



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

**“The most common errors that basic students have in
the pronunciation of past tense verbs: A comparative study
between adults and children”**

**A thesis submitted to the School of Languages for the
Degree of Licenciatura en la Enseñanza del Idioma Inglés**

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SEPTEMBER 2016

ACKOWLEDENMENTS

First of all I want to thank to my Thesis director, Professor Elizabeth Flores Salgado, for the support that gave me along this research despite the fact all the complications that I had during the process. Thank you to help me to make this finally a reality.

Thank you to the committee. Professor Carmen Name Singer for the feedback you gave me and your attention. Also, thank you to Professor Gaspar Ramírez Cabrera for your help and your comments.

DEDICATIONS

TO MY PARENTS: First, thank you for give me life, for all your support, time, love, patient, dedication, for all that you give me during all this process and all my life. I love you with all my heart without you I am not nothing.

TO MY FAMILY: Thanks to my uncles Arturo and Enrique for their indirect aid, without your help I did not continue with my thesis project.

TO MY LOVELY FRIENDS: Special thanks to Eri and Sue that were my life companions during all the university and a little bit more, I love you guys so much, you know that more than companions are my sisters, never go away from me.

Thank you to my boyfriend Jesús that is always with me, accompanying at all times and all situations. I love you. Thank you for all your help and support.

TO GOD: Thanks to god for all, I am very grateful for everything you give me. Thanks for all the people already mentioned you put in my way.

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Chapter I: introduction

Bilingualism in sociolinguistics is defined as the alternate use of two languages (Weinreich. 1953 p.56). Bilingualism began with the ability to produce complete and meaningful utterances in the second language. English is a lingua franca language. It is spoken as a second language by an estimated 950 million people and there are only 427 million native speakers. People want to learn it because it is the way to do business and learn technology. In addition, learning another language is one of the ways that activate something in your brain and then people are more capable to understand, also if you speak another language you will be more competitive.

This paper will show how Spanish speakers can get a good pronunciation, have a clear conversation, and native speakers can understand what they want to say. Just to make clear remember that to have a good pronunciation means communication, so we have to be careful when we pronounce.

Pronunciation is the way in which speakers pronounce words to transmit ideas (Harmer 2000 p. 89) to have a good pronunciation is to have a clear conversation; it means that speakers need to pronounce clearly each word to establish a clear conversation.

1.1 Introduction to the problem

Achieving an acceptable pronunciation is one of the most difficult aspects for the students as Spanish speakers, this thesis is focused on how students from a B.A program teaching English Licenciatura en Enseñanza del Inglés (LEI) at the Benemérita Universidad Autónoma de Puebla (BUAP) improved their pronunciation of English according to some knowledge factors about phonetics and phonology, in order to become comprehensible in their oral production.

On the other hand, this research does a comparison between those students and a group of children with the same level of English in order to see which group pronounced better regular verbs in the past tense.

This study intends to examine how those students can improve their pronunciation, therefore, first, it is important to provide some definitions of pronunciation. “Pronunciation is the manner that speakers pronounce words in order to communicate in a good way” (Harmer, 2000, p. 89). Another point of view sees pronunciation “as the production of significant sounds in two senses. As part of a code of a particular language and used to achieve meaning in contexts of use” (Dalton & Seindlhofer, 1994, p. 38). As can be seen, both authors mention the importance of pronunciation in communication.

Learners who plan to become English language teachers want to approximate a native accent but that depends on their future teaching situations. These kinds of learners wants to feel comfortably intelligible. Comfortably is because if they speak with a native language speaker they do not want to constantly ask for repetitions. Also, intelligible, it is being

understood by a listener at a given time in a given situation” (Kenworthy, 1997, p.128).

According to him intelligibility and understandability refer to the same aspect

Furthermore, (Taylor, 1991 p. 56) considers that intelligibility is constructed by the speaker and the receiver. He says “Intelligibility is a two-way process” it means that it takes into account both the speaker and the listener. Intelligibility includes recognition of words and sentence-level elements.

As a conclusion, it is very important to get a good pronunciation in order to have a clear conversation, it means communication with others. Spanish speakers are able to get a good pronunciation if they acquire certain features. Spanish learners of English have a hard time to acquire a native pronunciation of English. It is sometimes difficult, but it is possible to achieve an acceptable pronunciation and this is enough to communicate in the second language which it makes us feel better about our ability to communicate.

The purpose of this thesis is to identify the most common errors in pronunciation produced by low intermediate language learners of English in two different groups.

1.2 Purpose of the study

The purpose of this paper is to identify the most common errors that basic language learners at the LEI in BUAP produce when they pronounce regular verbs in past tense in English. Then a comparison between these students and a group of children with the same level of English pronouncing some regular verbs in past tense is made.

Most of the errors appear when the students are reading, they want to pronounce as they see and this causes much confusion also, when they get really nervous and they can not to read. Also when they speak, there are a lot of difficult words to pronounce because the sounds do not exist in Spanish.

1.3 Research questions

This study addresses the following research questions:

1. What are the most common errors on pronunciation that basic students in LEI - BUAP have when they produce regular verbs in past tense?
2. What are the most common errors on pronunciation that basic students in cursos de extensión have when they produce regular verbs in past tense?
3. What are the similarities and differences between those two groups?

1.4 Significance of the study

This project will show the most common pronunciation errors committed by basic language learners and the possible causes. It is very important that students identify words that are difficult to pronounce for them and repeat them until the pronunciation is good because in most of the cases if one student has a word with a bad pronunciation and it was never corrected that word always will be pronounced in a bad way and then it is more difficult to correct it. This kind of words called fossilization, it means that errors will exist always like a fossil.

The learning strategies which this paper is interested in is the process which learners employ pronouncing English. (Faerch and Kasper, 1985 p. 164,166) refer to this process as procedural knowledge and they say that learners have two types of second language knowledge: declarative and procedural. Declarative knowledge is “knowing what”. It consists of internalized second language rules and memorized chunks of language, whereas procedural knowledge is “knowing how”. It consist of the strategies and procedures employed by the learner to process a second language data for acquisition and use. According with (O’Malley 1995, p. 193) cognitive strategies are those that are involved in the analysis, synthesis, or transformation of learning materials and metacognitive strategies are those involved in planning, monitoring, and evaluating learning, finally social-affective strategies are concerned with the ways in which learners choose to interact with other speakers.

In other words it is really important to take into account all the previous information and also make clear one more time that if a learner wants to have a clear and understandable pronunciation there are rules and strategies that we can follow to achieve that.

1.5 Research context

This section will show a brief information relevant to the problem, highlighting the main point for this project that is pronunciation. It is important to mention that students that want to start the career “Enseñanza del Idioma Inglés” do not have the sufficient level, students almost always arrive with a basic level of English despite the fact that they have had three previous years of English.

Furthermore what happens with those students is related with the teachers and the school. Teachers because maybe they do not correct errors and mistakes produced by the students in high school, and the school because it does not have a previous test of English in order to know if the students are capable to keep on with this career.

As a result the faculty at the university has to work hard with the majority of the students because teachers have to do a great effort to keep students interested. Moreover the bad pronunciation of some students could be for this reason, if students already have three years pronouncing in a certain way and they were not corrected, learners suppose that this way is correct and when they listen to another way they take it as incorrect, and it is more difficult that learners adopt this new way as the correct one. That is one of the points of view of how learners have problems with pronunciation.

Also it is assumed that problems with pronunciation start since the moment that learners begin to study another language so it is really important to be careful in the way students and teachers pronounce because in many cases learners imitate the pronunciation.

1.6 Key terms

Phonetics: Phonetics is the study of the sounds in speech.

Phonology: Phonology is the study and use of sound patterns to create meaning.

Pronunciation: the way in which a word or letter is said.

Intelligibility: capable of being understood or comprehended

Regular verbs: A verb that follows standard patterns in its inflection. The past tense of the irregular verb is formed by adding an –ed at the end of the verb.

Simple Past tense: A grammatical category of verbs used to express an action that occurred during the past.

Error: An error is something that is not correct: a wrong action or statement

Mistake: A mistake is something that is not corrected.

Allomorph: Is an alternate pronunciation of a phonological form of a morpheme in a particular linguistic environment.

Morpheme: Is considered the minimal unit of the word.

Chapter II

Literature Review

This chapter is going to define the most important concepts such as: phonetics and phonology and all of the terms that they involve like intonation, rhythm, articulation, accent, fluency, etc. It also describes what an error and mistake are and the difference between them, reviews the theories that analyze errors and finally recognize two concepts that are really important for the branch of pronunciation that are interlanguage and intelligibility.

2.1 Phonetics, phonology and pronunciation

Phonetics is a discipline that can be useful to describe and study pronunciation. According to Avery & Ehrlich (1998) it is the study of speech sounds. Moreover, Harmer (1998) said that it describes the wide range of sounds humans can produce. Finally, Clifford & Prator (1988) affirmed the previous information.

These three definitions are essential for this present research paper, however, my own definition of phonetics is: phonetics is the subject that works in all of the sounds in any language. Phonetics is a discipline that can be useful to describe and study pronunciation.

