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An analysis of the pronunciation of English consonantal sounds in proper names and other capitalized items by Chilean advanced learners of English

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Appendix 2 Analysis of the actual deviances produced by the subjects according to the taxonomy applied in the study

Appendix 3 Number of deviances produced by each subject according to the taxonomy applied in the study

Introduction

The purpose of the present study was to analyze the pronunciation of English consonantal sounds in proper names and other capitalized items by a group of 12 advanced Chilean Spanish learners of English with the aim of studying the deviances produced. These learners were undergraduate students of the English Linguistics and Literature academic programme, Universidad de Chile. The data of the study consisted of the subjects' recordings of a selection of news headlines taken from the BBC World News. The data processing involved the identification of deviant forms, their classification on the basis of a taxonomy of the difficulties caused by English consonant sounds to Chilean Spanish speakers proposed by Professor C. Vivanco (1991), the corresponding explanation of such deviances, and the quantification of the different types of difficulties.

In the field of linguistic studies, our main concern was phonology at a segmental level; therefore, we made use of descriptions of the consonantal systems of English and Chilean Spanish. Thus, the study focused on descriptive and contrastive phonology. As we dealt with subjects in the process of acquiring a second language, an important role was assigned to the field of applied linguistics, specifically to second language acquisition studies. Special importance was given to studies on contrastive analysis, error analysis, and interlanguage. Such studies were also present in the taxonomy applied in this research.

In this research report, we have presented the theoretical and descriptive framework of the study focusing our attention on consonantal segments. In addition, the methodology used is described providing information on the selection of subjects, procedures for data collection, data, and procedures for the analysis of the subjects' performance. Next, an analysis and explanation of the deviances in the pronunciation of consonantal sounds produced by the 12 subjects are provided. Results are shown, first, individually, presenting the types of deviant forms produced by each subject, and then, general results are provided. At the end of this research report, conclusions have been drawn from the findings including potentialities, limitations of the study, and suggestions for further investigation.

1. Objectives

The following general and specific objectives were formulated.

General objective

To identify and explain the deviations in the pronunciation of consonantal sounds in proper names and other capitalized items produced by Chilean Spanish advanced learners of English.

Specific objectives

1. To identify the deviant forms produced by Chilean Spanish advanced learners of English concerning the pronunciation of consonantal sounds in proper names and other capitalized items.

2. To classify the deviant forms according to the taxonomy of the difficulties English consonant sounds present to Chilean Spanish speakers.

3. To quantify the types of deviations produced by Chilean Spanish advanced learners of English.

2. Research questions

The following research questions guided our study.

1. Which types of deviances do Chilean Spanish advanced learners of English produce in the pronunciation of English consonantal sounds present in proper names and other capitalized items on the basis of the taxonomy applied in the study?

2. What is the frequency of occurrence of the types of deviations produced by Chilean Spanish advanced learners of English?

3. Theoretical and descriptive framework

3.1. Phonology

In linguistic studies, phonology goes hand in hand with phonetics. According to Cruttenden (2008: 3) in his book *Gimson's Pronunciation of English*, the phonetics of a language “concerns the concrete characteristics (articulatory, acoustic, and auditory) of the sounds used in language”. Phonology, on the other hand, corresponds to “how sounds function in a systemic way in a particular language” (p.3). Phonological units can be divided into two main classes. One class is constituted by segments, which correspond to “any discrete unit in a stream of sounds that can be identified, either physically or auditorily” (Roach 1991: 69). The minimal distinguishable component of a segment is the phoneme, which is also a fundamental unit of phonology. The phoneme is used to form meaningful contrasts between utterances by means of distinctive features¹. The other class corresponds to suprasegments, which can be defined as “aspects of sounds that do not seem to be properties of individual segments” (Roach 2002: 75) such as stress, tone and intonation, among other phenomena.

3.1.1. Segments

Segments are defined as “any linguistic unit in a sequence which may be isolated from the rest of the sequence” (Richards and Schmidt 2002: 473). These linguistic units correspond to consonant sounds and vowel sounds. In phonological studies, for example, the word “suit” is constituted by an initial orthographic segment “s”, a medial “ui” and a final “t”. As the minimal possible unit in a segment is the phoneme, each phoneme can have one or more variant forms called allophones. The allophones of a phoneme may behave either in complementary distribution or in free variation, depending on the phonological context in which they occur. For example, in English, in initial position, [p^h]

¹ The three main distinctive features considered in our Phonology courses for identifying phonemes are: position or action of the vocal cords, that distinguishes voiced sounds from voiceless ones; point of articulation, that indicates the articulators that take part in the production of a consonant sound; and manner of articulation, which refers to the way in which any two organs articulate. For further explanation see Cruttenden (2008), Chapters 2 and 4 or Roach (1991), Chapters 2, 4, 6, and 7.

is used instead of [p] as in ‘paper’ [p^heɪpə], but if a learner uses [p] instead of the aspirated variant in the same position the meaning of the utterance will not change.

3.1.1.1. Description of the phonological system of English consonant sounds

The following description of the phonological system of English consonant sounds is based on Jones (1960: 138-211). These sounds are presented in the table below where the following information is provided: the symbol representing each consonant sound phonemically, a three-term description of the sound, examples of words in which it occurs, and a phonemic transcription of these items. The corresponding graphemes in the examples are underlined.

English consonant phonemes

Phoneme	Description	Examples	Transcription of examples
/p/	Voiceless, bilabial, stop	“ <u>p</u> ass” “ <u>p</u> epper” “hicc <u>ough</u> ”	/pɑ:s/ /ˈpepə/ /ˈhɪkʌp/
/b/	Voiced, bilabial, stop	“ <u>b</u> ee” “ <u>ab</u> bey”	/bi:/ /ˈæbɪ/
/t/	Voiceless, alveolar, stop	“ <u>t</u> en” “ <u>mat</u> ter” “ <u>th</u> yme” “ <u>l</u> iked”	/ten/ /ˈmætə/ /taɪm/ /laɪkt/
/d/	Voiced, alveolar, stop	“ <u>d</u> im” “ <u>ad</u> d” “ <u>pl</u> ayed”	/dɪm/ /æd/ /pleɪd/
/k/	Voiceless, velar, stop	“ <u>c</u> at” “ <u>acc</u> urate” “ <u>qu</u> ite” “ <u>an</u> archy” “ <u>ba</u> ck” “ <u>k</u> ite” “ <u>ac</u> quire” “ <u>ex</u> cept” “ <u>tre</u> kkie” “ <u>co</u> nquer”	/kæt/ /ˈækjərət/ /kwaɪt/ /ˈænəki/ /bæk/ /kaɪt/ /əˈkwaɪə/ /ɪkˈsept/ /ˈtreki/ /ˈkɒŋkə/
/g/	Voiced, velar, stop	“ <u>g</u> ive” “ <u>eg</u> g”	/gɪv/ /eg/

/tʃ/	Voiceless, palatoalveolar, affricate	“ <u>ch</u> ea <u>p</u> ” “sk <u>etch</u> ” “ <u>n</u> ature” “ <u>qu</u> est <u>ion</u> ” “ <u>ri</u> ght <u>eo</u> us”	/tʃi:p/ /sketʃ/ /ˈneɪtʃə/ /ˈkwɛstʃən/ /ˈraɪtʃəs/
/dʒ/	Voiced, palatoalveolar, affricate	“ <u>j</u> ump” “ <u>g</u> iant” “ <u>p</u> age” “ <u>e</u> dge” “ <u>gr</u> and <u>e</u> ur” “ <u>s</u> andw <u>ic</u> h” “ <u>s</u> old <u>ie</u> r”	/dʒʌmp/ /ˈdʒaɪənt/ /peɪdʒ/ /edʒ/ /ˈgrændʒə/ /ˈsænwɪdʒ/ /ˈsəʊldʒə/
/m/	Voiced, bilabial, nasal	“ <u>m</u> ake” “ <u>c</u> ome”	/meɪk/ /kʌm/
/n/	Voiced, alveolar, nasal	“ <u>n</u> ine”	/naɪn/
/ŋ/	Voiced, velar, nasal	“ <u>k</u> ing” “ <u>in</u> k” “ <u>an</u> chor” “ <u>fin</u> ger”	/kɪŋ/ /ɪŋk/ /ˈæŋkə/ /ˈfɪŋgə/
/l/	Voiced, alveolar, lateral	“ <u>l</u> et” “ <u>coll</u> ar”	/let/ /ˈkɒlə/
/f/	Voiceless, labiodental, fricative	“ <u>f</u> all” “ <u>ph</u> ilosoph <u>y</u> ” “ <u>o</u> ffer” “ <u>en</u> ough” “ <u>neph</u> ew”	/fɔ:l/ /fəˈlɒsəfɪ/ /ˈɒfə/ /əˈnʌf/ /ˈnefju:/
/v/	Voiced, labiodental, fricative	“ <u>v</u> ote” “ <u>o</u> f” “ <u>neph</u> ew”	/vəʊt/ /ɒv/ /ˈnevju:/
/θ/	Voiceless, dental, fricative	“ <u>th</u> ank” “ <u>meth</u> od” “ <u>mo</u> uth”	/θæŋk/ /ˈmeθəd/ /maʊθ/
/ð/	Voiced, dental, fricative	“ <u>th</u> ey” “ <u>north</u> ern” “ <u>mo</u> uth <u>s</u> ” “ <u>w</u> ith”	/ðeɪ/ /ˈnɔ:ðən/ /maʊðz/ /wɪð/
/s/	Voiceless, alveolar, fricative	“ <u>s</u> et” “ <u>ch</u> ess” “ <u>c</u> ease” “ <u>sc</u> ience” “ <u>e</u> x <u>it</u> ”	/set/ /tʃes/ /si:s/ /ˈsaɪəns/ /ˈeksɪt/
/z/	Voiced, alveolar, fricative	“ <u>z</u> one” “ <u>e</u> asy” “ <u>pl</u> ays” “ <u>sp</u> ec <u>i</u> es” “ <u>d</u> iss <u>o</u> l <u>v</u> e” “ <u>e</u> x <u>a</u> m”	/zəʊn/ /ˈi:zɪ/ /pleɪz/ /ˈspi:ʃi:z/ /dɪˈzɒlv/ /ɪgˈzæm/

/ʃ/	Voiceless, palatoalveolar, fricative	“w <u>ish</u> ” “m <u>an</u> sion” “o <u>ce</u> an” “p <u>er</u> mission” “con <u>sc</u> ious” “n <u>at</u> ion” “m <u>ach</u> ine”	/wɪʃ/ /ˈmænʃən/ /ˈəʊʃən/ /pəˈmɪʃən/ /ˈkɒnʃəs/ /ˈneɪʃən/ /məˈʃiːn/
/ʒ/	Voiced, palatoalveolar, fricative	“meas <u>ur</u> e” “occ <u>as</u> ion” “se <u>iz</u> ure” “gar <u>ag</u> e”	/ˈmeɪzə/ /əˈkeɪzən/ /ˈsiːzə/ /ˈgærɑːʒ/
/r/	Voiced, postalveolar, frictionless continuant	“ <u>r</u> ed” “arr <u>ang</u> e” “wr <u>it</u> e” “stor <u>y</u> ”	/red/ /əˈreɪndʒ/ /raɪt/ /ˈstɔːri/
/h/	Voiceless, glottal, fricative	“ <u>h</u> ard” “ <u>in</u> habit”	/hɑːd/ /ɪnˈhæbɪt/
/j/	Voiced, palatal, semivowel	“ <u>y</u> es” “on <u>i</u> on”	/jes/ /ˈɒnjən/
/w/	Voiced, labiovelar, semivowel	“ <u>w</u> ait” “ <u>qu</u> ite” “ <u>o</u> ne” “ <u>ch</u> oir”	/weɪt/ /kwaɪt/ /wʌn/ /ˈkwaɪə/

3.1.1.2. Description of the phonological system of Chilean Spanish consonant sounds

The description of the phonological system of Chilean Spanish consonantal sounds, including examples, was provided by Professor H. Vivanco, Universidad de Chile. He designed this material to teach his Spanish Phonology courses. As this description was written in Spanish, the researchers translated it into English. In the table below, the following information is provided: the symbol representing the sound phonemically, the symbol(s) representing its allophonic variant(s) with a short description of the allophones, examples of words in spelling and then in phonetic transcription. Finally, the corresponding phonological environment is shown.

Spanish consonant phonemes and their most important allophones

Phoneme	Allophones		Examples		Phonological environment
	Symbol	Description	Spelling	Transcription	
/p/	[p]	Voiceless bilabial stop	‘pena’ ‘sapo’ ‘plan’ ‘pronto’	[ˈpena] [ˈsapo] [plan] [ˈprɔ̃nto]	Prevocalic initial Intervocalic Before liquid sounds [r] and [l]
	[p̚]	Voiceless bilabial stop unreleased	‘apto’ ‘CAP’	[ˈap̚to] [kap̚]	Before non-liquid consonant Final
Notes: i. In ‘séptimo’ and ‘septiembre’ [p] can be elided which may also be reflected in spelling. ii. When followed by a nasal it can become voiced [b̃]: ‘apnea’ [ab̃ˈnea], ‘hipnotizar’ [ib̃ˈnoʃiˈsar]. It could also be nasalized [m̃]: [am̃ˈnea] [im̃ˈnoʃiˈsar].					
/b/	[b]	Voiced bilabial stop	‘ven’ ‘burro’ ‘envía’ ‘embarra’	[ˈben] [ˈburo] [emˈbia] [emˈbara]	Absolute initial* After nasal
	[b̚]	Voiced bilabial stop unreleased	‘club’ ‘subnota’	[ˈklub̚] [sub̚ˈnoʃa]	Final Before non-liquid consonant
	[β]	Voiced bilabial fricative	‘ven’ ‘burro’ ‘club’	[ˈβen] [ˈβuro] [ˈkluβ]	Absolute initial Final
			‘ave’ ‘haba’ ‘abre’ ‘habla’	[ˈaβe] [ˈaβa] [ˈaβre] [ˈaβla]	Intervocalic Before liquid consonant
			‘árbol’ ‘calvo’	[ˈarβol] [ˈkalβo]	After liquid consonant
			‘subnota’	[suβnoʃa]	Before non-liquid consonant
	[β̞]	Voiced bilabial approximant	‘club’ ‘ave’ ‘haba’ ‘abre’ ‘habla’	[kluβ̞] [ˈaβ̞e] [ˈaβ̞a] [ˈaβ̞re] [ˈaβ̞la]	Final Intervocalic Before liquid consonant
			‘árbol’	[ˈarβ̞ol]	After liquid consonant

	[m]	Voiced bilabial nasal	‘calvo’ ‘subnota’ ‘submarino’	[ˈkalβo] [suβnoʎa] [summaˈrino]	Before non-liquid consonant Before [m]
<p>Notes: i. It can be elided before [s] +consonant: ‘obsuro’ [osˈkuro], which may also be reflected in spelling. ii. Before liquid consonant and in relaxed, informal pronunciation is usually replaced by [ɰ] moving into the first syllable as part of the diphthong: ‘cabro’ [ˈkaβro], ‘cable’ [ˈkaβle], and in final position or intervocalic it is usually elided: ‘club’ [ˈklu], ‘estaba’ [ehˈʔaa]. iii. In substandard pronunciation and followed by [w] it is usually replaced by [ɣ]: ‘buena’ [ˈɣwena]. Followed by voiceless consonant it could be realized as [pˈ]: ‘absoluto’ [apˈsoˈluʎo].</p> <p>*Absolute initial or absolute final position refer to the very first or last sound in an utterance, distinguishing it from initial or final which can also include word initial or final position.</p>					
/t/	[t̥]	Voiceless dental stop	‘toma’ ‘lata’ ‘tren’	[ˈt̥oma] [ˈl̥aʔa] [ˈt̥ren]	Prevocalic initial Intervocalic Before [r]
	[t̥ʰ]	Voiceless dental stop with lateral release	‘atlas’ ‘Nahuatl’	[ˈaʔˈlas] [ˈnawaʔˈl̥]	Before [l] in the same syllable
	[t̥ˀ]	Voiceless dental stop unreleased	‘etcétera’ ‘CUT’	[et̥ˀˈset̥era] [ˈkuʔˀ]	Before non-liquid consonant Final
<p>Notes: i. Followed by [m] or [n] it could be voiced [d̥ˀ] or [ð̥]: ‘étnico’ [ˈeð̥ˀˈniko] or [ˈeð̥ˀniko], ‘atmósfera’ [að̥ˀˈmohf̥era] or [að̥ˀˈmohf̥era]. ii. See observation about the pronunciation of ‘tr’ in the pronunciations of [r].</p>					
/d/	[d̥]	Voiced dental stop	‘dos’ ‘dame’ ‘anduvo’ ‘mandó’ ‘caldo’ ‘toldo’ ‘sed’	[ˈd̥os] [ˈd̥ame] [anˈd̥uβo] [manˈd̥o] [ˈkald̥o] [ˈtold̥o] [ˈsed̥]	Initial After nasal After lateral Final
	[d̥ˀ]	Voiced dental stop unreleased	‘admitir’	[að̥ˀmiˈt̥ir]	Before non-rhotacised consonant
	[ð̥]	Voiced dental fricative	‘dos’ ‘dame’ ‘sed’ ‘nada’ ‘madruga’	[ð̥os] [ˈð̥ame] [ˈsed̥] [ˈnað̥a] [maˈð̥ruɣa]	Initial Final Intervocalic Before consonant

	[ð]	Voiced dental approximant	‘admitir’ ‘arde’ ‘sed’ ‘nada’ ‘madruga’ ‘admitir’ ‘arde’	aðmiˈt̪ir] [ˈarðe] [ˈseð] [ˈnaða] [maˈðruya] aðmiˈt̪ir] [ˈarðe]	After rhotacised Final Intervocalic Before consonant After rhotacised
Notes: i. In final or intervocalic position it is usually elided: ‘ciudad’ [sjuˈða], ‘cansada’ [kanˈsa]. ii. In substandard pronunciation before [r] it is usually replaced by [i] moving to the first syllable as a diphthong: ‘comadre’ [koˈmajre].					
/k/	[k]	Voiceless velar stop	‘casa’	[ˈkasa]	Initial followed by back vowel
			‘saco’	[ˈsako]	Intervocalic followed by back vowel
			‘claro’ ‘crudo’	[ˈklaro] [ˈkruðo]	Before liquid consonant
	[ç]	Voiceless palatal stop	‘queso’ ‘aquí’	[ˈceso] [aˈçi]	Initial and intervocalic followed by front vowel
	[k̚]	Voiceless velar stop unreleased	‘acto’ ‘block’	[ˈak̚to] [ˈblok̚]	Before non-liquid consonant Final
Note: i. Followed by [n] and other voiced consonants it could be voiced [g̊] or [ɣ]: ‘técnico’ [ˈteɣˈniko] or [ˈteɣˈniko], ‘magma’ [ˈmagˈma] or [ˈmajma].					
/g/	[j]	Voiced palatal stop	‘guerra’ ‘guiso’	[ˈjera] [ˈjiso]	Absolute initial and followed by front vowel
			‘manguita’	[manˈji̯ta]	After nasal and followed by front vowel
	[g]	Voiced velar stop	‘gas’ ‘gota’	[ˈgas] [ˈgo̯ta]	Absolute initial and followed by back vowel
			‘glotal’ ‘gruta’ ‘mango’ ‘tengo’	[gloˈtal] [ˈgru̯ta] [ˈma̯ngo] [ˈte̯ngo]	Followed by liquid consonant Post-nasal and followed by back vowel
		Voiced velar stop	‘engrosar’ ‘anglo’ ‘esmog’	[e̯ngroˈsar] [ˈa̯nglo]	Followed by liquid consonant

	[g̞]	unreleased	‘agnóstico’	[eh'mog̞] [ag̞'noħtiko]	Final Followed by non-liquid consonant
	[j]	Voiced palatal fricative	‘guerra’ ‘guiso’ ‘Aguirre’	[ˈjera] [ˈjiso] [aˈjire]	Absolute initial Followed by front vowel Intervocalic followed by front vowel
	[ɣ]	Voiced velar fricative	‘alguita’ ‘cargue’	[alˈji̯ta] [ˈkarje]	After liquid and followed by front vowel Absolute initial and followed by back vowel Absolute initial and followed by liquid
			‘gas’ ‘gota’	[ɣas] [ˈɣota]	Intervocalic followed by back vowel Preceded by a vowel and followed by a liquid After a liquid and followed by back vowel Final
			‘glotal’ ‘gruta’	[ɣloˈta] [ˈɣru̯ta]	
			‘agosto’ ‘haga’	[aˈɣosto] [aɣa]	
			‘siglo’ ‘agrado’	[ˈsiɣlo] [aˈɣraðo]	
			‘salgo’ ‘carga’	[ˈsalyo] [ˈkarya]	
			‘esmog’ ‘agnóstico’	[es!moy] [aɣ'noħtiko]	Other positions
/f/	[f]	Voiceless labiodental fricative	‘fin’ ‘fresa’ ‘café’	[ˈfin] [ˈfresa] [kaˈfe]	In all positions
Notes: i. /f/ does not occur in final position except in non-Spanish names or acronyms, as in ‘Antilef’ [aħtiˈlef], ‘Calaf’ [kaˈlaf], ‘Anef’ [aˈnef]. ii. In standard pronunciation, when followed by [we] or [wi], it is usually replaced by [x]: ‘fue’ [ˈfwe] as [ˈxwe], ‘fuimos’ [ˈfwimoh] as [ˈxwimoh]. It could be voiced before voiced consonants: ‘afgano’ [afˈɣano] as [avˈɣano].					
/s/	[s]	Voiceless alveolar fricative sibilant	‘sol’ ‘masa’ ‘los’	[ˈsol] [ˈmasa] [los]	In all positions
	[h]	Voiceless glottal fricative	‘angosto’ ‘los’	[aŋˈgoħto] [loh]	Before consonants or final position
Note: i. In colloquial style, /s/ is usually elided when it is in absolute final position: ‘muchas gracias’ [ˈmutʃah ˈɣrasja]. It is frequently elided at the end of a word, especially if the following word starts with /s/. It can be easily assimilated with the following sound, modifying its point of articulation. Thus, when it is					

<p>followed by a velar, it also becomes velar, as in ‘juzgado’ [xus'yaðo]→[xuh'yaðo]→[xux'xao], and when it is followed by a labiodental, it turns into a labiodental too: ‘fósforo’ [ˈfosforo]→[ˈfohforo]→[ˈfofforo] and even disappearing: [xu'xao] [ˈfoforo] respectively. When it is followed by a nasal, usually assimilation affecting voice may occur: ‘mismo’ [ˈmismo]→[ˈmihmo]→[ˈmimmo], ‘durazno’ [du'rasno]→[du'rahno]→[du'raɲno].</p>					
/ʒ/	[dʒ]	Voiced palatoalveolar affricate sibilant	‘yo’ ‘conlleva’	[dʒo] [koŋ'dʒeβa]	Absolute initial or after a nasal sound
	[ʒ]*	Voiced palatoalveolar approximant sibilant	‘yo’ ‘mayo’ ‘llave’	[ʒo] [ˈmaʒo] [ˈʒaβe]	In all positions except after a nasal sound
	[j]	Voiced palatal approximant	‘yo’ ‘mayo’ ‘llave’	[jo] [ˈmajo] [ˈjaβe]	In all positions except after a nasal sound
<p>Note: i. [ʒ] does not have the same amount of friction as the one in Bonaerense Spanish [ʒ], which can lose its voice and become [ʃ] as in ‘yo’ [jo].</p>					
/x/	[ç]	Voiceless palatal fricative	‘jefe’ ‘gente’ ‘aji’ ‘Ximena’	[ˈçefe] [ˈçente] [aˈçi] [çiˈmena]	Before front vowel
	[x]	Voiceless velar fricative	‘jota’ ‘ajo’ ‘reloj’	[ˈxoʔa] [ˈaxo] [reˈlox]	Before back vowel
<p>Notes: i. Followed by [e] it is often followed by [j]: ‘gente’ [ˈçente]→[ˈçjente]. ii. In final position, [h] may appear instead: ‘reloj’ [reˈloh].</p>					
/tʃ/	[tʃ]	Voiceless palatoalveolar affricate	‘chancho’ ‘leche’	[ˈtʃantʃo] [ˈletʃe]	In all positions
	[ʃ]	Voiceless palatoalveolar fricative	‘chancho’ ‘leche’	[ˈʃantʃo] [ˈleʃe]	In all positions
<p>Note: [ʃ] is frequently used in the north of Chile by all social classes. In the rest of the country it is considered substandard, although it is still present in some social strata. A reinforced form [tˈtʃ] can be found in high-class stratum, possibly to differentiate themselves from the ones that use the fricative form. It is important to mention that a speaker uses only one form, either [ʃ] or [tʃ].</p>					
/r/	[r]	Voiced alveolar flap	‘para’ ‘tren’ ‘ser’	[ˈpara] [ˈtren] [ˈser]	In all positions
	[ɾ]	Voiceless alveolar fricative rhotacised	‘tren’ ‘tren’	[ˈtɾen] [ˈɾen]	After [t] It may occur instead of [tr] or [tɾ] in low class environments

Notes: i. /r/ followed by /l/ is often replaced by [l] as in ‘Carlos’ [ˈkaloɦ], and /r/ followed by [n] is often replaced by [n] as in ‘carne’ [ˈkane]. In both cases the result is a phenomenon of gemination. ii. In substandard pronunciations, /r/ could be produced as [l]: ‘calor’ [kaˈloɦ].					
/r/	[r]	Voiced alveolar trill	‘parra’ ‘arroz’ ‘ser’	[ˈpara] [aˈros] [ser]	In all positions
	[r̄]	Voiced alveolar fricative rhotacised	‘parra’ ‘arroz’ ‘ser’	[ˈpa.r̄a] [aˈr̄os] [se.r̄]	In all positions
	[r̥̄]	Voiceless alveolar fricative rhotacised	‘ser’	[se.r̥̄]	In final position
/l/	[l]	Voiced alveolar lateral	‘ala’ ‘sol’	[ala] [sol]	In all positions
Notes: i. In substandard pronunciation, /l/ could be realized as [r] when a consonant follows, as in ‘falda’ [ˈfaɾða], and sometimes final: ‘delantal’ [deɫaŋˈtaɾ]. ii. The alternate use between [l] and [r] makes the production of metathesis easier in numerous cases, as in ‘carabela’ and ‘polvareda’ which are pronounced- especially by kids- as ‘calavera’ [kalaˈβera] and ‘polvadera’ [polβaðera].					
/m/	[m]	Voiced bilabial nasal	‘mamá’ ‘mambo’	[maˈma] [ˈmambo]	In all positions
Note: i. In final position it occurs only in some words as ‘álbum’, in which [n] is the most frequent: [ˈalβun].					
/n/	[m]	Voiced bilabial nasal	‘en paz’ ‘invita’	[emˈpas] [imˈbi̯ta]	Before bilabial sound
	[m̄]	Voiced labiodental nasal	‘enfermo’ ‘énfasis’	[em̄ˈfermo] [ˈem̄fasis]	Before labiodental sound
	[ŋ]	Voiced velar nasal palatalized	‘inquina’ ‘manguita’	[iŋˈcina] [maŋˈji̯ta]	Before palatal sound
	[ŋ̄]	Voiced velar nasal	‘zancudo’ ‘angosto’	[saŋˈkuðo] [aŋˈgosto]	Before velar sound
	[n̄]	Voiced dental nasal	‘antes’ ‘manda’	[ˈaŋ̄tes] [ˈmaŋ̄ða]	Before dental sound
	[n]	Voiced alveolar nasal	‘no’ ‘mano’ ‘sin’	[no] [ˈmano] [sin]	In all other cases
Notes: i. /n/ could be produced as /l/ in substandard pronunciation: ‘nos fuimos’ [ˈnoɦ ˈfwimoh] as [ˈloɦ ˈxwimoh]. This change is also present in combinations like ‘mil novecientos’ [mil noβeˈsjentoɦ] as [mil loβeˈsjento]. ii. In consonant sequences of the type [nsp], it can be elided: ‘transporte’ [transˈpoɾte] as [ˈtraɦˈpoɾte].					

/ɲ/	[ɲ]	Voiced palatal nasal	‘ñato’ ‘mañana’	[ˈɲaɾo] [maˈɲana]	In all positions when it can occur
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3.1.1.3. Chart including English and Chilean Spanish consonant systems ²

As our research involves contrastive analysis, we present a consonant chart in which the consonantal sounds of both systems are included. In this chart, the English consonantal system is presented in red, while Chilean Spanish consonantal sounds are presented in grey.

Point Manner	Bilabial	Labiodental	Dental	Alveolar	Post- Alveolar	Palatoalveolar	Palatal	Velar	Glottal
Stop	p b p b		ɸ ɸ	t d			ɟ	k g k g	
Affricate						tʃ dʒ tʃ dʒ			
Nasal	m m	ɱ	ɳ	n n			ɲ (ɲ)	ŋ ŋ	
Roll				r					
Tap (or Flap)				ɾ					
Lateral			ɻ	l l					
Fricative	β	f v f	θ ð ð	s z s ɻ ɻ	ʃ ʃ	ʃ ʒ ʃ	ç ʝ	x ɣ	h h
Approximant	β		ð			ʒ			
Semivowel	w						j j	(w) (w)	

² This chart is a modified version of the “Phonetic consonant chart of English and Spanish” (Finch and Ortiz Lira 1982: 19).

3.2. Interlanguage

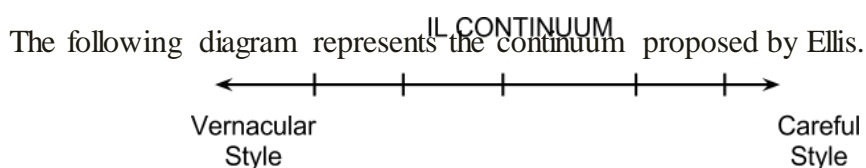
In the process of learning a second language it may be said that a learner “moves” from the source language to the target language, but there is a separate linguistic system in between which is called Interlanguage (IL). Nemser (1974) makes a distinction between target language and source language:

- Target language: he considers that target language is the system of communication which is being acquired by the learner. Some linguists also refer to the target language as second language. In the case of our research, the target language corresponds to English.
- Source language or native language: by these he refers to the speaker’s mother tongue. Some linguists use the term first language or L₁ instead. Furthermore, the native language may act as a source of interference in the process of acquiring a second language. In the case of our research, the first language corresponds to Chilean Spanish.

According to Selinker (1974), interlanguage is a result of a learner’s attempted production of target language items. This same idea is shared by Nemser (1974), who calls interlanguage an approximative system. He defines approximative system as (p.55) “a deviant linguistic system, actually employed by the learner attempting to utilize the Target Language”. However, nowadays, applied linguists consider that an interlanguage or an approximative system is far from being a deviant structure. The deviations present in the approximative system are part of the process of second language acquisition as they show the learners’ interlanguage stages. Nemser states that an approximative system varies according to certain contextual situations such as learning experience, personal learning characteristics, among others; for example, in a classroom every second language learner may be in a different stage of interlanguage according to the contextual situations.

Concerning the nature of interlanguage, Ellis (1997: 32) proposes that an interlanguage grammar is transitional, that is, “learners change their grammar from one

time to another by adding rules, deleting them, and reconstructing the whole system”. Here Ellis refers to what Corder calls transitional competence, that is, the learner’s knowledge of the language to date. This concept is part of what Ellis calls interlanguage continuum. Corder (1983: 89) defines continua as “dynamic systems in which change is the norm. Such systems can be characterized linguistically as a process of replacement, addition, or loss of rules.” Ellis (1997: 37-38) refers to IL as a stylistic continuum, where the learners develop a capability for using the target language. “This capability (or abstract linguistic system) is comprised of a number of different styles that learners access in accordance with a variety of factors”.



Regarding the representation above, at the left point of the arrow we find a vernacular style while at the right point we find a careful style. Between them, there are other styles which the learner may choose according to his communicative purposes. From the concept of IL continuum, Ellis (1997: 84) states that IL systems or IL styles are homogeneous and that “variability reflects the mistakes learners make when they try to use their knowledge to communicate”. In addition, according to him, the continuum represented above stands for the variability of IL systems. He also states that the property mentioned above is an aspect of performance rather than of competence.

In the construction of a learner’s interlanguage, there are five central processes involved. These are distinguished by Selinker (1974: 37-39) as follows:

1. Language transfer: this process is described as the existence of rules and subsystems in the learner’s interlanguage that belong to his mother tongue.

Here, it is important to make a further distinction concerning language transfer. There are two types of transfer, positive and negative:

- Positive transfer: this phenomenon is also known as facilitation. Positive transfer occurs when subsystems of the mother tongue are present in the target language and are used in a similar way in both linguistic systems. For instance, the sound /ð/ voiced, dental, fricative occurs intervocalically in the English word ‘other’ as well as in the Spanish word ‘hada’.
- Negative transfer: this phenomenon is also known as interference. Negative transfer refers to the existence of subsystems of the mother tongue which are present in the target language, but are used in a different way in some contexts. For instance, ‘mystery’, in which the voiceless, alveolar, fricative may be pronounced as the voiceless, glottal, fricative as in ‘misterio’. Negative transfer may also occur when learners transfer linguistic items that are not the same in their L₁ and in the target language.

It is worth mentioning what Gass and Selinker (2001: 67-68) state about the already described phenomena. Their proposals will certainly contribute to a deeper knowledge of the process of transfer. “A distinction that is commonly made in the literature in connection with L₂ learning is one between positive transfer (also known as facilitation) and negative transfer (also known as interference). These terms refer respectively to whether transfer results in something correct or something incorrect (...)” “in other words, the terms refer to the product, although the use implies a process. There is a process of transfer; there is not a process of negative or positive transfer. Thus, one must be careful when using terminology of this sort because the terminology suggests a confusion between product and process”.

2. Transfer of training: this process can be described as the presence of rules, items, and subsystems which are a result of identifiable items in training procedures. For example, some textbooks emphasize the use of the present continuous when an action takes place in the present time and it has not finished. This may lead the learner to produce wrong sentences such as ‘I’m hearing it’ (verbs of perception do not take –ing forms).

3. Strategies of second language learning: they can be considered a result of an identifiable approach used by the student to learn new language material.
4. Strategies of second language communication: these are a result of an identifiable approach used by learners to communicate with native speakers of the target language.
5. Overgeneralization of target language linguistic material: "if it can be experimentally demonstrated that fossilizable items, rules and subsystems are a result of a clear overgeneralization of TL rules and semantic features, then we are dealing with overgeneralization of TL linguistic material" (Selinker 1974: 38). For instance, the learner may overgeneralize the use of final –s morpheme in third person singular verbs. An example of this may be the deviant form "he cans" instead of the target form of the modal verb, "he can".

3.3. Contrastive Analysis

Contrastive analysis refers to the comparison of the linguistic systems of two languages. In second language learning, its aim is to identify similarities and differences between a source language and a target language. These differences are identified and studied as "areas of potential difficulties" for learners (Crystal 2008: 112). These potential difficulties may occur as a result of negative transfer or interference. Thus, contrastive analysis can be placed within the field of interlinguistic studies, together with translation theory and error analysis.

In second language teaching, Lado (1957: 2) proposed that "those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult". The traditional approach of contrastive analysis proposed by Lado states that on the basis of an interlinguistic contrastive study, deviations may be predicted taking into account the following considerations:

- What aspects of the mother tongue will cause problems while learning a second language.
- The scale of difficulty, based on the notion that some elements in language are stable or similar, while others are not:
 - a) L₁ has a rule and L₂ an equivalent one
 - b) L₁ has a rule but L₂ has no equivalent
 - c) L₂ has a rule but L₁ has no equivalent

This traditional approach, also known as strong version of the contrastive analysis hypothesis, has been questioned by some linguists arguing that it is mostly theoretical, and not empirically demonstrated. James (1980) has moderated this proposal by suggesting that instead of predicting, contrastive analysis can account for a large number of errors learners can produce. In spite of the fact that contrastive analysis can be a helpful tool for the prediction of potential difficulties and deviances, it has been suggested that it can only account for those errors that are caused by interference with the mother tongue. Richards (1974: 173) suggests that there are other causes for errors to occur; thus, he states that “intralingual and developmental errors reflect the learner’s competence at a particular stage, and illustrate some of the general characteristics of language acquisition”.

3.4. Error Analysis

In the *Dictionary of Linguistics and Phonetics*, Crystal (2008: 173) defines error analysis as “a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and procedures provided by linguistics”. In the field of error analysis, it is important to make a distinction between errors and mistakes. According to Corder (1967), the difference between an error and a mistake, or a systematic and a non-systematic error, is that the occurrence of the former allows us to evaluate the learner’s transitional

competence. Corder also considers that the systematic nature of mistakes cannot be discerned, as they are part of what we call “slips of the tongue”. Mistakes are circumstantial, and they can be corrected by the learner easily. Thus, mistakes do not play a role in the process of language learning. Similarly, Crystal (2008: 173) states that “errors are assumed to reflect in a systematic way the level of competence of the learner; they are contrasted with mistakes which are performance limitations that a learner would be able to correct”.

With respect to the distinction between the concepts of error and mistake, there is another category regarding the nature of the deviation. This category corresponds to those errors which are due to intralingual interference. According to Richards (1974: 174), these errors are called intralingual or developmental errors. He defines these as “Interlanguage errors, which reflect the learner’s competence at a particular stage, and illustrate some of the general characteristics of second language acquisition”.

For the purposes of our research, we use the terms deviance, deviation and deviant form to refer to both errors and mistakes since the data of the study do not allow us to determine whether the learners’ deviations are systematic or not.

3.5. Taxonomy applied in this study

The taxonomy applied in this study is the one proposed by Professor C. Vivanco, which was published in 1991. This categorization of difficulties presented by English consonant sounds was specifically elaborated for Chilean Spanish learners of English. As C. Vivanco explains, deviations can be, in general terms, reduced to: the production of a sound that should be elided (historical and contextual elision); the lack of realization of one or more sounds that should be pronounced; the production of a sound different to the target (substitution); the addition of a vowel sound either in front of a consonant cluster or between two consonant segments and the reordering of a sequence of two consonant segments in final position.

The categories of difficulties are described, explained, and exemplified below.

1. Sounds that occur in English but are not present in Chilean Spanish

Chilean Spanish speakers may have difficulties in the pronunciation of certain sounds that do not occur in their L₁; these sounds are /v/ (as in “very”), /θ/ (as in “think”) and /z/ (as in “zor”). However, it should be pointed out that the voiceless counterparts of /v/ and /z/, respectively, and the voiced counterpart of /θ/ do occur in Chilean Spanish.

2. Sounds that occur in both phonological systems

There are sounds that occur both in Chilean Spanish as well as in the target language. In spite of this fact, these sounds may present difficulties. The reasons for these problems may be of various kinds:

- a) Sounds that occur in different phonological environments in the two phonological systems.

Some problems are caused by sounds that are present in Chilean Spanish, but occur in a different phonological environment in English. For instance, in English, /h/ occurs initially as in “hello”, intervocalically as in “ahead”, but it never occurs in final position. On the contrary, in Chilean Spanish /h/ is an allophone of /s/ and occurs in final position as the normal pronunciation of plurals as in “niños” ['niɲoh]. /h/ also occurs when a consonant sound follows and a vowel sound precedes as in “mosca” ['mohka]; and it also may occur between vowels in the boundaries of words in free variation with [s] as in “vas a comer” [,bah a ko'mer].

- b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme.

Here, it is necessary to identify allophones that are in complementary distribution and allophones that are in free variation.

I. Allophones in complementary distribution

Allophones are said to be in complementary distribution when they are mutually exclusive in the same phonological environment. In Chilean Spanish, for instance, /d̪//ð/ are allophonic variants of /d/; they are used in complementary distribution in all positions except initially, where they are in free variation. For example, “candela” and “ciudad” /d̪/ /ð//ð/ /ø/.

II. Allophones in free variation

Allophones are said to be in free variation when they can be used interchangeably in the same phonological context. An example of this in Chilean Spanish is the case of /tʃ/ and its corresponding allophones [tʃ] and [ʃ]. In words such as “chancho”, “ocho” and “Fech”, letters “ch” may be pronounced with any of these two sounds. However, it is important to point out that these allophones do not co-occur in the speech of the same Chilean speaker. The same situation occurs with the voiced, palatal, semivowel /j/. This sound is significant in the target language while in Chilean Spanish it is an allophone in free variation of the voiced, palatoalveolar, affricate /dʒ/ together with the voiced, palatoalveolar, approximant /ʒ/. Chilean speakers may produce any of these allophones as deviations when trying to pronounce the semivowel in English utterances such as “a year” /ə 'jɪə/, and “yes” /jes/, thus substituting the target for any of the aforementioned allophones. It is also worth mentioning that the voiced, palatoalveolar, fricative /ʒ/ might be used instead of the target.

III. The case of the voiced labiovelar semivowel /w/

When the target sound is /w/, Chilean Spanish speakers may deviate by producing one- or both- of the following phenomena:

- i. Addition: in Spanish, this semiconsonant is produced with or without the addition of another sound depending on the phonological environment: [g] would be added after a nasal as in “un huevo”, and [ɣ] between a vowel and a semivowel as in “mi huevo”. The addition of the sounds [g] or [ɣ] in front of [w] is in free variation in absolute initial position as in “Wales”, that can be produced either as *[gweilz] or *[ɣweilz].

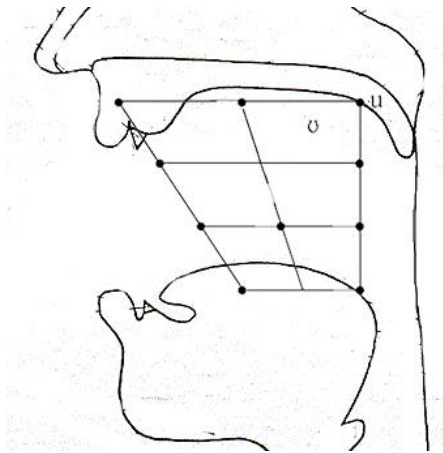
This same phenomenon of addition that occurs in Spanish may be transferred to English when the target is /w/. The additions do not affect the meaning of words, such as in “hueso” which may be pronounced as either [we], [gwe] or [ɣwe] .

In addition, the target sound does not disappear but it becomes an extra sound.

- ii. Substitution: It is worth mentioning that while in the already explained case of addition the target sound voiced, labiovelar, semivowel is followed by any of the English vowel sounds with the exception of /ʊ/ or /u:/ in which another phenomenon, known as substitution, takes places. The voiced labiovelar glide is replaced by the same sounds that occur in the phenomenon of addition, /g/ or /ɣ/ depending on the phonological environment. When we talk about substitution we mean that the target sound is elided. The utterance “one woman” may be deviated as *[ɪŋ gʊ], while “a woman” may be realized by Chilean speakers as *[ə ɣʊ]. As the stop and the fricative already described are allophones of the same phoneme in

free variation in absolute initial position, the word “Woman” might be realized by Chilean speakers with any of the two Spanish allophonic variants.

Concerning i. and ii., it is worth pointing out that in both cases, but mostly in the case of substitution, the voiced, labiovelar, semivowel, the voiced, velar, stop and the voiced, velar, fricative are produced in the same area of articulation of vowel /ʊ/, mid-closed, mid-back and mid-rounded, and vowel /u:/, closed, back, rounded as shown in the drawing below:



Concerning the problems described in section 2, that is, sounds that occur in both phonological systems, it should be stated that problems mentioned in letters a) and b) above may overlap. For example, /h/ is significant in the target language, as in the word “house” /haus/, while in the speaker’s L₁ it is an allophone of /s/, as in the word “espectador” /ehpekta¹ɗor/; at the same time, [h] occurs in different phonological environments in both languages. In English it may occur in initial position but never in final position, while in Chilean Spanish it is never pronounced initially but it may occur in final position.

3. Graphemic interference

It is a well-known fact that English orthography does not present a one-to-one relationship between graphemes and sounds. Unlike English, Spanish orthography shows a remarkably consistent relationship between spelling and pronunciation. Therefore, Chilean learners of English are bound to be affected by graphemic interference.

In the taxonomy used in this study some aspects of graphemic interference are described and exemplified:

- a) One grapheme may be pronounced with a different sound in different lexical items. Examples:

“T” => take, station, nature
 /t/ /ʃ/ /tʃ/

- b) One sound may be orthographically represented by different graphemes. Examples:

/ʃ/=> she, sugar, machine, ocean, action, permission, conscious

- c) Graphemes that should not be orally realized, i.e., there are certain graphemes that should not be pronounced, even though they are present in spelling. This phenomenon is known as *elision*. This omission of sounds can be grouped into two types, *historical* and *contextual*.

- I. Historical elision refers to sounds that were produced by English speakers in the past, but which are no longer orally realized. In spite of this fact, the grapheme is still present in spelling. Examples:

island Christmas half hour tomb
 /'aɪl ənd/ /'krɪs məs/ /hɑ:f/ /'aʊə/ /tu:m/

II. Contextual elision affects function words which have one strong form and one or more weak forms in connected speech. Examples:

“have” => /hæv/ Yes, I have.

I have to go.

/həv/ Have you been to Paris?

/əv/ I could've done it

/v/ I've done nothing wrong

A case of contextual elision that is characteristic of RP is the zero realization of the /r/ in absolute final position or when a consonantal sound follows. Examples:

She is my sisterr

She is my sisterr Lucy

She is my sisterr Alice

d) Cognate words tend to be pronounced by Chilean Spanish learners with the same sounds they are uttered in their L₁. Examples:

Geography, George and Jamaica

/dʒ/ /dʒ/ /dʒ/

*[ç] *[ç] *[x]

4. Consonant clusters and consonant sequences

a) Consonant clusters. A cluster is the occurrence of two or more consonantal sounds belonging to the same syllable within a word. It may occur in initial, medial, and final position. In Spanish, there are initial clusters such as in the word “grande”, medial clusters as in “agradable”, and final clusters as in the word “confort”. On the contrary, in English there are initial, medial, and final clusters of two or more consonantal segments as in “scribal”, “scriptwriter”, and “tourists”. The tendencies of Chilean Spanish speakers when producing English clusters are explained in the following paragraphs.

- I. Initial clusters. In English, an initial cluster is constituted by two or more consonantal sounds in word initial position. When producing an English initial cluster formed by “s”+ consonant, the tendency for a Chilean Spanish speaker is to add the vowel sound /e/ in front of the first segment. For example, the English word “Scotland”, which is pronounced /s'kɒtlənd/, the Chilean learner may produce it as *[es'kɒtlənd]. This deviation is of a syllabic nature; while in English the voiceless alveolar fricative and the voiceless velar stop belong to the same syllable, “sc-”, in Spanish they belong to two separate syllables as in the word “Escocia”, which is pronounced either [es- 'kosja] or [eh- 'kosja].

- II. Medial clusters. In English, a medial cluster is constituted by two or more consonantal sounds within a word. When producing an English medial cluster, the tendency for a Chilean Spanish speaker is to elide one of its segments. For example, in the word “inspector”, which is pronounced /in'spektə/, a Chilean Spanish speaker may elide the sound /s/ and produce the word as *[im'pektor].

III. Final clusters. A final cluster is constituted by two or more consonantal sounds in word final position. When pronouncing an English final cluster, Chilean Spanish speakers might tend to do the following:

- i. In final clusters in words, Chilean Spanish speakers might tend to elide the last segment of the cluster. For instance, in “president”, which has an orthographic cluster formed by “nt” pronounced as /nt/, Chilean Spanish speakers would elide the second segment of the cluster, producing *[ˈpreziðenø]. Similarly, in the words “approached”, “arranged”, and “washed”, Chilean learners would elide /t/, /d/, and /t/, respectively.
- ii. Transposition. This phenomenon refers to the rearrangement of segments in a cluster. For instance, in the word “ask” there is a cluster formed by the graphemes “sk”, which are pronounced /sk/. The cluster might be rearranged by Chilean Spanish speakers resulting in *[ks]. Similarly, in the words “wasp”, and “priest”, Chilean learners would alter the order of the segments resulting in *[ps], and *[ts], respectively.

It is worth mentioning that the two phonological behaviours described above can co-occur in the pronunciation of final clusters in the case of the plural forms of nouns, the third person singular in the simple present tense as well as in the genitive case.

- b) Consonant sequences. They can be described as the combination of a group of two or more consonantal sounds at the end of a word and at the beginning of the next one. For instance, in “sixth throne”, the orthographic consonant sequence is formed by the graphemes “xth thr”, which are pronounced /ksθ θr/. Other examples are “most bridges” and “French strawberries”, formed by the graphemes

“st br” and “nch str”, which may be affected by elision and by elision and addition, respectively.

Consonant sequences occur in negative contracted forms, which have a high frequency of occurrence. For instance, in the case of “doesn’t”, students might tend to: 1) replace the sound /z/ by /s/, 2) add the vowel sound /e/ between the first and second segments, and/or 3) elide the final sound, thus the form “doesn’t” /dʌznt/ might be produced as:

- 1) *[snt]
- 2) *[sent]
- 3) *[sen]

5. Problems related to semiconsonants, semivowels or glides

It is well known that semivowels, semi-consonants or glides share characteristics with both consonants and vowels. Thus, Roach (2002: 69) states that glides correspond to “a class of sound that functions in a way similar to consonants but phonetically similar to vowels”. The semivowels described in the following paragraphs, /j/ and /w/, are present in both Spanish and English phonetic systems.

Even though we have already described some of the difficulties they may present in point 2 b) above, it was necessary to deal with them separately because Chilean Spanish speakers tend to generate additional difficulties when they are used instead of vowels /ɪ/ and /ʊ/ respectively.

In Spanish, a diphthong is a combination of one semiconsonant + a stressed vowel sound, that form a rising diphthong or a stressed vowel sound + a semivowel, which form a falling diphthong (D’Introno, 1995: 102). Semiconsonants, in Spanish, are [j] and [w] while semivowels are [i] and [u] (D’Introno, 1995: 102). Rising diphthongs containing /j/ are the following: /ja/ as in “asia”, /je/ as in “tierra”, /jo/ as in “radio”, /ju/ as in “viuda”; while

falling diphthongs are /ej/ as in “rey”, /aj/ as in “paisaje”, and /oj/ as in “androide”. Rising diphthongs containing /w/ are the following: /we/ as in “cuervo”, /wa/ as in “cuajo”, /wi/ as in “cuidar” and /wo/ as in “mortuorio”; while falling diphthongs are /ew/ as in “feudo”, /aw/ as in “auto”, and /ow/ as in “bou”. In English, on the contrary, there are only falling diphthongs which are constituted by two full vowels and the stress is always placed on the first segment. On the one hand, the English diphthongs correspond to /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/ which “(...) may be said to have a first element (the starting-point) and a second element (the point in the direction of which the glide is made). The RP diphthongs have as their first element sounds in the general region of [ɪ, e, a, ə, ʊ], and for their second element [ɪ, ə, ʊ]” (Cruttenden 2008: 134). On the other hand, the English triphthongs are constituted by the diphthongs /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/ accompanied by /ə/ (Cruttenden 2008: 145). For the purposes of the study, we dealt with diphthongs that contain vowels n° 2 and 8 as their second segment (/eɪ/, /aɪ/, /ɔɪ/, /əʊ/, and /aʊ/) as well as the triphthongs already mentioned.

a) Voiced, palatal, semivowel /j/

It related to the mispronunciation of vowel /ɪ/, especially in triphthongs. The Chilean speaker pronounces /aɪə/ as *[aje].

e.g.: diet

/aɪə/

*[aje]

*[adʒe]

*[aʒe]

*[aʒe]

Instead of pronouncing vowel /ɪ/ in the triphthong /aɪə/, the voiced, palatal, glide is produced. The reasons for doing this is that in Spanish falling diphthongs have their prominence on the first segment (“hay”, “voy”), the second element, which is not prominent, is transcribed by the glide we are dealing with or by a non-syllabic vowel /j/. This same behavior is transferred to English; as we pronounce vowel /ɪ/

as either a semivowel or a non-syllabic /j/, and it is not in final position but it is followed by a schwa /ə/, we give it the characteristic of a consonant and, as such, it may be pronounced with any of its corresponding allophones in Chilean Spanish *[dʒ], *[ʒ], *[ʒ̃] creating a case of substitution.

b) Voiced, labiovelar, semivowel /w/

In English there are 8 diphthongs, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/, and triphthongs, /eɪə/, /aɪə/, /ɔɪə/, /əʊə/, /aʊə/, of which diphthongs /əʊ/, /aʊ/, and triphthongs /əʊə/, /aʊə/ are going to be analyzed in this section. It is worth pointing out that together with the use of this glide instead of vowel /ʊ/ (substitution) a case of addition may also take place.

The following examples may illustrate the phonological behavior of Chilean speakers when they fail to pronounce the second vowel segment /ʊ/ in diphthongs and triphthongs.

“ <u>sou</u> r”	“ <u>hou</u> r”	“ <u>ou</u> r”	“ <u>pow</u> er”	“ <u>pow</u> er point”	“ <u>how</u> ever”
/ˈsauə/	/ˈaʊə/	/ˈaʊə/	/ˈpaʊə/	/ˈpaʊə pɔɪnt/	/haʊˈevə/
*[ˈsawer]	*[ˈawa]	*[ˈawa]	*[ˈpawer]	*[ˈpawer point]	*[hawˈever]
*[ˈsaɣwer]	*[ˈaɣwa]	*[ˈaɣwa]	*[ˈpaɣwer]	*[ˈpaɣwer point]	*[haɣwˈever]

“ <u>cow</u> ard”	“ <u>now</u> adays”	“to <u>cow</u> er”	“a <u>vow</u> el”
/ˈkaʊəd/	/ˈnaʊədəɪz/	/tə ˈkaʊə/	/ə ˈvaʊəl/
*[ˈkawad]	*[ˈnawadeɪs]	*[tə ˈkawer]	*[ə ˈvawel]
*[ˈkaɣwad]	*[ˈnaɣwadeɪs]	*[tə ˈkaɣwer]	*[ə ˈvaɣwel]

“ <u>sew</u> ing”	“ <u>borrow</u> ing”	“ <u>grow</u> ing”	“ <u>know</u> ing”	“ <u>go</u> ing”
/ˈseʊɪŋ/	/ˈbɒrəʊɪŋ/	/ˈgrəʊɪŋ/	/ˈnəʊɪŋ/	/ˈgəʊɪŋ/
*[ˈsewɪŋ]	*[ˈborowɪŋ]	*[ˈgrowɪŋ]	*[ˈnowɪŋ]	*[ˈgowɪŋ]
*[ˈseɣwɪŋ]	*[ˈborɔɣwɪŋ]	*[ˈgroɣwɪŋ]	*[ˈnoɣwɪŋ]	*[ˈgoɣwɪŋ]

“s <u>ow</u> ing”	“b <u>or</u> rower”	“p <u>ar</u> tygo <u>er</u> ”
/ˈsəʊɪŋ/	/ˈbɒrəʊə/	/ˈpɑːtɪ,gəʊə/
*[ˈsowɪŋ]	*[ˈborower]	*[ˈpɑːtɪ,gower]
*[ˈsoɣwɪŋ]	*[ˈborɔɣwer]	*[ˈpɑːtɪ,goɣwer]

6. The transfer of sounds that occur in Chilean Spanish into the pronunciation of English

Chilean Spanish learners may produce deviances when pronouncing graphemes as they are realized in Spanish. This may be a frequent phonological behavior in the case of cognate words or in the pronunciation of false cognates. Some of those sounds correspond to Spanish allophones that are not present in the phonological system of English. Chilean students may tend to transfer these Spanish sounds into the target language. Among the sounds that speakers may introduce into English, specifically RP accent, are: /β/, /j/, /ç/, /ʒ/, /x/, /ç/ as in the following examples:

“a <u>b</u> out”	“a <u>b</u> ove”	“a <u>b</u> ook”	“a <u>y</u> owel”
/əˈbaʊt/	/əˈbʌv/	/əˈbʊk/	/əˈvaʊəl/
*[əβəʊt]	*[əβʌβ]	*[ə βʊk]	*[əβaʊl] as in “a <u>b</u> ajo”, “ <u>l</u> a busca”, “ <u>l</u> a voz”

“a <u>g</u> o”	“to <u>g</u> o”	“a <u>g</u> host”	“to <u>g</u> ather”
/əˈgəʊ/	/təˈgəʊ/	/əˈgəʊst/	/təˈgæðə/
*[aˈɣəʊ]	*[təˈɣəʊ]	*[əˈɣəʊst]	*[təˈɣæðə] as in “ <u>h</u> aga”, “ <u>t</u> u gol”

“a <u>g</u> ain”	“to <u>g</u> et”	“to <u>g</u> ether”	“a <u>g</u> irl”
/əˈgeɪn/	/təˈget/	/təˈgeðə/	/əˈgɜːl/
*[əˈɣjen]	*[təˈɣjet]	*[təˈɣeðə]	*[əˈɣɜːl] as in “ <u>p</u> ag <u>ue</u> n”, “ <u>m</u> i <u>g</u> uitarra”

“ <u>J</u> ohn”	“a <u>j</u> oke”	“ <u>y</u> es”	“to <u>y</u> ou”
/ˈdʒɒn/	/əˈdʒɒk/	/jes/	/tə juː/

*[ˈʒɒn]	*[əˈʒoʊk]	*[ʒes]	*[təˈʒu:] as in “Jo <u>ce</u> lyn”, “yo”, “mi <u>y</u> ugo”	
“ <u>h</u> ouse”	“ <u>h</u> ave”	“ <u>h</u> arm”	“ <u>w</u> ho”	“ <u>b</u> ehind”
/ˈhaus/	/ˈhæv/	/ˈhɑ:m/	/ˈhu:/	/bɪˈhaɪnd/
*[ˈxɑʊs]	*[ˈxæβ]	*[ˈxɑ:m]	*[ˈxu:]	*[bɪˈxɑɪnd] as in “jamón”, “jugo”, “ajo”
“ <u>h</u> im”	“ <u>h</u> ell”	“ <u>b</u> ehave”	“ <u>u</u> phill”	
/hɪm/	/hel/	/bɪˈheɪv/	/ˌʌpˈhɪl/	
*[ˈçɪm]	*[ˈçel]	*[bɪˈçeɪβ]	*[ˌʌpˈçɪl] as in “g <u>il</u> ”, “g <u>e</u> l”, “e <u>j</u> e”	

In the case of cognate (or false cognate) words, the pronunciation may be as follows:

“ <u>G</u> eography”	“ <u>E</u> gypt”	“ <u>G</u> eorge”
/dʒɪˈɒɡrəfi/	/iː dʒɪpt/	/dʒɔːdʒ/
*[çeɔɡrafi]	*[eçipt]	*[xorçe]
“geografía”	“Egipto”	“Jorge”

4. Methodology

4.1. Subjects

The subjects of the study were 12 advanced students of the undergraduate programme of English Linguistics and Literature, Universidad de Chile. The subjects' mother tongue is Spanish and they are learners of English as a foreign language. At university these students have been exposed mainly to British texts and have been trained to use RP in their oral production. In their L₁ the subjects are users of Chilean Spanish accent.

4.1.1. Criteria for the selection of subjects

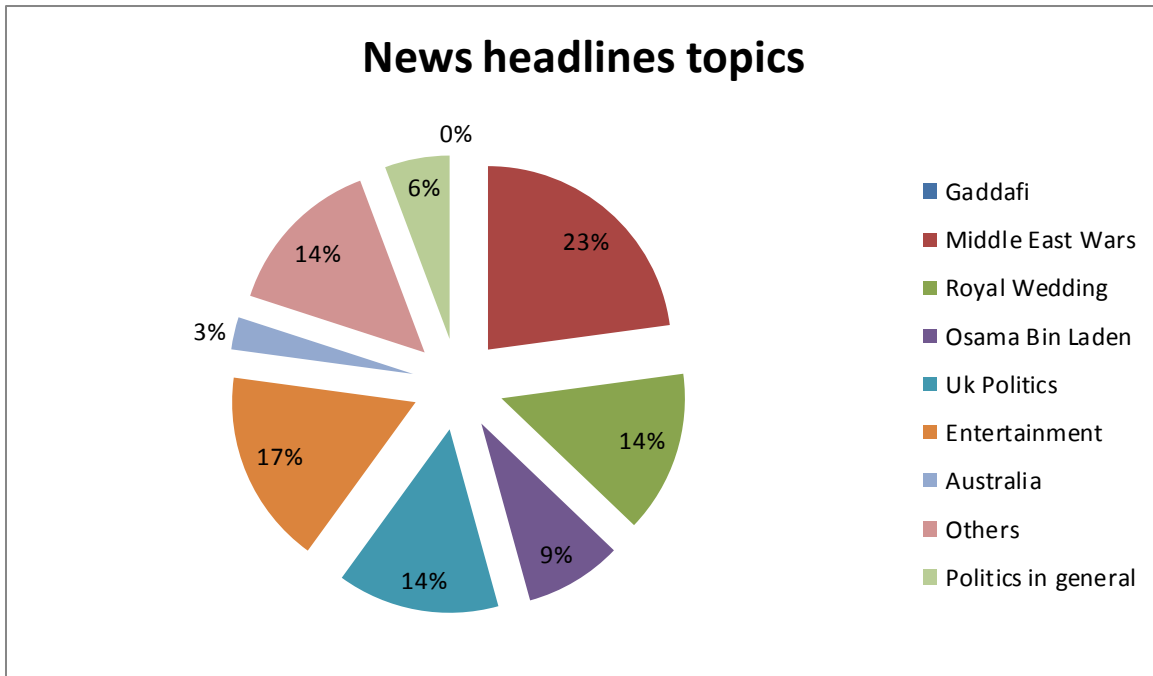
The subjects of this study had to meet some requirements in order to conform a homogeneous group of participants:

Firstly, as we had decided to work with advanced learners, fourth-year students of the programme of English Linguistics and Literature, which lasts 4 years, were chosen. Fourth-year students, who have had most of theoretical and applied courses in English, are not expected to have difficulties in understanding and producing oral texts. Secondly, we decided not to consider age or gender as variables in this research. Thirdly, we agreed that our subjects should share a similar background regarding their learning of English as a second language. Thus, they should have attended only Chilean primary and secondary monolingual schools; therefore, those students from bilingual schools were not chosen as subjects. This was decided because bilingual school pupils have had more intensive English instruction than the others. Besides, our subjects should have never lived in an English-speaking country. Finally, our subjects should not have had previous English instruction in language institutes or in any other institution in charge of teaching English.

4.2. Data

The data of the study consisted of the subjects' recordings of 34 news headlines from the BBC World News. Each student read aloud the orthographic form of these headlines (Appendix 1). This task took each of the participants approximately 15 minutes.

The news headlines chosen covered different topics. The percentage of headlines per topic is shown on the graph below.



4.2.1. Data elicitation

In this section there is a description of the reasons why news headlines were chosen to elicit the data of the study. Next, the criteria for the selection of the news headlines are stated.

4.2.1.1. Reasons for the choice of news headlines

- a) We decided to use international news broadcasting from BBC World News for the data elicitation because it is the most important and widespread news network in the United Kingdom.
- b) We collected the material mainly from headlines provided by BBC Radio, BBC News, BBC One Minute World News, BBC headlines official channel on YouTube webpage. We used only internet source as it was easier for us to retrieve information from websites.
- c) We thought that we should focus on just one type of register or style. Thus, news headlines were chosen since we assumed that in other types of discourse such as interviews, the accent and register of the interviewer might not be the same as those of the interviewee.

d) We also chose news over other instances of speech because we considered that most of topics of the news would be known to the students. This decision was taken in order to prevent the learners from having additional difficulties when reading about unknown facts.

The criteria for the selection of news headlines are the following:

1. BBC News readers should use Received Pronunciation (RP), which is the English accent we are dealing with and which is the accent used in pronouncing dictionaries. Nevertheless, it must be pointed out that some news broadcasters might be users of General RP. As this accent has not yet been totally described and hence it has not been included in pronunciation dictionaries, no distinction has been made between the two accents.
2. We agreed to choose headlines from the year 2010 until May 2011 as the subjects might be more familiarized with proper names and capitalized items present in recent international events than in earlier ones. Besides, the idea of including a period of 15 months would give us more headlines to choose from.
3. We took the decision to choose headlines about a variety of topics since we assumed that the headlines would include a wider range of lexical items, which would enrich our research.
4. The news headlines should contain a significant number of proper names and capitalized items. The news headlines should be similar in length, ranging from 1 to 2 minutes. Thus, long headlines should be divided into two or three portions according to their length.
5. As repetition of proper names and capitalized items in news headlines is unavoidable, we decided to include headlines in which repetition occurred. Concerning this criterion, we thought it would be of interest to analyze such items, because the context in which the items occurred might not be the same.

4.2.2. Data elicitation procedure

In order to elicit the data of the study, the following activities were carried out:

- a) The data of the study were recorded individually by the 12 subjects in the language laboratory of the Facultad de Filosofía y Humanidades.
- b) Before recording, the students received a printed version of the orthographically presented news headlines. During this and the following steps, one or more of the researchers was/were present.

- c) Then, the subjects were told to read the printed material silently to get familiar with it. This activity was performed in 10 minutes.
- d) The subjects were informed that when recording, if they thought they had made a mistake, they could correct it.
- e) As news headlines were numbered, the subjects were told to say the number of each headline before recording it.
- f) Next, the students were asked to record the text. No time restriction was set for this task.
- g) An iPod and a recording machine were used to overtly record the data. This electronic equipment was operated by the researchers.

4.2.3. Data processing

4.2.3.1. Tasks performed prior to the data processing

Before the actual processing of the data, the research group carried out the following tasks:

- a) The researchers listened to the news headlines and wrote them orthographically.
- b) Then, proper names and capitalized items were phonemically transcribed.
- c) Next, possible deviances were predicted on the basis of the taxonomy applied in the study and these deviations were represented phonetically.

4.2.3.1.1. Predictions of possible deviant forms learners may produce

In this section we present the 34 news headlines in which the proper names and capitalized items are phonemically transcribed. The graphemes whose pronunciation may cause difficulties to the subjects are underlined. Under the corresponding target sounds, the predicted deviant forms are phonetically represented. Following conventions, slanting lines have been used to indicate phonemic transcriptions and square brackets, preceded by asterisks, to show phonetically represented deviances.

1. The new **PRIME MINISTER DAVID CAMERON** has been outlining plans for his
/praɪm 'mɪn.ɪst.ə//deɪv.ɪd 'kæm.ər.ən/

[ht][øð]*[β]*[ðk]
*[rð] *[øk]

coalition government. Along with his new deputy, the **LIB DEM** leader

/lɪb 'deml/
[βð][nl]
*[øð]

NICK CLEGG, MISTER CAMERON said the new coalition would be united by three

/nɪk 'kleg/ /mɪst.ə'kæm.ər.ən/
*[ɹ] *[ht]*[rk]

key principles: freedom, firmness, and responsibility.

