɪn'vaɪrənmənt, wi kæn... sel sʌm 'ʌðər 'prɒdʌkts, lei fɪ:d, lei 'vɛdʒtəbəlz, æm... wi kæn sel əvər... əvər... klouziŋ wɪð ə... wɪð ə 'dɪf(ə)r(ə)nt 'kʌmpənɪz ðæt hæv ðə kə'pæsəti tu... mu:v ðə 'prɒdʌkts ɪn ɪn kə'lʌmbiə ænd hæv ə 'vəri gʊd 'rɛpju'teɪʃən wɪð ə... wɛr ðə 'kʌstəmərz ɔr ðə.../

10.1.1.2. Phonetic and Grammatical Error Analysis

10.1.1.2.1. Introduction

Learning a language involves the difficulty of not only everyday lexical and grammatical issues, but also the phonetic nuances that make communication more sophisticated. As mentioned in Selinker's (1972) descriptions of these obstacles within English conversation, the mother tongue is constantly present, communication hesitation abounds and lack of practice presents barriers. This examination attempts to isolate, categorize and elaborate on said errors, revealing linguistic hurdles in the workplace.

10.1.1.2.2. Identified Phonetic Errors

The speaker has difficulty pronouncing certain phonemes and this affects effective communication. Examples like the overextended vowel sound in “questioon” for question point to the risk of overspreading vowels that is a quality specific to languages that fail short vowel sounds (Flege, 1995)[2]. Such substitutions show examples of the phonemic interferences which occur during speech learning (Grosjean, 1982) — as with "gooth" instead of "good."

10.1.1.2.3. Observed Grammatical Errors

These include errors of verb agreement — e.g., "the sellers ov our country" instead of "the sellers of our country,, and misapplied prepositions. These are Rule of Overgeneralization Error according to interlanguage theory: Errors that emerge out of non-native speakers' interlanguage; where the rules of their own language and totally different target language overlap (Larsen-Freeman, 2000). Additionally, common errors in the use of articles and plurals also demonstrate a partial knowledge of English syntactical rules (Lightbown & Spada, 2013).

10.1.1.2.4. Impact of Errors on Communication

These phonetic and grammatical irregularities are critical for the efficiency of communication. Truscott, 1996 : tries to explain that repeated mistakes cause misunderstanding and tarnishes the façade of linguistic assurance. Because clarity is crucial in business, such things can damage relationships and negatively affects trust (Gass & Selinker, 2008).

10.1.1.2.5. Conclusion

The examination reveals intertwined phonetic and grammatical issues quintessential to second language acquisition. Improving pronunciation and foundational grammar comprehension can greatly enhance communicative competence. A summarizing table compiles identified errors with ideal alternatives, laying a foundation for future educational strategies summarizing table compiles identified errors with ideal alternatives, laying a foundation for future educational strategies.

Table 1

Table of Errors and Corrections

Type of Error	Identified Error	Correct Form
Phonetic	"questiooon"	"question"
Phonetic	"gooth"	"good"
Phonetic	"sel"	"sell"
Phonetic	"cloding"	"closing"
Phonetic	"laee"	"lay" or "like" (depending on the context)
Grammatical	"different equipment or different products that coul be more...."	"different equipment or different products that could be more..."
Grammatical	"the sellers ov our country"	"the sellers of our country"
Grammatical	"in in Colombia"	"in Colombia"
Grammatical	"talking"	"talking"
Grammatical	"we can supporthe..."	"we can support them..."
Grammatical	"the technologe... environment"	"the technology and environment"

Note: Own elaboration, year 2024.

10.1.2. S2 Original Text:

They're going to be, I don't know, make an entrepreneurship. It's very hard to fight against them. So that's also, it's going to affect the the economy of the of the people.

The other thing is that, well, when the enterprises..ehhh...arrive to a big city, there is like a..a phenomenon that is like the..... migration, you know? So the people of the of the

countryside is going to the cities..in..in.. looking for jobs. And that also happens with these.. well, indigenous people.

Indigenous people, they have to travel to the to the cities because in their territories they don't have opportunities, they don't have grantees of the..ee.. natural resources like education, you know, food, water, so and.

That that dancing tha in that the things that they are going to lose their their culture because they are going to the cities, so they are going to forget about their colture, their language, so it's going to lose. That is going to affect the the customs of the culture of the of the of the people, mostly here in Latin America that we have a strong heritage of indigenass.

Phonetic Transcription:

/ðeə ɡoʊɪŋ tu bi, aɪ doʊnt noʊ, meɪk ən ˌentrəpreˈnɜːʃɪp. ɪts ˈveri hɑːd tu faɪt ə ˈɡenst ðem. soʊ ðæts ˈɔːlsou, ɪts ˈɡoʊɪŋ tu ə ˈfekt ðə ðə ɪˈkɒnəmi ʌv ðə ʌv ðə ˈpiːpəl. ði ˈlðər θɪŋ ɪz ðæt, wəl, wen ði ˈentəpraɪzɪz... eɦ... ə ˈraɪv tu ə bɪɡ ˈsɪti, ðer ɪz laɪk ə... ə fiˈnɒmɪnən ðæt ɪz laɪk ði... maɪ ˈɡreɪʃən, ju noʊ? soʊ ðə ˈpiːpəl ʌv ðə ʌv ðə ˈkʌntrisaɪd ɪz ˈɡoʊɪŋ tu ðə ˈsɪtɪz... m... m... ˈlʊkɪŋ fɔː dʒɒbz. ænd ðæt ˈɔːlsou ˈhæpənz wɪð ði... wəl, ɪnˈdɪdʒənəs ˈpiːpəl. ɪnˈdɪdʒənəs ˈpiːpəl, ðeɪ hæv tu ˈtrævəl tu ðə tu ðə ˈsɪtɪz bɪˈkɒz ɪn ðer ˈtɛrɪtɔːrɪz ðeɪ doʊnt hæv ˌɒpərˈtʊnɪtɪz, ðeɪ doʊnt hæv ˌɡærənˈtɪz ʌv ði... i... ˈnætʃrəl ɪnˈsɔːsɪz laɪk ˌedʒuˈkeɪʃən, ju noʊ, fuːd, ˈwɔːtər, soʊ ænd. ðæt ðæt ˈdænsɪŋ ðæ ɪn ðæt ðə θɪŋz ðæt ðeɪ ɑːr ˈɡoʊɪŋ tu luːz ðer ðer ˈkʌltʃər bɪˈkɒz ðeɪ ɑːr ˈɡoʊɪŋ tu ðə ˈsɪtɪz, soʊ ðeɪ ɑːr ˈɡoʊɪŋ tu fəˈɡet ə ˈbaʊt ðer ˈkʌltʃər, ðer ˈlæŋɡwɪdʒ, soʊ ɪts ˈɡoʊɪŋ tu luːz. ðæt ɪz ˈɡoʊɪŋ tu ə ˈfekt ðə ðə ˈkʌstəmz ʌv ðə ˈkʌltʃər ʌv ði ʌv ði ʌv ðə ˈpiːpəl, ˈmoʊstli hɪər ɪn ˈlætɪn ə ˈmerɪkə ðæt wɪ hæv ə strɔːŋ ˈhɛrɪtɪdʒ ʌv ɪnˈdɪdʒənəs/

10.1.2.1. Phonetic and Grammatical Error Analysis

10.1.2.2. Introduction

The provided text is a spoken speech that contains various phonetic and grammatical errors, common among learners of English as a second language (Lightbown & Spada, 2013). Analyzing these errors is essential to understanding the challenges students face in pronunciation and grammar.

10.1.2.3. Phonetic Errors

In addition, it contains some phonetic errors that are relevant to comprehension. For example, the incorrect pronunciation of the words "colture" is pronounced as "culture" and "indigenass" instead of "indigenous" affect message clarity (Celce-Murcia, Brinton & Goodwin, 2010). Repetitions and filler such as "ehhh" or, worse still, "ee" break up the auditory input — a common issue for non-native speakers that simply do not insight security or fluidity while speaking (Derwing & Munro, 2005).

10.1.2.4. Grammatical Errors

The text is filled with grammatical errors; The examples of the agreement between subjects and predicates ("the people... is going" instead of "the people... are going"), as well as a misuse of articles ("make an entrepreneurship" instead of "start an enterprise") (Swan & Smith, 2001). Ellis (1997, in press) suggested that such redundant repetition of words as "the the economy of the of the people" could occur because of a breakdown in language processing during speech production.

10.1.2.5. Impact on Communication

The lack of knowledge on grammar and the phonetics is damaging to the overall comprehension. Mispronunciation cause misunderstanding about the important words and make difficult comprehension sentence because of wrong grammatical. This is a big deal, especially in academic or professional settings because one needs to be very specific with the terms they use (Harmer, 2007).

10.1.2.6. Conclusion

This means you need to practice your English pronunciation more intensively and equip yourself with a thorough knowledge of English grammatical rules. By following the listening practices, phonetic training, and grammar tutoring that will help excel students linguistic competence (Kelly

The text is filled with grammatical errors; The examples of the agreement between subjects and predicates("the people... is going" instead of "the people... are going"), as well as a misuse of articles ("make an entrepreneurship" instead of "start an enterprise") (Swan & Smith, 2001). Ellis (1997, in press) suggested that such redundant repetition of words as "the the economy of the of the people" could occur because of a breakdown in language processing during speech production.

Table 2

Table of Errors and Corrections

Type of Error	Identified Error	Correct Form
Phonetic	"colture" instead of "culture"	"culture" pronounced /'kʌltʃər/
Phonetic	"indigenass" instead of "indigenous"	"indigenous" pronounced /ɪnˈdɪdʒənəs/
Phonetic	"grantees" pronounced /græn'tɪz/	"guarantees" pronounced /,gærən'tɪz/
Grammatical	"the people... is going"	"the people... are going"
Grammatical	"they don't have grantees of the natural resources"	"they don't have guarantees of natural resources"
Grammatical	"they are going to lose their their culture"	"they are going to lose their culture"
Grammatical	"That is going to affect the the customs of the culture of the of the of the people"	"That is going to affect the customs of the culture of the people"
Grammatical	"make an entrepreneurship"	"start an enterprise" or "become entrepreneurs"

Grammatical	"they don't have grantees of the... natural resources like education, you know, food"	"they don't have guarantees of natural resources like education, food"
Grammatical	"they are going to forget about their colture"	"they are going to forget about their culture"

Note: Own elaboration, year 2024.

10.1.3 S3 Original Text:

Exportation of goods signifkently eee..contributes to pollutions and climinate chance. Amm...Given the hevly relates on on move products over long distance, umm.. Other thing is that the small company have to go out of biussness because they can't compet with the multinationals.