“The study of speech sounds” (Avery & Ehrlich, 1998). “Describes the wide range of sounds humans can produce” (Harmer, 1998). “Scientific description of speech sounds. When description is made in terms of the articulation of the sounds in the organs of speech,

we have articulatory phonetics. When it is made in terms of the physical features of the sounds, we have acoustic phonetics” (Clifford & Prator, 1988).

So, as the authors say phonetics is the discipline that teaches us how to produce the sounds, and it is very important because as people know there are many sounds in English that Spanish speakers do not have, this area is responsible to show all the sounds that exist in English and how people can produce them. This subject is really helpful to accomplish a good pronunciation.

On the other hand, a second important discipline related with pronunciation is phonology. “Study of the use of distinctive speech sounds (phonemes) in particular languages” (Harmer, 1998). “Variation that exists in languages according to the position of a word in a sentence and the study of sound design” (Avery & Ehrlich, 1992). “It is the study of the sound system of language how the particular sounds used in each language form an integrated system for encoding information and how such systems differ from one language to another” (Clifford & Prator, 1988).

According with the authors, phonology is liable to the intonation that people do in a sentence. That means that in one sentence there are some words where people have to do more stress to transmit what they want to say. And also it is very important because if people do not do the correct intonation it will be confusing to understand.

Moreover, pronunciation as mentioned before, is the act or result of producing the sounds of speech; including some factors like intonation, rhythm, articulation, accent and fluency those factors will be explained.

It is essential to have a clear conversation with others, for this reason people have to be careful at their pronunciation when they speak. And just to remember, something important of this research is that people that want to be teachers of the English language must have a good pronunciation.

This research intends to study how students can improve their pronunciation and it is important to emphasize that students need to master the use of the pronunciation system to be able to communicate in a correct way.

2.1.2 Intonation

“All languages have intonation and a characteristic rhythm pattern.” (Joanna Kenworthy, 1997). The intonation is the manner of how people pronounce, in one sentence people tend to pronounce some words higher than others, it is very important the tone of the voice to achieve that, because the voice is the instrument that rises and falls the volume to transmit what they want to say.

Speakers use pitch to send various messages. Intonation works with the stress to help speakers send the precise message.

In the Spanish language there are three areas that Spanish speakers have to pay a lot of attention to, they are pitch range, final falling pitch movement and the rise – fall pitch movement, from which the last one seems to be a difficult one.

Pitch range: Spanish speakers usually use both, brief and high pitch. English speakers start quite high and finish fairly low. Final falling pitch movement: Spanish speakers rarely use a

slight rise before the final falling pitch and English speakers do it all the time. The rise – fall seems difficult: this may be because the pitch – reversal itself is difficult for learners to do especially on short phrases or one syllable.

2.1.3 Rhythm

“It is characterized by the alteration of strong and weak syllables (Joanna Kenworthy, 1997). English has a tendency of two groups of beats, the strong one and weaker beats. The strong beats are nouns, verbs, adjectives and adverbs that is because they are words that carry a lot of meaning. The weak beats are prepositions, articles and pronouns that is because they are words with a grammatical function.

This factor is linked to the previous point because it is the way in which people pronounce the sounds with uniform beat and accent. If we apply this to a sentence it gets rhythm.

2.1.4 Articulation

“It is the way in which the obstruction of the airstream is produced” (Harmer, 1998). So as can be seen the articulation is the way in which you pronounce specially the vowels in English and when they are pronounced they tend to obstruct the air in different ways. It is important that students recognize all different manners to obstruct the air.

2.1.5 Accent

It is important to say that the way people speak comes from their origin and also it is part of their identity. But people are able to imitate the sounds like they hear them, it is easier when they have some contact with a native speaker because they just repeat. The accent is the emphasis that people give to a particular word, syllable or phrase increasing or falling the volume and also the duration of the sentence or phrase is extended.

2.1.6. Fluency

Fluency is described as another important aspect of pronunciation because it involves features which make the speech be natural and normal, those aspects includes native like use of pausing, rhythm, intonation, stress and use of interjections and interruptions. As can be seen, fluency is an important factor in oral communication, it is one of the most important tools that can help speakers to communicate clearly and understandably the message.

2.2 Morphology and phonology

Morphology is the area of linguistics that studies the word processes in the language. In this discipline a morpheme is considered the minimal unit of the word. For example, the word *teacher* is constructed by two morphemes *teach* and *er*. *Teach* is considered the root and the stem to which the morpheme *er* is added. Whereas, an allomorph is a variation of a

morpheme as we are going to explain in the following section. On the other hand phonology is understood to involve generalizations about the sound patterns in that language. Phonology studies the allophonic variation that is the variation of a phoneme. In this study, we are analyzing the allomorphic variation of past tense that involves morphemes and their contextual variants.

2.2.1 Allomorphs

An allomorph is an alternate pronunciation of a phonological form of a morpheme in a particular linguistic environment. In English, simple past tense of regular verbs has three allomorphs. The three allomorphs, [ed], [t] and [d] are distributed in a systematic manner, as shown in Table 1.

Table 1. Past tense allomorphs.

Allomorph [ed]	Allomorph [t]	Allomorph [d]
Wanted	Worked	Loved
Needed	Asked	Called
Waited	walked	played

The past tense morpheme in English shows three-way variation in its allomorphs as seen in Table 1. These allomorphs are determined by the segment that precedes them. Stems that end in / t / or / d / appear with the / id / allomorph. Stems that end in a voiceless consonant sounds: / f, k, p, sh, ch, s, x, /, except / t / take the [-t] allomorph. Finally the stems that end in a voiced consonant sounds: / b, g, j, l, m, n, r, v, z / or in a vowel take the [-d] allomorph.

These rules are sometimes problematic for language learners of English. The analysis of how they are pronounced by basic language learners is the main objective of this study.

2.3 Teaching pronunciation

There are a lot of factors that are important to achieve a good pronunciation, as was mentioned before, it is also important to know the pronunciation goals, they will vary depending on the people that are learning English. This research is focused on pronunciation, it means when people are speaking and reading, it is focused on those two skills because they are where people most commonly commit mistakes and errors.

On the other side, this project will develop pronunciation skills because they are very important to help students achieve a better pronunciation and also some approaches and strategies that students can use to improve their pronunciation will be covered.

2.3.1. Pronunciation goals

The goal depends on the question why people want to learn English? The majority of people just because it is a requirement to get a degree regardless of the career that they are studying and they do not really care about the language. But in some other cases it is because people need the language to get a job or they need to speak English perfectly like native speakers because their work requires it, so they have to have a native – like pronunciation of English.

Learners who plan to become teachers of English want to approximate a native accent but the way in which they will use the language depends on their future teaching situations, also they have to be familiar with several of the major accents of English in the world because when they speak with a native speaker they want to avoid repetitions.

In many countries English has a particular role as the language of communication between people who are speakers of different languages and here it is very important to have a good pronunciation to transmit the correct message and have a clear conversation.

So, it means that native – like pronunciation of English is just the goal for particular learners.

2.3.2. Speaking

Speaking in a second language involves the development of a particular type of communication skill, that is why it is very important teaching oral skills to have a good pronunciation as Howatt said “It is essential that the learner’s pronunciation should be

correct before moving on to texts” (Howatt, 1984). According with the author learners that are learning a second language first have to speak in a correct way and then write.

There are many things that people can do to improve oral skills nowadays they use technology like the computer or tape recorder in this way they can hear native speakers even though if they do not have face to face contact and it is very helpful because it is when they imitate the sounds, for example songs a good way to practice pronunciation.

On the other hand if they have the opportunity to interact or have a conversation with a native speaker it is even better.

Actually students that are learning English can do role plays, debates or just speak about their interest in order to practice the language, even with their partners, and it is helpful because they can identify the mistakes of their partners and also their own mistakes and then do a feedback about what are the problems in order to make students aware not to have the same mistake again.

2.3.3. Reading

The principal problem with reading is that most of the people pronounce like they see, that is why phonetics and phonology are important and each one of the factors mentioned before students learn how to pronounce in a correct way.

Another important factor is that while students read, they do not understand what they are reading, so it is important to read according with the level that they have.

2.3.4. Speak with a foreign accent

It is important to remember that the way a person speaks is a sign of their origin. Every language in the world has different varieties and accents and even different styles of pronunciation so the way that people speak is a part of their identity.

People that speak English as a second language have to be careful with the pronunciation and try to do their best to pronounce as close to a native pronunciation to send the correct message or to transmit what they really want to say

2.4 Intelligibility

A generally accepted goal of pronunciation pedagogy is to help learners to achieve a comfortably intelligible pronunciation rather than a native-like one. One of the reasons of why we are so interested in intelligibility is because the functional purpose of speech is communication, intelligibility is the functional common denominator of verbal behavior and also it is one of the ways of the effectiveness of communication.