2. New ministerial appointments had been announced: **GEORGE O SBORNE** is

/dʒɔ:dʒ 'ɒ z.bɔ:nɪ/
[ʒ][ødʒv]*[sb] *[rɪɪ]
*[j] *[øtʃv]*[sβ] *[røɪ]
*[ʒ] *[øʃv] *[hβ]
*[ç] *[øʒv]
*[x] *[øʒv]
*[øçv]
*[rdʒv]
*[rtʃv]
*[rʃv]
*[røv]
*[rʒv]
*[rʒv]
*[rçv]

the **CHANCELLOR** with **WILLIAM HAGUE** as **FOREIGN SECRETARY, THERESA MAY**

/ə'tʃɑ:ns.əl.əw/ /ðwɪl.jəm 'heɪgə/ /fɔ:ən'sek.rət.rɪ/ /tə'ri:z.ə meɪ/
*[əʃ] *[rɹw]*[ðɣw] *[mç]*[ɣə] *[ŋs] *[θ]*[s]
*[θɣw] *[ŋç] *[ŋgs]
*[tgw] *[ŋx] *[ɣns]

*[mø] *[yøʝ]
 *[nø]

becomes HOME SECRETARY with KEN CLARKE as JUSTICE SECRETARY. For the

/s,həʊm 'sek.rət.rɪ/ /ken 'klɑ:kə/ /s,dʒʌst.ɪs 'sek.rət.rɪ/
 *[sx] *[røə]*[sʒ]*[ht]
 *[sø] *[sj]
 *[sʒ]
 *[sx]

LIB DEMS, VINCE CABLE becomes BUSINESS SECRETARY while CHRIS HUHNE gets ENERGY.

/,lɪb 'demz/ /vɪns 'keɪb.əl/ /s,bɪz.nəs 'sek.rət.rɪ/ /krɪs 'hjuːn/ /'en.ədʒ.ɪ/
 [\βð][ms]*[b] *[\β] *[sβ]*[sn] *[sç] *[rʒ]
 [mø][\β] *[hn] *[sx] *[rʒ]
 *[ns] *[hç] *[rç]
 *[\hx]
 *[\øç]
 *[\øx]

3.A battle has now began for the leadership as a LABOUR PARTY

/'leɪb.ə pɑ:tɪ/
 [\β][rp]

after GORDON BROWN's resignation last night. HARRIET HARMAN is to be the party's

/əɡɔ:d.ən 'braʊn/ /hær.ɪ.ət 'hɑ:m.ən/
 [\əy][rð] *[\ø] *[tø]*[rm]
 *[\x] *[\tx]

active leader, the former HOME SECRETARY ALAN JOHNSON has ruled himself

/ə,həʊm 'sek.rət.rɪ/ /æl.ən 'dʒɒns.ən/
 *[əø] *[nʒ]
 *[əx] *[ŋj]

*[nʒ]

*[ŋx]

out of the race saying he would back the former **FOREIGN SECRETARY DAVID MILIBAND**.

/ˌfɔːr.ənˈsek.rət.ri/ /ˌdeɪv.ɪdˈmɪl.ə.bænd/

*[ŋs] *[ɪð]*[β]*[ðm]*[β] *[nø]

*[ʏøʃ] *[-øm]

*[ʏns]

4. A **LIBYAN** airline with more than a hundred people on board, 601 of them

/ˈlɪb.i.ən/

*[β]

damaged, has crashed while trying to land the **TRIPOLI** airport. A ten-year-

/ˈtrɪp.əl.i/

old boy was the only survivor. The plane was travelling from

SOUTH AFRICA; 7 passengers were due to connect with the flight to **GATWICK**.

/ˌsaʊθ ˈæf.rɪk.ə/

/əˈgæt.wɪk/

*[tæ]

[əʏ][tgw]

*[sæ]

5. **PRESIDENT O BAMA** will honour all the victims of the **ARIZONA** shootings at

/ˈprez.ɪd.ənt/ /əˈ bɑːm.ə/

/ˌær.ɪ ˈzəʊn.ə/

[s][ð]*[nøə]*[β]

*[s]

a memorial service. In about half an hour's time, the **AMERICAN** politician

/ə ˈmer.ɪk.ən/

SARAH PALIN has denied suggestions that right-winged rhetoric may have

/sær.ə ˈpeɪl.ɪn/

influenced the government. She blamed the media for inciting hatred.

6. Two hundred soldiers from the **ARMY** specialist bomb disposal units have

/ˈɑːm.ɪ/

*[rm]

been officially welcomed back to the **UK** with a parade through the town

/əˈjuːˈkeɪ/

*[ədʒ]

*[əʒ]

*[əʒ]

of **DIDCOT** in **OXFORDSHIRE**. Troops also received medals for their work in

/vˈdɪd.kətɪ/

/ˈɒks.fəd.ʃɪə/

[vð][ðk]*[øɪ] * [køf]*[dtʃ]

[øsf][røʃ]

[øhf][røʃ]

*[rðʃ]

*[øøʃ]

*[øøʃ]

AFGHANISTAN.

/æfˈgæ.nɪ.stæn/

[vg][ht]

*[vy]

*[bg]

*[βy]

7. **NATO DEFENCE MINISTER's** meeting in **BRUSSELS** have

/ˈneɪtəʊ //diˈfens mɪnɪstə/

/ˈbrʌsəlz h/

*[ð] * [nøm] * [ht]*[r]

*[lsh]

*[løh]

resisted calls from air exclusion zone of **LIBYA** to prevent operations

/lɪbiə/
*[β]

by **COLONEL GADDAFI**'s airforce. The **NATO**

/kɔːnəl gə dɑːfi/ /neɪtəʊ/

*[olo] *[lɣ] *[ð]

SECRETARY GENERAL **ANDERS** **FOGH RASMUSSEN**

/sek rətər i 'dʒen ərəl/ /,ændəs fəʊ 'ræzmʊsən/

*[ʒ] *[rs] *[ɣ]*[sm]

*[j] *[rø] *[hm]

*[ʒ]

said they were ready to act but any military action would have to have a clear legal mandate and strong regional support.

8. **SCOTTISH MINISTERS and OFFICIALS** would not attend the

/ 'skɒt ɪʃ 'mɪn ɪst əz ə / /ə 'fɪʃ əlz w/

*[esk] *[tʃm] *[ht]*[øʃ] *[tʃ] *[lsw]

*[ehk] *[rs] *[s] *[lɔw]

*[rø]

US SENATE hearing to explain the decision to release the only man

/juː 'es 'sen ət/

*[dʒ]

*[ʒ]

*[ʒ]

convicted of the **LOCKERBIE BOMBING**. **WA SHI NGTON** had formerly requested that

/ˈlɒk əb i 'bɒm ɪŋ/ /'wɒʃ ɪŋ tən/
*[β] *[β] *[mb] *[n] *[gw] *[tʃ] *[ŋgt]
*[rβ] *[ŋg] *[ɣw] *[nt]

the **SCOTTISH JUSTICE SECRETARY** and the **SCOTTISH** prison services

/ˈskɒt ɪʃ 'dʒʌst ɪs 'sek rətər|i/ /'skɒt ɪʃ p/
*[esk] *[tʃ] *[ʒ] *[ht] *[esk] *[tʃp]
*[ehk] *[j] *[ehk]
*[ʒ]
*[x]

MEDICAL CHIEF testify on **CAPITOL HILL** next **THURSDAY**.

/ˈmed ɪk l tʃi:f/ /'kæp ɪt əl hɪl/ /'θɜ:z deɪ/
*[ð] *[lʃ] *[ç] *[t] *[øsd]
 *[ø] *[s] *[sð]
 *[rsð]
 *[røð]

9. The bodies of four servicemen killed in **AFGHANISTAN** have been

/æf 'gæn ɪ stɑ:n/
*[vg]
*[bg]

*[rɫøʂ]

*[røðʂ]

*[røøʂ]

ROYAL WEDDING on the day. The polished brass, the prancing horses, the pageantry, the tradition

/rɔɪəl 'wedɪŋ/

*[ɔjə] *[ɫɣw] *[ð]*[ŋg]

*[ɔʒə] *[n]

*[ɔdʒə]

*[ɔʒə]

and of course, the dress. I'm **PASCAL HARTER** and I'll be taking you through the highlights as

/pæ 'skæɪ hɑ:tə/

*[hk] *[x]*[rt]

*[ø]

BRITAIN'S PRINCE WILLIAM and **CATHERINE MIDDLETON** got married.

/'brɪtənz prɪns wɪl jəm/ /'kæθ ərɪn mɪdl tən/

*[βr] *[nsɣw] *[n] *[t] *[ðl]

*[ŋøgw] *[s] *[ðel]

*[ðle]

From **AUSTRALIA** to **ZIMBABWE** people came to witness the occasion.

/ɒ 'streɪlɪ jə/ /əzɪm 'bɑ:b wi/

*[htr] *[əs] *[øɣw]

They dressed in **UNION JACKS**, some wore entire dresses and jackets made of bunting.

/n 'ju:n i_ən dʒæks/

*[ndʒ] *[nʒ]*[kø]

*[nʒ] *[nj]

*[nʒ] *[nʒ]

*[x]

And others brought their sleeping bags. Tens of thousands of **BRITAINS** and foreign

/'brɪt əns æ /

*[nø æ]

visitors camped out on a chilly **LONDON** night to lie in the road to **WESTMINSTER ABBEY** for

/'lʌnd ən/

/'west mɪnst ə æbi/

[ɣw][søm]*[nøt] *[\beta]

*[høm]

the big day. So, was it worth it?

11. Hello I'm **TASMINE LUCIA KHAN** with the latest headlines from

/'tæz mɪn lʊsɪə kɑ:n/

*[sm]

*[hm]

BBC NEWS. Flights in and out of **ENGLAND** and **WALES** will

/bi: bi: 'si: nju:z/

/'ɪŋ glənd ə/

/'weɪlz w/

*[øt]

*[ht]

The spokesman for **SECRETARY- GENERAL BAN KI-MOON** claims

/,sɛk rət_ər ɪ dʒen ər_əl/ /,bæn ki: 'mu:nk/

*[ɪʒ] *[ɪβ] *[ŋk]

*[ɪj]

*[ɪʒ]

*[ɪç]

that **BELARUS** delivered three attack helicopters for forces led by

/t_ɪbel ə 'ru:s/

*[hd]

LAURENT GBAGBO, who's refused to give up the presidency since the

/,lɔr ən 'bæg bæʊ/

*[ntb] *[ɣβ]

*[ntgb]

disputed, election back in **NOVEMBER**. **MISTER BAN** has called for the

/nəʊ 'vɛm bæ/ /'mɪst ə ,bæn/

*[β] *[r] *[ht] *[rβ]

UN SECURITY COUNCIL to discuss the claims, which are denied by

/ə_ju: 'en sɪ 'kjʊər ət_i ,kaʊns əl/

*[ədʒ]

*[əʒ]

*[əʒ]

GENERAL MIKE JACKSON said it would be a challenge to get the

/ɪ'dʒen əˌɹəl ˌmaɪk 'dʒæks ən/

*[ɪʒ] *[kʒ]

*[ɪj] *[kj]

*[ɪʒ] *[kʒ]

*[ɪç] *[kx]

*[ødʒ]

*[øʒ]

*[øj]

*[øʒ]

*[øx]

AFGHAN forces ready in time. For the **PRIME MINISTER**, who's been

/'æf gæn/

/ˌpraɪm 'mɪn ɪst ə/

*[vɟ]

*[ht] *[ɾ]

*[vɣ]

*[bɟ]

*[βɣ]

visiting **WASHINGTON** says any pull out would be based on conditions on the ground.

/ɪŋ'wɒʃ ɪŋ tən/

*[ɪŋgw] *[tʃ] *[ɪŋgt]

*[nt]

14. - Heavy snow hits **BRITAIN**'s busiest airports, runways at **HEATHROW**

/ts'brɪt ən/

/ˌhi:θ 'rəʊ/

*[tsβɾ]

*[ç] *[t]

*[tøbr]

*[ø] *[s]

and **GATWICK** are closed causing huge disruption to the **CHRISTMAS** getaway.

/ˈgæt wɪk/

*[tgw]

/ˈkrɪs mæsɡ/

*[stm] *[hg]

*[htm]

*[høm]

Severe weather warnings, **WESTERN BRITAIN**

/ˌwest ən brɪt ən/

[gw][ht] *[rmbɪr]

*[ɥw] *[røbr]

*[røβr]

, **NORTHERN IRELAND** and **NORTHERN SCOTLAND** suffer blizzards while

/ˌnɔːð ən ˈaɪə lændə/ /ˌnɔːð ən ˈskɒt lænds/

*[θ] *[rnaɪ]*[r]*[nøə] *[θ]*[ønɛsk] *[nɔs]

*[rð] *[røə] *[rð]*[ønɛhk]

*[rθ] *[rθ]*[rɛsk]

*[rs] *[røɛhk]

*[rt]

SOUTHERN ENGLAND is also blanketed with snow. More misery on

/ˌsʌð ən ˈɪŋ glændɪ/

[θ][rɪnɪ] *[nøɪ]

*[røɪ]

BRITAIN's roads and rail work. Hundreds were trapped in their cars

/ˈbrɪt ən/

last night on the **M-SIX MOTORWAY**. Frustration for **CHRISTMAS** shoppers

/em sɪks ˈməʊt ə weɪ/

/ˈkrɪs mæsʃ/

*[kø] *[ɣw] *[stm] *[hf]

 *[rɣw] *[htm]

 *[høm]

in **NORTH LONDON, BRENT CROSS SHOPPING CENTRE**, one of the

/nɔ:θ lʌnd ən/ /brent krɒs 'ʃɒp ɪŋ ,sɛnt ə/

*[rθ] *[\beta r] *[\nøkr] *[\stʃ] *[\n] *[\tr]

*[rð] *[\beta r] *[\hf] *[\ŋg]

*[rs] *[\htʃ]

*[\rt]

capital's biggest is closed because of the snow.

15.-This is **BBC NEWS**, the headlines at 9 o'clock. The world's most wanted

/s,bi: bi: si: 'nju:z/

*[\s\beta] *[\beta] *[\s]

man is dead; **OSAMA BIN LADEN** is killed by

/əʊ,sɑ:m ə bɪn 'lɑ:d ən/

*[\ə\beta] *[\ð]

AMERICAN SPECIAL FORCES in **PAKISTAN**. He was tracked down to

/ə'mer ɪk ən 'speʃ əl 'fɔ:s ɪz/ /,pɑ:k ɪ 'stɑ:n/

*[\nesp] *[\tʃ] *[\sɪ] *[\ht]

*[\nehp] *[\s]

this compound near a military academy north of **ISLAMABAD**.

/ɪs 'lɑ:m ə bæd/

*[\hl] *[\beta] *[\ð]

PAKISTANI INTELLIGENCE was not informed of the operation.

/,pɑ:k ɪ 'stɑ:n i ɪn 'tel ɪdʒ ənts/

*[ht] *[ʒ]

*[j]

*[ʒ]

*[ç]

At **GROUND ZERO** where nearly 3,000 people were killed on **NINE-ELEVEN**

/graʊnd 'zi:ə əʊ/

/naɪn i 'lev ən/

*[nds]

*[β]

*[nøz]

*[nøs]

, news of **BIN LADEN**'s death is greeted with jubilation and relief.

/vɪbɪn 'lɑ:d ən/

*[vβ] *[ð]

*[vʋ]

Tonight, there's heighten security in **BRITAIN** and the **US** and around the

/'brɪt ən/ /əˌju: 'es/

*[ədʒ]

*[əʒ]

*[əʒ]

world have been warnings of violent reprisals.

16.-**BBC WORLD SERVICE**, this is **JAMES MENENDEZ** with

/'bi:'bi:'si:' wɜ:ld 'sɜ:vɪs/ /s 'dʒeɪmz mən.'end.ez w/

[β][β] *[ɣw]*[øləs] *[rβ] *[hʒ]*[msm] *[sw]

 *[rlds] *[hj] *[møm] *[hw]

 *[røðs] *[hʒ]

*[rɪɒs] *[hç]

*[røʊs] *[hx]

NEWS HOUR. Coming up, **PRESIDENT OBAMA**'s ultimatum to **COLONEL GADDAFI**:

/nju:z auə/ /'prez.id.ənt əv.'bɑ:mə/ /'kɜ:n.əl gə.'dɑ:fɪ/

*[sø] *[r] *[s]*[ð]*[nøəv]*[β] *[olo]*[lɣ] *[ð]

*[sh]

*[hx]

'All attacks against civilians must stop. Humanitarian assistance must be allowed to reach the people of **LIBYA**. We will hear from **DAVID CAMERON** why **BRITAIN** is playing a leading role

/lɪb.i.ə/ /m 'deɪv.ɪd 'kæm.ə.rən/ /aɪ 'brɪ.tən/

*[β] *[β]*[ðk] *[aɪβr]

*[øk]

on **LIBYA**. Also, a state of emergency in **YEMEN** after snipers shot dead almost 40 protestants.

/lɪb.i.ə/ /n 'jɛm.ən/

*[β] *[ndʒ]

*[nʒ]

*[nʒ]

YEMEN's ambassador to the **UN** tells us that is unacceptable: 'Whoever is responsible must be

/'jɛm.ən/ /ə ju: en/

*[dʒ] *[ədʒ]

*[ʒ] *[əʒ]

*[ʒ] *[əʒ]

condemned. There is no doubt that what happened today was a massive massacre, and it cannot be condoned'.

17. – From **BRITAIN’S GOT TALENT** to **CNN**, **PIERS MORGAN** is to replace the legendary

/'brɪt.ənz gɒt 'tæl.ənt/ /'si:'en'en/ /'piəs 'mɔːg.ən/

*[nsɡ] * [rs] * [ɥ]

*[nsɥ] * [rø] * [rɥ]

*[ŋøɡ]

LARRY KING on the **AMERICAN** network. His prime time talk show will start in **JANUARY**.

/'læɪrɪ' kɪŋ ɒ/ /ə'mer.ɪ.kən/ /n 'dʒæn.jʊ.ər.ɪ/

*[nɒ] * [nʒ]

*[ŋɡɒ] * [ŋj]

* [nʒ]

* [nx]

18. – **LONDON** trio **THE XX** are getting used to be a **MERCURY PRIZE** winners after their

/'lʌnd.ən/ /'ði:'eks'eks/ /'mɜ:k.jʊər.ɪ praɪz w/

* [rk] * [sw]

debut album was on it. They were always one of the favourites to beat up competition from

PAUL WELLER, and the lights of **BIFFY CLYRO** and **DIZZEE RASCAL** to take on the

/'pɔ:l 'welə/ /v 'bɪ.fi 'klaɪr.əu/ /'dɪːz.i: 'ræsk.əl/

* [lɥw] * [r] * [vβ] * [s] * [hk]

twenty thousand pound prize.

19. - **ANN WIDDECOMBE** will be getting herself into a spin this weekend;

/'æn' wɪd.ɪ.kəm w/

* [ŋw] * [ð] * [mbw]

She's been unveiled as one of the contestants in this year's **STRICTLY**.

/ˈstrikt.li/

[estr][kəl]

*[ehtr]

PAUL DANIELS, **MICHELLE WILLIAMS** and **GAVIN HENSON** are also taking part alongside some

/ˈpɔ:lˈdæɪ.n.jəlz/ /mi.ˈʃelˈwɪl.iəmz/ /ndˈgæv.inˈhens.ən/

*[ls] *[tʃ]*[ɣw] *[msə]*[ŋəg]*[β] *[ŋç]

*[lθ] *[mθə] *[nθ]

*[nsə]

TV favourites.

20. **JLS** and **ALICE COOPER** were among the stars who turned up for the **GQ AWARDS**.

/ˈdʒeɪ ˈel ˈes/ /ˈæɪ.lɪsˈku:p.ə/

/dʒi: kju: əˈwɔ:dz/

*[ʒ] *[hk] *[rw]

*[ʒ] *[ɣw] *[ds]

*[j] *[øk] *[rɣw]

*[j] *[rðs]

*[ʒ]

*[ʒ] *[rðθ]

The magazine honoured the lights of **JASON STATHAM** and **JON HAMM**, while actress

/nd ˈdʒɒn ˈhæm/

[ndʒ][nx]

*[ndj] *[nθ]

*[ndʒ]

*[ndx]

GEMMA ARTERTON picked up the **WOMAN OF THE YEAR PRIZE**.

/ˈdʒem.əˈɑ:t.ət.ən/

/ˈwʊm.ən əv ðə ˈjɪə praɪz/

*[ʒ] [rt] *[rt]

*[əɣ]

*[ədʒ] *[s]

*[j]
*[ʒ]
*[ç]

*[əʒ]
*[əʒ]

21. - New faces, romance, and an appearance from **BRITNEY** are just some of the surprises

/'brɪtni/

in store in the second series of **GLEE**. The stars of the musical show have been partying in **L.A**

/ə 'gli:/

/el eɪ/

*[əɣ]

ahead at the premiere and gave away a few secrets. Well that's all from me for now, but there is always more showbiz on our website, that's at [bbc dot com dot uk, slash entertainment](http://bbc.com/entertainment).

22. And a big night in **HOLLYWOOD**, **COLIN FIRTH** wins a **GOLDEN GLOBE** as best actor

/n'hɒl.i.wʊd/ /kɒl.ɪn 'fɜːθw/ /ə,gəʊl.dən 'glɒʊbə/

*[ŋx] *[ɣ]*[ð] *[rθw] *[əɣ]*[ld] *[[βə]
*[nø] *[ø] *[rðw]
*[rɰw]
*[rsw]
*[røw]

for the **BRITISH** film **THE KING'S SPEECH**, but **THE SOCIAL NETWORK** also chalked up big

/ə'brɪt.ɪʃ/ /mɒðə 'kɪŋs 'spi:tʃ/ /tðə 'səʊ.ʃəl 'net.wɜ:k/

*[əβr] *[tʃf] *[mɰ]*[ŋgssp] *[ʃ] *[tɰ] *[tʃ] *[tgw]*[rkɒ]
*[ŋgsesp] *[tt] *[s] *[røɒ]
*[nøehp] *[tɰ]

wins. Welcome to **BBC WORLD NEWS** I'm **JONATHAN CHARLES**, and I'm **SALLY EDEN**.

/ə'bi:bi:'si: wɜ:ld nju:z/ /m,ɰɜ:pɒn.ə.θən 'tʃɑ:ls/ /sæl.i 'i:.dɛn/

[β][β]*[ɣw]*[øløn]*[s] *[mʒ] *[t] *[nʃ]*[rls] *[ð]
 *[rløn] *[mj] *[t] *[røs]

 *[røðn] *[mʒ]

 *[røøŋ] *[mx]

23. - Three labourp's and a conservative peer face criminal charges over their expenses claims

. The four being prosecuted for false accounting are: JIM DEVINE, DAVID CHAYTOR,

/,dʒɪm dɪ'vaɪn//,deɪ.vɪd 'tʃeɪ.tə/

*[ʒ] *[β] *[d]*[β] *[ðʃ] *[r]
 *[j] [ð] *[øtʃ]

 *[ʒ]

 *[ç]

ELLIOT MORLEY, and LORD HANNINGFIELD.

/,el.i.ət 'mɔː.li/ /,lɔːd 'hʌnɪŋfi:ld/

[øm][rl] *[dx] *[nf] *[lø]

 *[tm] *[dø] *[ɱf]

 *[rðh] *[ŋgf]

 *[rðx]

 *[røx]

 *[røø]

24.-Also on tonight's program, JOHN TERRY has been sacked as

/,dʒɒn 'ter.i/

*[ʒ]

 *[j]

 *[ʒ]

*[x]

ENGLAND'S CAPTAIN following allegations about his private life. Later in

/ˈɪŋ.gləndz 'kæp.tɪn/

*[nøsk]

*[ndøk]

*[ŋøø k]

the hour, we'll have the rest of the sports, including a last minute reshuffle of

the **ENGLAND RUGBY UNION TEAM**, key man **RIKI FLUTEY** is out of their six

/ˈɪŋ.glənd 'rʌg.bi 'juː.njən ti:m/ /ˌrɪk.i 'fluː.t.i/

*[nør] * [ʏβ] * [ɪʒ]

*[ɪʒ]

*[ɪdʒ]

nations opener against **WALES**.

/nst weɪlz/

*[nstgw] * [ɪs]

*[nsøɣw] * [lø]

25. -A **BRITISH** soldier killed by an explosion in **AFGHANISTAN** has been

/ə'brɪt.ɪʃs/

*[əβr] * [tʃs]

/æf.'gæn.i.stæn/

*[vg] * [ht]

*[vɣ] * [hɰ]

*[bg]

*[βɣ]

named **STAFF SERGEANT BRETT GEORGE LINLEY** from

/stɑ:f 'sɑ:dʒənt bret dʒɔ:dʒ 'lɪn.li/

[ʒ][møbr]*[tʒ] *[dʒl]

*[j] *[tj] *[tʃl]

*[ʒ] *[tʒ] *[ʃl]

*[ç] *[tx] *[ʒl]

*[rʒ] *[tç] *[ʒl]

*[rj] *[çel]

*[rʒ] *[rdʒl]

*[rç] *[rtʃl]

*[rʃl]

*[rʒl]

*[rʒl]

*[rçel]

*[rø]

the **ROYAL LOGISTIC CORPS**. The twenty nine year old was killed

/ˌrɔɪəl lɒ'dʒɪs.tɪk kɔːz/

*[j] *[ʒ] *[ht] *[øøʃ]

*[ʒ] *[j] *[hʃ] *[øps]

*[dʒ] *[ʒ] *[røʃ]

*[ʒ] *[ç] *[rps]

*[rpø]

on **SATURDAY** in the **NAHR-E SARAJ** district of **HELMAND** province.

/ˈsæt.ə.deɪ/ /ˌnær.eɪ sər.ˈɑːʒ/ /ɣˈhel.mænd/

*[øð] *[tʃd] *[ɣç] *[møpr]

*[rð] *[,d] *[ɣø]

*[xd]

*[ød]

26.-This is the **WORLD TODAY** from the **BBC WORLD SERVICE**.

/əwɜːld təʊdeɪ/ /əˌbiːbiːˈsiː wɜːld ˈsɜː.vɪs/

[əɣw][ølø t] *[ð] *[əβ]*[β]*[ɣw]*[øløɪs] *[rβ]

*[rødt]

*[rlds]

*[rløt]

*[rløɪs]

*[røø t]

*[røðs]

Its 4:30 **GMT. OSAMA BIN LADEN** is dead. **PRESIDENT**

/iːdʒiː.ɛmˈtiː/ /əʊˈsɑː.mə ˌbɪn ˈlɑː.dən//ˈprez.ɪ.dənt/

*[iːʒ] *[əβ] *[ð] *[s]*[ð]*[nø]

*[iːj]

*[iːʒ]

*[iːç]

OBAMA has announced the news just an hour ago. The most wanted man on

/əˈbɑːmə/

*[β]

the planet was found, and killed by **U S SPECIAL FORCES** inside

/ aɪ ˌjuːˈes ˈspeʃ.əl ˈfɔːs.ɪz/

*[aɪdʒ] *[sɛsp]*[t]*[rs]*[sɪ]

*[aɪʒ] *[sehɪp] *[s]

*[aɪ̯ʒ]

PAKISTAN. We'll be looking at the man, and the impact of his death on

/ˌpɑːkɪˈstɑːn/

*[ht]

the fight against terrorism. It's a special coverage of

the **BBC WORLD SERVICE** replacing network **AFRICA.** Here with

/əˌbiːbiːˈsiː wɜːld ˈsɜːvɪs/ /ˈæf.rɪ.kə/

[əβ][β]*[ɣw] * [øɪɔs] * [rβ]

*[rɪɪds]

*[rɪɪɔs]

*[røðs]

MADELEINE MORRIS and **ROGER HEARING.**

/ˌmæd.əl.ɪn ˈmɒr.ɪs/ /ˌrɒdʒ.ə ˈhɪər.ɪŋ/

*[ð] * [ʒ]*[øç] * [n]

[j][øø] * [ŋg]

* [ʒ] * [rç]

* [ç]*[rø]

27.-**BBC NEWS** with **IAN PANNELL.** **PRESIDENT OBAMA** has

/ˌbiːbiːˈsiː njuːz/ /iː.ənˈpæn.l/ /ˈprez.ɪ.dənt//əˈbɑːmə/

[β][β] * [sw] * [s]*[ð]*[nøə]*[β]

*[hw]

announced that **AMERICAN** forces have killed the founder, and leader of

/əˈmer.ɪ.kən/

AL QAEDA OSAMA BIN LADEN. He said the operation started with an

/, æl. 'kaɪ.də//əʊ'sɑ:mə ,bɪn 'lɑ:.dən/

*[ð] *[əβ] *[ð]

intelligence lead last **AUGUST.** The news came in a dramatic late night

/'ɔ:.gəst/

*[ɣ] *[sø]

address to the **AMERICAN** people live from **THE WHITE HOUSE.**

/ə'mer.ɪ.kən/

/mðə waɪt haus/

[md][əɣw]*[tx]

*[mt] *[tø]

*[mɖ] *[øx]

*[mɰ]

28. MISTER OBAMA said cooperation with the **PAKISTANI PRESIDENT**

/mɪst.ə ə'bɑ:mə/

/,pɑ:.kɪ.'stɑ:ni/ /prez.ɪ. dəntə/

[hɰ][rə] *[β]

*[ht] *[s]*[ð] *[nøə]

ASIF ALI ZARDARI helped lead **THE UNITED STATES** to the hiding

/ə'sɪf æli zə'dɑ:rɪ/

/ðə ju:,nɑ:ɪd 'stertst/

*[s] *[ð]

*[ədʒ] *[dest] *[tøt]

*[rð]

*[əʒ] *[deht] *[ɰt]

*[əʒ] *[ðest]

*[ðeht]

*[øst]

*[øht]

*[øest]

*[øeht]

place of the world's most wanted man. **THE UNITED STATES** has been

/ðə juːnaɪtɪd 'stertʃ/

*[ədʒ] *[dest] *[təh]

*[əʒ] *[deht] *[tøø]

*[əʒ] *[ðest]

*[ðeht]

*[øst]

*[øht]

*[øest]

*[øeht]

trying to track **OSAMA BIN LADEN** down since **AL QAEDA** came to the

/əʊ'sɑː.mə ˌbɪn 'lɑː.dən/ / ,æl.'kɑː.də/

*[əβ] *[ð]

*[ð]

fore in the late nineteen nineties. Well before its **SEPTEMBER 11th** attacks

/sep'tem.bəɪ/

*[rɪ]

on **THE WORLD TRADE CENTER**, and **THE PENTAGON** in 2001 which killed around

/nðə wɜːld treɪd 'sen.tə/ /ndðə 'pen.tə.gən/

*[nd] *[əɣw] *[øløtr] *[r] *[nddə] *[ɣ]

*[rløtr]

*[røøtr]

3000 people. **OSAMA BIN LADEN** grew up in a rich **SAUDI ARABIAN** construction family.

/əʊ'sɑː.mə ˌbɪn 'lɑː.dən/

/,sɑʊ.di ə'reɪ.bi.ən/

*[β] *[ð]

*[ð] *[β]

He took up arms against **THE SOVIET UNION** in the nineteen eighties when his forces occupied

/ðə,səʊ.vi.ət'juː.njən/

*[nstd] *[β] *[tdʒ]

*[tʒ]

*[tʒ]

AFGHANISTAN. And it was while fighting alongside fellow **ARABS** that he formed

/æf.'gæni.stæn/

/'ær.əbz/

*[vɟ] *[ht]

*[bsð]

*[vɣ]

*[βøð]

*[bɟ]

*[βɣ]

the nucleus for **AL QAEDA**. As the news emerged hundreds of people gathered outside

/,æli.'kaɪ.də/

*[ð]

the gates of **THE WHITE HOUSE**. Groups of mainly young People, some waving **AMERICAN** flags,

/ðə waɪt haʊs/

/ə'mer.i.kən/

*[əɣw] *[tx]

*[tø]

*[øx]

cheered, and danced outside the presidential residence.

29.-**QUEENSLAND's PREMIERE** warns the flood damage of the **AUSTRALIAN** state is so bad;

/'kwɪ:nz.ləndz 'premi.ɪ.ə/

/ɒs'treɪ.li.ən/

[nsl][nɔspr]*[rw]

*[ht]

*[nɔl]

it will affect the world economy. The **PREMIERE** of the **AUSTRALIAN** state of **QUEENSLAND**

/'premi.ɪ.ə/ /ɒs'treɪ.li.ən/ /'kwɪ:nz.lənd/

*[rə]

*[ht]

*[nsl] *[nɔæ]

*[nø1]

ANNA BLAGH says damage from flooding there is so extensive it will affect

/ ' æn.ə blais/

[əβ[γs]

the international economy.

30.-This is **BBC NEWS** with **PETER DOBBIE** and **JULIET DUNLOP**

/s , bi:bi:'si: nju:zw// , pi:tə 'dɒb.i/ /nd'dʒu:li.ət 'dʌn.lɒp/

[sβ][β] *[sw] *[ð]*[β] *[ndʒ] *[øð]

*[hw] *[rð] *[ndj]

*[ndʒ]

*[ndx]

with our continuing coverage of the **LIBYAN** crisis, updating you with top

/'lɪb.i.ən/

*[β]

aspects of that story **WESTERN** forces have launched air and missile strikes

/ɪ ' wes.tən/

[ɪγw][ht]*[rnf]

*[røf]

on **LIBYA**, as part of a **UN** back plan of establishing a fly zone, and prevent

/ ' lɪb.i.ə/

/əju:'en/

*[β]

*[əɒʒ]

*[əʒ]

*[əʒ]

government attacks on civilians. **BRITISH** jets are heading to the

/ 'brɪt.ɪʃdʒ/

*[βɾ] *[tʃdʒ]

*[dʒdʒ]

*[ødʒ]

MEDITERRANEAN, and **FRENCH** aircraft have launched their first strikes targeting to

/ ,med.i.tər.'eɪ.ni.ən/ /frentʃeə/

*[ð] *[ʃeə]

GADDAFI forces. **FRENCH** official safety destroyed a number of tanks and armored

/əgə'dæf.i/ /frentʃə/

[əɣ][ð] *[ʃə]

vehicles in the main rebel city of **BENHAZI**. **COLONEL GADDAFI**, and his supporters say war has

/vbɛŋ'gɑ:.zi/ /'kɜ:.nəl gə'dæf.i/

*[vβ] *[s] *[olo] *[lɣ] *[ð]

been declared on the **LIBYAN** people. **COLONEL GADDAFI** also warned that

/'lɪb.i.ən / /'kɜ:.nəl//gə'dæf.i/

*[β] *[olo] *[lɣ] *[ð]

civilians and military targets of **MEDITERRANEAN** and **NORTH AFRICA** would be in danger.

/ ,med.i.tər.'eɪ.ni.ən/ /nɔ:θ'æf.rɪ.kə/

*[ð] *[rtæ]

*[rsæ]

*[røæ]

31.-It's six o' clock on **FRIDAY** the 29th of **APRIL**. Good morning, this is

/'fraɪ.deɪ/ /'eɪ.prɪl/

*[ð]

TODAY with **JOHN HUMPHRYS**, and **SARAH MONTAGUE**. I'm

/tə'deɪ/ /ðɪdʒən 'hʌmp.frɪz/ /, seərə 'mɒn.tə.gjuː/

*[ð] *[ðʒ] *[nø] *[ŋøfr] *[s] *[jjuː]

*[ðj] *[nx] *[mpør] *[ɣwe]

*[ðʒ]

*[ðx]

outside of **BUCKINGHAM PALACE** where crowds have been gathering through the night for the

/v, bʌk.ɪŋ.əm 'pæl.ɪs/

*[vβ] *[ŋham]

*[nəm]

*[nham]

*[ŋgham]

*[ŋxam]

wedding of **PRINCE WILLIAM** to **KATE MIDDLETON**. The eyes of the world are on **LONDON** as

/prɪns 'wɪl.jəm/ /, keɪt 'mɪd.l.tən/ /'lʌn.dən/

*[nsɣw] *[øm] *[ðl]

*[nøgw] *[ðel]

*[ðle]

KATE MIDDLETON prepares to marry her **PRINCE** in five hours' time.

/, keɪt 'mɪd.l.tən/ /prɪnsɪ/

*[øm] *[ðl]

*[ðel]

*[ðle]

32.-The guests have started arriving at **WESTMINSTER ABBEY** for the

/t, westmɪns.tə 'æb.i/

*[tɥw] * [søm] * [nøt] * [β]

*[høm]

wedding of **PRINCE WILLIAM**, and **KATE MIDDLETON**.

/prɪns 'wɪl.jəm/ /,kɛɪt 'mɪd.l.tən/

*[nsɥw] *[n] * [ø̃m] * [ðl]

*[nø̃gw] * [ðel]

* [ðle]

BUCKINGHAM PALACE has announced that the royal couple will receive

/, bʌk.ɪŋ.əm 'pæ.l.ɪs/

* [β] * [ŋham]

* [nəm]

* [nham]

* [ŋgham]

* [ŋxam]

the titles of **DUKE**, and **DUCHESS OF CAMBRIDGE** following their

/vdju:k/ / 'dʌtʃ.ɪs/ / 'keɪm.brɪdʒf/

* [vð] * [ʃ] * [tʃf]

* [ʃf]

* [ʒf]

* [ʒf]

marriage. The ceremony itself will get underway in two hours' time conducted by the

ARCHBISHOP OF CANTERBURY DOCTOR ROWAN WILLIAMS

/, ɑ:tʃ'brɪʃ.əp/ / 'kæn.tə.bər.i 'dɒk.tə/ /,rəʊən 'wɪl.jəmz/

* [rkb] * [tʃ] * [rβ] * [ɪð] * [rr] * [w] * [ŋgw] * [ms]

*[rðs]

*[rðø]

34. – JIM, the royal car, the **ROLLS ROYCE** limo has just emerged from the

/dʒɪm/

/rəʊlz rɔɪs/

*[ʒ]

*[lɪr] *[hl]

*[j]

*[lør] *[øɪ]

*[ʒ]

*[ç]

right hand gates of **BUCKINGHAM PALACE**, and you can hear the response of the crowds.

/vɪbʌk.ɪŋ.əm 'pæl.ɪs/

[vβ][ŋham]

*[nəm]

*[nham]

*[ŋgham]

*[ŋxam]

As the car moves slowly passed the **QUEEN VICTORIA** memorial, where I'm standing, with the

/kwi:n vɪk.'tɔ:ri.ə/

*[nb]

QUEEN, and the **DUKE OF EDINBURGH** in that back seat. The high-sighted car

/kwi:n/

/ədju:k əv 'ed.ɪn.bər.əɪ/

*[əð]

*[ð]

*[rɪɪ]

enabling the crowds to get a very, very good view of the **QUEEN** as she

/kwi:n/

waves to them in a yellow outfit, and the **DUKE OF EDINBURGH** in his

/ədju:k əv 'ed.ɪn.bər.ər/

*[əð] *[ð] *[rjɪ]

uniform as **ADMIRAL OF THE FLEET**.

/ 'æd.mɪ.rəl əv ðə fli:t/

*[ðm]

4.2.3.2. Tasks performed to process the data

The data were analyzed first by each researcher individually; then, by the whole group supervised by Professor C. Vivanco. It should be mentioned that each researcher analyzed the data several times before revising the individual analysis with the research group.

The following tasks were performed:

- a) Identification of deviant forms produced by the subjects according to the predictions of possible deviances elaborated on the basis of the taxonomy applied in the study. We decided not to consider r-coloured vowels as deviant forms.
- b) Explanation of the occurrence of deviant forms according to the taxonomy used in the study. This, this stage involved a qualitative account of the data.
- c) Classification of types of problems in the pronunciation of English consonant sounds present in proper names and capitalized according to the taxonomy used.
- d) Quantification of the number of deviances produced by the subjects.
- e) Quantification of the types of problems present in the performance of the subjects.

5. Analysis and discussion of the results

In this section we present the results that were obtained from the analyses of the deviances produced by the 12 subjects according to the categories of the taxonomy applied in this study. General results are shown in charts. The percentages of deviances produced by the participants are presented in pie charts and the total amount of deviations is displayed in bar charts. In addition, we describe the coincidences between the predicted deviances and the actual deviations produced by the subjects. We show these results in pie and in bar charts. On the other hand, specific results are shown in pie charts with the percentage of deviations produced by each subject of the study.

5.1. General results

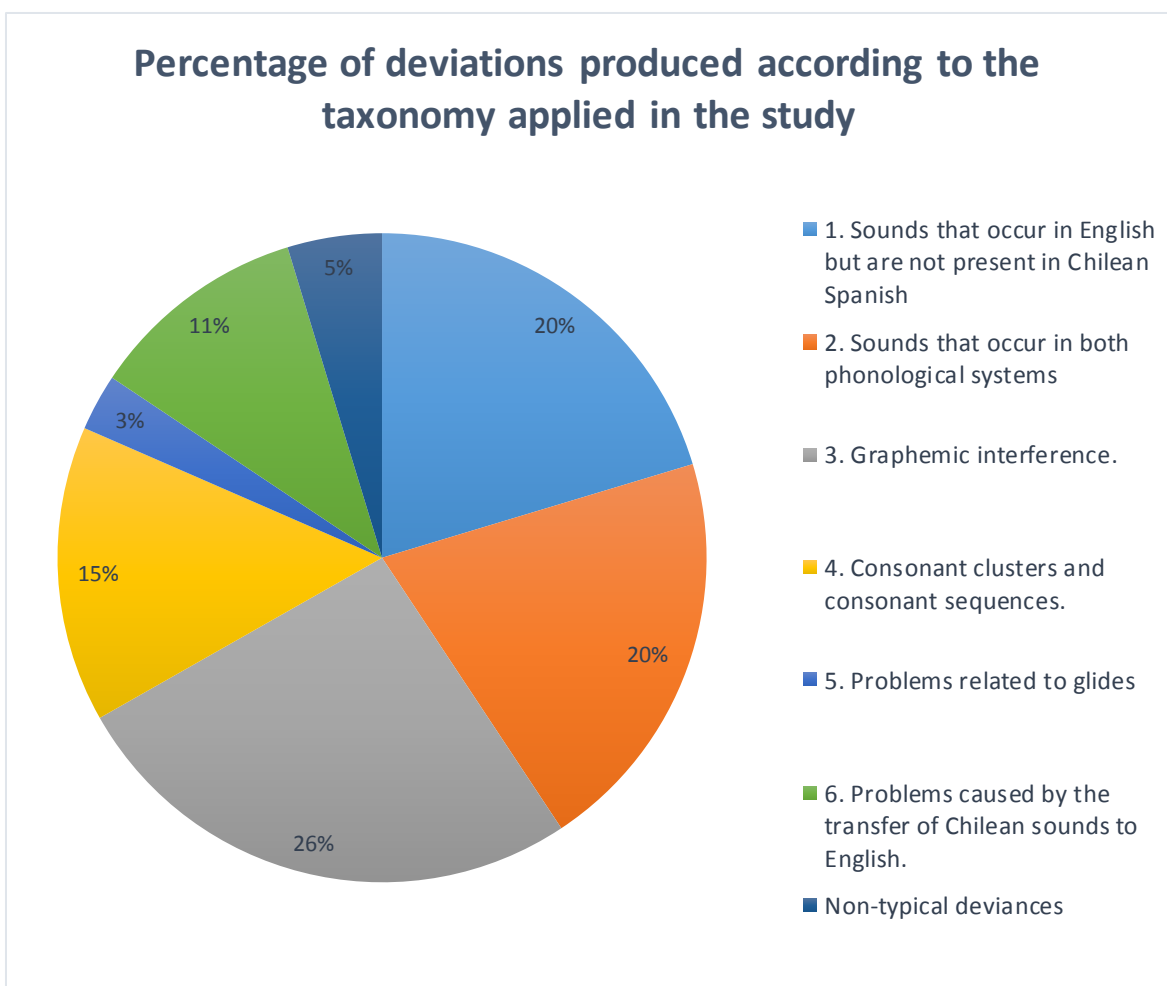


Figure 1

Figure 1 shows the percentages of deviations produced by the 12 subjects according to the taxonomy used in our research. The categories that presented the highest number of deviances were graphemic interference (26%), sounds that only occur in the target language (20%), and sounds that occur in both phonological systems (20%). These similar percentages show that the three categories mentioned present the highest degree of difficulty to Chilean Spanish learners since they account for 65% of the total number of deviances produced. On the contrary, the category of problems related to semiconsonants or semivowels or glides was the one with the lowest frequency of occurrence (3%).

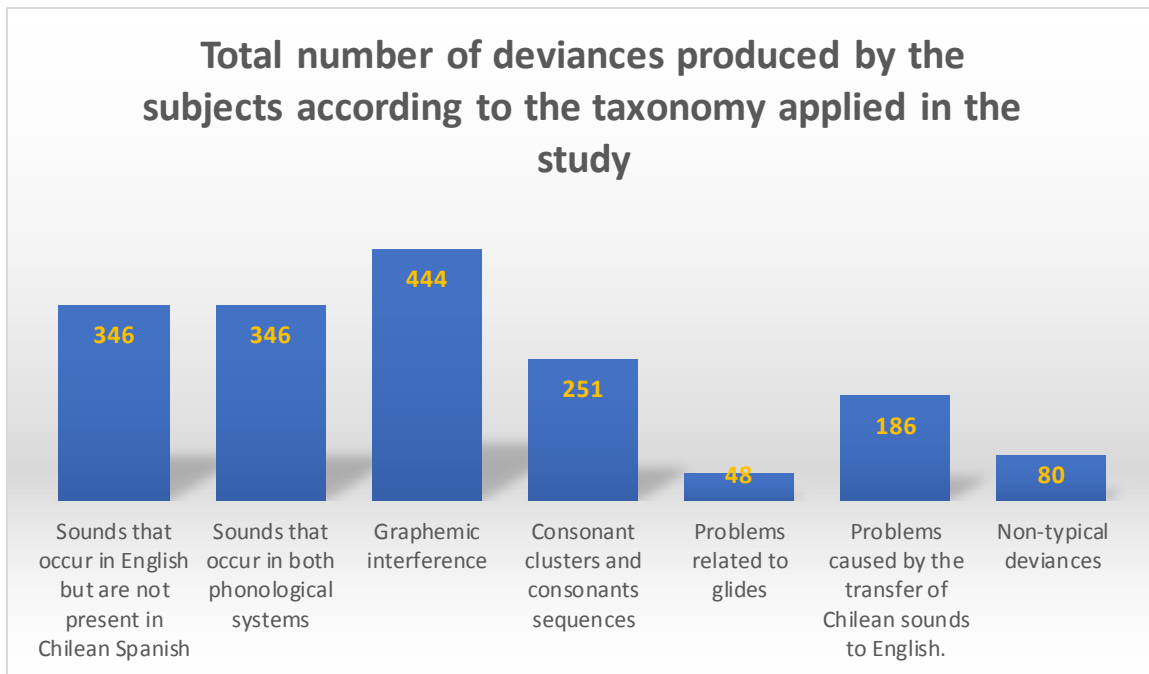


Figure 2

Figure 2 shows the number of occurrences of each category described in the taxonomy. The categories that presented the highest number of deviances were graphemic interference (444), sounds that occur in English but are not present in Chilean Spanish (346), and sounds that occur in both phonological systems (346). The category with the lowest number of deviations was the one of problems related to glides (48). The total number of deviations produced by the subjects was 1701.

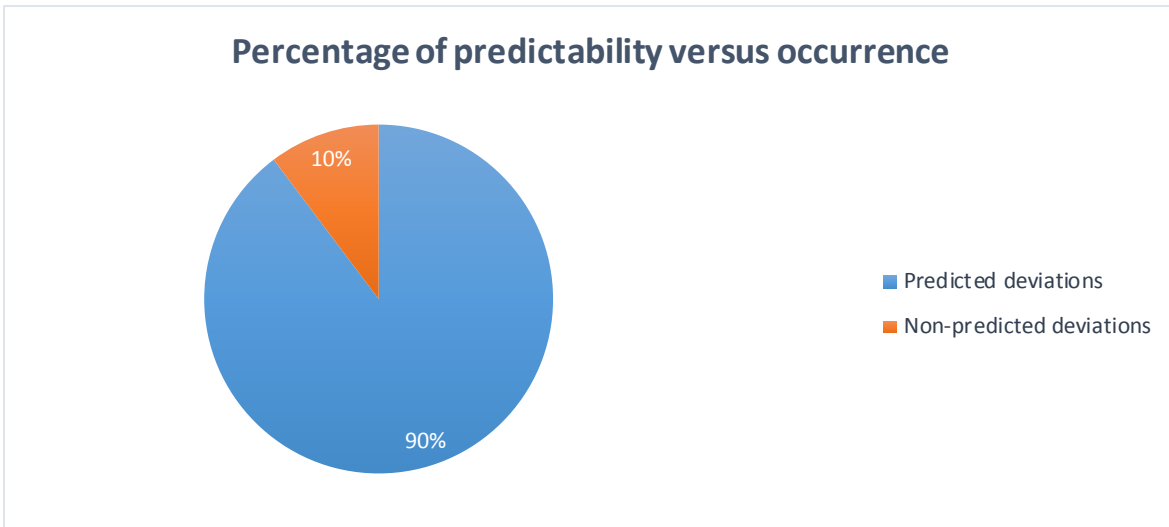


Figure 3

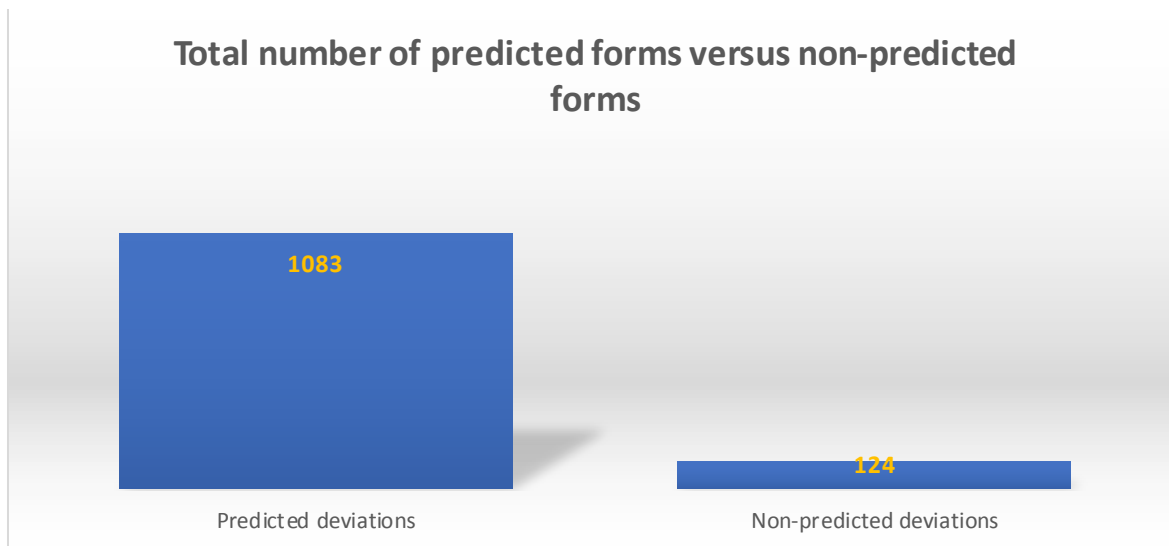


Figure 4

Figures 3 and 4 display the accuracy level of the predictions of learners' possible deviant forms in percentages and in numbers respectively. The percentage of deviations predicted was higher than the non-predicted mistakes. Thus, predicted deviations reached 90% of the deviances produced by the subjects, whereas the percentage of non-predicted mistakes was only 10%. These percentages indicate that the taxonomy applied in the study accounted for most of the deviations produced.

5.2. Specific Results

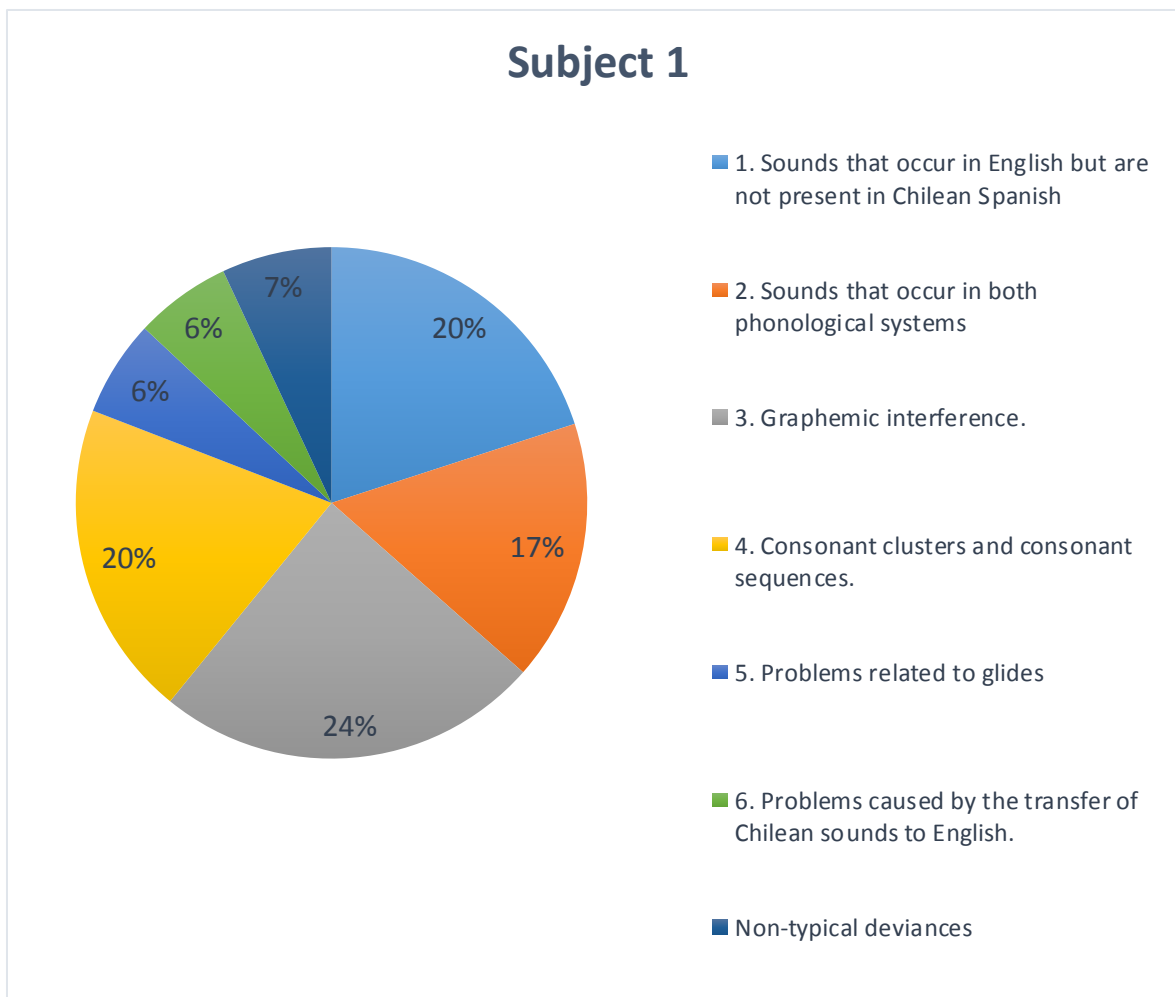


Figure 5

Figure 5 shows the percentages of deviations produced by Subject 1. The categories that presented the highest number of deviances were graphemic interference (24%), sounds that occur in both phonological systems (20%), and consonant clusters and consonant sequences (20%). The categories with the lowest percentage of deviations were problems related to glides (6%) and problems caused by the transfer of Chilean sounds to English (6%).

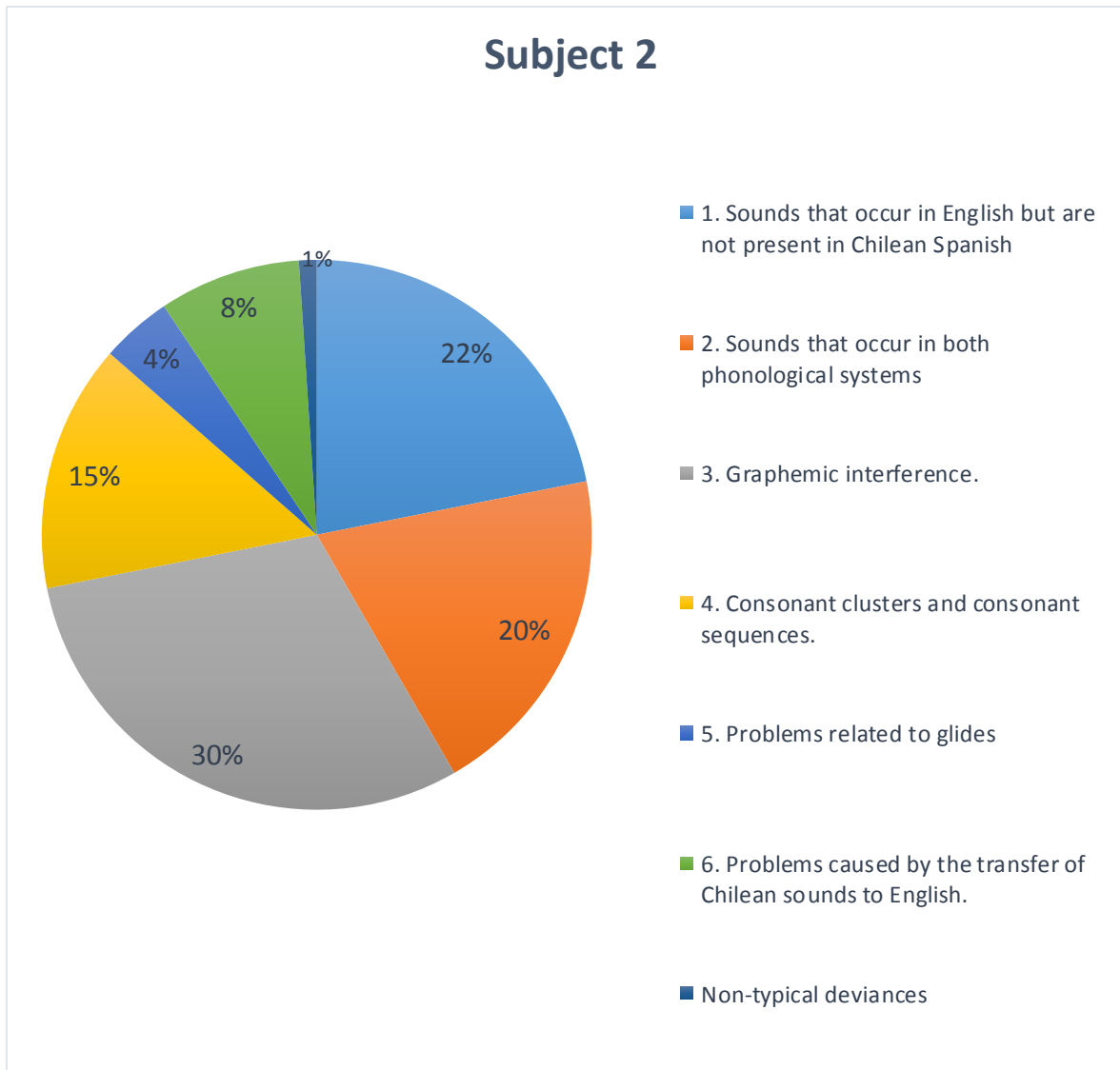


Figure 6

Figure 6 shows the percentages of deviations produced by Subject 2. The categories that presented the highest number of deviances were graphemic interference (30%), sounds that occur in English but are not present in Chilean Spanish (22%), and sounds that occur in both phonological systems (20%). The category with the lowest percentage of deviations was the one related to glides (4%).

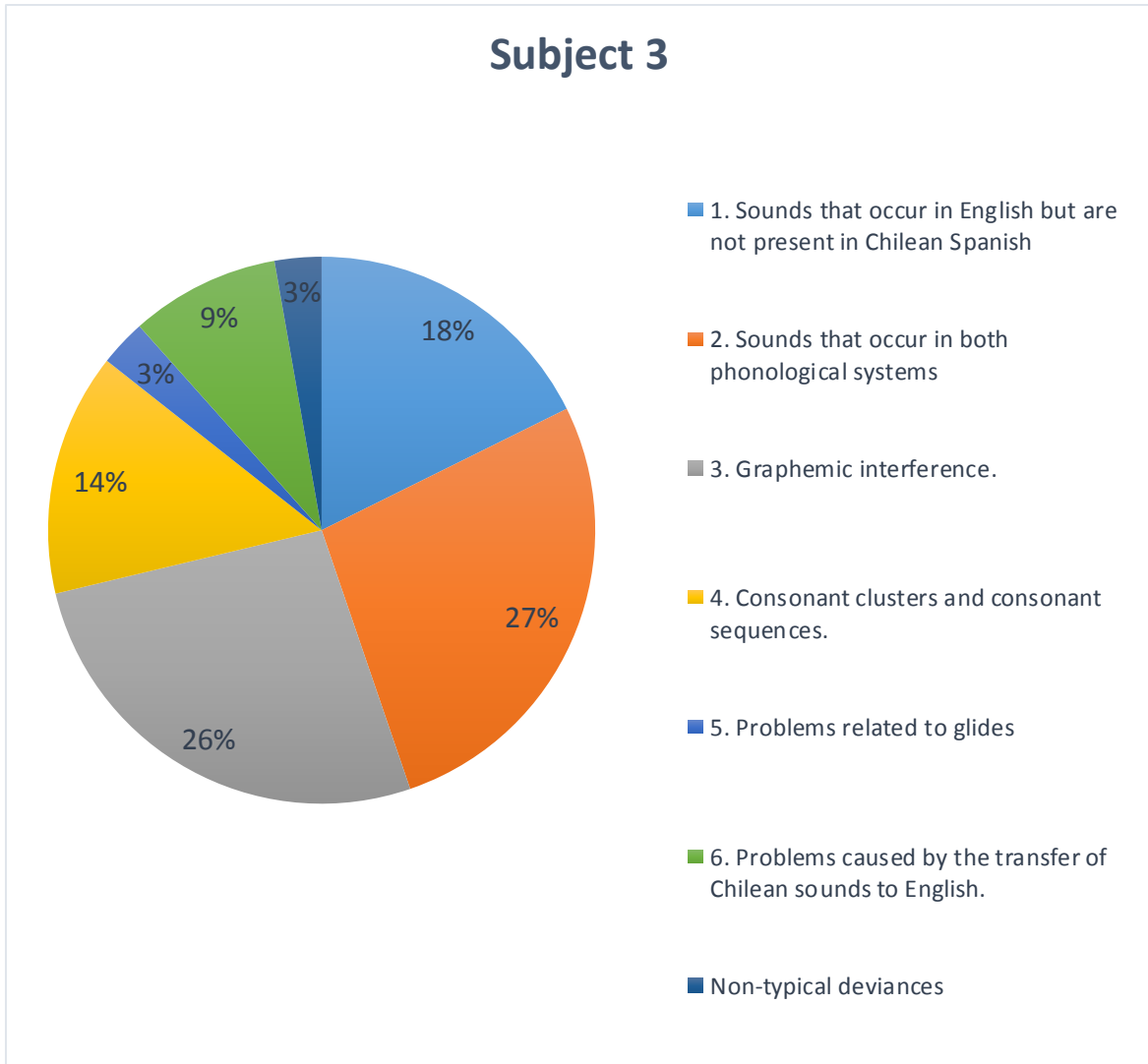


Figure 7

Figure 7 shows the percentages of deviations produced by Subject 3. The categories that presented the highest number of deviances were the one related to sounds that occur in both phonological systems (27%), and graphemic interference (26%). The category with the lowest percentage of deviations was the one of problems related to glides (3%).

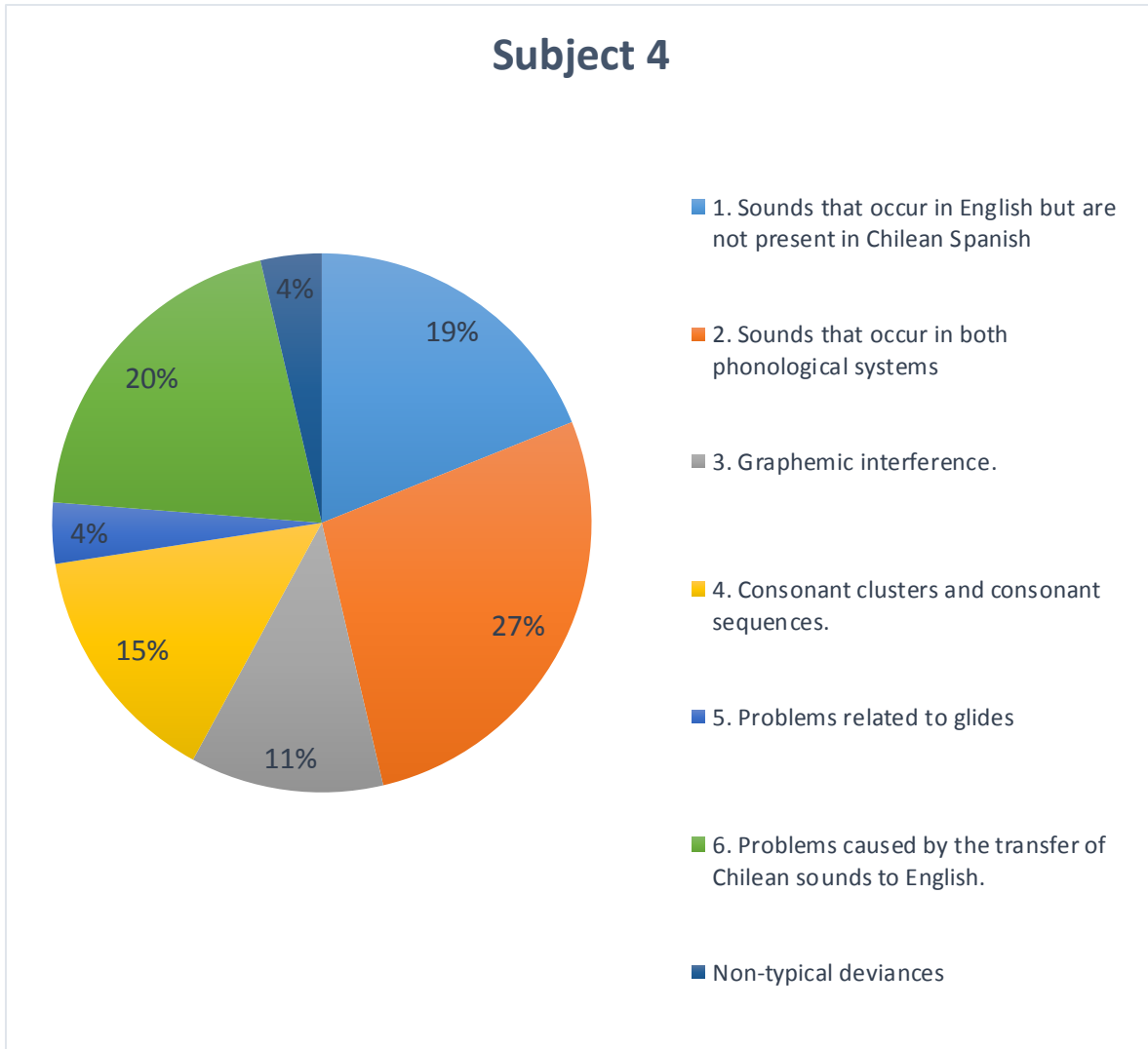


Figure 8

Figure 8 shows the percentages of deviations produced by Subject 4. The categories that presented the highest number of deviations were the one of sounds that occur in both phonological systems (27%), and the one related to problems caused by the transfer of Chilean sounds to English (20%). The category with the lowest percentage of deviations was the one of problems concerned with glides (4%).