And... other ee..could be the dependence on global supple chains can make economics vulnerable to international disruptions. Umm... Other exploitation of the workers in the developing countries.

Yes, I think that are the disadvantage.

The second question, do you prefer to buy local products or multinational products?

I..I think...For me, I prefer the... national products. Umm.. I have some reasons for that, but..amm.. I think that the people in Colombia

Phonetic Transcription:

/ɪkˌspɔːrˈteɪʃən əv ɡʊdz sɪɡˈnɪfɪkəntli iː... kənˈtrɪbjʊts tu pəˈluʃənz ænd ˈklaɪmənət tʃæns. æm... ˈɡɪvən ðə ˈhevi riˈleɪts ɒn ɒn muːv ˈprɒdʌkts ˈoʊvər lɔŋ ˈdɪstəns, ʌm... ˈʌðər θɪŋ ɪz ðæt ðə smɔl ˈkʌmpəni hæv tu ɡoʊ aʊt əv ˈbɪznəs bɪˈkɔːz ðeɪ kənt kəmˈpɪt wɪð ðə ˌmʌltiˈnæʃənəlz. ænd... ˈʌðər iː... kʊd bi ðə dɪˈpendəns ɒn ˈɡləʊbəl ˈsʌpəl tʃeɪnz kæn meɪk ˌekəˈnəmɪks ˈvʌlnərəbl tu ˌɪntərˈnæʃənəl dɪsˈrʌpʃənz. ʌm... ˈʌðər ekˌsplɔɪˈteɪʃən əv ðə ˈwɜːrkərz ɪn ðə dɪˈveləpɪŋ ˈkʌntrɪz. jɛs, aɪ θɪŋk ðæt ʌr ðə ˌdɪsədˈvæntɪdʒ. ðə ˈsekənd ˈkwɛstʃən, du ju prɪˈfɜː tu baɪ ˈloʊkəl ˈprɒdʌkts ɔr ˌmʌltiˈnæʃənəl ˈprɒdʌkts? aɪ... aɪ θɪŋk... fɔr mi, aɪ prɪˈfɜː ðə... ˈnæʃənəl ˈprɒdʌkts. ʌm... aɪ hæv sʌm ˈrɪzənz fɔr ðæt, bʌt... æm... aɪ θɪŋk ðæt ðə ˈpɪpəl ɪn kəˈlʌmbiə/

10.1.3.1. Phonetic and Grammatical Error Analysis

10.1.3.2. Introduction

The presented text is an excerpt from a conversation in English by a non-native speaker. Several phonetic and grammatical errors, common among students of English as a second language, are observed (Swan & Smith, 2001). This analysis identifies these errors and offers corrections to enhance the speaker's linguistic competence.

10.1.3.3. Phonetic Errors

Phonetic errors include the incorrect pronunciation of certain key words. For example, "signifikently" instead of "significantly" shows difficulty with complex consonant and vowel sounds (Celce-Murcia, Brinton & Goodwin, 2010). "Climinate chance" instead of "climate change" suggests confusion between similar phonemes. Additionally, "biussness" instead of "business" indicates problems with articulation and the correct stressed syllable.

10.1.3.4. Grammatical Errors

It is grammatically incorrect and there are errors in the agreement with sentences. The correct grammar should be subject verb agreement, that is "small companies have to go out of business" which maintains the consistency in tense and number (Murphy, 2012). The correct infinitive form of compete is compete, so again "they can't compet".

10.1.3.5. Impact on Communication

It will obstruct the meaning or information of the words, and prevail as obstacle in effective communication. Mispronouncing a word can make a listener misunderstand, for example, but not using the right grammar structure will also confuse the listener regarding the main message (Derwing & Munro, 2005). This is really important if you are an academic or need to communicate clearly in a professional context (Harmer, 2007).

10.1.3.6. Conclusion

The actuality is that irregular errors that are well punctuated are tells of a 2nd idiolect step. By practicing pronunciation and reinforcing grammatical rules, the speaker will be able to get their ideas across in a more proper manner. The table provides them all, Errors and the Correct forms.

Table 3

Table of Errors and Corrections

Type of Error	Identified Error	Correct Form
Phonetic	"signifikently"	"significantly" (/sɪg'nɪfɪkəntli/)
Phonetic	"climinate chance"	"climate change" (/ˈklaɪmət tʃeɪndʒ/)
Phonetic	"biussness"	"business" (/ˈbɪznəs/)
Phonetic	"supple chains"	"supply chains" (/sə'plai tʃeɪnz/)
Grammatical	"the small company have to go out"	"the small companies have to go out"
Grammatical	"they can't compet with"	"they can't compete with"
Grammatical	"make economics vulnerable"	"make economies vulnerable"
Grammatical	"I think that are the disadvantage"	"I think those are the disadvantages"
Grammatical	"climinate chance"	"climate change"
Grammatical	"the hevly relates on on move products"	"the heavy reliance on moving products"
Grammatical	"they can't compet with the multinationals"	"they can't compete with multinationals"

Grammatical	"make economics vulnerable"	"make economies vulnerable"
Grammatical	"Other exploitation of the workers"	"Another issue is the exploitation of workers"
Grammatical	"I think that are the disadvantage"	"I think those are the disadvantages"
Grammatical	"I prefer the... national products"	"I prefer national products"

Note: Own elaboration, year 2024.

10.1.4. S4 Original Text:

Really usable for us. Cause.. fresher and more nutritious, because local food, well taking into account with the food local food doesn't have to travel long distance so it can pick it at the peak of region, and they retain more nutrients and flavor comparet to prodiud that... umm that multinational products as well.

I don't know how this okay.

And also, well if ..if I choose the local food, it probably, they reduce environmental impact because local food travels fewer miles to reach consumers reducing greenhouse in order to gas emission and pollution from transportation.

Local firms are also.. more likely to use sustainable practice that protect the environment as well.

And... well, if we choose the local produce, we are going to contributein the preservers local.. eee.. food and traditions cause well by luck..buying local produce helps maintaining traditional food varieties that are well sweeten to the local humidity.

Phonetic Transcription:

/ˈrɪli ˈjuːzəbəl fɔː əs. kɔːz... ˈfrɛʃər ænd mɔː nuːˈtrɪʃəs, bɪˈkɔːz ˈlɒkəl fud, wəl teɪkɪŋ ˈɪntu əˈkaʊnt wɪð ðə fud ˈlɒkəl fud ˈdʌzənt hæv tu ˈtrævəl lɔŋ ˈdɪstəns sʊʊ ɪt kæn pɪk ɪt æt ðə pɪk əv ˈrɪdʒən, ænd ðeɪ rɪˈteɪn mɔː ˈnutriənts ænd ˈfleɪvər kəmˈpærət tu ˈprɒdiud ðæt... əm... ðæt ˌmʌltiˈnæʃənəl ˈprɒdʌks æz wəl.

aɪ daʊnt noʊ haʊ ðɪs ʊʊˈkeɪ.

ænd 'əlsou, wɛl ɪf... ɪf aɪ tʃuz ðə 'lʊkəl fud, ɪt 'prəbəbli, ðeɪ rɪ'dʊs ɪn ,vaɪrən'mentəl
'ɪmpækt bɪ'kɔz 'lʊkəl fud 'trævəlz 'fjuər maɪlz tu rɪf'kən'sʊmərz rɪ'dʊsɪŋ 'grɪn ,haʊs ɪn
'ɔrdər tu gæs ɪ'mɪʃən ænd pə'luʃən frəm ,træns'pɔr'teɪʃən.

'lʊkəl fɜ:mz ɑr 'əlsou... mɔr 'laɪkli tu ju:z sə'steməbəl 'præktɪs ðæt prə'tekt ði
ɪn'vaɪrənmənt æz wɛl.

ænd... wɛl, ɪf wɪ tʃuz ðə 'lʊkəl 'prɔʊdʊs, wɪ ɑr 'gəʊɪŋ tu kən'trɪbjʊtɪn ðə prɪ'zɜ:vərz
'lʊkəl... ɪ:... fud ænd trə'dɪʃənz kɔz wɛl baɪ lʌk... 'bɑɪŋ 'lʊkəl 'prɔʊdʊs hɛlpz mɛm'teɪnɪŋ
trə'dɪʃənəl fud və'raɪətɪz ðæt ɑr wɛl 'swɪtən tu ðə 'lʊkəl hju'mɪdətɪ./

10.1.4.1. Phonetic and Grammatical Error Analysis

10.1.4.2. Introduction

English Modern English Spoken) on sample text (a man speaking) It abounds in phonetic and grammatical problems, shared by many English-language learners (Swan & Smith, 2001). This analysis detects these errors and suggests way to bring in correction making it better linguistically accurate/ fluent.

10.1.4.3. Phonetic Errors

Mistakes in pronunciation of main words, for example, “comparet” instead of “compared”, and “prodiud” instead of “produce”. Such errors show problems with vowel (and consonant) sounds, but also with diphthongs and word endings as well (Celce-Murcia, Brinton & Goodwin, 2010). There is also potential for confusion between pseudo-homophones (e.g. sweeten instead of suited) which could interfere with message comprehension (Kelly, 2000).

10.1.4.4. Grammatical Errors

The text contains grammar mistakes, such as wrong verb tenses, and sentence layout. E.g., change from: “it can pick it at the peak of region” to: “it can be picked at the peak of ripeness” (Murphy, 2012) Sentences like the seven above: "helps maintaining" instead of "helps maintain

These phonetic and grammatical errors can hinder understanding and reduce the effectiveness of communication. Incorrect pronunciation can lead to misunderstandings, especially in contexts where accuracy is crucial (Derwing & Munro, 2005). Grammatical errors can confuse the listener about the relationship between presented ideas, affecting the cohesion of the discourse.

10.1.4.5. Conclusion

Improving communication in English requires addressing these errors. A focus on these areas, as well as another aspect of Works Minister Walker highlighted — improving pronunciation in the speaking of specific sounds and grammar such as verb structures and choice of words (Harmer, 2007) — is a rightfully recommended element. Summary of Errors Found and Correct Phrasing

Mistakes at the Level of Phonetics: The mistakes like 'prodiud' and 'produce' by problems with diphthong /oʊ/ and final consonant /s/. These sounds can be practiced in order to correct pronunciation (Kelly, 2000).

Correct grammar — incorrect use of 'help + infinitive' Common errors when you use an infinitive after certain auxiliary verbs (Murphy, 2012) The mistake: Instead of "helps maintain," it should be "helps maintaining.

