



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN**  
**ESCUELA DE LENGUAS – INGLÉS**

**RESEARCH PROJECT:**

**INFLUENCE OF INTERLANGUAGE ERRORS IN THE DEVELOPMENT OF ORAL  
PRODUCTION OF PLURAL FORMS AND PAST OF REGULAR VERBS IN  
ENGLISH, IN STUDENTS OF 10TH YEAR EGB, GROUPS C AND D, AT  
'FEMENINO ESPÍRITU SANTO' (FES), SCHOOL YEAR 2013-2014**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:  
LICENCIADA EN LENGUA INGLESA  
MENCION EN ENSEÑANZA Y ADMINISTRACIÓN  
DE SISTEMAS EDUCATIVOS EN TEFL**

**AUTHOR:  
VIVIANA DEL ROCIO PARRALES RODRÍGUEZ**

**TUTOR:  
LCDA. MARTHA PALACIOS CHACÓN**

**AÑO LECTIVO  
2014-2015  
GUAYAQUIL - ECUADOR**

T  
096  
PARI



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUAS – INGLÉS

RESEARCH PROJECT:  
INFLUENCE OF INTERLANGUAGE ERRORS IN THE DEVELOPMENT OF ORAL  
PRODUCTION OF PLURAL FORMS AND PAST OF REGULAR VERBS IN  
ENGLISH, IN STUDENTS OF 10TH YEAR EGB, GROUPS C AND D, AT  
'FEMENINO ESPÍRITU SANTO' (FES), SCHOOL YEAR 2013-2014

PREVIO A LA OBTENCION DEL TITULO DE:  
LICENCIADA EN LENGUA INGLESA  
MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN  
DE SISTEMAS EDUCATIVOS EN TEFL

AUTHOR:  
VIVIANA DEL ROCIO PARRALES RODRÍGUEZ  
TUTOR:  
LCDA. MARTHA PALACIOS CHACÓN

AÑO LECTIVO  
2014-2015  
GUAYAQUIL - ECUADOR

"Influence of interlanguage errors in the development of oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espiritu Santo' (FES), school year 2013-2014"

## TABLE OF CONTENT

|  |      |
|--|------|
| DEDICATION                                     | vi   |
| ACKNOWLEDGMENT                                 | vii  |
| ABSTRACT                                       | viii |
| CHAPTER I                                      | 1    |
| 1. Introduction                                | 1    |
| 1.1 Background of the study                    | 4    |
| 1.1.1 English and Spanish phonological systems | 4    |
| 1.1.2 The production of speech sounds          | 5    |
| 1.1.3 The classification of speech sounds      | 7    |
| 1.1.3.1 Vowel sounds                           | 7    |
| 1.1.3.2 Consonant sounds                       | 8    |
| 1.1.3.2.1 Plosives                             | 9    |
| 1.1.3.2.2 Nasals                               | 11   |
| 1.1.3.2.3 Fricatives                           | 12   |
| 1.1.3.2.4 Affricates                           | 13   |
| 1.1.3.2.5 Lateral                              | 13   |
| 1.1.3.2.6 Glide                                | 14   |
| 1.1.4 The term "interlanguage"                 | 17   |
| 1.1.5 Error and mistake                        | 18   |

|            |   |    |
|------------|---|----|
| 1.1.6      | Classification of errors                          | 19 |
| 1.1.6.1    | Errors of appropriateness                         | 20 |
| 1.1.5.2    | Classification of Errors on a Superficial Basis   | 23 |
| 1.1.5.3    | Errors on the Basis of the Level of Language      | 25 |
| 1.1.6      | Causes of errors                                  | 26 |
| 1.1.7      | Detection of the problem                          | 30 |
| 1.2        | Statement of the problem                          | 39 |
| 1.3        | Objectives: Broad and Specific.                   | 40 |
| 1.3.1      | Broad objective                                   | 40 |
| 1.3.4      | Specific objectives                               | 41 |
| 1.4        | Significance/Justification/Rationale of the study | 41 |
| 1.5        | Scope and delimitation of the study               | 43 |
| 1.6        | Research questions                                | 44 |
| 1.7        | Hypothesis  | 44 |
| 1.8        | Variables and indicators                          | 45 |
| CHAPTER II |   | 49 |
| 2.         | Literature Review                                 | 49 |
| 2.1        | Introduction                                      | 49 |
| 2.2        | Theoretical review                                | 50 |
| 2.3        | Conceptual framework                              | 53 |
| 2.4        | Definition of terms                               | 56 |
| 2.4.1      | Error   | 56 |
| 2.4.2      | Mistake   | 57 |
| 2.4.3      | Interlanguage                                     | 57 |
| 2.4.4      | Appropriateness                                   | 58 |
| 2.5        | Summary   | 58 |