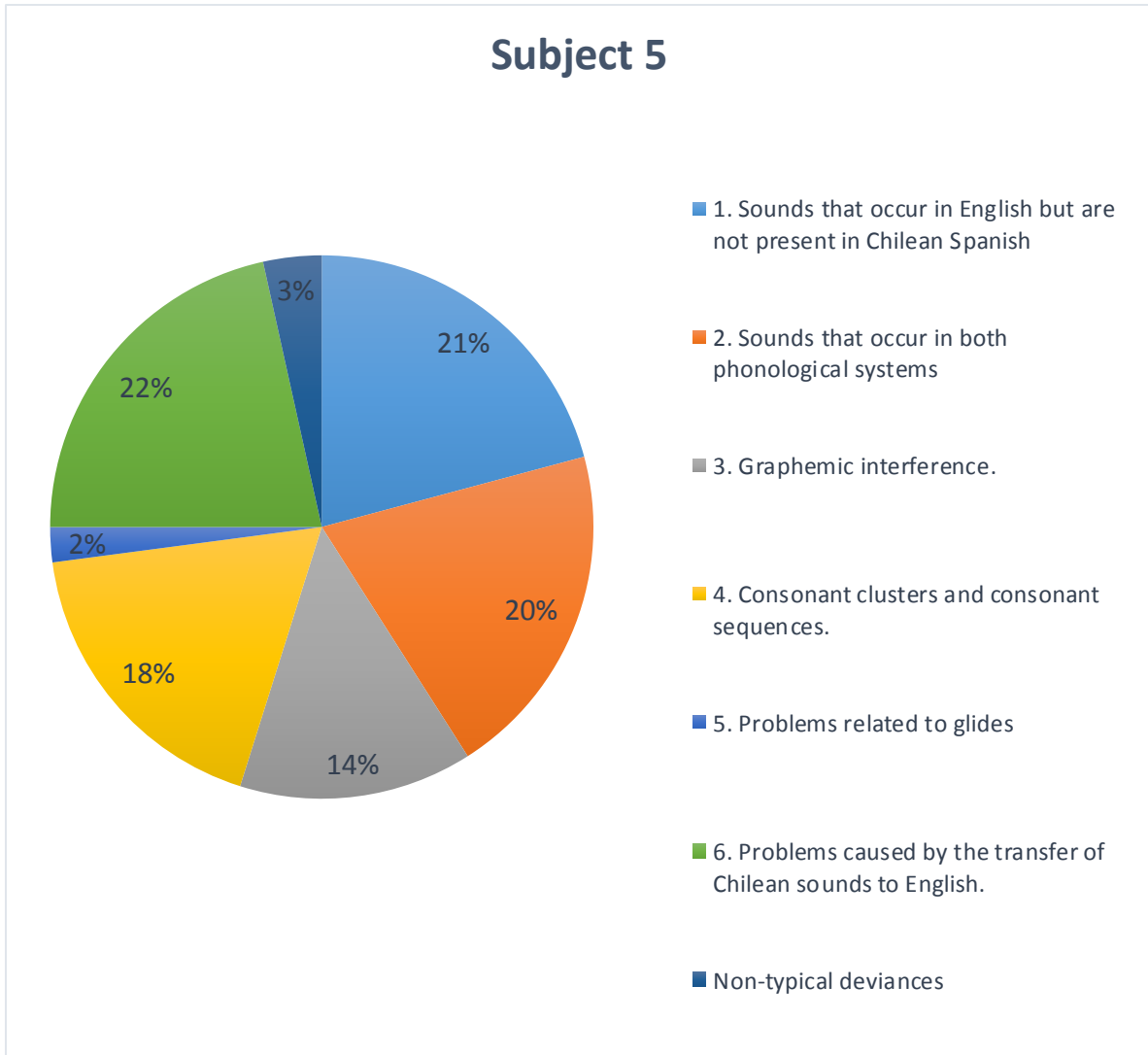


Figure 9

Figure 9 shows the percentages of deviations produced by Subject 5. The categories that presented the highest number of deviances were transfer of Chilean sounds to English (22%), sounds that occur in English but no in Chilean Spanish (21%) and sounds that occur in both phonological systems (20%). The category with the lowest percentage of deviations was the one related to glides (2%).

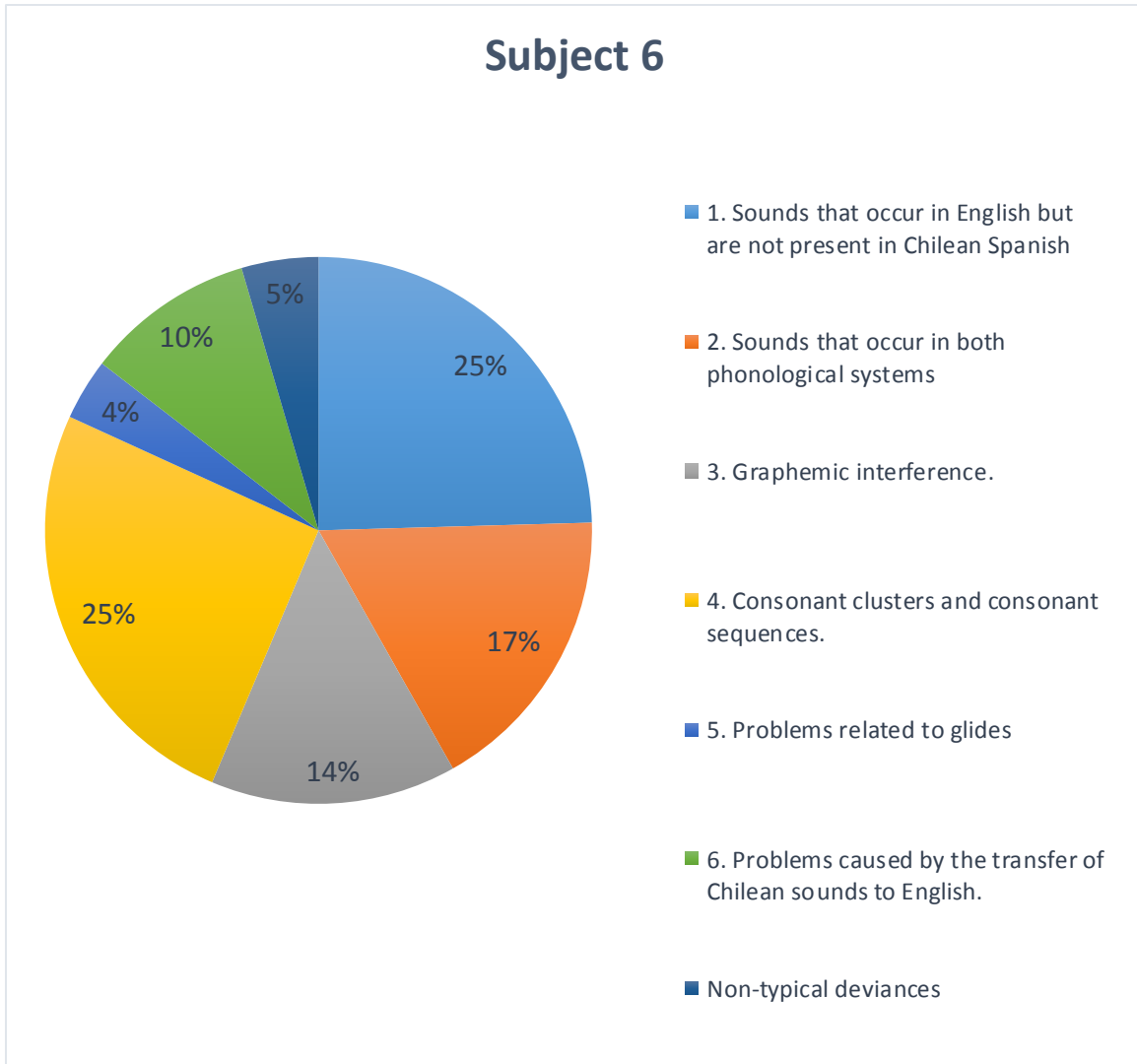


Figure 10

Figure 10 shows the percentages of deviations produced by Subject 6. The categories that presented the highest number of deviances were sounds that occur in English but are not present in Chilean Spanish (25%), and consonant clusters and consonant sequences (25%). The category with the lowest percentage of deviations was the one related to glides (4%).

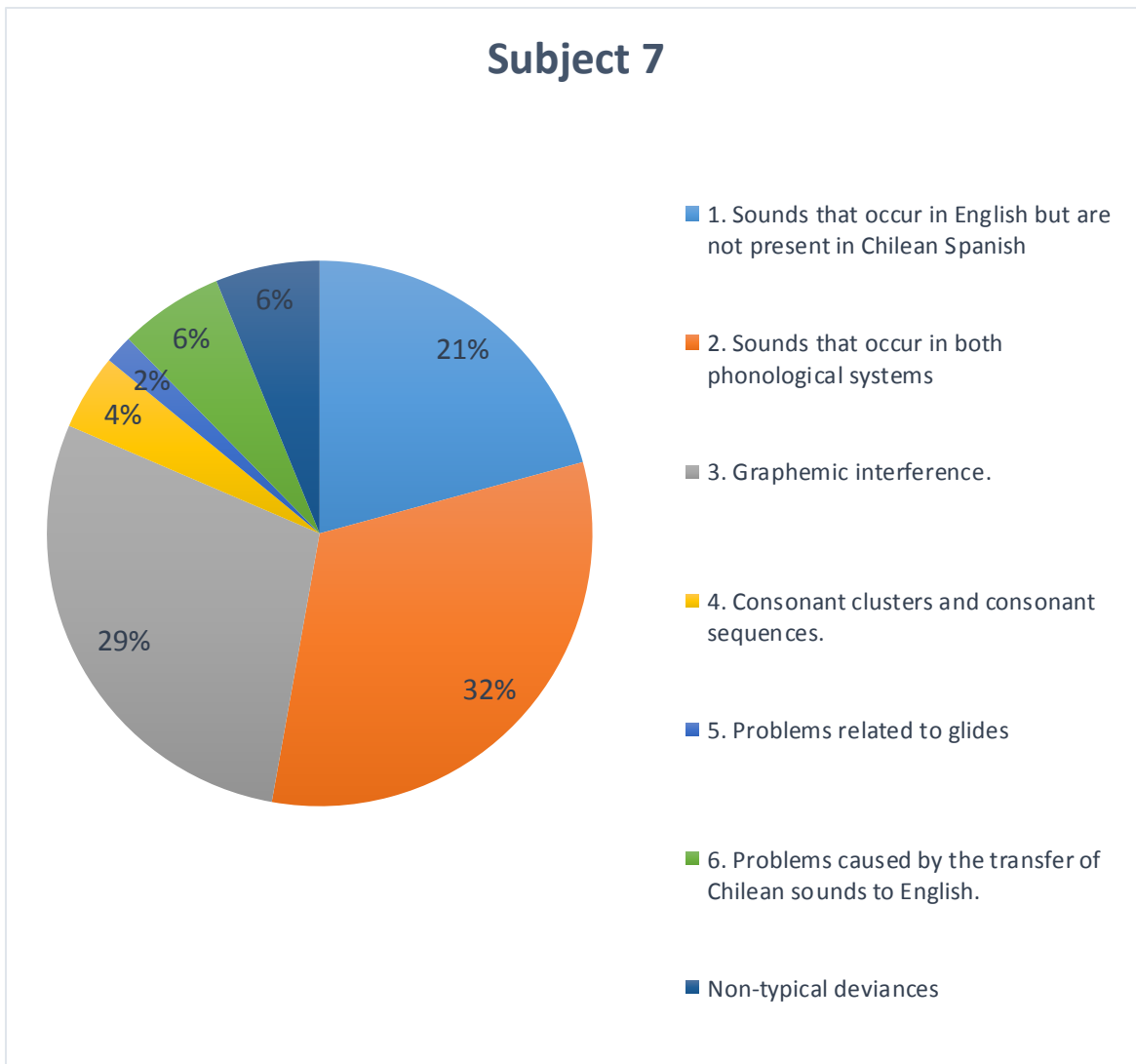


Figure 11

Figure 11 shows the percentages of deviations produced by Subject 7. The categories that presented the highest number of deviances were sounds that occur in both phonological systems (32%), graphemic interference (29%), and sounds that occur in English but are not present in Chilean Spanish (21%). The lowest percentage of deviations was found in the category of problems related to glides (2%).

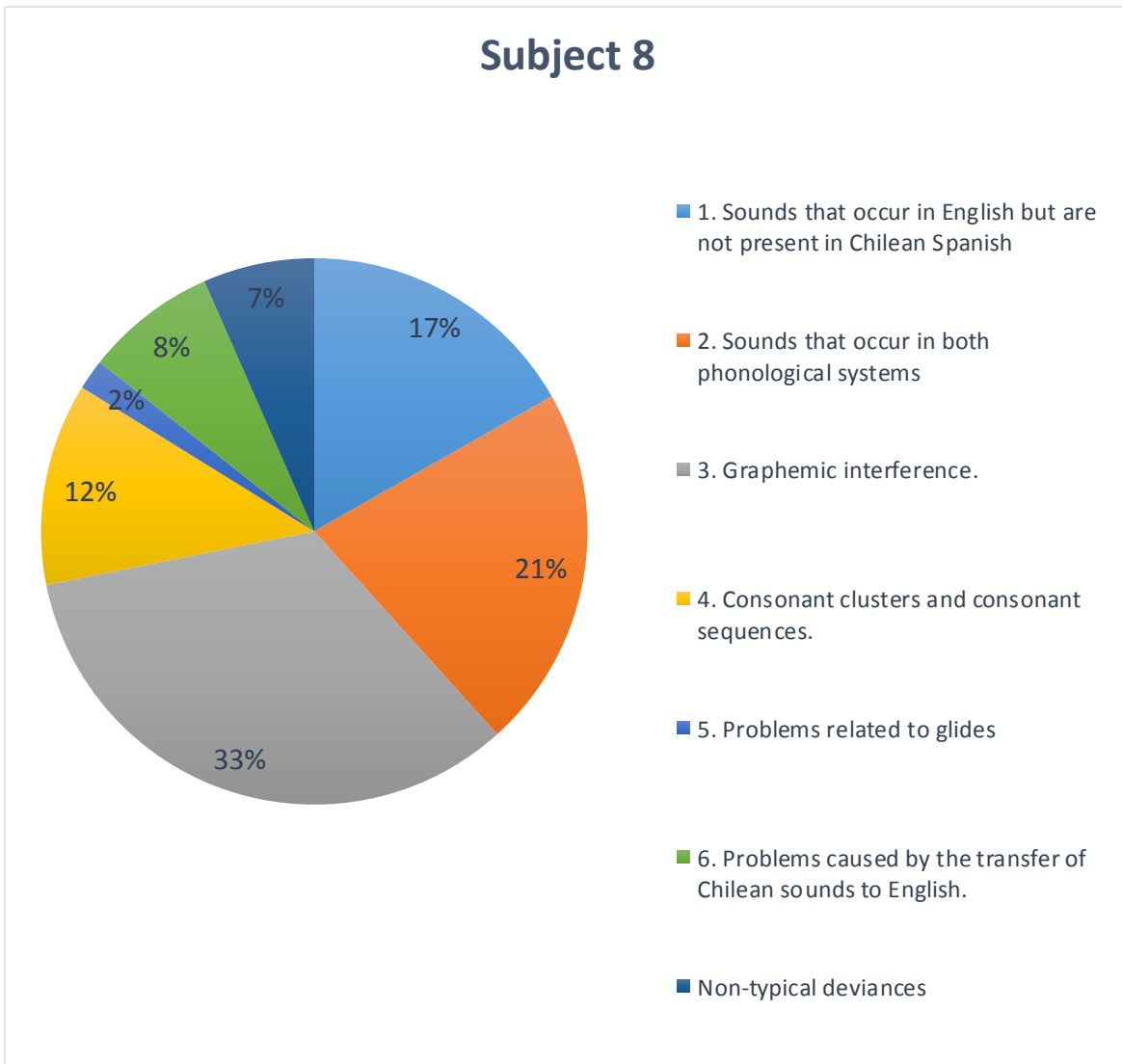


Figure 12

Figure 12 shows the percentages of deviations produced by Subject 8. The categories that presented the highest number of deviances were graphemic interference (33%), and sounds that occur in both phonological systems (21%). The category of problems related to glides presented the lowest percentage of deviations (2%).

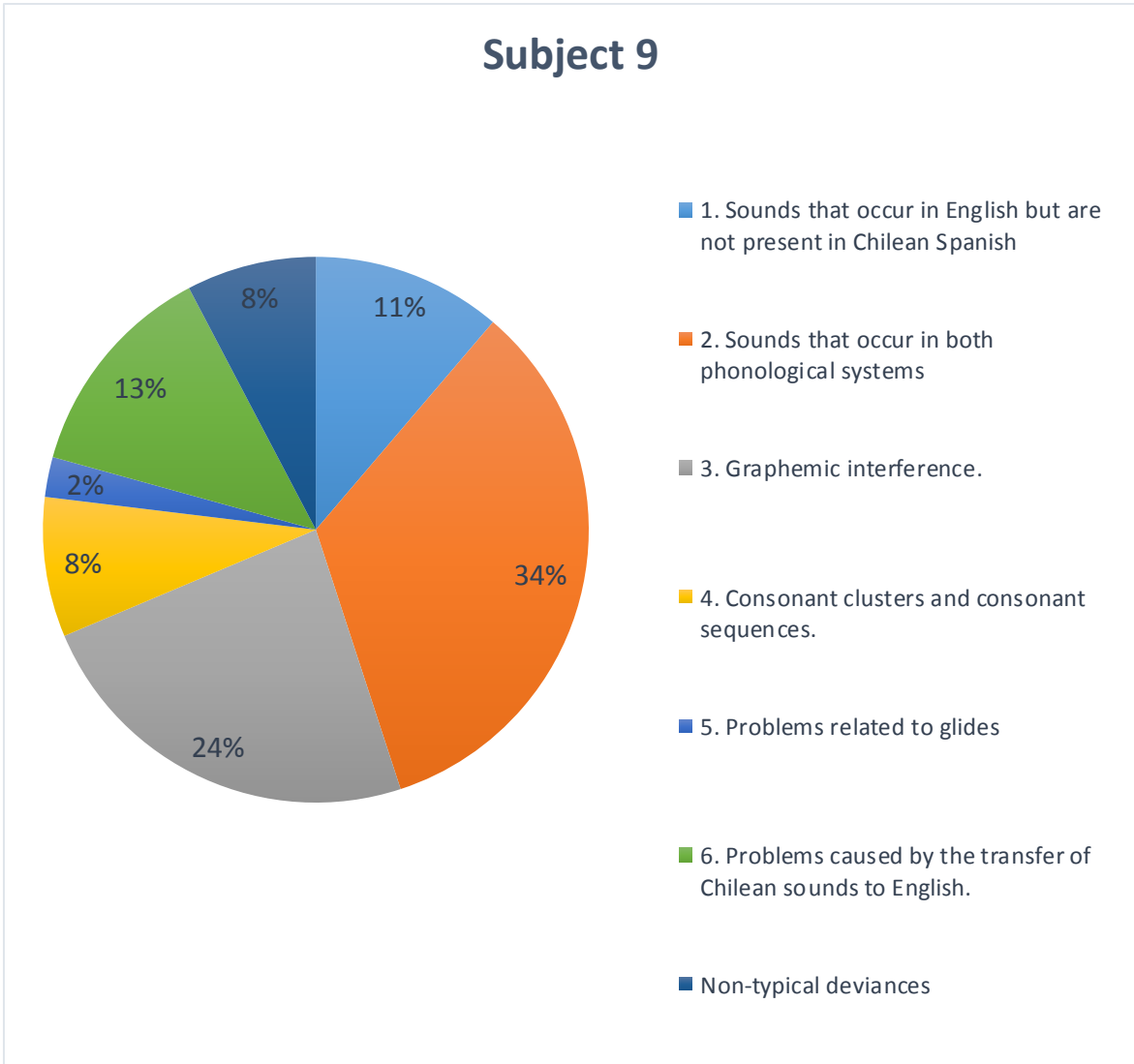


Figure 13

Figure 13 shows the percentages of deviations produced by Subject 9. The highest number of deviations occurred in the categories of sounds that occur in both phonological systems (34%), and graphemic interference (24%). The lowest percentage of deviations was found in the category of problems related to glides (2%).

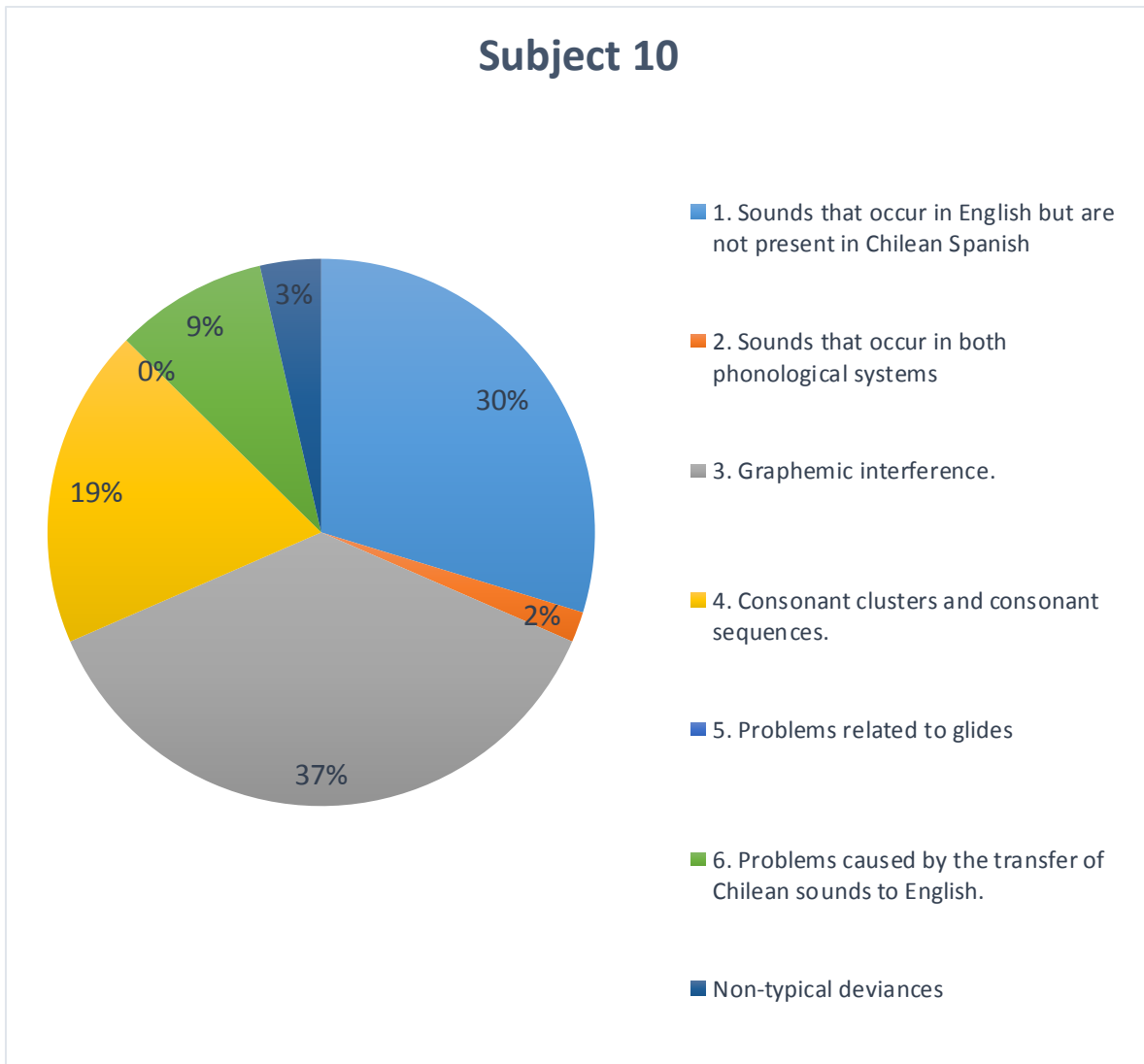


Figure 14

Figure 14 shows the percentages of deviations produced by Subject 10. The categories that presented the highest number of deviances were graphemic interference (37%), and sounds that occur in English but are not present in Chilean Spanish (30%). The category with the lowest percentage of deviations was the one related to glides (0%).

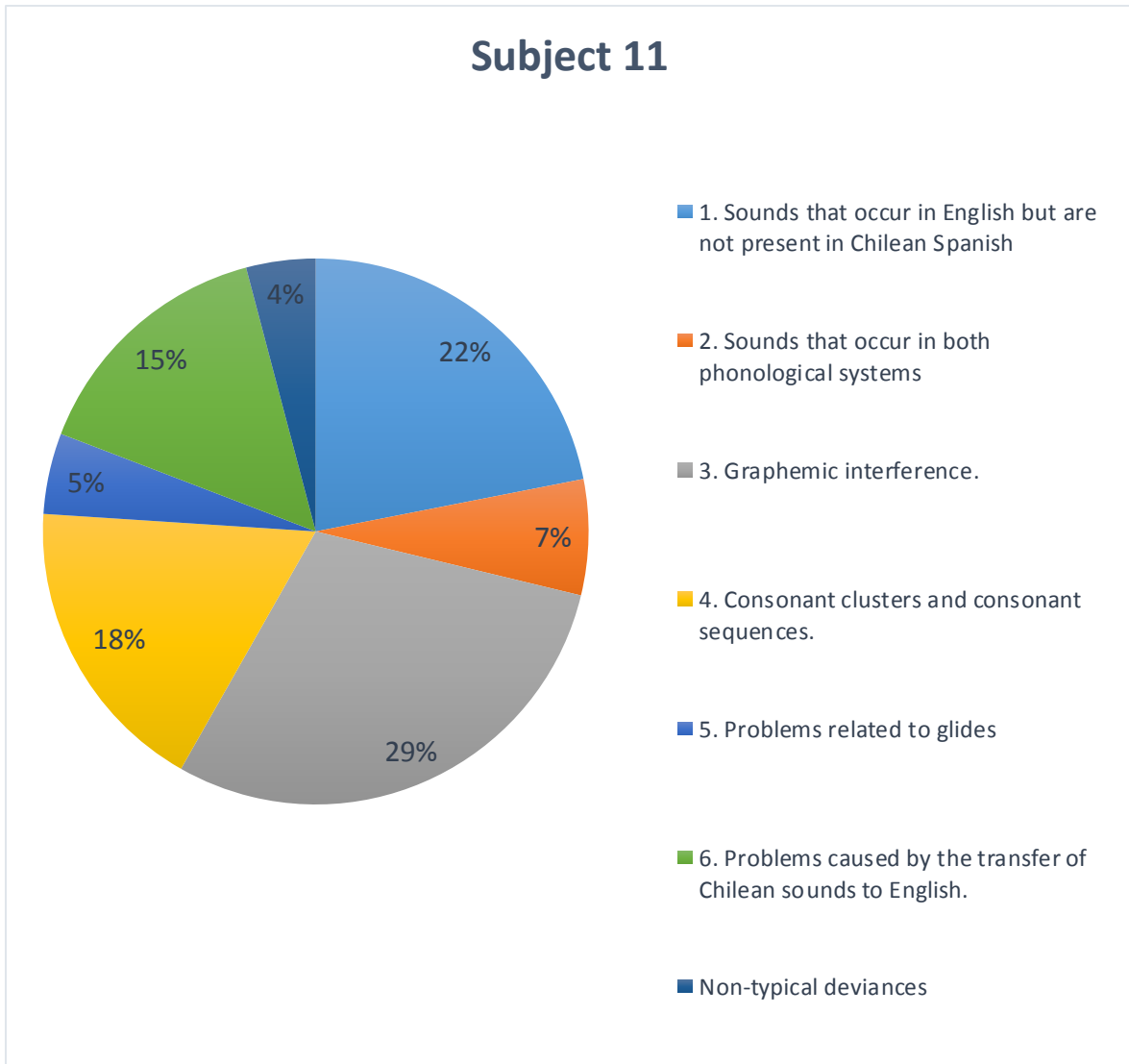


Figure 15

Figure 15 shows the percentages of deviations produced by Subject 11. The categories that presented the highest number of deviances were graphemic interference (29%), and sounds that occur in English but are not present in Chilean Spanish (22%). The category with the lowest percentage of deviations was the one related to glides (5%).

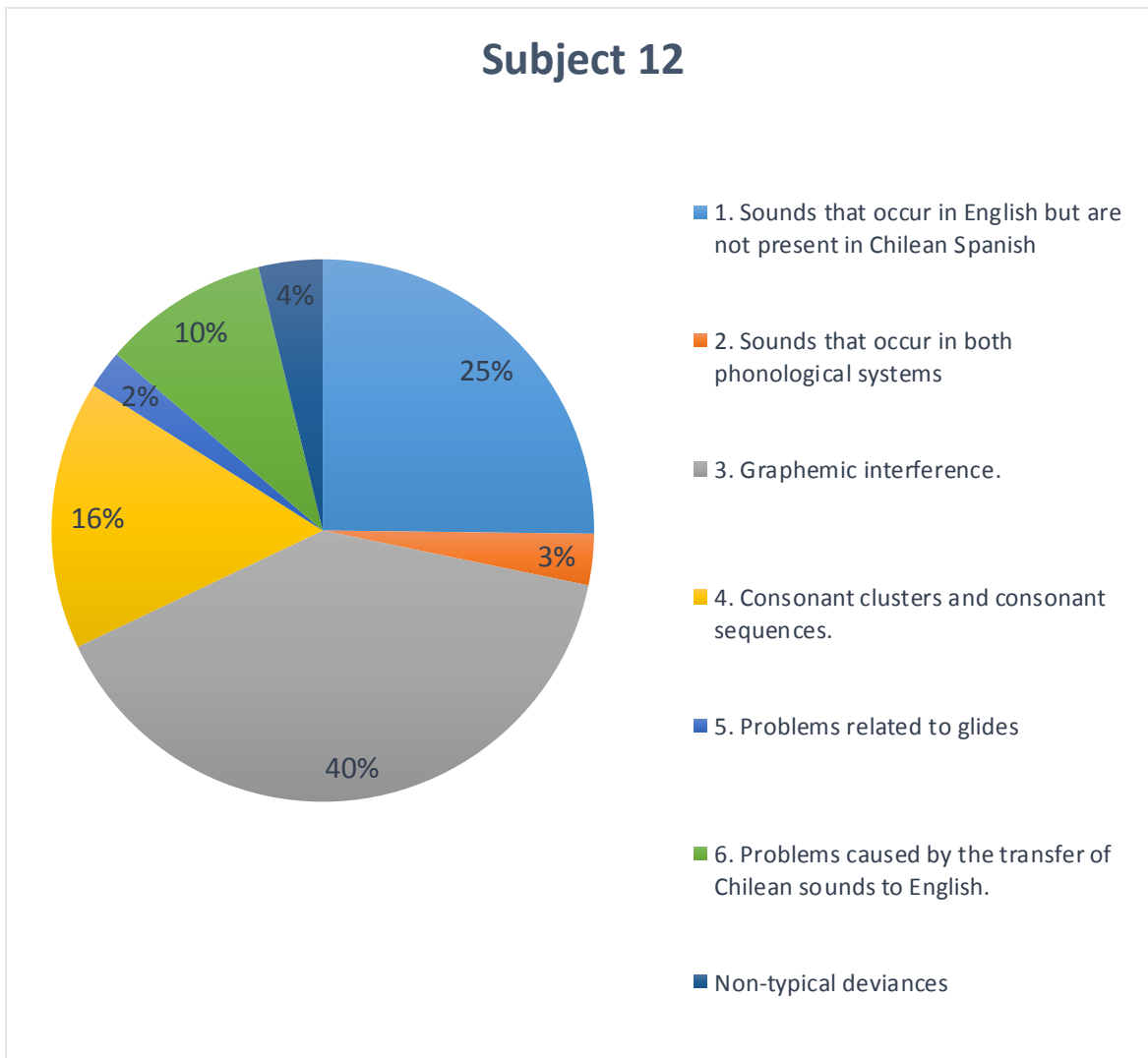


Figure 16

Figure 16 shows the percentages of deviations produced by Subject 12. The categories that presented the highest number of deviances were graphemic interference (40%) and sounds that occur in English but are not present in Chilean Spanish (25%). The category with the lowest percentage of deviations was the one related to glides (2%).

6. Conclusions

Our research study aimed to identify and classify the deviations in the pronunciation of consonantal sounds in proper names and other capitalized items produced by 12 Chilean Spanish advanced learners of English. In order to classify these deviances, the taxonomy of the difficulties English consonant sounds present to Chilean Spanish speakers proposed by Professor C.Vivanco (1991) was applied to elicit the data, learners were requested to read aloud news headlines from the BBC World News, and this data was recorded. Before processing the data, predictions of possible deviations were made on the basis of the taxonomy mentioned above. The deviant forms produced by each student were phonetically transcribed and both predictions and deviances were compared.

The deviances produced by the subjects of the study and their frequency of occurrence are discussed below:

The category that presented the highest frequency of occurrence was graphemic interference, reaching 26%. The categories that followed in frequency were sounds that occur in English but are not present in Chilean Spanish, and sounds that occur in both phonological systems. Each category reached 20% of frequency of occurrence.

The fact that graphemic interference shows the highest frequency of occurrence was not expected in a group of advanced students of English. As Spanish speaking learners of English rely upon spelling when reading aloud in their mother tongue, they tend to behave similarly in a second or foreign language. This behavior is normal in the case of beginners and even intermediate students but not so in advanced learners. Since in the news headlines the subjects read there were several instances of proper names which were not of Anglo-Saxon origin (e.g. Gaddafi, Gbagbo, Obama, Osama bin Laden), the learners may have relied on orthography, thus pronouncing them as if they were Spanish items.

Concerning the two categories that followed in frequency of occurrence, with 20% each, the one related to sounds that occur in English but are not present in Chilean Spanish was not expected to reach such a high percentage in a group of advanced learners. On the contrary, the category of sounds that occurred in both phonological systems, due to its complexity, was supposed to present a higher percentage of deviances even in the case of advanced learners. This category involves the phonological environment as well as the different behavior that the sounds have, that is, phones may be significant in the target language (phonemes), and simply act as allophonic variants of a phoneme in the students' mother tongue.

In relation to the category of consonant clusters and consonant sequences, the deviations reached 15% of frequency of occurrence. This category refers to the presence of two or more consonants, one after the other, within a word or at the boundaries of words. This characteristic is of frequent occurrence in English, while in Spanish it is rarely found,

especially in terms of the number of segments involved. Therefore, a higher percentage of deviances was expected.

In turn, the deviances concerning the category of problems caused by the transfer of Chilean sounds to English reached 11% of frequency of occurrence. This percentage seems to be slightly high for advanced students.

The category that presented the lowest frequency of occurrence (3%) was the one related to glides, semiconsonants or semivowels. This low percentage was expected since the subjects of the research were advanced learners of English.

It should be pointed out that non-typical deviances reached 5% of frequency of occurrence. Non-typical deviations refer to those which cannot be explained on phonological bases and thus they are not included in the theoretical-descriptive framework (C. Vivanco, 1991) applied in the study. This taxonomy of difficulties presented by English consonantal sounds to Chilean Spanish learners of English proved to be adequate to meet the objectives of this research study since it accounted for 95% of the data deviances.

Regarding limitations of the study, it should be pointed out that the presence—in the data—of a number of non Anglo-Saxon proper names, mainly of politicians, may be considered as an added difficulty. Another limitation of the study is concerned with the small number of subjects (12), which makes it difficult to generalize the research findings.

Concerning suggestions for further studies, it would be useful to collect data related specifically to proper names of Anglo-Saxon origin which are frequently used in English such as names of countries, cities, writers, scientists, actors. In addition, it may be interesting to do research on some suprasegmental aspects such as word stress in the pronunciation of proper names in English.

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Appendix 1

Orthographic transcription of the news headlines

1. - The new Prime Minister David Cameron has been outlining plans for his coalition government. Along with his new deputy, the Lib Dem leader Nick Clegg, Mr. Cameron said the new coalition would be united by three key principles: freedom, firmness, and responsibility.
2. - New ministerial appointments had been announced: George Osborne is the Chancellor with William Hague as Foreign Secretary, Theresa May becomes Home Secretary with Ken Clarke as Justice Secretary. For the Lib Dems, Vince Cable becomes Business Secretary while Chris Huhne gets Energy.
3. - A battle has now begun for the leadership as a Labour Party after Gordon Brown's resignation last night. Harriet Harman is to be the party's active leader; the former Home Secretary Alan Johnson has ruled himself out of the race saying he would back the former Foreign Secretary David Miliband.
4. - A Libyan airline with more than a hundred people on board, 601 of them damaged, has crashed while trying to land the Tripoli airport. A ten-year-old boy was the only survivor. The plane was travelling from South Africa; 7 passengers were due to connect with the flight to Gatwick.
5. -President Obama will honour all the victims of the Arizona shootings at a memorial service. The American politician Sarah Palin has denied suggestions that in about half an hour's time may have influenced the government. She blamed the media for inciting hatred.
6. -Two hundred soldiers from the Army specialist bomb disposal units have been officially welcomed back to the UK with a parade through the town of Didcot in Oxfordshire. Troops also received medals for their work in Afghanistan.
7. - NATO defence minister's meeting in Brussels have resisted calls from air exclusion zone of Libya to prevent operations by Colonel Gaddafi's airforce. The NATO secretary general Anders Fogh Rasmussen said they were ready to act but any military action would have to have a clear legal mandate and strong regional support.
8. - Scottish Ministers and Officials would not attend the US Senate hearing to explain the decision to release the only man convicted of the Lockerbie Bombing. Washington had formerly requested that the Scottish Justice Secretary and the Scottish prison services medical chief testify on Capitol Hill next Thursday.

9.-The bodies of four servicemen killed in Afghanistan have been flown home, Marine Jonathan Crookes, Sargent David Monkhouse, staff Sargent Brett Linley and senior aircraft man Kinikki Griffith died in separate incidents during the weekend.

10. - Hello and welcome to the BBC World Service Royal Wedding on the day. The polished brass, the prancing horses, the pageantry, the tradition and, of course, the dress. I'm Pascal Harter and I'll be taking you through the highlights as Britain's Prince William and Catherine Middleton got married. From Australia to Zimbabwe people came to witness the occasion. They dressed in Union Jacks, some wore entire dresses and jackets made of bunting, and others brought their sleeping bags. Tens of thousands of Britains and foreign visitors camped out on a chilly London night to lie in the road to Westminster Abbey for the big day. So, was it worth it?

11. - Hello I'm Tasmine Lucia Khan with the latest headlines from BBC News. Flights in and out of England and Wales will continue to be suspended until at least seven o'clock tomorrow morning. As safety official say, volcanic ash from Iceland continues to pose a threat to aircraft, however the cloud is moving south so restrictions on flying in a large part of Scotland and Northern Ireland are being lifted this evening.

12. - Now then in a harsh allegation, the United Nations today accused Belarus of seriously violating the international arms embargo on Ivory Coast. The spokesman for Secretary General Ban Ki-moon claims that Belarus delivered three attack helicopters for forces led by Laurent Gbagbo, who's refused to give up the presidency since the disputed election back in November. Mr Ban has called for the UN Security Council to discuss the claims, which are denied by Belarus. Here's Mike Wooldridge.

13. - Hello, I'm Tasmine Lucia Khan with the latest headlines from BBC news. Senior military figures have questioned David Cameron's suggestion that British troops could start withdrawing from Afghanistan as early as next year. The former head of the army General Mike Jackson said it would be a challenge to get the afghan forces ready in time. For the Prime Minister who's been visiting Washington says any pull out would be based on conditions on the ground.

14. - Heavy snow hits Britain's busiest airports, runways at Heathrow and Gatwick are closed causing huge disruption to the Christmas getaway. Severe weather warnings, Western Britain, Northern Ireland and Northern Scotland suffer blizzards while Southern England is also blanketed with snow. More misery on Britain's roads and nail rail work. Hundreds were trapped in their cars last night on the M6 Motorway. Frustration for Christmas shoppers in North London, Brent Cross Shopping Centre, one of the capital's biggest is closed because of the snow.

15.-This is BBC News, the headlines at 9 o'clock. The world's most wanted man is dead; Osama Bin Laden is killed by American Special Forces in Pakistan. He was tracked down

to this compound near a military academy North of Islamabad. Pakistani Intelligence was not informed of the operation. At Ground Zero where nearly 3,000 people were killed on 9/11, news of Bin Laden's death is greeted with jubilation and relief. Tonight, there's heightened security in Britain and the US and around the world have been warnings of violent reprisals.

16. - BBC World Service, this is James Menendez with News Hour. Coming up, President Obama's ultimatum to Colonel Gaddafi: 'All attacks against civilians must stop. Humanitarian assistance must be allowed to reach the people of Libya'. We will hear from David Cameron why Britain is playing a leading role on Libya. Also, a state of emergency in Yemen after snipers shot dead almost 40 protestants. Yemen's ambassador to the UN tells us that is unacceptable: 'Whoever is responsible must be condemned. There is no doubt that what happened today was a massive massacre, and it cannot be ignored'.

17. - From Britain's Got Talent to CNN, Piers Morgan is to replace the legendary Larry King on the American network. His prime time talk show will start in January.

18. - London trio The xx are getting used to be a Mercury prize winners, after their debut album was on it. They were always one of the favourites to beat up competition from Paul Weller, and the lights of Biffy Clyro and Dizzee Rascal to take on the twenty thousand pound prize.

19. - Ann Widdecombe will be getting herself into a spin this weekend; she's been unveiled as one of the contestants in this year's Strictly. Paul Daniels, Michelle Williams and Gavin Henson are also taking part, alongside some TV favourites.

20. - JLS and Alice Cooper were among the stars who turned up for the GQ Awards. The magazine honoured the lights of Jason Statham and John Hamm, while actress Gemma Arterton picked up the Woman of the Year prize.

21. - New faces, romance, and an appearance from Britney are just some of the surprises in store in the second series of Glee. The stars of the musical show have been partying in L.A. ahead at the premiere and gave away a few secrets. Well that's all from me for now, but there is always more showbiz on our website, that's at BBC dot com dot UK, slash Entertainment.

22.-And a big night in Hollywood, Colin Firth wins a Golden Globe as best actor for the British film *The King's Speech*, but *The Social Network* also chalked up big wins. Welcome to BBC World News, I'm Jonathan Charles, and I'm Sally Eden.

23. - Three Labour MPs and a Conservative peer face criminal charges over their expenses claims. The four being prosecuted for false accounting are: Jim Devine, David Chaytor, Elliot Morley, and Lord Hanningfield.

24.-Also on tonight's program, John Terry has been sacked as England's captain following allegations about his private life. Later in the hour, we'll have the rest of the sports, including a last minute reshuffle of the England Rugby Union Team, key man Riki Flutey is out of their six nations opener against Wales.

25.-A British soldier killed by an explosion in Afghanistan has been named staff sergeant Brett George Linley from the Royal logistic corps. The twenty nine year old was killed on Saturday in the Nahr-e Saraj District of Helmand province.

26.-This is the world today from the BBC world service. Its 4:30 GMT. Osama Bin Laden is dead. President Obama has announced the news just an hour ago. The most wanted man on the planet was found, and killed by US Special Forces inside Pakistan. We'll be looking at the man, and the impact of his death on the fight against terrorism. It's a special coverage of the BBC world service replacing network Africa. Here with Madeleine Morris and Roger Hearing.

27. - BBC news with Ian Pannell. President Obama has announced that American forces have killed the founder, and leader of Al Qaeda Osama Bin Laden. He said the operation started with an intelligence lead last August. The news came in a dramatic late night address to the American people live from The White House.

28. - Mr. Obama said cooperation with the Pakistani president Asif Ali Zardari helped lead The United States to the hiding place of the world's most wanted man. The United States has been trying to track Osama Bin Laden down since Al Qaeda came to the fore in the late nineteen nineties. Well before its September 11th attacks on The World Trade Center, and The Pentagon in 2001, which killed around 3000 people. Osama Bin Laden grew up in a rich Saudi Arabian construction family. He took up arms against the Soviet Union in the nineteen eighties when his forces occupied Afghanistan. And it was while fighting alongside fellow Arabs that he formed the nucleus for Al Qaeda. As the news emerged hundreds of people gathered outside the gates of The White House. Groups of mainly young people, some waving American flags, cheered, and danced outside the presidential residence.

29.-Queensland's premiere warns the flood damage of the Australian state is so bad; it will affect the world economy. The premiere of the Australian state of Queensland Anna Bligh says damage from flooding there is so extensive it will affect the international economy.

30.-This is BBC news with Peter Dobbie and Juliet Dunlop with our continuing coverage of the Libyan crisis, updating you with top aspects of that story. Western forces have launched air and missile strikes on Libya, as part of a UN back plan of establishing a fly zone, and prevent government attacks on civilians.

British jets are heading to the Mediterranean, and French aircraft have launched their first strikes targeting Gaddafi forces. French official safety destroyed a number of tanks and armored vehicles in the main rebel city of Benghazi. Colonel Gaddafi, and his supporters say war has been declared on the Libyan people. Colonel Gaddafi also warned that civilians and military targets of Mediterranean and North Africa would be in danger.

31.-It's six o'clock on Friday the 29th of April. Good Morning, this is today with John Humphrys, and Sarah Montague. I'm outside of Buckingham Palace where crowds have been gathering through the night for the wedding of Prince William to Kate Middleton. The eyes of the world are on London as Kate Middleton prepares to marry her prince in five hours' time.

32.-The guests have started arriving at Westminster Abbey for the wedding of Prince William, and Kate Middleton. Buckingham Palace has announced that the royal couple will receive the titles of duke, and duchess of Cambridge following their marriage. The ceremony itself will get underway in two hours' time conducted by the archbishop of Canterbury doctor Rowan Williams.

33. - Prince William, the duke of Cambridge as we've been hearing, and of course I was delighted to hear, Baron of Carrickfergus. He and Prince Harry are going to come out in a Bentley of the royal mews. Prince William is going to be wearing the uniform of the Irish guards. His grandmother the Queen made him honoree colonel of the Irish guards, in February.

34. - Jim, the royal car, the Rolls Royce limo has just emerged from the right hand gates of Buckingham Palace, and you can hear the response of the crowds. As the car moves slowly passed the Queen Victoria memorial, where I'm standing, with the Queen, and the duke of Edinburgh in that back seat. The high-sighted car enabling the crowds to get a very, very good view of the Queen as she waves to them in a yellow outfit, and the duke of Edinburgh in his uniform as Admiral of the Fleet.

Appendix 2

Analysis of the actual deviances produced by the subjects according to the taxonomy applied in the study

Subject 1

1. George Osborne

/ødʒɒ/

*[øtʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound and the spelling occur in the subject's L₁. As the target is not present in Chilean Spanish in word final position, the subject produced its voiceless counterpart. Example: "FECH ordenó".

2. George Osborne

/zb/

*[sb]

The segments of the cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject replaced the first segment by its voiceless counterpart. The target sound does not occur in Chilean Spanish but the spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "desbocar".

3. with William Hague

/ðw/

*[ðɣw]

We expected a voiced, labiovelar, semivowel preceded by a voiced, dental, fricative. The subject added a voiced, velar, fricative in front of the second segment. The target sounds occur in the subject's L₁ but the spelling is not present in Spanish. In Chilean Spanish, this glide can be pronounced with or without addition as in both cases it does not change the meaning of the utterance in the subject's L₁. In this case, the subject added the deviance due to the phonological environment. Example: "usad guante".

4. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop but the subject uttered a voiced, dental, fricative, instead. The target sound occurs in Chilean Spanish but only in the orthographic combination "tr" as an optional pronunciation. Also, the spelling is not present in the subject's L₁. The graphemes "th" were produced as they are realized in some English words. Example: "think".

5. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart instead. The target form does not occur in Chilean Spanish, but the spelling does. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This is a problem of graphemic interference. Example: "Teresa".

6. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish, but the target's voiceless counterpart does. Also, they are familiar with the spelling. This problem was due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "resina".

7. Energy

/dʒ/

*[ʒ]

The target form is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant which is a more relaxed form of the sound. The target sound and the spelling occur in the subject's L₁. The deviant form and the target sound are allophones of the same phoneme in Chilean Spanish, and they are in free variation. Example: "alli".

8. Labour Party

/øt/

*[rø]

We expected no oral realization of grapheme "r". The target sound is a voiceless, alveolar, stop but the subject elided it and produced a voiced, alveolar, flap instead. The target form occurs in Chilean Spanish, but only in the orthographic combination "tr" as an optional pronunciation; the spelling also occurs in Spanish. We classified this deviation as non-typical as it cannot be explained on the grounds of Phonology.

9. Gordon Brown

/ød/

*[rø]

We expected no oral realization of grapheme "r". The target sound is a voiced, alveolar, stop but the subject elided it and produced a voiced, alveolar, flap instead. The target sound does not occur in Chilean Spanish; instead, the dental counterpart of the subject occurs in the subject's L₁. The spelling occurs in Spanish. We classified this deviation as non-typical as it cannot be explained on the grounds of Phonology.

10. Gatwick

/tw/

*[ðɣw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, glide but the subject produced a voiced, dental, fricative instead of the first segment. We classified this deviation as non-typical as it cannot be explained on the grounds of Phonology. The subject also added a voiced, velar, fricative in front of the second segment. In Chilean Spanish, the addition of the deviant form before the target is not significant. In this case, the addition of the deviance is due to the phonological environment. The second segment in the cluster occurs in Chilean Spanish; in the case of the first segment, it occurs

only in the orthographic combination “tr” as an optional pronunciation. The spelling does not occur in Chilean Spanish. Example: “mamutuaton”.

11. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish, but its voiceless counterpart does. However, the spelling occurs in the subject’s L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

12. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in the subject’s L₁ even though its dental counterpart does; however, the spelling occurs in Spanish. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in intervocalic position. Example: “presidente”.

13. Arizona

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does; however, the spelling is present in the subject’s L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a case of graphemic interference. Example: “Arizona”.

14. Oxfordshire

/ɒdʃ/

*[øøʃ]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The first segment does not occur in Chilean Spanish, but its dental counterpart does. The spelling is not present in Spanish. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

15. Colonel Gaddafi’s

/ɜ:/

*[olo]

The target form is a vowel sound. Grapheme “r” should not have been orally realized as it is a case of historical elision. The subject produced a Spanish vowel sound followed by a voiced, alveolar, lateral and another Spanish vowel sound. The target sound does not occur in Chilean Spanish, but the spelling does. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

16. Anders Fogh Rasmussen

/ør/

*[gr]

We expected no oral realization of grapheme “gh” as it is a case of historical elision; it is followed by a voiced, postalveolar, frictionless, continuant. Instead of producing the elision, the subject pronounced a voiced, velar, stop. The spelling does not occur in Spanish. The graphemes “gh” were realized as they are realized in some English words. Example: “ghetto”.

17. Scottish Ministers and Officials would

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. Instead of the second segment of the cluster, the subject uttered a voiceless, alveolar, fricative. The second segment does not occur in Spanish but its voiceless counterpart does. The spelling is present in the subject’s L1. This is a problem of graphemic interference. Example: “Selz guardadas”.

18. Lockerbie Bombing

/ŋ/

*[ŋg]

The expected sound is a voiced, velar, nasal, but the subject added a voiced, velar, stop because the subject pronounced the word orthographically. The target sound does not occur in this phonological environment in Chilean Spanish, but the spelling does. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically. Example: “ping-pong”.

19. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The first segment in the target does not occur in this phonological environment in Chilean Spanish. Regarding the second segment, it occurs in Chilean Spanish but only in the orthographic combination “tr” as an optional pronunciation. The spelling occurs in Spanish even though it is not frequent. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: “Washington”.

20. Medical Chief

/d/

*[ð]

The target sound is a voiced, alveolar, stop but, instead, the subject produced a voiced, dental, fricative. The target sound does not occur in Chilean Spanish even though its dental counterpart does. The spelling is present in the subject’s L1. This problem was due to the

fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "médico".

21. Thursday
/θzd/
*[øsd]

The expected sounds of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, stop but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish, but its voiceless counterpart does. The spelling is not present in the subject's L₁. This problem occurred because the subject relied upon spelling.

22. Sergeant David Monkhouse
/ntd/
*[nød]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and a voiced, alveolar, stop but the subject elided the second segment of the cluster. The second segment in the target occurs only in the orthographic combination "tr" as an optional pronunciation in Spanish. Also, the spelling is present in the subject's L₁. The deviation occurred because Chilean Spanish speakers tend to elide the second segment in the target in word final position. Example: "Pepsodent diseña".

23. Sergeant David Monkhouse
/ŋkh/
*[ŋøx]

The segments that constituted this consonant cluster are a voiced, velar, nasal followed by a voiceless, velar, stop and a voiceless, glottal, fricative. The target sound occurs in Spanish but the spelling does not. Concerning the second segment, the subject elided it due to the difficulty presented by this combination of sounds in the consonant cluster. Regarding the third segment, the subject produced a voiceless, velar, fricative. This deviation occurred because the target sound is not significant in Chilean Spanish; therefore we tend to deviate to the sound whose point of articulation is the closest to the target. In the case of Chilean Spanish, that sound is the voiceless, velar, fricative. The target sound and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance is produced when a back vowel follows. Example: "monja".

24. BBC World Service
/ølds/
*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments occur in Chilean Spanish; however, the second segment does not occur in the subject's L₁ even though its dental counterpart does. Also, the spelling is not present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also,

because of the difficulty presented by this combination of sounds in the consonant sequence.

25. Pascal Harter

/øt/

*[rø]

We expected no oral realization of grapheme “r”. The target sound is a voiceless, alveolar, stop but the subject elided it and produced a voiced, alveolar, flap instead. The spelling is present in Spanish as well as the target sound although it occurs only in the orthographic combination “tr” as an optional pronunciation. We classified this deviation as non-typical as it cannot be explained on the grounds of Phonology.

26. to Zimbabwe

/əz/

*[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel but, instead of the consonantal segment, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This problem occurred because the subject produced grapheme “z” as it is realized in Chilean Spanish. Example: “tu zanco”.

27. Zimbabwe

/bw/

*[øɣw]

The segments that are part of this consonant cluster are a voiced, bilabial, stop followed by a voiced, labiovelar, glide. Both segments in the target occur in Spanish, but the spelling is not present in the subject’s L₁. Concerning the first segment, the subject elided it due to the difficulty presented by this combination of sounds in the cluster. Regarding the second segment, the subject added a voiced, velar, fricative in front of it. This glide can be produced with or without the addition, in both cases the meaning of the utterance does not change. The deviant form is used in this phonological environment. Example: “desagüe”.

28. Tasmine Lucia Khan

/zm/

*[sm]

The segments that compose this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. Instead of the first segment, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmania”.

29. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. Instead of the second segment

of the sequence, the subject uttered a voiceless, alveolar, fricative. The second segment in the target does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is present in Spanish. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Rolls guardados”.

30. Scotland and

/ndə/

*[nøə]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound but the subject elided the second segment of the sequence. The second segment is not present in Chilean Spanish, but its dental counterpart occurs in the subject’s L₁. Regarding the spelling, it occurs in Spanish even though it is not frequent. This deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in the target in word final position. Example: “Coco Legrand anda”.

31. Northern Ireland are

/ndə/

*[nøə]

The segments of the consonant sequence were a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The second segment does not occur in Spanish but we are familiar with its dental counterpart. The spelling is present in Chilean Spanish even though it is not frequent. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Coco Legrand ara”.

32. United Nations today

/nzt/

*[nst]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiceless, alveolar, stop but, instead of the second segment, the subject uttered a voiceless, alveolar, fricative. The second segment does not occur in Spanish but its voiceless counterpart does. The spelling is present in the subject’s L₁. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish.

33. Mike Wooldridge

/kw/

*[øyw]

We expected a voiceless, velar, stop followed by a voiced, bilabial, semivowel but the subject elided the first segment of the target and he added a voiced, velar, fricative in front of the second segment in the target. The segments in the sequence occur in Spanish; also, the spelling is present in the subject’s L₁ even though it is not frequent. The elision was due to the difficulty presented by this combination of sounds in the consonant sequence. Regarding the second deviance, in Chilean Spanish, the addition of the deviant form in front of this glide is not significant. Example: “Nike guardadas”.

34. Mike Wooldridge

/ldr/
*[lør]

We expected a consonant cluster constituted by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the cluster. The spelling is present in the subject's L₁, but the second target does not occur in Spanish; however, the subjects are familiar with its dental counterpart. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: "valdría".

35. Mike Wooldridge

/dʒ/
*[tʃ]

The target sound is a voiced, palatoalveolar, affricate but instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound occurs in the subject's L₁ even though the spelling is not present in Spanish. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position. Example: "FECH".

36. Tasmine Lucia Khan

/zm/
*[sm]

The segments that compose this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. Instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject's L₁. This problem occurred due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "Tasmanía".

37. Washington

/ŋt/
*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The segments in the target are present in Chilean Spanish, and the spelling also occurs in the subject's L₁ even though it is not frequent in Spanish. Instead of the first segment of the cluster, the subject uttered a voiced, alveolar, nasal, because, in Chilean Spanish, the first segment is produced only when a velar sound follows. Example: "Washington".

38. Northern Ireland and

/ndə/
*[nə]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound, but the subject elided the second segment of the sequence. The second segment in the target does not occur in Chilean Spanish, but its dental counterpart does. The spelling is also present in the subject's L₁ even though it is not

frequent in Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Coco Legrandanda”.

39. Northern Scotland suffer

/nds/
*[nøs]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. However, the subject elided the second segment of the sequence. The second segment does not occur in Spanish even though its dental counterpart does. Also, the spelling is present in the subject’s L₁. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Coco Legrandsufre”.

40. Southern England

/ønɪ/
*[øøɪ]

The target sound is a voiced, alveolar, nasal followed by a vowel sound, but the subject elided the nasal sound. The target sound occurs in the subject’s L₁ even though the spelling is not present in Spanish. We classified this deviance as non-typical, as it cannot be explained on the grounds of Phonology.

41. Brent Cross Shopping Centre

/ntkr/
*[ŋøkr]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiceless, velar, stop and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the sequence. The spelling and the segments in the target occur in the subject’s L₁; regarding the second segment, it only occurs in the orthographic combination “tr”. This deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. After the elision, the voiced, alveolar, nasal took the point of articulation of the third segment. Example: “Pepsodent crea”.

42. Brent Cross Shopping Centre

/ŋs/
*[ns]

The expected sounds are a voiced, velar, nasal followed by a voiceless, alveolar, fricative but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The segments in the cluster occur in the subject’s L₁. Also, the spelling is present in Spanish even though it is not frequent. This deviation occurred because, in Chilean Spanish, the first segment occurs only when a velar sound follows. Example: “camping central”.

43. American Special Forcesin

/zɪ/

*[sɪ]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by an English vowel but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Chilean Spanish but the spelling does. This problem occurred due to graphemic interference. Example: “fuerzas inútiles”.

44. Ground Zero

/ndz/

*[nɔs]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and a voiced, alveolar, fricative but the subject elided the second segment of the sequence. This deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Concerning the third segment, the subject produced a voiceless, alveolar, fricative, instead. The spelling is present in Spanish. Regarding the second segment, it does not occur in the subject's L₁ even though its dental counterpart does. Regarding the third segment, it does not occur in Chilean Spanish, but its voiceless counterpart is present in the subject's L₁. The elision was due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. The deviation in the third segment occurred due to spelling. Example: “Coco Legrand zapatea”.

45. the US

/əj/

*[əʒ]

We expected a voiced, palatal, semivowel preceded by a vowel sound but the subject uttered a voiced, palatoalveolar, approximant instead of the second segment. The target sound and the spelling occur in the subject's L₁. This deviance was due to the fact that both, the target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation in this position. Example: “de yuca”.

46. BBC World Service

/ɒlds/

*[ɒlɔs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments in the target occur in the subject's L₁. The second segment does not occur in Spanish even though its dental counterpart does. Also, the spelling is not present in Chilean Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

47. James Menendez

/mzm/

*[mø̃m]

The segments in this consonant sequence are a voiced, bilabial, nasal followed by a voiced, alveolar, fricative and another voiced, bilabial, nasal. However, the subject elided the second segment in the sequence. The fricative sound does not occur in Chilean Spanish, but its voiceless counterpart is present in the subject's L₁. Also, the spelling occurs in Spanish. This problem occurred due to the difficulty presented by this combination of sounds in the consonant sequence. Example: "MUMS menciona".

48. James Menendez with

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This is a problem of graphemic interference. Example: "es guardado".

49. News Hour

/zø̃/

*[sø̃]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative instead of the target. This target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "tus horas".

50. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative, instead. This target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "presidente".

51. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in Spanish even though its dental counterpart does; however, the spelling is present in the subject's L₁. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "presidente".

52. Colonel Gaddafi

/ɜ:/

*[ərə]

We expected a vowel sound but the subject produced English vowel n° 12 followed by a voiced, alveolar, flap and another vowel n° 12. We classified this deviance as a non-typical, as it cannot be explained on the grounds of Phonology.

53. Mercury Prize winners

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This is a problem of graphemic interference. Example: "haz huesillos".

54. Dizzy Rascal

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead. The spelling occurs in Chilean Spanish even though it is not frequent. The target sound does not occur in the subject's L₁. This is a problem of graphemic interference. Example: "Rizzo".

55. Michelle Williams and

/mzə/

*[msə]

The segments in this consonant sequence are a voiced, bilabial, nasal, a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, stop, instead of the second segment. The subjects are familiar with the spelling even though it is not frequent in Chilean Spanish. The target sound does not occur in Chilean Spanish. This is a problem of graphemic interference. Example: "MUMS acató".

56. actress Gemma Arterton

/sdʒ/

*[sg]

We expected a voiced, palatoalveolar, affricate, preceded by a voiceless, alveolar, fricative but the subject produced a voiced, velar, stop, instead of the second segment. The spelling is not present in the subject's L₁, but the expected sounds occur in Spanish. The deviation was due to the fact that the subject pronounced grapheme "g" as it is realized in certain English words. Example: "Gertrude".

57. Arterton

/øt/

*[øɾ]

The target sound is a voiceless, alveolar, stop but, instead, the subject produced a voiced, alveolar, flap. The spelling is present in Chilean Spanish. The target sound also occurs in the subject's L₁ but only in the orthographic combination "tr" as an optional pronunciation. We classified this deviation as non-typical as it cannot be explained on the grounds of Phonology.

58. The King's Speech

/ŋssp/

*[ŋgssp]

We expected a voiced, velar, nasal, followed by a voiced, alveolar, fricative; a voiceless, alveolar, fricative, and a voiceless, bilabial, stop but the subject added a voiced, velar, stop after the first segment. The spelling does not occur in the subject's L₁. However, the segments in the target are present in Chilean Spanish. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically.

59. The Social Network also

/økɔ:/

*[øøɔ:]

We expected a voiceless velar, stop, followed by an English vowel sound but the subject elided the target sound. The spelling and the target sound occur in Chilean Spanish. We classified this deviance as non-typical since it cannot be explained on the grounds of Phonology.

60. BBC World News

/øldn/

*[øløn]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiced, alveolar, nasal but the subject elided the second segment. The first and third segments are present in Spanish. However, the second segment does not occur in the subject's L₁ but its dental counterpart does. Also, the spelling is not present in Chilean Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

61. Lord Hanningfield

/ŋf/

*[ɱf]

We expected a voiced, velar, nasal followed by a voiceless, labiodental, fricative but the subject uttered a voiced, alveolar, nasal, instead of the first segment of the cluster. The expected sounds occur in Spanish even though the spelling is not present in the subject's L₁. This problem occurred because the first segment and the deviance are allophones of the same phoneme in Chilean Spanish even though the first segment is produced only when a

velar sound follows. After the deviation, the voiced, velar, nasal took the second segment's point of articulation. Example: "enfermo".

62. England's Captain

/ndsk/

*[nøsk]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, a voiceless, alveolar, nasal and a voiceless, velar, stop. However, the subject elided the second segment. The second segment does not occur in Spanish even though its dental counterpart does. The spelling is not present in the subject's L₁. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position.

63. against Wales

/nstw/

*[nsøyw]

We expected a consonant sequence composed by a voiced, alveolar, nasal, a voiceless, alveolar, fricative, a voiceless, alveolar, stop and a voiced, labiovelar, glide but the subject elided the third segment in the target and he also added a voiced, velar, fricative in front of the fourth segment. The first, second and fourth segments in the target occur in Chilean Spanish. Regarding the third segment, it only occurs in the orthographic combination "tr". Also, the spelling is not present in the subject's L₁. The elision was due to the difficulty presented by this combination of sounds in the sequence. Regarding the second deviance, in Chilean Spanish the addition of the deviance in front of the glide is not significant; it does not change the meaning of the utterance. After a fricative, another fricative would follow

64. Afghanistan

/fg/

*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The spelling does not occur in Spanish, but the expected sounds are present in the subject's L₁. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: "Afganistán".

65. Staff Sergeant Brett George Linley

/ntbr/

*[møbr]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. Concerning the second segment, the subject elided it. The spelling is present in Spanish. The second segment only occurs in the orthographic combination "tr". The deviance was due to the difficulty presented by this combination of sounds in the consonant

sequence. After the elision of the second segment, the voiced, alveolar, nasal took the third segment's point of articulation. Example: "Pepsodent brilla".

66. Sergeant Brett George Linley

/ødʒl/

[øtʃl]

The target sound is a voiced, palatoalveolar, affricate followed by a voiced, alveolar, lateral. Instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound and the spelling are present in the subject's L₁. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position. Example: "FECH liberó".

67. Royal Logistic Corps

/øz/

*[ps]

We expected a voiced, alveolar, fricative as the target form and no oral realization of the grapheme "p" as it corresponds to a case of historical elision. However, the subject produced a voiceless, bilabial, stop instead of the elision. The target sound does not occur in Spanish even though its voiceless counterpart does. Also, the spelling is present in the subject's L₁. This is a problem of graphemic interference.

68. Helmand province

/ndpr/

*[møpr]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, a voiceless, bilabial, stop and a voiced, postalveolar, frictionless continuant but the subject elided the second segment. The spelling occurs in Chilean Spanish even though it is not frequent. Concerning the second segment, it does not occur in the subject's L₁, but its dental counterpart does. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. After the elision of the second segment, the voiced alveolar nasal took the third segment's point of articulation. Example: "Coco Legrand promete".

69. BBC World Service

/ølds/

*[ølɔs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments in the sequence occur in Spanish. Regarding the second segment, only its dental counterpart is present in the subject's L₁. Also, the spelling does not occur in Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

70. by US Special Forces

/aɪj/

*[aɪʒ]

We expected a voiced, palatal, semivowel preceded by an English diphthong but the subject uttered a voiced, palatoalveolar, approximant instead of the target sound. The target sound and the spelling are present in the subject's L₁. Both, the target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation in this position. Example: "hay yuyos".

71. US Special Forces inside

/zɪ/

*[sɪ]

We expected a voiced, alveolar, fricative followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative, instead of the target. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in Spanish. This is a problem of graphemic interference. Example: "fuerzas inútiles".

Subject 2

1. David Cameron

/dk/

*[øk]

The segments in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop but the subject elided the first segment. The spelling is present in Spanish. Regarding the first segment, it does not occur in Chilean Spanish but its dental counterpart does. The deviation was due to the fact that this dental counterpart can be elided in word final position in the subject's L₁. Example: "David come".

2. George Osborne

/ødʒɒ/

*[øtʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound and the spelling occur in the subject's L₁. As the target is not present in Chilean Spanish in word final position, the subject produced its voiceless counterpart. Example: "FECH ordenó".

3. George Osborne

/zb/

*[sb]

The segments of the cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject replaced the first segment by its voiceless counterpart. The target sound does not occur in Chilean Spanish but the spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "desbocar".