Accuracy: Accuracy plays an important role in speaking activities, inadequate pronunciation and grammar can cause misunderstandings while discussing environmental and sustainability issues (Derwing & Munro 2005).

Table 4

Table of Errors and Corrections

Type of Error	Identified Error	Correct Form
Phonetic	"comparet" (/kəm'pærət/)	"compared" (/kəm'pærd/)
Phonetic	"prodiud" (/ˈprɔːdiud/)	"produce" (/ˈprɒdʊs/)
Phonetic	"sweeten to the local humidity" (/'switən tu ðə 'lɔːkəl hju' mɪdəti/)	"suited to the local climate" (/ˈsuːtəd tu ðə 'lɔːkəl 'klaɪmət/)
Phonetic	"contributein" (/kən'trɪbjutɪn/)	"contribute to" (/kən'trɪbjut tu/)
Grammatical	"it can pick it at the peak of region"	"it can be picked at the peak of ripeness"
Grammatical	"they reduce environmental impact"	"it probably reduces environmental impact"
Grammatical	"reducing greenhouse in order to gas emission"	"reducing greenhouse gas emissions"
Grammatical	"practice that protect the environment"	"practices that protect the environment"
Grammatical	"helps maintaining traditional food varieties"	"helps maintain traditional food varieties"
Grammatical	"contributein the preservers local food and traditions"	"contribute to the preservation of local food and traditions"

Note: Own elaboration, year 2024.

10.1.5. S5 Original Text:

Products helps to sustain small ..Bis.. businesses and creates jobs within the community itself. Amm..Over here, what else?

mmm..Okay, the environmental benefits of buying local products as well can reduce carbon footprints associated with transportation, contributing to sustainability as well.

The cultural identity as well.

Local products often reflect regional, regional culture and traditions helping preserve local heritage.

Some disadvantages as well over here aboush.. buying local products.

It will be that there is a limited availability among the products as well.

since local products may not always be available in a wide variety or quantity compared to multinational brands.

And it has higher prices as well.

Local goods can sometimes be more expensive due to smaller production scales and higher cost of materials.

mm..About the...multinational products, well, there are some advantages as always as well and some down sets the moment of buying these multinational products.

mmm.. One advantage is that aa..

Phonetic Transcription:

/'prɒdʌkts hɛlpz tu sə'steɪn smɔ:l... bɪs... 'bɪznəsɪz ænd kri'eɪtɪz dʒɒbz wɪ'ðɪn ðə kə'mju:nɪti ɪt'self./

/æm... 'oʊvər hɪər, wɒt ɛls?/

/m... ʊ'keɪ, ðɪ ɪn ,vaɪrən'mentəl 'benɪfɪts əv 'baɪɪŋ 'ləʊkəl 'prɒdʌkts æz wɛl kæn rɪ'dju:s 'kɑ:bən 'fʊtprɪnts ə'səʊsɪətɪd wɪð ,træns'pɔ:r'teɪʃən, ,kɒntrɪ'bju:tɪŋ tu sə'steɪnə'bɪlɪti æz wɛl./

/ðə 'kʌltʃərəl aɪ'dentəti æz wɛl./

/'lʊkəl 'prɒdʌkts 'ɒfən rɪ'flekt 'ri:dʒənəl, 'ri:dʒənəl 'kʌltʃər ænd trə'dɪʃənz 'helprɪŋ
prɪ'zɜ:v 'lʊkəl 'hɛrɪtɪdʒ./

/sʌm ,dɪsəd'vɑ:ntɪdʒɪz æz wɛl oʊvər hɪər ə'baʊf... 'baɪŋ 'lʊkəl 'prɒdʌkts./

/ɪt wɪl bi ðæt ðer ɪz ə 'lɪmɪtɪd ə'veɪlə'bɪlətɪ ə'mʌŋ ðə 'prɒdʌkts æz wɛl, sɪns 'lʊkəl
'prɒdʌkts meɪ nɒt 'ɔ:lweɪz bi ə'veɪləbəl ɪn ə waɪd və'raɪəti ɔr 'kwɒntɪtɪ kəm'pərd tu
,mʌlti'næʃənəl brændz./

/ænd ɪt hæz 'haɪər 'praɪsɪz æz wɛl./

/lʊkəl gʊdz kæn 'sʌmtaɪmz bi mɔ:r ɪk'spɛnsɪv dʒu tu 'smɔ:lər prə'dʌkʃən skeɪlz ænd
'haɪər kɒst əv mə'tɪəriəlz./

/m... ə'baʊt ðə... ,mʌlti'næʃənəl 'prɒdʌkts, wɛl, ðer ɔr sʌm əd'væntɪdʒɪz æz 'ɔ:lweɪz
æz wɛl ænd sʌm daʊn sɛts ðə 'mʊmɛnt əv 'baɪŋ ði:z ,mʌlti'næʃənəl 'prɒdʌkts. m... wʌŋ
əd'væntɪdʒ ɪz ðæt ɑ:.../

10.1.5.1. Analysis of Phonetic and Grammatical Errors

10.1.5.2. Introduction

The above text is actual English speech from a non-native speaker, consequently a number of phonetic and grammatical errors can be found. Such errors are frequent in L2 English, and impact negatively on communication as a whole (Swan & Smith, 2001). The objective of this analysis is to realize the mistakes made by the speaker and correct them resulting in a better knowledge of use.

10.1.5.3 Phonetic Errors

Problems in pronouncing specific key words are experienced. For example, "Bis. An example of incomplete or faulty pronunciation would be, for example, the inability to complete the ending of businesses in ".." instead of.. business(es) (Celce-Murcia, Brinton & Goodwin 2010). The mispronounced p sounds [baloush being understood as ball bush instead of ba loopsh] shows a misunderstanding of the format on how to pronounce vowels and

consonants. Also, lots of filler "mmm" sounds...", "amm...", and "aa...", used by speakers who are pausing to plan their thoughts (Derwing & Munro, 2005).

10.1.5.4. Grammatical Errors

The structure of the grammar in this text has serious issues with agreement. ~Wrong; The treaties, and where you live is Equal to You This Agreement~ The verb is adjusted to the plural subject in example " Products help to sustain" against the original error found (Murphy, 2012) Incorrect use of vocabulary: The words "some down sets" should be "some downsides" (Swan & Smith, 2001) Additionally, there are identified incomplete sentences and lack of connections among expressed ideas.

10.1.5.5. Impact on Communication

They can impede understanding and decrease the efficacy of your communication. Wrong pronunciation can create misunderstanding and incorrect grammatical structure may spoil the listener (Harmer, 2007). Many of these are inherent aspects of the English Language which add to the fluency and confidence while speaking in English for a non-native speaker.

10.1.5.6. Conclusion

It is necessary to identify these mistakes and correct them so that you can develop fluent English communication. Pronunciation of the words that are being made difficult to say and come out more easily, revising some essential grammar (Kelly, 2000). Conclusions

The following table reports the identified errors and their correct forms:

Better Phonetics: Typing in the words such as "buildings" and "about" would reduce some of the confusion, if practiced (Kelly, 2000).

Grammatical Correction: Paying attention to subject-verb agreement and correct vocabulary usage will improve message clarity (Murphy, 2012).

Fluency in Speech: Reducing the use of filler sounds and organizing thoughts before speaking can increase fluency and confidence in communication (Derwing & Munro, 2005).

Table 5

Table of Errors and Corrections

Type of Error	Identified Error	Correct Form
Phonetic	"Bis..." instead of "businesses"	"businesses" (/ˈbɪznɪsɪz/)
Phonetic	"aboush" instead of "about"	"about" (/əˈbaʊt/)
Phonetic	"down sets" instead of "downsides"	"downsides" (/ˈdaʊnsaɪdz/)
Grammatical	"Products helps to sustain"	"Products help to sustain"
Grammatical	"creates jobs within the community itself"	"creates jobs within the community"
Grammatical	"contributing to sustainability as well"	"also contributing to sustainability"
Grammatical	"Some disadvantages as well over here aboush buying..."	"Some disadvantages about buying..."
Grammatical	"It will be that there is a limited availability..."	"There is limited availability..."
Grammatical	"And it has higher prices as well"	"They have higher prices as well"
Grammatical	"some down sets the moment of buying these products"	"some downsides when buying these products"

Note: Own elaboration, year 2024.

10.1.6. S6 Original Text:

“...and transportation of goods across long distance.

ee...lead to higher carbon emissions and contribute to climate change.

ee.. ok...Moreover, demand for natural resources to support a global trade can resolving or exploration and destruction of ecosystems.

This environ... degradation not only affects the planet, but also is the livelihoods of the people who depend on the local environment for reserval. eeee the the other disadvantage is that cultural homogenization is another issue, is as seglobalization expresses a local cultures and traditions.

ee..Yeah.

And the standalones are cultural diversity as unique languages, customs, or replace a globalize or uniform practice, eeee..reduce the origzin of local cultural landscapes.

In my case, I prefer local products.

Not only support of the small business and local farmers, but they also use environmental impact.

As I said, the global locally producer aa.. don't have to try thousands of vary consumers.

Additional local producers are of the refraser and equality sales don't need to preserve a loan transport.

By a local also helps preservar a cultural entity, buying support of the local the craftspeople and tradizions, and yeah.

Is, my opinion.

Thank you.”