|   |     |
|---|-----|
| CHAPTER III   | 60  |
| 3. Research Methodology   | 60  |
| 3.1 Methods and Techniques  | 60  |
| 3.2 Research Population, Sample, and Setting                              | 62  |
| 3.2.1 Population  | 62  |
| 3.2.2 Sample size and setting   | 62  |
| 3.3 Research Instruments  | 63  |
| 3.4 Data Analysis Methods   | 63  |
| 3.4.1 The test  | 63  |
| 3.4.2 The survey  | 74  |
| 3.5 Resources, Timeline, and Budget                                       | 80  |
| 3.5.1 Resources   | 80  |
| 3.5.2 Timeline  | 81  |
| 3.5.3 Budget  | 81  |
| CHAPTER IV  | 86  |
| 4. Final Outcomes   | 86  |
| 4.1 Results/Findings and Analysis   | 86  |
| 4.2 Conclusions   | 92  |
| 4.3 Recommendations   | 94  |
| 4.4 Proposal: To teach pronunciation in context using real world material | 97  |
| 4.4.1 Songs   | 97  |
| 4.4.2 Tongue-twisters   | 111 |
| 4.4.3 Games   | 122 |
| 4.4.4 Dialogues   | 127 |
| 4.4.5 Poems   | 133 |
| Bibliography  | 145 |

|             |     |
|-------------|-----|
| Appendix 1  | 147 |
| Appendix 2  | 148 |
| Appendix 3  | 149 |
| Appendix 4  | 150 |
| Appendix 5  | 152 |
| Appendix 6  | 156 |
| Appendix 7  | 158 |
| Appendix 8  | 159 |
| Appendix 9  | 160 |
| Appendix 10 | 161 |
| Appendix 11 | 162 |
| Appendix 12 | 163 |
| Appendix 13 | 164 |
| Appendix 14 | 165 |
| Appendix 15 | 166 |
| Appendix 16 | 168 |

## **LIST OF TABLES**

|   |    |
|---|----|
| Table 1 Spanish and English alphabets                             | 5  |
| Table 2 Examples of Spanish to English forward transfer of vowels | 8  |
| Table 3 Place of articulators                                     | 12 |
| Table 4 Students' pronunciation the regular verbs in past         | 38 |
| Table 5 Questions from 1 to 7                                     | 76 |
| Table 6 Questions from 8 to 11                                    | 77 |
| Table 7 Questions from 12 to 16                                   | 78 |
| Table 8 Questions from 17 to 24                                   | 79 |

|                                   |    |
|-----------------------------------|----|
| Table 9 Timeline                  | 81 |
| Table 10 Project cost description | 82 |
| Table 11 Expenditure plan         | 85 |

#### LIST OF FIGURES

|  |    |
|--|----|
| Figure 1 The articulators  | 6  |
| Figure 2 Bilabial articulation                                       | 10 |
| Figure 3 Alveolar articulation                                       | 11 |
| Figure 4 Velar articulation  | 11 |
| Figure 5 Higgs graph of learners' needs                              | 16 |
| Figure 6 Varieties of the idiosyncratic sentences for interpretation | 21 |
| Figure 7 Test - question A   | 64 |
| Figure 8 Test – question B   | 65 |
| Figure 9 Test – question C   | 68 |
| Figure 10 Test – question D  | 69 |
| Figure 11 Verb with the incorrect phoneme sound /d/                  | 71 |

"Influence of interlanguage errors in the development of oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espiritu Santo' (FES), school year 2013-2014"

## CHAPTER I

### 1. Introduction

Language is a system of sounds that helps people to communicate their feelings, intentions or purposes to the others. It is one of humans' main characteristics, because only humans are able to speak. On the other hand, in order to establish communication, people need to master the *communicative competence*, no matter the language they choose to speak. When the term *communicative competence* is referred, it means the knowledge needed to speak a language successfully and the use of this knowledge to establish communication.

The linguist Michael Canale defined communicative competence in terms of three components: *grammatical competence*, which means words and rules, including knowledge of vocabulary, rules of words and sentence formation, linguistic semantics, pronunciation and spelling; *sociolinguistic competence*, which refers to appropriateness; and *strategic competence*, which means the appropriate use of communication strategies (Canale, 1983).

Besides these competences, people need to acquire skills to communicate in any language, that is the ability to carry out the task of connecting orally to others, or the media used for communication in the language selected. Such skills are listening, reading, writing and speaking.