4. with William Hague

/ðw/

*[θɣw]

We expected a voiced, labiovelar, semivowel preceded by a voiced, dental, fricative but the subject produced a voiceless, dental, fricative instead of the first segment, and he also added a voiced, velar, fricative in front of the second segment. The spelling is not present in Spanish, but the target sound occurs in the subject's L₁. In Chilean Spanish, the glide can be pronounced with or without addition as in both cases it is non-significant, that is, it does not change the meaning of the utterance in the subject's L₁. In this case, the subject added the deviance due to the fact that, after a fricative, another fricative would follow.

5. William Hague as

/gə/

*[ɣə]

We expected a voiced, velar, stop followed by an English vowel but the subject pronounced a voiced, velar, fricative instead of the first segment. The spelling and the target sound occur in the subject's L₁. The deviation occurred because the target and the deviant form are allophones of the same phoneme in Chilean Spanish, but only the deviant form occurs in intervocalic position. Example: "SAG aceptó".

6. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop but the subject uttered a voiced, dental, fricative, instead. The target sound occurs in Chilean Spanish but only in the orthographic combination "tr" as an optional pronunciation. Also, the spelling is not present in the subject's L₁. The graphemes "th" were produced as they are realized in some English words. Example: "think".

7. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart instead. The target form does not occur in Chilean Spanish, but the spelling does. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This is a problem of graphemic interference. Example: "Teresa".

8. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish, but the target's voiceless counterpart does. Also, they are familiar with the spelling. This problem was due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "resina".

9. Energy

/dʒ/

*[ʒ]

The target form is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, fricative instead. The target sound and the spelling occur in the subject's L₁. The deviation occurred because the subject confused the deviant form as being an allophone of the target sound in Chilean Spanish.

10. David Miliband

/dm/

*[øm]

The segments in this consonant sequence are a voiced, alveolar, stop followed by a voiced, bilabial, nasal but the subject elided the first segment. The spelling is present in Spanish. Regarding the first segment, it does not occur in the subject's L₁ even though its dental counterpart does. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide this dental counterpart in word final position. Example: "David milita".

11. President

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in the subject's L₁ subjects even though its dental counterpart does; however, the spelling occurs in Spanish. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "presidente".

12. Arizona

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does; however, the spelling is present in the subject's L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a case of graphemic interference. Example: "Arizona".

13. Oxfordshire

/ʌdʃ/

*[øʃ]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The first segment does not occur in Chilean Spanish, but its dental counterpart does. The spelling is not present in Spanish. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

14. Anders Fogh Rasmussen

/ør/
*[gr]

We expected no oral realization of grapheme “gh” as it is a case of historical elision; it is followed by a voiced, postalveolar, frictionless, continuant. Instead of producing the elision, the subject pronounced a voiced, velar, stop. The spelling does not occur in Spanish. The graphemes “gh” were realized as they are realized in some English words. Example: “ghetto”.

15. Scottish Ministers and Officials would

/lzw/
*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. Instead of the second segment of the cluster, the subject uttered a voiceless, alveolar, fricative. The second segment does not occur in Spanish but its voiceless counterpart does. The spelling is present in the subject’s L1. This is a problem of graphemic interference. Example: “Selz guardadas”.

16. Lockerbie Bombing

/ŋ/
*[ŋg]

The expected sound is a voiced, velar, nasal but the subject added a voiced, velar, stop because the subject pronounced the word orthographically. The target sound does not occur in this phonological environment in Chilean Spanish, but the spelling does. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically. Example: “ping-pong”.

17. Washington

/ŋt/
*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The first segment in the target does not occur in this phonological environment in Chilean Spanish. Regarding the second segment, it occurs in Chilean Spanish but only in the orthographic combination “tr” as an optional pronunciation. The spelling occurs in Spanish even though it is not frequent. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: “Washington”.

18. Medical Chief

/ltʃ/
*[lʃ]

The segments in this consonant sequence are a voiced, alveolar, lateral followed by a voiceless, palatoalveolar, affricate. However, the subject uttered a voiceless, palatoalveolar, fricative instead of the second segment. The target sounds and the spelling occur in Chilean

Spanish. The deviation was due to the fact that both, the second segment and the deviant form are allophones of the same phoneme in Chilean Spanish. They occur in free variation, even though they do not co-exist in the speech of the same subject. Example: “el chef”.

19. Thursday

/øzd/

*[øsd]

The expected sounds of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, stop but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish, but its voiceless counterpart does. The spelling is not present in the subject’s L₁. This problem occurred because the subject relied upon spelling.

20. Sergeant David Monkhouse

/ŋkh/

*[ŋøx]

The segments that constituted this consonant cluster are a voiced, velar, nasal followed by a voiceless, velar, stop and a voiceless, glottal, fricative. The target sound occurs in Spanish but the spelling does not. Concerning the second segment, the subject elided it due to the difficulty presented by this combination of sounds in the consonant cluster. Regarding the third segment, the subject produced a voiceless, velar, fricative. This deviation occurred because the target sound is not significant in Chilean Spanish; therefore we tend to deviate to the sound whose point of articulation is the closest to the target. In the case of Chilean Spanish, that sound is the voiceless, velar, fricative. The target sound and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance is produced when a back vowel follows. Example: “monja”.

21. Staff Sergeant Brett Linley

/ntbr/

*[møbr]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. Concerning the second segment, the subject elided it due to the fact that Chilean Spanish speakers tend to elide this sound in word final position. The spelling is present in Spanish, and the second segment only occurs in the orthographic combination “tr” as an optional pronunciation in Chilean Spanish. After the elision of the second segment, the voiced, alveolar, nasal took the third segment’s point of articulation. Example: “Pepsodent brilla”.

22. BBC World Service

/ølds/

*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments occur in Chilean Spanish; however, the second segment does not occur in the subject’s L₁ even though its dental counterpart does. Also,

the spelling is not present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

23. to Zimbabwe

/əz/

[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel but, instead of the consonantal segment, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject's L₁. This problem occurred because the subject produced grapheme "z" as it is realized in Chilean Spanish. Example: "tu zanco".

24. Westminster Abbey

/stm/

*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the second segment. The expected sounds occur in Chilean Spanish even though the second segment only occurs in the orthographic combination "tr" as an optional pronunciation. Also, the spelling is present in Spanish. The deviance was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: "istmo".

25. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. Instead of the second segment of the sequence, the subject uttered a voiceless, alveolar, fricative. The second segment in the target does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is present in Spanish. This problem occurred due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "Rolls guardados".

26. Scotland and

/ndə/

*[nøa]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound but the subject elided the second segment of the sequence. The second segment is not present in Chilean Spanish, but its dental counterpart occurs in the subject's L₁. Regarding the spelling, it occurs in Spanish even though it is not frequent. This deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in the target in word final position. Example: "Coco Legrand anda".

27. Northern Ireland are

/ndə/

*[nøa]

The segments of the consonant sequence were a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The second segment does not occur in Spanish but we are familiar with its dental counterpart. The spelling is present in Chilean Spanish even though it is not frequent. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Coco Legrand ara”.

28. the United Nations

/əj/

*[əʒ]

We expected a voiced, palatal, semivowel preceded by an English vowel but the subject uttered a voiced, palatoalveolar, approximant instead of the target sound. The spelling and the consonantal sound occur in Chilean Spanish. This deviance was due to the fact that both, the target and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation. Example: “de yuca”.

29. United Nations today

/nzt/

*[nst]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiceless, alveolar, stop but, instead of the second segment, the subject uttered a voiceless, alveolar, fricative. The second segment does not occur in Spanish but its voiceless counterpart does. The spelling is present in the subject’s L₁. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish.

30. Laurent Gbagbo

/nøøb/

*[ntøb]

The segments in this consonant sequence are a voiced, alveolar, nasal followed by a voiced, bilabial, stop. We expected no oral realization of the graphemes “t” and “g” as they correspond to cases of historical elision. The subject added a voiceless, dental, stop in front of the second segment. The spelling is not present in Spanish, but both segments in the target occur in the subject’s L₁. This is a problem of graphemic interference.

31. Mike Wooldridge

/ldr/

*[lør]

We expected a consonant cluster constituted by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the cluster. The spelling is present in the subject’s L₁, but the second target does not occur in Spanish; however, the subjects are familiar with its

dental counterpart. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “valdría”.

32. Tasmine Lucia Khan

/zm/

*[sm]

The segments that compose this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. Instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmanía”.

33. Mike Jackson

/kdʒ/

*[kʒ]

We expected a voiceless, velar, stop followed by a voiced, palatoalveolar, affricate, but the subject produced a voiced, palatoalveolar, approximant instead of the second segment. The expected sounds and the spelling occur in Spanish even though this spelling is not frequent. The deviance was due to the fact that both, the second segment and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation. Example: “SERNAC llamó”.

34. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The segments in the target are present in Chilean Spanish, and the spelling also occurs in the subject’s L₁ even though it is not frequent in Spanish. Instead of the first segment of the cluster, the subject uttered a voiced, alveolar, nasal because, in Chilean Spanish, the first segment is produced only when a velar sound follows. Example: “Washington”.

35. Northern Scotland suffer

/nds/

*[nøʃ]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. However, the subject elided the second segment of the sequence. The second segment does not occur in Spanish even though its dental counterpart does. Also, the spelling is present in the subject’s L₁. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Coco Legrand sufre”.

36. Brent Cross Shopping Centre

/ŋs/
*[ns]

The expected sounds are a voiced, velar, nasal followed by a voiceless, alveolar, fricative but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The segments in the cluster occur in the subject's L₁. Also, the spelling is present in Spanish even though it is not frequent. This deviation occurred because, in Chilean Spanish, the first segment occurs only when a velar sound follows. Example: "camping central".

37. American Special Forces in

/zi/
*[si]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by an English vowel but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Chilean Spanish but the spelling does. This problem occurred due to graphemic interference. Example: "fuerzas inútiles".

38. Pakistani Intelligence

/dʒ/
*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject pronounced a voiced, palatoalveolar, fricative instead. The target sound and the spelling occur in Chilean Spanish. The deviance was due to the fact that, in Chilean Spanish, both the deviant form and the target sound are allophones of the same phoneme; they are used in free variation. Example: "ayer".

39. James Menendez with

/zw/
*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This is a problem of graphemic interference. Example: "es guardado".

40. Piers Morgan

/g/
*[ɣ]

We expected a voiced, velar, stop but the subject produced a voiced, velar, fricative instead. The target sound and the spelling are present in Chilean Spanish. The deviance was due to the fact that both, the target and the deviant form are allophones of the same phoneme in Chilean Spanish, but only the deviant form is used intervocalically. Example: "mago".

41. Larry King on

/ŋɒ/
*[ŋgɒ]

The target sound is a voiced, velar, nasal, followed by an English vowel but the subject added a voiced, velar, stop after the target. The target also occurs in Chilean Spanish, but it never occurs in final position. Also, the spelling is present in Spanish. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically. Example: “camping oriental”.

42. Ann Widdecombe will

/mɔw/
*[mbw]

We expected a voiced, bilabial, nasal, followed by a voiced, labiovelar, glide. Grapheme “b” should not have been orally realized as it corresponds to case of historical elision. However, the subject added a voiced, bilabial, stop after the first segment. The target form occurs in Chilean Spanish even though the spelling is not present in the subject’s L₁. The deviance was due to spelling.

43. Michelle Williams and

/mzə/
*[msə]

The segments in this consonant sequence are a voiced, bilabial, nasal, a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, stop, instead of the second segment. The subjects are familiar with the spelling even though it is not frequent in Chilean Spanish. The target sound does not occur in Chilean Spanish. This is a problem of graphemic interference. Example: “MUMS acató”.

44. The Woman of the Year Prize

/əw/
*[əɣ]

The target sound is a voiced, labiovelar, semivowel, preceded by an English vowel sound but the subject produced a voiced, velar, fricative, instead. The target sound occurs in Chilean Spanish. The spelling is not present in the subject’s L₁. The subject substituted the target by the deviance because vowel number 8 follows. Example: “te gusta”.

45. Hollywood d

/d/
*[ð]

We expected a voiced, alveolar, stop, but the subject produced a voiced, dental, fricative instead. The target sound does not occur in Spanish even though its dental counterpart does. Also, the spelling is present in the subject’s L₁. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in word final position. Example: “caridadd”.

46. BBC World News

/øldn/

*[øløn]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiced, alveolar, nasal but the subject elided the second segment. The first and third segments are present in Spanish. However, the second segment does not occur in the subject's L₁ but its dental counterpart does. Also, the spelling is not present in Chilean Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

47. Lord Hanningfield

/ŋf/

*[ŋgf]

We expected a voiced, velar, nasal followed by a voiceless, labiodental, fricative but the subject added a voiced, velar, stop after the first segment. The expected sounds occur in Spanish even though the spelling is not present in the subject's L₁. This problem occurred because the subject pronounced orthographically. Example: "camping feliz".

48. England's Captain

/ndsk/

*[nøsk]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, a voiceless, alveolar, nasal and a voiceless, velar, stop. However, the subject elided the second segment. The second segment does not occur in Spanish even though its dental counterpart does. The spelling is not present in the subject's L₁. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position.

49. England Rugby Union Team

/gb/

*[ɣb]

We expected a voiced, velar, stop followed by a voiced, bilabial, stop but the subject produced a voiced, velar, fricative, instead of the first segment. The target sounds and the spelling occur in Chilean Spanish. We classified this deviation as a non-typical, since it cannot be explained on the grounds of Phonology.

50. Sergeant Brett George Linley

/ødʒl/

*[øtʃl]

The target sound is a voiced, palatoalveolar, affricate followed by a voiced, alveolar, lateral. Instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound and the spelling are present in the subject's L₁. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position. Example: "FECH liberó".

51. Royal Logistic Corps

/øz/

*[ps]

We expected a voiced, alveolar, fricative as the target form and no oral realization of the grapheme “p” as it corresponds to a case of historical elision. However, the subject produced a voiceless, bilabial, stop instead of the elision. The target sound does not occur in Spanish even though its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This is a problem of graphemic interference.

52. Nahr-e Saraj district

/ʒd/

*[ød]

The segments of this consonant sequence are a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop but the subject elided the first segment. The spelling is present in the subject’s L₁. The target sound does not occur in Chilean Spanish even though its dental counterpart does. The deviance was due to the fact that, in Chilean Spanish, the first item does not occur in word final position. Example: “reloj diferente”.

53. BBC World Service

/ølds/

*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments in the sequence occur in Spanish. Regarding the second segment, only its dental counterpart is present in the subject’s L₁. Also, the spelling does not occur in Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

54. BBC News with

/zw/

*[sw]

We expected a voiced, alveolar, fricative followed by a voiced, labiovelar, glide but the subject produced a voiceless, alveolar, fricative instead of the first segment. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is not present in Spanish. The deviance was due to graphemic interference. Example: “tus huinchas”.

55. The Soviet Union

/tj/

*[tdʒ]

We expected a voiceless, alveolar, stop followed by a voiced, palatal, semivowel but the subject produced a voiced, palatoalveolar, affricate instead of the second segment. The first segment in the target only occurs in the orthographic combination “tr” as an optional pronunciation while the second segment is present in the subject’s L₁. The spelling is not present in Spanish. The deviance was due to the fact that both, the deviant form and the

second segment are allophones of the same phoneme in the subject's L₁ and they are used in free variation in initial position. Example: "mamullora".

56. Arabs that

/bzð/

*[bsð]

We expected a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative. Concerning the second segment, the subject produced its voiceless counterpart instead. The second segment in the target does not occur in Chilean Spanish, but its voiceless counterpart does while the first and third segments are present in the subject's L₁. The spelling is not present in Spanish. This problem is a case of graphemic interference.

57. Queensland's

/nzl/

*[nsl]

We expected a consonant cluster formed by a voiced, alveolar, nasal followed by a voiced, alveolar, fricative, and a voiced, alveolar, lateral but the subject produced a voiceless, alveolar, fricative instead of the second segment. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in Spanish. This problem is a case of graphemic interference. Example: "translúcido".

58. Queensland

/nzl/

*[nsl]

We expected a consonant cluster formed by a voiced, alveolar, nasal followed by a voiced, alveolar, fricative, and a voiced, alveolar, lateral. The subject produced a voiceless, alveolar, fricative instead of the second segment. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in Spanish. This problem is a case of graphemic interference. Example: "translúcido".

59. BBC News with

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This problem is a case of graphemic interference. Example: "es guardado".

60. Juliet Dunlop

/td/

*[ød]

We expected a voiceless, alveolar, stop followed by a voiced, alveolar stop but the subject elided the first segment. The first segment only occurs in the orthographic combination "tr" as an optional pronunciation. The second segment does not occur in Spanish even though

its dental counterpart does. The spelling is present in the subject's L₁. The deviance was due to the fact that Chilean Spanish speakers tend to elide the stop in word final position. Example: "mamutdormido".

61. John Humphrys

/mpf/

*[m̥ɔf]

We expected a voiced, bilabial, nasal, followed by a voiceless, bilabial, stop, and a voiceless, labiodental, fricative. However, the subject produced a voiced, labiodental, nasal instead of the first segment, and he elided the second segment. The spelling is not present in Spanish, but the expected sounds occur in the subject's L₁. The deviances were due to the difficulty presented by this combination of sounds in the cluster. After the elision of the second segment, the voiced, bilabial, nasal took the third segment's point of articulation. Example: "enfermo".

62. Westminster Abbey

/stm/

*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the second segment. The expected sounds occur in Chilean Spanish. Regarding the second segment, it only occurs in the orthographic combination "tr" as an optional pronunciation. Also, the spelling is present in Spanish even though it is not frequent. The deviance was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: "istmo".

63. Cambridge following

/dʒf/

*[tʃf]

The segments of this consonant sequence are a voiced, palatoalveolar, affricate followed by a voiceless, labiodental, fricative. Instead of producing the first segment in the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target forms occur in Chilean Spanish while the spelling is not present in the subject's L₁. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position. Example: "FACHchfomenta".

64. Rowan Williams

/əʊə/

*[owa]

We expected a triphthong but the subject uttered a voiced, labiovelar, glide instead of the second vowel sound. The target form and the spelling do not occur in Chilean Spanish. This was due to the fact that the subject divided the target into two syllables: Ro-wan. /wa/ becomes a rising diphthong. Thus the subject produced a semivowel.

65. Cambridge as

/dʒə/

*[tʃə]

The segments of this consonant sequence are a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the first segment, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target form occurs in Chilean Spanish while the spelling is not present in the subject's L₁. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position. Example: "FECH asigna".

66. Jim

/dʒ/

*[tʃ]

We expected a voiced, palatoalveolar, affricate but the subject produced a voiceless, palatoalveolar, affricate, instead. The target sound and the spelling are present in Chilean Spanish. We classified this deviance as non-typical, since it cannot be explained on the grounds of Phonology.

Subject 3

1. George Osborne

/zɒ/

*[sɒ]

The segments of the cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject replaced the first segment by its voiceless counterpart. The target sound does not occur in Chilean Spanish but the spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "desocar".

2. with William Hague

/ðw/

*[tgw]

The segments of this consonant sequence are a voiced, labiovelar, glide preceded by a voiced, dental, fricative but the subject added a voiced, velar, stop in front of the second segment. The target sounds occur in the subject's L₁ but the spelling is not present in Spanish. This deviation occurred because, in Chilean Spanish, the addition of the deviant form in front of the glide is not significant. The subject added the deviant form due to the fact that, after a stop, another stop would follow. Example: "Ingrid guatona".

3. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop but the subject uttered a voiced, dental, fricative, instead. The target sound occurs in Chilean Spanish but only in the orthographic combination "tr" as an optional pronunciation. Also, the spelling is not present in the

subject's L₁. The graphemes "th" were produced as they are realized in some English words. Example: "think".

4. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart instead. The target form does not occur in Chilean Spanish, but the spelling does. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This is a problem of graphemic interference. Example: "Teresa".

5. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish, but the target's voiceless counterpart does. Also, they are familiar with the spelling. This problem was due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "resina".

6. Chris Huhne

/sh/

*[sç]

The expected segments in this consonant sequence are a voiceless, alveolar, fricative followed by a voiceless, glottal, fricative but the subject produced a voiceless, palatal, fricative instead of the second segment. The expected sounds and the spelling occur in Chilean Spanish. The deviation occurred because the target sound is not significant in Chilean Spanish; thus, we tend to deviate to the sound whose point of articulation is the closest to the target which, in the case of Chilean Spanish, that sound is the voiceless, velar, fricative. This sound is not present in the phonological system of English. The velar counterpart of the target sound and the deviant form are allophones of the same phoneme in the subject's L₁, but only the palatal sound occurs when a front vowel follows. Example: "es Jimena".

7. Energy

/dʒ/

*[ʒ]

The target form is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant which is a more relaxed form of the sound. The target sound and the spelling occur in the subject's L₁. The deviant form and the target sound are allophones of the same phoneme in Chilean Spanish, and they are in free variation. Example: "alli".

8. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish, but its voiceless counterpart does. However, the spelling occurs in the subject's L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: "presidente".

9. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in the subject's L₁ even though its dental counterpart does; however, the spelling occurs in Spanish. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "presidente".

10. President Obama

/ntəu/

*[nøəu]

The segments in the consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and an English diphthong but the subject elided the second segment of the sequence. The second segment in the target only occurs in the orthographic combination "tr" as an optional pronunciation. The spelling is present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment when it is in word final position in Chilean Spanish. Example: "pepsodent obedece".

11. Arizona

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does; however, the spelling is present in the subject's L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a case of graphemic interference. Example: "Arizona".

12. Oxfordshire

/ədf/

*[øøf]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The first segment does not occur in Chilean Spanish, but its dental counterpart does. The spelling is not present in Spanish. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

13. Libya

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The spelling and target sound are present in Chilean Spanish. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

14. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is a vowel sound. Grapheme “r” should not have been orally realized as it is a case of historical elision. The subject produced a Spanish vowel sound followed by a voiced, alveolar, lateral and another Spanish vowel sound. The target sound does not occur in Chilean Spanish, but the spelling does. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

15. Anders Fogh Rasmussen

/ør/

*[gr]

We expected no oral realization of grapheme “gh” as it is a case of historical elision; it is followed by a voiced, postalveolar, frictionless, continuant. Instead of producing the elision, the subject pronounced a voiced, velar, stop. The spelling does not occur in Spanish. The graphemes “gh” were realized as they are realized in some English words. Example: “ghetto”.

16. Scottish Ministers and Officials would

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. Instead of the second segment of the cluster, the subject uttered a voiceless, alveolar, fricative. The second segment does not occur in Spanish but its voiceless counterpart does. The spelling is present in the subject’s L1. This is a problem of graphemic interference. Example: “Selz guardadas”.

17. Lockerbie Bombing

/mø/

*[mb]

The target sound is a voiced, bilabial, nasal and the grapheme “b” should not have been orally realized as it is a case of historical elision. However, the subject produced a voiced, bilabial, stop instead of the elision. The target sound and the spelling are present in Spanish. This deviance was due to graphemic interference. Example: “bomba”.

18. Lockerbie Bombing

/ŋ/
*[n]

The expected sound is a voiced, velar, nasal but the subject produced a voiced, alveolar, nasal instead. The target sound does not occur in this phonological environment in Chilean Spanish, but the spelling does. The deviation was due to the fact that the target and the deviant form are allophones of the same phoneme in Chilean Spanish, but the target sound occurs only when a velar sound follows, not in word final position. Example: “camping”.

19. Washington

/ŋt/
*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The first segment in the target does not occur in this phonological environment in Chilean Spanish. Regarding the second segment, it occurs in Chilean Spanish but only in the orthographic combination “tr” as an optional pronunciation. The spelling occurs in Spanish even though it is not frequent. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: “Washington”.

20. Thursday

/θzd/
*[θsd]

The expected sounds of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, stop but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish, but its voiceless counterpart does. The spelling is not present in the subject’s L₁. This problem occurred because the subject relied upon spelling.

21. Afghanistan

/fg/
*[vg]

The segments of this cluster are a voiceless, labiodental, fricative followed by a voiced, velar, fricative. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative, instead. The spelling and the target sounds are present in Spanish. The deviation occurred because, in Chilean Spanish, the first segment in the target may become voiced when preceded by a voiced consonantal sound. Example: “Afganistán”.

22. Jonathan Crookes

/θ/
*[t]

We expected a voiceless, dental, fricative but the subject produced a voiceless, alveolar, stop instead. The spelling is present in Chilean Spanish even though it is not frequent. However, the target sound does not occur in the subject’s L₁. This deviance was due to the

fact that the subject produced the grapheme “th” as it is pronounced in some English words. Example: “Thames”.

23. Staff Sergeant Brett Linley

/ntbr/

*[møbr]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. Concerning the second segment, the subject elided it due to the fact that Chilean Spanish speakers tend to elide this sound in word final position. The spelling is present in Spanish, and the second segment only occurs in the orthographic combination “tr” as an optional pronunciation in Chilean Spanish. After the elision of the second segment, the voiced, alveolar, nasal took the third segment’s point of articulation. Example: “Pepsodent brilla”.

24. BBC World Service

/ølds/

*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments occur in Chilean Spanish; however, the second segment does not occur in the subject’s L₁ even though its dental counterpart does. Also, the spelling is not present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

25. to Zimbabwe

/əz/

*[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel but, instead of the consonantal segment, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This problem occurred because the subject produced grapheme “z” as it is realized in Chilean Spanish. Example: “tu zanco”.

26. Zimbabwe

/bw/

*[βw]

The expected sounds of this consonant cluster were a voiced, bilabial, stop followed by a voiced, labiovelar, glide but the subject produced a voiced, bilabial, fricative, instead of the first segment. The target forms occur in Spanish even though the spelling does not. We classified this deviance as non-typical, since it cannot be explained on the grounds of Phonology.

27. Westminster Abbey

/stm/

*[øtm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the first segment. The expected sounds occur in Chilean Spanish even though the second segment only occurs in the orthographic combination “tr” as an optional pronunciation. Also, the spelling is present in Spanish. The deviance was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “istmo”.

28. Tasmine Lucia Khan

/zm/

*[sm]

The segments that compose this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. Instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmania”.

29. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. Instead of the second segment of the sequence, the subject uttered a voiceless, alveolar, fricative. The second segment in the target does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is present in Spanish. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Rolls guardados”.

30. United Nations

/dn/

*[øn]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, nasal, but the subject elided the first segment of the consonant sequence. The spelling is present in Spanish. The target sound does not occur in the subject’s L₁ even though its dental counterpart does. The deviation was due to the fact that Chilean Spanish speakers tend to elide the first segment in word final position. Example: “calidad nefasta”.

31. United Nations today

/nzt/

*[nst]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiceless, alveolar, stop but, instead of the second segment, the subject uttered a voiceless, alveolar, fricative. The second segment does not occur in Spanish but its voiceless counterpart does. The spelling is present in the subject’s L₁. This

problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish.

32. Laurent Gbagbo

/nøøb/

*[ntøb]

The segments in this consonant sequence are a voiced, alveolar, nasal followed by a voiced, bilabial, stop. We expected no oral realization of the graphemes “t” and “g” as they correspond to cases of historical elision. The subject added a voiceless, dental, stop in front of the second segment. The spelling is not present in Spanish, but both segments in the target occur in the subject’s L₁. This is a problem of graphemic interference.

33. Mike Wooldridge

/ldr/

*[lør]

We expected a consonant cluster constituted by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the cluster. The spelling is present in the subject’s L₁, but the second target does not occur in Spanish; however, the subjects are familiar with its dental counterpart. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “valdría”.

34. Mike Wooldridge

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar, affricate but instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound occurs in the subject’s L₁ even though the spelling is not present in Spanish. This problem was due to the fact that, in the students’ L₁, the target is also present but it never occurs in word final position. Example: “FECH”.

35. Tasmine Lucia Khan

/zm/

*[sm]

The segments that compose this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. Instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Spanish but its voiceless counterpart does. Also, the spelling is present in the subject’s L₁. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmania”.

36. Afghani

/fg/

*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative

followed by a voiced, velar, fricative instead. Regarding the second segment, the subject produced a voiced, velar, fricative. The spelling is not present in Spanish; however, the expected sounds occur in the subject's L₁. The first item became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment. Example: "Afganistán".

37. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The segments in the target are present in Chilean Spanish, and the spelling also occurs in the subject's L₁ even though it is not frequent in Spanish. Instead of the first segment of the cluster, the subject uttered a voiced, alveolar, nasal, because, in Chilean Spanish, the first segment is produced only when a velar sound follows. Example: "Washington".

38. Gatwick

/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The second segment in the cluster occurs in Chilean Spanish; in the case of the first segment, it occurs only in the orthographic combination "tr" as an optional pronunciation. The spelling does not occur in Chilean Spanish. In Chilean Spanish, the addition of the deviant form in front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: "tarot guardado".

39. Western Britain

/ɔnbr/

*[øøbr]

We expected a voiced, alveolar, nasal, followed by a voiced, bilabial, stop, and a voiced, postalveolar, frictionless continuant but the subject elided the first segment. The expected sounds occur in Spanish even though the spelling does not. We classified this deviance as non-typical, as it cannot be explained on the grounds of Phonology.

40. Northern Ireland and

/ndə/

*[nøa]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound, but the subject elided the second segment of the sequence. The second segment in the target does not occur in Chilean Spanish, but its dental counterpart does. The spelling is also present in the subject's L₁ even though it is not frequent in Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: "Coco Legrand anda".

41. Northern Scotland suffer

/nds/
*[nøs]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. However, the subject elided the second segment of the sequence. The second segment does not occur in Spanish even though its dental counterpart does. Also, the spelling is present in the subject's L₁. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: "Coco Legrand sufre".

42. Southern England

/ønɪ/
*[øøɪ]

The target sound is a voiced, alveolar, nasal followed by a vowel sound, but the subject elided the nasal sound. The spelling is not present in Spanish, but the target sound occurs in the subject's L₁. We classified this deviance as non-typical, as it cannot be explained on the grounds of Phonology.

43. Brent Cross Shopping Centre

/ŋs/
*[ns]

The expected sounds are a voiced, velar, nasal followed by a voiceless, alveolar, fricative but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The segments in the cluster occur in the subject's L₁. Also, the spelling is present in Spanish even though it is not frequent. This deviation occurred because, in Chilean Spanish, the first segment occurs only when a velar sound follows. Example: "camping central"

44. American Special Forces

/nsp/
*[nesp]

The expected sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, fricative, and a voiceless, bilabial, stop but the subject added a vowel sound in front of the second segment. The expected sounds occur in Spanish, but the spelling is not present in the subject's L₁. The deviation was due to the fact that /sp/ does not exist initially in Chilean Spanish. Example: "LAN espera".

45. American Special Forces in

/zɪ/
*[sɪ]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by an English vowel but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment in the target does not occur in Chilean Spanish but the subjects are familiar with the spelling. This problem was a case of graphemic interference. Example: "fuerzas inútiles".

46. Islamabad

/d/

*[ð]

We expected a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The spelling is present in Spanish. The target sound does not occur in the subject's L₁ even though its dental counterpart does. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in final position. Example: "abad".

47. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and a voiced, alveolar, fricative. However, the subject elided the second segment. The spelling is present in Spanish. Regarding the second segment, it does not occur in the subject's L₁ even though its dental counterpart does. Regarding the third segment, it does not occur in Chilean Spanish, but its voiceless counterpart is present in the subject's L₁. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: "Coco Legrand zapatea".

48. Osama Bin Laden

/d/

*[ð]

We expected a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The spelling is present in Spanish. The target sound does not occur in the subject's L₁ even though its dental counterpart does. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "lado".

49. BBC World Service

/ølds/

*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments in the target occur in the subject's L₁. The second segment does not occur in Spanish even though its dental counterpart does. Also, the spelling is not present in Chilean Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

50. James Menendez

/mzm/

*[msm]

The expected sounds of this consonant sequence are a voiced, bilabial, nasal followed by a voiced, alveolar, fricative, and a voiced, bilabial, nasal. However, the subject elided the second segment in the sequence. The fricative sound does not occur in Chilean Spanish, but

its voiceless counterpart is present in the subject's L₁. Also, the spelling occurs in Spanish. This problem was a case of graphemic interference. Example: "MUMS mencionó".

51. James Menendez with

/zʷ/
*[sʷ]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This is a problem of graphemic interference. Example: "es guardado".

52. News Hour

/zø/
*[sø]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative instead of the target. This target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "tus horas".

53. President Obama

/z/
*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative, instead. This target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in the subject's L₁. This is a problem of graphemic interference. Example: "presidente".

54. President Obama

/d/
*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in Spanish even though its dental counterpart does; however, the spelling is present in the subject's L₁. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "presidente".

55. Colonel Gaddafi

/ɜ:/
*[olo]

The target form is a vowel sound. Grapheme "t" should not have been orally realized as it is a case of historical elision. The subject produced a Spanish vowel sound followed by a voiced, alveolar, lateral and another Spanish vowel sound. The target sound does not occur in Chilean Spanish, but the spelling does. The problem occurred because the subject pronounced the word orthographically. Example: "colonial".

56. Libya

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject pronounced a voiced, bilabial, fricative instead. The target sound and the spelling are present in Chilean Spanish. The deviation was due to the fact that the target and the deviant form are allophones of the same phoneme in the subject's L₁ but only the deviant form is used in intervocalic position. Example: "Libia".

57. in Yemen

/nj/

*[ndʒ]

The expected sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiced, palatal, semivowel but the subject pronounced a voiced, palatoalveolar, affricate instead of the second segment. The target sound and the spelling are present in Chilean Spanish. This deviation was due to the fact that both the second segment and the deviance are allophones of the same phoneme in Chilean Spanish and either of the two can occur in word initial position. Example: "en Yemen".

58. Larry King on

/ŋɒ/

*[ŋgɒ]

The target sound is a voiced, velar, nasal, followed by an English vowel but the subject added a voiced, velar, stop after the target. The target also occurs in Chilean Spanish, but it never occurs in final position. Also, the spelling is present in Spanish. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically. Example: "camping oriental".

59. Mercury Prize winners

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This is a problem of graphemic interference. Example: "haz huesillos".

60. Dizzy Rascal

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead. The spelling occurs in Chilean Spanish even though it is not frequent. The target sound does not occur in the subject's L₁. This is a problem of graphemic interference. Example: "Rizzo".

61. Ann Widdecombe will

/mw/

*[mbw]

We expected a voiced, bilabial, nasal, followed by a voiced, labiovelar, glide. Grapheme “b” should not have been orally realized as it corresponds to case of historical elision. However, the subject added a voiced, bilabial, stop after the first segment. The target form occurs in Chilean Spanish even though the spelling is not present in the subject’s L₁. The deviance was due to spelling.

62. Michelle Williams

/mɪʃel/

*[maɪkəl]

We classified this deviation as non-typical, since it cannot be explained on the grounds of Phonology.

63. Michelle Williams and

/mzə/

*[msə]

The segments in this consonant sequence are a voiced, bilabial, nasal, a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, stop, instead of the second segment. The spelling is present in Spanish even though it is not frequent. The target sound does not occur in Chilean Spanish. This is a problem of graphemic interference. Example: “MUMS acató”.

64. The King’s Speech

/ŋzsp/

*[ŋgzsp]

We expected a voiced, velar, nasal, followed by a voiced, alveolar, fricative; a voiceless, alveolar, fricative, and a voiceless, bilabial, stop but the subject added a voiced, velar, stop after the first segment. The spelling does not occur in the subject’s L₁. However, the segments in the target are present in Chilean Spanish. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically.

65. BBC World News

/øldn/

*[øløn]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiced, alveolar, nasal but the subject elided the second segment. The first and third segments are present in Spanish. However, the second segment does not occur in the subject’s L₁ but its dental counterpart does. Also, the spelling is not present in Chilean Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

66. Jonathan Charles

/θ/

*[t]

We expected a voiceless, dental, fricative but the subject produced a voiceless, alveolar, stop instead. The spelling is present in Spanish even though it is not frequent. Also, the target sound does not occur in the subject's L₁. This deviance was due to the fact that the subject produced the grapheme "th" as it is pronounced in some English words. Example: "Thames".

67. Lord Hanningfield

/ɲf/

*[ɲf]

We expected a voiced, velar, nasal followed by a voiceless, labiodental, fricative but the subject uttered a voiced, alveolar, nasal, instead of the first segment of the cluster. The expected sounds occur in Spanish even though the spelling is not present in the subject's L₁. This problem occurred because the first segment and the deviance are allophones of the same phoneme in Chilean Spanish even though the first segment is produced only when a velar sound follows. After the deviation, the voiced, velar, nasal took the second segment's point of articulation. Example: "eñfermo".

68. England's Captain

/ndsk/

*[nøsk]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, a voiceless, alveolar, nasal and a voiceless, velar, stop. However, the subject elided the second segment. The second segment does not occur in Spanish even though its dental counterpart does. The spelling is not present in the subject's L₁. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position.

69. England Rugby Union Team

/ndr/

*[nør]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless continuant but the subject elided the second segment. The second segment does not occur in Spanish even though its dental counterpart does. The spelling is present in the subject's L₁. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: "Coco Legrand regala".

70. England Rugby Union Team

/gb/

*[yb]

We expected a voiced, velar, stop followed by a voiced, bilabial, stop but the subject produced a voiced, velar, fricative, instead of the first segment. The target sounds and the

spelling occur in Chilean Spanish. We classified this deviation as a non-typical, since it cannot be explained on the grounds of Phonology.

71. Afghanistan

/fg/

*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The spelling does not occur in Spanish, but the expected sounds are present in the subject's L₁. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: "Afganistán".

72. Royal Logistic Corps

/øz/

*[ps]

We expected a voiced, alveolar, fricative as the target form and no oral realization of the grapheme "p" as it corresponds to a case of historical elision. However, the subject produced a voiceless, bilabial, stop instead of the elision. The target sound does not occur in Spanish even though its voiceless counterpart does. Also, the spelling is present in the subject's L₁. This is a problem of graphemic interference.

73. Nahr-e Saraj district

/ʒd/

*[xd]

We expected a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop, but the subject pronounced a voiceless, velar, fricative, instead of the first segment. The spelling is present in the subject's L₁. The target sound does not occur in Chilean Spanish even though its dental counterpart does. The deviation was due to a graphemic interference. The subject pronounced the grapheme "j" as it is often pronounced in Chilean Spanish. Example: "reloj distinto".

74. BBC World Service

/ølds/

*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments in the sequence occur in Spanish. Regarding the second segment, only its dental counterpart is present in the subject's L₁. Also, the spelling does not occur in Spanish. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

75. Osama Bin Laden

/əb/

*[əβ]

We expected a voiced, bilabial, stop preceded by an English vowel sound but the subject uttered a voiced, bilabial, fricative instead of the consonantal segment. The spelling and the second segment occur in Chilean Spanish. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “osabonita”.

76. Osama Bin Laden

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The second segment does not occur in Spanish even though its dental counterpart does. The spelling is present in the subject’s L₁. This problem was due to the fact that the dental counterpart and the corresponding deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in intervocalic position. Example: “lado”.

77. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish, but its voiceless counterpart does. However, the spelling occurs in the subject’s L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

78. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in the subject’s L₁ subjects even though its dental counterpart does; however, the spelling occurs in Spanish. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in intervocalic position. Example: “presidente”.

79. President Obama

/ntəʊ/

*[nøəʊ]

The segments in the consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and an English diphthong but the subject elided the second segment of the sequence. The second target only occurs in the orthographic combination “tr” as an optional pronunciation. The spelling is present in Spanish. The deviance was due

to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “pepsodentobedece”.

80. President Ohama

/b/
*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The spelling and the target sound occur in Chilean Spanish. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “alaba”.

81. US Special Forces

/ssp/
*[sɛsp]

The segments in this consonant sequence are a voiceless, alveolar, fricative followed by a voiceless, alveolar, fricative and a voiceless, bilabial, stop. Concerning the second segment, the subject added a vowel sound in front of the second segment. The expected sounds occur in Spanish, but the spelling is not present in the subject’s L₁. The deviation was due to the fact that /sp/ does not exist initially in Chilean Spanish. Example: “es especial”.

82. US Special Forces inside

/zɪ/
*[sɪ]

We expected a voiced, alveolar, fricative followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative, instead of the target. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in Spanish. This is a problem of graphemic interference. Example: “fuerzas inútiles”.

83. BBC World Service

/ølds/
*[ølɔs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The first and third segments occur in Chilean Spanish; however, the second segment does not occur in the subject’s L₁ even though its dental counterpart does. Also, the spelling is not present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

84. Roger Hearing

/dʒ/
*[ʒ]

We expected a voiced, palatoalveolar, affricate, but the subject produced a voiced, palatoalveolar, approximant instead. The spelling and the target sound occur in Chilean Spanish. This problem was due to the fact that both, the target sound and the deviant form

are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “oye”.

85. Roger Hearing

/øh/

*[øç]

The expected segments in this consonant sequence are a voiceless, alveolar, fricative followed by a voiceless, glottal, fricative but the subject produced a voiceless, palatal, fricative instead of the second segment. The expected sounds and the spelling occur in Chilean Spanish. The deviation occurred because the target sound is not significant in Chilean Spanish; thus, we tend to deviate to the sound whose point of articulation is the closest to the target which, in the case of Chilean Spanish, that sound is the voiceless, velar, fricative. This sound is not present in the phonological system of English. The velar counterpart of the target sound and the deviant form are allophones of the same phoneme in the subject's L₁, but only the palatal sound occurs when a front vowel follows. Example: “es Jimena”.

86. Roger Hearing

/ŋ/

*[n]

We expected a voiced, velar, nasal but the subject pronounced a voiced, alveolar, nasal, instead. The target sound occurs in Chilean Spanish. Regarding the spelling, it is present in Chilean Spanish even though it is not frequent. This problem was due to the fact that, in Chilean Spanish, the target form does not occur in word final position and then the subject pronounced the word orthographically. Example: “camping”.

87. BBC News with

/zw/

*[sw]

We expected a voiced, alveolar, fricative followed by a voiced, labiovelar, glide but the subject produced a voiceless, alveolar, fricative instead of the first segment. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is not present in Spanish. The deviance was due to graphemic interference. Example: “tus huinchas”.

88. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish, but its voiceless counterpart does. However, the spelling occurs in the subject's L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

89. President Obama

/d/
*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in the subject's L₁ subjects even though its dental counterpart does; however, the spelling occurs in Spanish. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but only the deviance occurs in intervocalic position. Example: "presidente".

90. President Obama

/ntəʊ/
*[nøəʊ]

The segments in the consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and an English diphthong but the subject elided the second segment of the sequence. The second segment in the target only occurs in the orthographic combination "tr" as an optional pronunciation. The spelling is present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment when it is in word final position in Chilean Spanish. Example: "pepsodentobedece".

91. President Obama

/b/
*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The spelling and the target sound occur in Chilean Spanish. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: "alaba".

92. Asif Ali Zardari

/ɪz/
*[ɪs]

We expected a voiced, alveolar, fricative, preceded by an English vowel sound, but the subject uttered a voiceless, alveolar, fricative instead. The target sound does not occur in Chilean Spanish but the spelling is present in the subject's L₁. This problem was a case of graphemic interference. Example: "mi zanco".

93. The United States

/dst/
*[øst]

We expected a voiced, alveolar, stop followed by a voiceless, alveolar, fricative and a voiceless, alveolar, stop but the subject elided the first segment. Concerning the first segment, it does not occur in Chilean Spanish but its dental counterpart does. Also, the spelling is not present in Spanish. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position and also because of this combination of sounds in the consonant sequence.

94. The World Trade Center

/øldtr/

*[øløtr]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, a voiceless, alveolar, stop, and a voiced, postalveolar, frictionless continuant but the subject elided the second segment. The second segment of the sequence does not occur in Spanish even though its dental counterpart does. The spelling is not present in the subject's L₁. The subject elided the second item due to the difficulty presented by this combination of sounds in the consonant sequence. Also, he elided it because Chilean Spanish speakers tend to elide the second segment in word final position.

95. The World Trade Center

/ds/

*[øɾs]

The segments of this consonant sequence are a voiced, alveolar, stop followed by a voiceless, alveolar, fricative but the subject elided the first segment. The first segment of the sequence does not occur in Spanish even though its dental counterpart does. The spelling is present in the subject's L₁. This problem occurred because both, the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish and Chilean Spanish speakers tend to elide the first segment in word final position. Example: "dad cerezas".

96. The Pentagon

/g/

*[ɣ]

We expected a voiced, velar, stop but the subject produced a voiced, velar, fricative instead. The target sound and the spelling occur in Chilean Spanish. This problem occurred because both, the target and the deviant form are allophones of the same phoneme in Chilean Spanish but only the deviant form is used intervocally. Example: "pentágono".

97. The Soviet Union

/tj/

*[tdʒ]

We expected a voiceless, alveolar, stop followed by a voiced, palatal, semivowel but the subject produced a voiced, palatoalveolar, affricate instead of the second segment. The first segment in the target only occurs in the orthographic combination "tr" as an optional pronunciation while the second segment is present in the subject's L₁. The spelling is not present in Spanish. The deviance was due to the fact that both, the deviant form and the second segment are allophones of the same phoneme in the subject's L₁ and they are used in free variation in initial position. Example: "mamut llora".

98. Arabs that

/bzð/

*[bsð]

We expected a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative. Concerning the second segment, the subject produced its voiceless

counterpart instead. The second segment in the target does not occur in Chilean Spanish, but its voiceless counterpart does while the first and third segments are present in the subject's L₁. The spelling is not present in Spanish. This problem is a case of graphemic interference.

99. Queensland's

/nzl/

*[nsl]

We expected a consonant cluster formed by a voiced, alveolar, nasal followed by a voiced, alveolar, fricative, and a voiced, alveolar, lateral but the subject produced a voiceless, alveolar, fricative instead of the second segment. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in Spanish. This problem is a case of graphemic interference. Example: “translúcido”.

100. Queensland's Premiere

/ndspr/

*[nøspr]

We expected a voiced, alveolar, nasal, followed by a voiced alveolar stop, a voiceless, alveolar, fricative and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the sequence. The second segment of the sequence does not occur in Spanish even though its dental counterpart does. The spelling is not present in the subject's L₁. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

101. Queensland

/nzl/

*[nsl]

We expected a consonant cluster formed by a voiced, alveolar, nasal followed by a voiced, alveolar, fricative, and a voiced, alveolar, lateral but the subject produced a voiceless, alveolar, fricative instead of the second segment. The target sound does not occur in Chilean Spanish, but its voiceless counterpart does. The spelling is present in Spanish. This problem is a case of graphemic interference. Example: “translúcido”.

102. BBC News with

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but its voiceless counterpart does. Also, the spelling is not present in the subject's L₁. This problem is a case of graphemic interference. Example: “es guardado”.

103. Libyan

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative, instead. The subjects are familiar with the target form and the spelling. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

104. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative, instead. The target sound does not occur in Chilean Spanish even though its dental counterpart does. The spelling is present in the subject’s L₁. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in intervocalic position. Example: “Mediterráneo”.

105. Benghazi.

/z/

*[s]

The target sound is a voiced, alveolar, fricative but, instead, the subject produced a voiceless, alveolar, fricative. The target sound does not occur in Spanish but its voiceless counterpart does; however, the spelling is present in the subject’s L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This problem was a case of graphemic interference. Example: “mazo”.

106. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is a vowel sound. Grapheme “r” should not have been orally realized as it is a case of historical elision. The subject produced a Spanish vowel sound followed by a voiced, alveolar, lateral and another Spanish vowel sound. The target sound does not occur in Chilean Spanish, but the spelling does. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

107. Libyan

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The subjects are familiar with the target form and the spelling. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

108. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is a vowel sound. Grapheme “r” should not have been orally realized as it is a case of historical elision. The subject produced a Spanish vowel sound followed by a voiced, alveolar, lateral and another Spanish vowel sound. The target sound does not occur in Chilean Spanish, but the spelling does. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

109. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in Chilean Spanish even though its dental counterpart does. The spelling is present in the subject’s L₁. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in intervocalic position. Example: “Mediterráneo”.

110. Buckingham Palace

/ŋø/

*[nh]

The target is a voiced, velar, nasal. Grapheme “h” should not be orally realized as it is a case of historical elision. However, the subject produced a voiced, alveolar, nasal instead of the first segment followed by the addition of a voiceless, glottal, fricative after the first segment. The spelling is not present in Spanish but the target sound occurs in the subject’s L₁. The first deviance was due to the fact that the target does not occur in the same phonological environments in both the subject’s L₁ and in the TL. Concerning the second segment of the deviant form, the subject produced letter “h” as it is produced in some English words, as in “Manhattan”.

111. Westminster Abbey

/stm/

*[øtm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the first segment. The expected sounds occur in Chilean Spanish even though the second segment only occurs in the orthographic combination “tr” as an optional pronunciation. Also, the spelling is present in Spanish. This problem was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “istmo”.

112. Kate Middleton

/dl/

*[ðel]

The segments of this consonant cluster are a voiced, alveolar, stop followed by a voiced, alveolar, lateral. However, the subject uttered a voiced, dental, fricative instead of the first

segment of the consonant cluster followed by an added vowel sound. The first segment does not occur in Spanish even though its dental counterpart does. The spelling is not present in the subject's L₁. The deviance was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish but only the deviant form is used in intervocalic position. The addition was due to the fact that graphemes "ddle" do not occur in Chilean Spanish as well as because of the difficulty presented by this combination of sounds in the cluster. Example: "mídelo".

113. Buckingham Palace

/ŋø/

*[nh]

The target is a voiced, velar, nasal. Grapheme "h" should not be orally realized as it is a case of historical elision. However, the subject produced a voiced, alveolar, nasal instead of the first segment followed by the addition of a voiceless, glottal, fricative after the first segment. The spelling is not present in Spanish but the target sound occurs in the subject's L₁. The first deviance was due to the fact that the target does not occur in the same phonological environments in both the subject's L₁ and in the TL. Concerning the second segment of the deviant form, the subject produced letter "h" as it is produced in some English words, as in "Manhattan".

114. Duchess of Cambridge following

/dʒf/

*[tʃ]

The segments of this consonant sequence are a voiced, palatoalveolar, affricate followed by a voiceless, labiodental, fricative. Instead, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The target sound and spelling occur in Chilean Spanish. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position sound. Example: "FACH fomenta".

115. Archbishop of Canterbury

/tʃb/

*[kb]

We expected a voiceless, palatoalveolar, affricate followed by a voiced, bilabial, stop but the subject produced a voiceless, velar, stop, instead of the first target. The target sounds occur in Spanish but the spelling is not present. The deviation was due to the fact that the subject uttered graphemes "ch" as they are produced in some English words, as in "architect".

116. Rowan Williams

/əʊə/

*[owa]

The target sound is triphthong /əʊə/. The subject uttered a vowel sound followed by a voiced, labiovelar, semivowel, and another vowel sound. The target sound and the spelling do not occur in Chilean Spanish. The deviation was due to the fact that the subject split the

target triphthong into a Spanish full vowel [o] and a Spanish rising diphthong [wa]. Thus, the subject shortened English vowel [ʊ] into [w]. Example: “agua”.

117. Baron of Carrickfergus

/øŋ/
*[øŋ]

We expected a voiced, velar, stop but the subject produced a voiced, velar, fricative instead. The target sound occurs in Chilean Spanish. The spelling is not present in the subject’s L₁. This problem was due to the fact that both, the target and the deviant form are allophones of the same phoneme in Chilean Spanish but only the deviant form is used intervocally. Example: “hago”.

118. Colonel

/3:/
*[olo]

The target form is a vowel sound. Grapheme “l” should not have been orally realized as it is a case of historical elision. The subject produced a Spanish vowel sound followed by a voiced, alveolar, lateral and another Spanish vowel sound. The target sound does not occur in Chilean Spanish, but the spelling does. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

119. Rolls Royce

/lʒr/
*[lʒr]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, postalveolar, frictionless continuant. However, the subject uttered a voiceless, alveolar, fricative instead of the second segment of the sequence. The second segment in the target does not occur in Chilean Spanish. The spelling is present in Chilean Spanish even though it is not frequent. This problem was a case of graphemic interference. Example: “Rolls robados”.

120. Buckingham Palace

/ŋø/
*[nh]

The target is a voiced, velar, nasal. Grapheme “h” should not be orally realized as it is a case of historical elision. However, the subject produced a voiced, alveolar, nasal instead of the first segment followed by the addition of a voiceless, glottal, fricative after the first segment. The spelling is not present in Spanish but the target sound occurs in the subject’s L₁. The first deviance was due to the fact that the target does not occur in the same phonological environments in both the subject’s L₁ and in the TL. Concerning the second segment of the deviant form, the subject produced letter “h” as it is produced in some English words, as in “Manhattan”.

Subject 4

1. George Osborne

/ødʒɒ/

*[tʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart, maintaining the point and the manner of articulation of the target. Both the target sound and the spelling are present in the subjects' L₁. This problem was due to the fact that, in the students' L₁, the target is also present but it never occurs in word final position. Example: "FECH ordenó".

2. George Osborne

/zb/

*[sb]

The segments of the cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject replaced the first segment by its voiceless counterpart. The subjects are not familiar with the target form but the spelling is present in their L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This is a problem of graphemic interference. Example: "desbocar".

3. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop but the subject uttered a voiced, dental, fricative, instead. The subjects are familiar with the target sound, but only in the orthographic combination "tr" as an optional pronunciation. The spelling is not present in their L₁. The graphemes "th" were produced as they are realized in some English words. Example: "think".

4. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart instead. The subjects are not familiar with the target form but the spelling occurs in their L₁. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This is a problem of graphemic interference. Example: "Teresa".

5. Justice Secretary

/sdʒ/

*[sʒ]

The target form is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant which is a more relaxed form of the sound. Both the target sound and the spelling are present in the subjects' L₁. The deviant form and the target sound are allophones of the same phoneme in Chilean Spanish, and they are in free variation. Example: "yo".

6. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, the spelling is present in the subjects' L₁. This problem was due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "resina".

7. Gordon Brown

/ød/

*[øð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative. Regarding the target, the subjects are not familiar with it; however, they are familiar with its dental counterpart. The spelling is also present in Chilean Spanish. The deviance was due to the fact that the target sound and the corresponding deviant form are allophones of the same phoneme in Chilean Spanish. They use the deviant form in this phonological environment. Example: "algodón".

8. former Home Secretary

/øh/

*[øx]

The target sound is a voiceless, glottal, fricative but the subject produced a voiceless, velar, fricative. Both the target sound and the spelling occur in the subjects' L₁. The target sound is not significant in Chilean Spanish; therefore we tend to deviate to the sound whose point of articulation is the closest to the target. Also, the target sound does not occur in initial position. As a back vowel follows, the subject produced the deviant form. Example: "estar joven".

9. Lybian

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. Both the target sound and the spelling occur in the subjects' L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: "Libia".

10. Gatwick

/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The spelling does not occur in the subjects' L₁, and they are familiar with the first segment but only in the orthographic combination "tr". In Chilean Spanish, the addition of the deviant form in

front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: “tarot guardado”.

11. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

12. Arizona

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “erizo”.

13. Afghanistan

/fg/

*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative. The spelling is not present in Chilean Spanish, but the subjects are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

14. Brussels have

/lzh/

*[løh]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiceless, glottal, fricative; however, the subject elided the second segment. The subjects are familiar with the spelling and with the first and third sounds, but the second item does not occur in Chilean Spanish. The elision occurred because the sound is in word final position and also it was due to the difficulty presented by the consonant sequence. Example: “Vals había”.

15. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “t” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling, but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

16. Officials would

/lzw/

*[lsw]

The expected segments in this consonant sequence are a voiced, alveolar, lateral and a voiced, alveolar, fricative, followed by a voiced, labiovelar, semivowel; however, the subject uttered the second segment as its voiceless counterpart. Neither the spelling nor the second item occur in the subjects’ L₁. The deviation was due to the fact that the subject relied upon spelling. Example: “Rolls guardados”

17. Lockerbie Bombing

/øb/

*[øβ]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead of the target. Both the target sound and the spelling are present in the subjects’ L₁. The deviance and the target sound are allophones of the same phoneme in Chilean Spanish and the deviant form is produced in this phonological environment. Example: “urbano”.

18. Lockerbie Bombing

/mø/

*[mb]

The target sound is a voiced, bilabial, nasal. We also expect no oral realization of grapheme “b” as it is a case of historical elision, but the subject added a voiced, bilabial, stop after the target sound. The target sound and the spelling are present in the subjects’ L₁. The deviation occurred because the subject produced grapheme “b” as it is orally realized in Chilean Spanish in this phonological environment. Example: “bomba”.

19. Lockerbie Bombing

/ŋ/

*[n]

The expected sound is a voiced, velar, nasal; however, the subject produced a voiced, alveolar, nasal instead. They are not familiar with the target sound in final position, as they are with the spelling. The deviation was due to the fact that the target and the deviant form are allophones of the same phoneme in Chilean Spanish, but the target sound occurs only when a velar sound follows, not in word final position. Example: “camping”.

20. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The subjects are familiar with the target sounds, and they are familiar with the spelling even though it is not frequent in Chilean Spanish. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: “Washington”.

21. Capitol Hill

/lh/

*[lç]

The target sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiceless, glottal, fricative but the subject produced a voiceless, palatal, fricative, instead of the second segment. The target sound and the spelling are present in the subjects' L₁. The second sound is not significant in Chilean Spanish, and it does not occur in initial position. Because of this, the subject deviated to the sound whose point of articulation is the closest to the target. As a front vowel follows, the subject produced the deviant form. Example: “e] gitano”.

22. Thursday

/øzd/

*[øsd]

The expected sounds in this consonant cluster are a voiced, alveolar, fricative and a voiced, alveolar, stop. The subject produced the voiceless counterpart of the first segment. They are neither familiar with the spelling nor with the segments. The deviation occurred because the subject relied upon spelling.

23. Afghanistan

/fg/

*[vɣ]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative. The spelling does not occur in Chilean Spanish, but the subjects are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

24. Sergeant David Monkhouse

/ɔdʒ/

*[øʒ]

The target sound is a voiced, palatoalveolar, affricate; however, the subject produced a voiced, palatoalveolar, approximant which is a more relaxed form of the target. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “galleta”.

25. Staff Sergeant Brett Linley

/st/

*[est]

The target sounds in this cluster are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop. The subject added a vowel sound in front of the consonant cluster. They are familiar with the target sounds; however, the second segment only occurs in the orthographic combination “tr”. They are not familiar with the spelling. The deviance was due to the fact that this cluster does not occur in initial position in the subject’s L₁. Example: “estafa”.

26. Staff Sergeant Brett Linley

/ntbr/

[møbr]

The target sounds of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. The spelling is present in Chilean Spanish, and the subjects are familiar with the second item only in the orthographic combination “tr”. Concerning the second segment, the subject elided it due to the difficulty presented by the consonant sequence. After the elision of the second segment, the voiced alveolar nasal took the third segment’s point of articulation. Example: “Pepsodent brilla”.

27. to Zimbabwe

/əz/

*[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound; however, the subject produced its voiceless counterpart instead. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. This deviation was caused by spelling. Example: “como zanahoria”.

28. Zimbabwe

/bw/

*[øɣw]

The target is a consonant cluster formed by a voiced, bilabial, stop, followed by a voiced, labiovelar, glide but the subject elided the first segment and he added a voiced, velar, fricative in front of the semivowel. The spelling and both segments of the cluster are present in the subjects’ L₁. The subject elided the first item due to the difficulty presented by this cluster in Chilean Spanish. In the subject’s L₁, the addition is not significant when a

semivowel follows. The deviant form is used in this phonological environment. Example: “Zimbabwe”

29. Westminster Abbey

/stm/

*[søm]

The sounds we expected are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal; however, the subject elided the second segment. The subjects are familiar with the first and third segments, but they are familiar with the second segment only in the orthographic combination “tr”. They are also familiar with the spelling even though it is not frequent in Chilean Spanish. The deviance was due to the difficulty this consonant cluster presents to Chilean Spanish speakers. Example: “istmo”.

30. Tasmine Lucia Khan

/zm/

*[sm]

This consonant cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal but the subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling, but the first item does not occur in Chilean Spanish. This deviation was due to the subject’s reliance upon spelling. Example: “Tasmania”.

31. England and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and an English vowel sound but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second item can be elided when it is in word final position in the subject’s L1. The elision was also due to the difficulty presented by the consonant cluster. Example: “Coco Legrand and”.

32. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, labiovelar, semivowel but the subject uttered the second segment as its voiceless counterpart instead. They are neither familiar with the spelling nor with the second segment. The deviation was due to the fact that the subject relied upon spelling. Example: “Rolls guardados”.

33. Scotland and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and an English vowel sound but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second item can be elided when it is in word final position in the subject's L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: "Coco Legrand anda".

34. Northern Ireland

/ð/

*[θ]

The target sound is a voiced, dental, fricative but the subject pronounced a voiceless, dental, fricative instead. The subjects are familiar with the target sound, but the the spelling does not occur in Chilean Spanish. Th deviance was a problem of graphemic interference in which the subject realized graphemes "th" as they are realized in some English words. Example: "Northh".

35. United Nations today

/nzt/

*[nøt]

The target sounds of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiceless, alveolar, stop; however, the subject elided the second segment. They are familiar with the spelling and the first and last item. Regarding the second item they are only familiar with its voiceless counterpart. This deviation was due to the difficulty presented by the consonant sequence. Example: "clárens tirade".

36. Secretary General

/idʒ/

*[iʒ]

The target sound is a voiced, palatoalveolar, affricate preceded by an English vowel sound but the subject uttered a voiced, palatoalveolar, approximant, instead which is a more relaxed form of the target. They are familiar with the spelling and also with the target sound. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: "sentí llegar".

37. Laurent Gbagbo

/nøb/

*[nøg]

The target sounds are a voiced, alveolar, nasal followed by a voiced, bilabial, stop, also no oral realization of grapheme "g" is expected. The subject elided the second segment and he produced a voiced, velar, stop after the nasal. This was a problem of graphemic

interference. They are familiar with the target sounds; however the spelling is not present in Chilean Spanish.

38. Laurent Gbagbo

/gb/
*[bg]

The target sounds of this consonant cluster are a voiced, velar, stop followed by a voiced, bilabial, stop. The subject altered the order of the graphemes pronouncing a voiced, bilabial, stop followed by a voiced, velar, stop. This was due to a phenomenon called transposition. They are familiar with the sounds but they are not familiar with the spelling.

39. Mister Ban

/øb/
*[øβ]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative instead. They are familiar with both the spelling and the target sound. The deviance was due to the fact that both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “comer bien”.

40. Mike Wooldridge

/ldr/
*[lør]

The expected sounds of this consonant cluster are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant but the subject elided the second segment. The spelling is present in Chilean Spanish, and regarding the second segment the subjects are only familiar with its dental counterpart. The elision of the second segment was due to the difficulty presented by the consonant cluster. Example: “valdría”.

41. Mike Wooldridge

/dʒ/
*[tʃ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered its voiceless counterpart instead, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: “FECH ordenó”.

42. Tasmine Lucia Khan

/zm/
*[sm]

This consonant cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal but the subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling, but the first item does not occur in Chilean

Spanish. This deviation was due to the subject's reliance upon spelling. Example: "Tasmania".

43. Tasmine Lucia Khan

/s/

*[ʒ]

The target sound is a voiceless, alveolar, fricative but the subject produced a voiced, palatoalveolar, fricative instead. Both the spelling and the target sound are present in Chilean Spanish. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

44. David Cameron

/dk/

*[øk]

The expected sounds in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop but the subject elided the first segment. The subjects are familiar with the spelling and with the second item. Regarding the first element they are familiar with its dental counterpart. The deviation occurred because of the difficulty presented by the consonant sequence. Example: "David camina".

45. Afghanistan

/fg/

*[øŋ]

The target sounds in this consonant cluster are a voiceless, labiodental, fricative followed by a voiced, velar, stop but the subject elided the first segment of the consonant cluster. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

46. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The subjects are familiar with the target sounds, and they are familiar with the spelling even though it is not frequent in Chilean Spanish. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: "Washington".

47. at Heathrow

/th/

*[tç]

The target sounds in this consonant sequence are a voiceless, alveolar, stop followed by a voiceless, glottal, fricative but the subject pronounced a voiceless, palatal, fricative, instead of the second segment. The target sounds and the spelling are present in Chilean Spanish. The second item is not significant in Chilean Spanish, and it does not occur in this

phonological environment. Because of this, the subject deviated to the sound whose point of articulation is the closest to the target. As a front vowel follows, the subject produced the deviant form. Example: “mamut gigante”.

48. Gatwick

/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling, and they are familiar with the first segment but only in the orthographic combination “tr”. In Chilean Spanish, the addition of the deviant form in front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: “tarot guardado”.

49. Western Britain

/ɒnbr/

*[ɒøβr]

The expected sounds are a voiced, alveolar, nasal, followed by a voiced, bilabial, stop, and a voiced, postalveolar, frictionless continuant. The subject elided the first item and produced a voiced, bilabial, fricative instead of the second segment. They are not familiar with the spelling; however they are familiar with the sounds. The elision was due to the difficulty presented by the consonant sequence. Regarding the second item, the deviance and the target sound are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment.

50. Northern Scotland suffer

/nds/

*[nɒs]

The expected sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because second item can be elided when it is in word final position in the subject’s L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: “Coco Legrand sufre”.

51. Southern England is

/ndɪ/

*[nɒɪ]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and an English vowel sound but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second item can be elided when it is in word final position in the subject’s L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: “Coco Legrand ilustra”.

52. Brent Cross Shopping Centre

/ŋs/

*[ns]

The expected sounds of this sequence are a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The subjects are not familiar with the first sound in this phonological environment, but they are familiar with the spelling. The subject uttered a voiced, alveolar, nasal, instead of the first item because in Chilean Spanish the voiced, velar, nasal only occurs when a velar sound follows. Example: “ping-pong_central”.

53. Brent Cross Shopping Centre

/ntøə/

*[ntrə]

The target sounds are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and an English vowel sound. Also, no oral realization of grapheme “r” is expected but the subject pronounced a voiceless alveolar flap. Both the target sounds and the spelling occur in the subjects’ L₁. This deviance was due to the fact that the subject pronounced orthographically. Example: “centro”.

54. American Special Forces in

/zɪ/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling; however, they are not familiar with the target sound, only with its voiceless counterpart. This deviation was caused by spelling. Example: “es_integrante”.

55. Islamabad

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “amaba”.

56. Pakistan Intelligence

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject pronounced a voiced, palatoalveolar, approximant, instead, which is a more relaxed form of the target. Both the target sound and the spelling are present in the subjects’ L₁. In Chilean Spanish both the deviant form and the target sound are allophones of the same phoneme and they are used in free variation. Example: “amarillento”.

57. Ground Zero

/ndz/

*[nø̃s]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second element of the sequence and he produced a voiceless, alveolar, fricative instead of its voiced counterpart. The spelling is present in Chilean Spanish. Regarding the target sounds, they are familiar with the first segment, and also with the dental counterpart of the second segment and the voiceless counterpart of the third item. The elision occurred because of the difficulty produced by the consonant sequence. The production of the third segment in the target cluster as its voiceless counterpart was due to spelling. Example: “Coco Legrand sereno”.

58. James Menendez

/mzm/

*[mø̃m]

The target sounds of this consonant sequence are a voiced, bilabial, nasal followed by a voiced, alveolar, fricative and a voiced, bilabial, nasal but the subject elided the second segment. They are familiar with the spelling even though it is not frequent in Chilean Spanish. They are not familiar with the second segment, only its voiceless counterpart occurs in the subject's L₁. The deviation was due to the difficulty presented by the consonant sequence. Example: “MUMS mencionó”.