Phonetic Transcription:

/... ænd ,trænspər'teɪʃən əv gʊdz ə'krɒs lɔŋ 'dɪstəns./

/i:... li:d tu: 'haɪər 'kɑ:rbən ɪ'mɪʃənz ænd kən'trɪbjʊ:t tu: 'klaɪmət tʃeɪndʒ./

/i:... ʊʊ'keɪ... mɔ:r'ʊʊvər, dɪ'mænd fɔ:r 'nætʃərəl rɪ'sɔ:rsɪz tu: sə'pɔ:rt ə 'gloʊbəl treɪd kæn rɪ'zʌltɪŋ ɪn ,ɛksplɔ: 'reɪʃən ænd dɪ'strʌkʃən əv 'i:kɔʊsɪstəmz./

/ðɪs ɪn ,vaɪrən'mentəl deɪgrə'deɪʃən nɒt 'oʊnli ə'fektz ðə 'plænɪt, bʌt 'ɔ:lsoʊ ðə 'laɪvlihudz əv ðə 'pi:pəl hu: dɪ'pend ɒn ðə 'loʊkəl ɪn'vaɪrənmənt fɔ:r sə'vaɪvəl./

/i:... ði: ,ʌðər ,dɪsəd'væntɪdʒ ɪz ðæt 'kʌltʃərəl hæʊmə,dʒɛnɪ'zeɪʃən ɪz ə'nʌðər 'ɪfu:, æz æz ,gloʊbələ'zeɪʃən ɪk'sprɛsɪz ə 'loʊkəl 'kʌltʃərz ænd trə'dɪʃənz./

/i:... jɛə./

/ænd ðə 'stændə ,loʊnz ɑ:r 'kʌltʃərəl daɪ'vɜ:rsɪti æz ju:'ni:k 'læŋgwɪdʒɪz, 'kʌstəmz, ɔ:r rɪ'pleɪs baɪ 'gloʊbəlaɪzd ɔ:r 'ju:nɪfɔ:rm 'præktɪsɪz, i:... rɪ'dʒu:s ði: 'bɪrɪdʒɪn əv 'loʊkəl 'kʌltʃərəl 'lændskeɪps./

/ɪn maɪ keɪs, aɪ prɪ'fɜ:r 'loʊkəl 'prɒdʌkts./

/nɒt 'oʊnli sə'pɔ:rt ðə smɔ:l 'bɪznəsɪz ænd 'loʊkəl 'fɑ:rmərz, bʌt ðeɪ 'ɔ:lsoʊ rɪ'dʒu:s ɪn ,vaɪrən'mentəl 'ɪmpækt./

/æz aɪ sɛd, ðə 'loʊkəli prə'dʒu:sɪd... ææ... doʊnt hæv tu: traɪ 'θaʊzəndz əv 'vaɪəriəs kæn'sju:mərz./

/ə'dɪʃənəl 'loʊkəl prə'dʒu:sɪz ɑ:r 'frɛʃər ænd ɪ'kwɒlətɪ seɪlz doʊnt ni:d tu: prɪ'zɜ:rv ə lɒŋ 'trænspɔ:rt./

/baɪŋ 'loʊkəl 'ɔ:lsoʊ hɛlpz prɪ'zɜ:rv ə 'kʌltʃərəl aɪ'dentətɪ, 'baɪŋ sə'pɔ:rt fɔ:r ðə 'loʊkəl 'kra:fts ,pi:pəl ænd trə'dɪʃənz, ænd jɛə./

/ɪz maɪ ə'pɪnjən./

/θæŋk ju:./

10.1.6.1. Analysis of Phonetic and Grammatical Errors

10.1.6.2. Introduction

This text is a transcript of: Slower English Voice; Non-Native speaker This grammar and pronunciation errors are natural in English as a second language learners (Swan & Smith, 2001). These mistakes can hinder the clarity and comprehension of the text. This analysis will spot these mistakes and provide accurate answers, and it contains references to help with the

learning process.

10.1.6.3. Phonetic Errors

Phonetic error might be an incorrect pronunciation or confusion of sounds that enables the meaning alter. In another example, “epend” rather than “depend’ indicates deletion or omission of the initial /d/ sound (Celce-Murcia, Brinton, & Goodwin, 2010). Confusion with articulating vowel and consonnt sounds, "reserval" instead of "survival". In addition, that "presər'var" instead "preserve," shows problems for the sounds /v/ and /z/.

10.1.6.4. Grammatical Errors

Grammatical issues involve sentence structure and the proper use of verb tenses and prepositions. A lack of clear subject (i.e., "contribute to climate change"; Murphy, 2012). The term they also use environmental impact, is an entangle of grammatical gobbledygook and that sort of gibberish really gets to me. Subject-Verb Agreement And Word Usage Problems:

10.1.6.5. Impact on Communication

All of these phonetic and grammatical errors contribute to communication ineffectiveness. Mispronunciations may cause misunderstandings if the mispronounced words are integral to the meaning of the message (Derwing & Munro, 2005). We need to use correct grammatical structures so that the listener can really understand and follow this great idea (Harmer, 2007). Correction of these errors is a paramount concern in English language communicative competence.

10.1.6.6. Conclusion

Correcting these types of errors are immersively impotent for English language skills. It is advisable to also practice problem vowel and consonant sounds and re-learn the fundamentals of grammar (Kelly, 2000). Books with grammar books and listening exercises_recommendation Table 1 Summary of detected errors and solutions.

- Consonant Sound: Confusion of /dʒ/ and z sound in ‘origin’ may come from the native language. Any Similarity In Pronunciation, Known As Minimal Pairs (Kelly, 2000 — Used To Correct These Errors.

- Sentence Structure: Putting effort into writing sentences having an unambiguous subject and a verb makes them clear (Murphy, 2012).

- Right Words: It is very important that you use the right words in order to have a clear communication. The meaning changes just the same, if perhaps not as drastically as "survival" instead of "reserval.

- Speech Fluency – Minimize fillers such as “eee....” and “aa.;;” wide bonus band and can improve speech fluidity and comprehension (Derwing & Munro, 2005).

Consistent Practice: Exposure to the language daily and the regular use of both oral and written skills will help in becoming proficient in English (Harmer,2007).

Table 6

Table of Errors and Corrections

Type of Error	Identified Error	Correct Form
Phonetic	"epend" (/i'pænd/)	"depend" (/dɪ'pænd/)
Phonetic	"reserval" (/rɪ'sɜ:rvəl/)	"survival" (/sər'vaɪvəl/)
Phonetic	"origzin" (/ˈɒrɪdʒɪn/)	"origin" (/ˈɒrɪdʒɪn/)
Phonetic	"prəsər'vər" (/prəsər'vər/)	"preserve" (/prɪ'zɜ:rv/)
Phonetic	"trizions" (/trə'dɪʒənz/)	"traditions" (/trə'dɪʃənz/)
Grammatical	"contribute to climate change" (without explicit subject)	"They lead to higher carbon emissions and contribute to climate change."

Grammatical	"demand for natural resources... can resolving or exploration"	"Demand for natural resources... can result in over-exploration"
Grammatical	"environmental degradation... is the livelihoods of the people"	"Environmental degradation... affects the livelihoods of the people"
Grammatical	"they also use environmental impact"	"They also reduce environmental impact"
Grammatical	"Additional local producers are of the refraser and equality sales don't need to preserve a loan transport"	"Additionally, local producers offer fresher and quality goods that don't need long transport"

Note: Own elaboration, year 2024.

10.1.7. S7 Original Text:

“important also about me.

consider that it's important..ee.. support ee..local products. And..

Because when llou maybe support mostly national products, it's probably that you affect ee.. your own country, you know, because you coul be affect in economic part.

ee... Youcan maybe produs, e.. in unemployment and a lot of people..ee.. aa.. will be affect about about their job you know and also it's probably that your own country..eee.. coul be problems with the economic part is say maybe a poor country when llou maybe support a multinational products ee.. you have the possibility to maybe..umm..help and ee..maybe coul be help some countries to to be rich..ee.. to have a lot of a lot of money, a lot of products, a lot of job.

So I consider that is important that e.. we Like a person is important, support llour own country and help your own your own country.”

Phonetic Transcription:

/im'pɔ:rtənt 'ɔ:lsoʊ ə'baʊt mi:./

/kən'sɪdər ðæt its im'pɔ:rtənt... i:... sə'pɔ:rt i:... 'lʊkəl 'prɑ:dʌkts. ænd.../

/br'kɔ:z wɛn ju: 'meɪbi sə'pɔ:rt 'moʊstli 'næʃənəl 'prɑ:dʌkts, its 'prɒbəbli ðæt ju: ə'fɛkt i:... jɔ:r oʊn 'kʌntri, ju: noʊ, br'kɔ:z ju: kʊd bi: ə'fɛkt ɪn 'ɛkə'nɒmɪk pɑ:rt./

/i:... ju:kæn 'meɪbi prə'dju:s, i:... ɪn 'ʌnɪm'plɔɪmənt ænd ə lɒt əv 'pi:pəl... i:... ɑ:... wɪl bi: ə'fɛkt ə'baʊt ə'baʊt ðeər dʒɒb, ju: noʊ, ænd 'ɔ:lsoʊ its 'prɒbəbli ðæt jɔ:r oʊn 'kʌntri... i:... kʊd bi: 'prɒbləmz wɪð ði: 'ɛkə'nɒmɪk pɑ:rt, ɪt seɪ 'meɪbi ə pʊr 'kʌntri wɛn ju: 'meɪbi sə'pɔ:rt ə 'mʌlti'næʃənəl 'prɑ:dʌkts, i:... ju: hæv ðə 'pɒsə'bɪləti tu: 'meɪbi... ʌm... hɛlp ænd i:... 'meɪbi kʊd bi: hɛlp sʌm 'kʌntrɪz tu: tu: bi: rɪtʃ... i:... tu: hæv ə lɒt əv ə lɒt əv 'mʌni, ə lɒt əv 'prɑ:dʌkts, ə lɒt əv dʒɒb./

/soʊ aɪ kən'sɪdər ðæt ɪz ɪm'pɔ:rtənt ðæt i:... wɪ: laɪk ə 'pɜ:rsən ɪz ɪm'pɔ:rtənt, sə'pɔ:rt jɔ:r oʊn 'kʌntri ænd hɛlp jɔ:r oʊn jɔ:r oʊn 'kʌntri./

10.1.7.1. Analysis of Phonetic and Grammatical Errors

10.1.7.2. Introduction

This is a transcript of the English text spoken by a speaker of this language. There are a number of phonic and grammatical mistakes, as might be expected by alt. people when they are studying English (Swan & Smith, 2001). These mistakes can affect on understanding and communication. The notes for this analysis are some (heavily edited) notes given to Alesa Licht who has worked through the phonetic and morphological issues with me to try and establish some corrections, although which have been fact-checking of source language material too

10.1.7.3. Phonetic Errors

Phonetic errors: Errors in the transcription process which contain in exact pronunciations or incorrect etc. of how to sound. Another consonant, /j/ as in the pronoun "you" was also frequently confused (/lu:/ -> llou) (Kelly 2000). They used the word "coul" for could, indicating difficulty with final consonant /d/; Here, "produs" is for "produce,"

which presents issues with vowel sounds and word stress (Celce-Murcia, Brinton & Goodwin, 2010). The informal mispronunciation results in potential conversational ambiguity.

10.1.7.4. Grammatical Errors

The text is peppered with grammar errors including incorrect verb forms, misplacing of prepositions and sentence structure problems like run-ons. To cite, "you could be affect in economic part" is "you could be affected economically" and this should be write as a passive voice with adverbial form (Murphy, 2012). The phrase "will be affect about about their job" shows improper verb form and redundant pronouns. Furthermore, "could be problems with the economic part is say maybe a poor country" lacks coherence and proper syntax.