In this globalized world, it cannot be denied that English is a worldwide language. It is used mainly in Britain and its commonwealth all over the world. For example, in The United States English is used as first language, but in Singapore it is used as a second language. With the exception of few countries, most people on Earth believe that learning English is crucial for science, business, education, culture, or their personal development.

In Ecuador, educational institutions give great importance to a bilingual education. Public and private institutions include English in their programs of study, but it is in the private sector where can be found the institutions that offer more subjects in English, and therefore more class periods of this second language.

Despite the fact that English is very popular in Ecuadorian schools and high schools, not all the components of this language are covered. Non-native speakers learn English based on communicative purposes and give little importance to accuracy. This can be seen in their pronunciation. In addition, it is common to see that when people learn a foreign language, they often face interference, that is, the application of their mother tongue structure to the structure of the target language, which is different from their native language.

Ecuadorean students learn English as a second language. It means that English is a new language for them that implies some difficulties and much more time to learn. Students of a second language inevitably make mistakes in the process of foreign language acquisition, and what researchers and language teachers question is why students make the same mistakes even when such mistakes are pointed out to them.

This project is based on two mains aspects. The first is the importance given to a component of speaking; that is pronunciation. Pronunciation in English is as important as grammar or vocabulary; nevertheless, teaching pronunciation of this

second language, deeply, is a matter that has been ignored for a long time in non-English speaking countries, including Ecuador.

The second aspect is the interference caused by the native language. The way that non-native speakers articulate and perceive sounds is very different from native-speakers, in any language. Most people who learn a foreign language tend to apply their native accent and stress at the moment of speaking, and use, unconsciously, the rules of their native language to produce sounds in the second language.

Besides the two aspects mentioned, this project covers another important factor that affects the incorrect application of this component: in many cases, English teachers do not give to this problem the importance needed. It is common that teachers prefer to focus on the four skills, but they do not focus deeply on their components, in this case in pronunciation, which is a component of speaking.

Covering all the possible problems in English pronunciation is a huge task that may need hundreds or thousands of pages. The present work does not attempt to do that. Rather, it is based on the teaching experience in a private high school, in which some problems were identified concerning the development of oral production of plural forms and past of regular verbs in English. Ironically, the problem was detected in a group of advanced level students, who even though knew by heart English rules, failed in the application of the correct pronunciation.

Thus, the present research project attempts to explain the influence of interlanguage errors in students of 10th year EGB, groups C and D, at 'Femenino Espiritu Santo' (FES), school year 2013-2014 and proposes a set of strategies and activities to diminish such errors.

## **1.1 Background of the study**

In almost all our country, people speaking Spanish make mistakes when pronouncing a great variety of sounds in English, being the influence of Spanish of remarkable consideration. Those mistakes can be easily perceived by a native speaker, while a non-native speaker may find hard to recognize them. For someone whose mother tongue is not English, it is difficult to determine how speech sounds are produced, because teaching English is restricted to rules and communicative activities, and neither pronunciation of all the speech sounds nor the way those sounds are produced, are commonly taught in educational institutions.

Moreover, learning a language implies the interference of the first language (L1) in the structure of the target language (L2). This leads to learning problems caused by different elements found between the two languages. For instance, the differences between Spanish and English may cause students to make some grammatical and pronunciation errors.

### **1.1.1 English and Spanish phonological systems**

When people think about the differences between English and Spanish, one of the first elements they consider are the alphabets. Spanish and English have a similar alphabet. If we compare the two alphabets, we will find minor differences, but if we compare the phonologies of both languages, we will find many. Those differences found in phonology have an important influence in a Spanish native speaker learning English. Professor S.P. Corder in his book "Introducing Applied Linguistics" (1967) says that before English language learners have adopted the phonological system in English, they may transfer what they know about Spanish to

English. He also states that knowledge of these differences will help to understand why some sounds in English are difficult for English language learners to perceive and produce (1973).

The alphabets of Spanish (according to the Real Academia Española) and English are presented in the following table:

|         |   |
|---------|---|
| Spanish | a, b, c, ch, d, e, f, g, h, i, j, k, l, ll, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, z |
| English | a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z            |

Table 1 Spanish and English alphabets

As can be seen, the alphabets are quite similar. Table 1 shows that there are only three letters in Spanish that are not found in English, those are the letters "ch," "ll," and "ñ," but even though they do not exist in the English alphabet, an English native speaker can produce their sounds. For example, the sound of the Spanish letter "ch", which is considered one single letter, can be produced in English by combining the letters "c" and "h". In addition, the sound of the Spanish letter "ll" represents a sound perceived as similar to the /j/ ("y") in English. Something similar happens to the sound of the letter "ñ," which is represented by the phonetic symbol /ɲ/, and may be perceived as similar to the "ny" sound in "onion."