59. James Menendez with

/zw/

*[sw]

The target sounds are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide but the subject produced a voiceless, alveolar, fricative instead of the first item. The spelling is present in the subjects' L₁; however, they are not familiar with the target sound, only its voiceless counterpart occurs in Chilean Spanish. This was a problem of graphemic interference. Example: “tocas guiro”.

60. News Hour

/zø̃/

*[sø̃]

The target sound is a voiced, alveolar, fricative, but the subject produced its voiceless counterpart instead. The subjects are familiar with the spelling, but the target sound does not occur in Chilean Spanish. The deviance was a problem of graphemic interference. Example: “tus horarios”.

61. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its

voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

62. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “presidente”.

63. President Obama

/ntəʊ/

*[nøəʊ]

The expected segments are a voiced, alveolar, nasal, followed by a voiceless, alveolar, stop, and an English diphthong but the subject elided the second segment. They are familiar with the spelling but not with the consonant cluster in word final position. They are familiar with the first segment of the cluster and with the second one only in the orthographic combination “tr”. The deviation occurred because the voiceless alveolar stop is usually elided in word final position in Chilean Spanish. The deviant form was also due to the difficulty presented by the consonant cluster. Example: “Pepsodentorganiza”.

64. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “l” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

65. Libya

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

66. Libya

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation

occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

67. in Yemen
/nj/

*[nʒ]

The target sounds of this consonant sequence are a voiced, alveolar, nasal followed by a voiced, palatal, semivowel but the subject substituted the second item for a voiced, palatoalveolar, approximant, instead. They are familiar with the target sounds and with the spelling. Both segments are allophones of the same phoneme in Chilean Spanish and either can occur in word initial position. Example: “sin yema”.

68. Yemen
/j/

*[ʒ]

The target form is a voiced, palatal, semivowel but the subject substituted it for a voiced, palatoalveolar, approximant. The target form and the spelling are both present in the subjects’ L1. Both segments are allophones of the same phoneme in Chilean Spanish and either can occur in word initial position. Example: “yema”.

69. the UN
/əj/

*[əʒ]

The target forms are an English vowel sound followed by a voiced, palatal, semivowel but the subject substituted the latter for a voiced, palatoalveolar, approximant. They are familiar with the target sounds and with the spelling. Both segments are allophones of the same phoneme in Chilean Spanish and either can occur in word initial position. Example: “de uema”.

70. Larry King on
/ŋɒ/
*[nɒ]

The target sound is a voiced, velar, nasal followed by an English vowel sound but the subject produced a voiced, alveolar, nasal, instead of the target. They are familiar with the target sound, but not in this phonological environment. The deviation occurred because in Chilean Spanish, the velar sound only occurs when another velar sound follows. Example: “boton ornamental”.

71. Mercury Prize winners
/zw/
*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel but the subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with

the first segment; though its voiceless counterpart is present in their L₁. The deviation occurred because the subject produced grapheme “z” as it is orally realized in Chilean Spanish. This was a problem of graphemic interference.

72. Dizzy Rascal

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject its voiceless counterpart instead. They are familiar with the spelling even though it is not frequent in Chilean Spanish. The target sound does not occur in the subject’s L₁. This is a problem of case of graphemic interference. Example: “Rizzo”.

73. year’s Strictly

/sstr/

*[sestr]

The target sounds of this sequence are a voiceless, alveolar, fricative followed by another voiceless, alveolar, fricative, a voiceless, alveolar, stop, and a voiced, postalveolar, frictionless continuant. The target form and the spelling are both present in the subjects’ L₁. However, in respect to the third segment, they are familiar with it only in the orthographic combination “tr”. The subject added a vowel in front of the second segment. This was due to the fact that the combination “str” does not occur in word initial position in Chilean Spanish. Example: “es estrella”.

74. Michelle Williams

/ʃ/

*[tʃ]

The target sound is a voiceless, palatoalveolar, fricative but the subject pronounced a voiceless, palatoalveolar, affricate, instead. The target form and the spelling are both present in the subjects’ L₁. In Chilean Spanish, the target and the deviant form are allophones of the same phoneme. However, they do not co-exist in the speech of the same subject. Example: “michelada”.

75. Michelle Williams and

/mzə/

*[msə]

This consonant cluster is composed of a voiced, bilabial, nasal followed by a voiced, alveolar, fricative, and an English vowel sound but the subject uttered, a voiceless, alveolar, fricative, instead of the second segment. They are familiar with the spelling, but not with the second segment of the consonant cluster, though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “MUMS advertió”.

76. JLS

/dʒ/

*[j]

We expected a voiced, palatoalveolar, affricate but the subject produced a voiced, palatal, semivowel instead. They are not familiar with the spelling; however they are familiar with the target sound. The deviation occurred because the target and the deviant form are allophones of the same phoneme in Chilean Spanish and either of the two can occur in word initial position, they are in free variation. Example: “llevar”.

77. Golden Globe as

/bə/

*[βə]

The target sound is a voiced, bilabial, stop followed by an English vowel sound, but the subject produced a voiced, bilabial, fricative, instead of the stop. The target form and the spelling are both present in the subjects' L₁. Both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in complementary distribution. Example: “globo aerostático”.

78. The Social Network also

/əksɔ:/

*[əxɔ:]

We expected a voiceless velar, stop, followed by an English vowel sound but the subject elided the target sound. The subjects are familiar with the spelling and also with the target sound. We classified this deviance as non-typical since it cannot be explained on the grounds of Phonology.

79. Labour

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “labor”

80. Labour MP

/r/

*[rs]

The target sound is a voiced, alveolar, flap and the subject added a voiceless, alveolar, fricative after the target. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

81. England Rugby Union Team

/ndr/

*[nɔr]

The segments of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless continuant but the subject elided the

second segment. The subjects are not familiar with the second segment, but they are familiar with its dental counterpart. Also, they are familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Coco Legrand regala”.

82. England Rugby Union Team

/gb/

*[ɣβ]

The expected sounds are a voiced, velar, stop followed by a voiced, bilabial, stop. Concerning the first segment, the subject produced a voiced, velar, fricative, instead. The deviant form and the target sound are allophones of the same phoneme in Chilean Spanish. The pronunciation of this sound conditioned the pronunciation of the second segment, which was pronounced as a voiced, bilabial, fricative because of the phonological environment. The target form and the spelling are both present in the subjects' L₁. Example: “tag botado”.

83. Afghanistan

/fg/

*[vɣ]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative. The subjects are not familiar with the spelling, but they are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

84. Staff Sergeant Brett George Linley

/ntbr/

*[møbr]

The target sounds of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subjects are familiar with the spelling, and they are familiar with the second item only in the orthographic combination “tr”. Concerning the second segment, the subject elided it due to the difficulty presented by the consonant sequence. After the elision of the second segment, the voiced alveolar nasal took the third segment's point of articulation. Example: “Pepsodent brilla”.

85. Staff Sergeant Brett George Linley

/ødʒl/

*[øtʃl]

The expected sounds are a voiced, palatoalveolar, affricate followed by a voiced, alveolar, lateral but the subject produced the voiceless counterpart of the first segment maintaining the point and the manner of articulation of the target. The target form and the spelling are both present in Chilean Spanish, but the first item never occurs in the subject's L₁ in final position. Example: “FECH limpia”.

86. Royal Logistic Corps

/øz/
*[ps]

The target sound is a voiced, alveolar, fricative. We also expect no oral realization of graphemes “r” and “p” since they are a case of historical elision. The subject realized grapheme “p” as a voiceless, bilabial, stop and the target sound as a voiceless, alveolar, fricative. Both problems were caused by spelling. Example: “biceps”

87. Nahr-e Saraj district

/zd/
*[tʃd]

The target sounds are a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop; however, the subject pronounced a voiceless, palatoalveolar, affricate, instead of the first item. They are not familiar with the spelling, but they are familiar with the target sounds, even though in Chilean Spanish the first segment never occurs in final position. The deviance was due to the fact that both the target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “FECH djo”.

88. President Obama

/z/
*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

89. US Special Forces inside

/zɪ/
*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling but the target does not occur in Chilean Spanish, only its voiceless counterpart occurs. This deviation was due to spelling. Example: “es integrante”.

90. BBC World Service

/ølds/
*[øls]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. They are familiar with the first and last segment, and also with the dental counterpart of second item. They are not familiar with the spelling. The subject elided the second segment due to the difficulty presented by the sequence.

91. Roger Hearing

/dʒ/

*[j]

The target sound is a voiced, palatoalveolar, affricate but the subject produced a voiced, palatal, semivowel, instead. The target form and the spelling are both present in Chilean Spanish. The deviation was due to the fact that the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and are used in free variation. Example: “rollizo”.

92. Roger Hearing

/ŋ/

*[n]

The expected sound is a voiced, velar, nasal; however, the subject produced a voiced, alveolar, nasal instead. They are not familiar with the target sound in final position, as they are with the spelling. This deviance occurred because in Chilean Spanish, the target sound does not occur in this phonological context; it can only take place when a velar sound follows. Example: “ping-pong”.

93. BBC News with

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative instead of the first segment. Neither the spelling nor the first segment occur in Chilean Spanish; though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “tus huinchas”

94. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

95. President Obama

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. The target form and the spelling are both present in the subjects' L1. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “oba-oba”.

96. Asif Ali Zardari

/ɪz/

*[ɪs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound but the subject produced a voiceless, alveolar, fricative, instead. They are familiar with the spelling but the target does not occur in Chilean Spanish. The deviance was a problem of graphemic interference. Example: “mi zarza”.

97. The United States to

/dst/

*[nest]

The target sounds of this consonant sequence are a voiced, alveolar, stop, followed by a voiceless, alveolar, fricative and a voiceless, alveolar, stop. The subject uttered a voiced, alveolar, nasal and added a Spanish vowel sound instead of the first segment. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

98. World Trade Center

/øldtr/

*[øløtr]

The expected sounds are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, a voiceless alveolar stop and a voiced postalveolar fricativeless continuant. The spelling does not occur in Chilean Spanish. They are not familiar with the second segment of the sequence, but they are familiar with its dental counterpart. Concerning the third segment, the subject elided it due to the difficulty presented by the consonant sequence.

99. The Soviet Union

/v/

*[β]

The expected sound is a voiced, labiodental, fricative, but the subject produced a voiced, bilabial, fricative, instead. They are familiar with the spelling. They are not familiar with the target sound, but they are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. The fricative counterpart is the allophonic variant used in intervocalic position. Example: “soviético”.

100. Arabs that

/bzð/

*[bsð]

The expected sounds in the sequence are a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative but the subject produced a voiceless, alveolar, fricative instead of the second segment. They are not familiar with the spelling. They are also not familiar with the second segment, but they are familiar with its voiceless counterpart is present in the subject's L1. The deviation occurred because the subject relied upon spelling. Example: “baobabs derechos”

101. Queensland's

/nzl/

*[nsl]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral but the subject uttered a voiceless, alveolar, fricative instead of the second segment. The spelling and the first and third segment are present in the subjects' L₁. The second sound is not present in Chilean Spanish, but its voiceless counterpart is. This deviation was a problem of graphemic interference. Example: "translúcido".

102. Queensland's Premiere

/ndzpr/

*[nøspr]

The target sounds are a voiced, alveolar, nasal, followed by a voiced alveolar stop, a voiced, alveolar, fricative, a voiceless bilabial stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence and produced the voiceless counterpart of the third item. They are not familiar with the second sound; however, they are familiar with its dental counterpart. They are not familiar with the spelling. The deviation was due to the difficulty presented by the consonant sequence.

103. Queensland

/nzl/

*[nsl]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral but the subject uttered a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling and also with the first and third segment. The second sound is not present in Chilean Spanish, but its voiceless counterpart is. This deviation was a problem of graphemic interference. Example: "translúcido".

104. BBC News with

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the first segment; though its voiceless counterpart is present in Chilean Spanish. The deviation occurred because the subject relied upon spelling. Example: "tus huinchas"

105. Peter Dobbie

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with the target sound; however the spelling is not present in their L₁. Both, the target sound and the deviant form are allophones of the same

phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “deber”.

106. Libyan

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libyan”.

107. Libya

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libya”.

108. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “mediterranean”.

109. Benghazi.

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The deviation was caused by spelling. Example: “Benghazi”.

110. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “l” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling, but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “Colonel”.

111. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “l” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

112. with John Humphrys

/ðdʒ/

*[ðʒ]

The target sounds of this consonant sequence are a voiced, palatoalveolar, affricate preceded by a voiced, dental, fricative but the subject uttered a voiced, palatoalveolar, approximant, instead of the second segment, which is a more relaxed form of the target. They are not familiar with the spelling, but they are familiar with the target sounds. The target and the deviant form are allophones of the same phoneme in Chilean Spanish and either of the two can occur in word initial position. Example: “mirad llorar”.

113. and Sarah Montague

/nds/

*[ndz]

The expected sounds in the sequence are a voiced, alveolar, nasal, a voiced, alveolar, stop, followed by a voiceless, alveolar, fricative. The subject produced a voiced alveolar fricative instead of the second segment. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

114. Buckingham Palace

/ŋø/

*[nø]

The target sound is a voiced, velar, nasal, but the subject produced a voiced, alveolar, nasal, instead of the target. They are not familiar with the spelling, but they are familiar with the target sound. The deviance was due to the fact that the target sound does not occur in this phonological environment in the subject’s L1.

115. Prince William to

/mt/

*[nt]

The expected sounds of this sequence are a voiced, bilabial, nasal followed by a voiceless, alveolar, stop but the subject produced a voiced, alveolar, nasal instead of the first segment. They are familiar with both target sounds, even though they are familiar with the second segment only in the orthographic combination “tr”. They are also familiar with the spelling. The deviance was due to the fact that the deviant form is an allophone of the target in Chilean Spanish in word final position. Example: “Miriam tomó”.

116. Kate Middleton

/dl/

*[ðel]

The target sounds are a voiced, alveolar, stop followed by a voiced, alveolar, lateral. The subject uttered a voiced, dental, fricative, instead of the first segment of the consonant cluster followed by the addition of a vowel sound. They are not familiar with the first segment, but they are familiar with its dental counterpart. The deviance was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is the one we use in intervocalic position. Example: “mídelo”.

117. Kate Middleton

/dl/

*[ðel]

The target sounds are a voiced, alveolar, stop followed by a voiced, alveolar, lateral. The subject uttered a voiced, dental, fricative, instead of the first segment of the consonant cluster followed by the addition of a vowel sound. They are not familiar with the first segment, but they are familiar with its dental counterpart. The deviance was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is the one we use in intervocalic position. Example: “mídelo”.

118. Buckingham Palace

/ŋø/

*[nø]

The target sound is a voiced, velar, nasal, but the subject produced a voiced, alveolar, nasal, instead of the target. They are not familiar with the spelling, but they are familiar with the target sound. The deviance was due to the fact that the target sound does not occur in this phonological environment in the subject's L₁.

119. Duchess of Cambridge following

/dʒf/

*[tʃf]

The target sounds of this consonant sequence are a voiced, palatoalveolar, affricate followed by a voiceless, labiodental, fricative. The subject substituted the first segment for its voiceless counterpart maintaining the point and the manner of articulation of the target t. The subjects are not familiar with the spelling but they are familiar with the target sound, except it never occurs in the subject's L₁ in word final position. Example: “FECH formó”

120. Archbishop of Canterbury

/øtʃb/

*[øøβ]

The target sounds are a voiceless, palatoalveolar, affricate followed by a voiced, bilabial, stop. The subject elided the first segment and he uttered a voiced, bilabial, fricative instead of the second segment of the cluster. This problem was due to the difficulty presented by the cluster, also the stop and the deviance are allophones of the same phoneme in Chilean

Spanish, and the deviance is used intervocalically. They are not familiar with the spelling; however they are familiar with the target sounds.

121. Duke of Cambridge as
/dʒæ/
*[tʃə]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: "FECH aseguró".

122. Irish guards
/ʃg/
*[ʃɣ]

The expected sounds are a voiceless, palatoalveolar, fricative followed by a voiced, velar, stop but the subject produced a voiced, velar, fricative instead of the second segment. They are not familiar with the spelling; however, they are familiar with the target sounds. The deviant form and the second segment are allophones of the same phoneme in Chilean Spanish, and the fricative may be used when another fricative precedes. Example: "FECH ganó".

123. Rolls Royce
/lʒr/
*[lʒr]

The target sounds are a voiced, alveolar, lateral followed by a voiced, alveolar, fricative, and a voiced, postalveolar, frictionless continuant. The subject uttered the second segment as its voiceless counterpart. They are familiar with the spelling and the second segment does not occur in Chilean Spanish. The deviation was due to the fact that the subject produced grapheme "s" as it is normally realized in Spanish. Example: "Rolls regalaron".

Subject 5

1. David Cameron
/dk/
*[øk]

The expected sounds in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop but the subject elided the first segment. They are familiar with the spelling and with the second item. Regarding the first element they are familiar with its dental counterpart. The deviation occurred because of the difficulty presented by the consonant sequence. Example: "David camina".

2. George Osborne

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, instead. They are familiar with the spelling and also with the target sound. The target sound and the deviant are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

3. George Osborne

/ɒdʒɒ/

*[tʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: “FECHordenó”.

4. George Osborne

/zɒ/

*[sɒ]

The target sounds of this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment which does not occur in Chilean Spanish. They are familiar with the spelling. This is a case of graphemic interference. Example: “esbozo”.

5. Foreign Secretary

/ns/

*[ŋs]

The target sounds are a voiced, alveolar, nasal followed by a voiceless, alveolar, fricative but the subject uttered a voiced, velar, nasal, instead of the first segment. They are familiar with the spelling, and with the target sounds. The deviation was due to the fact that the subject changed the order of the graphemes. This phenomenon of transposition transformed the “ign” into “ing”, common English ending which is pronounced as a voiced, velar, nasal. Example: ignición”.

6. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The deviation was a case of graphemic interference. Example: “Teresa”.

7. Justice Secretary

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

8. Business Secretary

/zn/

*[sn]

The target sounds in this consonant cluster correspond to a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject realized the first segment as its voiceless counterpart. They are familiar with the spelling and the second expected sound. The first target sound does not occur in Chilean Spanish. The deviation was a problem of graphemic interference.

9. Labour Party

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “labor”.

10. Alan Johnson

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

11. Gatwick

/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling, and they are familiar with the first segment but only in the orthographic combination “tr”. In Chilean Spanish, the addition of the deviant form in front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: “tarot guardado”.

12. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

13. Oxfordshire

/ɒdʃ/

*[øøʃ]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The subjects are not familiar with the first segment, but they are familiar with its dental counterpart. They are not familiar with the spelling. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

14. Brussels have

/lzh/

*[løh]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiceless, glottal, fricative; however, the subject elided the second segment. They are familiar with the spelling and with the first and third sounds, but the second item does not occur in Chilean Spanish. The elision occurred because the sound is in word final position and also it was due to the difficulty presented by the consonant sequence. Example: “Vals había”.

15. Libya

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects' L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

16. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “l” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

17. Secretary General Anders Fogh Rasmussen

/ɪdʒ/

*[ɪʒ]

The target form is a voiced, palatoalveolar, affricate, preceded by an English vowel sound, but the subject uttered a voiced, palatoalveolar, approximant, instead, which is a more relaxed form of the target. They are familiar with the spelling and also with the target. The target sound and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation in initial position. Example: “yo”.

18. Officials would

/lzw/

*[lsw]

The expected segments in this consonant sequence are a voiced, alveolar, lateral and a voiced, alveolar, fricative, followed by a voiced, labiovelar, semivowel; however, the subject uttered the second segment as its voiceless counterpart. They are neither familiar with the spelling nor with the second item. The deviation was due to the fact that the subject relied upon spelling.

19. Lockerbie Bombing

/mø/

*[mb]

The target sound is a voiced, bilabial, nasal. We also expect no oral realization of grapheme “b” as it is a case of historical elision, but the subject added a voiced, bilabial, stop after the target sound. The subjects are familiar with the target sound and the spelling. The deviation occurred because the subject produced grapheme “b” as it is orally realized in Chilean Spanish in this phonological environment. Example: “bomba”.

20. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The subjects are familiar with the target sounds, and they are familiar with the spelling even though it is not frequent in Chilean Spanish. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: “Washington”.

21. Justice Secretary

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the

target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

22. Thursday
/θzd/
*[sd]

The expected sounds in this consonant cluster are a voiced, alveolar, fricative and a voiced, alveolar, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the segments. The deviation occurred because the subject relied upon spelling.

23. Marine Jonathan Crookes
/ndʒ/
*[nʒ]

The target sound is a voiced, palatoalveolar, affricate preceded by a voiced, alveolar, nasal, but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

24. Marine Jonathan Crookes
/θ/
*[t]

The target sound is a voiceless, dental, fricative but the subject produced a voiceless, alveolar, stop, instead. They are neither familiar with the spelling nor with the target sound. This deviance was due to the fact that the subject pronounced graphemes “th” as they are realized in some English words. Example: “Thames”.

25. Sergeant David Monkhouse
/dʒ/
*[ʒ]

The target is a voiced, palatoalveolar, affricate but the subject produced a voiced, palatoalveolar, approximant, instead, which is a more relaxed form of the target. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation. They are familiar with the spelling and also with the target sound. Example: “galleta”.

26. Sergeant David Monkhouse
/ŋkh/
*[nth]

The expected sounds are a voiced, velar, nasal, followed by a voiceless, velar, stop and a voiceless, glottal, fricative but the subject produced a voiced, alveolar nasal followed by a voiceless, alveolar, stop instead of the first and second segment, respectively. We classified

this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

27. BBC World Service

/ølds/

*[røøɔs]

The target sounds are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative. Also, no oral realization of the grapheme “r” is expected as it corresponds to a case of historical elision. The subject elided the first two elements of the consonant sequence and he produced a voiced, alveolar, flap in front of the sequence due to graphemic interference. They are not familiar with the spelling, however they are familiar with the first and third segment. They are familiar with the dental counterpart of the second segment. These elisions were due to the difficulty presented by this consonant sequence.

28. Catherine Middleton

/dl/

*[ðl]

The target sounds are a voiced, alveolar, stop followed by a voiced, alveolar, lateral but the subject produced a voiced, dental, fricative instead of the first item. They are not familiar with the spelling nor with the first segment, although its dental counterpart occurs in Chilean Spanish. The deviance was due to the fact that the voiced, dental, stop and the voiced, dental, fricative are allophones of the same phoneme in Chilean Spanish. The deviant form occurs before a lateral sound. Example: “rogadle”.

29. to Zimbabwe

/əz/

*[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound; however, the subject produced its voiceless counterpart instead. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. This deviation was caused by spelling. Example: “como zanahoria”.

30. Zimbabwe

/bw/

*[øɣw]

The target is a consonant cluster formed by a voiced, bilabial, stop, followed by a voiced, labiovelar, glide but the subject elided the first segment and he added a voiced, velar, fricative in front of the semivowel. The subjects are familiar with the spelling and they are also familiar with both segments of the cluster. The subject elided the first item due to the difficulty presented by this cluster in Chilean Spanish. In the subject’s L₁, the addition is not significant when a semivowel follows. The deviant form is used in this phonological environment. Example: “Zimbwe”.

31. Westminster Abbey

/stm/

*[søm]

The sounds we expected are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal; however, the subject elided the second segment. The subjects are familiar with the first and third segments, but they are familiar with the second segment only in the orthographic combination “tr”. They are also familiar with the spelling even though it is not frequent in Chilean Spanish. The deviance was due to the difficulty this consonant cluster presents to Chilean Spanish speakers. Example: “istmo”.

32. Westminster Abbey

/nst/

*[øst]

The target sounds are a voiced, alveolar, nasal, followed by a voiceless, alveolar, fricative and a voiceless, alveolar, stop but the subject elided the first item of the cluster. This was due to the difficulty presented by the consonant cluster. They are familiar with the sounds, although the third segment only occurs in the orthographic combination “tr” in Chilean Spanish. Example: “instalar”.

33. Tasmine Lucia Khan

/zm/

*[sm]

This consonant cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal but the subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling, but the first item does not occur in Chilean Spanish, only its voiceless counterpart does. This deviation was due to the subject’s reliance upon spelling. Example: “Tasmania”.

34. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, labiovelar, semivowel but the subject uttered the second segment as its voiceless counterpart instead. They are neither familiar with the spelling nor with the second segment. The deviation was due to the fact that the subject relied upon spelling.

35. Ireland

/ø/

*[r]

No oral realization of grapheme “r” is expected but the subject produced a voiced, alveolar, flap. They are familiar with the spelling. The deviance was a problem of graphemic interference. Example: “Irlanda”.

36. accused Belarus

/db/

*[dβ]

The target sounds are a voiced, bilabial, stop preceded by a voiced, alveolar, stop but the subject produced a voiced, bilabial, fricative, instead of the second item. They are familiar with both the spelling and the target sound. The deviance was due to the fact that both the target and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “haced bicicleta”.

37. Secretary General Ban Ki-Moon

/ɪdʒ/

*[ɪʒ]

The target form is a voiced, palatoalveolar, affricate preceded by an English vowel sound, but the subject uttered a voiced, palatoalveolar, approximant, instead, which is a more relaxed form of the target. They are familiar with the spelling and also with the target. The target sound and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation in initial position. Example: “yo”

38. that Belarus

/tb/

*[tβ]

The target sound is a voiced, bilabial, stop preceded by a voiceless, alveolar, stop but the subject produced a voiced, bilabial, fricative, instead. We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

39. Laurent Gbagbo

/nb/

*[ntg]

The target sounds are a voiced, alveolar, nasal followed by a voiced, bilabial, stop. They are familiar with the target sounds, but they are not familiar with the spelling. The subject produced a voiced, alveolar, nasal, and he added a voiceless, alveolar, stop, and a voiced, velar, stop. He also elided the second segment of the target. The deviances were a problem of graphemic interference.

40. by Belarus

/aɪb/

*[aɪv]

The target sound is a voiced, bilabial, stop, preceded by an English diphthong, but he subject uttered a voiced, labiodental, fricative instead. They are familiar with both the spelling and the target sound. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

41. Mike Wooldrige

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered its voiceless counterpart instead, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: "FECH ordenó".

42. Tasmine Lucia Khan

/zm/

*[sm]

This consonant cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal but the subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling, but the first item does not occur in Chilean Spanish, only its voiceless counterpart does. This deviation was due to the subject's reliance upon spelling. Example: "Tasmanía".

43. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The subjects are familiar with the target sounds, and they are familiar with the spelling even though it is not frequent in Chilean Spanish. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: "Washington".

44. Gatwick

/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling, and they are familiar with the first segment but only in the orthographic combination "tr". In Chilean Spanish, the addition of the deviant form in front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: "tarot guardado".

45. Scotland suffer

/nds/

*[nɔs]

The expected sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred

because second item can be elided when it is in word final position in the subject's L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: "Coco Legrand sufre".

46. Southern England is

/ndɪ/

*[nøɪ]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and an English vowel sound but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second item can be elided when it is in word final position in the subject's L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: "Coco Legrand ilustra".

47. Brent Cross Shopping Centre

/ŋs/

*[ns]

The expected sounds are a voiced, velar, nasal followed by a voiceless, alveolar, fricative. They are not familiar with the first sound in this phonological environment, but they are familiar with the spelling. The subject uttered a voiced, alveolar, nasal, instead of the first item because in Chilean Spanish the voiced, velar, nasal only occurs when a velar sound follows. Example: "ping-pong central".

48. Special Forces

/sp/

*[esp]

The target sounds are a voiceless, alveolar, fricative followed by a voiceless, bilabial, stop. The subject added a vowel sound in front of the consonant cluster. They are familiar with the target sounds, and with the consonant cluster but not in initial position. The deviation was due to the fact that the combination "sp" does occur in word initial position in the subjects L₁. Example: "esperanza".

49. Special Forces in

/zɪ/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling, however, they are not familiar with the target sound, only with its voiceless counterpart. This deviation was caused by spelling. Example: "es integrante".

50. Islamabad

/sl/

*[øl]

The target sounds of this consonant cluster are a voiceless, alveolar, fricative followed by a voiced, alveolar, lateral but the subject elided the first segment. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

51. Islamabad

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “amaba”.

52. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second element of the sequence and he produced a voiceless, alveolar, fricative instead of its voiced counterpart. They are familiar with the spelling. Regarding the target sounds, they are familiar with the first segment, and also with the dental counterpart of the second segment and the voiceless counterpart of the third item. The elision occurred because of the difficulty produced by the consonant sequence. The production of the third segment in the target cluster as its voiceless counterpart was due to graphemic interference. Example: “Coco Legrand sereno”.

53. BBC World Service

/lds/

*[røøz]

The target sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative. Also no oral realization of grapheme “r” is expected. The subject produced a voiced, alveolar, flap in front of the sequence because he relied upon spelling. Also, the subject elided the second and third segment due to the difficulty presented by the consonant sequence. They are familiar with the sounds; however, they are not familiar with the spelling.

54. BBC World Service

/v/

*[β]

The expected sound is a voiced, labiodental, fricative, but the subject produced a voiced, bilabial, fricative, instead. They are familiar with the spelling. They are not familiar with the target sound, but we are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. The fricative counterpart is the allophonic variant used in intervocalic position. Example: “servicio”.

55. James Menendez

/mzm/

*[mø̃m]

The target sounds of this consonant sequence are a voiced, bilabial, nasal followed by a voiced, alveolar, fricative and a voiced, bilabial, nasal but the subject elided the second segment. They are familiar with the spelling even though it is not frequent in Chilean Spanish. They are not familiar with the second segment, only its voiceless counterpart occurs in the subject's L₁. The deviation was due to the difficulty presented by the consonant sequence. Example: "MUMS mencionó".

56. James Menendez with

/zw/

*[sw]

The target sounds are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide but the subject produced a voiceless, alveolar, fricative instead of the first item. They are familiar with the spelling; however, they are not familiar with the target sound, only its voiceless counterpart occurs in Chilean Spanish. This was a problem of graphemic interference. Example: "tocas güiro".

57. News Hour

/zø̃/

*[sh]

The target sound is a voiced, alveolar, fricative and we expect no oral realization of grapheme "h" as it corresponds to a case of historical elision. The subject produced a voiceless, alveolar, fricative, instead of the target and he added a voiceless, glottal, fricative after it. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. Both deviances were a problem of graphemic interference. Example: "tus horarios".

58. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: "presidente".

59. President Obama

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: "obab-oba".

60. Colonel Gadaffi

/ʒ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “t” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

61. David Cameron

/dk/

*[øk]

The expected sounds in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop but the subject elided the first segment. They are familiar with the spelling and with the second item. Regarding the first element they are familiar with its dental counterpart. The deviation occurred because of the difficulty presented by the consonant sequence. Example: “David camina”.

62. Larry King on

/ŋɒ/

*[nɒ]

The expected sound is a voiced, velar, nasal; however, the subject produced a voiced, alveolar, nasal instead. They are not familiar with the target sound in final position, as they are with the spelling. This deviance occurred because in Chilean Spanish, the target sound does not occur in this phonological context; it can only take place when a velar sound follows. Example: “ping-pong”.

63. in January

/ndʒ/

*[nʒ]

The target sound is a voiced, palatoalveolar, affricate preceded by a voiced, alveolar, nasal. The subject pronounced a voiced, palatoalveolar, approximant instead of the second segment, which is a more relaxed form of it. Both the deviant form and the target form are allophones of the same phoneme in the subject’s L₁; they are used in free variation. Example: “yo”.

64. Mercury Prize winners

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel but the subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the first segment; though they are familiar with its voiceless counterpart. The deviation occurred because the subject produced grapheme “z” as it is orally realized in Chilean Spanish. This was a problem of graphemic interference.

65. Dizzy Rascal

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject pronounced a voiceless, alveolar, fricative instead. They are not familiar with the target, although they are familiar with its voiceless counterpart. They are not familiar with the spelling. The deviance was a problem of graphemic interference.

66. Michelle Williams and

/mzə/

*[msə]

This consonant cluster is composed of a voiced, bilabial, nasal followed by a voiced, alveolar, fricative, and an English vowel sound, but the subject uttered, a voiceless, alveolar, fricative, instead of the second segment. They are familiar with the spelling, but not with the second segment of the consonant cluster, though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “MUMS advertió”.

67. GQ Awards

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject produced a voiced, palatoalveolar, approximant, instead, which is a more relaxed form of the target. They are familiar with the spelling, and also with the target sound. The target and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation. Example: “yo”.

68. Golden Globe as

/bə/

*[βə]

The target sound is a voiced, bilabial, stop followed by an English vowel sound, but the subject produced a voiced, bilabial, fricative, instead of the stop. They are familiar with the target sound, and also familiar with the spelling. Both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in complementary distribution. Example: “globo aerostático”.

69. The King's Speech

/ŋzsp/

*[ŋgssp]

The sounds expected are a voiced, velar, nasal followed by a voiced, alveolar, fricative, a voiceless, alveolar, fricative, and a voiceless, bilabial, stop. They are not familiar with the spelling nor with the second segment, although its voiceless counterpart occurs in Chilean Spanish. The subject added a voiced, velar, stop after the first segment which occurred due to the fact that, in the subject's L1, the first segment only takes place when a velar sound

follows. The subject also produced a voiceless, alveolar fricative instead of the second segment. That deviance was a problem of graphemic interference.

70. The Social Network also

/øko:/

*[rko:]

No oral realization of grapheme “r” is expected; however, the subject added a voiced, alveolar, flap in front of the target. This deviance was caused by spelling. The subjects are familiar with both the target sound and the spelling. Example: “FARC anotó”.

71. BBC World News

/øldn/

*[røøn]

The target sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiced, alveolar, nasal. Considering the first segment of the deviant form, grapheme “r” should not have been orally realized as it is a case of historical elision. The subject produced a voiced, alveolar, flap because he relied upon spelling. Also, the subject elided the second and third segment due to the difficulty presented by the consonant sequence.

72. Jonathan Charles

/θ/

*[t]

The target sound is a voiceless, dental, fricative but the subject produced a voiceless, alveolar, stop, instead. They are neither familiar with the spelling nor with the target sound. This deviance was due to the fact that the subject pronounced graphemes “th” as they are realized in some English words. Example: “Thames”.

73. Labour MP

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “labor”.

74. Jim Devine

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

75. England's Captain

/ndzk/

*[nøsk]

The expected sounds are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, a voiced, alveolar, fricative, and a voiceless, velar, stop. The subject elided the second item and he produced a voiceless, alveolar, fricative instead of the third segment. They are familiar with the first segment, but concerning the second item, they are only familiar with its dental counterpart. The elision occurred due to the difficulty presented by the consonant sequence. The substitution was caused by spelling. Example: “Coco Legrand sirvió”.

76. England Rugby Union Team

/gb/

*[ɣβ]

The expected sounds are a voiced, velar, stop followed by a voiced, bilabial, stop. Concerning the first segment, the subject produced a voiced, velar, fricative, instead. The deviant form and the target sound are allophones of the same phoneme in Chilean Spanish. The pronunciation of this sound conditioned the pronunciation of the second segment, which was pronounced as a voiced, bilabial, fricative because of the phonological environment. They are familiar with the spelling, and also with the target sounds. Example: “tag botado”.

77. Staff Sergeant Brett George Linley

/ødʒ/

*[øʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject produced a voiced, palatoalveolar, approximant, instead, which is a more relaxed form of the target. This was due to the fact that both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation. Example: “yo”

78. Staff Sergeant Brett George Linley

/ødʒl/

*[tʃl]

The expected sounds are a voiced, palatoalveolar, affricate followed by a voiced, alveolar, lateral but the subject produced the voiceless counterpart of the first segment maintaining the point and the manner of articulation of the target.. They are familiar with the spelling and the target sound, but the first item never occurs in the subject's L1 in final position. Example: “FECH limpia”.

79. Royal Logistic Corps

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, instead. They are familiar with the spelling, and also with the

target. The target and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation. Example: “galleta”.

80. Royal Logistic Corps
/øøz/
*[rps]

The target sound is a voiced, alveolar, fricative. We expected no oral realization of graphemes “r” and “p” since they are a case of historical elision. The subject realized grapheme “p” as a voiceless, bilabial, stop, because he relied upon spelling. He also added a voiced alveolar flap in front of the target for the same reason. Example: “cuerpo”.

81. Nahr-e Saraj district
/ʒd/
*[ød]

The segments of this consonant sequence are a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop but the subject elided the first segment. The subjects are familiar with the spelling. The subjects are not familiar with the target sound, but they are familiar with its dental counterpart. The deviance was due to the fact that, in Chilean Spanish, the first item does not occur in word final position. Example: “reloj diferente”.

82. BBC World Service
/lds/
*[røøʃ]

The target sounds are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative. Also, no oral realization of the grapheme “r” is expected as it corresponds to a case of historical elision. The subject elided the first two elements of the consonant sequence and he produced a voiced, alveolar, flap in front of the sequence due to graphemic interference. They are not familiar with the spelling, however they are familiar with the first and third segment. They are familiar with the dental counterpart of the second segment. These elisions were due to the difficulty presented by this consonant sequence.

83. Osama Bin Laden
/d/
*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “ladera”.

84. President Obama
/z/
*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its

voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

85. US Special Forces inside

/zɪ/
*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling, however, they are not familiar with the target sound, only with its voiceless counterpart. This deviation was caused by spelling. Example: “es integrante”.

86. BBC World Service

/ɪds/
*[rɒds]

We expect a voiced, alveolar, lateral followed by a voiced, alveolar, stop and a voiceless alveolar fricative. We also expect no oral realization of grapheme “r”. They are not familiar with the second item; however, they are familiar with its dental counterpart. They are not familiar with the spelling. The subject elided the first segment due to the difficulty presented by the consonant sequence. The subject also added a voiced, alveolar, flap in front of the sequence because he relied upon spelling.

87. BBC News with

/zw/
*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the first segment; though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “tus huinchas”.

88. President Obama

/z/
*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

89. Pakistani President Asif Ali Zardari

/z/
*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its

voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

90. Asif Ali Zardari

/z/
*[s]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound, but the subject produced a voiceless, alveolar, fricative, instead. They are familiar with the spelling but the target does not occur in Chilean Spanish, although its voiceless counterpart does. The deviance was a problem of graphemic interference. Example:” zarza”.

91. World Trade Center

/øldtr/
*[r]løtr]

We expect a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, a voiceless alveolar stop and a voiced postalveolar frictionless continuant. We also expect no oral realization of grapheme “r” as it corresponds to a case of historical elision. They are not familiar with the spelling nor are with the second segment of the sequence, but they are familiar with its dental counterpart. Concerning the first segment of the deviant form, the subject added a voiced, alveolar, flap because he relied upon spelling. Concerning the third segment, the subject elided it due to the difficulty presented by the consonant sequence.

92. Osama Bin Laden

/b/
*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “hermoso binocular”.

93. Saudi Arabian

/b/
*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with both the spelling and the target sound. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “Arabia”.

94. Arabs that

/bzð/
*[bsð]

The expected sounds in the sequence are a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative but the subject produced a voiceless, alveolar, fricative instead of the second segment. They are not familiar with the spelling. They are also not familiar with the second segment, but they are familiar with its voiceless

counterpart is present in the subject's L₁. The deviation occurred because the subject relied upon spelling. Example: "baobabs derechos"

95. Queensland's

/nzl/

*[nsl]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral but the subject uttered a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling and also with the first and third segment. The second sound is not present in Chilean Spanish, but its voiceless counterpart is. This deviation was a problem of graphemic interference. Example: "translúcido".

96. Queensland's Premiere

/ndzpr/

*[nøpr]

The segments of this consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, a voiced, alveolar, fricative, a voiceless, bilabial, stop, and a voiced, postalveolar, frictionless continuant. The subject elided the second and third segment. They are familiar with both the spelling and the target sounds. Regarding the second and third segment they are familiar with their dental and voiceless counterpart respectively. The elision was due to the difficulty presented by the consonant sequence. Example: "Coco Legrand sabe".

97. Queensland

/nzl/

*[nsl]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral but the subject uttered a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling and also with the first and third segment. The second sound is not present in Chilean Spanish, but its voiceless counterpart is. This deviation was a problem of graphemic interference. Example: "translúcido".

98. Anna Bligh says

/øʃ/

*[ʏʃ]

We expected no oral realization of graphemes "gh" as they correspond to case of historical elision. The subject produced a voiced, velar, fricative instead as a problem of graphemic interference. Example: "tag simple"

99. BBC News with

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative

instead of the first segment. They are neither familiar with the spelling nor with the first segment; though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “tus huinchas”

100. Peter Dobbie

/b/

*[β]

The target sound is a voiced, bilabial, stop but the subject produced a voiced, bilabial, fricative, instead. They are familiar with the target sound; however the spelling is not familiar. Both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in this phonological environment. Example: “deber”.

101. Libyan

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

102. Libya

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

103. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “mediterráneo”.

104. Benghazi.

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart instead. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The deviation was caused by spelling. Example: “asi”.

105. Colonel Gadaffi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme ‘T’ should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

106. Libyan

/b/

*[β]

The target form is a voiced, bilabial, stop but the subject uttered a voiced, bilabial, fricative instead. The target form and the spelling are both present in the subjects’ L₁. The deviation occurred because the target sound and the deviance are allophones of the same phoneme in Chilean Spanish but only the deviance is used in intervocalic position. Example: “Libia”.

107. Colonel Gadaffi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme ‘T’ should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

108. John Humphrys

/mpfr/

*[mpør]

We expect a voiced, bilabial, nasal, followed by a voiceless, bilabial, stop, a voiceless, labiodental, fricative; and a voiced, postalveolar, frictionless continuant. They are familiar with the segments, but they are not familiar with the spelling. Considering the third sound, the subject elided it due to the difficulty presented by the consonant cluster. Example: “comprar”.

109. Buckingham Palace

/ŋø/

*[nø]

The target sound is a voiced, velar, nasal but the subject produced a voiced, alveolar, nasal, instead of the target. They are not familiar with the spelling, but they are familiar with the target sound. The deviance was due to the fact that the target sound does not occur in this phonological environment in the subject’s L₁, it only occurs when a velar sound follows.

110. Westminster Abbey

/stm/

*[søm]

The sounds we expected are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal; however, the subject elided the second segment. The subjects are familiar with the first and third segments, but they are familiar with the second segment only in the orthographic combination “tr”. They are also familiar with the spelling even though it is not frequent in Chilean Spanish. The deviance was due to the difficulty this consonant cluster presents to Chilean Spanish speakers. Example: “istmo”.

111. Buckingham Palace

/ŋø/

*[nø]

The target sound is a voiced, velar, nasal, but the subject produced a voiced, alveolar, nasal, instead of the target. They are not familiar with the spelling, but they are familiar with the target sound. The deviance was due to the fact that the target sound does not occur in this phonological environment in the subject’s L₁, it only occurs when a velar sound follows.

112. Duchess of Cambridge following

/dʒf/

*[tʃf]

The target sounds of this consonant sequence are a voiced, palatoalveolar, affricate followed by a voiceless, labiodental, fricative. The subject substituted the first segment for its voiceless counterpart maintaining the point and the manner of articulation of the target t. The subjects are not familiar with the spelling but they are familiar with the target sound, except it never occurs in the subject’s L₁ in word final position. Example: “FECH formó”

113. Archbishop of Canterbury

/øtʃb/

*[øøβ]

The target sounds are a voiceless, palatoalveolar, affricate followed by a voiced, bilabial, stop. The subject elided the first segment and he uttered a voiced, bilabial, fricative instead of the second segment of the cluster. This problem was due to the difficulty presented by the cluster, also the stop and the deviance are allophones of the same phoneme in Chilean Spanish, and the deviance is used intervocally. They are not familiar with the spelling; however they are familiar with the target sounds.

114. Duke of Cambridge as

/dʒæ/

*[tʃæ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students’ L₁, the target is also present but it never occurs in word final position. Example: “FECH aseguró”.

115. Colonel of the Irish Guards

/ɜ:/

*[əɾə]

We expected an English vowel sound, but the subject produced a vowel sound followed by a voiced, alveolar, flap, and another vowel sound instead of the target. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

116. Irish Guards in

/dʒɪ/

*[ɾdøɪ]

The target sounds of this consonant cluster are a voiced, alveolar, stop followed by a voiced, alveolar, fricative and an English vowel sound, we also expect no oral realization of grapheme “r”. The subject produced a voiced, alveolar, flap in front of the cluster because he relied upon spelling. The subject also elided the second segment. The second segment does not occur in Chilean Spanish. The deviance was due to the difficulty presented by the consonant cluster after the addition of the flap.

117. Jim

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

118. Buckingham Palace

/ŋə/

*[nə]

The target sound is a voiced, velar, nasal, but the subject produced a voiced, alveolar, nasal, instead of the target. They are not familiar with the spelling, but they are familiar with the target sound. The deviance was due to the fact that the target sound does not occur in this phonological environment in the subject’s L1, it only occurs when a velar sound follows.

119. Duke of Edinburgh in

/rəɪ/

*[ɾʏɪ]

The target sound is a voiced, postalveolar, frictionless continuant followed by an English vowel sound. Grapheme “gh” should not be orally realized as it corresponds to a case of historical elision. The subject uttered a voiced, alveolar, flap followed by a voiced, velar, fricative instead. They are not familiar with the spelling. The deviance was a problem of graphemic interference. Example: “Edimburgo”.

120. Rolls Royce

/lʒr/

*[lsr]

The target sounds are a voiced, alveolar, lateral followed by a voiced, alveolar, fricative, and a voiced, postaleolar, frictionless continuant. The subject uttered the second segment as its voiceless counterpart. They are familiar with the spelling and the second segment does not occur in Chilean Spanish. The deviation was due to the fact that the subject produced grapheme “s” as it is normally realized in Spanish. Example: “Rolls regalaron”.

Subject 6

1. David Cameron

/dk/

*[ðk]

The target sounds of this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop, but the subject produced a voiced, dental, fricative, instead of the first segment. They are not familiar with the first item, but they are familiar with its dental counterpart. They are familiar with the spelling. Both, the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish and the deviant form is used in this phonological environment. Example: “David camina”.

2. George Osborne

/zb/

*[sb]

The target sounds of this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment which does not occur in Chilean Spanish. They are familiar with the spelling. This is a case of graphemic interference. Example: “esbozo”.

3. William Hague

/mh/

*[nh]

The target sounds in this consonant sequence are a voiced, bilabial, nasal followed by a voiceless, glottal, fricative but the subject produced a voiced, alveolar, nasal instead of the first segment. They are familiar with the target sounds and also with the spelling. The deviation occurred because the target and its corresponding deviant form are allophones of the same phoneme in Chilean Spanish and any of the two can occur in word final position. Example: “Miriam habló”

4. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop but the subject uttered a voiceless, dental, fricative, instead. They are not familiar with the spelling; however, they are familiar with

the target sound but only in the optional pronunciation of the orthographic combination “tr”. The deviance was due to the fact that the speaker produced the grapheme “th” as it is pronounced in some English words. Example: “think”.

5. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart instead. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The deviation was a case of graphemic interference. Example: “Teresa”.

6. Business Secretary

/zn/

*[sn]

The target sounds in this consonant cluster correspond to a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject realized the first segment as its voiceless counterpart. They are familiar with the spelling and the second expected sound. The first target sound does not occur in Chilean Spanish. The deviation was a problem of graphemic interference.

7. Foreign Secretary

/ns/

*[ø̃s]

The target sounds are a voiced, alveolar, nasal followed by a voiceless, alveolar, fricative; however, the subject elided the first element. We classified this deviance as a non-typical deviant form as it cannot be explained in the grounds of Phonology.

8. Gatwick

/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling, and they are familiar with the first segment but only in the orthographic combination “tr”. In Chilean Spanish, the addition of the deviant form in front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: “tarot guardado”.

9. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

10. Didcot

/dk/

*[kd]

We expect a voiced, alveolar, stop followed by a voiceless, velar, stop but the subject changed the order of the graphemes pronouncing the velar sound before the alveolar one. This was due to a phenomenon called transposition. They are familiar with the target sounds, although regarding the first element they are familiar with the dental counterpart only.

11. Oxfordshire

/ɒdʃ/

*[ɒʃ]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The subjects are not familiar with the first segment, but they are familiar with its dental counterpart. They are not familiar with the spelling. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

12. Colonel Gaddafi

/ɜ:/

*[oro]

The target sound is an English vowel sound, but the subject produced a vowel sound followed by a voiced alveolar flap, and another vowel sound instead of the target. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

13. NATO Secretary General Anders Fogh Rasmussen

/idʒ/

*[iʒ]

The target form is a voiced, palatoalveolar, affricate preceded by an English vowel sound. The subject uttered a voiced, palatoalveolar, approximant, which is a more relaxed form of the target. They are familiar with the spelling and also with the target. The target sound and the deviant form are allophones of the same phoneme in Chilean Spanish; they are used in free variation in initial position. Example: “yo”.

14. Anders Fogh Rasmussen

/sm/

*[øm]

The target sounds are a voiceless, alveolar, fricative followed by a voiced, bilabial, nasal but the subject elided the first item of the consonant cluster. We classified this deviance as a non-typical deviant form as it cannot be explained in the grounds of Phonology.

15. Officials would

/lzw/

*[lsw]

The expected segments in this consonant sequence are a voiced, alveolar, lateral and a voiced, alveolar, fricative, followed by a voiced, labiovelar, semivowel; however, the subject uttered the second segment as its voiceless counterpart. They are neither familiar with the spelling nor with the second item. The deviation was due to the fact that the subject relied upon spelling. Example: “Rollsguardados”.

16. Lockerbie Bombing

/mø/

*[mb]

The target sound is a voiced, bilabial, nasal. We also expect no oral realization of grapheme “b” as it is a case of historical elision, but the subject added a voiced, bilabial, stop after the target sound. The subjects are familiar with the target sound and the spelling. The deviation occurred because the subject produced grapheme “b” as it is orally realized in Chilean Spanish in this phonological environment. Example: “bomba”.

17. Thursday

/øzd/

*[rsd]

The expected sounds are a voiced, alveolar, fricative followed by a voiced, alveolar, stop and no oral realization of grapheme “r” but the subject produced a voiced, alveolar, flap in front of the cluster and he pronounced a voiceless, alveolar, fricative instead of the first segment. They are not familiar with the spelling and we they not familiar with any of the two segments. However, we are familiar with their dental and voiceless counterpart, respectively. Both deviances were caused by spelling.

18. Afghanistan

/fg/

*[βγ]

The target sounds are a voiceless, labiodental, fricative followed by a voiced, velar, stop but the subject pronounced a voiced, bilabial, fricative and a voiced, velar, fricative respectively instead. They are not familiar with the spelling, but they are familiar with the target sounds. The first deviation conditioned the pronunciation of the second target sound. Example: “Afganistán”.

19. Jonathan Crookes

/θ/

*[t]

The target sound is a voiceless, dental, fricative but the subject produced a voiceless, alveolar, stop, instead. They are neither familiar with the spelling nor with the target sound. This deviance was due to the fact that the subject pronounced graphemes “th” as they are realized in some English words. Example: “Thames”.

20. BBC World Service

/ølds/

*[øløs]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. They are familiar with the first and last segment, and also with the dental counterpart of second item. They are not familiar with the spelling. The subject elided the second segment due to the difficulty presented by the sequence.

21. William and

/mə/

*[nə]

The sounds expected are a voiced, bilabial, nasal followed by an English vowel sound but the subject produced a voiced, alveolar, nasal instead. They are familiar with both the spelling and the target sound. The deviance was due to the fact that the deviant form is an allophone of the target in Chilean Spanish in word final position. Example: “Miriam habló”.

22. Catherine Middleton

/dl/

*[detl]

We expect a voiced alveolar stop followed by a voiced alveolar lateral but the subject changed the sequence of the segments. He added a vowel sound after the first segment and then he produced a voiceless, alveolar, stop followed by a voiced, alveolar, lateral. We classified this deviance as a non-typical deviant form as it cannot be explained in the grounds of Phonology.

23. Zimbabwe

/bw/

*[øɣw]

The target is a consonant cluster formed by a voiced, bilabial, stop, followed by a voiced, labiovelar, glide but the subject elided the first segment and he added a voiced, velar, fricative in front of the semivowel. The subjects are familiar with the spelling and they are also familiar with both segments of the cluster. The subject elided the first item due to the difficulty presented by this cluster in Chilean Spanish. In the subject's L₁, the addition is not significant when a semivowel follows. The deviant form is used in this phonological environment. Example: “Zimbabwe”.

24. Westminster Abbey

/stm/

*[søm]

The sounds we expected are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal; however, the subject elided the second segment. The subjects are familiar with the first and third segments, but they are familiar with the second segment only in the orthographic combination “tr”. They are also familiar with the

spelling even though it is not frequent in Chilean Spanish. The deviance was due to the difficulty this consonant cluster presents to Chilean Spanish speakers. Example: “istmo”.

25. Tasmine Lucia Khan

/zm/

*[sm]

This consonant cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal but the subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling, but the first item does not occur in Chilean Spanish. This deviation was due to the subject's reliance upon spelling. Example: “Tasmania”.

26. England and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and an English vowel sound but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second item can be elided when it is in word final position in the subject's L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: “Coco Legrand anda”.

27. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, labiovelar, semivowel but the subject uttered the second segment as its voiceless counterpart instead. They are neither familiar with the spelling nor with the second segment. The deviation was due to the fact that the subject relied upon spelling. Example: “Rolls guardados”.

28. Iceland continues

/ndk/

[ŋøk]

We expect a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, velar, stop. They are not familiar with the second segment of the consonant sequence, though they are familiar with its dental counterpart. The subject elided the second segment due to the difficulty presented by the consonant sequence. Due to the elision of the second segment the subject produced a voiced, velar, nasal instead of the first item because a velar sound followed. Example: “Coco Legrand continúa”.

29. Mike Wooldridge

/ldr/

*[lør]

The expected sounds of this consonant cluster are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant but the subject elided the second segment. They are familiar with the spelling, and regarding the second segment they are only familiar with its dental counterpart. The elision of the second segment was due to the difficulty presented by the consonant cluster. Example: “valdría”.

30. Mike Wooldrige

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered its voiceless counterpart instead, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: “FECH ordenó”.

31. Tasmine Lucia Khan

/zm/

*[sm]

This consonant cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal but the subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling, but the first item does not occur in Chilean Spanish. This deviation was due to the subject's reliance upon spelling. Example: “Tasmania”.

32. army General Mike Jackson

/idʒ/

*[iʒ]

The target sound is a voiced, palatoalveolar, affricate preceded by an English vowel sound but the subject uttered a voiced, palatoalveolar, approximant, instead which is a more relaxed form of the target. They are familiar with the spelling and also with the target sound. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “sentilegar”.

33. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop but, instead of the first segment, the subject uttered a voiced, alveolar, nasal. The subjects are familiar with the target sounds, and they are familiar with the spelling even though it is not frequent in Chilean Spanish. This problem occurred because the target form and the deviance are allophones of the same phoneme in Chilean Spanish, but the first segment in the target is produced only when a velar sound follows. Example: “Washington”.

34. Gatwick

/tw/

*[øɣw]

The expected sounds in this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, glide; however, the subject added a voiced, velar, fricative in front of the glide and he elided the first item. The subjects are not familiar with the spelling; but, they are familiar with both segments of the cluster. Considering the first item they are familiar with it only in the orthographic combination “tr”. The addition of the velar sound does not change the meaning of the utterance in the subject’s L₁. The elision was due to the difficulty presented by the consonant cluster. Example: “tarot guardado”.

35. Northern Scotland suffer

/nds/

*[nøʃ]

The expected sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because second item can be elided when it is in word final position in the subject’s L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: “Coco Legrand sufre”.

36. Southern England is

/ndɪ/

*[nøɪ]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and an English vowel sound but the subject elided the second segment of the cluster. They are not familiar with the second item, yet they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second item can be elided when it is in word final position in the subject’s L₁. The elision was also due to the difficulty presented by the consonant cluster. Example: “Coco Legrand ilustra”.

37. Brent Cross Shopping

/ntkr/

*[nøkr]

We expect a voiced, alveolar, nasal, followed by a voiceless, alveolar, stop, a voiceless, velar, stop and a voiced, postalveolar, frictionless continuant but the subject elided the second item due to the difficulty presented by the consonant sequence. They are familiar with the second segment, but only in the orthographic combination “tr”. They are also familiar with the spelling. Example: “Pepsodent crea”.

38. Brent Cross Shopping Centre

/ŋs/

*[ns]

The expected sounds are a voiced, velar, nasal followed by a voiceless, alveolar, fricative. They are not familiar with the first sound in this phonological environment, but they are familiar with the spelling. The subject uttered a voiced, alveolar, nasal, instead of the first item because in Chilean Spanish the voiced, velar, nasal only occurs when a velar sound follows. Example: “ping-pong central”.

39. Special Forces

/sp/

*[esp]

The target sounds are a voiceless, alveolar, fricative followed by a voiceless, bilabial, stop. The subject added a vowel sound in front of the consonant cluster. They are familiar with the target sounds, and with the consonant cluster but not in initial position. The deviation was due to the fact that the combination “sp” does occur in word initial position in the subjects L₁. Example: “esperanza”.

40. Special Forces in

/zɪ/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling, however, they are not familiar with the target sound, only with its voiceless counterpart. This deviation was caused by spelling. Example: “es integrante”.

41. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop, and a voiced, alveolar, fricative but the subject elided the second segment. This was due to the difficulty presented by the consonant sequence. Example: “Allamand sabe”.

42. Nine- Eleven

/v/

*[β]

The expected sound is a voiced, labiodental, fricative, but the subject produced a voiced, bilabial, fricative, instead. The spelling occurs in the subject’s L₁. They are not familiar with the target sound, but they are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. The fricative counterpart is the allophonic variant used in intervocalic position. Example: “elevado”.

43. BBC World Service

/ølds/

*[ølös]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. They are familiar with the first and last segment, and also with the dental counterpart of second item. They are not familiar with the spelling. The subject elided the second segment due to the difficulty presented by the sequence.

44. James Menendez

/mzm/

*[msm]

The expected sounds of this consonant sequence are a voiced, bilabial, nasal followed by a voiced, alveolar, fricative, and a voiced, bilabial, nasal. However, the subject elided the second segment in the sequence. The second segment does not occur in Chilean Spanish. The subjects are familiar with the spelling. This problem was a case of graphemic interference. Example: “MUMS mencionó”.

45. James Menendez with

/zw/

*[sw]

The target sounds are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide but the subject produced a voiceless, alveolar, fricative instead of the first item. They are familiar with the spelling; however, they are not familiar with the target sound, only its voiceless counterpart occurs in Chilean Spanish. This was a problem of graphemic interference. Example: “tocas güiro”.

46. News Hour

/zø/

*[sø]

The target sound is a voiced, alveolar, fricative, but the subject produced its voiceless counterpart instead. The subjects are familiar with the spelling, but the target sound does not occur in Chilean Spanish. The deviance was a problem of graphemic interference. Example: “tus horarios”.

47. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

48. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “presidente”.

49. President Obama

/ntəʊ/

*[nøəʊ]

The expected segments are a voiced, alveolar, nasal, followed by a voiceless, alveolar, stop, and an English diphthong but the subject elided the second segment. They are familiar with the spelling but not with the consonant cluster in word final position. They are familiar with the first segment of the cluster and with the second one only in the orthographic combination “tr”. The deviation occurred because the voiceless alveolar stop is usually elided in word final position in Chilean Spanish. The deviant form was also due to the difficulty presented by the consonant cluster. Example: “Pepsodentorganiza”.

50. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “r” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonial”.

51. Larry King on

/ŋɒ/

*[nɒ]

The target sound is a voiced, velar, nasal followed by an English vowel sound but the subject produced a voiced, alveolar, nasal, instead. They are familiar with the target sound, but they are not familiar with the sound in final position. The target sound occurs in different phonological environments in the subject’s L1, and in the TL. The target and the deviant form are allophones of the same phoneme in Chilean Spanish. Example: “botin ornamental”

52. Mercury Prize winners

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel but the subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the first segment; though they are familiar with its voiceless counterpart. The deviation

occurred because the subject produced grapheme “z” as it is orally realized in Chilean Spanish. This was a problem of graphemic interference.

53. Ann Widdecombe

/d/
*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative, instead. They are neither familiar with the spelling nor with the target sound, however, they are familiar with its dental counterpart. The dental counterpart of the target and the deviant form are allophones of the same phoneme in Chilean Spanish. We use the deviant form in this phonological environment. Example: “idea”.

54. Michelle Williams and

/mzə /
[msə]

This consonant cluster is composed of a voiced, bilabial, nasal followed by a voiced, alveolar, fricative, and an English vowel sound but the subject uttered, a voiceless, alveolar, fricative, instead of the second segment. They are familiar with the spelling, but not with the second segment of the consonant cluster, though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “MUMS advirtió”.

55. actress Gemma Arterton

/sdʒ/
*[sʒ]

The target sound is a voiced, palatoalveolar, affricate preceded by a voiceless alveolar fricative but the subject pronounced a voiced, palatoalveolar, approximant, which is a more relaxed form of the target. They are familiar with the target sound, and they are familiar with the spelling. In Chilean Spanish both the deviant form and the target sound are allophones of the same phoneme; they are used in free variation. Example: “yo”.

56. the Woman of the Year Prize

/əw/
*[əʋ]

The target sound is a voiced, labiovelar, semivowel preceded by an English vowel sound but the subject produced a voiced velar, fricative instead of the target, which is a case of substitution. They are not familiar with the spelling but they are familiar with the target. The deviance was due to the fact that a vowel /ʊ/ followed. Example: “iguana”.

57. Golden Globe as

/bə/
*[βə]

The target sound is a voiced, bilabial, stop followed by an English vowel sound, but the subject produced a voiced, bilabial, fricative, instead of the stop. They are familiar with the target sound, and also familiar with the spelling. Both the target sound and the deviant form

are allophones of the same phoneme in Chilean Spanish and they are used in complementary distribution. Example: “globo aerostático”.

58. King's Speech

/ŋzsp/

*[nøsp]

We expected a voiced, velar, nasal, followed by a voiced, alveolar, fricative, a voiceless, alveolar, fricative and a voiceless, bilabial, stop. The subject produced a voiced, alveolar, nasal instead of the first segment and he elided the second item. The substitution was due to the fact that the velar, nasal only occurs when a velar sound follows. Both the deviant form and the target sound are allophones of the same phoneme in the subject's L₁. The elision was due to the difficulty presented by the consonant sequence. The subjects are not familiar with the spelling.

59. The Social Network also

/økɒ/

*[ɾøɒ]

We expected a voiceless, velar stop and no oral realization of grapheme “r” but the subject produced a voiced, alveolar, flap instead and he elided the word final stop. They are not familiar with the spelling. The addition was caused by spelling and the elision occurred because the sound may be elided in word final position. Example: “FARC anotó”.

60. BBC World News

/øldn/

*[øløn]

The sounds expected are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, a voiced, alveolar, nasal. However, the subject elided the second segment of the sequence. They are not familiar with the spelling. Concerning the second segment of the consonant sequence, they are familiar with its dental counterpart. The elision was due to the difficulty presented by the consonant sequence.

61. Jonathan Charles

/θ/

*[t]

The target sound is a voiceless, dental, fricative but the subject produced a voiceless, alveolar, stop, instead. They are neither familiar with the spelling nor with the target sound. This deviance was due to the fact that the subject pronounced graphemes “th” as they are realized in some English words. Example: “Thames”.

62. Jim Devine

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the

target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

63. Elliot Morley

/tm/

*[øm]

The target sounds are a voiceless, alveolar, stop followed by a voiced, bilabial, nasal but the subject elided the first item of the consonant sequence. They are familiar with the first segment but only in the orthographic combination “tr”. The spelling also occurs in Chilean Spanish. The elision was due to the difficulty presented by the consonant sequence. Example: “mamut mordió”.

64. John Terry

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant, a more relaxed form of the target. They are familiar with the target sounds and its spelling. The target sound and the deviance are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: “yo”.

65. England’s captain

/ndzk/

[nøsk]

We expect a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, a voiced alveolar fricative and a voiceless, velar, stop. However, the subject elided the second segment of the sequence. They are not familiar with the second item; but they are familiar with its dental counterpart. The spelling does not occur in Chilean Spanish either. The deviation occurred due to the difficulty presented by the consonant sequence.

66. England Rugby Union Team

/ndr/

*[nør]

The target sounds are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless, continuant but the subject elided the second segment. They are familiar with the first segment but, concerning the second one, they are only familiar with its dental counterpart. The elision occurred due to the difficulty presented by the consonant sequence. Example: “Coco Legrand rogó”.

67. Afghanistan

/fg/

*[vɣ]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative. The subjects are not familiar with the spelling, but they are familiar with the expected sounds. The first segment became voiced because a

voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

68. Royal Logistic Corps

/øz/

*[ps]

The target sound is a voiced, alveolar, fricative. We also expect no oral realization of graphemes “r” and “p” since they are a case of historical elision. The subject realized grapheme “p” as a voiceless, bilabial, stop and the target sound as a voiceless, alveolar, fricative. Both problems were caused by spelling. Example: “bíceps”.

69. Nahr-e Saraj district

/ʒd/

*[ʃd]

The target sounds are a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop; however, the subject produced a voiceless, palatoalveolar, fricative, instead of the first segment, maintaining only the point of articulation. They are familiar with both the spelling, and the target sound. The target sound does not occur in word final position in Chilean Spanish. Example: “FECH dijo”.

70. Helmand province

/ndp/

*[nøp]

We expect a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, bilabial, stop. However, the subject elided the second item of this consonant sequence. The subjects are familiar with the spelling, but the second segment does not occur in their L1, although its dental counterpart does. The subject elided that item due to the difficulty presented by the sequence. Example: “Coco Legrand provino”.

71. BBC World Service

/ølds/

*[løs]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. They are familiar with the first and last segment, and also with the dental counterpart of second item. They are not familiar with the spelling. The subject elided the second segment due to the difficulty presented by the sequence.

72. Osama Bin Laden

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are

allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “ladera”.

73. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

74. US Special Forces in

/zɪ/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling; however, they are not familiar with the target sound, only with its voiceless counterpart. This deviation was caused by spelling. Example: “esintegrante”.

75. Roger Hearing

/ŋ/

*[n]

The target sound is a voiced, velar, nasal, but the subject pronounced a voiced, alveolar, nasal instead. The subjects are familiar with the target but it occurs in a different phonological environment in their L₁, it only occurs when a velar sound follows. The target and the deviant form are allophones of the same phoneme in Chilean Spanish and the deviant form may occur in word final position. Example: “comun”.

76. BBC News with

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the first segment; though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “tus huinchas”.

77. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

78. Asif Ali Zardari

/z/

*[s]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound, but the subject uttered its voiceless counterpart instead. The subjects are familiar with the spelling; however the target sound does not occur in Chilean Spanish. The deviance was a problem of graphemic interference. Example: “comí zanahoria”.

79. Arabs that

/bzð/

*[bsð]

The expected sounds in the sequence are a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative but the subject produced a voiceless, alveolar, fricative instead of the second segment. They are not familiar with the spelling. They are also not familiar with the second segment, but they are familiar with its voiceless counterpart is present in the subject’s L₁. The deviation occurred because the subject relied upon spelling. Example: “baobabs derechos”.