10.1.7.5. Impact on Communication

A lot of times these phonetic and grammatical differences greatly hampers the lucidity and effectiveness of conveying one's statement. Mispronunciations can lead to confusion, particularly for high-frequency words such as pronouns and modal verbs (Derwing & Munro, 2005). Faulty grammar can muddy the waters, confusing listeners about what you are trying to say. These kinds of errors might be taken advantage of in professional and academic situations, affecting the speaker's credibility and hampering successful communication (Harmer, 2007).

10.1.7.6. Conclusion

According to Kelly (2000), practicing pronunciation especially of /j/ and final consonants is crucial for improving communication skills. Practice activities that strengthen an understanding of subject-verb agreement, sentence structure, and preposition usage will aid in the increase of grammatical accuracy (Murphy, 2012). Native speakers are also going to help establish more realistic pronunciation of the language as well as mean expressions because you will try to mimic what they are saying in an exercise.

- **Phonetic Improvement:** Practicing minimal pairs and focusing on troublesome sounds can enhance pronunciation (Kelly, 2000). For instance, contrasting "you" and "llou" to solidify the correct /j/ sound.
- **Grammar Focus:** Studying passive voice constructions and verb tenses will help correct sentences like "be affect" to "be affected" (Murphy, 2012).
- **Communication Practice:** Engaging in conversational practice with feedback from native speakers or instructors can help identify and correct persistent errors (Harmer, 2007).
- **Language Exposure:** Listening to English media, such as news broadcasts and podcasts, can improve comprehension and pronunciation through repeated exposure (Derwing & Munro, 2005).

Table 7

Table of Errors and Corrections

Type of Error	Error Identified	Correct Form
Phonetic	"llou" pronounced incorrectly for "you"	"you" pronounced as /ju:/
Phonetic	"coul" instead of "could"	"could" pronounced as /kʊd/
Phonetic	"produs" instead of "produce"	"produce" pronounced as /prə'dju:s/
Grammatical	"be affect in economic part"	"be affected economically"
Grammatical	"will be affect about about their job"	"will be affected regarding their job"
Grammatical	"could be problems with the economic part is say maybe a poor country"	"could become a poor country due to economic problems"

Grammatical	"support your own your own country"	"support your own country"
--------------------	-------------------------------------	----------------------------

Note: Own elaboration, year 2024.

10.1.8 S8 Original Text:

Hello, I am 26 years old.

I am in my last semesters and I am feminine gender.

Well, regarding to the first questions, I consider that one of the disadvantages of globalization is the loss of local identity.

As global cultures and businesses spread, traditional customs, languages, and practices can be replaced uh by the new cultures or even can be forgotten.

So I think that this makes countries more similar to each other and reduce cultural diversity.

About the second questions, sometimes by products from multinational companies, can be a good option because they are cheaper than local ones.

I remember that I once tried to support a local shopping fair but the clothes were so expensive that I couldn't afford to buy anything.

So umm I like the idea of supporting local businesses but it is often more practical um to thinkin the economic upturn, it's pretty thing.

Phonetic Transcription:

/he'loʊ, aɪ æm twenti sɪks jɪrz oʊld./

/aɪ æm ɪn maɪ læst sə'mestərz ænd aɪ æm 'femənən 'dʒendər./

/wəl, rɪ'gɑːdɪŋ tu ðə fɜːrst 'kwɛstʃənz, aɪ kən'sɪdər ðæt wʌn ʌv ðə ,dɪsəd'væntɪdʒɪz ʌv ,glɒʊbələ'zeɪʃən ɪz ðə lɒs ʌv 'loʊkəl aɪ'dentɪti./

/æz 'glɒʊbəl 'kʌltʃərz ænd 'bɪznəsəz sprɛd, trə'dɪʃənəl 'kʌstəmz, 'læŋgwədʒɪz, ænd 'præktɪsəz kæn bi rɪ'pleɪst ʌh baɪ ðə nu 'kʌltʃərz ɔr 'ɪvən kæn bi fər'gætən./

/soʊ aɪ θɪŋk ðæt ðɪs meɪks 'kʌntrɪz mɔr 'sɪmələr tu ɪf' ʌðər ænd rɪ'dʌs 'kʌltʃərəl daɪ'vɜːrsəti./

/ə'baʊt ðə 'sekənd 'kwɛstʃənz, 'sʌmtaɪmz baɪ 'prɒdɒkts frʌm ,mʌlti'næʃənəl
'kʌmpənɪz kæn bi ə gʊd 'ɑːpʃən bi'kɒz ðeɪ ar 'tʃɪpər ðæn 'lʊkəl wʌnz./

/aɪ rɪ'membər ðæt aɪ wʌnz traɪd tu sə'pɔːt ə 'lʊkəl 'ʃɑːpɪŋ fɛr bʌt ðə kloʊdʒ wɜː sʊʊ
ɪk'spɛnsɪv ðæt aɪ 'kʊdənt ə'fɔːd tu baɪ 'eniθɪŋ./

/sʊʊ ʌm aɪ laɪk ði aɪ'diə ʌv sə'pɔːtɪŋ 'lʊkəl 'bɪznəsəz bʌt ɪt ɪz 'ɒfən mɔːr 'præktɪkəl
ʌm tu 'θɪŋk ɪn ði ,ɛkə'nɑːmɪk 'ʌptɜːn, ɪts 'prɪti θɪŋ./

10.1.8.1. Analysis of Phonetic and Grammatical Errors

10.1.8.2. Introduction

It is the contemplation of a non-native English speaker on some extent, on what he loses due to globalization and remembers in regard with both local and multinational products. Other common problems associated with English learners are phonetic errors and grammatical errors as demonstrated here throughout the text (Swan & Smith, 2000). This analysis identifies these errors, explains their impact on communication, and offers

10.1.8.3. Phonetic Errors

Phonetic inaccuracies affect the clarity of speech. The word "feminine" is pronounced as /'fɛmənən/ instead of /'fɛmənɪn/, which may cause confusion (Celce-Murcia, Brinton, & Goodwin, 2010). Another thing that doesn't help is the gross mispronunciation of 'practices' as /'præktɪsəz/ rather than /'præktɪsɪz/. Hesitation: Moreover, expression of hesitation e. g. "uh" and "um" disrupt fluent flow (Derwing & Munro, 2005). The word "thinkin" the economic upturn sounds like a contraction between "thinking" and "in," that the listener could not follow because it may be pronounced /'θɪŋkɪn/.

10.1.8.4. Grammatical Errors

Several grammatical errors are present. In "I am in my last semesters," the plural "semesters" conflicts with the singular context; it should be "last semester" (Murphy, 2012). The phrase "I am feminine gender" is unconventional; the correct expression is "I am female" or "I am a woman." The use of "regarding to the first questions" is incorrect; "regarding"

should not be followed by "to," and "questions" should be singular to match "first" (Swan & Smith, 2001). The sentence "sometimes by products from multinational companies" should be "sometimes buying products from multinational companies." Lastly, "thinkin the economic upturn, it'spretty thing" is grammatically incorrect and unclear.

10.1.8.5. Impact on Communication

It can cause major comprehension errors and loss of communication efficacy.

Mispronunciations might lead listeners to misinterpret words or need more time to understand what was intended (Derwing & Munro, 2005). Grammatical errors can detract from the meaning and lessen the persuasiveness of a speech (Harmer, 2007). Pronunciation and grammar are very important in getting your thoughts across accurately and professionally.

10.1.8.6. Conclusion

In order to improve pronunciation, the speaker might practice difficult words with phonetic transcription help and listen to confident speakers making shadowing exercises (Kelly, 2000). They should be focusing on grammar rules, subject-verb agreement, and whether the prepositions they are using are proper to their context; because all these aspects will lead to better sentence structure (Murphy 2012). Practise reading out loud and getting feedback from native speakers (this is also a good way to perfect your own language skills) (Harmer, 2007):

Phonetic Focus: Proper pronunciation of vowel sounds and word endings can vastly enhance the ability to be understood (Kelly, 2000).

- Prepositions, verb-tenses- GrammArm(Un)Practice→ Basic grammar exercises on prepositions and different verb tenses can help in avoiding the unpardonable trivial errors (Murphy, 2012).

Fluency Improvement: Practicing not saying "uh" or "um" can make a big difference in your speaking fluency (Derwing & Munro, 2005).

Table 8

Table of Errors and Corrections

Type of Error	Error Identified	Correct Form
Phonetic	"feminine" pronounced /'femənən/	Pronounced /'femɪnɪn/
Phonetic	"practices" pronounced /'præktɪsəz/	Pronounced /'præktɪsɪz/
Phonetic	"thinkin" pronounced /'θɪŋkɪn/	Pronounced "thinking" /'θɪŋkɪŋ/
Grammatical	"I am in my last semesters"	"I am in my last semester"
Grammatical	"I am feminine gender"	"I am female" or "I am a woman"
Grammatical	"regarding to the first questions"	"Regarding the first question"
Grammatical	"reduce cultural diversity" (should be "reduces")	"Reduces cultural diversity"
Grammatical	"About the second questions"	"About the second question"
Grammatical	"sometimes by products from multinational companies"	"Sometimes buying products from multinational companies"
Grammatical	"thinkin the economic uptum, it's pretty thing"	"Thinking about the economic aspect; it's practical"

Note: Own elaboration, year 2024.

10.1.9. S9 Original Text:

“Known because they have an a longer shelf life.

But it has been a process of consiren for support small companies and local browsers because this way we support what is ours.

Unfortunately, in the media, especially on the internet, we are bombarded At all times, with a multitude of problems, of which sometimes we don't know their origin, and we have created needs in an almost illogical, materialistical world, it is necessary that we really think about what we need, avoiding accumulating and wasting capital when we forget what is truly important.

such as family, what is our... or peace of mind.

Globalization has not only affected daily life and the economy,ee... communication are also faster.

The internet has become a means to acquire knowledge and to know everything that happens in the world. Almost immediatly..”