Intelligibility is a politically charged concept that sounds good but is ultimately counterproductive in relation to research and teaching, there is evidence that intelligibility has a long history both in and outside of linguistics, and that intelligibility is also an issue that has real-world implications in fields as diverse as aviation and public service encounters. “An Integrated Approach to Pronunciation: Listening Comprehension and Intelligibility in Theory and Practice,” says that the relationship between speaking and listening should be understood in terms of an auditory feedback loop, in which production

facilitates perception. Four components are proposed for pronunciation teaching to accompany and reinforce other elements of language teaching: connected speech, suprasegmentals, inflectional morphology, and segmentals. Suggestions are given for what such an approach might look like in the classroom. Munro (2011) says:

“Intelligibility is a much-touted concept in current research on second-language pronunciation teaching and in discussions of World Englishes. Some recent commentary has even asserted that the term has become a meaningless buzzword. However, interest in this very central aspect of language communication has a long history. Over a century ago, Henry Sweet’s (1900) guide to practical language study made numerous references to it, and throughout the 20th century it has been of interest not only to language teachers, but also to a wide range of researchers and practitioners in the speech and communication sciences. Intelligibility is a fundamental requirement in human interaction, while the costs of unintelligibility range from minor inconvenience to matters of life or death. Although a focus on intelligibility has important repercussions for language teaching, social interaction, identity, and even human rights, defining the concept and determining its underpinnings have posed major challenges for researchers. In fact, many aspects of the notion remain poorly understood. This discussion examines the origins and significance of the construct, and identifies directions for future research on intelligibility that will help to establish the most effective ways of achieving it” (Munro, 2011, p. 3)

As a matter of fact intelligibility is an important definition that all learners have to know due to the fact that it makes us clear that we do not need a native pronunciation to be capable to communicate with others.

2.5 Pronunciation skills

There are many things that people can do to get a better pronunciation for example: develop certain skills that can be helpful, but they will depend on the motivation of the students to achieve intelligible speech in a second language, it is important to take into account the

native language. And also identify the most common errors that someone can have and work hard with them.

2.6 Interlanguage

Interlanguage investigates the acquisition of second languages, it involves speakers, whether across culture and languages, between native and nonnative speakers, or among learners at different stages of acquisition.

An interlingual situation is defined as a specific combination between native language, target language and interlanguage behavior. There are three interlingual identifications. Utterances in the learner's native language produced by the learner, utterances produced by the learner and utterances produced by the native speakers of that target language, these three sets of utterances or behavioral events are the psychologically relevant data of second language learning.

In my own opinion interlanguage is important for this research because it shows us how a learner obtains a second language and how they can produce utterances like a native speaker.

2.7 Error Analysis

Error analysis has two functions they are theoretical and practical. The theoretical aspect of error analysis is part of the methodology of investigating the learning process in other

words is the learner's knowledge or the knowledge that the student has been receiving. On the other hand we have the practical aspect of the error analysis that is the function of the necessity to correct an unsatisfactory state of affairs for the learner that means when a learner detects problems between the knowledge, the skills, the abilities and the demands they have. The learner automatically wants to correct but there is a fear, a fear to commit an error.

Therefore it is important how to identify error analysis and the most important thing to note here is that we identify or detect errors by comparing what the learner says with what the learner should to say to know what the learner intended to express, in another way we can compare the learner's erroneous utterances with what a native speaker say to expresses in meaning.

So we can conclude that error analysis is like contrastive analysis between a learner's phrases with a native speaker's phrases trying to express the same. There is a comparison between both speakers.

2.8 Definition of error

Lennon's definition of error as a "linguistic form... which, in the same context... would in all likelihood not be produced by the learner's native speaker counterparts" (Lennon's 1991 p.169)

An error is something that is not correct: a wrong action or statement, according with Carl James it is normal that people commit errors in the process of learning a second language,

learners have errors for many reasons, one of them is the ignorance and another one is incompleteness but learners can use learning and communication strategies to avoid errors. Errors are “the result of some failure of performance” (Corder, 1971).

In my own opinion I guess that it does not matter if you are a native speaker or not because all people commit errors even when you use your mother tongue, the important thing here is that people have to know how to avoid errors, using strategies and being clear in what they want to say.

In other words error is something that is not correct but some people who are talking are not capable to know that they are wrong, so they continue with this error as if it were correct.

2.8.1 Definition of mistake

A mistake is something that is not correct or the same as a misunderstanding. The most important sort of mistake is a mistake that leads to a misunderstanding.

According with Julian Edge there are two sorts of mistakes the first one is the mistake that occurs when a speaker uses a correct piece of language that does not mean what a speaker wanted to mean, and the other one is the mistake which occurs when the speaker uses a correct linguistic form which is socially unacceptable, the problem with this one is being one of politeness.

It is more important to correct mistakes which affect the meaning of several sentences than to correct small grammatical points inside one sentence. The meaning and communication are affected by mistakes of language form.

In other words a mistake is something that is not correct and occurs while somebody is talking and commits this mistake but is capable to realize that he/she is committing those mistakes and is capable too to correct immediately by themselves their mistakes.

2.8.2 Difference between error and mistake

Error and mistake both of these words mean “A wrong action attributable to bad judgment, or ignorance, or inattention”. Some may consider that error is more severe than a mistake. The term error is more suitable for formal context, while mistake is used more in casual conversations. Etymology suggests that “error” was from a Latin word which means “to wander or stray”, while “mistake” is from an Old Norse word, which means “wrongly taken”.

The most important errors or mistakes are those which affect meaning and communication. Correct linguistics forms are not useful if people do not mean what they want to say, if people talk being polite it is more important than being linguistically correct. A lot of the things that we call error or mistake can also be as learning steps, unless learners make mistakes, they cannot work out.

To conclude with this as I mentioned before it is normal that people in general have errors or mistakes what I try to make clear here is that the most important point is to communicate with people in a comprehensible and acceptable way.

2.9 Causes of error

Errors made by learners in a second language is generally an element, something in the feedback system of the process we call language teaching and learning, when a student learns an error and keeps practicing it during a long time it is when the learner makes this error so here it is the important the role of the teacher because a teacher should be able not only to detect the error but also to understand the reason why it occurs, the way to correct the error is a skill of the teacher.

Another way to have an error is called bilingual comparison which is based on the theory that is the differences between the mother tongue and the second language which the learner has to learn, in other words it is when the learner compares the word from their mother tongue to another (English in this case) it is important to mention here cognates, that are words which are very similar in two languages but it does not work with all the words and the learner can say a word that does not exist.

2.10 Classifying errors

Errors are still classified on a superficial basis as (S. Pit Corder, 1981) said. Errors of omission where some element is omitted which should be present, errors of addition where some element is present which should be not there, errors of selection where the wrong item has been chosen in place of the right one, and errors of ordering where the elements presented are correct but wrongly sequenced.

According with Carl James (1998) there are four kinds of errors, number one is GRARSP is the Grammar Assessment Remediation and Sampling Procedure, number two is PROPH is the Profile in Phonology, which categorizes the segmental features of phonetically pathological speech, number three is PROP is the Prosody Profile, whereby suprasegmentally features of speech - specially intonation- are analyzed, and finally number four is PRISM is the Profile in Semantics, and shows how a child's system of meanings is developing, or an adult's is disturbed.

For this research that is pointed in pronunciation the thing that I need is phonology so I want to go deeply with the PROPH category

2.10.1 PROPH for phonology profiling

As I mentioned before pronunciation is important in communication, so we can use Received Pronunciation (RP) when we are learning a second language, this process is how native speakers children learn how to pronounce the words and according with (Crystal, 1982) and it is a good way to get a better pronunciation for non-native speakers.

The first step in PROPH is to elicit and record some words and ask a native speaker to articulate them that means read aloud a list of words and then do the same with some non-native speakers, all of the speakers produce the same list of words so we shall be able to compare non-native speakers with a native speaker model and also the pronunciation profiles of different learners from different backgrounds and different stages in their learning.

The second step in when the phones transcribed are transferred to a segment classification chart where each vowel and consonant is entered according to the position it has in the syllable, phones are also classified conventionally according to the place or manner of articulation, the pronunciation can be short, long, open, close, front, mid, back, etc. It depends on the vowel or consonant. PROPH also makes reference to several sorts, first the syllable structure processes, which lead to simplification, deletions or additions.

I am going to talk about a little bit about the Target Analysis that is the initial representation in terms of phones and phonemes (Crystal, 1982), is the way of the manner and place of the articulation features such as bilabiality which involves a whole class of phonemes [p,b,m] affects [p,t,k,b,d,g].

2.11 correct errors

Most of the teachers correct at the moment, for me this is the best way to correct because students have to repeat that word in that moment, as students you have to repeat as many times you need to leave clear the correct pronunciation.

There are some teachers that never correct errors of pronunciation because students will feel embarrassed or even offended. This research will show some different strategies that teachers use to teach pronunciation and also which strategies students prefer.

Chapter III

Methodology

This chapter is going to show specific information about each group of the participants and also of the people who help to analyze the results, the instrument and the instructions that were given to the participants to perform it, the procedure followed to perform this investigation and finally the methodology that was used to do this research.

3.1 Methodology

The methodology that was used in this research was quantitative. It has measurable data and an analysis using graphics and some charts, it also is correlational because one of the groups that participated was a group of kids and the other one is of adults, the reason to choose different ages and levels is because this research tries to do a comparison between them and show if the students of the career have a suitable level. The results are going to be shown using percentages of each verb and how many people pronounce it in a good way. There is another activity where the pronunciation is qualified too but not only the verbs, there are some other specific words that attracts the attention of the person that was analyzed by audios.