80. Queensland’s Premiere

/nzl/

*[nsl]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral but the subject uttered a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling and also with the first and third segment. The second sound is not present in Chilean Spanish, but its voiceless counterpart is. This deviation was a problem of graphemic interference. Example: “translúcido”.

81. Queensland’s Premiere

/ndzpr/

*[nøspr]

The target sounds are a voiced, alveolar, nasal, followed by a voiced alveolar stop, a voiced, alveolar, fricative, a voiceless bilabial stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence and he produced the voiceless counterpart of the third item. They are not familiar with the second sound; however, they are familiar with its dental counterpart. They are not familiar with the spelling. The deviation was due to the difficulty presented by the consonant sequence.

82. Queensland

/nzl/

*[nsl]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral but the subject uttered a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling and also with the first and third segment. The second sound is not present in Chilean Spanish,

but its voiceless counterpart is. This deviation was a problem of graphemic interference. Example: “translúcido”.

83. BBC News with

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative instead of the first segment. They are neither familiar with the spelling nor with the first segment; though they are familiar with its voiceless counterpart. The deviation occurred because the subject relied upon spelling. Example: “tus huinchas”.

84. Benghazi.

/z/

*[s]

The target sound is a voiced, alveolar, fricative but the subject produced its voiceless counterpart. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The deviation was caused by spelling. Example: “azufre”.

85. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “P” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling but the target sound does not occur in Chilean Spanish. The problem occurred because the subject pronounced the word orthographically. Example: “colonia”.

86. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound but the subject produced a Spanish vowel sound, a voiced, alveolar, lateral, and another Spanish vowel sound. Grapheme “P” should not have been orally realized as it is a case of historical elision. They are familiar with the spelling, but not with the target sound. The problem occurred because the subject pronounced the word orthographically. Example: “colonia”.

87. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. They are familiar with the spelling and with the dental counterpart of the target sound. The deviance occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used between vowels. Example: “mediterráneo”.

88. Kate Middleton

/dl/

*[ðel]

The target sounds are a voiced, alveolar, stop followed by a voiced, alveolar, lateral. The subject uttered a voiced, dental, fricative, instead of the first segment of the consonant cluster followed by the addition of a vowel sound. They are not familiar with the first segment, but they are familiar with its dental counterpart. The deviance was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is the one we use in intervocalic position. Example: “mídelo”.

89. Westminster Abbey

/stm/

*[søm]

The sounds we expected are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal; however, the subject elided the second segment. The subjects are familiar with the first and third segments, but they are familiar with the second segment only in the orthographic combination “tr”. They are also familiar with the spelling even though it is not frequent in Chilean Spanish. The deviance was due to the difficulty this consonant cluster presents to Chilean Spanish speakers. Example: “istmo”.

90. Prince William

/m/

*[n]

We expect a voiced, bilabial, nasal but the subject produced a voiced, alveolar, nasal instead. The subjects are familiar with both the spelling and the target sound. The deviance was due to the fact that the target and the deviant form are allophones of the same phoneme in Chilean Spanish, either of the two can occur in word final position. Example: “Miriam”.

91. Buckingham Palace

/ŋ/

*[k]

The target sound is a voiced, velar, nasal; however, the subject produced a voiceless, velar, stop instead. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

92. Prince William

/m/

*[n]

We expect a voiced, bilabial, nasal but the subject produced a voiced, alveolar, nasal instead. The subjects are familiar with both the spelling and the target sound. The deviance was due to the fact that the target and the deviant form are allophones of the same phoneme in Chilean Spanish, either of the two can occur in word final position. Example: “Miriam”.

93. Duke of Cambridge as

/dʒæ/
*[tʃæ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart, maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: "FECHaseguró".

94. Colonel of the Irish Guards

/ɜ:/
*[oro]

We expected a vowel sound but the subject uttered a vowel sound, followed by a voiced, alveolar, flap and another vowel sound instead of the target. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

95. Rolls Royce

/lʒr/
*[lør]

The target sounds of this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, postalveolar, frictionless continuant. The subjects are neither familiar with the second item nor with the spelling. The subject elided the second segment due to the difficulty caused by the sequence. Example: "rolls ricos".

Subject 7

1. William Hague as

/gə/
*[ɣə]

The target sound is a voiced, velar, stop, followed by an English vowel sound. The subject pronounced a voiced, velar, fricative instead of the target. They are familiar with the spelling, and the sound occurs in the subject's L1. The problem occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and they are in complementary distribution but only the deviant form occurs preceded by a vowel and followed by a back vowel. Example: "smog asfixiante".

2. Theresa May

/t/
*[θ]

The target form is a voiceless, alveolar, stop. The subject uttered a voiced, dental, fricative instead. The subjects are not familiar with the spelling. The sound occurs in the subject's L1, but only in the orthographic combination "tr" as an optional pronunciation. The deviation is due to the fact the subject pronounced the grapheme "th" as it is pronounced in some English words. Example: "think".

3. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject's L₁, he produces its voiceless counterpart. This problem is a case of graphemic interference. Example: "Teresa".

4. Justice Secretary

/ss/

*[ns]

The expected sounds are two voiceless, alveolar, fricatives that form a consonant sequence. In this case, the subject uttered a voiced, alveolar, nasal instead of the first segment of the sequence. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

5. Business Secretary

/zn/

*[sn]

We expected a voiced, alveolar, fricative followed by a voiced, alveolar, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, but since the target sound is not present in the subject's L₁, he produces its voiceless counterpart. This problem was due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "cisne".

6. Labour Party

/øt/

*[rø]

We expected a voiceless, alveolar, stop, and no oral realization of the grapheme "r". The subject produced a voiced, alveolar, flap and elided the target sound. The spelling occurs in the subjects' L₁ as also does the target sound but only in the orthographic combination "tr" as an optional pronunciation. This deviation corresponded to a pronunciation of an accent which is not RP. We classified this deviance as a non-typical deviation.

7. Gordon Brown

/ød/

*[rø]

We expected a voiceless, alveolar, stop, and no oral realization of the grapheme "r". The subject uttered a voiced, alveolar, flap, instead of the target which he elided. The target sound does not occur in the subjects' L₁, although its dental counterpart does; however, they are familiar with the spelling. This deviation corresponded to a pronunciation of an accent which is not RP. We classified this deviance as a non-typical deviation.

8. Gatwick

/tw/

*[ɾw]

We expected a voiceless, alveolar, stop followed by a voiced, labiovelar, glide, but the subject pronounced a voiced, alveolar, flap instead of the first segment of the target. The second element in the cluster occurs in the subject's L₁; in the case of the first segment, the sound occurs in the subject's L₁, but only in the orthographic combination "tr" as an optional pronunciation. The spelling does not occur in Chilean Spanish.

We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

9. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject uttered a voiceless, alveolar, fricative instead. The target sound does not occur in the subjects' L₁, although its voiceless counterpart does; however, they are familiar with the spelling. The subject produced the voiceless counterpart. This was a problem of graphemic interference. Example: "presidente".

10. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The target sound does not occur in the subjects' L₁, although its dental counterpart does; however, they are familiar with the spelling. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but they are in complementary distribution and only the deviance occurs in intervocalic position. Example: "presidente".

11. Arizona

/z/

*[s]

We expected a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject's L₁, he produces its voiceless counterpart. The deviance is a case of graphemic interference. Example: "Arizona".

12. Oxfordshire

/ksf/

*[køf]

The target is cluster formed by a voiceless, velar, stop followed by a voiceless, alveolar, fricative and a voiceless, labiodental, fricative. The subject elided the second segment of the target. The segments and also the spelling are present in the subjects' L₁. The deviance is due to the difficulty presented by the consonant cluster. Example: "exfoliar".

13. Oxfordshire

/ɒdʃ/

*[øøʃ]

We expected a consonant cluster formed by a voiced, alveolar, stop and a voiceless, palatoalveolar, fricative. The subject elided the first segment of the cluster. The subjects are not familiar with the spelling and the elided segment does not occur in the subjects' L₁; though its dental counterpart does. The deviance is due to the difficulty presented by the combination of sounds in the consonant cluster.

14. Afghanistan

/fg/

*[vɣ]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. The subject pronounced a voiced, labiodental, fricative followed by a voiced, velar, fricative. The subjects are not familiar with the spelling, although the segments of the target do occur in their L₁. The first segment of the cluster became voiced because a voiced consonant followed; the second segment, as well as its corresponding deviation, are allophones of the same phoneme in Spanish, and they are in complementary distribution. Example: "Afganistán"

15. Brussels have

/lzh/

*[lsh]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiceless, glottal, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment of the cluster. The target sound does not occur in the subjects' L₁, although its voiceless counterpart does; however, they are familiar with the spelling. This is why he produced the voiceless counterpart. The deviance is a case of graphemic interference.

16. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme "P" should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: "colonial".

17. Colonel Gaddafi

/d/

*[r]

We expected a voiced, alveolar, stop, but the subject produced a voiced, alveolar, flap instead. This deviation corresponded to a pronunciation of an accent which is not RP. It is a non-typical deviation. Example: "Gárate"

18. NATO Secretary General

/ɪdʒ/
*[ij]

The target form is a voiced, palatoalveolar, affricate preceded by an English vowel sound. The subject produced a voiced, palatoalveolar, approximant instead of the target. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviation took place because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they occur in free variation. Example: "mi yegua".

19. Anders Fogh Rasmussen

/øʀ/
*[gr]

We expected no oral realization of the graphemes "gh" as they correspond to a case of historical elision, followed by a voiced, postalveolar, frictionless continuant. The subject produced a voiced, velar, stop followed by a voiced, postalveolar, frictionless continuant instead of the elision. The subjects are not familiar with the spelling. The graphemes "gh" were realized as they are realized in some English words. Example: "ghetto".

20. Anders Fogh Rasmussen

/zm/
*[sm]

The target sounds are a voiced, alveolar, fricative, followed by a voiced, bilabial, nasal. The subject uttered a voiceless, alveolar, fricative instead of the first segment of the cluster. The target sound does not occur in the subjects' L₁, although its voiceless counterpart does; however, they are familiar with the spelling. As the subject is not familiar with the target sound, he produced its voiceless counterpart. The deviance is a case of graphemic interference. Example: "rasmillar".

21. Scottish Ministers and

/øzə/
*[røə]

We did not expect an oral realization of the grapheme "r", after this, we expected a voiced, alveolar, fricative followed by an English vowel sound. Instead of the target, the subject uttered a voiced, alveolar, flap and elided the voiced, alveolar, fricative. The subjects are familiar with the spelling. The addition occurs because the subject relies upon spelling; it is a case of graphemic interference. Regarding the second element of the target, it is not present in the phonological system of Chilean Spanish but its voiceless counterpart is and in Spanish this sound may be elided in non-careful pronunciation in word final position. Example: "poster antiguo".

22. Officials would

/lzw/
*[lsw]

We expected a voiced, alveolar, lateral followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are not familiar with the spelling, and the target sound does

not occur in the subjects' L₁, although its voiceless counterpart does. This is a problem of graphemic interference. Example: “Selz guardadas”.

23. Washington

/ŋt/

*[nt]

We expected a consonant cluster formed by a voiced, velar, nasal followed by a voiceless, alveolar, stop. The segments are present in Chilean Spanish, and the subjects are familiar with the spelling even though it is not frequent in Chilean Spanish. The deviance is due to the fact that, while in English both the first segment of the target and the deviant form are allophones, in Chilean Spanish, both those sounds are allophonic variants of the same phoneme and they are used in complementary distribution. Example: “menta”.

24. Medical Chief

/d/

*[ɾ]

We expected a voiced, alveolar, stop, but the subject produced a voiced, alveolar, flap instead. The subjects are familiar with the spelling but the target sound does not occur in the subjects' L₁, although its dental counterpart does. This deviation corresponded to a pronunciation of an accent which is not RP. We classified this deviance as a non-typical deviation.

25. Thursday

/øzd/

*[øsd]

We expected a voiced, alveolar, fricative followed by a voiced, alveolar, stop. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are not familiar with the spelling and the target sound does not occur in the subjects' L₁, although the voiceless counterpart of the first element in the target does. The deviance is due to spelling. Example: “desde”.

26. Sergeant David Monkhouse

/ntd/

*[nød]

The target sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and a voiced, alveolar, stop. The subject elided the second segment of the target sequence. The subjects are familiar with the spelling; also the deviated target sound occurs in Chilean Spanish, but only in the orthographic combination “tr” as an optional pronunciation. This problem occurred because in Chilean Spanish, we tend to elide the voiceless, dental, stop in word final position. Example: “Pepsodentu dura”.

27. Zimbabwe

/z/

*[s]

We expected a voiced, alveolar, fricative. The subject produced its voiceless counterpart instead. Although the subjects are familiar with the spelling the target sound does not occur

in the subjects' L₁; however they are familiar with its voiceless counterpart. This problem occurred because the subject produced grapheme "z" as it is realized in Chilean Spanish. Example: "Zinc".

28. Westminster Abbey

/w/

*[ɣw]

The target sound is a voiced, labiovelar, semivowel. The subject added a voiced, velar, fricative in front of the target sound. They are familiar with the spelling and the target sound occurs in the subjects' L₁. In Chilean Spanish, the addition of the deviant form in front of the glide is not significant. Example: "Pehuén".

29. Westminster Abbey

/stm/

*[nsøm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal. The subject elided the second segment of the target cluster. The sound occurs in the subject's L₁s as well as with the spelling; however they do not occur in the present orthographic combination. The deviance is due to the difficulty the cluster presents to Chilean Spanish subjects. Example: "resma". In addition to that, the subject added a voiced, alveolar, nasal preceding the cluster. This is a non-typical deviation, which cannot be accounted for by means of the phonology.

30. Tasmine Lucia Khan

/zm/

*[sm]

The target sounds are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment in the target. They are familiar with the spelling; however the first segment does not occur in Chilean Spanish, although its voiceless counterpart does. This problem occurred due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "Tasmanian".

31. BBC News.

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "tus".

32. England and

/ndə/

*[nøə]

We expected a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The second segment does not occur in the subjects' L₁, although its dental counterpart does. They are familiar

with the spelling even though it is not frequent in Chilean Spanish. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand anduvo”.

33. and Wales

/ndw/

*[nøgw]

We expected a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, labiovelar, glide. The subject elided the voiced, alveolar, stop; also, he added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling and the target sound does not occur in the subjects' L₁, although its dental counterpart does. The elision was due to the fact that in Chilean Spanish, we tend to elide this sound in word final position. The addition was produced because in Chilean Spanish the addition of the deviant form in front of the glide is not significant. Example: “Coco Legrand guardó”.

34. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The second segment does not occur in the subjects' L₁, although its voiceless counterpart does. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “traeles whiskey”.

35. Iceland continues

/ndk/

*[nøk]

The target sounds of the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, velar, stop. The subject elided the second segment of the target sequence. The second segment does not occur in the subjects' L₁, although its dental counterpart does, also, they are familiar with the spelling. This problem occurred because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand comentó”.

36. Northern Ireland are

/nda:/

*[nøɑ:]

The target sounds of the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The second segment does not occur in the subjects' L₁, although its dental counterpart does. They are familiar with the spelling. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand armó”.

37. The United Nations today

/nzt/
*[nst]

The target sounds are a voiced, alveolar, nasal, followed by a voiced, alveolar, fricative, preceding a voiceless, alveolar, stop. The subject produced a voiceless, alveolar, fricative instead of the second element of the sequence. This sound does not occur in Chilean Spanish; therefore they tend to pronounce its voiceless counterpart. They are not familiar with the spelling. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “naciones today”

38. Laurent Gbagbo

/nøøb/
*[ntgb]

We expected a voice, alveolar, nasal followed by the no realization of graphemes "t" and "g" and a voiced, bilabial, stop. The subject deviated by pronouncing a voiceless, alveolar, stop followed by a voiced, velar, stop instead of the expected historical elisions. The subjects are not familiar with the spelling, although both segments of the target occur in Chilean Spanish. This problem is produced due to graphemic interference.

39. Laurent Gbagbo

/gb/
*[gø]

We expected a voiced, velar, stop followed by a voiced, bilabial, stop. The subject elided the second segment of the target. Being this a non-typical deviation, it is not possible for us to explain it phonologically or to provide examples.

40. by Belarus

/aɪb/
*[aɪβ]

The target sound is a voiced, bilabial, stop preceded by a diphthong. The subject produced a voiced, bilabial, fricative instead of the target. They are familiar with the spelling and the target sound occurs in the subjects' L1. The target and the deviant forms are allophones of the same phoneme in Chilean Spanish and they are used in free variation in word initial position. Example: “hay bebidas”.

41. Tasmine Lucia Khan

/zm/
*[sm]

The target sounds are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment in the target. They are familiar with the spelling; however the first segment does not occur in Chilean Spanish, although its voiceless counterpart does. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmania”.

42. BBC News.

/z/
*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "tus".

43. General Mike Jackson

/dʒ/
*[j]

The target form is the voiced, palatoalveolar, affricate. The subject produced a voiced, palatoalveolar, approximant instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation. Example: "llene".

44. Washington

/ŋt/
*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subjects are familiar with the spelling, even though it is not frequent in Chilean Spanish, and both segments of the target occur in Chilean Spanish. The deviance is due to the fact that in Chilean Spanish both the target sound and the deviation are allophones of the same phoneme and they are in complementary distribution. Example: "Washington".

45. hits Britain's

/tsbr/
*[tsβr]

We expected a consonant sequence formed by a voiceless, alveolar, stop followed by a voiceless, alveolar, fricative, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subject produced a voiced, bilabial, fricative and a voiced, alveolar, flap instead of the third and fourth segments, respectively. They are familiar with the spelling and the segments occur in the subjects' L₁. The deviation occurred because both the third segment and its corresponding deviant form are allophones of the same phoneme in Chilean Spanish and they are in free variation in word initial position. Grapheme "r" is orally realised as it is pronounced in Spanish in this phonological environment. Example: "mis brillos".

46. Christmas getaway

/sg/
*[ng]

We expected a consonant sequence constituted by a voiceless, alveolar, fricative followed by a voiced, velar, stop. The subject produced a voiced, alveolar, nasal instead of the first segment of the sequence. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

47. Ireland and

/ndə/

*[nøə]

The target sounds of the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The second segment does not occur in the subjects' L₁, although its dental counterpart does. They are familiar with the spelling. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand armó”.

48. Scotland suffer

/nds/

*[nøs]

We expected a consonant sequence formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. The subject elided the second segment of the sequence. The second segment does not occur in the subjects' L₁, although its dental counterpart does. They are familiar with the spelling. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand sufrió”.

49. Southern England is

/ndɪ/

*[nøɪ]

The segments of the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The second segment does not occur in the subjects' L₁, although its dental counterpart does. Also, they are familiar with the spelling. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand insistió”.

50. Brent Cross Shopping Centre

/ŋs/

*[ns]

The expected sequence is formed by a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The subject uttered a voiced, alveolar, nasal instead of the first segment. The subjects are familiar with the spelling, even though it is not frequent in Chilean Spanish, and both segments of the target occur in Chilean Spanish. The deviance is due to the fact that in Chilean Spanish both the target sound and the deviation are allophones of the same phoneme and they are in complementary distribution. Example: “camping central”.

51. BBC News,

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not

occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "tus̲".

52. American Special Forces

/nsp/

*[nesp]

The target is a consonant sequence formed by a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiceless, bilabial, stop. The subject added a vowel sound in front of the second segment of the sequence. The subjects are not familiar with the spelling, although both segments of the target occur in Chilean Spanish. The deviation is due to the different syllabic distribution in the subject's L₁ and in the target language: in English, both target sounds belong to the same syllable, while in Spanish the addition of vowel [e] causes the first target sound to form an independent first syllable with it. Example: "estan esperando".

53. American Special Forces in

/zi/

*[sɪ]

The target sound is voiced, alveolar, fricative followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the target. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "frases inventadas"

54. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second element of the sequence and produced a voiceless, alveolar, fricative instead of the third one. They are familiar with the spelling; also the dental and the voiceless counterparts of the second and third segments occur in Chilean Spanish. The first deviation occurred because the second target sound can be elided in the subject's L₁ when it is in word final position; the deviation in the third segment occurred due to spelling. Example: "Coco Legrand zamarreo".

55. Nine-Eleven

/v/

*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative instead. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁; instead, they are familiar with the voiced, bilabial, stop. Both, the stop and the deviant form are allophones of the same phoneme in Chilean Spanish. They are used in complementary distribution in this phonological environment. Example: "eleven".

56. James Menendez

/mzm/

*[msm]

The target sounds in the sequence are a voiced, bilabial, nasal followed by a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment. The fricative sound does not occur in Chilean Spanish, although its voiceless counterpart does. Also, they are familiar with the spelling. The deviance is a case of graphemic interference. Example: “MUMS mencionó”.

57. James Menendez with

/zw/

*[sw]

We expected a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the first segment. . The first segment does not occur in Chilean Spanish, although its voiceless counterpart does. Also, they are not familiar with the spelling. The deviance is a case of graphemic interference. Example: “¿Ves William?”.

58. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject uttered a voiceless, alveolar, fricative instead. The target sound does not occur in the subjects' L₁, although its voiceless counterpart does; however, the subjects are familiar with the spelling. This was a problem of graphemic interference. Example: “presidente”.

59. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme ‘P’ should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: “colonial”.

60. Larry King on

/ŋɒ/

*[ŋgɒ]

The target is a voiced, velar, nasal followed by an English vowel sound. The subject added a voiced, velar, stop after the target. They are familiar with the spelling and the target sound occurs in the subjects’ L₁, although it does not occur in this phonological environment in Chilean Spanish. Example: “Pollos King ofrece”.

61. Ann Widdecombe

/mø/

*[mb]

The target sound is a voiced, bilabial, nasal. Grapheme “b” should not have been orally realized as it corresponds to case of historical elision. However, the subject added a voiced, bilabial, stop after the first segment. The subjects are not familiar with the spelling, although the target sound occurs in Chilean Spanish. The deviance was due to spelling. Example “Combarbalá”.

62. Strictly

/ktl/

*[kø]

We expected a voiceless, velar, stop followed by a voiceless, alveolar, stop and a voiced, alveolar, lateral. The subject elided the second segment in the cluster. The subjects are familiar with the spelling; also the deviated segment occurs in Chilean Spanish, but only in the orthographic combination “tr”. The elision is due to the difficulty presented by the consonant cluster.

63. Paul Daniels,

/lz/

*[ls]

The expected sounds in this consonant cluster are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment of the cluster. They are familiar with the spelling, and the second segment does not occur in the subjects' L₁, although its voiceless counterpart does. The deviance is a case of graphemic interference. Example: “Selz”.

64. Michelle Williams and

/mzə/

*[msə]

The target is a cluster formed by a voiced, bilabial, nasal followed by a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment, with which does not occur in Chilean Spanish, although they are familiar with the spelling. The deviance is a case of graphemic interference. Example: “MUMS agregó”.

65. JLS

/dʒ/

*[ʒ]

The target form is a voiced, palatoalveolar, affricate. The subject pronounced a voiced, palatoalveolar, fricative instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviance is due to the fact that both the target and the deviation are allophonic variants of the same phoneme in Chilean Spanish and they are in free variation. Example: “lleve”.

66. GQ Awards

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate. The subject produced a voiced, palatoalveolar, approximant instead of the target. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The target and the deviant form are allophones of the same phoneme in Chilean Spanish and either of the two can occur in initial position. Example: "de Llico".

67. GQ Awards.

/dz/

*[ds]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment of the cluster. The subjects are not familiar with the spelling and the second segment does not occur in the subjects' L₁, although the voiceless counterpart does. The deviance is a case of graphemic interference.

68. The Woman of the Year Prize.

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are not familiar with the spelling and the target sound does not occur in the subjects' L₁, although its voiceless counterpart does. The deviance is a case of graphemic interference. Example: "Fisher Prize".

69. Golden Globe as

/bə/

*[βə]

We expected a voiced, bilabial, stop followed by a vowel sound, but the subject produced a voiced, bilabial, fricative, instead of the target. The sound occurs in the subject's L₁, and they are familiar with the spelling. Both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in complementary distribution. Example: "club antiguo".

70. The King's Speech

/ŋzsp/

*[ŋgssp]

The target sounds in this consonant sequence are a voiced, velar, nasal, followed by a voiced, alveolar, fricative, a voiceless, alveolar, fricative and a voiceless, bilabial, stop. The subject added a voiced, velar, stop after the first segment. This is due to the fact that the first segment does not occur in this phonological environment in the subject's L₁; it occurs only when a velar sound follows. The subject produced a voiceless, alveolar, fricative, instead of the second segment, which does not occur in the subject's L₁. This deviation is a case of graphemic interference.

71. BBC World News.

/z/
*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "tus".

72. David Chaytor

/t/
*[r]

We expected a voiceless, alveolar, stop, but the subject produced a voiced, alveolar, flap instead. The subjects are familiar with the spelling; also the deviated target sound occurs in Chilean Spanish, but only in the orthographic combination "tr" as an optional pronunciation. This deviation corresponded to a pronunciation of an accent which is not RP. We classified this deviance as a non-typical deviation.

73. Lord Hanningfield

/ŋf/
*[ŋgf]

We expected a voiced, velar, nasal followed by a voiceless, labiodental, fricative. The subject added a voiced, velar, stop after the first segment. This is due to the fact that the first segment only occurs in Chilean Spanish when a velar sound follows. The subjects are not familiar with the spelling, although both segments of the target occur in Chilean Spanish. Example: "Pollos King firmó".

74. England's Captain

/ndzk/
[nøsk]

We expected a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, a voiced, alveolar, fricative, and a voiceless, velar, stop. The subject elided the second segment, and produced a voiceless, alveolar, fricative instead of the third segment. The subjects are familiar with the spelling; also, the dental and voiceless counterparts of the second and third segments, respectively occur in the subject's L₁. The problems occurred because in Chilean Spanish, we tend to elide the voiced, dental, stops in word final position and because the subject pronounced the third segment as it is realized in Spanish. Example: "Coco Legrand sabe".

75. Afghanistan

/fg/
*[vy]

The target consists of a consonant cluster formed by a voiceless, labiodental, fricative followed by a voiced, velar, stop. The subject pronounced a voiced, labiodental, fricative followed by a voiced, velar, fricative. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The first segment of the cluster became voiced because a voiced consonant followed. The second segment, together with its corresponding deviation,

are allophones of the same phoneme in Chilean Spanish, and they are used in complementary distribution. Example: "Afganistán".

76. Royal Logistic Corps

/ɔɪə/

*[j]

The target is a triphthong. The subject uttered a voiced, palatal, glide instead of the second vowel sound. They are familiar with the spelling, but the triphthong does not occur in Chilean Spanish. The deviation is due to the fact that the subject shortened the length of the second vowel sound, thus producing a semivowel. Example: "polvos Royal".

77. Nahr-e Saraj district

/ʒd/

*[xd]

We expected a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop. The subject pronounced a voiceless, velar, fricative instead of the first segment. The subjects are familiar with the spelling. Also, the first target sound occurs in Chilean Spanish; the second segment does not occur in the subjects' L₁, although its dental counterpart does. The deviation was due to a graphemic interference. The subject pronounced the grapheme "j" as it is often pronounced in Chilean Spanish. Example: "reloj distinto".

78. Helmand province

/ndpr/

*[nøpr]

The target sounds in the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop a voiceless, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment. They are familiar with the spelling and the first, third and fourth segments occur in the subjects' L₁. The second segment does not occur in the subjects' L₁, although its dental counterpart does. The deviation occurred because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position. Example: "Coco Legrand prometió".

79. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject uttered a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling and the target sound does not occur in the subjects' L₁, although its voiceless counterpart does. This was a problem of graphemic interference. Example: "presidente".

80. President Obama

/b/

*[β]

The target form is a voiced, bilabial, stop. The subject uttered a voiced, bilabial, fricative instead. This deviation occurred because the target sound and the deviant form are

allophones of the same phoneme in Chilean Spanish, and only the deviance is used in intervocalic position as in “cobalto”.

81. US Special forces inside

/zɪ/

*[sɪ]

We expected a voiced, alveolar, fricative, followed by an English vowel sound, but the subject produced a voiceless, alveolar, fricative, instead of the target sound. They are familiar with the spelling but the target sound does not occur in the subjects' L₁. The deviance is a case of graphemic interference. Example: "es insignificante".

82. BBC World Service

/øv/

*[øβ]

The target sound is a voiced, labiodental, fricative. Grapheme “r” should not be realized as it is a case of historical elision. The subject pronounced a voiced, bilabial, fricative instead of the target. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁. However, they are familiar with the voiced, bilabial, stop. The stop and the deviant fricative are allophones of the same phoneme in Spanish, with the deviant form being used in this phonological environment. Example: “servir”.

83. Roger Hearing

/dʒ/

*[j]

The target form is a voiced, palatoalveolar, affricate. The subject uttered a voiced, palatal, semivowel instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The problem is produced because both the target and the deviance are allophones of the same phoneme in Chilean Spanish, and they are used in free variation. Example: “enrollen”.

84. BBC News with

/zw/

*[sw]

The target sound is a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment of the sequence. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The deviance is a case of graphemic interference. Example: “tus guinchas”.

85. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject uttered a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling and the target sound does not occur in the subjects' L₁, although its voiceless counterpart does. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: “presidente”.

86. from The White House

/mð/

*[md]

We expected a voiced, bilabial, stop, followed by a voiced, dental, fricative, but the subject produced a voiced, dental, stop, instead of the second segment of the sequence. They are familiar with the spelling and the first target sound occurs in the subjects' L₁. The second segment does not occur in the subjects' L₁, although its dental counterpart does. Both, that target element and its corresponding deviation are allophones of the same phoneme in Spanish, in complementary distribution. Example: "Miriam decora".

87. Asif Ali Zardari

/z/

*[s]

We expected a voiced, alveolar, fricative preceded by an English vowel sound, but the subject uttered a voiceless, alveolar, fricative, instead of the consonantal sound. They are familiar with the spelling. The target sound does not occur in the subjects' L₁, but they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "mi zarza".

88. The United States to

/tst/

*[tøt]

We expected a voiceless, alveolar, stop followed by a voiceless, alveolar, fricative and another voiceless, alveolar, stop. Instead, the subject elided the second segment of the target. They are familiar with the spelling and the segments occur in the subjects' L₁. The subject elided the second element of the target as it is often elided in word final position in Chilean Spanish. Example: "magnates toman".

89. The United States

/dst/

*[øst]

We expected a voiced, alveolar, stop, followed by a voiceless, alveolar, fricative and a voiceless, alveolar, stop. The subject elided the first segment, which is often elided in word final position in Chilean Spanish. The subjects are not familiar with the spelling and the target sound does not occur in the subjects' L₁, and the problem is produced due to the difficulty presented by the sequence.

90. The United States has

/tsh/

*[øsh]

We expected a voiceless, alveolar, stop followed by a voiceless, alveolar, fricative and a voiceless, glottal, fricative. The subject elided the first segment of the target because they are not familiar with the cluster "ts" in word final position. They are familiar with the spelling, but this sequence does not occur in the subject's L₁, because in Spanish the grapheme "h" has normally zero-realization in word initial position.

91. Osama Bin Laden

/əʊsɑ:mə/

*[obama]

We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

92. World Trade Center

/øldtr/

*[øløtr]

We expected no oral realization of the grapheme “r”. The target sequence is formed by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, a voiceless, alveolar, stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment due to the difficulty presented by the consonant sequence. Also, he elided it because Chilean Spanish speakers tend to elide the second segment in word final position.

The subjects are not familiar with the spelling and the second target sound does not occur in the subjects' L₁, although its dental counterpart does. The third segment occurs in Chilean Spanish but only in the orthographic combination “tr”.

93. World Trade Center

/ds/

*[øʃ]

We expected a voiced, alveolar, stop followed by a voiceless, alveolar, fricative, but the subject elided the first segment of the consonant sequence. The target sound does not occur in the subjects' L₁, although its dental counterpart does. The deviation is caused by the distribution of the sounds; in Spanish, we tend to elide the voiced, alveolar, stop in word final position. Example: “ciudad cervecera”.

94. and The Pentagon

/ndð/

*[nøð]

We expected a voiced, alveolar, nasal, followed by a voiced, alveolar, stop and a voiced, dental, fricative. Instead, the subject elided the second element in the target sequence. This occurred because, in Spanish we produce a dentalized version of the second segment, which being followed by another dental sound results in an elision. Example: “andén”

95. The Pentagon

/g/

*[ɣ]

We expected a voiced, velar, stop. The subject produced a voiced, velar, fricative, instead. They are familiar with the spelling, and the sound occurs in the subject's L₁, but in Chilean Spanish both the target and the deviant form are allophones of the same phoneme in complementary distribution, with the deviant form being used in intervocalic position. Example: “pentagono”.

96. Arabs that

/bzð/

*[bsd]

This consonant sequence is formed by a voiced, bilabial, stop followed by a voiced, alveolar, fricative and a voiced, dental, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment, and a voiced, alveolar, stop instead of the third segment of the target. The second segment does not occur in the subjects' L₁, although its voiceless counterpart does. This problem is a case of graphemic interference.

97. Queensland

/nzl/

*[nsl]

We expected a consonant cluster formed by a voiced alveolar, nasal followed by a voiceless, alveolar, fricative and a voiced, alveolar, lateral. The subject produced a voiced, alveolar, fricative instead of the second segment of the sequence. This occurred because this sound does not occur in the subjects' L₁, although they are familiar with the spelling. This problem is a case of graphemic interference. Example: “translúcido”.

98. Anna Bligh

/ø/

*[g]

We expected no oral realization of the grapheme “gh”; but the subject produced a voiced, velar, stop instead of it. The subjects are not familiar with the spelling. The deviation occurs because the subject tends to pronounce orthographically. The problem is a case of graphemic interference. Example: “zig zag”.

99. and Juliet Dunlop

/nɔdʒ/

*[nøʒ]

The target is a sequence formed by a voiced, alveolar, nasal followed by voiced, alveolar, stop and a voiced, palatoalveolar, affricate. The subject elided the second element of the sequence and uttered a voiced, palatoalveolar, fricative instead of the third segment. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The problems were caused by the fact that, the third element and its corresponding deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation in this phonological environment; the elision was caused by the distribution of the sounds; in Spanish, we tend to elide the voiced, alveolar, stop in word final position. Example: “conlluvia”.

100. Juliet Dunlop

/td/

*[øð]

The target is a consonant sequence formed by a voiceless, alveolar, stop followed by a voiced, alveolar, stop. The subject elided the first segment of the sequence; as for the second segment, the subject produced a voiced, alveolar, fricative instead. They are familiar with the spelling as well as with the dental counterparts of both segments. The voiceless

dental stop can be elided in Chilean Spanish when it is in final position. The voiced, dental, stop and the second deviant form are allophones of the same phoneme in the subject's L₁, but only the fricative occurs in intervocalic position. Example: "setde mesa".

101. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop. The subject produced a voiced, dental, fricative instead. The subjects are familiar with the spelling and also with the dental counterpart of the target sound. The dental counterpart and the corresponding deviant form are allophones of the same phoneme in the subject's L₁. The deviant form occurs in intervocalic position. Example: "Mediterráneo".

102. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme "l" should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: "colonia".

103. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme "l" should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: "colonia".

104. Mediterranean

/d/

*[ð]

The target sound is a voiced, alveolar, stop. The subject produced a voiced, dental, fricative instead. The subjects are familiar with the spelling and also with the dental counterpart of the target sound. The dental counterpart and the corresponding deviant form are allophones of the same phoneme in the subject's L₁. The deviant form occurs in intervocalic position. Example: "Mediterráneo".

105. John Humphrys

/mpfr/

*[mpøɾ]

We expected a voiced, bilabial, nasal followed by a voiceless, bilabial, stop, a voiceless, labiodental, fricative and a voiceless, postalveolar frictionless continuant. The subject elided the third segment due to the difficulty presented by the consonant cluster and produced a voiced alveolar flap instead of the fourth segment of the target because the subject pronounce it as it is realized in Spanish. The subjects are not familiar with the spelling and they are also not familiar with the target. Example: “comprar”.

106. John Humphrys and

/zə/

*[sə]

The target sound is a voiced, alveolar, fricative followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the consonantal sound. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁, only with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “mis anteojos”.

107. Buckingham Palace

/ŋə/

*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme “h” should not be orally realized, because it is a case of historical elision. The subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject's L₁. The subject also added a voiceless, glottal, fricative producing letter “h” as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject's L₁. Example: “Manhattan”.

108. Buckingham Palace

/ŋə/

*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme “h” should not be orally realized, because it is a case of historical elision. The subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject's L₁. The subject also added a voiceless, glottal, fricative producing letter “h” as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject's L₁. Example: “Manhattan”.

109. Doctor Rowan Williams.

/mz/

*[ms]

We expected a voiced, bilabial, nasal followed by a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment. They are neither

familiar with the spelling in final position nor with the target sound, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference.

110. Colonel

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme ‘r’ should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: “colonial”.

111. Buckingham Palace

/ŋə/

*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme ‘h’ should not be orally realized, because it is a case of historical elision. The subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject’s L₁. The subject also added a voiceless, glottal, fricative producing letter ‘h’ as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject’s L₁. Example: “Manhattan”.

112. Duke of Edinburgh

/d/

*[ð]

The target sound is a voiced, alveolar, stop. The subject produced a voiced, dental, fricative instead. The subjects are familiar with the spelling, and they are familiar with the dental counterpart of the target sound. The dental counterpart of the target and the corresponding deviant form are allophones of the same phoneme in the subject’s L₁ and they occur in complementary distribution. The deviant form occurs in intervocalic position. Example: “Edimburgo”.

113. the Duke of Edinburgh

/əd/

*[əð]

The target sound is a voiced, alveolar, stop preceded by a vowel sound. The subject uttered a voiced, dental, fricative, instead of the target. They are familiar with the dental counterpart of the target sound, and they are familiar with the spelling. Both, the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁. They are used in free variation in initial position. Example: “ducado”.

Subject 8

1. George Osborne

/zb/

*[sβ]

We expected a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling but they are not familiar with the first segment, only with its voiceless counterpart. This deviance is a case of graphemic interference. Regarding the second segment of the cluster, the subject produced a voiced, bilabial, fricative instead of it. The deviation occurred because in Chilean Spanish both the target and the deviance are allophones of the same phoneme, and they are in complementary distribution. We pronounce the deviant form when a fricative sound precedes. Example: “esbozo”

2. The Chancellor

/ətʃ/

*[ək]

The target form is a voiced, palatoalveolar, affricate preceded by an English vowel sound. The subject produced a voiceless, velar, stop instead. The sound occurs in the subject's L₁ and also with the spelling. The deviation occurred because the subject pronounced graphemes “ch” as they are pronounced in other English words. Example: “chaos”.

3. William Hague as

/gə/

*[tʃə]

The target sound expected is a voiced, velar, stop, followed by an English vowel sound, but the subject pronounced a voiceless, palatoalveolar, affricate instead of the consonantal segment. The sound occurs in the subject's L₁ and also with the spelling. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

4. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop. The subject uttered a voiced, dental, fricative instead. The subjects are not familiar with the spelling, although the sound occurs in the subject's L₁, but only in the orthographic combination “tr” as an optional pronunciation. The deviation is due to the fact the subject pronounced the grapheme “th” as it is pronounced in some English words. Example: “think”

5. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. Since the target sound is not present in the subject's L₁, he

produces its voiceless counterpart. This problem is a case of graphemic interference. Example: “Teresa”.

6. Vince Cable

/k/
*[kɫ]

The target sound is a voiceless, velar, stop. The subject added a voiced, alveolar, lateral after the target. They are familiar with the spelling and the target sound occurs in the subjects’ L₁. We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

7. Vince Cable becomes

/bɫb/
*[bøb]

The target sounds in this consonant sequence are a voiced, bilabial, stop, followed by a voiced, alveolar, lateral and another voiced, bilabial, stop. The subject elided the second segment of the sequence. The subjects are familiar with the spelling, they are also familiar with the target cluster, which never occurs in word final position in the subject’s L₁. It is the difficulty presented by the combination of sounds the cause of the deviation.

8. Business Secretary

/zn/
*[sn]

We expected a voiced, alveolar, fricative followed by a voiced, alveolar, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, but since the target sound is not present in the subject’s L₁, he produces its voiceless counterpart. This problem was due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “cise”.

9. Gordon Brown

/nbr/
*[nsbr]

This consonant sequence is constituted by a voiced, alveolar, nasal, followed by a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subject added a voiceless, alveolar, fricative in front of the second segment. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

10. David Miliband

/dm/
*[ðm]

We expected a voiced, alveolar, stop, followed by a voiced, bilabial, nasal. The subject produced a voiced, dental, fricative, instead of the first segment. They are not familiar with the first segment, but they are familiar with its dental counterpart. They are familiar with the spelling. The deviation occurred because both, the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form occurs in this phonological environment. Example: “David minero”.

11. President Obama

/z/
*[s]

The target sound is a voiced, alveolar, fricative, but the subject uttered a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject's L₁, he produces its voiceless counterpart. This was a problem of graphemic interference. Example: "president".

12. President Obama

/d/
*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The subjects are not familiar with the target sound though they are familiar with its dental counterpart; however, they are familiar with the spelling. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but they are in complementary distribution and only the deviance occurs in intervocalic position. Example: "president".

13. Arizona

/z/
*[s]

We expected a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject's L₁, he produces its voiceless counterpart. The deviance is a case of graphemic interference. Example: "Arizona".

14. Didcot

/dk/
*[øk]

We expected a voiced, alveolar, stop followed by a voiceless, velar, stop. The subject elided the pronunciation of the first segment. The subjects are not familiar with the first segment, but they are familiar with its dental counterpart. The subject deviated because the first segment of the cluster can be elided in this phonological context. Example: "Didcot".

15. Oxfordshire

/ødf/
*[røf]

The target is constituted by an elision preceding a cluster formed by a voiced, alveolar, stop and a voiceless, palatoalveolar, fricative. We expected no oral realization of the grapheme "r" as it is a case of historical elision. Nevertheless, the subject pronounced it and elided the second segment. They are not familiar with the spelling, but they are familiar with the third segment, although they are not familiar with the second one; however, they are familiar with its dental counterpart. This deviation is due to the difficulty presented by the cluster in Chilean Spanish.

16. Afghanistan

/fg/

*[vg]

We expected a voiceless, labiodental, fricative, followed by a voiced, velar, stop. Regarding the first segment, the subject produced a voiced, labiodental, fricative instead. They are not familiar with the spelling, but they are familiar with both segments. The deviance occurred because in Chilean Spanish, the target sound may become voiced when it precedes a voiced consonantal sound. Example: “Afganistán”.

17. Libya

/b/

*[β]

The target sound is a voiced, bilabial, stop. The subject uttered a voiced, bilabial, fricative instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviance occurred because, in Chilean Spanish, the target sound and the deviant form are allophones of the same phoneme in complementary distribution and only the deviance is used in intervocalic position. Example: “Libia”.

18. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme ‘l’ should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: “colonial”.

19. Officials would

/lzw/

*[lsw]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the second segment. This deviance is produced because the subjects are not familiar either with the spelling or with the deviated target sound, although they are familiar with its voiceless counterpart. This is a problem of graphemic interference. Example: “Selz guardadas”.

20. Lockerbie Bombing

/lɒkəbi/

*[lɒkberi]

We expected a consonant cluster formed by an elision followed by a voiced, bilabial, stop. The subject rearranges the segments by pronouncing the second segment first followed by the addition of a voiced, postalveolar, frictionless continuant. It is a non-typical deviance.

21. Lockerbie Bombing

/mø/

*[mb]

The target sound is a voiced, bilabial, nasal. Grapheme “b” should not have been pronounced as it is a case of historical elision. The sound occurs in the subject’s L₁ and also with the spelling. The subject produced the grapheme “b” because he relies on spelling. Example: “bomba”.

22. Lockerbie Bombing

/ŋ/

*[n]

The expected sound is a voiced, velar, nasal. The sound occurs in the subject’s L₁, but they are not familiar with the spelling. The subject uttered a voiced, alveolar, nasal instead of the target form because in Chilean Spanish both the target and the deviance are allophones of the same phoneme, but the voiced, velar, nasal does not occur in this phonological environment. Example: “bombín”.

23. Scottish Justice Secretary

/sk/

*[esk]

We expected a voiceless, alveolar, fricative followed by a voiceless, velar, stop. The subject added a vowel sound in front of the first segment of the cluster. They are familiar with the segments but not with the cluster in word initial position. The deviance is due to the difference in the syllabic distribution in both the subject’s L₁ and in the target language. Example: “escote”.

24. Scottish

/sk/

*[esk]

We expected a voiceless, alveolar, fricative followed by a voiceless, velar, stop. The subject added a vowel sound in front of the first segment of the cluster. They are familiar with the segments but not with the cluster in word initial position. The deviance is due to the difference in the syllabic distribution in both the subject’s L₁ and in the target language. Example: “escote”

25. Thursday

/øzd/

*[rød]

We expected a voiced, alveolar, fricative and the voiced, alveolar, stop. The subject should not orally realize the grapheme “r” as it is a case of historical elision. The subject elided the pronunciation of the first sound in the cluster. They are not familiar with the spelling and the target cluster, although they are familiar with the voiceless counterpart of the first segment and the dental counterpart of the second one. This deviation occurred because the voiceless, alveolar, fricative can be elided in this phonological environment in Chilean Spanish.

26. Marine Jonathan Crookes

/ndʒ/
*[nʒ]

We expected a voiced, palatoalveolar, affricate preceded by a voiced, alveolar, nasal. The subject uttered a voiced, palatoalveolar, approximant. They are familiar with the spelling and also with both segments. The deviation occurred because the subject confused the deviant form as being an allophone of the target sound. Example: “don llorón”.

27. Jonathan Crookes

/θ/
*[t]

The target sound is a voiceless, dental, fricative. The subject produced a voiceless, dental, stop instead. They are neither familiar with the spelling nor with the target sound. This deviance is due to the fact that the subject pronounced the grapheme “th” as in some English words. Example: “Thames”.

28. Jonathan Crookes

/ks/
*[kɪs]

The target sounds in this consonant cluster are a voiceless velar stop followed by a voiceless alveolar fricative. The subject added a vowel sound in between the two segments of the cluster. The deviation corresponded to a non-typical form.

29. BBC World Service

/əlds/
*[rəds]

We expected a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiceless, alveolar, fricative and no oral realization of grapheme “r”. The subject uttered a voiced, postalveolar, frictionless continuant instead of the elision, and then he elided the pronunciation of the second segment. The subjects are familiar with the first and last segment, but they are neither familiar with the spelling nor with the second segment, only with its dental counterpart. The addition is a case of graphemic interference and the elision is due to the difficulty presented by the consonant sequence.

30. Zimbabwe

/bw/
*[øɣw]

The target sounds that are part of this consonant cluster are a voiced, bilabial, stop followed by a voiced, labiovelar, semivowel. The subject also added a voiced, velar, fricative in front of the second segment. The sound occurs in the subject’s L1; however we are not familiar with the spelling. Concerning the first segment, the subject elided it due to the difficulty presented by this combination of sounds in the cluster. Regarding the second segment, in Chilean Spanish, the addition of the deviant form in front of the glide is not significant. Example: “desagüe”.

31. Westminster Abbey

/stm/

*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal. The subject elided the second segment. The sound occurs in the subject's L₁; however they are not familiar with the cluster. The deviance is due to the difficulty the cluster presents to Chilean Spanish subjects.

32. Tasmine Lucia Khan

/zm/

*[sm]

The target sounds are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment in the target. They are familiar with the spelling; however the first segment does not occur in Chilean Spanish, although its voiceless counterpart does. This problem occurred due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "Tasmania".

33. BBC News

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "tus".

34. England and

/ndə/

*[nøə]

We expected a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The subjects are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling even though it is not frequent in Chilean Spanish. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in "Coco Legrand anduvo".

35. Wales will

/lzw/

*[lsw]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are not familiar with the second segment in the target, but they are familiar with its voiceless counterpart. This problem occurred due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "traeles whiskey".

36. Laurent Gbagbo

/nøøb/

*[ntøb]

We expected a voice, alveolar, nasal followed by the no realization of graphemes "t" and "g" and a voiced, bilabial, stop. The subject deviated by pronouncing a voiceless, alveolar, stop instead of the first expected historical elision. The subjects are not familiar with the spelling, but they are familiar with both segments. This problem is produced due to graphemic interference.

37. Mike Wooldridge

/ldr/

*[lør]

We expected a consonant cluster constituted by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. The subject elided the second element of the cluster. They are familiar with the spelling, but they are not familiar with the second and third segments which are realized in Spanish as a voiced, dental, stop and a voiced, alveolar, flap respectively. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “valdría”.

38. Mike Wooldridge

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar, affricate. The subject produced a voiceless, palatoalveolar, affricate instead. The sound occurs in the subject's L₁ as well as with its spelling. The target sound does not occur in the subject's L₁ in word final position; however its voiceless counterpart does. Example: “FECH”.

39. David Cameron

/dk/

*[ðk]

The target sounds in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop. The subject produced a voiced, dental, fricative, instead of the first segment. They are familiar with the spelling, and they are familiar with the dental counterpart of the first segment. Both, the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. Example: “David Cancino”.

40. British troops

/ʃtr/

*[tʃtr]

The target sequence is formed by a voiceless, palatoalveolar, fricative followed by a voiceless, alveolar, stop and a voiced, postalveolar, frictionless continuant. The subject uttered a voiceless, palatoalveolar, affricate instead of the first segment. The sound occurs in the subject's L₁, but not with the spelling. The deviance is due to the fact that both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish.

They occur in free variation in all positions, even though they do not co-exist in the speech of the same subject. Example: “FECH trajo”.

41. Washington

/ŋt/

*[nt]

The expected sounds of this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subjects are familiar with both segments, and also with the spelling even though it is not frequent in Chilean Spanish. The deviance is due to the fact that in Chilean Spanish both the target sound and the deviation are allophones of the same phoneme and they are in complementary distribution. Example: “Washington”.

42. Northern Ireland

/ønaɪə/

*[rø]

The target sound is a voiced, alveolar, nasal followed by a triphthong. Grapheme ‘r’ should not have been orally realized as it is a case of historical elision. The subject pronounced a voiced, alveolar, flap due to graphemic interference. Also, the subject elided the target consonantal sound. Even though the subjects are familiar with the spelling they are not familiar with the graphemic combination “rn” in word final position. The deviance was due to the difficulty presented by the consonant cluster.

43. Northern Scotland

/ønsk/

*[røsk]

We expected a voiced, alveolar, nasal, followed by a voiceless, alveolar, fricative, and a voiceless, velar, stop. Grapheme ‘r’ should not have been orally realized as it is a case of historical elision. In addition to the realization of grapheme ‘r’ as a voiced alveolar flap, the subject elided the first segment of the consonant sequence. Even though they are familiar with the spelling they are not familiar with the graphemic combination “rn” in word final position. The deviance was due to the difficulty presented by the consonant cluster.

44. Southern England

/øni/

*[røɪ]

The target sound is a voiced alveolar nasal followed by a vowel sound. Grapheme ‘r’ should not be orally realised as it is a case of historical elision. In addition to the realisation of grapheme ‘r’ as a voiced alveolar flap, the subject elided the target sound. The subjects are not familiar with the spelling, but the sound occurs in the subject’s L1. We classified this deviance as non-typical, as it cannot be explained on the grounds of Phonology.

45. Brent Cross Shopping Centre

/ŋs/

*[ns]

The expected sequence is formed by a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The subject uttered a voiced, alveolar, nasal instead of the first segment.

The subjects are familiar with both segments, and also with the spelling even though it is not frequent in Chilean Spanish. The deviance is due to the fact that in Chilean Spanish both the target sound and the deviation are allophones of the same phoneme and they are in complementary distribution. Example: “camping central”.

46. American Special Forcesin

/zɪ/

*[sɪ]

The target sound is voiced, alveolar, fricative followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the target. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “frasesinventadas”.

47. Ground Zero

/ndz/

*[nɔs]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second element of the sequence and produced a voiceless, alveolar, fricative instead of the third one. They are familiar with the spelling, and they are familiar with the dental and with the voiceless counterparts of the second and third segments, respectively. The first deviation occurred because the second target sound can be elided in the subject's L₁ when it is in word final position; the deviation in the third segment occurred due to spelling. Example: “Coco Legrand zamarreó”.

48. News Hour

/zø/

*[sø]

The target sound is a voiced, alveolar, fricative. We expected no oral realization of the grapheme “h”. The subject produced a voiceless, alveolar, fricative instead of the target sound. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁; though they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “tus aguas”.

49. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme “l” should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: “colonial”.

50. David Cameron

/dk/
*[ðk]

The target sounds in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop. The subject produced a voiced, dental, fricative, instead of the first segment. They are familiar with the spelling, and they are familiar with the dental counterpart of the first segment. Both, the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. Example: “David Cancino”.

51. Mercury Prize winners

/zw/
*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. This is a problem of graphemic interference. Example: “haz huesillos”.

52. Strictly

/ktl/
*[kø]

We expected a voiceless, velar, stop followed by a voiceless, alveolar, stop and a voiced, alveolar, lateral. The subject elided the second segment in the cluster. They are not familiar with the spelling, and they are familiar with the second segment only in the orthographic combination “tr”. The elision is due to the difficulty presented by the consonant cluster.

53. Paul Daniels

/lz/
*[ls]

The expected sounds in this consonant cluster are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment of the cluster. They are familiar with the spelling, but they are not familiar with the second segment of the target, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “Selz”.

54. Michelle Williams

/mz/
*[ms]

The target is a cluster formed by a voiced, bilabial, nasal followed by a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment, with which they are not familiar, although they are familiar with the spelling. The deviance is a case of graphemic interference. Example: “MUMS agregó”.

55. GQ Awards

/ødz/

*[rðs]

The cluster is constituted by a voiced, alveolar, stop followed by a voiced, alveolar, fricative. Grapheme “r” should not have been orally realized as it is a case of historical elision. The subjects are not familiar with the spelling, but they are familiar with the dental and voiceless counterparts of the first and second segments, respectively. The subject realized grapheme “r” due to graphemic interference. The dental counterpart of the first segment and the deviant form are allophones of the same phoneme in the subject’s L₁. The fricative occurs in this phonological environment. The subject produced the second segment as it is realized in Spanish.

56. Woman of the Year Prize

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject’s L₁, he produces its voiceless counterpart. The deviance is a case of graphemic interference. Example: “Fisher Price”.

57. Jonathan Charles

/θ/

*[t]

The target sound is a voiceless, dental, fricative. The subject produced a voiceless, dental, stop instead. They are neither familiar with the spelling nor with the target sound. This deviance is due to the fact that the subject produced the grapheme “th” as in some English words. Example: “Thames”.

58. England Rugby Union Team

/ndr/

*[nør]

We expected a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence. They are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. The deviation occurred because in Chilean Spanish, we tend to elide the voiced, dental, stop in this phonological environment. Example: “Coco Legrand regala”.

59. England Rugby Union Team

/gb/

*[ɣβ]

We expected a voiced, velar, stop followed by a voiced, bilabial, stop. They are familiar with the spelling, and the sound occurs in the subject’s L₁s. Concerning the first segment, the subject produced a voiced, velar, fricative, instead. The deviant form and the target sound are allophones of the same phoneme in Chilean Spanish. Regarding the second segment, the subject pronounced a voiced, bilabial, fricative, instead, because both the

target and the deviance are allophones of the same phoneme in Spanish, and they are in complementary distribution. Example: “rugby”.

60. Sergeant Brett George Linley

/ntbr/
*[møbr]

The target sounds in this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and a voiced, bilabial, stop followed by a voiced, postalveolar, frictionless continuant. The subject produced a voiced, bilabial, nasal instead of the first target sound and elided the second segment of the consonant sequence. The subjects are familiar with the second target segment only in the orthographic combination “tr”, and they are familiar with the spelling. The deviation occurred because in Chilean Spanish, we tend to elide the voiceless, dental, stop in word final position. After the elision of the second segment, the voiced, alveolar, nasal took the third segment’s point of articulation. Example: “Pepsodent brilla”.

61. Royal Logistic Corps

/ɔɪə/
*[j]

The target is a triphthong. The subject uttered a voiced, palatal, glide instead of the second vowel sound. They are familiar with the spelling, but they are not familiar with the triphthong. The deviation is due to the fact that the subject shortened the length of the second vowel sound, thus producing a semivowel. Example: “polvos Royal”.

62. Royal Logistic Corps

/dʒ/
*[ç]

The target form is a voiced, palatoalveolar, affricate. The subject produced a voiceless, palatal, fricative, instead. The sound occurs in the subject’s L₁, and they are familiar with the spelling. The deviance is a case of graphemic interference. Example: “logística”.

63. Royal Logistic Corps

/øøz/
*[rps]

The target sound is a voiced velar fricative. We expected no oral realization of graphemes “r” and “p”. The subject produced a voiced, postalveolar, frictionless continuant and a voiceless, bilabial, stop instead of the expected historical elisions; also, he produced a voiceless alveolar fricative instead of the target sound. The subjects are not familiar with the spelling and the aimed sound; though they are familiar with its voiceless counterpart in Chilean Spanish. This is a problem of graphemic interference.

64. Nahr-e Saraj district

/ʒd/
*[ød]

We expected a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop. They are neither familiar with the spelling nor with the first segment. The subject elided the first

segment. This deviation is considered as non-typical and cannot be explained by means of the phonology.

65. BBC News with

/zʷ/
*[sʷ]

The target sound is a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment of the sequence. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The deviance is a case of graphemic interference. Example: "tus huinchas".

66. President Obama

/z/
*[s]

The target sound is a voiced, alveolar, fricative, but the subject uttered a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject's L₁, he produces its voiceless counterpart. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This was a problem of graphemic interference. Example: "presidente".

67. President Obama

/d/
*[ð]

The target sound is a voiced, alveolar, stop but the subject produced a voiced, dental, fricative instead. The subjects are not familiar with the target sound though they are familiar with its dental counterpart; however, they are familiar with the spelling. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁, but they are in complementary distribution and only the deviance occurs in intervocalic position. Example: "presidente".

68. US Special Forcess

/z/
[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁, though they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "fuerzas".

69. Asif Ali Zardari

/z/
*[s]

We expected a voiced, alveolar, fricative preceded by an English vowel sound, but the subject uttered a voiceless, alveolar, fricative, instead of the consonantal sound. They are familiar with the spelling. The target sound does not occur in the subjects' L₁, but they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "mi zarza".

70. The Soviet Union

/tj/

*[nj]

We expected a voiceless, alveolar, stop followed by a voiced, palatal, glide, but the subject pronounced a voiced, alveolar, nasal instead. This is a non-typical deviation which cannot be explained phonologically.

71. Arabs that

/bzð/

*[bsð]

This consonant cluster is constituted by a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment. The subjects are neither familiar with the spelling, nor with the target sound, but they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference.

72. Queensland

/nzl/

*[nsl]

We expected a consonant cluster formed by a voiced alveolar, nasal followed by a voiceless, alveolar, fricative and a voiced, alveolar, lateral. The subject produced a voiced, alveolar, fricative instead of the second segment of the sequence. This occurred because they are not familiar with this sound, although they are familiar with the spelling. This problem is a case of graphemic interference. Example: “translúcido”.

73. Anna Bligh

/ø/

*[Y]

We expected no oral realization of the grapheme “gh”. The subject produced a voiced, velar, fricative. They are not familiar with the spelling. The deviation occurred because the subject pronounced the word orthographically. The problem is a case of graphemic interference. Example: “zig zag”.

74. BBC News with

/zw/

*[sw]

The target sound is a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment of the sequence. They are familiar with the spelling, but the target sound does not occur in the subjects’ L1. The deviance is a case of graphemic interference. Example: “tus huinchas”.

75. Benghazi.

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. They are familiar with the spelling, but the target sound does not occur in

the subjects' L₁, though they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "asi".

76. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme "r" should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: "colonial".

77. John Humphrys

/mpfr/

*[møfr]

We expected a voiced, bilabial, nasal, followed by a voiceless, bilabial, stop, a voiceless, labiodental, fricative, and a voiceless, postalveolar, frictionless continuant. The subject elided the second target sound due to the difficulty presented by the cluster. They are not familiar with the spelling, but they are familiar with the first three target sounds. Due to the elision of the second segment, the previous sound changed its point of articulation into a labiodental one.

78. Buckingham Palace

/ŋ/

*[ŋgh]

The target sound is a voiced, velar, nasal. Grapheme "h" should not have been orally realized, as it is a case of historical elision. The subject added a voiced, velar, stop, after the first segment of the target as well as a voiceless, glottal, fricative due to graphemic interference. We are familiar with the spelling, but we are not familiar with the first target sound in this phonological environment.

79. Westminster Abby

/stm/

*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal. The subject elided the second segment. They are familiar with the second segment but only in the orthographic combination "tr". They are not familiar with the spelling. The deviance is due to the difficulty the cluster presents to Chilean Spanish subjects.

80. Buckingham Palace

/ŋø/

*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme "h" should not be orally realized, because it is a case of historical elision. The

subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject's L₁. The subject also added a voiceless, glottal, fricative producing letter "h" as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject's L₁. Example: "Manhattan".

81. Archbishop of Canterbury

/ətʃb/

*[rkʰb]

We expected a voiceless, palatoalveolar, affricate followed by a voiced, bilabial, stop and no realization of grapheme "r". The subject added a voiced, alveolar, flap in front of the first segment of the cluster, and produced a voiced, velar, stop instead of the first target sound. The subjects are familiar with both targets, but they are not familiar with the spelling. The deviation was due to the fact that the subject uttered graphemes "ch" as they are produced in some English words, as in "architect".

82. Cambridge

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar affricate, but the subject pronounced a voiceless, palatoalveolar, affricate instead. The subjects are not familiar with the spelling, but they are familiar with the target. The deviation occurred because in Spanish the target and deviant form are allophones of the same phoneme, but the aimed sound never occurs in word final position. Example: "FECH".

83. Baron of Carrickfergus

/əg/

*[ədʒ]

We expected a voiced, velar, stop, but the subject produced a voiced, palatoalveolar, affricate instead. The subjects are familiar with the target as well as with the spelling. The deviance was produced because the subject uttered the target as it is pronounced in some English words. Example: "urgency".

84. Irish guards

/ʃg/

*[ʃɣw]

The target sounds are a voiceless, palatoalveolar, fricative and a voiced, velar, stop. The subject produced a voiced, velar, fricative instead of the second segment of the target and he added a voiced, labiovelar, glide. The subjects are not familiar with the spelling, but the sound occurs in the subject's L₁. The deviance is due to the fact that the subject pronounces the orthographic combination "gu" as it is realized in Spanish, i.e., as a voiced, labiovelar, glide; in this context, the addition of the voiced, velar, fricative it is not significant in Spanish. Example: "Trish guarda".

85. Irish guards

/ødz/

*[rðs]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, fricative. Grapheme “r” should not be orally realized in English as it is a case of historical elision. They are not familiar with the spelling and they are not familiar with the target sounds which are realized in Spanish as a voiced dental stop and a voiceless alveolar fricative as first and second sounds respectively. The dental counterpart of the first target sound and its respective deviant form are allophones of the same phoneme in the subject’s L₁.

86. Irish guards

/ʃg/

*[ʃɣw]

The target sounds are a voiceless, palatoalveolar, fricative and a voiced, velar, stop. The subject produced a voiced, velar, fricative instead of the second segment of the target and he added a voiced, labiovelar, glide. The subjects are not familiar with the spelling, but the sound occurs in the subject’s L₁. The deviance is due to the fact that the subject pronounces the orthographic combination “gu” as it is realized in Spanish, i.e., as a voiced, labiovelar, glide; in this context, the addition of the voiced, velar, fricative is not significant in Spanish. Example: “Trish guarda”.

87. Irish guards

/ødz/

*[rðs]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, fricative. Grapheme “r” should not be orally realized in English as it is a case of historical elision. They are not familiar with the spelling and they are not familiar with the target sounds which are realized in Spanish as a voiced dental stop and a voiceless alveolar fricative as first and second sounds respectively. The dental counterpart of the first target sound and its respective deviant form are allophones of the same phoneme in the subject’s L₁.

88. Rolls Royce

/lʒr/

*[lʒr]

We expected a voiced, alveolar, lateral followed by a voiced, alveolar, fricative. The subject uttered a voiceless, alveolar, fricative, instead of the second segment of the cluster. The subjects are not familiar with the spelling, and they are not familiar with the second segment; though, they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “Rolls Royce”.

89. Rolls Royce limo

/sl/

*[ø]

We expected a voiceless, alveolar, fricative followed by the voiced, alveolar, lateral. The subject elided the first segment. They are familiar with the spelling and also with both

segments. The deviation is due to the fact that the target form can be elided in word final position in the subject's L₁.

90. Buckingham Palace

/ŋθ/
*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme "h" should not be orally realized, because it is a case of historical elision. The subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject's L₁. The subject also added a voiceless, glottal, fricative producing letter "h" as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject's L₁. Example: "Manhattan".

Subject 9

1. David Cameron

/v/
*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁; though they are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. In intervocalic position, we use the deviant form. Example: "David".

2. Lib Dem

/bd/
*[βð]

The target sounds in this consonant sequence are a voiced, bilabial, stop followed by a voiced, alveolar, stop. The subjects are familiar with the spelling. Regarding the first segment, the subjects are familiar with it; nevertheless, in Chilean Spanish the fricative counterpart is used in word final position. Considering the second segment, the subjects are not familiar with it; but they are familiar with its dental counterpart. Both, the dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. They use the deviant form in this phonological environment. Example: "Club de fútbol".

3. Nick Clegg,

/g/
*[rk]

The target sound is a voiced, velar, stop, but the subject produced a voiced, alveolar, flap, followed by a voiceless, velar, stop instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

4. George Osborne

/dʒ/

*[ʒ]

The target sound is a voiced, palatoalveolar, affricate. The subject uttered a voiced, palatoalveolar, approximant. They are familiar with the spelling and the target sound occurs in the subjects' L₁. Both, the deviant form and the target sound are allophones of the same phoneme in Chilean Spanish, and they are used in free variation in initial position. The deviation does not occur in the target language. Example: "yo".

5. George Osborne

/ødʒɒ/

*[rtʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. We expected no realization of the grapheme "r" as it corresponds to a case of historical elision. The subject uttered a voiced, alveolar flap due to graphemic interference. The subject also produced a voiceless, palatoalveolar, affricate instead of the target sound. They are familiar with the spelling and also with the target sound, which never occurs in the subject's L₁ in final position. Example: "FECHordenó".

6. George Osborne

/ɒ/

*[xɒ]

The target sound is an English vowel sound. The subject added a voiceless, velar, fricative in front of the target sound. We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

7. George Osborne

/zb/

*[sβ]

We expected a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the spelling but they are not familiar with the first segment, only with its voiceless counterpart. This deviance is a case of graphemic interference. Regarding the second segment of the cluster, the subject produced a voiced, bilabial, fricative instead of it. The deviation occurred because in Chilean Spanish both the target and the deviance are allophones of the same phoneme, and they are in complementary distribution. We pronounce the deviant form when a fricative sound precedes. Example: "esbozo"

8. George Osborne is

/øni/

*[røɪ]

We expected a case of elision followed by a voiced, alveolar, nasal and an English vowel sound. The subject added a voiced, postalveolar, frictionless continuant and elided the pronunciation of the consonantal sound. The first deviation occurred because of the

spelling; the second one occurred because in Chilean Spanish we tend to elide the target sound in word final position. Example: “Laurence Golborne indicó”.