Phonetic Transcription:

/noʊn bɪ'kɒz ðeɪ hæv ən ə 'lɒŋgər ʃɛlf laɪf./

/bʌt ɪt hæz bɪn ə 'præsəs əv kən'saɪrən fər sə'pɔrt smɔl 'kʌmpənɪz ænd 'lʊkəl
'braʊzərz bɪ'kɒz ðɪs weɪ wɪ sə'pɔrt wʌt ɪz 'aʊərz./

/ʌn 'fɔrtʃənətli, ɪn ðə 'mɪdiə, ə 'spɛʃəli ən ði 'ɪntər'net, wɪ ɑr bʌm' bɑrdəd æt ɔl taɪmz, wɪð ə 'mʌltɪtʃud əv 'prɒbləmz, əv wɪtʃ 'sʌmtaɪmz wɪ doʊnt noʊ ðer 'ɔrədʒɪn, ænd wɪ hæv kri'eɪtəd nɪdz ɪn ən 'ɔlmoʊst ɪ'lʌdʒɪkəl, mə'tɪrɪə' lɪstɪkəl wɜrld, ɪt ɪz 'nesəsəri ðæt wɪ 'rɪəli θɪŋk ə'baʊt wʌt wɪ nɪd, ə'vɔɪdɪŋ ə,kjʊmʃə'leɪtɪŋ ænd 'weɪstɪŋ 'kæpɪtəl wɛn wɪ fər'gɛt wʌt ɪz 'trʊli ɪm'pɔrtənt./

/sʌtʃ æz 'fæməli, wʌt ɪz 'aʊər... ɔr pɪs əv maɪnd./

/.glɔʊbələ'zeɪʃən hæz nʌt 'oʊnli ə'fɛktəd 'deɪli laɪf ænd ði ɪ'kʌnəmi, ɪ:...
kə,mjʊnə'keɪʃən ɑr 'ɔlsʊ ə'fæstər./

/ði 'ɪntər'net hæz bɪ'kʌm ə mɪnz tu ə'kwærər 'nʌlɪdʒ ænd tu noʊ 'ɛvrɪθɪŋ ðæt 'hæpənz ɪn ðə wɜrld. 'ɔlmoʊst ɪn'mɪdiətli.../

10.1.9.1. Analysis of Phonetic and Grammatical Errors

10.1.9.2. Introduction

The original text appears to be written by an English language learner and it demonstrates many of the sorts mispronunciations, grammar lapses and shorthand commonly seen in ELL writers (Swan & Smith, 2001). These mistakes significant effect on the correspondence and comprehension level. This paper analyzing it, showcasing the main phonetic errors and grammatical mistakes made by nonnative speakers while also providing corrections to improve language understanding.

10.1.9.3. Phonetic Errors

However, the text is not free from phonetic inaccuracies in word pronunciations like "consiren" for consideration and "materialistical" for materialistic. However, saying /kən'saɪrən/ "consiren," which sounds like "consideration" /kən,sɪd.ə'reɪ.ʃən/ (Kelly, 2000). Etc) /mə'tɪr.i.ə'lɪs.tɪk/ (materialistical > materialistic) (Celce-Murcia, Brinton, & Goodwin, 2010). Additionally, "inmediatly" pronounced /ɪn'mɪdiətli/ should be "immediately" /ɪ'mi:di.ət.li/.

10.1.9.4. Grammatical Errors

This text contains a number of grammatical errors including wrong article usage, verb agreement and word choice. For example, “communication are also faster” to be changed to “communication is also faster” has a singular noun and singular verb (Murphy, 2012). In "have a longer shelf life," you are using an unnecessary article "an" before "longer shelf life." Caption vocabulary error: local Doom communities — I think they meant local browsers

10.1.9.5. Impact on Communication

Such a pronunciation and grammatical mistake can be the reason for misinformation, and increase communication weaknesses. Mispronunciations will lead your listeners to hear different words from what you intended, while grammar mistakes can lead to misinterpretation of the message you wanted to convey(read more. (Derwing & Munro, 2005). This changes the context completely which ultimately can change the one listening to comprehend. For example, referring to "browsers" as businesses.

10.1.9.6. Conclusion

Kelly (2000) also states that speakers can improve pronunciation, by practicing hard words with phonetic tools, listening to imitation of native pronunciation. Improvement of grammatical skills means that you should learn even the simplest and basic rules such as subject-verb concord or use correct article (Murphy, 2012). Again, the most common areas are discussed below and using tools like grammar guides and pronunciation dictionaries is something you should always do to minimize these mistakes.

- **Phonetic Improvement:** Practicing pronunciation of difficult words using IPA can help reduce mispronunciations (Kelly, 2000).
- **Grammar Focus:** Studying subject-verb agreement and article usage improves grammatical accuracy (Murphy, 2012).
- **Communication Practice:** Engaging in conversation with native speakers enhances fluency and comprehension (Harmer, 2007).
- **Vocabulary Development:** Expanding vocabulary reduces errors in word choice, such as confusing "browsers" with "businesses" (Swan & Smith, 2001).

Table 9

Table of Errors and Corrections

Type of Error	Error Identified	Correct Form
Phonetic	"consiren" pronounced /kən'saɪrən/	"consideration" pronounced /kən,sɪd.ə'reɪ.ʃən/
Phonetic	"materialistical" pronounced /mə'tɪəriə'lɪstɪkəl/	"materialistic" pronounced /mə'tɪr.i.ə'lɪs.tɪk/
Phonetic	"inmediatly" pronounced /ɪn'mɪdiətli/	"immediately" pronounced /ɪ'mi:.di.ət.li/
Grammatical	"have an a longer shelf life"	"have a longer shelf life"
Grammatical	"process of consiren for support small companies"	"process of considering supporting small companies"

Grammatical	"local browsers"	"local businesses"
Grammatical	"communication are also faster"	"communication is also faster"
Grammatical	"almost illogical, materialistical world"	"almost illogical, materialistic world"
Grammatical	"Almost inmediately"	"Almost immediately"

Note: Own elaboration, year 2024.

10.1.10. S10 Original Text:

“her own country.

And besides, another thing will be in the laboral aspect that some some countries input their companies in countries that don't that are not very strict in..... laboral laws.

And besides, it coul affect the salary oo employees.

and decides the exploitation.

Okay, so this is the things that I think respect about the disvantages of globalization.

And do you prefer to buy local products or multinational products?

Okay, so I think it depends.

Okay, considering the ... the situation of the globalist world.

that some people get buy products from other countries for example using Amazon or TEMU or Aliexpress decides in other in other aspects for example in the okay in some companyOK, in some foreign companies.”

Phonetic Transcription:

/hɜr oʊn 'kʌntri./

/ænd br'saɪdz, ə'nʌðər θɪŋ wɪl bi ɪn ðə 'læbərəl 'æspɛkt ðæt sʌm sʌm 'kʌntrɪz 'ɪn ,pʊt ðer 'kʌmpənɪz ɪn 'kʌntrɪz ðæt doʊnt, ðæt ɑr nʌt vɛrɪ strɪkt ɪn... 'læbərəl lɔz./

/ænd br'saɪdz, ɪt kʊd ə'fɛkt ðə 'sæləri əv ɪm'plɔɪz./

/ænd dr'saɪdz ði ,ɛksplɔɪ'teɪʃən./

/ˈoʊkeɪ, sʊθ ðɪz ɪz ðə θɪŋz ðæt aɪ θɪŋk ɪt ɪs ˈspekt əˈbaʊt ðə dɪsədˈvæntɪdʒɪz əv
,gləʊbələˈzeɪʃən./

/ænd du ju prɪˈfɜː tu baɪ ˈloʊkəl ˈprɑːdʌkts ɔː ,mʌltiˈnæʃənəl ˈprɑːdʌkts?/

/ˈoʊkeɪ, sʊθ aɪ θɪŋk ɪt dɪˈpɛndz./

/ˈoʊkeɪ, kənˈsɪdərɪŋ ðə... ðə ,sɪfjuˈeɪʃən əv ðə ˈgləʊbəlɪst wɜːld... ðæt sʌm ˈpiːpəl get
baɪ ˈprɑːdʌkts frʌm ˈʌðər ˈkʌntrɪz, fɔːr ɪgˈzæmpəl ˈjuːzɪŋ ˈæməzən ɔːr ˈtiːmuː ɔːr ,æliˈɛkspres...
dɪˈsaɪdz ɪn ˈʌðər ˈæspɛkts, fɔːr ɪgˈzæmpəl ɪn ðə... ˈoʊkeɪ, ɪn sʌm ˈfɔːrən ˈkʌmpənɪz./

10.1.10.1. Analysis of Phonetic and Grammatical Errors

10.1.10.2. Introduction

The text is riddled with mistakes in English, the kinds of errors made by non-native English speakers. The message breaks down as a consequence of phonetic issues such as bad vowel sounds and stress misplacement, grammar problems such as wrongly conjugating the verb or organizing the word order. These errors can prevent communication and may result in confusion (Swan & Smith, 2001).

10.1.10.3. Phonetic Errors

Some of the most common ones include “laboral” instead of “labor” or even “coul” for “could”. The word "laboral" as an example is not an English word (but a Spanish one) which suggests it comes from the native language of the speaker. It should be pronounced as "labor" /ˈleɪbər/ (Kelly, 2000). The repeated use of incorrect vowel sounds, such as /u:/ in "coul" for "could," hinders intelligibility (Celce-Murcia, Brinton, & Goodwin, 2010).

10.1.10.4. Grammatical Errors

Grammar errors, such as incorrect use of articles and prepositions, improper verb tense agreement. So, please be sure to fix the following: some some countries input their companies => a few countries place their companies Furthermore, "it coul affect the salary oo employees" lacks the preposition and should be replaced by "it could affect the salay of employees"(Murphy.D,2012)

10.1.10.5. Impact on Communication

The former clearly errors makes the listener struggle to understand what they were meant to take away. Errors in the phonetic, for example incorrect pronunciation of vowels, can lead to a very literal misreading of words. A study of English speakers showed that listeners had difficulty understanding the relationship among ideas because of grammatical errors, for example —“decides the exploitation”instead of— “and besides, there is exploitation” (Derwing & Munro 2005)

These mistakes are hard for the listener to understand what the speaker wants him to hear or is trying to convey. Words can be misunderstood if the phonetics are incorrect, like a wrong pronunciation of vowels. Grammatical errors, meanwhile cause some difficulty in the way one relates ideas to other: “decides the exploitation” /” and than have exploitations) Derwing & Munro, 2005).

10.1.10.6. Conclusion

To get better, the speaker should go over phonetic differences like /ɪ/ and /i:/ and muster them with article use and verb agreement (Kelly, 2000). Also, studying English Grammar Rule for structure sentence and preposition will make the idea more understandable(Murphy, 2012). Regular feedback from native speakers will help improve pronunciation and grammar (How-To Teach English, 2007).

Table 10

Table of Errors and Corrections

Type of Error	Error Identified	Correct Form
Phonetic	"coul" pronounced /kʊl/	"could" /kʊd/
Phonetic	"laboral" pronounced /læbərəl/	"labor" /'leɪbər/

Phonetic	"oo employees"	"of employees" /əv ɪm 'plɔɪz/
Grammatical	"input their companies"	"place their companies"
Grammatical	"decides the exploitation"	"and besides, there is exploitation"
Grammatical	"get buy products"	"get to buy products"
Grammatical	"the situation of the globalist world"	"the situation in the globalized world"

Note: Own elaboration, year 2024.