3.2 Participants

The participants for this research were two groups. The participants of both groups are Mexican native speakers of Spanish. The first one was a group from “cursos de extensión BUAP”, those courses are part of the BUAP, they have English, French and German and all of the people can go and enroll to these courses, they are open to the public. There are ten levels of English for children when they finish those levels they go to a juniors category where they are going to certify themselves by taking a KET (Key English Test) exam, so the level they are taking is equitable to a basic level of English A2. There are four months per level giving a total of 40 months (more than three years) of English, the classes of English are once a week with three hours per session.

The group was of seventeen children at level six, level six means basic level of English for children they are around eight to eleven years old, seven males and ten females.

The second group is from “facultad de lenguas BUAP”, this group is conformed of people that are studying to be English teachers, the group has nineteen participants, six males and twelve females around nineteen to twenty-three years old. These people were from a English workshop class, the purpose of this class is to use the English language in conversations and real situations between themselves so they already have had three periods in the career taking classes in the English language, four months per period giving a total of twelve months (one year) of English plus three years more which is supposed they have had in high school equitable to a basic level of English A2.

3.3 instrument

Two instruments were employed for this research. The first one is a list of 15 regular verbs in simple past tense used in English. The second one is a short text that also has verbs in past tense, some of them repeated and some news.

3.3.1 List of verbs

The following list of verbs were chosen carefully, they are verbs in past tense of the English language. The majority of the people use those verbs to have a formal or informal conversation, they are fifteen different verbs.

- | | |
|------------|------------|
| 1. waited | 9. studied |
| 2. liked | 10. wanted |
| 3. played | 11. called |
| 4. asked | 12. walked |
| 5. loved | 13. cried |
| 6. stopped | 14. needed |
| 7. watched | 15. worked |
| 8. ended | |

3.3.2 Short text

The reason to choose a short text is because people are used to pronounce in a different way when they read just the verb and when they read the verb in a text, also the text has some other verbs and some difficult words to pronounce. The text is called “My grandfather” and it has an image to help students know what the text is about while they are reading.

My grandfather had a very exciting life. When he was young, he **lived** on a farm in the country. His parents **raised** cattle, and he **looked** after the cows. When he was eighteen, he went to university, where he **studied** Philosophy. He also **played** the trumpet in a jazz band. When the war **started**, he **tried** to join the Air Force, but he **ended** up in the Navy. Then he met my grandmother, and they **married** after only three weeks. He says now that he **wanted** to marry her very quickly in case he **died** in the war.

3.4 Procedures

First of all the permission to work with the groups was requested, for the group in cursos de extensión BUAP the coordinator asked for a document to be signed and for the faculty it was enough to talk with the teacher that was giving the workshop class. After that the instrument was given to each participant individually and the instructions were given as well.

Once all the participants were reordered with a mobile, all of the audios were transformed to mp3 so the analysis would be easier.

3.5 Data analysis

It is important to mention two more people that were not participants but contributed to analyze the audios for all the participants, they were two native speakers and were consulted to account for the reliability and validity in the analysis of this research. The first one is female, she is from United States, she has been living in Mexico City for two years. She is an English teacher and she studied at Pennsylvania State University. The second coder is a male who is from the United States too. He has been living in Mexico City for three years, despite the fact he almost does not speak Spanish, he works in PEMEX (Petróleos Mexicanos) and he says that his workers talk to him in English and Spanish is not necessary for him even though that his wife is Mexican too. Both are from northeast USA so the English they speak is the standard American English.

The instructions that they followed were to listen to all of the participants using headphones, first the list of verbs of each participant and they were putting in a chart if the pronunciation was correct or incorrect after they heard the verbs. Second the verbs in the short text the procedure was the same to analyze all of the verbs. Finally the participants analyzed that they pronounced in a different way the same verb in the list and in the short text.

3.5.1 List of verbs

The list of verbs was designed choosing some regular past tense verbs and separating them into a list it was applied to two different groups, the first one was for kids with seventeen participants from cursos de extensión BUAP.

A chart with an example of the results of the list of verbs of the group of children is shown. They were recorded one by one, the instructions were read, the list of verbs were given a number to each verb while participants were reading their voice was recorded. Afterwards, the information was collected and the data entered in a chart for processing and an analysis was made with the help of native speakers. Native speakers used headphones to listen each participant and then they discussed if the pronunciation of each verb was correct or incorrect.

Totals of each correct response of each verb were quantified and turned into graphs to illustrate the main findings. The results were then analyzed. Also some points of view of the native speakers about if the participants followed the instructions in a correct way and if they knew numbers from one to fifteen.

The names were changed by professional ethics. In the charts (/) means wrong and (*) means right pronunciation.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alma	/	/	*	*	/	*	*	*	*	*	*	*	*	*	*
Antonio	*	*	*	*	/	*	*	/	*	/	*	*	/	*	*
Anahí	*	*	*	*	*	*	*	*	*	/	*	*	*	/	*

Then is going to be shown the example with the results of the list of verbs of the group of adults, they followed the same instructions and the same procedure. They were students from LEI-BUAP with eighteen participants.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alo	*	*	*	*	*	*	*	/	/	/	*	*	*	/	*
Carla	*	/	/	/	/	/	/	*	/	*	/	/	/	/	/
Ceci	/	*	*	*	*	*	*	/	/	/	*	*	*	/	*

3.5.2 Short text

Then is going to be shown the results of the short text in a chart with a list of verbs, the kind of text was narrative it talks about a story of a grandfather talking about his past experiences. The title is “My grandfather” it is important to remember that there are four verbs in the text that are in the list too, those verbs are in bold type, the instruction was read the short text including the title, while participants were reading their voice was recorded.

The procedure of the analysis was the same, review the data with the support of the native speakers. The order of the verbs was the following.

Then it is going to be shown the example with the results of the short text of the group of children.

- | | |
|------------|------------|
| 1. Lived | 7. tried |
| 2. Raised | 8. Ended |
| 3. Looked | 9. Married |
| 4. Played | 10. Wanted |
| 5. Studied | 11. Died |
| 6. Started | |

	1	2	3	4	5	6	7	8	9	10	11
Alma	*	/	*	/	/	/	/	*	/	*	*
Antonio	/	*	/	/	/	/	*	/	/	/	/
Anahí	/	*	*	/	*	/	*	*	/	/	*

Then is going to be shown the example with the results of the short text of the group of adults, they followed the same instructions and the same procedure.

	1	2	3	4	5	6	7	8	9	10	11
Alo	/	/	/	*	/	/	/	/	/	/	/
Carla	/	/	/	/	/	/	/	*	/	/	/
Ceci	/	/	/	*	/	/	/	/	/	/	/

Chapter IV

Results

In this chapter the results of the analysis of the audios apply to two different groups. Specific conclusions about these results and the implications of some participants also are provided. For best organization the results are divided in three parts. In the first section the results about the list of verbs of the two groups are presented, the second section the analysis of the verbs in the text, whereas the third section the comparison of the participants that pronounce the same verb in a different way. Also some other points of view of the native speakers about the participants.

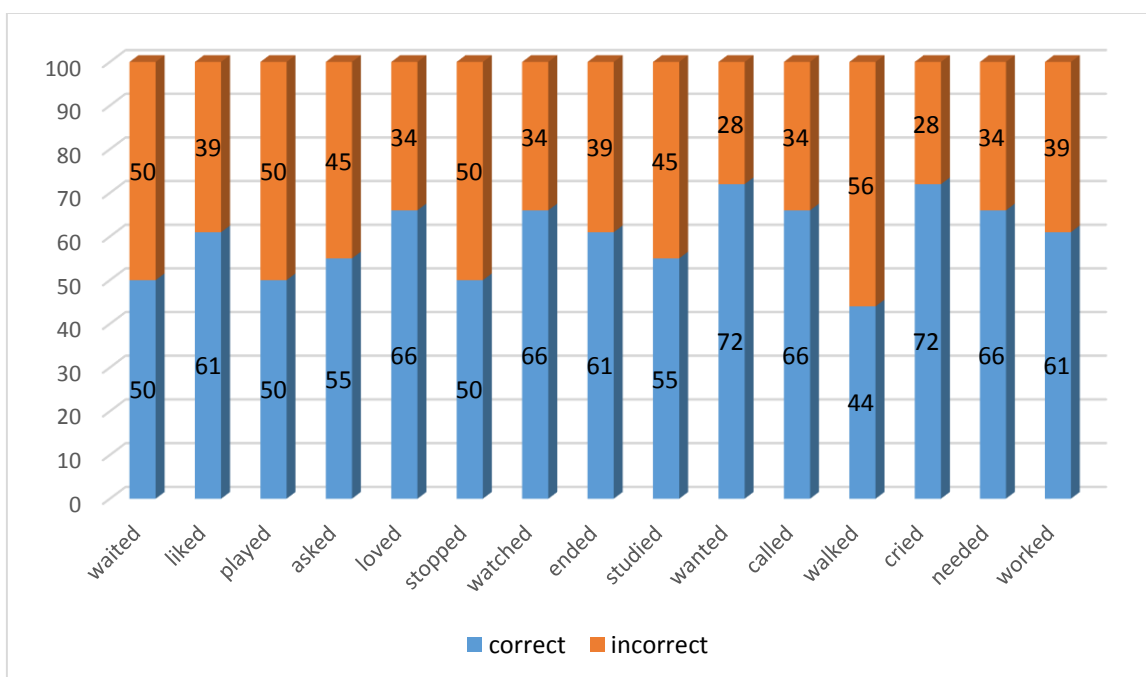
4.1 Oral productions of verbs

This is the first section of the results, it is important to remember that there are fifteen verbs. Each verb shows the percentage of participants that pronounce the verbs correctly and also the percentage that pronounce them incorrectly in the two groups. Also it will show specifically the verbs that were pronounced wrongly and their correct pronunciation.