9. The Chancellor

/ətʃ/
*[ək]

The target form is a voiced, palatoalveolar, affricate preceded by an English vowel sound. The subject produced a voiceless, velar, stop instead. The sound occurs in the subject’s L₁ and also with the spelling. The deviation occurred because the subject pronounced graphemes “ch” as they are pronounced in other English words. Example: “chaos”.

10. William Hague as

/gə/
*[ɣə]

The target sound is a voiced, velar, stop, followed by an English vowel sound. The subject pronounced a voiced, velar, fricative instead of the target. They are familiar with the spelling, and the sound occurs in the subject’s L₁. The problem occurred because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and they are in complementary distribution but only the deviant form occurs preceded by a vowel and followed by a back vowel. Example: “smog asfixiante”.

11. Foreign Secretary

/ns/
*[ŋs]

The target sound is a voiced, alveolar, nasal. The subject uttered a voiced, velar, nasal instead. They are not familiar with the spelling in word final position, but the sound occurs in the subject’s L₁. This problem occurred due to the fact that the subject changed the order of the graphemes. This phenomenon of transposition transformed the “ign” into “ing”, common English ending form which is pronounced as a voiced, velar, nasal.

12. Theresa May

/t/
*[θ]

The target form is a voiceless, alveolar, stop. The subject uttered a voiced, dental, fricative instead. The subjects are not familiar with the spelling. The sound occurs in the subject’s L₁, but only in the orthographic combination “t” as an optional pronunciation. The deviation is due to the fact the subject pronounced the grapheme “th” as it is pronounced in some English words. Example: “think”.

13. Theresa May

/z/
*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁. Since the target sound is not present in the subject’s L₁, he

produces its voiceless counterpart. This problem is a case of graphemic interference. Example: “Teresa”.

14. Home Secretary

/h/

*[x]

We expected a voiceless, glottal, fricative. The subject uttered a voiceless, velar, fricative instead of the target segment. The subjects are familiar with the spelling, but they are not familiar with the target. Although letter “h” has normally zero-realization in Chilean Spanish, there are some exceptions as in the word “halar”, where “h” is pronounced as voiceless, velar, fricative. A velar sound is used because a back vowel follows. Example: “tres jotas”.

15. Business Secretary

/zn/

*[sn]

We expected a voiced, alveolar, fricative followed by a voiced, alveolar, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, but since the target sound is not present in the subject’s L₁, he produces its voiceless counterpart. This problem was due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “cisne”.

16. Chris Huhne gets

/ng/

*[mg]

We expected a voiced, alveolar, nasal followed by a voiced, velar, stop, but the subject produced a voiced, bilabial, nasal instead of the first segment of the sequence. We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

17. Foreign Secretary David Miliband

/ɪd/

*[ɪð]

The target sound is a voiced, alveolar, stop preceded by an English vowel sound. The subject uttered a voiced, dental, fricative, instead of the consonantal sound. The subjects are not familiar with the target sound though they are familiar with its dental counterpart; however, they are familiar with the spelling. This problem was due to the fact that the dental counterpart and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the deviance occurs in intervocalic position. Example: “mi dama”.

18. David Miliband

/v/

*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative instead. They are familiar with the spelling, but the target sound does not occur in the subjects’ L₁; though they are familiar with the voiced, bilabial, stop. Both, the

voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. In intervocalic position, we use the deviant form. Example: “David”.

19. David Miliband

/dm/

*[ðm]

We expected a voiced, alveolar, stop followed by a voiced, bilabial, nasal. The subject pronounced a voiced, dental, fricative, instead of the first segment. The subjects are not familiar with the target sound; however, they are familiar with its dental counterpart. Also, they are familiar with the spelling. Both, the dental counterpart of the target and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is produced in word final position. Example: “David miente”.

20. Arizona

/z/

*[s]

We expected a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but since the target sound is not present in the subject’s L₁, he produces its voiceless counterpart. The deviance is a case of graphemic interference. Example: “Arizona”.

21. Colonel Gaddafi’s

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme “l” should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: “colonial”.

22. Anders Fogh Rasmussen

/øɾ/

*[gr]

We expected no oral realization of the graphemes “gh” as they correspond to a case of historical elision, followed by a voiced, postalveolar, frictionless continuant. The subject produced a voiced, velar, stop followed by a voiced, postalveolar, frictionless continuant instead of the elision. The subjects are not familiar with the spelling. The graphemes “gh” were realized as they are realized in some English words. Example: “ghetto”.

23. Officials would

/lzw/

*[lsw]

We expected a voiced, alveolar, lateral followed by a voiced, alveolar, fricative and a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the second segment. This deviance is produced because the subjects are not familiar either with

the spelling or with the deviated target sound, although they are familiar with its voiceless counterpart. This is a problem of graphemic interference. Example: “Selz guardadas”.

24. Lockerbie Bombing

/mø/
*[mb]

The target sound is a voiced, bilabial, nasal. Grapheme “b” should not have been pronounced as it is a case of historical elision. The sound occurs in the subject’s L₁ and also with the spelling. The subject produced the grapheme “b” because he relies on spelling. Example: “bomba”.

25. Lockerbie Bombing

/ŋ/
*[n]

The expected sound is a voiced, velar, nasal. The sound occurs in the subject’s L₁, but they are not familiar with the spelling. The subject uttered a voiced, alveolar, nasal instead of the target form because in Chilean Spanish both the target and the deviance are allophones of the same phoneme, but the voiced, velar, nasal does not occur in this phonological environment. Example: “bombin”.

26. Washington

/ŋt/
*[nt]

We expected a consonant cluster formed by a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subjects are familiar with both segments as well as with the spelling even though it is not frequent in Chilean Spanish. The deviance is due to the fact that, while in English both the first segment of the target and the deviant form are allophones, in Chilean Spanish, both those sounds are allophonic variants of the same phoneme and they are used in complementary distribution. Example: “menta”.

27 Scottish Justice Secretary

/ʃ/
*[tʃ]

The target form is a voiceless, palatoalveolar, fricative. The subject uttered a voiceless, palatoalveolar, affricate instead. The sound occurs in the subject’s L₁, but they are not familiar with the spelling. The deviance is due to the fact that both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. They occur in free variation in all positions, even though they do not co-exist in the speech of the same speaker. Example: “FECH Yungay”.

28. Scottish prison

/ʃpr/
*[tʃpr]

We expected a voiceless, palatoalveolar, fricative followed by a voiceless, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subject uttered a voiceless, palatoalveolar, affricate instead of the first segment of the sequence. The sound occurs in

the subject's L₁, but they are not familiar with the spelling. The deviance is due to the fact that both the first segment and the deviant form are allophones of the same phoneme in Chilean Spanish, and they occur in free variation in all positions, even though they do not co-exist in the speech of the same speaker. Example: "FECH primera".

29. Marine Jonathan Crookes

/θ/

*[t]

The target sound is a voiceless, dental, fricative. The subject produced a voiceless, dental, stop instead. They are neither familiar with the spelling nor with the target sound. This deviance is due to the fact that the subject pronounced the grapheme "th" as in some English words. Example: "Thames".

30. Staff Sergeant Brett Linley

/ntbr/

*[nøβr]

The segments in this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the target and produced a voiced, bilabial, fricative instead of the third segment of the target. The subjects are familiar with both the target and the spelling. The elision occurred because in Chilean Spanish, we tend to elide the voiceless, dental, stop in word final position; the second deviation occurred because in Chilean Spanish both the target and the deviance are allophones of the same phoneme in complementary distribution. Example: "Pepsodent brinda".

31. BBC World Service

/ølds/

*[røøʂ]

We expected a consonant sequence formed by a voiced, alveolar, lateral, followed by a voiceless, alveolar, stop, and a voiceless alveolar fricative. We expected no realization of the grapheme "r". The subject uttered a voiced alveolar flap due to graphemic interference. The subject also elided both the second and third segments. The subjects are not familiar with the spelling, and they are not familiar with the second segment, but they are familiar with its dental counterpart. The deviance was due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

32. Zimbabwe

/bw/

*[øɣw]

The target sounds that are part of this consonant cluster are a voiced, bilabial, stop followed by a voiced, labiovelar, semivowel. The subject also added a voiced, velar, fricative in front of the second segment. The sound occurs in the subject's L₁s; however we are not familiar with the spelling. Concerning the first segment, the subject elided it due to the difficulty presented by this combination of sounds in the cluster. Regarding the second segment, in

Chilean Spanish, the addition of the deviant form in front of the glide is not significant. Example: “desagüe”.

33. of Britain's

/vbr/

*[fβr]

We expected a voiced, labiodental, fricative followed by a voiced, bilabial, stop, and a voiced, postalveolar, frictionless continuant, but the subject produced a voiceless, labiodental, fricative followed by a voiced, bilabial, fricative instead of the first and second segments of the sequence. The subjects are familiar with both the spelling and with the second segment of the cluster. The first deviance occurred because they are not familiar with the first segment of the target, the second deviation took place because both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish and they are in free variation in word initial position. Example: “Cif Brillo”.

34. Westminster Abbey

/stm/

*[nsøm]

We expected a voiceless, alveolar fricative followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal. The subject added a voiced, alveolar, nasal in front of the first segment. The subject elided the second segment of the cluster. They are not familiar with the spelling, and they are familiar with the second segment in the orthographic combination “tr”. The second deviance is due to the difficulty the cluster presents to Chilean Spanish speakers. Example: “resma”. We classified the addition of the voiced, alveolar, nasal as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

35. Tasmine Lucia Kahn

/zm/

*[sm]

The target sounds are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment in the target. They are familiar with the spelling; however the first segment does not occur in Chilean Spanish, although its voiceless counterpart does. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmania”

36. and Wales

/ndw/

*[nøgw]

We expected a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, labiovelar, glide. The subject elided the voiced, alveolar, stop; also, he added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling as well as they are not familiar with the second segment, although they are familiar with its dental counterpart. The elision was due to the fact that in Chilean Spanish, we tend to elide this sound in word final position. The addition was produced because in Chilean Spanish the addition of the deviant form in front of the glide is not significant. Example: “Coco Legrand guardó”.

37. Northern Ireland are

/ndə/
*[nøə]

The segments of the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. They are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. The deviation occurred because in Chilean Spanish, we elide the voiced, dental, stop in word final position as in “Coco Legrand actuó”.

38. United Nations

/dn/
*[sn]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, nasal. The subject uttered a voiceless, alveolar, fricative. They classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

39. The United Nations today

/nzt/
*[nst]

The target sounds are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative, preceding a voiceless, alveolar, stop. The subject produced a voiceless, alveolar, fricative instead of the second element of the sequence. The subjects are not familiar with this sound in Chilean Spanish; therefore they tend to pronounce its voiceless counterpart. They are not familiar with the spelling. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “naciones todas”.

40. Mike Wooldrige

/ldr/
*[lør]

We expected a consonant cluster constituted by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. The subject elided the second element of the cluster. They are familiar with the spelling, but they are not familiar with the second and third segments which are realized in Spanish as a voiced, dental, stop and a voiced, alveolar, flap respectively. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “valdría”.

41. Tasmine Lucia Khan

/zm/
*[sm]

The target sounds are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment in the target. They are familiar with the spelling; however the first segment does not occur in Chilean Spanish, although its voiceless counterpart does. This problem occurred due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “Tasmania”.

42. BBC News

/si:/

*[zi:]

We expected a voiceless, alveolar, fricative. The subject pronounced a voiced, alveolar, fricative, instead. We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

43. David Cameron

/d/

*[ð]

The target sound is a consonant sequence formed by a voiced, alveolar, stop followed by another voiced, alveolar, stop. The subject uttered a voiced, dental, fricative instead of the second element of the target. The target sound does not occur in the subjects' L₁; however, they are familiar with its dental counterpart in Spanish. Both, the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁. In initial position they are used in free variation. Example: "sed dadivoso".

44. David Cameron

/v/

*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative instead. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁; though they are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. In intervocalic position, we use the deviant form. Example: "David".

45. David Cameron

/dk/

*[ðk]

The segments of this consonant sequence are a voiced, alveolar, stop followed by a voiceless, velar, stop. The subject produced a voiced, dental, fricative instead of the first segment. They are familiar with the spelling, and they are familiar with the dental counterpart of the first segment. Both, the dental counterpart and the deviant form are allophones of the same phoneme. Only the deviant form is produced in word final position. Example: "Davidcamina".

46. visiting Washington

/ŋw/

*[nyw]

The target sounds of this sequence are the voiced, velar, nasal followed by the voiced, labiovelar, glide. The subjects are not familiar with the spelling, but the sound occurs in the subject's L₁s. The subject pronounced a voiced, alveolar, nasal instead of the first segment and added a voiced, velar, fricative in front of the glide. The deviation of the first segment is a non-typical deviation and cannot be explained on the grounds of phonology. With regards to the second segment, in the subject's L₁, grapheme "w" can be pronounced with or without the addition because in both cases it is non-significant. Example: "huaso".

47. Western Britain

/ɒnbr/

*[rɒbr]

We expected a voiced, alveolar, nasal followed by a voiced, bilabial, stop and a voiceless, postalveolar, frictionless continuant. Grapheme “r” should not have been orally realized as it is a case of historical elision. The subject produced a voiced, alveolar, flap due to graphemic interference. The subject also elided the first segment. Even though they are familiar with the spelling they are not familiar with the graphemic combination “rn” in word final position. The deviance was due to the difficulty presented by the consonant cluster.

48. Southern England

/ɒnɪ/

*[rɒɪ]

The target sound is a voiced alveolar nasal followed by a vowel sound. Grapheme ‘r’ should not be orally realized as it is a case of historical elision. In addition to the realisation of grapheme ‘r’ as a voiced alveolar flap, the subject elided the target sound. Even though they are familiar with the spelling they are not familiar with the graphemic combination “rn” in word final position. The deviance was due to the difficulty presented by the consonant cluster.

49. Southern England is

/ndɪ/

*[nɒɪ]

The segments of the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The subjects are not familiar with the second segment, but they are familiar with its dental counterpart. Also, they are familiar with the spelling. This problem occurs because in Chilean Spanish, we tend to elide the voiced, dental, stop in word final position as in “Coco Legrand insistió”.

50. Brent Cross Shopping Centre

/ntkr/

*[nɒkr]

We expected a voiced, alveolar, nasal followed by a voiceless, alveolar, stop. The subject elided the second element of the cluster. The subjects are familiar with the spelling and the segments in the target; regarding, the second segment, they are familiar with it, but only in the orthographic combination “tr”. This deviation occurred due to the fact that Chilean Spanish speakers tend to elide the second segment in word final position. Example: “Pepsodent crea”.

51. Brent Cross Shopping Centre

/ŋs/

*[ns]

The expected sequence is formed by a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The subject uttered a voiced, alveolar, nasal instead of the first segment.

The subjects are familiar with both segments, and also with the spelling even though it is not frequent in Chilean Spanish. The deviance is due to the fact that in Chilean Spanish both the target sound and the deviation are allophones of the same phoneme and they are in complementary distribution. Example: “camping central”.

52. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second element of the sequence and produced a voiceless, alveolar, fricative instead of the third one. They are familiar with the spelling, and they are familiar with the dental and with the voiceless counterparts of the second and third segments, respectively. The first deviation occurred because the second target sound can be elided in the subject's L₁ when it is in word final position; the deviation in the third segment occurred due to spelling. Example: “Coco Legrand zamarreó”.

53. of Bin Laden

/vb/

*[fβ]

We expected a voiced, bilabial, stop preceded by a voiced, labiodental, fricative. The subject uttered a voiceless, labiodental, fricative followed by a voiced, bilabial, fricative instead. The subjects are not familiar with the first target sound, but they are familiar with the second segment as well as with the spelling. The first deviation was due the reliance of the subject on the spelling; the second one occurred because in Chilean Spanish both the target and the deviance are allophones of the same phoneme, and they are in complementary distribution. Example: “Calaf bombones finos”.

54. BBC World Service

/ølds/

*[røøɾs]

We expected a consonant sequence formed by a voiced, alveolar, lateral, a voiced, alveolar, stop and a voiceless, alveolar, fricative. We expected no realization of the grapheme “r”. The subject uttered a voiced, alveolar, flap in front of the sequence due to graphemic interference. He also elided the first and second consonantal segments. The subjects are familiar with the first and third segments but they are not familiar with the second segment; however, they are familiar with its dental counterpart. Also, they are not familiar with the spelling. The deviation occurred due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and also it was due to the difficulty presented by this combination of sounds in the consonant sequence.

55. James Menendez with

/zw/

*[sw]

We expected a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. The subject uttered a voiceless, alveolar, fricative instead of the first segment. . The first

segment does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. The deviance is a case of graphemic interference. Example: “¿Ves William?”.

56. News Hour

/zθ/

*[sθ]

The target sound is a voiced, alveolar, fricative. We expected no oral realization of the grapheme “h”. The subject produced a voiceless, alveolar, fricative instead of the target sound. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁; though they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “tus aguas”.

57. President n Obama

/nt/

*[nθs]

We expected a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and a diphthong. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁, although they are familiar with its dental counterpart. The subject elided the second segment because in Chilean Spanish we tend to elide the target in word final position. Also, the subject added a voiceless, alveolar, fricative after the elision. This is a non-typical deviance, which cannot be explained by means of the Phonology.

58. Colonel o Gaddafi’s

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme “l” should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects’ L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: “colonia”.

59. Colonel l Gaddafi

/lg/

*[ng]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, velar, stop. The subject produced a voiced, alveolar, nasal instead of the first segment of the sequence. The sound occurs in the subject’s L₁s, and also with the spelling. We classified this deviance as a non-typical deviant form since it cannot be explained on the grounds of Phonology.

60. David Cameron

/v/

*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative instead. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁, however, they are familiar with the voiced, bilabial, stop. The voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. They are used in complementary distribution. Example: "David".

61. Libya

/b/

*[β]

The target sound is a voiced, bilabial, stop. The subject uttered a voiced, bilabial, fricative instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviance occurred because, in Chilean Spanish, the target sound and the deviant form are allophones of the same phoneme in complementary distribution and only the deviance is used in intervocalic position. Example: "Libia".

62. Mercury Prize winners

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. This is a problem of graphemic interference. Example: "haz huesillos".

63. Ann Widdecombe

/d/

*[ð]

The target sound is a voiced, dental, stop. The subject produced a voiced, dental, fricative instead. They are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its dental counterpart. The deviance is due to the fact that the target sound and the corresponding deviant form are allophones of the same phoneme in Chilean Spanish. The deviance occurs in intervocalic position. Example: "idea".

64. year's Strictly

/sstr/

*[øestr]

The target sounds are a voiceless, alveolar, fricative followed by another voiceless, alveolar, fricative; a voiceless, alveolar, stop and a voiceless, postalveolar, frictionless continuant. The subject elided the first segment, and then he added a Spanish vowel /e/ in front of the cluster and he produced the last segment as a voiced alveolar flap. The subjects are familiar with the spelling and with the target. The elision of the first segment is a non-typical deviation. The addition of the vowel occurred because there is no such cluster in

initial position in Spanish. Grapheme ‘r’ is orally realized in Spanish as a voiced alveolar flap when a consonant precedes and a vowel follows. Example: “esestricto”.

65. Paul Daniels,
/lz/
*[ls]

The expected sounds in this consonant cluster are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment of the cluster. They are familiar with the spelling, but they are not familiar with the second segment of the target, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: “Selz”.

66. Michelle Williams
/ʃ/
*[tʃ]

The target sound is a voiceless, palatoalveolar, fricative. The subject pronounced a voiceless, palatoalveolar, affricate instead. They are familiar with both, the spelling and the target sound. In Chilean Spanish, the target and the deviant form are allophones of the same phoneme. They are used in free variation, though they do not co-exist in the speech of the same speaker. Example: “Michelle”.

67. GQ Awards
/dʒ/
*[j]

The target sound is a voiced, palatoalveolar, affricate. The subject produced a voiced, palatal, fricative instead. This deviation occurred because the subject uttered the grapheme “g” as it is realized in Spanish. Example: “Guitarra”.

68. Hollywood
/w/
*[ɣ]

We expected a voiced, labiovelar, glide, but the subject pronounced a voiced, velar, fricative, instead. The sound occurs in the subject’s L₁, and also with the spelling. They are not familiar with the graphemic combination. In Chilean Spanish, both the target and the deviant form may be produced intervocally because they are non-distinctive. Example: “iguana”.

69. Golden Globe
/b/
*[β]

We expected a voiced, bilabial, stop, but the subject produced a voiced, bilabial, fricative, instead. The sound occurs in the subject’s L₁, and they are familiar with the spelling. Both the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. They are used in complementary distribution. Example: “englobe”.

70. The King's Speech

/ŋzsp/

*[ŋgssp]

The target sounds in this consonant sequence are a voiced, velar, nasal, followed by a voiced, alveolar, fricative, a voiceless, alveolar, fricative and a voiceless, bilabial, stop. The subject added a voiced, velar, stop after the first segment. This is due to the fact that the first segment does not occur in this phonological environment in the subject's L₁; it occurs only when a velar sound follows. The subject produced a voiceless, alveolar, fricative, instead of the second segment, which does not occur in the subject's L₁. This deviation is a case of graphemic interference.

71. The Social Network also

/əko:/

*[rəo:]

We expected a voiceless, velar, stop followed by a vowel sound and no oral realization of grapheme "r" as it is a case of historical elision. The subject added a voiced, alveolar, flap due to graphemic interference. We classified the second deviance as non-typical since it cannot be explained on the grounds of Phonology.

72. BBC World News

/əldn/

*[rəøn]

The segments of this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiced, alveolar, nasal. We expected no oral realization of grapheme "r" as it is a case of historical elision. The subject also elided both the second and third segments. The subjects are not familiar with the spelling, and they are not familiar with the second segment, but they are familiar with its dental counterpart. The deviance was due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

73. BBC World News,

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative instead. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁, although they are familiar with its voiceless counterpart. The deviance is a case of graphemic interference. Example: "tus"

74. Jonathan Charles

/θ/

*[t]

The target sound is a voiceless, dental, fricative. The subject produced a voiceless, dental, stop instead. They are neither familiar with the spelling nor with the target sound. This deviance is due to the fact that the subject produced the grapheme "th" as in some English words. Example: "Thames".

75. David Chaytor

/d/

*[ð]

The target sound is a voiced, alveolar, stop. The subject uttered a voiced, dental, fricative, instead. The target sound does not occur in the subjects' L₁; however, they are familiar with its dental counterpart. Both, the dental counterpart and the deviant form are allophones of the same phoneme in the subject's L₁. They are used in free variation in initial position. Example: "David".

76. David Chaytor

/v/

*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative instead. Even though the spelling is present in Chilean Spanish, the target sound does not occur in the subjects' L₁. However, we are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. We use the deviant form in intervocalic position. Example: "David".

77. David Chaytor

/dtʃ/

*[øtʃ]

We expected a voiced, alveolar, stop followed by a voiceless, palatoalveolar, affricate. The subject elided the first segment. The subjects are familiar with the dental counterpart of the first segment, and they are familiar with the spelling. The deviance is due to the difficulty presented by the consonant sequence. Example: "David chatea".

78. Lord Hanningfield

/ŋf/

*[ŋgf]

We expected a voiced, velar, nasal followed by a voiceless, labiodental, fricative. The subject added a voiced, velar, stop after the first segment. This is due to the fact that the first segment only occurs in Chilean Spanish when a velar sound follows. They are not familiar with the spelling, although they are familiar with both segments of the target. Example: "Pollos King firmó".

79. Lord Hanningfield.

/ld/

*[lø]

The segments of this consonant cluster are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop. The subject elided the second item. They are neither familiar with the cluster in final position nor with the second segment. However, they are familiar with its dental counterpart. The deviance is due to the difficulty presented by the consonant cluster.

80. England's Captain

/ndzk/

*[nøøk]

The sounds constituting this consonant sequence are the voiced, alveolar, nasal and the voiced, alveolar, stop followed by a voiced, alveolar, fricative and a voiceless, velar, stop. The subject elided the second and third segments of the target. They are not familiar with both the elided segments, although they are familiar with their dental and voiceless counterparts, respectively. They are familiar with the spelling also. This problem occurred because in Chilean Spanish, we elide the voiced, dental, stop in word final position as in “Coco Legrand silba”. The elision of the third segment is a non-typical deviation, which cannot be accounted for with phonological basis.

81. Wales.

/lɹz/

*[lɹ]

The expected sounds in this consonant cluster are a voiced, alveolar, lateral followed by a voiced, alveolar, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment of the cluster. They are familiar with the spelling, but they are not familiar with the second segment. This is a case of graphemic interference. Example: “males”.

82. Staff Sergeant Brett George Linley

/ødʒl/

*[rtʃl]

We expected no oral realization of the grapheme “r”. The segments of the consonant sequence are a voiced, palatoalveolar, affricate followed by a voiced, alveolar, lateral. The subject produced a voiced, alveolar, flap due to graphemic interference. The subject also produced a voiceless, palatoalveolar, affricate instead of the second segment. They are familiar with the spelling and also with the second segment, which never occurs in final position in the subject’s L1. Example: “FECH libre”.

83. Royal logistic Corps

/ɔɪə/

*[ɜ]

We expected a triphthong. The subject uttered a voiced, palatoalveolar, approximant instead of the second vowel sound. They are familiar with the spelling, but they are not familiar with the triphthong. The deviation is due to the fact that the subject confused the deviation to be an allophone of the voiced, palatal, semivowel which can be produced instead of its second element of the triphthong. Example: “joyas”.

84. Nahr-e Saraj district

/ʒd/

*[xd]

We expected a voiced, palatoalveolar, fricative followed by a voiced, alveolar, stop. The subject pronounced a voiceless, velar, fricative, instead of the first segment. The subjects are familiar with the spelling. Also, they are familiar with the first target sound; regarding

the second segment, they are familiar with its dental counterpart. The deviation was due to a graphemic interference. The subject pronounced the grapheme “j” as it is often pronounced in Chilean Spanish. Example: “reloj distinto”

85. BBC World Service

/ølds/

*[røøʝ]

We expected a consonant sequence formed by a voiced, alveolar, lateral, followed by a voiceless, alveolar, stop, and a voiceless alveolar fricative. We expected no realization of the grapheme “r”. The subject uttered a voiced alveolar flap due to graphemic interference. The subject also elided both the second and third segments. The subjects are not familiar with the spelling, and they are not familiar with the second segment, but they are familiar with its dental counterpart. The deviance was due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

86. President Obama

/nt/

*[nø]

The segments in the consonant cluster are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop. The subject elided the second segment of the cluster. They are familiar with the second segment only in the orthographic combination “tr”, and they are familiar with the spelling. The deviance is due to the fact that Chilean Spanish speakers tend to elide the second segment when it is in word final position in Chilean Spanish. Example: “Pepsodent otorga”.

87. BBC World Service

/ølds/

*[røøʝ]

We expected a consonant sequence formed by a voiced, alveolar, lateral, followed by a voiceless, alveolar, stop, and a voiceless alveolar fricative. We expected no realization of the grapheme “r”. The subject uttered a voiced alveolar flap due to graphemic interference. The subject also elided both the second and third segments. The subjects are not familiar with the spelling, and they are not familiar with the second segment, but they are familiar with its dental counterpart. The deviance was due to the fact that Chilean Spanish speakers tend to elide the stop in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

88. World Trade Center

/øldtr/

*[røøtr]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, a voiceless, alveolar, stop, and a voiced, postalveolar, frictionless continuant. We expected no oral realization of the grapheme “r” as it is a case of historical elision. They are not familiar with the spelling. Concerning the first segment, the subject

added a voiceless, alveolar, flap due to graphemic interference. The subject also elided the second and third segments due to the difficulty presented by the consonant sequence.

89. Arabian

/b/

*[β]

The target form is a voiced, bilabial, stop. The subject uttered a voiced, bilabial, fricative instead. They are familiar with the spelling, and also with the target sound. The target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. Only the deviance is used in intervocalic position. Example: “Arabia”.

90. Arabs

/æ/

*[hæ]

The target sound is an English vowel sound. The subject added a voiceless, glottal, fricative in front of the vowel sound. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

91. Arabs that

/bzð/

*[bsd]

This consonant sequence is formed by a voiced, bilabial, stop followed by a voiced, alveolar, fricative and a voiced, dental, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment, and a voiced, alveolar, stop instead of the third segment of the target. They are neither familiar with the spelling, nor with the second segment but they are familiar with its voiceless counterpart. This problem is a case of graphemic interference.

92. Anna Bligh

/ø/

*[g]

We expected no oral realization of the grapheme “gh”; but the subject produced a voiced, velar, stop instead of it. The subjects are not familiar with the spelling. The deviation occurs because the subject tends to pronounce orthographically. The problem is a case of graphemic interference. Example: “zig zag”.

93. Libyan

/b/

*[β]

The target sound is a voiced, bilabial, stop. The subject uttered a voiced, bilabial, fricative instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviance occurred because, in Chilean Spanish, the target sound and the deviant form are allophones of the same phoneme in complementary distribution and only the deviance is used in intervocalic position. Example: “Libia”.

94. Libya

/b/

*[β]

The target sound is a voiced, bilabial, stop. The subject uttered a voiced, bilabial, fricative instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviance occurred because, in Chilean Spanish, the target sound and the deviant form are allophones of the same phoneme in complementary distribution and only the deviance is used in intervocalic position. Example: "Libia".

95. Gaddafi

/d/

*[ð]

The target sound is a voiced, alveolar, stop. The subject produced a voiced, dental, fricative instead. They are familiar with the spelling, and they are familiar with the dental counterpart of the target sound. The dental counterpart and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in intervocalic position. Example: "hada".

96. Colonel Gaddafi's

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme "l" should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: "colonial".

97. Colonel Gaddafi's

/ɜ:/

*[olo]

The target form is an English vowel sound. The subject produced a vowel sound followed by a voiced, alveolar, lateral and another vowel sound, instead of the target. Grapheme "l" should not have been orally realized as it is a case of historical elision. The subjects are familiar with the spelling, but the target sound does not occur in the subjects' L₁. The problem occurred because the subject pronounced the word orthographically. This is a case of graphemic interference. Example: "colonial".

98. John Humphrys

/mpfr/

*[mpøɾ]

We expected a voiced, bilabial, nasal followed by a voiceless, bilabial, stop, a voiceless, labiodental, fricative and a voiceless, postalveolar frictionless continuant. The subject elided the third segment due to the difficulty presented by the consonant cluster and produced a voiced alveolar flap instead of the fourth segment of the target because the

subject pronounce it as it is realized in Spanish. The subjects are not familiar with the spelling and they are also not familiar with the target. Example: “comprar”.

99. Sarah Montague.

/g/
*[j]

We expected a voiced, velar, stop, but the subject produced a voiced, palatal, fricative instead. They are familiar with the spelling and the target sound occurs in the subjects' L₁. The deviation is due to the fact that the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish. The fricative one is used before front vowels. Example: “aguerrida”.

100. Buckingham Palace

/ŋø/
*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme “h” should not be orally realized, because it is a case of historical elision. The subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject's L₁. The subject also added a voiceless, glottal, fricative producing letter “h” as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject's L₁. Example: “Manhattan”.

101. Kate Middleton

/dɪ/
*[ðeɪ]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, lateral. The subject uttered a voiced, dental, fricative instead of the first segment of the consonant cluster. The subject also added a vowel sound after the first segment. They are familiar with the spelling, and they are familiar with the dental counterpart of the first segment. The deviance is due to the fact that the voiced, dental, stop and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviant form is used in intervocalic position. The addition was due to the fact that graphemes “ddle” do not occur in Chilean Spanish as well as because of the difficulty presented by this combination of sounds in the cluster. Example: “midelo”.

102. at Westminster Abbey

/tw/
*[tgw]

The target sound is a voiced, labiovelar, glide preceded by a voiceless, alveolar, stop. The subject added a voiced, velar, stop in front of the glide. They are familiar with both the spelling and the target sound. In Chilean Spanish, the addition of the deviant form in front of the glide is not significant. Example: “Matt Williams”.

103. Westminster Abbey

/stm/

*[øøm]

We expected a consonant cluster constituted by a voiceless alveolar fricative, followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal. Instead of that, the subject elided the first two segments of the target cluster. The subjects are familiar with the expected sounds. Regarding the second segment, they are familiar with it only in the orthographic combination “tr”. Also, they are familiar with the spelling even though it is not frequent in Chilean Spanish. The deviance was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “istmo”. Regarding the elision of the first segment, it is a non-typical deviation that cannot be explained phonologically.

104. Buckingham Palace

/k/

*[j]

The target sound is the voiceless velar stop. The subject produced a voiced palatal fricative instead. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

105. Buckingham Palace

/ŋø/

*[nh]

The target sound is a voiced, velar, nasal followed by a voiceless, alveolar, fricative. The grapheme “h” should not be orally realized, because it is a case of historical elision. The subject produced a voiced, alveolar, nasal instead of the first segment due to the fact that the target does not occur in this phonological environment in the subject’s L₁. The subject also added a voiceless, glottal, fricative producing letter “h” as it is produced in some English words. This is a case of graphemic interference. The subjects are familiar with the spelling, and the sound occurs in the subject’s L₁. Example: “Manhattan”.

106. Duke of Cambridge

/kə/

*[ks]

We expected a voiceless, velar, stop. The subject added a voiceless, alveolar, fricative after the target sound. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

107. Duke of Cambridge

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar affricate, but the subject pronounced a voiceless, palatoalveolar, affricate instead. The subjects are not familiar with the spelling, but they are familiar with the target. The deviation occurred because in Spanish the target and deviant form are allophones of the same phoneme, but the aimed sound never occurs in word final position. Example: “FECH”

108. Archbishop

/øtʃb/

*[røβ]

The segments of the consonant cluster are a voiceless, palatoalveolar, affricate followed by a voiced bilabial stop. We expected no oral realization of the grapheme “r” since it corresponds to a case of historical elision. The subject added a voiced, alveolar, flap due to graphemic interference. They are familiar with both the spelling and the segments. The subject elided the second segment due to the difficulty produced by the consonant cluster. The subject also produced a voiced, bilabial, fricative, instead of the second segment. The deviant form and the second segment are allophones of the same phoneme in Chilean Spanish. The deviance is used in this phonological environment. Example: “parvada”.

109. Prince William

/m/

*[ms]

We expected a voiced, bilabial, nasal. The subject added a voiceless, alveolar, fricative after the target sound. We classified this deviance as a non-typical deviant form, since it cannot be explained on the grounds of Phonology.

110. Cambridge

/dʒ/

*[tʃ]

The target sound is a voiced, palatoalveolar affricate, but the subject pronounced a voiceless, palatoalveolar, affricate instead. The subjects are not familiar with the spelling, but they are familiar with the target. The deviation occurred because in Spanish the target and deviant form are allophones of the same phoneme, but the aimed sound never occurs in word final position. Example: “FECH”.

111. Irish guards

/ʃg/

*[ʃɣw]

The target sounds are a voiceless, palatoalveolar, fricative and a voiced, velar, stop. The subject produced a voiced, velar, fricative instead of the second segment of the target and he added a voiced, labiovelar, glide. The subjects are not familiar with the spelling, but the sound occurs in the subject’s L₁. The deviance is due to the fact that the subject pronounces the orthographic combination “gu” as it is realized in Spanish, i.e., as a voiced, labiovelar, glide; in this context, the addition of the voiced, velar, fricative it is not significant in Spanish. Example: “Trish garda” .

112. Irish guards

/ʃg/

*[ʃɣw]

The target sounds are a voiceless, palatoalveolar, fricative and a voiced, velar, stop. The subject produced a voiced, velar, fricative instead of the second segment of the target and he added a voiced, labiovelar, glide. The subjects are not familiar with the spelling, but the sound occurs in the subject’s L₁. The deviance is due to the fact that the subject pronounces

the orthographic combination “gu” as it is realized in Spanish, i.e., as a voiced, labiovelar, glide; in this context, the addition of the voiced , velar, fricative it is not significant in Spanish. Example: “Trishguarda”.

113. Buckingham Palace

/ŋəm/

*[ŋgham]

The target sounds are a voiced velar nasal, a vowel number twelve and a voiced bilabial nasal. The subject added a voiced, velar, stop following the first segment of the target as well as a voiceless glottal fricative. The first addition is produced because the subject pronounces the orthographic combination “ng” as it is pronounced in Spanish. As for the letter “h”, it should not be realized, because it is a case of historical elision, this is a case of graphemic interference.

Subject 10

1. George Osborne

/ødʒɒ/

*[øtʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart. The same spelling as well as the aimed sound can be found in Chilean Spanish. This problem was due to the fact that, in the students’ L1, the target is also present but it never occurs in word final position. Example: “FECHordenó”.

2. George Osborne

/zb/

*[sb]

The segments of the cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, stop. The subject replaced the first segment by its voiceless counterpart. The same spelling can be found in Chilean Spanish. As the subject is not familiar with the target sound, he produced its voiceless counterpart. This is a problem of graphemic interference. Example: “deshocar”.

3. Foreign Secretary

/ns/

*[ŋs]

We expected a consonant sequence formed by a voiced, alveolar, nasal, and a voiceless, alveolar, fricative. The subject produced a voiced, velar, nasal instead of the first segment. The subjects are familiar with the sequence but the spelling is not present in Chilean Spanish. The speaker deviated by transposing graphemes “g” and “n” in the first word, changing “gn” into “ng”. This digraph is pronounced as [ŋ] in English when it is in absolute final position.

4. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced as a voiceless, alveolar, fricative. This voiceless counterpart of the target sound is present in Chilean Spanish as well as its spelling. The deviation was due to the fact that the subject relied upon orthography. Example: “Teresa”.

5. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish but its voiceless counterpart; the same spelling is present in the speaker’s L₁. This problem was due to the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “resina”.

6. Chris Huhne

/sh/

*[sç]

The expected segments in this consonant sequence are a voiceless, alveolar, fricative followed by a voiceless, glottal, fricative but the subject produced a voiceless, palatal, fricative instead of the second segment. The sounds in the sequence also occur in the subject’s L₁ as well as the spelling. The deviation occurred because the target sound is not significant in Chilean Spanish; thus, we tend to deviate to the sound whose point of articulation is the closest to the target which, in the case of Chilean Spanish, that sound is the voiceless, velar, fricative. This sound is not present in the phonological system of English. The velar counterpart of the target sound and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the palatal sound occurs when a front vowel follows. Example: “es Jimena”.

7. Energy

/ødʒ/

*[øʒ]

The target form is a voiced, palatoalveolar, affricate but the subject uttered a voiced, palatoalveolar, approximant instead. The target are sound also occurs in the speaker’s L₁ and so does the spelling. Both the target and the deviant form are allophones of the same phoneme in Chilean Spanish. The deviation corresponds to a more relaxed form of the English sound /ʒ/. Example: “allí”.

8. Foreign Secretary

/ns/

*[ŋs]

We expected a consonant sequence formed by a voiced, alveolar, nasal, and a voiceless, alveolar, fricative. The subject produced a voiced, velar, nasal instead of the first segment.

The subjects are familiar with the sequence but the spelling is not present in Chilean Spanish. The speaker deviated by transposing graphemes “g” and “n” in the first word, changing “gn” into “ng”. This digraph is pronounced as [ŋ] in English when it is in absolute final position.

9. Libyan

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced as a voiced, bilabial, fricative. The target sound also occurs in Chilean Spanish as well as its spelling. The deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: “Líbano”.

10. President Obama

/ntəʊ/

*[nøəʊ]

We expected a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and diphthong /əʊ/. The subject elided the pronunciation of the second segment in the cluster. The same spelling can be found in Spanish. The first segment also occurs in the speaker’s L1 as well as the second segment, but only as an optional pronunciation in the orthographic combination “tr”. The deviation occurred because the dental counterpart of the elided segment, which is the one that occurs in Chilean Spanish, may be elided when it is in word final position. Example: “Pepsodent organiza”.

11. Oxfordshire

/ɒʃ/

*[øʃ]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The target sound does not occur in Chilean Spanish but its dental counterpart does. The spelling is not present in the subject’s L1. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

12. Brussels have

/lzh/

*[lsh]

The expected segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiceless, glottal, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the first segment, the voiceless counterpart of the second and the third segment. The spelling does not occur in the subject’s L1. The deviation was due to graphemic interference.

13. Libya

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced as a voiced, bilabial, fricative. The target sound as well as its spelling also occur in Chilean Spanish. The deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: “Libano”.

14. Anders Fogh Rasmussen

/zm/

*[sm]

The expected sounds in this consonant cluster are a voiceless, alveolar, fricative, followed by a voiced, bilabial, nasal, but the subject pronounced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the cluster. The deviation occurred because the subject relied upon spelling. Example: “asma”.

15. Officials would

/lzw/

*[lsw]

The expected segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, labiovelar, semivowel. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The first and last segment are present in the L₁ phonological system of the speaker, as well as the voiceless counterpart of the second segment. The spelling does not occur in the subject's L₁. The deviation was due to graphemic interference.

16. Thursday

/øzd/

*[øsd]

The expected segments in the target cluster are a voiced, alveolar, fricative, followed by a voiced, alveolar, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment. The voiceless counterpart of the first segment and the dental counterpart of the second segment are present in Chilean Spanish, but the spelling does not occur. The deviation occurred because the subject relied upon spelling.

17. Afghanistan

/fg/

*[vɣ]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The spelling does not occur in Chilean Spanish, but the expected sounds do. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form

due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

18. Staff Sergeant Brett Linely

/ntbr/

*[nøbr]

The expected segments in the sequence are a voiced, alveolar, nasal, followed by a voiceless, alveolar, stop; a voiced, bilabial, stop, and a voiced, postalveolar, frictionless continuant. The subject elided the pronunciation of the second segment in the sequence. The same spelling is found in the subject's L₁. Regarding the second segment, it occurs in Chilean Spanish only as an optional pronunciation in the orthographic combination “tr”. The deviation occurred because this sound may be elided when it is in word final position in Chilean Spanish. Even when an elision occurred, the first segment did not change its point of articulation to a bilabial one due to the fact that the subject paused to produce the following sound.

19. to Zimbabwe

/əz/

*[əs]

The target sound is a voiced, alveolar, fricative, preceded by an English vowel sound, but the subject produced a voiceless, alveolar, fricative instead. The voiceless counterpart of the target sound, as well as its spelling, also occur in Chilean Spanish. The deviation was due to spelling. Example: “como zanahoria”.

20. Zimbabwe

/bw/

*[øw]

The target is a consonant cluster formed by a voiced, bilabial, stop, and a voiced, labiovelar, glide. The subject elided the pronunciation of the first segment in the cluster. The spelling as well as the cluster do not occur in Chilean Spanish. The subject elided the first segment due to the difficulty presented by the combination of these phonemes in the consonant cluster, which does not exist in Chilean Spanish.

21. Tasmine Lucia Khan

/zm/

*[sm]

The cluster is formed by a voiced, alveolar, fricative, followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, the second segment, and the voiceless counterpart of the first segment in Chilean Spanish. This deviation was due to graphemic interference. Example: “asma”.

22. England and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, and an English vowel sound. The subject elided the pronunciation of the second segment in the cluster. The subjects are familiar with the spelling, the first segment, and the dental counterpart of the second segment in Chilean Spanish. The dental sound can be elided when it is in word final position in the subject's L₁. Example: "Coco Legrand anda".

23. Wales will

/lzw/

*[lsw]

We expected a voiced, alveolar, lateral, and a voiced, alveolar, fricative, followed by a voiced, labiovelar, semivowel. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the first segment, the voiceless counterpart of the second, the third segment and the spelling of the cluster. The deviation was produced because the subject pronounced the second segment of the cluster as it is realized in his L₁. Example: "coles wiski".

24. Scotland and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, and a vowel sound. The subject elided the pronunciation of the second segment in the cluster. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart. They are also familiar with the spelling and the first segment. This problem occurred because the dental counterpart of the second segment in the cluster can be elided in the subject's L₁ when it is in word final position. Example: "Coco Legrand anda".

25. Northern Ireland

/øð/

*[øθ]

We expected a voiced, dental, fricative, but the subject pronounced a voiceless, dental, fricative, instead of the target. The expected sound is present in the speaker's L₁ phonological system, but the spelling does not. The deviation occurred because the subject produced the graphemes "th" as they are realized in some English words. Example: "Arthur".

26. Northern Ireland are

/nda:/

*[nøɑ:]

We expected a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, and an English vowel sound. The subject elided the pronunciation of the second segment. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart.

They are also familiar with the first segment and the spelling of the cluster. This problem occurred because the dental counterpart of the second segment in the cluster can be elided in the subject's L₁ when it is in word final position. Example: "Coco Legrand anda".

27. Mike Wooldridge

/ldr/

*[lɔr]

We expected a consonant cluster constituted by a voiced, alveolar, lateral followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the cluster. The subjects are familiar with the spelling, but they are not familiar with the second target; however, they are familiar with its dental counterpart. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: "valdría".

28. Tasmine Lucia Khan

/zm/

*[sm]

The cluster is formed by a voiced, alveolar, fricative, followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. They are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the cluster in Chilean Spanish. This deviation was due to graphemic interference. Example: "asma".

29. BBC News

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced a voiced, bilabial, fricative. The same spelling as well as the expected sound are present in the speaker's L₁. The subject deviated because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: "Ibiza".

30. Afghanistan

/fg/

*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The subjects are not familiar with the spelling, but they are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: "Afganistán".

31. Mike Jackson

/kdʒ/

*[ødʒ]

The expected sounds in this consonant sequence are a voiceless, velar, stop followed by a voiced, palatoalveolar, affricate. The subject elided the first segment. Chilean speakers are familiar with the spelling as well as with the cluster, although it is not frequent in the L1. The deviation occurred because of the difficulty presented by the sequence. The first segment can be elided in the subject's L1 when it is in word final position. Example: “Nike llamativas”.

32. Northern Ireland

/θð/

*[øθ]

We expected a voiced, dental, fricative, but the subject pronounced a voiceless, dental, fricative, instead of the target. Chilean speakers are not familiar with the spelling, but they are familiar with the target sound. The deviation occurred because the subject produced the graphemes “th” as they are realized in some English words. Example: “Arthur”.

33. Northern Ireland and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the pronunciation of the second segment in the cluster. Chilean speakers are familiar with the first segment, the dental counterpart of the second, and the spelling of the cluster. This problem occurred because the dental counterpart of the second segment can be elided in the subject's L1 when it is in word final position. Example: “Coco Legrand anda”.

34. Northern Scotland

/θð/

*[øθ]

We expected a voiced, dental, fricative, but the subject pronounced a voiceless, dental, fricative, instead of the target. Chilean speakers are not familiar with the spelling, but they are familiar with the target sound. The deviation occurred because the subject produced the graphemes “th” as they are realized in some English words. Example: “Arthur”.

35. Northern Scotland suffered

/nds/

*[nøs]

This consonant sequence is constituted by a voiced, alveolar, nasal, a voiced, alveolar, stop, and a voiceless, alveolar, fricative. The subject elided the pronunciation of the second segment. Chilean speakers are familiar with the first segment, the dental counterpart of the second; the third segment, and the spelling of the sequence. This deviation occurred because the dental counterpart of the second segment in the cluster can be elided in the subject's L1 when it is in word final position. Example: “Coco Legrand sufre”.

36. Southern England is

/ndɪ/

*[nøɪ]

We expected a voiced, alveolar, nasal and a voiced, alveolar, stop, followed by an English vowel sound. The subject elided the pronunciation of second segment in the cluster. Chilean speakers are familiar with the first segment as well as with the dental counterpart of the second. The spelling is also found in the subject's L₁. This deviation occurred because the dental counterpart of the second segment in the cluster can be elided when it is in word final position in the subject's L₁. Example: "Coco Legrand ilustra".

37. M-Six Motorway

/ksm/

*[øøm]

This consonant cluster is formed by a voiceless, velar, stop, followed by a voiceless, alveolar, fricative and a voiced, bilabial, nasal. The subject elided the pronunciation of the first and second segments. Chilean speakers are familiar with the cluster and also with the spelling. We classified this deviance as a non-typical deviant form as we cannot find an explanation for this deviation on phonological grounds.

38. BBC News

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced as a voiced, bilabial, fricative. The subjects are familiar with the target sound as well as with the spelling. The subject deviated because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: "Ibiza".

39. American Special Forces in

/zɪ /

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead. The same spelling can be found in Chilean Spanish as well as with the voiceless counterpart of the target. This deviation was due to graphemic interference. Example: "es integrante".

40. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the pronunciation of the second segment, and produced a voiceless alveolar fricative instead of the last segment. Chilean speakers are familiar with the spelling. Regarding the cluster, they are familiar with the first segment, the dental counterpart of the second, and the voiceless counterpart of the third in Chilean Spanish. The elision occurred because the second segment can be elided in the subject's L₁ when it is in word final position. The pronunciation of the third segment in

the target cluster as its voiceless counterpart was due to spelling. Example: “Coco Legrand Zarandea”.

41. BBC World Service

/b/

*[β]

The target sound is a voiced, bilabial, stop, but the subject produced a voiced, bilabial, fricative, instead. The subjects are familiar with the spelling as well as with the target sound. The deviation occurred because the target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation in word initial position. Example: “Ibiza”.

42. James Menendez

/mzm/

*[msm]

This consonant cluster is formed by a voiced, bilabial, nasal, followed by a voiced, alveolar, fricative and a voiced, bilabial, nasal. The subject uttered a voiceless, alveolar, fricative, instead of the second segment. Chilean speakers are familiar with the spelling, but they are not familiar with the second segment of the target cluster, though they are familiar with its voiceless counterpart. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish. Example: “MUMS mencionó”.

43. James Menendez with

/zw/

*[sw]

We expected a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the spelling, the voiceless counterpart of the first segment, and also with the second segment. This deviation was due to spelling. Example: “haz wisk”.

44. News Hour

/zø/

*[sø]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead of it. Chilean speakers are not familiar with the target sound, though its voiceless counterpart is present in the phonological system of Chilean Spanish. The spelling can be found in the subject’s L₁. The deviation occurred because the subject relied upon spelling. Example: “tus harapos”.

45. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative which the subject produced a voiceless, alveolar, fricative instead. The subjects are not familiar with the target sound, though they are familiar with its voiceless counterpart. The same spelling can be found in Spanish. The deviation occurred because the subject relied upon spelling. Example: “presidente”.

46. President Obama

/ntəʊ/

*[nøəʊ]

The expected segments in this consonant cluster are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and diphthong /əʊ/. The subject elided the pronunciation of the second segment in the cluster. The subjects are familiar with the spelling and with the first segment; however, the second segment only occurs in Chilean Spanish as an optional pronunciation in the orthographic combination “tr”. The deviation occurred because the dental counterpart of the elided segment, which is the one that occurs in Chilean Spanish, may be elided when it is in word final position. Example: “Pepsodentorganiza”.

47. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. Grapheme “f” should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: “colonia”.

48. Michelle Williams and

/mzə/

*[msə]

This consonant cluster is constituted by a voiced, bilabial, nasal, followed by a voiced, alveolar, fricative and an English vowel sound. The subject uttered a voiceless, alveolar, fricative, instead of the second segment. The subjects are familiar with the first segment, the voiceless counterpart of the second segment, and the spelling of the cluster. The deviation occurred because the subject relied upon spelling. Example: “MUMS advirtió”.

49. BBC World News

/b/

*[β]

The target sound is a voiced, bilabial, stop. The subject produced a voiced, bilabial, fricative instead. They are familiar with the target form and also with the spelling. This problem was due to the fact that the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: “Ibiza”.

50. BBC World News

/øldn/

*[øløn]

The expected sounds in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiced, alveolar, nasal. The subject elided the pronunciation of the second segment. They are neither familiar with the spelling nor with the second segment, although they are familiar with its dental counterpart. The elision occurred due to

the difficulty presented by the combination of these phonemes in the consonant cluster, which does not exist in Chilean Spanish.

51. Jonathan Charles and

/lʒə/

*[lsə]

They expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the first segment, the voiceless counterpart of the second, and the spelling of the cluster. The deviation occurred because the subject pronounced the second segment as it is pronounced in Spanish. Example: “Malls abiertos”

52. England’s Capitain

/ndzk/

*[øøzk]

This consonant sequence is formed by a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, a voiced, alveolar, fricative, and a voiceless, velar, stop. The subject elided the pronunciation of the first two segments. We classified this deviance as a non-typical deviant form as they cannot find an explanation for this deviation on phonological grounds.

53. England Rugby Union Team

/ndr/

*[nør]

The expected sounds in the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless continuant. The subject elided the pronunciation of the second segment of the cluster. Chilean speakers are familiar with the first segment, the dental counterpart of the second, and the spelling of the sequence. The elision occurred because the dental counterpart of the target sound can be elided when it is in word final position in the subject’s L1. Example: “Coco Legrand rumorea”.

54. Royal Logistic Corps

/øz/

*[øps]

We expected a voiced, alveolar, fricative as the target form and no oral realization of the grapheme “p” as it corresponds to a case of historical elision. However, the subject produced a voiceless, bilabial, stop instead of the elision. The subjects are not familiar with the target sound; however, they are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. This is a problem of graphemic interference.

55. Helmand province

/ndpr/

*[møpr]

The expected sounds in the consonant sequence are a voiced, alveolar, nasal, followed by a voiced, alveolar, stop; a voiceless, bilabial, nasal, and a voiced, postalveolar, frictionless continuant. The subject elided the pronunciation of the second segment. Chilean speakers

are familiar with the first segment, the dental counterpart of the second; the third segment, and the spelling of the sequence. The deviation was due to the difficulty presented by the combination of these phonemes to Chilean Spanish speakers. After the elision of the second segment, the voiced, alveolar, nasal took the third segment's point of articulation. Example: "Andrés Allamand pregunta"

56. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced a voiceless, alveolar, fricative, instead. The subjects are familiar with the voiceless counterpart of the target in Chilean Spanish and with the spelling. This deviation was due to spelling. Example: "presidente"

57. President Obama

/ntəʊ/

*[nøəʊ]

We expected a consonant cluster formed by a voiced, alveolar, nasal, and a voiceless, alveolar, stop, followed by diphthong /əʊ/. The subject elided the pronunciation of the second segment in the cluster. The subjects are familiar with the spelling, the first segment, and the second segment only as an optional pronunciation in the orthographic combination "tr". The deviation occurred because the dental counterpart of the elided segment, which is the one that occurs in Chilean Spanish, may be elided when it is in word final position. Example: "Pepsodent organiza".

58. US Special Forces inside

/zɪ/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound, but the subject produced a voiceless, alveolar, fricative instead of it. The subjects are familiar with the spelling and also with the voiceless counterpart of the target sound. The deviation was due to spelling. Example: "es insidioso".

59. BBC News with

/zw/

*[sw]

The expected sounds in the sequence are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the sequence. This deviation was due to graphemic interference. Example: "tomas wiski".

60. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative, instead. The subjects are familiar with the spelling and the voiceless counterpart of the target sound in Chilean Spanish. This deviation was due to spelling. Example: “presidente”.

61. President Obama

/ntəʊ/

*[nøəʊ]

We expected a consonant cluster formed by a voiced, alveolar, nasal, and a voiceless, alveolar, stop, followed by diphthong /əʊ/. The subject elided the pronunciation of the second segment in the cluster. The subjects are familiar with the spelling, the first segment, and the second segment only as an optional pronunciation in the orthographic combination “tr”. The deviation occurred because the dental counterpart of the elided segment, which is the one that occurs in Chilean Spanish, may be elided when it is in word final position. Example: “Pepsodent organiza”.

62. Asif Ali Zardari

/z/

[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative, instead. The subjects are familiar with the voiceless counterpart of the target sound and also with the spelling. This deviation was due to graphemic interference. Example: “Sarai Zapata”.

63. Arabs that

/bzð/

*[bsð]

The expected sounds in the sequence are a voiced, bilabial, stop, followed by a voiced, alveolar, fricative, and a voiced, dental, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment. The subjects are neither familiar with the spelling nor with the second segment, though they are familiar with its voiceless counterpart in Chilean Spanish. The deviation occurred due to graphemic interference.

64. Queensland

/nzl/

*[nsl]

The expected sounds in the cluster are a voiced, alveolar, nasal, followed by a voiced, alveolar, fricative, and a voiced, alveolar, lateral. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are familiar with the first and third segments in the cluster as well as with the voiceless counterpart of the second. The same spelling can be found in Spanish. The deviation was due to the fact that the subject relied upon spelling. Example: “translúcido”.

65. Queensland

/nzl/

*[ns]

The expected sounds in the cluster are a voiced, alveolar, nasal, followed by a voiced, alveolar, fricative, and a voiced, alveolar, lateral. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are familiar with the first and third segments in the cluster as well as with the voiceless counterpart of the second. The same spelling can be found in Spanish. The deviation was due to the fact that the subject relied upon spelling. Example: “translúcido”.

66. Queensland Anna Bligh

/ndæ/

*[ødæ]

This consonant cluster is formed by a voiced, alveolar, nasal, and a voiced, alveolar, stop, followed by an English vowel sound. The subject elided the pronunciation of the first segment. They are familiar with the spelling, the first segment, and the dental counterpart of the second in Chilean Spanish. We classified this deviance as a non-typical deviant form.

67. Anna Bligh says

/øʃ/

*[gʃ]

We expected no oral realization of graphemes “g” and “h” as it is a case of historical elision, followed by a voiceless, alveolar, fricative. The speaker realized grapheme “g” as a voiced, velar, stop. The subjects are not familiar with the spelling. The deviation occurred because the subject pronounced the word orthographically.

68. BBC News with

/zw/

*[sw]

The expected sounds in the sequence are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the sequence. This deviation was due to graphemic interference. Example: “tomas wiski”.

69. Benghazi

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead of it. The subjects are familiar with the voiceless counterpart of the target sound and also with its spelling. The deviation was due to graphemic interference. Example: “nazi”.

70. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. Grapheme ‘f’ should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: “colonia”.

71. John Humphrys and

/zə/

*[sə]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound. The subject produced instead a voiceless, alveolar, fricative. Chilean speakers are familiar with the voiceless counterpart of the target sound and also with its spelling. The deviation was produced because the subject relied upon spelling. Example: “dosis adecuada”.

72. Buckingham Palace

/ŋə/

*[ŋh]

The target sound is a voiced, velar, nasal. Grapheme ‘h’ should not be orally realized as it is a case of historical elision. The subject added a voiceless, glottal, fricative after the target sound. The subjects are not familiar with the spelling, but they are familiar with the target sound. The deviation occurred because the subject produced the grapheme “h” as it is realized in some English words. Example: “King Horn”.

73. Westminster Abbey

/stm/

*[nsm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal. The subject uttered a voiced, alveolar, nasal and a voiceless, alveolar, fricative instead of the first and second segments respectively. The subjects are familiar with the spelling and the cluster, though the second segment only occurs in Chilean Spanish as an optional pronunciation in the orthographic combination “tr”. We classified this deviance as a non-typical deviant form as it cannot be explained in the grounds of Phonology.

74. Buckingham Palace

/ŋə/

*[ŋh]

The target sound is a voiced, velar, nasal. Grapheme ‘h’ should not be orally realized as it is a case of historical elision. The subject added a voiceless, glottal, fricative after the target sound. The subjects are not familiar with the spelling, but they are with the target sound. The deviation occurred because the subject produced the grapheme “h” as it is realized in some English words. Example: “King Horn”.

75. Rowan Williams

/mz/

*[ms]

The expected sounds in the cluster are a voiced, bilabial, nasal, followed by a voiced, alveolar, fricative. The subject realized a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling, the first segment, and the voiceless counterpart of the second segment. The deviation was due to spelling. Example: “MUMS”.

76. Duke of Cambridge as

/dʒæ/

*[tʃə]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: “FECH asistió”.

77. Colonel

/ɜ:/

*[olo]

The target form is an English vowel sound. Grapheme “r” should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: “colonia”.

78. Irish Guards in

/ədzɪ/

*[ədsɪ]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the spelling nor with the segments of the cluster, though they are familiar with the dental counterpart of the first segment, and the voiceless counterpart of the second segment. The deviance was due to graphemic interference.

79. Rolls Royce

/lɹ/

*[lɹ]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, postalveolar, frictionless continuant. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are neither familiar with the spelling nor with the second segment, though they are familiar with its voiceless counterpart in Chilean Spanish. The deviation was due to graphemic interference.

80. Buckingham Palace

/ŋ/

*[ŋh]

The target sound is a voiced, velar, nasal. Grapheme ‘h’ should not be orally realized as it is a case of historical elision. The subject added a voiceless, glottal, fricative after the target sound. The subjects are not familiar with the spelling, but they are with the target sound. The deviation occurred because the subject produced the grapheme ‘h’ as it is realized in some English words. Example: “King Horn”.

Subject 11

1. Nick Clegg

/g/

*[ɣ]

The target sound is a voiced, velar, stop but the subject produced a voiced, velar, fricative instead of it. The subjects are familiar with the target sound as well as with the spelling, although it is not frequent in Chilean Spanish. The deviation occurred because the target sound and the deviant form are allophones of the same phoneme in the subject’s L₁, and either of the two can be uttered in word final position. Example: “SAG”.

2. George Osborne

/ødʒɒ/

*[tʃɒ]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered its voiceless counterpart. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students’ L₁, the target is also present but it never occurs in word final position. Example: “FECH organizó”.

3. George Osborne

/zb/

*[sb]

The expected sounds in this consonant cluster are a voiced, alveolar, fricative, followed by a voiced, bilabial, stop. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the voiceless counterpart of the first segment, the second segment and also with the spelling of the cluster. The deviation was due to graphemic interference. Example: “esbozo”.

4. with William Hague

/ðw/

*[ðɣw]

The expected sounds are a voiced, labiovelar, glide, preceded by a voiced, dental, fricative. The subject added a voiced, velar, fricative in front of the glide. Chilean speakers are not familiar with the spelling, but they are familiar with the sequence. The deviation occurred

because the subjects may pronounce the glide with or without the addition of the deviant form. This does not change the meaning of the utterance in the subject's L₁. Example: "tomad wiski".

5. Foreign Secretary

/ns/

*[ners]

The target sound is a voiced, alveolar, nasal, followed by a voiceless, alveolar, fricative. The subject uttered the target sound, followed by a vowel sound, and a voiced, postalveolar, frictionless continuant. The subjects are not familiar with the spelling in word final position, but they are familiar with the sequence. We classified this deviance as a non-typical deviant form as it cannot be explained on phonological grounds.

6. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced as a voiceless, alveolar, fricative. The subjects are familiar with the voiceless counterpart of the target sound in Chilean Spanish, and also with its spelling. The deviation is due to spelling. Example: "Teresas".

7. Vince Cable

/v/

*[b]

The target sound is a voiced, labiodental, fricative, which the subject pronounced as a voiced, bilabial, stop. The subjects are familiar with the bilabial counterpart of the target sound in Chilean Spanish, and also with the spelling. This deviation was due to graphemic interference. Example: "vino".

8. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, they are familiar with the spelling. This problem was due to the fact that the subject produced grapheme "s" as it is realized in Spanish. Example: "resina".

9. Chris Huhne

/sh/

*[sç]

The expected segments in this consonant sequence are a voiceless, alveolar, fricative followed by a voiceless, glottal, fricative but the subject produced a voiceless, palatal, fricative instead of the second segment. The subjects are familiar with the expected sounds and the spelling. The deviation occurred because the target sound is not significant in

Chilean Spanish; thus, we tend to deviate to the sound whose point of articulation is the closest to the target which, in the case of Chilean Spanish, that sound is the voiceless, velar, fricative. This sound is not present in the phonological system of English. The velar counterpart of the target sound and the deviant form are allophones of the same phoneme in the subject's L₁, but only the palatal sound occurs when a front vowel follows. Example: “es Jimena”.

10. Energy
/ɒdʒ/

*[øʒ]

The target form is a voiced, palatoalveolar, affricate, which the subject uttered as a voiced, palatoalveolar, approximant. Chilean speakers are familiar with the target sound as well as with the spelling. The deviation occurred because the deviant form and the target sound are allophones of the same phoneme in Chilean Spanish, and either of the two can be produced in this phonological environment. Example: “Marjorie”.

11. Foreign Secretary
/ns/

*[ners]

The target sound is a voiced, alveolar, nasal, followed by a voiceless, alveolar, fricative. The subject uttered the target sound, followed by a vowel sound, and a voiced, postalveolar, frictionless continuant. The subjects are not familiar with the spelling in word final position, but they are familiar with the target sound. We classified this deviance as a non-typical deviant form as it cannot be explained on phonological grounds.

12. Gatwick
/tw/

*[tgw]

The segments of this cluster are a voiceless, alveolar, stop followed by a voiced, labiovelar, semivowel but the subject added a voiced, velar, stop in front of the glide. The subjects are not familiar with the spelling, and they are familiar with the first segment but only in the orthographic combination “tr”. In Chilean Spanish, the addition of the deviant form in front of the semivowel is not significant. In this case, the deviance is produced because a stop preceded it. Example: “tarot guardado”.

13. President Obama
/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced as a voiceless, alveolar, fricative. The subjects are familiar with the voiceless counterpart of the target sound in Chilean Spanish, and also with its spelling. The deviation was due to graphemic interference. Example: president”.

14. President Obama

/b/
*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative instead. The subjects are familiar with the target sound as well as with the spelling. This deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, but only the deviant form is used in intervocalic position. Example: “Obeso”.

15. Afghanistan

/fg/
*[vɣ]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The subjects are not familiar with the spelling, but they are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

16. Brussels have

/lzh/
*[lsh]

The expected segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiceless, glottal, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the second segment in the cluster nor with the spelling of the sequence. The deviation was due to graphemic interference.

17. Libya

/b/
*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative. The subjects are familiar with the target sound as well as with the spelling. The deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, but only the fricative sound is used in intervocalic position. Example: “Libia”.

18. Colonel Gaddafi

/ɜ:/
*[olo]

The target form is an English vowel sound. Grapheme “r” should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers

are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: “colonia”.

19. Anders Fogh Rasmussen

/zm/
*[sm]

The expected segments in this consonant cluster are a voiceless, alveolar, fricative followed by a voiced, bilabial, nasal. The subject pronounced a voiceless, alveolar, fricative instead of the first segment of the cluster. Chilean speakers are familiar with the spelling, the second segment, and the voiceless counterpart of the first segment. This problem occurred because the subject relied upon spelling. Example: “asma”.

20. Officials would

/lzw/
*[lsw]

The expected segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, semivowel. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the spelling nor with the second segment, though they are familiar with its voiceless counterpart. The deviation was due to the fact that the subject relied upon spelling.

21. Lockerbie Bombing

/mø/
*[mb]

The target sound is a voiced, bilabial, nasal. Grapheme “b” should not be pronounced as it is a case of historical elision. The subject realized grapheme “b” as a voiced, bilabial, stop. The subjects are familiar with the target sound as well as with the spelling. The deviation occurred due to fact that the speaker relied upon spelling. Example: “bomba”.

22. Washington

/ŋt/
*[nt]

The expected sounds in this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subject produced a voiced, alveolar, nasal instead of the first segment of the cluster. Chilean speakers are not familiar with the cluster but they are familiar with the spelling, even though it is not frequent in Spanish. The deviation occurred because the target and the deviant forms are allophones of the same phoneme in the speaker's L₁, but the velar segment is produced only when a velar sound follows. Example: “Washington”.