11. Results

A research on phonetic and grammatical errors in English conversations, found some difficulties that are very common among non-native speakers too; mostly students who prepare for their language programs with an emphasis on English and to the final semesters.

This sounds a transcription about English conversation went wrong communication clarity error in substantial analysis. The aim is to enhance speakers' linguistic competence by categorising and correcting these errors (Swan & Smith, 2001).

It was detected during the evaluation of the first conversation, that there were a lot verbal errors based on phonetics (product names or verbs read with significant mistakes in pronunciations). This can be seen with "questiooon" compared to "question", and with "gooth" in comparison to "good", among other examples. This issue, which would come under the purview of second language acquisition theories, is based on the compensation of some phonemes lacking in mother tongue (Flege, 1995).

Likewise, grammatical errors were detected, such as "the sellers ov our country" instead of "the sellers of our country," where the incorrect use of prepositions and verb forms challenges the level of understanding between the speaker and listener. These errors not only indicate an incomplete knowledge of English grammatical rules but can also lead to

misunderstandings in professional communication contexts, where clarity is crucial (Truscott, 1996).

In another conversation, the repetition of filler sounds and hesitations ("ehhh," "umm") was observed, which disrupt the flow of discourse. This communicative strategy is common among language learners but may result in a negative perception of the speaker's competence (Derwing & Munro, 2005). The best practice would be to reduce the use of these sounds and opt for silent pauses that allow for better thought organization.

Additionally, the analysis of conversations revealed agreement errors, such as "the people... is going" instead of "the people... are going." These grammatical deviations not only confuse the listener but also undermine the speaker's authority on the subject matter, which is crucial in academic and professional contexts (Murphy, 2012).

The relevance of these errors is amplified in academic and work situations where precision is vital. Research by Truscott (1996) and Derwing & Munro (2005) suggests that improving grammar and pronunciation helps foster better understanding and relationships between interlocutors. Active practice in producing problematic sounds and grammatical structures will help non-native speakers communicate more effectively (Kelly, 2000).

Another important aspect is the cultural impact of the reliance on international products to the detriment of local products. The research indicates that by prioritizing the purchase of multinational products, the economic and cultural concerns of local communities are overlooked (Gass & Selinker, 2008). Promoting regional products not only supports the local economy but also favors the preservation of cultural traditions and linguistic diversity.

Instead, the analysis reveals that if students are explicitly informed about pronunciation issues and use of form can be effective error correction procedures carried out on the learners (Lightbown & Spada, 2013). Test practice on native speakers, for example,

can be useful for correcting and encouraging the speaker in their language abilities (Harmer, 2007).

It is a major part to improve the communicative competence of non-native speakers by conceding both the phonetic and grammatical however less significant mistakes in English conversations. These are some of the mistakes that should be corrected from time to time during language teaching, in addition to pronunciation and grammar exercises. By developing these skills, speakers prepare themselves to communicate with others in a global context more effectively (Ellis, 1997).

11.1. Analysis of results and methods

First, this research qualitative study followed an action research design proposed by Creswell, aimed at exploring the phonetical and grammatical errors made by students of last semesters in the Bachelor's program in Foreign Languages specializing in English at Uniminuto. The main primary goal was to propose an improvement strategy for communicative skills focused on speaking.

A sample of 10 students was selected aleatory (7 females, and 3 males). The inclusion criteria required that participants be enrolled in the undergraduate program in Foreign Languages focusing on English at Uniminuto in the last semesters. The participants' ages ranged between 19 and 34 years old, and their linguistic background is mainly Spanish.

Qualitative interviews were conducted with each participant. These interviews lasted 5 minutes and were recorded. The interview guide included two questions that allowed for detailed responses, such as:

- 1. What are the disadvantages of globalization?**
- 2. Do you prefer to buy local products or multinational products?**

In addition to qualitative interviews, voice recordings and survey research designs were used to analyze and register the information given by the participants' perspectives about the concept of globalization in today's world.

The analysis of the data involved using text transcription and phonetic transcription software. Those technological tools were useful to analyze the voice recordings provided by participants and ensure the trustworthiness of the data collected to identify mistakes made by the participants in terms of grammar and pronunciation.

11.2. Interpretation of results

After having revised carefully all the information derived from the sample given by the participants, it was possible to determine whether most of these mistakes made by them are divided into the following categories:

Table 11

Table of Phonetic and Grammatical/Linguistic Errors

Phonetic errors	Grammatical /Linguistic errors
<p>It was discovered that most among the participants didn't know how to articulate some consonants sounds properly due to the difficulties of recognizing the differences between them. This is the case of consonant sounds, such as, /v/, /z/, /dʒ/, /j/, /d/.</p>	<p>Some common grammatical errors are related to subject-verb agreement "the people is going" "by-buying" "reduce-reduces"</p>
<p>Substitution of consonants sounds /d/ to /t/</p>	<p>It was found that one of the common grammatical mistakes is related to vowel distortion. E.g. "talking- tolking" "culture-colture".</p>

Vowel shift in words. E.g. “questioon” “gooth”	Use of tags in the speech: “in....in”, “ehh...ehh”, “of the...of the people” “their...their” “about...about”
Linking error “supporthe”	Use of vowel elongation “ technologiee”
It was found that some participants omitted some consonant sounds :/ d/, and /l/ when pronouncing words, such as, “sell” and “could”.	Wrong use of the preposition “regarding to”
	Wrong use of infinitive forms, singular and plural forms in nouns
	Incoherence of phrases, due to the absence of verbal tenses to explain ideas

Note: Own elaboration, year 2024.

12. Conclusion

To conclude, this research study has revealed some common phonetic and grammatical errors that match closely with the research objectives, which aimed to propose an improvement strategy for communicative skills focused on speaking. Phonetic errors generally involve mispronunciation of vowel and consonant sounds, due to the linguistic background of non-native English speakers may recognize during speech. For that reason, there were found some particularities with regards to articulation of consonant sounds, which evidenced that for participants it’s difficult to use correctly them for expressing ideas, because of the large number of categories that place them, bearing in mind that those differ from the native language that a student is used to speaking outside the academic context resulting from the cultural background and learning experiences.

Larín et al. (2023) explain that students may have some difficulties regarding to the recognition of consonant sounds in English language that differ from their mother tongue (Spanish). Additionally, there is an evident difference between the number of consonants and its classification in English and Spanish language. For instance, in English language there are 25 consonant sounds, which include phonemes classified as fricative and affricative. On the contrary, in Spanish language there are 16-20 consonant sounds. Due to this significant difference between both languages, students tend to make mistakes easily when pronouncing consonant sounds.

By another part, grammatical errors normally involve some issues about the use of grammatical structures, such as verb forms, prepositions, and tags in speech that were evidenced by participants in the process of using the speaking skills to communicate ideas about the concept of globalization in the current world, by employing voice recordings that were useful to understand ideas from another perspective to promote the use of audiovisual materials.

Additionally, Damaiyanti & Takengon (2021) point out that grammatical errors are the result of acknowledgement of basic grammar rules in students' target language. For instance, errors in verb forms, errors involving prepositions. Those grammatical errors can interfere with the learning process, since students have limited opportunities to practice English in external environments. In addition, students committed grammatical errors focused on intralingual factors, such as, omission, overgeneralization, and absence of knowledge about transfer in their native language.

Next, in this research study was proposed a pedagogical strategy that could be useful in English classes with the aim of supporting the educational process in a suitable way for improving speaking skill. Additionally, this strategy can be adapted to different English class

sessions where students have the possibility of speaking and promote collaborative learning between peers, since the learning environment is the perfect place to exchange life experiences to enrich own knowledge.

Finally, this research study exposes a relationship between different theoretical concepts (speaking, motivation, and ICTs), which focus on promoting the use of communicative skills. The findings reveal that motivation is an important factor that brings multiple benefits in the learning process. For instance, students may be engaged positively with activities that require social interaction (discussions, collaborative work) positively by employing various innovative audiovisual resources to promote active learning. In addition, students will feel comfortable using linguistic abilities to communicate with their peers fluently considering the social issues that involve questioning, analyzing, and discussing complex topics to refine critical thinking skills for training students to overcome the challenges of the academic and professional environment.

13. Prospective

13.1. Contrast the Results

The results show that (as previously shown in related studies) C1-level students definitely struggle with advancing their speaking skills in English. Bygate (1987) states that development of the speaking skill not only relates to grammar, but also the processing that must be done in dynamic conditions of communication. The students in this study demonstrated difficulties in fluency and pronunciation, consistent with the theory of mother tongue interference (Selinker, 1972), as seen in the phonological and phonetic errors analyzed. This confirms that spontaneous practice in real-world contexts is essential for effective communication development.

13.2. Evaluate the Quality of the Method

Qualitative analysis based on interviews and voice recordings makes it possible to create a more detailed picture of those areas in which students themselves feel less confident in practice, that is, in real-life communicative situations. This goes for the procedures used to analyze individual errors such as phonetic transcriptions, among others, however, the sample size of taken students can occasionally be considered low; nevertheless notwithstanding that the results are in tune with other expressions (Henríquez et al., 2017) when social strategies and memory tasks come about oral production improvement. However, the use of a wider range instruments and a mixed methods approach would potentially strengthen the quality of this study.

13.3. Hypothesis Verification

The main hypothesis, that innovative technology-based strategies can improve C1 students' speaking skills, was partially confirmed. As noted in previous studies (Rosado & Vaca, 2023; Navas, 2023), students who used technologies like voice recordings and transcription software showed improvements in phonetic accuracy and error awareness. Progress in fluency crept up more slowly, however, implying that instructional methods should be augmented with un-scripted communicative activities like skits or on-the-fly dialogues to activate what has been learned seen in more naturalistic contexts.

13.4. Answer to the Research Questions

With regard to the research question of how technology is able to reduce speaking skills, transcription software and audiovisual feedback are used to correct phonetic errors and increase student confidence. However, the implementation of these tools must be accompanied by appropriate pedagogical design that emphasizes both error correction and fluency practice in authentic contexts. This positively answers the main research question but

also suggests that technology alone is insufficient to address all aspects of oral skill development.

13.5. Theoretical and Pedagogical Implications

From a theoretical perspective, the results support Krashen's Affective Filter Hypothesis (1982), which states that emotional factors such as anxiety and lack of confidence can inhibit second language acquisition. The students in this study confirmed that positive feedback and technological tools that allowed them to practice outside the classroom reduced their anxiety and improved their performance. From a pedagogical perspective, this means that teachers should employ an advisory role by giving quality feedback and offering autonomous mentorship.