4.1.1 Results of oral production of verbs in the group of adults

Figure 1 shows the percentage of participants that pronounced the verb in a correct way in blue and it also shows the percentage of the participants that pronounced them wrongly in orange. As we can see there is not too much differences between the correct verbs and incorrect ones. 50 % of the participants pronounced wrongly two verbs: *played* which has the correct pronunciation [d] and *stopped* which is [t]. As we can see those verbs are from different categories of pronunciation and they have the same percentage of participants pronouncing them in a correct way and an incorrect way.

Figure 1: Percentages of oral productions of verbs in the group of adults

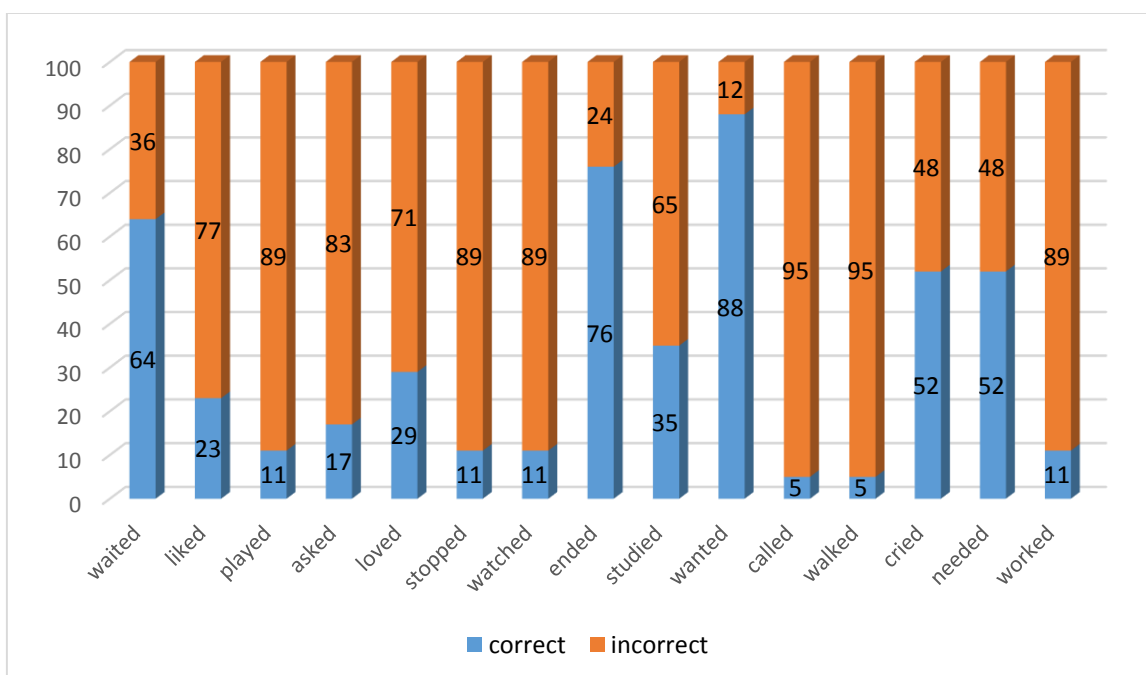


4.1.2. Results of oral production of verbs in the group of children

In the Figure 2, the blue color shows the percentage of participants that pronounced the verbs in a correct way and the orange color shows the percentage of the participants that pronounced them wrong. As the figure shows, this groups vary too much in their results, the orange color shows the incorrect pronunciation that obtains the highest percentage.

There are two verbs where children obtain almost the same percentage of participants pronouncing the verbs in a correct way with 52% and an incorrect way with 48%. They are *cried* which has the correct pronunciation as [d] and *needed* which is [ed] as we can observe those verbs are from different categories of pronunciation too.

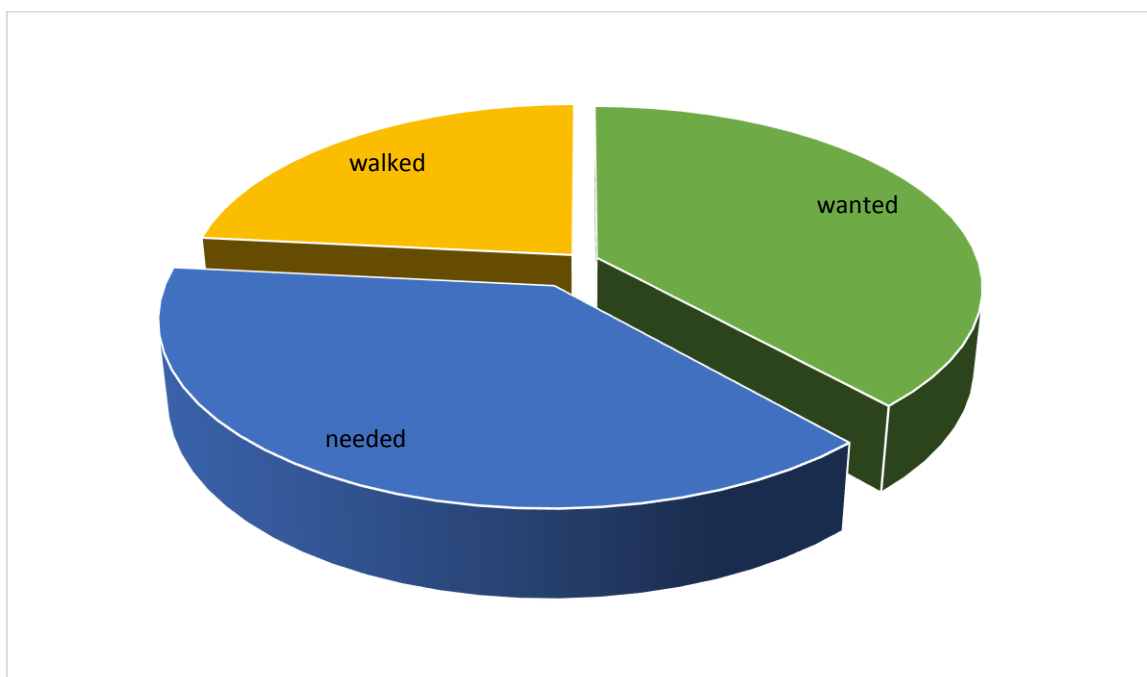
Figure 2: Percentages of oral production of verbs in the group of children



4.1.3 The most and the less common errors in verbs produced by adults

Figure 3 shows what are the most common errors produced by adults. There are three verbs that adults pronounced wrong which *waited*, *played* and *ended* with 44% of the participants *waited* which has the correct pronunciation as [ed], *played* that is [d] and finally *ended* with [ed]. Consequently they had errors in each category of pronunciation of verbs so it tells us that there is not a specific category that is more difficult for adults. On the other hand the verbs that adults pronounced in a correct way was *wanted* and *cried* with 72% of the participants and their pronunciation is also different *wanted* is [ed] and *cried* is [d] so it shows that there is not a category where they pronounced better.

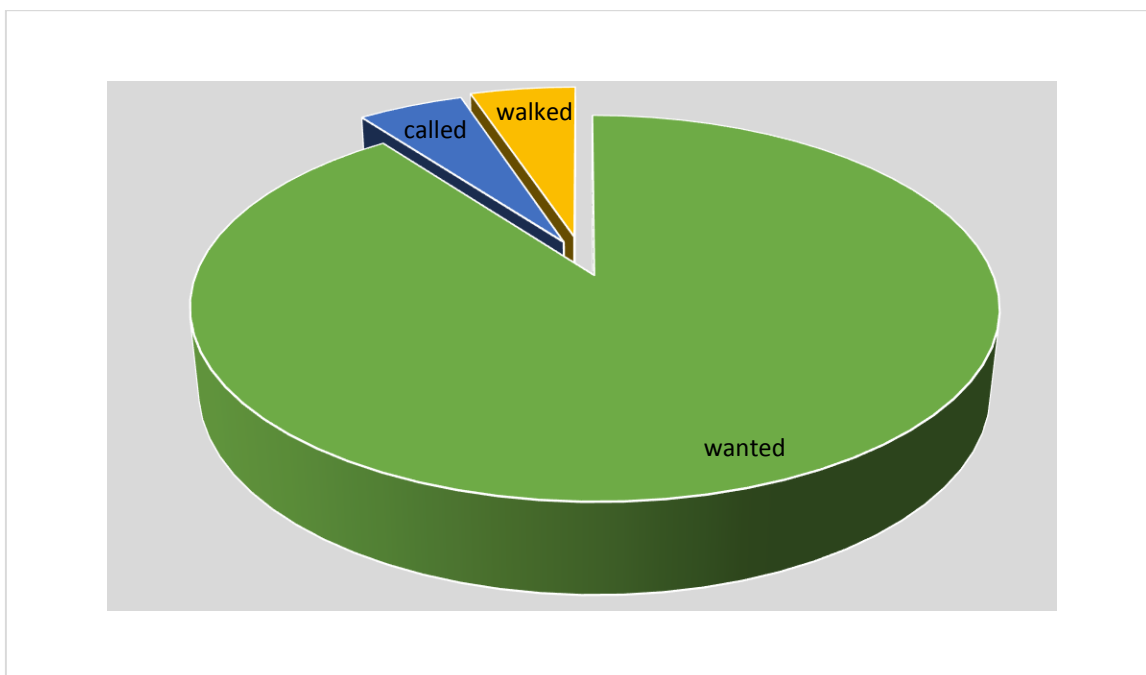
Figure 3: The most and the less common errors in verbs produced by adults.