23. Afghanistan

/fg/
*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The subjects are not familiar with the

spelling, but they are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

24. Jonathan Crookes

/θ/

*[t]

We expected a voiceless, dental, fricative, but the subject produced a voiceless, alveolar, stop instead. Chilean speakers are neither familiar with the spelling nor with the target sound. This deviance was due to the fact that the subject produced the graphemes “th” as in some English words. Example: “Thames”.

25. Jonathan Crookes

/ks/

*[kes]

The expected segments in this consonant cluster are a voiceless velar, stop followed by a voiceless, alveolar, fricative. The subject added a vowel sound between both target sounds. The subjects are familiar with the cluster and also with the spelling, although it is not common in Chilean Spanish. The deviation was due to the fact that the subject produced the word orthographically. Example: “Nikes”

26. Sergeant David Monkhouse

/ntd/

*[nød]

The expected segments in this sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and a voiced, alveolar, stop. The subject elided the second segment. Chilean speakers are familiar with the spelling, the first segment, the second segment but only as an optional pronunciation in the orthographic combination “tr”, and the dental counterpart of the third segment. The deviation occurred because the voiceless, alveolar, stop can be elided when it is in word final position in Chilean Spanish. Example: “Pepsodent diseña”.

27. Sergeant Brett Linley

/ntbr/

*[møbr]

The segments of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop, a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. They are familiar with the spelling and also with the cluster, although the second segment only occurs as an optional pronunciation in the orthographic combination “tr” in Chilean Spanish. Concerning the second segment, the subject elided it due to the difficulty presented by the consonant sequence. After the elision of second segment, the voiced alveolar nasal assimilated the third segment’s point of articulation. Example: “pepsodent brilla”.

28. BBC World Service

/ølds/

*[øls]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

29. to Zimbabwe

/əz/

*[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead. Chilean speakers are familiar with the spelling and also with the voiceless counterpart of the target sound. This deviation was due to spelling. Example: “como zanahoria”.

30. Zimbabwe

/bw/

*[øyw]

The target is a consonant cluster formed by a voiced, bilabial, stop, followed by a voiced, labiovelar, glide. The subject elided the first segment and added a voiced, velar, fricative in front of the glide. The subjects are neither familiar with the spelling nor with the cluster. The deviation was due to the fact that the second segment can be pronounced with or without addition in the speaker's L₁ because it is non-significant. In this case, the fricative sound was added because of the phonological environment.

31. Westminster Abbey

/stm/

*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the second segment. The subjects are familiar with the expected sounds; however, they are familiar with the second segment only in the orthographic combination “tr”. Also, they are familiar with the spelling. The deviance was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “istmo”.

32. Westminster Abbey

/nst/

[øst]

We expected a voiced, alveolar, nasal followed by a voiceless, alveolar, fricative, and a voiceless, alveolar, stop. The subject elided the first segment. Chilean speakers are familiar with the spelling and also with the first two target sounds. They are familiar with the last

segment only as an optional pronunciation in the orthographic combination “tr” as well. This deviation was due to the difficulty presented by the cluster to Chilean Spanish subjects. Example: “instituto”.

33. Tasmine Lucia Khan

/zm/

*[sm]

The expected cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, but the first segment does not occur in Chilean Spanish, although they are familiar with its voiceless counterpart. This deviation was due to graphemic interference. Example: “asma”.

34. BBC News

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced a voiced, bilabial, fricative. Chilean speakers are familiar with the target sound and also with the spelling. The subject deviated because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: “Ibiza”.

35. England and

/ndə/

*[nə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because of the difficulty presented by the cluster. The second segment can be elided when it is in word final position in the subject’s L1. Example: “Coco Legrand anda”.

36. Wales will

/lzw/

*[lsw]

The expected segments in this sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, labiodental, semivowel. The subject produced a voiceless, alveolar, fricative instead of the second segment. They are familiar with the spelling, but the second does not occur in the subject’s L1. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish.

37. Iceland continues

/ndk/

*[ŋøk]

The segments of the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, velar, stop. The subject elided the second segment and

realized the first segment as a voiced, velar, nasal. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because of the difficulty presented by this cluster to Chilean Spanish subjects. They tend to elide the voiced, dental, stop in word final position. By eliding the second segment, the first target adopted the point of articulation of the following sound. Example: “Coco Legrand continua”.

38. Northern Ireland are

/ndɑ:/

*[nøɑ:]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart as well as with the spelling. This problem occurred because of the difficulty presented by the cluster. The second segment can be elided when it is in word final position in the subject's L1. Example: “Coco Legrand anda”.

39. Laurent Gbagbo

/nb/

*[ntgø]

We expected a voiced, alveolar, nasal followed by a voiced, bilabial, stop. Grapheme “g” should not be orally realized as it is a case of historical elision. The subject added a voiceless, alveolar, stop after the first segment; produced a voiced, velar, stop after the added sound and elided the pronunciation of the second segment in the target cluster. Chilean speakers are neither familiar with the spelling nor with the target cluster. The deviation was due to graphemic interference.

40. Mike Wooldridge

/ldr/

*[lør]

We expected a consonant cluster constituted by a voiced, alveolar, lateral, followed by a voiced, alveolar, stop, and a voiced, postalveolar, frictionless continuant. However, the subject elided the second segment of the cluster. The subjects are familiar with the spelling, but they are not familiar with the second target; however, they are familiar with its dental counterpart. The elision of the second segment was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “valdría”.

41. Tasmine Lucia Khan

/zm/

*[sm]

The expected cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the spelling and also with the second segment. The first segment does not occur in Chilean Spanish, though we are familiar with its voiceless counterpart. This deviation was due to spelling. Example: “asma”.

42. BBC News

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced as a voiced, bilabial, fricative. Chilean speakers are familiar with the target sound and also with the spelling. The subject deviated because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish. The fricative is used in intervocalic position. Example: “Ibiza”.

43. David Cameron

/v/

*[β]

The target sound is a voiced, labiodental, fricative, but the subject pronounced a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound; though they are familiar with the voiced, bilabial, stop. Both, the voiced, bilabial, stop and the deviant form are allophones of the same phoneme in Chilean Spanish, but the fricative sound is used in intervocalic position. Example: “David”.

44. Afghanistan

/fg/

*[vy]

We expected a voiceless, labiodental, fricative followed by a voiced, velar, stop. Regarding the first segment of the cluster, the subject produced a voiced, labiodental, fricative followed by a voiced, velar, fricative instead. The subjects are not familiar with the spelling, but they are familiar with the expected sounds. The first segment became voiced because a voiced consonant followed. The second segment was realized as the corresponding deviant form due to the phonological environment and because the target and the deviance are allophones of the same phoneme in Chilean Spanish. Example: “Afganistán”.

45. Washington

/ŋt/

*[nt]

The expected sounds in this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subject produced a voiced, alveolar, nasal instead of the first segment of the cluster. Chilean speakers are not familiar with the cluster but they are familiar with the spelling, even though it is not frequent in Spanish. The deviation occurred because the target and the deviant forms are allophones of the same phoneme in the speaker's L₁, but the velar segment is produced only when a velar sound follows. Example: “Washington”.

46. Heathrow

/θ/

*[t]

We expected a voiceless, dental, fricative, but the subject produced a voiceless, dental, stop instead. Chilean speakers are neither familiar with the target sound nor with the spelling.

The deviance was due to the fact that the subject produced graphemes “th” as it is pronounced in some English words. Example: “Thames”.

47. Northern Ireland and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second segment can be elided when it is in word final position in the subject’s L1. Example: “Coco Legrand anda”.

48. Northern Scotland suffered

/nds/

*[nøs]

We expected a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative. The subject elided the second segment of the cluster. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second segment can be elided when it is in word final position in Chilean Spanish. Example: “Coco Legrand sufre”.

49. Southern England

/nr/

*[røɪ]

The target sound is the voiced, alveolar, nasal, followed by an English vowel sound. Grapheme “r” should not be orally realized as it is a case of historical elision. The subject pronounced grapheme “r” as a voiced, alveolar, flap, and elided the target sound. Chilean speakers are familiar with the spelling and also with the cluster. We classified this deviation as a non-typical.

50. Southern England is

/ndɪ/

*[nøɪ]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are familiar with the spelling and the dental counterpart of the second segment. This problem occurred because the second segment can be elided when it is in word final position in the subject’s L1. Example: “Coco Legrand ilustra”.

51. BBC News

/b/

*[β]

The target sound is a voiced, bilabial, stop. The subject produced a voiced, bilabial, fricative instead. Chilean speakers are familiar with the target sound and also with the

spelling. The deviation occurred because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative is used in intervocalic position. Example: “Ibiza”.

52. American Special Forces in

/zɪ /

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead. Chilean speakers are familiar with the spelling and with the voiceless counterpart of the target. This deviation was due to spelling. Example: “es integrante”.

53. Ground Zero

/ndz/

*[nøz]

This consonant sequence is formed by a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second segment in the sequence. Regarding the sounds in the cluster, the subjects are familiar with the first segment, the dental counterpart of the second and also with the voiceless counterpart of the third segment. The spelling also occurs in Chilean Spanish. The deviation occurred because of the difficulty presented by the sequence. The second segment can be elided in the subject's L₁ when it is in word final position.

54. BBC World Service

/b/

*[β]

The target sound is a voiced, bilabial, stop, but the subject produced a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the spelling, and they are familiar with the target sound. The deviation occurred because the target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation in word initial position. Example: “bicolor”.

55. BBC World Service

/øɪds/

*[øɪəs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

56. James Menendez

/mzm/

*[msm]

This consonant cluster is formed by a voiced, bilabial, nasal, followed by a voiced, alveolar, fricative and a voiced, bilabial, nasal. The subject uttered a voiceless, alveolar, fricative, instead of the second segment. Chilean speakers are familiar with the spelling, but they are not familiar with the second segment of the target cluster, though its voiceless counterpart is present in their L₁. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish. Example: “MUMS mencionó”.

57. James Menendez with

/zw/

*[sw]

We expected a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, the voiceless counterpart of the first segment, and also with the second segment. This deviation was due to spelling. Example: “tomas wiski”.

58. News Hour

/zø/

*[sø]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead of it. Chilean speakers are neither familiar with the spelling nor with the target sound, though its voiceless counterpart is present in the phonological their L₁. The deviation occurred because the subject relied upon spelling. Example: “tus harapos”.

59. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced a voiceless, alveolar, fricative. Chilean speakers are familiar with the spelling and also with the voiceless counterpart of the target sound. The deviation occurred because the subject relied upon spelling. Example: “president”.

60. President Obama

/ntəʊ/

*[nøəʊ]

The expected segments in this consonant cluster are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and diphthong /əʊ/. The subject elided the second segment. The subjects are familiar with the spelling and with the first segment. The second segment only occurs in Chilean Spanish as an optional pronunciation in the orthographic combination “tr”. The deviation occurred because the second segment can be elided when it is in word final position in Spanish. Example: “Pepsodento organiza”.

61. Colonel Gaddafi

/ʒ:/

*[olo]

The target form is an English vowel sound. Grapheme ‘ʒ’ should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: “colonia”.

62. in Yemen

/nj/

*[ndʒ]

We expected a voiced, alveolar, nasal followed by a voiced, palatal, semivowel. The subject uttered a voiced, palatoalveolar, affricative instead of the second segment. Chilean speakers are familiar with the sequence as well as with the spelling. The deviation occurred because the deviant form together with the second segment are allophones of the same phoneme in Chilean Spanish and either of the two can occur in this environment. Example: “un yeso”.

63. Yemen

/j/

*[dʒ]

The target form is a voiced, palatal, semivowel, but the subject uttered a voiced, palatoalveolar, affricate instead. Chilean speakers are familiar with the target sound and also with the spelling. The deviation occurred because the deviant form together with the target sound are allophones of the same phoneme in the speaker’s L₁ and either of the two can occur in word initial position. Example: “yeso”.

64. Mercury Prize winners

/zw/

*[sw]

The expected sounds in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, semivowel. The subject pronounced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are neither familiar with the spelling nor with the first segment; though they are familiar with the voiceless counterpart in their L₁. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish.

65. Ann Widdecombe will

/mw/

*[mbw]

The expected sounds in this consonant sequence are a voiced, bilabial, nasal followed by a voiced, labiovelar, semivowel. Grapheme ‘b’ should not be orally realized as it is a case of historical elision. The subject added a voiced, bilabial, stop after the first segment. Chilean speakers are neither familiar with the spelling nor with the sequence. The deviation was

produced because the subject pronounced grapheme ‘b’ as it is orally realized in Chilean Spanish in this phonological environment.

66. Strictly

/ktl/

*[køl]

The expected sounds in this cluster are a voiceless velar stop followed by a voiceless, alveolar, stop and a voiced, alveolar, lateral. The subject elided the second segment in the cluster. Chilean speakers are neither familiar with the spelling nor with the second segment, though it occurs in the orthographic combination “tr” in the speaker’s L₁. The elision was produced because of the difficulty this cluster presents to Chilean Spanish subjects.

67. Michelle Williams

/ʃ/

*[k]

The target sound is a voiceless, palatoalveolar, fricative, but the subject produced a voiceless, velar, stop instead. Chilean speakers are familiar with the target and also with the spelling. We classified this deviance as non-typical as it cannot be explained on phonological grounds.

68. Michelle Williams and

/mzə/

*[msə]

This consonant cluster is formed by a voiced, bilabial, nasal, a voiced, alveolar, fricative and an English vowel sound. The subject uttered a voiceless, alveolar, fricative, instead of the second segment. Chilean speakers are familiar with the spelling, but they are not familiar with the second segment of the target cluster, though its voiceless counterpart occurs in their L₁. The deviation occurred because the subject relied upon spelling. Example: “MUMS advirtió”.

69. Firth wins

/øθw/

*[rtw]

We expected no oral realization of the grapheme “r” since it corresponds to a case of historical elision. We also expected a voiceless, dental, fricative followed by a voiced, labiovelar, glide. Chilean speakers are neither familiar with the spelling nor with the second segment. Concerning the second segment, the subject produced a voiceless, alveolar, stop, instead. This was due to the fact that the subject produced graphemes “th” as they are pronounced in some English words, for example, “Thai”. The subject produced a voiced, alveolar, flap in front of the first segment due to graphemic interference.

70. The Social Network also

/økd/
*[øøv]

The target sound is the voiceless, velar, stop, followed by an English vowel sound. The subject elided the pronunciation of the target sound. We classified this deviance as a non-typical deviant form as it cannot be explained on phonological grounds.

71. Jonathan Charles

/θ/
*[t]

We expected a voiceless, dental, fricative, but the subject produced a voiceless, alveolar, stop instead. Chilean speakers are not familiar with the spelling, and the target only occurs in Chilean Spanish as an optional pronunciation in the orthographic combination “tr”. This deviance was due to the fact that the subject produced graphemes “th” as in some English words. Example: “Thames”.

72. Jonathan Charles and

/ølzə/
*[ølsə]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the spelling, but not with the second segment; though they are familiar with its voiceless counterpart. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish. Example: “darles ánimo”.

73. Lord Hanningfield

/ødh/
*[røx]

The expected sounds in this sequence are a voiced, alveolar, stop followed by a voiceless, glottal, fricative. The grapheme “r” should not be orally realized as it corresponds to a case of historical elision. The subject produced a voiced, postalveolar, frictionless continuant instead of the corresponding elision; elided the pronunciation of the first segment, and produced a voiceless velar fricative instead of the glottal sound. Chilean speakers are not familiar with the spelling nor with the first target sound, though they are familiar with its dental counterpart. Elision of this dental counterpart is due to the difficulty presented by the sequence in Chilean Spanish. The substitution occurred because the target sound is not significant in the subjects’ L₁; therefore they tend to deviate to the sound that shares at least two characteristics with the target. In the case of Chilean Spanish, that sound is the voiceless, velar, fricative.

74. England’s Capitan

/ndzk/
*[nøsk]

This consonant sequence is formed by a voiced alveolar nasal, followed by a voiced, alveolar, stop, a voiced, alveolar, fricative and a voiceless, velar, stop. The subject elided

the pronunciation of the second segment. The subjects are neither familiar with the spelling nor with the sequence. The deviation occurred because of the difficulty presented by this sequence to Chilean Spanish speakers.

75. England Rugby Union Team

/ndr/

*[nør]

The expected sounds in the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence. Chilean speakers are not familiar with the cluster, but they are familiar with the spelling. This problem occurred because of the difficulty presented by the sequence. We tend to elide the pronunciation of the dental counterpart of the deviated segment when it is word final position in Chilean Spanish. Example: “Andrés Allamand rogó”.

76. against Wales

/nstw/

*[nstgw]

The segments in this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, fricative; a voiceless, alveolar, stop and a voiced, labiovelar, glide. The subject added a voiced, velar, stop in front of the glide. Chilean speakers are neither familiar with the spelling nor with the sequence. The deviation occurred because in Chilean Spanish, the addition of the deviant form in front of the glide is not significant. The subject added [g] because a plosive sound precedes.

77. Staff Sergeant Brett George Linely

/ødʒl/

*[øtʃl]

The target sound is a voiced, palatoalveolar, affricate followed by a voiced, alveolar, lateral. Instead of the target, the subject uttered its voiceless counterpart. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: “FECH liberó”.

78. Royal Logistic Corps

/øz/

*[ps]

We expected a voiced, alveolar, fricative as the target form and no oral realization of the grapheme “p” as it corresponds to a case of historical elision. However, the subject produced a voiceless, bilabial, stop instead of the elision. The subjects are not familiar with the target sound; however, they are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. This is a problem of graphemic interference.

79. Helmand province

/ndpr/

*[møpr]

The expected sounds in the consonant sequence are a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, a voiceless, bilabial, nasal and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence. Chilean speakers are familiar with the spelling as well as with the sequence. This problem occurred because of the difficulty presented by the consonant sequence: they tend to elide the pronunciation of the dental counterpart of the deviated segment when it is word final position in Chilean Spanish. As the elision took place, the previous sound took the point or articulation of the following sound. Example: “Allamand pretende”.

80. BBC World Service

/ølds/

*[ølös]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

81. Osama Bin Laden

/d/

*[ð]

The target sound is a voiced, alveolar, stop, but the subject produced a voiced, dental, fricative, instead. Chilean speakers are familiar with the spelling and also with the dental counterpart of the target sound. The deviation occurred because the dental counterpart of the target and the corresponding deviant form are allophones of the same phoneme in the subject's L1. The deviant form occurs in intervocalic position. Example: “vadear”.

82. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced a voiceless, alveolar, fricative. Chilean speakers are familiar with the spelling as well as with the voiceless counterpart of the target sound. This deviation was due to graphemic interference. Example: “presidente”.

83. President Obama

/b/

*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the spelling as well as with the target

sound. This problem occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the deviance is used in intervocalic position. Example: “obueso”.

84. US Special Forces

/ssp/

*[sɛsp]

The segments in this consonant sequence are a voiceless, alveolar, fricative followed by a voiceless, alveolar, fricative and a voiceless, bilabial, stop. Concerning the second segment, the subject added a vowel sound in front of the second segment. The subjects are familiar with the expected sounds, but they are not familiar with the spelling. The deviation was due to the fact that cluster /sp/ does not exist in word initial position in Chilean Spanish. Example: “es especial”.

85. US Special Forces inside

/zi/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by a vowel sound, but the subject produced a voiceless, alveolar, fricative instead. Chilean speakers are familiar with the spelling and also with voiceless counterpart of the target. The deviation was due to spelling. Example: “es insidioso”.

86. Roger Hearing

/ŋ/

*[n]

The target sound is a voiced, velar, nasal, which the subject produced a voiced, alveolar, nasal. Chilean speakers are familiar with the spelling and also with the target sound. The deviation was due to spelling and also to the fact that the target sound does not occur in this phonological environment Chilean Spanish.

87. BBC World Service

/ølds/

*[ølɔs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

88. BBC News with

/zw/

*[sw]

The expected sounds in the sequence are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the sequence. This deviation was due to graphemic interference. Example: “tomas wiski”.

89. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative. The subject produced a voiceless, alveolar, fricative, instead. Chilean speakers are familiar with the spelling as well as with the voiceless counterpart of the target sound. This deviation was due to spelling. Example: “presidente”.

90. President Obama

/b/

*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the target sound and also with the spelling. The deviance occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and only the deviance is used in intervocalic position. Example: “obedecer”.

91. Asif Ali Zardari

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which was produced by the subject as a voiceless, alveolar, fricative, instead. Chilean speakers are familiar with the spelling as well as with the voiceless counterpart of the target sound. This deviation was due to spelling. Example: “Sarai Zapata”.

92. The United States

/dst/

*[øst]

The expected sounds in this consonant sequence are a voiced, alveolar, stop followed by a voiceless, alveolar, fricative and a voiceless, alveolar, stop. The subject elided the first segment. Chilean speakers are neither familiar with the spelling nor with the cluster. The subject deviated because of the difficulty presented by the sequence in Chilean Spanish and also due to the fact that the dental counterpart of [d] present in the subject's L1 can be elided when it is in word final position.

93. United States has

/tsh/
*[tøh]

The expected sounds in this consonant sequence are a voiceless, alveolar, stop followed by a voiceless, alveolar, fricative and a voiceless, glottal, fricative. The subject elided the second segment. Chilean speakers are familiar with the spelling but not with the sequence. The elision was due to the difficulty presented by this sequence to Chilean Spanish subjects. They may elide the second segment when it is in word final position. Example: “tomates jabonosos”.

94. The Pentagon

/g/
*[ɣ]

We expected a voiced, velar, stop, but the subject produced a voiced, velar, fricative, instead. Chilean speakers are familiar with the spelling and also with the target sound. The deviation was due to the fact that the target and the deviant form are allophones of the same phoneme in the subject's L₁, but the fricative sound is used in intervocalic position. Example: “pentagono”.

95. Osama Bin Laden

/d/
*[ð]

The target sound was a voiced, alveolar, stop, which the subject produced a voiced, dental, fricative. The subjects are familiar with the spelling as well as with the dental counterpart of the target sound. This dental counterpart of the target and the corresponding deviant form are allophones of the same phoneme in the subject's L₁. The deviant form occurs in intervocalic position. Example: “cadete”.

96. Saudi Arabian

/b/
*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative instead. They are familiar with the target sound as well as with the spelling. The deviance occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the fricative sound is used in intervocalic position. Example: “árabe”.

97. Arabs that

/bzð/
*[bsð]

The expected sounds in the sequence are a voiced, bilabial, stop, followed by a voiced, alveolar, fricative, and a voiced, dental, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the spelling nor with the cluster. The deviation occurred due to graphemic interference.

98. Queensland

/nzl/
*[nsl]

The expected sounds in the cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the spelling as well as with the cluster, although the second segment does not occur in their L₁. This deviation was due to graphemic interference. Example: “translúcido”.

99. Queensland

/nzl/
*[nsl]

The expected sounds in the cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the spelling as well as with the cluster, although the second segment does not occur in their L₁. This deviation was due to spelling. Example: “translúcido”.

100. BBC News with

/zw/
*[sw]

The expected sounds in the sequence are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the sequence. This deviation was due to graphemic interference. Example: “tomas wiski”.

101. Libyan

/b/
*[β]

The target form is a voiced, bilabial, stop, which the subject uttered as a voiced, bilabial, fricative. Chilean speakers are familiar with the expected sound as well as with the spelling and. This problem occurred because the target sound and the deviant form are allophones of the same phoneme in the subject’s L₁, but only the fricative sound is used in intervocalic position. Example: “Libia”.

102. Colonel Gaddafi

/d/
*[ð]

The target sound is a voiced, alveolar, stop, but the subject produced a voiced, dental, fricative instead. Chilean speakers are neither familiar with the spelling nor with the target sound, though they are familiar with its dental counterpart. The deviation occurred because the dental counterpart of the target and the corresponding deviant form are allophones of the same phoneme in the subject’s L₁. The deviant form occurs in intervocalic position. Example: “guadaaña”.

103. John Humphrys and

/zə/
*[sə]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the target. The subjects are familiar with the spelling, but the target sound does not occur in the subject's L₁. The deviation was due to graphemic interference. Example: "dosis adecuada".

104. Westminster Abbey

/stm/
*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the second segment. The subjects are familiar with the expected sounds; however, they are familiar with the second segment only in the orthographic combination "tr". Also, they are familiar with the spelling. The deviance was due to the difficulty presented by this combination of sounds in the consonant cluster. Example: "istmo".

105. Cambridge

/dʒ/
*[tʃ]

The target sound is a voiced, palatoalveolar, affricate, but the subject produced a voiceless, palatoalveolar, affricate instead. Chilean speakers are familiar with the target sound as well as with the spelling. The deviation was due to that fact that the target sound never occurs in final position in the speaker's mother tongue. Example: "FECH".

106. Rowan Williams

/əʊə/
*[owa]

The target sound is triphthong /əʊə/. The subject uttered a vowel sound followed by a voiced, labiovelar, semivowel, and another vowel sound. Chilean speakers are neither familiar with the spelling nor with the target. The deviation was due to the fact that the subject split the target triphthong into a Spanish full vowel [o] and a Spanish rising diphthong [wa]. Thus, the subject shortened English vowel [ʊ] into [w]. Example: "agua".

107. Prince William

/m/
*[ms]

The expected sound is a voiced, bilabial, nasal, but the subject added a voiceless, alveolar, fricative after the target. Chilean speakers are familiar with the target sound as well as with the spelling. We classified this deviation as non-typical as it cannot be explain on the grounds of Phonology.

108. Duke of Cambridge as

/dʒæ/

*[tʃə]

The target sound is a voiced, palatoalveolar, affricate followed by an English vowel. Instead of the target, the subject uttered a voiceless, palatoalveolar, affricate maintaining the point and the manner of articulation of the target. The subjects are familiar with the target sound as well as with its spelling. This problem was due to the fact that, in the students' L1, the target is also present but it never occurs in word final position. Example: "FECH asistió".

109. Irish guards in

/ədzɪ/

*[ədsɪ]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the cluster nor with the spelling. The deviance was due to spelling.

110. Rolls Royce

/lɹ/

*[lsr]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, postalveolar, frictionless continuant. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the cluster nor with the spelling. The deviation was due to spelling.

111. Duke of Edinburgh

/rə/

*[rɣ]

We expected a voiceless, postalveolar, frictionless continuant and an English vowel sound. Graphemes "g" and "h" should not be orally realized as it corresponds to a case of historical elision. The subject uttered a voiced, alveolar, flap instead of the target sound, and added a voiced, velar, fricative after it. Chilean speakers are neither familiar with the target sound nor with the spelling. The deviation occurred because the subject pronounced the word orthographically.

112. Duke of Edinburgh

/rə/

*[øɣ]

The target sound is a voiceless, postalveolar, frictionless continuant, followed by an English vowel sound. Graphemes "g" and "h" should not be orally realized. The subject elided the target sound and uttered a voiced, alveolar, flap. Chilean speakers are neither with the target sound nor with the spelling. We classified this deviance as a non-typical deviant form as it cannot be explained on the grounds of Phonology.

Subject 12

1. David Cameron

/dk/

*[øk]

The expected sounds in this consonant sequence are a voiced, alveolar, stop, followed by a voiceless, velar, stop, but the speaker elided the first segment. The subjects are familiar with the dental counterpart of the second segment as well as with the third segment. The spelling also occurs in the subject's L₁. The deviation occurred because the first segment of the sequence can be elided when it is in word final position in Chilean Spanish. Example: "David camina".

2. Nick Clegg

/g/

*[ɣ]

The target sound is a voiced, velar, stop, which the subject produced as a voiced, velar, fricative. Chilean Speakers are familiar with the target sound and also with the spelling. The deviation occurred because both, the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and either of the two can occur in word final position. Example: "SAG".

3. Theresa May

/t/

*[θ]

The target form is a voiceless, alveolar, stop, which the subject uttered as a voiceless, dental, fricative. Chilean speakers are not familiar with the spelling. They are familiar with the target sound but only as an optional pronunciation in the orthographic combination "tr". The deviance was due to the fact that the subject produced the graphemes "th" as it is pronounced in some English words. Example: "think".

4. Theresa May

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative, instead. The subjects are familiar with the spelling, but the target sound does not occur in Chilean Spanish, though they are familiar with its voiceless counterpart. The deviation was due to spelling. Example: "Teresa".

5. Business Secretary

/zn/

*[sn]

The expected segments of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, nasal, but the subject produced the voiceless counterpart of the first segment. The target sound does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, they are familiar with the spelling. This problem was due to

the fact that the subject produced grapheme “s” as it is realized in Spanish. Example: “resina”.

6. Labor Party

/b/

*[β]

The target form is a voiced, bilabial, stop, which the subject uttered as a voiced, bilabial, fricative. Chilean speakers are familiar with the spelling and also with the target sound. This deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and only the deviance is used in intervocalic position. Example: “labor”.

7. Liborian

/b/

*[β]

The target form is a voiced, bilabial, stop, but the speaker uttered a voiced, bilabial, fricative instead. The subjects are familiar with the spelling and also with the target sound. This deviation occurs because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and only the deviance is used in intervocalic position. Example: “Liboria”.

8. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative, instead. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred due to spelling. Example: president”.

9. President Oboama

/b/

*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative, instead. The subjects are familiar with the spelling and also with the target sound. This deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and only the deviance is used in intervocalic position. Example: “oboeso”.

10. Arizona

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject relied upon spelling. Example: “tezon”.

11. Oxfordshire

/ɒdʃ/
*[øɒʃ]

The expected sounds in this cluster are a voiced, alveolar, stop followed by a voiceless, palatoalveolar, fricative. The subjects are not familiar with the first segment, but they are familiar with its dental counterpart. They are not familiar with the spelling. In this case, the subject elided the target due to the difficulty presented by this combination of sounds in the consonant cluster.

12. Brussels have

/lzh/
*[lsh]

The expected segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiceless, glottal, fricative. The subject uttered a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the second segment in the cluster nor with the spelling. The deviation was due to graphemic interference.

13. Libya

/b/
*[β]

The target form is a voiced, bilabial, stop, but the subject uttered a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the target and also with the spelling. This deviation occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and only the deviance is used in intervocalic position. Example: “Libia”.

14. Colonel Gaddafi

/ɜ:/
*[olo]

The target form is an English vowel sound. Grapheme “P” should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: “colonia”.

15. Anders Fogh Rasmussen

/øɾ/
*[ʏɾ]

The subject should not orally realize graphemes “gh”. We expected a voiced, postalveolar, frictionless continuant, but the subject uttered a voiced, velar, fricative instead of producing the elision. Chilean speakers are neither familiar with the target sound nor with the spelling. This problem occurred because the subject pronounced the word orthographically.

16. Anders Fogh Rasmussen

/zm/
*[sm]

The expected segments in this consonant cluster are a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject pronounced a voiceless, alveolar, fricative instead of the first segment of the cluster. Chilean speakers are familiar with the spelling, but they are not familiar with the first segment; though they are familiar with its voiceless counterpart. This problem occurred because the subject relied upon spelling. Example: “asma”.

17. Officials would

/lzw/
*[lsw]

The expected segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, labiovelar, semivowel. The subject uttered the second segment as a voiceless, alveolar, fricative instead. Chilean speakers are neither familiar with the spelling nor with the second segment, though they are familiar with its voiceless counterpart. The deviation was due to the fact that the subject relied upon spelling.

18. Lockerbie Bombing

/mø/
*[mb]

The target sound is a voiced, bilabial, nasal. Grapheme “b” should not be pronounced as it is a case of historical elision. The subject added a voiced, bilabial, stop after the target sound. The subjects are familiar with the target sound and also with the spelling. The deviation occurred because the subject produced grapheme “b” as it is orally realized in Chilean Spanish in this phonological environment. Example: “bomba”.

19. Washington

/ŋt/
*[nt]

The expected sounds in this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subject produced a voiced, alveolar, nasal instead of the first segment of the cluster. Chilean speakers are not familiar with the cluster but they are familiar with the spelling, even though it is not frequent in Spanish. The deviation occurred because the target and the deviant forms are allophones of the same phoneme in the speaker’s L₁, but the velar segment is produced only when a velar sound follows. Example: “Washington”.

20. Thursday

/øzd/
*[øsd]

The expected sounds of this cluster are a voiced, alveolar, fricative followed by a voiced, alveolar, stop but, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The subjects are not familiar with the first segment, but they are familiar with its

voiceless counterpart. The subjects are not familiar with the spelling. This problem occurred because it is a case of graphemic interference.

21. Sergeant David Monkhouse

/ntd/
*[nød]

The expected segments in this sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and a voiced, alveolar, stop. The subject elided the second segment. They are familiar with the spelling, the first segment, the second segment but only as an optional pronunciation in the orthographic combination “tr”, and the dental counterpart of the third segment. The deviation occurred because the voiceless, alveolar, stop can be elided when it is in word final position in Chilean Spanish. Example: “Pepsodent diseña”.

22. BBC World Service

/ølds/
*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

23. to Zimbabwe

/əz/
*[əs]

The target sound is a voiced, alveolar, fricative preceded by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead. Chilean speakers are familiar with the spelling and also with the voiceless counterpart of the target. This deviation was due to spelling. Example: “como zanahoria”.

24. Zimbabwe

/bw/
*[øyw]

The target is a consonant cluster formed by a voiced, bilabial, stop, followed by a voiced, labiovelar, glide. The subject elided the first segment and added a voiced, velar, fricative in front of the glide. Chilean speakers are neither familiar with the cluster nor with the spelling. The deviation was due to the fact that the second segment can be pronounced with or without addition in the speaker’s L₁ because it is non-significant. In this case, the fricative sound was added because of the phonological environment.

25. Westminster Abbey

/stm/
*[nsøm]

The target cluster is formed by a voiceless, alveolar, fricative, followed by a voiceless, alveolar, stop and a voiced, bilabial, nasal. The subject added a voiced, alveolar, nasal in front of the first segment and elided the second segment. We classified this deviance as a non-typical deviant form as it cannot be explained on phonological grounds.

26. Westminster Abbey

/nst/
*[øst]

We expected a voiced, alveolar, nasal followed by a voiceless, alveolar, fricative, and a voiceless, alveolar, stop. The subject elided the first segment. They are familiar with the spelling and also with the first two target sounds. Chilean speakers are familiar with the last segment only as an optional pronunciation in the orthographic combination “tr. This deviation was due to the difficulty presented by the cluster to Chilean Spanish speakers. Example: “instituto”.

27. Tasmine Lucia Khan

/zm/
*[sm]

The target cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the spelling, but the first segment in the cluster does not occur in their L₁. This deviation was due to graphemic interference. Example: “asma”.

28. BBC News

/b/
*[β]

The target sound is a voiced, bilabial, stop, but the subject produced a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the spelling and also with the target sound. The subject deviated because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative is used in intervocalic position. Example: “Ibiza”.

29. England and

/ndə/
*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are not familiar with the second segment, but they are familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because of the difficulty presented by the cluster. The second segment can be elided when it is in word final position in the subject’s L₁. Example: “Coco Legrand anda”.

30. Wales will

/lzw/

*[lsw]

The expected segments in this sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and a voiced, labiodental, semivowel. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are familiar with the spelling, but the second does not occur in the subject's L₁. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish.

31. Northern Ireland

/øð/

*[øθ]

We expected a voiced, dental, fricative, but the speaker pronounced a voiceless, dental, fricative, instead of the target. The subjects are not familiar with the spelling but the target sound occurs in the speaker's L₁. The deviation occurred because the subject produced graphemes "th" as it is realized in some English words. Example: "Arthur".

32. Laurent Gbagbo

/nb/

*[ntb]

The expected sounds in this sequence are a voiced, alveolar, nasal followed by a voiced, bilabial, stop. We expected no realization of the grapheme "t" as it corresponds to a case of historical elision. The subject added a voiceless, alveolar, stop after the first segment. Chilean speakers are neither familiar with the spelling nor with the cluster. The deviance was due to a graphemic interference.

33. Tasmine Lucia Khan

/zm/

*[sm]

The target cluster is formed by a voiced, alveolar, fricative followed by a voiced, bilabial, nasal. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the spelling and also with the second segment. The first segment does not occur in our mother tongue, though we are familiar with its voiceless counterpart. This deviation was due to graphemic interference. Example: "asma".

34. BBC News

/b/

*[β]

The target sound is a voiced, bilabial, stop, which the subject produced as a voiced, bilabial, fricative. Chilean speakers are familiar with the spelling and the expected sound. The deviation occurred because the target and the deviant forms are allophones of the same phoneme in Chilean Spanish, but the fricative is used in intervocalic position. Example: "Ibiza".

35. Mike Jackson

/kdʒ/

*[ødʒ]

The expected sounds in this consonant sequence are a voiceless, velar, stop followed by a voiced, palatoalveolar, affricate. The subject elided the first segment. Chilean speakers are familiar with the spelling as well as with the cluster, although it is not frequent in the L1. The deviation occurred because of the difficulty presented by the sequence. The first segment can be elided in the subject's L1 when it is in word final position. Example: “Nike llamativas”.

36. Washington

/ŋt/

*[nt]

The expected sounds in this cluster are a voiced, velar, nasal followed by a voiceless, alveolar, stop. The subject produced a voiced, alveolar, nasal instead of the first segment of the cluster. Chilean speakers are not familiar with the cluster but they are familiar with the spelling, even though it is not frequent in Spanish. The deviation occurred because the target and the deviant forms are allophones of the same phoneme in the speaker's L1, but the velar segment is produced only when a velar sound follows. Example: “Washington”.

37. at Heathrow

/th/

*[tç]

We expected a voiceless, glottal, fricative, preceded by a voiceless, alveolar, stop. The subject uttered a voiceless, palatal, fricative, instead of the second segment. The subjects are familiar with the spelling but not with the cluster. The deviation occurred because the second segment is not significant in Chilean Spanish; therefore they tend to deviate to the sound whose point of articulation is the closest to the target. In the case of Chilean Spanish, that sound is the voiceless, velar, fricative. The velar counterpart of the target sound and the deviant form are allophones of the same phoneme in the subject's L1, however only the palatal sound occurs when a front vowel follows. Example: “es Jimena”.

38. Northern Ireland

/θð/

*[θθ]

We expected a voiced, dental, fricative, but the subject pronounced a voiceless, dental, fricative, instead of the target. Chilean speakers are not familiar with the spelling but the target sound occurs in the speaker's L1. The deviation occurred because the subject produced graphemes “th” as it is realized in some English words. Example: “Arthur”.

39. Northern Ireland and

/ndə/

*[nøə]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are not familiar with the second segment, but they are

familiar with its dental counterpart. They are familiar with the spelling. This problem occurred because the second segment can be elided when it is in word final position in the subject's L₁. Example: "Coco Legrand anda".

40. Northern Scotland

/øð/

*[øθ]

We expected a voiced, dental, fricative, but the subject pronounced a voiceless, dental, fricative, instead of the target. Chilean speakers are not familiar with the spelling but the target sound occurs in the speaker's L₁. The deviation occurred because the subject produced graphemes "th" as it is realized in some English words. Example: "Arthur".

41. Southern England is

/ndɪ/

*[nøɪ]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. Chilean speakers are familiar with the spelling and the dental counterpart of the second segment. This problem occurred because the second segment can be elided when it is in word final position in the subject's L₁. Example: "Coco Legrand ilustra".

42. American Special Forces in

/zɪ /

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound. The speaker produced a voiceless, alveolar, fricative instead. The subjects are familiar with the voiceless counterpart of the target as well as with the spelling. This deviation was due spelling. Example: "es integrante".

43. Ground Zero

/ndz/

*[nøʌs]

This consonant sequence is formed by a voiced, alveolar, nasal, followed by a voiced, alveolar, stop and a voiced, alveolar, fricative. The subject elided the second segment of the sequence and produced a voiceless, alveolar, fricative instead of the third segment. Chilean speakers are not familiar with the spelling. Regarding the cluster, they are familiar with the first segment, with the dental counterpart of the second and also with the voiceless counterpart of the third segment. The elision occurred because of the difficulty presented by the sequence. The second segment can be elided in the subject's L₁ when it is in word final position. The production of the third segment in the target cluster as its voiceless counterpart was a case of graphemic interference.

44. BBC World Service

/b/

*[β]

The target sound is a voiced, bilabial, stop, but the subject produced a voiced, bilabial, fricative, instead. Chilean speakers are familiar with the target sound as well as with the

spelling. The deviation occurred because the target and the deviant form are allophones of the same phoneme in Chilean Spanish and they are used in free variation in word initial position. Example: “bicolor”.

45. BBC World Service

/ølds/

*[øløʃ]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

46. James Menendez

/mzm/

*[msm]

This consonant cluster is formed by a voiced, bilabial, nasal, followed by a voiced, alveolar, fricative and a voiced, bilabial, nasal. The subject uttered a voiceless, alveolar, fricative, instead of the second segment. Chilean Speakers are familiar with the spelling, but they are not familiar with the second segment of the cluster. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish. Example: “MUMS mencionó”.

47. News Hour

/zø/

*[sø]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative instead of it. Then subjects are neither familiar with the spelling nor with the target sound, though its voiceless counterpart is present in the phonological system of Chilean Spanish. The deviation occurred because the subject relied upon spelling. Example: “tus harapos”.

48. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced a voiceless, alveolar, fricative. Chilean speakers are familiar with the voiceless counterpart of the target sound as well as with its spelling. The deviation occurred because the subject relied upon spelling. Example: “presidente”.

49. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop, but the subject produced a voiced, dental, fricative, instead. The subjects are familiar with the spelling, but they are not familiar with the target sound, though they are familiar with its dental counterpart. This dental counterpart of the target and the corresponding deviant form are allophones of the same phoneme in the speaker's L₁. The deviant form occurs always in intervocalic position. Example: "presidente".

50. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. Grapheme "P" should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The deviation occurred because the subject pronounced the word orthographically. Example: "colonia".

51. Mercury Prize winners

/zw/

*[sw]

The segments in this consonant sequence are a voiced, alveolar, fricative followed by a voiced, labiovelar, glide. However, instead of the first segment, the subject produced a voiceless, alveolar, fricative. The first segment does not occur in Chilean Spanish, but the subjects are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. This is a problem of graphemic interference. Example: "haz huesillos".

52. Michelle Williams and

/mzə/

*[msə]

This consonant cluster is formed by a voiced, bilabial, nasal, a voiced, alveolar, fricative and an English vowel sound. The subject uttered a voiceless, alveolar, fricative, instead of the second segment. Chilean speakers are not familiar with the second segment of the target cluster, though they are familiar with its voiceless counterpart. The same spelling may be found in Spanish. The deviation occurred because the subject relied upon spelling. Example: "MUMS advirtió".

53. the Woman of the Year

/əw/

*[əɣ]

The target sound is a voiced, labiovelar, glide, preceded by an English vowel sound. The subject produced a voiced, velar, fricative instead of the semivowel. Chilean speakers are familiar with the target sound and also with the spelling. The deviation occurred because the speaker substituted the glide for the deviant form, as English vowel [ʊ] follows. Example: "me gusta".

54. BBC World News

/øldn/

*[løn]

The expected sounds are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiced, alveolar, nasal. The speaker elided the pronunciation of the second segment. The subjects are not familiar with the second segment, but they are familiar with its dental counterpart in Chilean Spanish. They are not familiar with the spelling. The elision was due to the difficulty presented by the combination of these phonemes in the consonant cluster, which does not exist in the speaker's L₁.

55. Jonathan Charles

/θ/

[t]

We expected a voiceless, dental, fricative, but the subject produced a voiceless, alveolar, stop instead. Chilean speakers are neither familiar with the spelling nor with the target sound. This deviance was due to the fact that the subject produced graphemes "th" as they are pronounced in some English words. Example: "Thames".

56. Jonathan Charles and

/ølzə/

*[ølsə]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative, and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speaker are familiar with the spelling, but not with the second segment; though they are familiar with its voiceless counterpart. The deviation was due to the fact that the subject realized the second segment as it is orally realized in Chilean Spanish. Example: "darles ánimo".

57. Lord Hanningfield

/ødh/

*[øøh]

The expected sounds in this sequence are a voiced, alveolar, stop followed by a voiceless, glottal, fricative. The subject elided the first segment. We classified this deviance as a non-typical deviant form as it cannot be explained on phonological grounds.

58. England Rugby Union Team

/ndr/

*[nør]

The expected sounds in the consonant sequence are a voiced, alveolar, nasal followed by a voiced, alveolar, stop and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence. The subjects are not familiar with the cluster, but they are familiar with the spelling. This problem occurred because of the difficulty presented by the sequence. Chilean speakers tend to elide the pronunciation of the dental counterpart of the deviated segment when it is word final position. Example: "Andrés Allama nd rogó".

59. Staff Sergeant Brett George Linely

/ntbr/
*[møbr]

The target sounds of this consonant sequence are a voiced, alveolar, nasal followed by a voiceless, alveolar, stop; a voiced, bilabial, stop and a voiced, postalveolar, frictionless continuant. The subjects are familiar with the spelling, the first and third segments, and the second target sound only as an optional pronunciation in the orthographic combination “tr”. Concerning the second segment, the subject elided it due to the difficulty presented by the consonant sequence. After the elision of second segment, the voiced alveolar nasal took the third segment’s point of articulation. Example: “pepsodent brilla”.

60. Royal Logistic Corps

/øz/
*[ps]

We expected a voiced, alveolar, fricative as the target form and no oral realization of the grapheme “p” as it corresponds to a case of historical elision. However, the subject produced a voiceless, bilabial, stop instead of the elision. The subjects are not familiar with the target sound; however, they are familiar with its voiceless counterpart. Also, they are not familiar with the spelling. This is a problem of graphemic interference.

61. Nahr-e-Saraj

/r/
*[ø]

The target sound is a voiced, postalveolar, frictionless continuant which the subject elided. Chilean speakers are neither familiar with the spelling nor with the target sound. We classified this deviance as a non-typical deviant form as it cannot be explained on phonological grounds.

62. Helmand province

/ndpr/
*[nøpr]

The expected sounds in the consonant sequence are a voiced, alveolar, nasal, followed by a voiced, alveolar, stop, a voiceless, bilabial, nasal and a voiced, postalveolar, frictionless continuant. The subject elided the second segment of the sequence. Chilean speakers are familiar with the spelling as well as with the sequence. This problem occurred because of the difficulty presented by the consonant sequence: they tend to elide the pronunciation of the dental counterpart of the deviated segment when it is word final position in Chilean Spanish. Example: “Allamand pretende”.

63. BBC World Service

/ølds/
*[øløs]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the

subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

64. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative, instead. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound; though they are familiar with its voiceless counterpart. This deviation was due to spelling. Example: “presidente”.

65. President Obama

/ntəʊ/

*[nøəʊ]

They expected a voiced, alveolar, nasal followed by a voiceless, alveolar, stop and diphthong /əʊ/. The subject elided the second segment. The speakers are familiar with the spelling and with the first segment. The second segment only occurs in Chilean Spanish as an optional pronunciation in the orthographic combination “tr”. The deviation occurred because the voiceless alveolar stop may be elided when it is in word final position in the subject’s L1. Example: “Pepsodent organiza”.

66. US Special Forces inside

/zɪ/

*[sɪ]

The target sound is a voiced, alveolar, fricative, followed by a vowel sound, but the subject produced a voiceless, alveolar, fricative instead. The speakers are familiar with the spelling and also with voiceless counterpart of the target. The deviation was due to spelling. Example: “es insidioso”.

67. BBC World Service

/ølds/

*[øls]

The segments in this consonant sequence are a voiced, alveolar, lateral, followed by a voiced, alveolar, stop and a voiceless, alveolar, fricative but the subject elided the second segment. The subjects are familiar with the first and third segments; however, they are not familiar with the second segment, but they are familiar with its dental counterpart. Also, the subjects are not familiar with the spelling. The deviance was due to the fact that Chilean Spanish speakers tend to elide the dental counterpart of the target in word final position and, also, because of the difficulty presented by this combination of sounds in the consonant sequence.

68. Madeleine Morris

/d/

*[dʰ]

The target sound is the voiced alveolar stop, but the subject uttered a voiced alveolar stop unreleased. We classified this deviance as a non-typical deviant form as we cannot find an explanation for this deviation on phonological grounds.

69. BBC News with

/zw/

*[sw]

The target sound is a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. The subjects are familiar with the spelling, but they are not familiar with the target sound. The deviation was due to spelling. Example: “tomas wiski”

70. President Obama

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which the subject produced as a voiceless, alveolar, fricative. Chilean speakers are familiar with the spelling and also with its voiceless counterpart. This deviation was due to spelling. Example: “presidente”.

71. President Obama

/d/

*[ð]

The target sound is a voiced, alveolar, stop, but the subject produced a voiced, dental, fricative, instead. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound; though they are familiar with its dental counterpart. The deviation occurred because the dental counterpart of the target and its corresponding deviant form are allophones of the same phoneme in the subject’s L₁. The deviant form occurs in intervocalic position. Example: “presidente”.

72. President Asif Ali Zardari

/z/

*[s]

The target sound is a voiced, alveolar, fricative which the subject produced as a voiceless, alveolar, fricative, instead. The speakers are familiar with the spelling, but they are not familiar with the target sound; though they are familiar with its voiceless counterpart. This deviation was due to spelling. Example: “presidente”.

73. Asif Ali Zardari

/z/

*[s]

The target sound is a voiced, alveolar, fricative, which was produce by the subject as a voiceless, alveolar, fricative, instead. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound; though they are familiar with its voiceless counterpart. This deviation was due to graphemic interference. Example: “Sarai Zapata”.

74. Afghanistan

/st/

*[sk]

The expected sounds are a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop. The subject produced a voiceless, velar, fricative, instead of the second segment. We classified this deviance as a non-typical deviant form as we cannot find an explanation for this deviation on phonological grounds.

75. Arabs that

/bzð/

*[bsð]

The expected sounds in the sequence are a voiced, bilabial, stop followed by a voiced, alveolar, fricative, and a voiced, dental, fricative. The subject produced a voiceless, alveolar, fricative instead of the second segment. Chilean speakers are neither familiar with the spelling nor with the second segment, though they are familiar with its voiceless counterpart. The deviation occurred because the speaker produced grapheme “s” as it is normally realized in Chilean Spanish.

76. Queensland

/nzl/

*[nsl]

The expected sounds in the cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are familiar with the spelling and also with the cluster, although the second segment does not occur in Chilean Spanish. This deviation was due to graphemic interference. Example: “translúcido”.

77. Queensland

/nzl/

*[nsl]

The expected sounds in the cluster are a voiced, alveolar, nasal followed by a voiced, alveolar, fricative and a voiced, alveolar, lateral. The subject uttered a voiceless, alveolar, fricative instead of the second segment. The subjects are familiar with the spelling and also with the cluster, although the second segment does not occur in Chilean Spanish. This deviation was due to graphemic interference. Example: “translúcido”.

78. Queensland Anna Bligh

/ndæ/

*[nøæ]

The expected sounds in the consonant cluster are a voiced, alveolar, nasal, followed by a voiced, alveolar, stop and an English vowel sound. The subject elided the second segment of the cluster. The speakers are not familiar with the second segment, but they are familiar with its dental counterpart in Chilean Spanish. They are familiar with the spelling. This problem occurred because they can elide the pronunciation of the dental counterpart of the segment deviated when it is in word final position. Example: “Coco Legrand actúa”.

79. Anna Bligh says

/øʃ/

*[ʃs]

We expected no oral realization of graphemes “gh”, followed by a voiceless, alveolar, fricative. The subject pronounced a voiced, velar, fricative instead. Chilean speakers are not familiar with the spelling. The deviation occurred because the subject pronounced orthographically. Example: “zig zag”.

80. BBC News with

/zʷ/

*[sw]

The expected sounds in the sequence are a voiced, alveolar, fricative, followed by a voiced, labiovelar, glide. The subject produced a voiceless, alveolar, fricative instead of the first segment. Chilean speakers are familiar with the voiceless counterpart of the first segment, the second segment, and the spelling of the sequence. This deviation was due to graphemic interference. Example: “tomas wiski”.

81. Benghazi.

/z/

*[s]

The target sound is a voiced, alveolar, fricative, but the subject produced a voiceless, alveolar, fricative, instead. Chilean speakers are familiar with the spelling as well as with the voiceless counterpart of the target sound. The deviation was due to spelling. Example: “nazi”.

82. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. Grapheme “f” should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The problem occurred because the subject pronounced the word orthographically. Example: “colonia”.

83. Libyan

/b/

*[β]

The target form is a voiced, bilabial, stop, which the subject uttered as a voiced, bilabial, fricative. The speakers are familiar with the expected sound and also with the spelling and. This problem occurred because the target sound and the deviant form are allophones of the same phoneme in Chilean Spanish, and the fricative sound is used in intervocalic position. Example: “Libia”.

84. Colonel Gaddafi

/ɜ:/

*[olo]

The target form is an English vowel sound. Grapheme “i” should not be orally realized as it is a case of historical elision. The subject produced instead a Spanish vowel sound, followed by a voiced, alveolar, lateral and another Spanish vowel sound. Chilean speakers are familiar with the spelling, but they are not familiar with the target sound. The problem occurred because the subject pronounced the word orthographically. Example: “colonia”.

85. John Humphrys

/mpfr/

*[mpør]

The expected sounds in this consonant cluster are a voiced, bilabial, nasal, followed by a voiceless, bilabial, stop; a voiceless, labiodental, fricative and a voiced, postalveolar, frictionless continuant. The subject elided the third segment. The subjects are neither familiar with the spelling nor with the cluster. The elision was due to the difficulty presented by this consonant cluster.

86. John Humphrys and

/zə/

*[sə]

The target sound is a voiced, alveolar, fricative, followed by an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the target. The subjects are familiar with the spelling, but the target sound does not occur in the subject’s L₁, though they are familiar with its voiceless counterpart. The deviation was due to graphemic interference. Example: “dosis adecuada”.

87. Buckingham Palace

/ŋə/

*[ŋgh]

The target sound is a voiced, velar, nasal. Grapheme “h” should not be orally realized, as it is a case of historical elision. The subject added a voiced, velar, stop after the target, and realized grapheme “h” as a voiceless, glottal, fricative. Chilean speakers are not familiar with the spelling, but they are familiar with the target sound. The addition was due to the fact that the target only occurs in the speaker’s L₁ when a velar sound follows, relying upon spelling. The subject also deviated by producing grapheme “h” as it is realized in some English words. Example: “King-horn”.

88. Westminster Abbey

/stm/

*[søm]

We expected a voiceless, alveolar, fricative followed by a voiceless, alveolar, stop, and a voiced, bilabial, nasal but the subject elided the second segment. The subjects are familiar with the expected sounds; however, they are familiar with the second segment only in the orthographic combination “tr”. Also, they are familiar with the spelling. The deviance was

due to the difficulty presented by this combination of sounds in the consonant cluster. Example: “istmo”.

89. Buckingham Palace

/ŋø/

*[ŋgh]

The target sound is a voiced, velar, nasal. Grapheme “h” should not be orally realized, as it is a case of historical elision. The subject added a voiced, velar, stop after the target, and realized grapheme “h” as a voiceless, glottal, fricative. Chilean speakers are not familiar with the spelling, but they are familiar with the target sound. The addition was due to the fact that the target only occurs in the speaker’s L1 when a velar sound follows, relying upon spelling. The subject also deviated by producing grapheme “h” as it is realized in some English words. Example: “King-horn”.

90. Rowan Williams

/əʊə/

*[owa]

The target sound is triphthong /əʊə/. The subject uttered a vowel sound followed by a voiced, labiovelar, semivowel, and another vowel sound. Chilean speakers are neither familiar with the spelling nor with the target. The deviation was due to the fact that the subject split the target triphthong into a Spanish full vowel [o] and a Spanish rising diphthong [wa]. Thus, the subject shortened English vowel [ʊ] into [w]. Example: “agua”.

91. Irish guards in

/ødzi/

*[ødsɪ]

We expected a voiced, alveolar, stop followed by a voiced, alveolar, fricative and an English vowel sound. The subject produced a voiceless, alveolar, fricative instead of the second segment. They are neither familiar with the spelling nor with the cluster. The deviance was due to spelling.

92. Rolls Royce

/lʒr/

*[lʒr]

We expected a voiced, alveolar, lateral, followed by a voiced, alveolar, fricative and a voiced, postalveolar, frictionless continuant. The subject uttered a voiceless, alveolar, fricative instead of the second segment. They are neither familiar with the spelling nor with the cluster. The deviation was due to spelling.

93. Buckingham Palace

/ŋø/

*[ŋgh]

The target sound is a voiced, velar, nasal. Grapheme “h” should not be orally realized, as it is a case of historical elision. The subject added a voiced, velar, stop after the target, and realized grapheme “h” as a voiceless, glottal, fricative. Chilean speakers are not familiar with the spelling, but they are familiar with the target sound. The addition was due to the

fact that the target only occurs in the speaker's L1 when a velar sound follows, relying upon spelling. The subject also deviated by producing grapheme "h" as it is realized in some English words. Example: "King-horn".

94. Duke of Edinburgh

/rə/

*[rɣ]

We expected a voiceless, postalveolar, frictionless continuant, followed by an English vowel sound. Graphemes "gh" should not be orally realized as it corresponds to a case of historical elision. The subject uttered a voiced, alveolar, flap instead of the first segment, followed by a voiced, velar, fricative. They are neither familiar with the target nor with the spelling. The deviation occurred because the subject pronounced the word orthographically.

Appendix 3

Number of deviances produced by each subject according to the taxonomy applied in the study

Subject 1

1. Sounds that occur in English but are not present in Chilean Spanish	23
2. Sounds that occur in both phonological systems	19
a) Sounds that occur in different phonological environments in the two phonological systems	11
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	8
I. Allophones in complementary distribution	8
II. Allophones in free variation	0
3. Graphemic interference.	28
a) One grapheme may be pronounced with a different sound in different lexical items	2
b) One sound may be orthographically represented by different graphemes	0
c) Graphemes that should not be orally realized	2
I. Historical Elision	2
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	24
4. Consonant clusters and consonant sequences.	23
a) Consonant clusters	4
I. Initial	0
II. Medial	4
III. Final	0
i. Transposition	0
b) Consonant sequences	19
5. Problems related to glides	7
a) Voiced, palatal, glide /j/	2
b) Voiced, labiovelar, glide /w/	5
6. Problems caused by the transfer of Chilean sounds to English	7
Non-typical deviances	8
TOTAL	115

Subject 2

1. Sounds that occur in English but are not present in Chilean Spanish	21
2. Sounds that occur in both phonological systems	19
a) Sounds that occur in different phonological environments in the two phonological systems	6
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	13
I. Allophones in complementary distribution	5
II. Allophones in free variation	8
3. Graphemic interference.	29
a) One grapheme may be pronounced with a different sound in different lexical items	2
b) One sound may be orthographically represented by different graphemes	0
c) Graphemes that should not be orally realized	3
I. Historical Elision	3
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	24
4. Consonant clusters and consonant sequences.	14
a) Consonant clusters	3
I. Initial	0
II. Medial	3
III. Final	0
i. Transposition	0
b) Consonant sequences	11
5. Problems related to glides	3
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	3
6. Problems caused by the transfer of Chilean sounds to English	8
Non-typical deviances	1
TOTAL	95

Subject 3

1. Sounds that occur in English but are not present in Chilean Spanish	32
2. Sounds that occur in both phonological systems	49
a) Sounds that occur in different phonological environments in the two phonological systems	24
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	25
I. Allophones in complementary distribution	20
II. Allophones in free variation	5
3. Graphemic interference.	48
a) One grapheme may be pronounced with a different sound in different lexical items	4
b) One sound may be orthographically represented by different graphemes	0
c) Graphemes that should not be orally realized	8
I. Historical Elision	8
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	37
4. Consonant clusters and consonant sequences.	26
a) Consonant clusters	6
I. Initial	2
II. Medial	4
III. Final	0
i. Transposition	0
b) Consonant sequences	20
5. Problems related to glides	4
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	4
6. Problems caused by the transfer of Chilean sounds to English	16
Non-typical deviances	5
TOTAL	180

Subject 4

1. Sounds that occur in English but are not present in Chilean Spanish	31
2. Sounds that occur in both phonological systems	45
a) Sounds that occur in different phonological environments in the two phonological systems	16
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	29
I. Allophones in complementary distribution	20
II. Allophones in free variation	9
3. Graphemic interference.	19
a) One grapheme may be pronounced with a different sound in different lexical items	2
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	7
I. Historical Elision	7
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	10
4. Consonant clusters and consonant sequences.	8
a) Consonant clusters	8
I. Initial	1
II. Medial	3
III. Final	4
i. Transposition	1
b) Consonant sequence	15
5. Problems related to glides	6
a) Voiced, palatal, glide /j/	3
b) Voiced, labiovelar, glide /w/	3
6. Problems caused by the transfer of Chilean sounds to English.	33
Non-typical deviances	6
TOTAL	164

Subject 5

1. Sounds that occur in English but are not present in Chilean Spanish	30
2. Sounds that occur in both phonological systems	29
a) Sounds that occur in different phonological environments in the two phonological systems	12
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	17
I. Allophones in complementary distribution	17
II. Allophones in free variation	0
3. Graphemic interference.	20
a) One grapheme may be pronounced with a different sound in different lexical items	2
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	10
I. Historical Elision	10
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	8
4. Consonant clusters and consonant sequences.	25
a) Consonant clusters	10
I. Initial	1
II. Medial	7
III. Final	2
i. Transposition	1
b) Consonant sequence	15
5. Problems related to glides	3
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	3
6. Problems caused by the transfer of Chilean sounds to English.	31
Non-typical deviances	5
TOTAL	144

Subject 6

1. Sounds that occur in English but are not present in Chilean Spanish	27
2. Sounds that occur in both phonological systems	19
a) Sounds that occur in different phonological environments in the two phonological systems	13
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	6
I. Allophones in complementary distribution	6
II. Allophones in free variation	0
3. Graphemic interference.	16
a) One grapheme may be pronounced with a different sound in different lexical items	3
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	7
I. Historical Elision	7
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	6
4. Consonant clusters and consonant sequences.	27
a) Consonant clusters	10
I. Initial	1
II. Medial	6
III. Final	3
i. Transposition	1
b) Consonant sequence	17
5. Problems related to glides	4
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	4
6. Problems caused by the transfer of Chilean sounds to English.	11
Non-typical deviances	5
TOTAL	110

Subject 7

1. Sounds that occur in English but are not present in Chilean Spanish	37
2. Sounds that occur in both phonological systems	57
a) Sounds that occur in different phonological environments in the two phonological systems	29
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	28
I. Allophones in complementary distribution	20
II. Allophones in free variation	8
3. Graphemic interference.	51
a) One grapheme may be pronounced with a different sound in different lexical items	15
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	12
I. Historical Elision	12
II. Contextual Elision	
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	24
4. Consonant clusters and consonant sequences.	8
a) Consonant clusters	6
I. Initial	0
II. Medial	5
III. Final	1
i. Transposition	0
b) Consonant sequence	2
5. Problems related to glides	3
a) Voiced, palatal, glide /j/	1
b) Voiced, labiovelar, glide /w/	2
6. Problems caused by the transfer of Chilean sounds to English.	11
Non-typical deviances	11
TOTAL	178

Subject 8

1. Sounds that occur in English but are not present in Chilean Spanish	28
2. Sounds that occur in both phonological systems	36
a) Sounds that occur in different phonological environments in the two phonological systems	12
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	24
I. Allophones in complementary distribution	21
II. Allophones in free variation	3
3. Graphemic interference.	56
a) One grapheme may be pronounced with a different sound in different lexical items	12
b) One sound may be orthographically represented by different graphemes.	1
c) Graphemes that should not be orally realized	24
I. Historical Elision	24
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	19
4. Consonant clusters and consonant sequences.	20
a) Consonant clusters	15
I. Initial	2
II. Medial	10
III. Final	3
i. Transposition	1
b) Consonant sequence	4
5. Problems related to glides	3
a) Voiced, palatal, glide /j/	1
b) Voiced, labiovelar, glide /w/	2
6. Problems caused by the transfer of Chilean sounds to English.	13
Non-typical deviances	11
TOTAL	110

Subject 9

1. Sounds that occur in English but are not present in Chilean Spanish	19
2. Sounds that occur in both phonological systems	57
a) Sounds that occur in different phonological environments in the two phonological systems	23
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	34
I. Allophones in complementary distribution	27
II. Allophones in free variation	7
3. Graphemic interference.	40
a) One grapheme may be pronounced with a different sound in different lexical items	5
b) One sound may be orthographically represented by different graphemes.	1
c) Graphemes that should not be orally realized	21
I. Historical Elision	21
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	13
4. Consonant clusters and consonant sequences.	14
a) Consonant clusters	5
I. Initial	1
II. Medial	3
III. Final	1
i. Transposition	0
b) Consonant sequence	9
5. Problems related to glides	4
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	4
6. Problems caused by the transfer of Chilean sounds to English.	22
Non-typical deviances	13
TOTAL	169

Subject 10

1. Sounds that occur in English but are not present in Chilean Spanish	33
2. Sounds that occur in both phonological systems	2
a) Sounds that occur in different phonological environments in the two phonological systems	2
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	0
I. Allophones in complementary distribution	0
II. Allophones in free variation	0
3. Graphemic interference.	41
a) One grapheme may be pronounced with a different sound in different lexical items	6
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	0
I. Historical Elision	0
II. Contextual Elision	
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	35
4. Consonant clusters and consonant sequences.	19
a) Consonant clusters	12
I. Initial	0
II. Medial	3
III. Final	9
i. Transposition	2
b) Consonant sequence	7
5. Problems related to glides	0
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	0
6. Problems caused by the transfer of Chilean sounds to English.	10
Non-typical deviances	4
TOTAL	109

Subject 11

1. Sounds that occur in English but are not present in Chilean Spanish	32
2. Sounds that occur in both phonological systems	10
a) Sounds that occur in different phonological environments in the two phonological systems	7
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	3
I. Allophones in complementary distribution	3
II. Allophones in free variation	0
3. Graphemic interference.	43
a) One grapheme may be pronounced with a different sound in different lexical items	4
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	3
I. Historical Elision	3
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	36
4. Consonant clusters and consonant sequences.	26
a) Consonant clusters	10
I. Initial	0
II. Medial	5
III. Final	5
i. Transposition	0
b) Consonant sequence	16
5. Problems related to glides	7
a) Voiced, palatal, glide /j/	2
b) Voiced, labiovelar, glide /w/	5
6. Problems caused by the transfer of Chilean sounds to English.	22
Non-typical deviances	6
TOTAL	146

Subject 12

1. Sounds that occur in English but are not present in Chilean Spanish	33
2. Sounds that occur in both phonological systems	4
a) Sounds that occur in different phonological environments in the two phonological systems	2
b) Sounds which are significant in the target language while in Chilean Spanish they behave as allophones of the same phoneme	2
I. Allophones in complementary distribution	2
II. Allophones in free variation	0
3. Graphemic interference.	52
a) One grapheme may be pronounced with a different sound in different lexical items	8
b) One sound may be orthographically represented by different graphemes.	0
c) Graphemes that should not be orally realized	2
I. Historical Elision	2
II. Contextual Elision	0
d) Cognate words tend to be pronounced by Chilean Spanish learner with the same sounds they are uttered in their L ₁	42
4. Consonant clusters and consonant sequences.	21
a) Consonant clusters	8
I. Initial	0
II. Medial	3
III. Final	5
i. Transposition	0
b) Consonant sequence	13
5. Problems related to glides	3
a) Voiced, palatal, glide /j/	0
b) Voiced, labiovelar, glide /w/	3
6. Problems caused by the transfer of Chilean sounds to English.	13
Non-typical deviances	5
TOTAL	131