13.6. Conclusions and Future Research Directions

While the study is useful in giving some practical results on how technologies can help improve speaking skills, it should be stressed that a small sample size might restrict any generalization of the results. A mixed-methods design that incorporates both qualitative and quantitative methods needs to be applied to wider, more diverse samples in future investigations to better clarify which teaching strategies have the strongest impact. Finally, gazing along the lines of simulations and interactive scenarios for replacing oral exams would be a good area to explore further.

13.7. Compared to the state-of-the art

Moreover, the results of this study are consistent with those of other studies focused on foreign language teaching research trends, such as collaborative learning strategies and ICTs proposed by Terzioğlu and Kurt (2022). In a study it was confirmed that by looking from an angle of potentials recommended in literature, robotic technology itself seems valuable for the learning process of surgery (Smith et al., 2014) as among other LMS

(Learning Management Systems), and digital platforms supporting autonomous practice is being mentioned by several authors. However, the effectiveness of these approaches seems to rely on their actual integration in a coherent curriculum design; some inconsistencies were identified.

13.8. Next Steps

Overall, the research demonstrates that a multifaceted oral skills teaching methodology which combines technological solutions with live classroom activities is necessary. The following steps should focus on beginning real teacher training programs which effectively integrate ICTs, creating authentic environments and minimizing pressures in classrooms. The teacher will then also be able to give feedback on if their grammar and phonetics were correct, when they began speaking quickly, as well as whether or not they managed to keep talking longer.

References

- Abbasi, A. M. ., Mangrio, R. A. ., Channa, M. A. ., & Hanif, U. . (2020). Investigation of English Communication Skills of University Students. *International Journal of Publication and Social Studies*, 5(2), 131–146. <https://doi.org/10.18488/journal.135.2020.52.131.146>
- Allcoat, D., Hatchard, T., Azmat, F., Stansfield, K., Watson, D., & von Mühlennen, A. (2021). Education in the digital age: Learning experience in virtual and mixed realities. *Journal of Educational Computing Research*, 59(5), 795-816.
- Avery, P., & Ehrlich, S. (1992). *Teaching American English Pronunciation*. Oxford University Press.
- Bandhu, D., Mohan, M. M., Nittala, N. A. P., Jadhav, P., Bhadauria, A., & Saxena, K. K. (2024). Theories of motivation: A comprehensive analysis of human behavior drivers. *Acta Psychologica*, 244, 1-16. <https://doi.org/10.1016/j.actpsy.2024.104177>
- Blanche, P., & Merino, B. J. (1989). Self-assessment of foreign-language skills: Implications for teachers and researchers. *Language learning*, 39(3), 313-338.
- Buki, L. P., Quintero Johnson, J. M., Knight, K., & Walton, A. (2024). “Cultural and conceptual knowledge”: Reformulation and conceptual analysis of a key component of the health literacy model. *Social Science & Medicine*, 356, 1-11. <https://doi.org/10.1016/j.socscimed.2024.117150>
- Bygate, M (1987). *Speaking*. Oxford University Press. <https://z-lib.io/book/16378117>
- Carr, P. (2013). *English phonetics and phonology: An introduction*. Wiley-Blackwell. <https://z-lib.io/book/14063391>
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *“Teaching pronunciation: A course book and reference guide”* (2nd ed.). Cambridge University Press.

Chaves, A., Gapper, S. E., & Sevilla, H. (2024). A comparative approach to teaching English pronunciation. *LETRAS*, 76, 67-101. <https://doi.org/10.15359/rl.2-76.4>

Creswell, J. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.

Cook, D. A., & Artino, A. R. (2016a). Motivation to learn: An overview of contemporary theories. *Medical Education*, 50(10), 997–1014. <https://doi.org/10.1111/medu.13074>

Dalton, P., & Seidlhofer, B. (1994). *Pronunciation*. Oxford: Oxford University Press.

Damaiyanti, S., Takengon, I. (2021). Grammatical Errors Made by Students in Speaking English. *Journal of English Teaching Language and Learning*. 2 (2). 57-69.

<https://doi.org/10.18860/jetle.v2i2.11945>

Deci, E. L., & Ryan, R. M. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.

Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379–397.

Ellis, R. (1997). *Second language acquisition*. Oxford University Press.

Flege, J. E. (1995). Second language speech learning: Theory, findings, and problems. In W. Strange (Ed.), *Speech perception and linguistic experience: Issues in cross-language research* (pp. 233–277). York Press.

Frey, B., & Osterloh, M. (2002). *Successful Management by Motivation: Balancing Intrinsic and Extrinsic Incentives*. Springer-Verlag Berlin Heidelberg. <https://z-lib.io/book/15949625>

Gass, S., & Selinker, L. (2008). *Second Language Acquisition: An Introductory Course*. Routledge.

Goh, C., & Burns, C. (2022). *Teaching Speaking: A Holistic Approach*. Cambridge Language Education. <https://z-lib.io/book/14319903>

Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Harvard University Press.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.

Henríquez, T. K., Von Johnn, H. I., Peña, V. H., & Llanquileo, E. A. (2017). The effects of memory and social strategies on oral production. *Colombian Applied Linguistics Journal*, 19(2), 209–218. <https://doi.org/10.14483/22487085.10535>

Hidalgo, F. J. P. (2020). TELL, CALL, and MALL: Approaches to bridge the language gap. In *International approaches to bridging the language gap* (pp. 118-134). IGI Global.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

Kelly, G. (2000). *How to teach pronunciation*. Pearson Education.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.

Larin, E. E., Ortega, I. G., & Del Cid Velásquez, Y. S. (2023). Pronunciation problems of vowels and consonants that affect the speaking skill of students [Trabajo final de curso de especialización, Universidad de El Salvador]. *Repositorio Institucional de la Universidad de El Salvador*. <https://oldri.ues.edu.sv/id/eprint/33514>

Larsen-Freeman, D. (2000). **Techniques and principles in language teaching** (2nd ed.). Oxford University Press.

Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19, 37-66.

McMillan, J. (2017). *Classroom Assessment: Principles and Practice That Enhance Student Learning and Motivation*. Pearson. <https://z-lib.io/book/14156438>

Méndez, M (2011). The motivational properties of emotions in foreign language learning. *Colombian Applied Linguistics Journal*, 13 (2), 43-59.

<https://doi.org/10.14483/22487085.3764>

Mentsiev, A. U., Almurzaeva, P. H., Ashakhanova, M. Z., Anzorova, A. I., & Dauletukaeva, K. D. (2019, December). The impact of digital technology on the study of languages and the development of digital education. In *Journal of Physics: Conference Series* (Vol. 1399, No. 3, p. 033085). IOP Publishing.

Murphy, R. (2012). *English grammar in use* (4th ed.). Cambridge University Press.

Navas Colón, W. R. (2023). Motivation in the classroom to develop English speaking skills. *Revista Latinoamericana de Ciencias Sociales y Humanidades*, 4(2), 2155–2164.

<https://doi.org/10.56712/latam.v4i2.743>

Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.

Putra, R. M., Solekhah, S., Agustina, D. D., & Sobirov, B. (2022). Action Learning Strategy to Enhance Students Speaking Skill: A Classroom Action Research. *Anglophile Journal*, 2(1), 37–54. <https://doi.org/10.51278/anglophile.v2i1.269>

Rosado, L., & Vaca-Cárdenas, M. (2023). Methods, techniques, and strategies to motivate students of English as a foreign language to improve the speaking skill. *Revista Kronos*, 3(2), 54-70. <https://revistadigital.uce.edu.ec/index.php/KronosJournal/issue/download/356/423>

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics in Language Teaching*, 10(3), 209–231.

Seom, S. (2021). Factors influencing English pronunciation learning and suggestions for pronunciation teaching. *Cambodian Journal of Educational Research*, 1(1), 31-41. <https://cjerjournal.com/index.php/cjer/article/view/13/6>

Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.

Sharma, L. R. (2021). Significance of teaching the pronunciation of segmental and suprasegmental features of English. *Interdisciplinary Research in Education*, 6(2), 63–78. <https://doi.org/10.3126/ire.v6i2.43539>

Sheen, Y., & Ellis, R. (2011). Corrective feedback in language teaching. In *Handbook of research in second language teaching and learning* (pp. 593-610). Routledge.

Swan, M., & Smith, B. (Eds.). (2001). *Learner English: A teacher's guide to interference and other problems* (2nd ed.). Cambridge University Press.

Tawil, H. (2019). Enhancing language learning through technology. *Journal Of English Language Teaching*, 7(1), 18.

Terzioğlu, Y & Kurt, M (2022). Elevating English Language Learners' Speaking Fluency and Listening Skill Through a Learning Management System. *SAGE Open*. 12 (2), 1-15.

<https://doi.org/10.1177/21582440221099937>

Thornbury, S. (2005). *“How to teach speaking”*. Pearson Longman.

Tiu, J., Groenewald, E., Kilag, O. K., Balicoco, R., Wenceslao, S., & Asentado, D. (2023).

Enhancing Oral Proficiency: Effective Strategies for Teaching Speaking Skills in Communication Classrooms. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(6), 343-354.

Toyama, M., & Yamazaki, Y. (2022). Foreign language anxiety and individualism-collectivism culture: A top-down approach for a country/regional-level analysis. *Sage Open*, 12(1), 21582440211069143.

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327–369.

University of Cambridge. (2011). *Using the CEFR: Principles of Good Practice*. Cambridge University Press.

<https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf>

Urhahne, D., & Wijnia, L. (2023). Theories of motivation in education: An integrative framework. *Educational Psychology Review*, 35(45), 1–35. <https://doi.org/10.1007/s10648-023-09767-9>

VanPatten, B. (1990). Attending to content and form in the input: An experiment in consciousness. *Studies in Second Language Acquisition*, 12, 287-301.

Wardhaugh, R. (2011). *An Introduction to Sociolinguistics* (6th Edition). Wiley-Blackwell.

Yang, J., Zhang, X., Yu, S., & Li, X. (2020). Facilitating communicative ability of EFL learners via high-immersion virtual reality. *Educational Technology & Society*, 23(1), 30–49.

<https://www.jstor.org/stable/26915405>

Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, 8(13), 1–19.

<https://doi.org/10.1186/s40468-018-0065-4>

List of Tables	
Table 1	44
Table 2	47
Table 3	50
Table 4	54
Table 5	58
Table 6	62
Table 7	66
Table 8	70
Table 9	73
Table 10	76
Table 11	80