4.1.4 The most and the less common errors in verbs produced by children

Next, figure 4 shows what are the most common errors produced by kids. There are two verbs with the same percentage of the participants pronouncing them wrongly, they are *called* which has the correct pronunciation as [d] in blue color and *walked* which is [t] in color yellow with 5% of the participants. On the other hand the less common errors, is just one verb in the green color that is *wanted* which has the correct pronunciation ss [ed] with 88% pronouncing it correctly.

Figure 4: The most and the less common errors in verbs produced by children



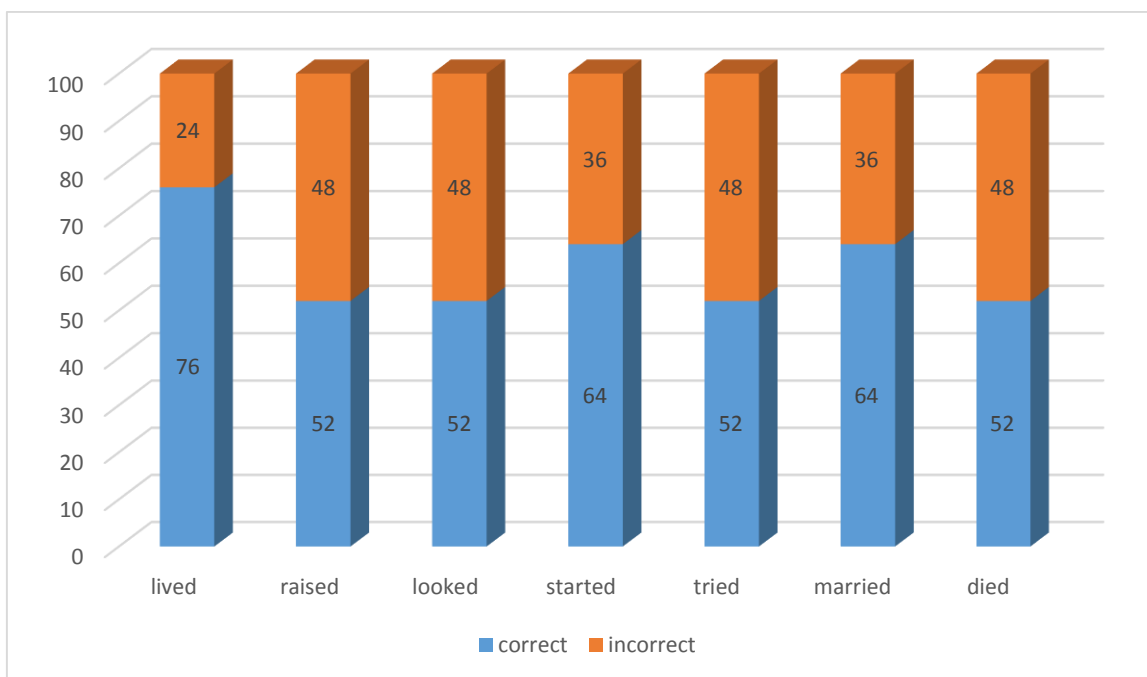
4.2 Reading aloud a short story

This is the second section of the results. The text has eleven verbs, forty percent are from the list that belong to four verbs and sixty percent are others that belong to seven verbs, they are just in the text because the list was too long to add them there, this is one of the reasons to choose the text. Here are presented the verbs from the text. There are some more verbs in regular past tense too. It shows the percentage of participants that pronounced the verbs correctly and also the percentage that pronounced them incorrectly in the two groups.

4.2.1 Reading aloud a short story by adults

Figure 5 shows the results that adults had. The blue color are the percentage of participants that pronounced the verbs in a correct way and in the orange color the percentage of participants that pronounced them wrong, as we can see the percentages do not vary too much. There is just one verb that has the higher percentage pronounced correctly with 76%, it is *lived* in context the text says *he lived on a farm* which has correct pronunciation as [d]. As the results show adults do not have too much differences between the verbs when they read the verbs in the list and the verbs that they read in the short text.

Figure 5 reading aloud a short story by adults

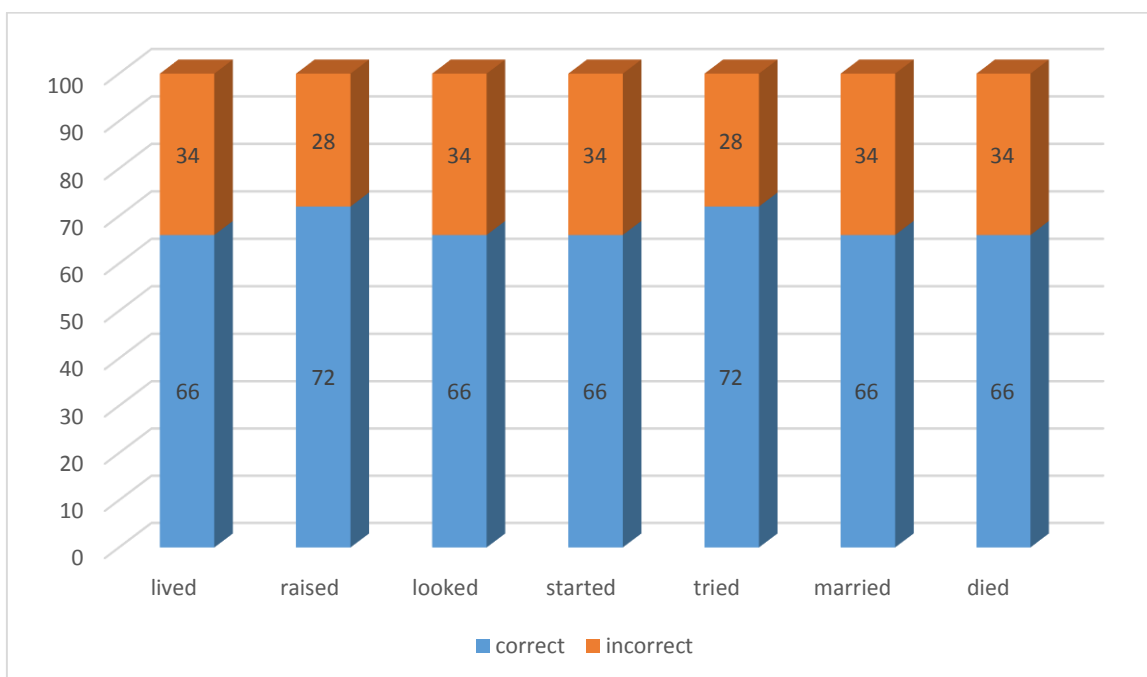


4.2.2 Reading aloud a short story by children

Figure 6 shows the results that kids had. In the blue color are the percentage of participants that pronounced the verbs in a correct way and in the orange color the percentage of participants that pronounced them wrong, as we can see the higher percentages are the blue color that are the correct ones. There are two verbs with 72% of the participants pronouncing them correctly, they are *raised* which has the correct pronunciation as [d] and *tried* which has the correct pronunciation as [d] too, in context the text says *his parents raised cattle and he tried to join to the Air Force*.

In addition as the results show that children obtained higher percentages of correct verbs when they read the verbs aloud in the text than when they read the list of verbs.

Figure 6 reading aloud a short story by children



4.3 Comparison of the verbs

This is the third section of the results. The following comparison shows the pronunciation between some of the verbs that were the same verb in context and in the list. The verbs were *studied*, *played*, *ended* and *wanted* those verbs are from two different categories of pronunciation that are [d] and [ed]. Figure 7 shows the four verbs that participants read wrongly in the list and they improved when they read the story.

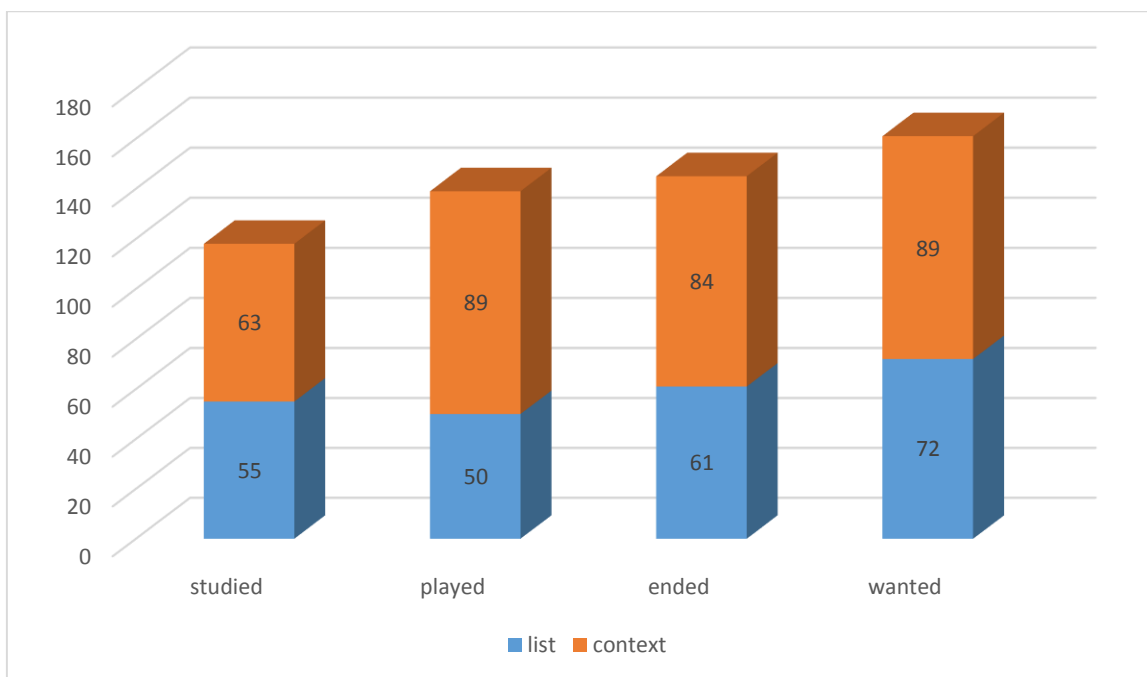
Figure 7: List of verbs that were improved.

List of verbs	Verbs in the story
Studied [d]	He studied philosophy.
Played [d]	He also played the trumpet.
Ended [ed]	But he ended up in the navy.
Wanted [ed]	He wanted to marry her.

4.3.1 Comparison of the verbs by adults

Figure 8 shows the percentage of participants that pronounced the same verbs alone and in a text. The blue color shows the verbs that they pronounced alone in the list and the orange color are the verbs that they pronounced in context. The verbs were *studied* which correct pronunciation is [d] *played* which is [d] too *ended* which is [ed] and *wanted* which is [ed] too. As we can see when the participants read the verb in context they improve their pronunciation in all of the verbs, this improvement is really noticeable in this group.

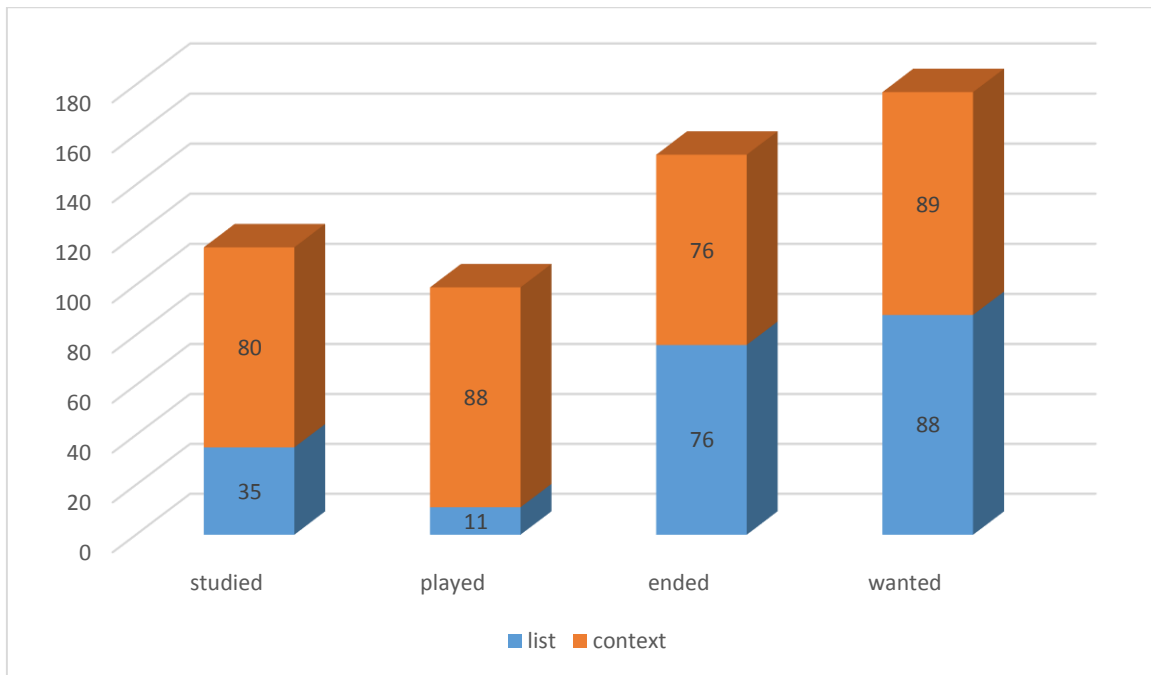
Figure 8: verbs in context by adults



4.3.2 Comparison of the verbs by children

Figure 9 shows the percentage of participants that pronounced the same verbs alone and in a text. The blue color shows the verbs that they pronounced alone in the list and the orange color are the verbs that they pronounced in context. The verbs were *studied* which has a correct pronunciation as [d] *played* which has a [d] too *ended* which has a [ed] and *wanted* which is [ed] too. As we can see the improvement is really noticeable in the verbs which has a pronunciation [d]. On the other hand the group of children had the higher correct percentages in the verbs which has a pronunciation in [ed]. The results show too that this group also improved their pronunciation when they read the verbs in context.

Figure 9: Verbs that were improved when children read the story.



As a conclusion of this chapter, the results are not what was expected, the level of English for the groups correspond to an elementary level not an intermediate level that is the level that students are supposed to have. Children improved their pronunciation, pronouncing the verbs in the story more than the adults. This is going to be discussed in the following chapter.

Chapter V

Conclusions

This chapter is going to show a brief summary about this research, its methodology and some findings, also the implications for the analysis in other words some of the results. The limitations of the study and some suggestions for further research are presented. It is important to mention that all the results are based on the morphophonemic rules mention before.

5.1 Conclusion

The purpose of the present paper was to identify the most common errors that basic language learners at the LEI in BUAP produced when they pronounce regular verbs in the past tense in English. Then, a comparison between these students and a group of children with the same level of English was done. More specifically the participants were analyzed one by one in each group and then compared between them.

Once the analysis was performed and the results for the two groups were obtained, it was found that the group of adults had the highest correct percentages. However, the difference was not so relevant. This research also found that both of the groups pronounced better when they read the verbs in a text than when they read just the list of verbs and this improvement was most noticeable in the group of children. The results and its main highlights will be presented below as they relate to the research questions posed in chapter one.

1. What are the most common errors on pronunciation that basic students in LEI - BUAP have when they produce regular verbs in past tense?

The results obtained show that there is not a specific category of the three that exist ([d,t,ed]) where the students had more errors in pronunciation, they had errors in all the categories. The verb which they have more errors were *walked* which has the correct pronunciation as [t], there are some other verbs in the same category where they had the higher incorrect pronunciation like *asked* and *stopped*. So the results infers that pronunciation [t] is the most difficult for adults group.

On the other hand the category where they had fewer errors in pronunciation was [d] the verbs were *loved*, *played*, *cried* and *called*. So the results says that this category was the easier one for the group of adults.

2. What are the most common errors on pronunciation that basic students in cursos de extensión (Children) have when they produce regular verbs in past tense?

The results show that the higher errors in pronunciation was *walked* which has a pronunciation as [t] and *called* that is [d] once again they were from different categories. The results obtained in the group of kids shows that the category where they had fewer errors was [ed]. They pronounced better verbs in this category like *wanted*, *needed* and *waited*.

The group of children demonstrated that they improved their pronunciation of verbs in the past tense when they read the verbs aloud in the story than when they read the list of verbs. This improvement was most noticeable in this group.

3. What are the similarities and differences between these two groups?

One of the similarities in the two groups was that the participants improved their pronunciation when they read the verb in the story than in the list, without any linguistic context. Also another similarity is that the errors are from different categories (/t/, /d/, /ed/). Therefore, the results says that there is not a specific category where students have more errors. They have errors in all of the categories and not just in only one.

On the other hand one of the differences Is that in the group of adults there were not too many differences between the results in the verbs from the list and the verbs that they read aloud in the text even when they improved their pronunciation the group of children did it better. The improvement was most noticeable in the group of kids. Another difference is that kids paid more attention on the instructions than adults. Children started to read the instrument without being nervous and they wanted to participate. Children participated enthusiastically .On the other hand with adults it was different because they were so nervous, they did not want to participate and they took the activity like an exam.

5.2 Pedagogical Implications

The analysis performed and the results suggest that even when the groups have the same level of English it is not enough for the group of students from LEI BUAP because it is important to remember that they are going to be English teachers and the level that they have is too basic, it would be better if those students start the language mayor with a better level of English.

Furthermore, pronunciation is a really important aspect for the teaching area it does not matter if the students are adults or kids. If students have bad pronunciation, they can have problems to communicate what they are saying. It is really important to correct the errors to avoid fossilization. As an English teacher, it is essential to recognize errors in pronunciation, explain the three categories that English has to pronounce verbs in the past tense ([d, t, ed]) and to know the better way to correct pronunciation in students. Finally teachers could create a special course of pronunciation where they use different strategies to correct pronunciation and make aware students how important pronunciation is.

5.3 Limitations of the study

The conclusions for this research are based on the results found for two different groups with the help of the native speakers, and were consulted to account for the reliability and validity in the analysis of this research.

It is hoped that the results of this research will be useful for the majority of Mexican teachers and students from LEI BUAP.

One of the principal limitations for this research was that some of the participants did not pronounce intelligible for this reason was it difficult for native speakers to interpret the pronunciation of the participants and determine the type of phoneme that was pronounced ([t], [d] or [ed]) and whether it was correct or incorrect. In the majority of the cases native speakers asked to play the audios more than one time to identify the sound.

In addition there were some problems observed during the data collection. First, some of the participants did not follow the instructions, just one person started with the text and then with the list of verbs and this was not the instruction. Second, more than fifty percent of the participants sixty-one percent that belonged to twenty-two participants to be exact did not read the title of the text. Another problem that was observed was that others people did not know or did not remember the numbers from one to fifteen at the moment they were reading the list of verbs. Last, one more person decided to say the numbers in Spanish. Just few participants gave the intonation to the text and respected punctuation.

5.4 Directions for further research

The data collected in this research was analyzed focusing only on pronunciation of regular verbs in the past tense. However, this data can be used for further studies with different kinds of verbs. It is hoped that this study will contribute to what was already known, and will provide some ideas that can be useful for other English teachers.

Some advice for further research can be to use more than two groups, other levels of English, other verbs and a formal text. Also could be a gender study in which we can

compare the pronunciation of males and females. Finally, in order to analyze in a better way the results, more sophisticated equipment for better voice recording may be used.

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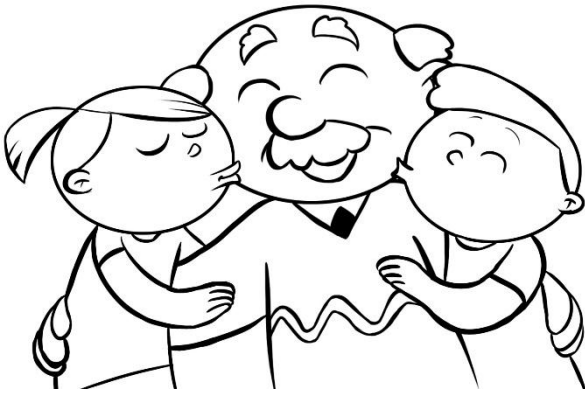
APPENDIX A
INSTRUMENT

Verbs in past tense

- | | | | |
|-----------|---------|------------|---------|
| 1. | Waited | 9. | Studied |
| 2. | Liked | 10. | Wanted |
| 3. | Played | 11. | Called |
| 4. | Asked | 12. | Walked |
| 5. | Loved | 13. | Cried |
| 6. | Stopped | 14. | Needed |
| 7. | Watched | 15. | Worked |
| 8. | Ended | | |

Short text

My grandfather



My grandfather had a very exciting life. When he was young, he **lived** on a farm in the country. His parents **raised** cattle, and he **looked** after the cows. When he was eighteen, he went to university,

where he **studied** Philosophy. He also **played** the trumpet in a jazz band. When the war **started**, he **tried** to join the Air Force, but he **ended** up in the Navy. Then he met my grandmother, and they **married** after only three weeks. He says now that he **wanted** to marry her very quickly in case he **died** in the war.

APPENDIX B

Analysis of children

List of verbs

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alma	/	/	*	*	/	*	*	*	*	*	*	*	*	*	*
Antonio	*	*	*	*	/	*	*	/	*	/	*	*	/	*	*
Anahí	*	*	*	*	*	*	*	*	*	/	*	*	*	/	*
Carla	/	*	*	*	*	*	*	/	/	/	*	*	/	/	*
Dany	*	*	*	/	/	*	/	/	*	/	*	*	*	/	*
Elsa	/	*	*	*	*	*	*	/	*	/	*	*	/	/	*
Ernesto	*	*	*	*	*	*	*	/	/	*	*	*	*	*	*
Fabian	/	/	/	/	/	/	/	/	/	/	/	/	*	/	/
Gabriel	*	/	*	*	*	*	*	/	*	/	*	*	/	/	*
Gema	/	*	*	*	*	*	*	/	*	/	*	*	/	*	*
Itza	/	*	*	*	*	*	*	/	*	/	*	*	*	/	*
Juan	/	*	*	*	*	*	*	/	/	/	*	*	/	/	/
Lety	/	/	/	/	/	/	*	*	/	/	*	*	*	*	*
Mony	*	*	*	*	*	*	*	/	*	/	*	*	/	/	*
Nell	/	*	*	*	*	*	*	/	*	/	*	*	/	*	*
Pau	/	*	*	*	*	*	*	*	*	/	*	*	/	*	*
Vivian	/	*	*	*	*	*	*	/	/	/	*	*	*	*	*

Short story

	1	2	3	4	5	6	7	8	9	10	11
Alma	*	/	*	/	/	/	/	*	/	*	*
Antonio	/	*	/	/	/	/	*	/	/	/	/
Anahí	/	*	*	/	*	/	*	*	/	/	*
Carla	/	/	/	/	/	/	/	/	*	/	/
Dany	/	/	/	/	*	*	/	/	*	/	/
Elsa	*	*	/	/	/	/	*	/	*	/	/
Ernesto	/	/	/	/	/	/	/	/	*	*	/
Fabian	/	/	*	/	/	/	/	/	*	/	*
Gabriel	*	*	/	/	*	/	*	/	/	/	/
Gema	*	*	*	/	*	/	*	/	/	/	*
Itza	/	/	/	/	/	*	/	/	/	/	/
Juan	/	/	*	/	/	*	/	/	/	/	*
Lety	/	*	*	/	/	/	*	*	/	/	*
Mony	/	/	*	/	/	*	/	/	/	/	*
Nell	/	*	/	*	*	/	*	/	/	/	/
Pau	/	/	*	*	/	*	/	*	/	/	*
Vivian	/	*	/	*	/	*	*	/	*	/	/

Analysis of adults

List of verbs

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Ana	*	*	*	*	*	*	*	/	/	/	*	*	*	/	*
Carla	*	/	/	/	/	/	/	*	/	*	/	/	/	/	/
Ceci	/	*	*	*	*	*	*	/	/	/	*	*	*	/	*
Cris	*	/	/	/	/	*	/	/	/	/	/	/	/	/	/
Dany	/	*	*	*	*	*	*	*	*	/	*	*	*	*	*
Dania	/	*	*	*	*	*	*	/	/	*	*	*	/	/	*
Darío	*	/	/	/	/	/	/	/	/	/	/	/	/	/	/
David	*	*	*	*	*	*	/	/	*	/	*	*	/	/	/
Diana	/	/	*	/	/	/	/	/	/	/	/	*	/	*	/
Daniel	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
Eri	/	*	/	*	/	/	*	/	*	/	/	*	/	/	*
Ericka	/	/	*	/	/	*	/	*	*	*	/	*	/	*	/
Luis	*	/	/	/	/	/	/	*	*	/	/	/	/	*	/
Migue	/	*	*	*	*	*	*	/	*	/	/	*	*	/	*
Naty	*	/	/	/	/	*	/	*	*	*	/	/	/	/	*
Sandy	/	/	/	/	/	/	/	/	/	/	/	/	/	*	/
Sara	*	/	/	/	/	/	/	*	/	*	/	/	/	*	/
Vic	*	/	*	*	/	/	/	*	*	/	*	*	*	/	/

Short story

	1	2	3	4	5	6	7	8	9	10	11
Ana	/	/	/	*	/	/	/	/	/	/	/
Carla	/	/	/	/	/	/	/	*	/	/	/
Ceci	/	/	/	*	/	/	/	/	/	/	/
Cris	*	/	/	/	/	*	/	/	*	/	*
Dany	/	*	/	*	*	/	*	*	/	/	/
Dania	*	/	/	*	/	*	/	/	*	/	*
Darío	*	/	/	/	/	*	/	/	*	/	*
David	/	*	*	*	*	/	*	/	/	/	/
Diana	/	/	/	*	/	/	/	/	/	/	/
Daniel	/	/	*	/	/	/	/	/	/	/	/
Eri	/	/	/	/	*	/	/	/	/	/	/
Ericka	*	/	*	*	/	*	/	*	*	*	*
Luis	/	*	*	/	*	/	*	*	/	/	/
Migue	/	/	/	*	/	/	/	/	/	/	/
Naty	*	*	/	/	*	*	*	*	*	/	*
Sandy	/	/	/	/	/	/	/	/	/	/	/
Sara	*	*	*	/	/	*	*	*	*	/	*
Vic	/	/	*	*	*	/	/	*	/	/	/