### 1.1.2 The production of speech sounds

The explanation of how English is pronounced, as a standard for people learning is a complex task. Peter Roach in his book "English Phonetics and Phonology" affirms that the speech sounds are very broadly divided into two categories: vowels and

consonants. The author calls them "phonemes", as he believes English spelling is confusing, so it is important to think in English pronunciation in terms of phonemes rather than letters of the alphabet (Roach, 2009). Besides, the Roach's book provides special symbols to represent speech sounds (appendix 1), and explains that all the sounds we produce are the result of muscles contracting of the lungs, larynx and vocal tract.

For example, the author writes that almost all speech sounds are produced using muscles in the chest, the same muscles that we use for breathing. Not only the chest but also many other parts of our throat and mouth are used in the production of sounds. The author calls such parts "articulators" (Ibid, p. 8).

Figure 1 shows a human head included in the book, which describes the articulators that are used to produce speech sounds.

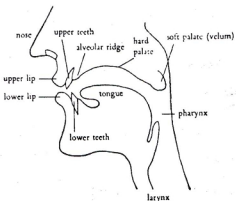


Figure 1 The articulators

This figure can be summarized in seven important articulators: the pharynx, the velum, the hard palate, the alveolar ridge, the tongue, the teeth, and the lips. In

addition to these articulators, the larynx, the jaws, the nose and the nasal cavity are also parts of our body used to make speech sounds (ibid, p. 10). Knowing articulators are crucial in the production of speech sounds, but unfortunately, this is a matter that learners of a second language barely identify, because the way sounds are produced is not commonly taught when they learn English components.

### 1.1.3 The classification of speech sounds

The classification of speech sounds into vowel and consonant sounds is easy to understand because vowels and consonants are very familiar. However, according to Roach, when studying them scientifically, it is not easy to define what they are. In his book, the author says that vowels are defined as "sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips".

In order to give a clear example of an unobstructed view, Roach refers to a doctor asking a patient to say "ah". Additionally, vowels are classified into short and long, and this classification includes diphthongs and triphthongs (Ibid, pp. 10, 14). Consonants, on the other hand, are described by Roach as sounds in which the flow of air is obstructed (ibid, p. 10), and have a complex classification (appendix 2).

#### 1.1.3.1 Vowel sounds

The differences between the vowel phonemes in Spanish and English are important. In Spanish there are five vowels representing the natural vowel sounds /a/, /e/, /i/, /o/, and /u/. On the other hand, as Peter Roach states, vowels in English represent many "tense" and "lax" vowel sounds such as /a/, /æ/, /ɔ/, /e/, /i/, /ɪ/, /o/, /u/, /u/, and /ʌ/. These complex differences may cause English language learners

substitute vowel in English by those in their native language. For example, a student might pronounce the word "man" with the Spanish sound /a/ instead of using the lax sound /æ/ to produce /mæn/.

Brenda K. Gorman, Ph.D., bilingualistic and assistant professor at Marquette University, Wisconsin, included the following table to give examples of Spanish to English transfer of vowels, as part of her presentation in the online course "Spanish-influenced English: Typical phonological patterns in the English language learner" (2003):

| Spanish phonemes | English phonemes | Result   |
|------------------|------------------|--|
| /a/              | /æ/              | "hat" may sound like "hot"                                   |
| /e/              | /ɛ/              | "get" may sound like "gate"                                  |
| /i/              | /ɪ/              | "hit" may sound like "heat"<br>"this" may sound like "these" |
| /o/              | /ɔ/<br>/ʌ/       | "ball" may sound like "bowl"<br>"bun" may sound like "bone"  |
| /u/              | /ʊ/              | "put" may sound like "poot"                                  |

Table 2 Examples of Spanish to English forward transfer of vowels

### 1.1.3.2 Consonant sounds

The difference between Spanish and English consonants requires a more complex explanation. Both Spanish and English share several consonant phonemes including the "plosive" sounds /p/, /t/, /k/, /b/, /d/, /g/, the "nasals" /m/, /n/, /ŋ/, the

fricatives /s/, /f/, the affricate /tʃ/ ("ch"), the lateral /l/, and the glide /w/, /j/. All these kind of sounds are produced by using important articulators, among them the larynx, which has several very important functions in speech.

Peter Roach, in his book "English Phonetics and Phonology" (2009), provides a complete explanation for each of these sounds:

#### **1.1.3.2.1 Plosives**

In his book (p. 30), the author mentions that English has six plosives: /p/, /t/, /k/, /b/, /d/, /g/, and describes plosives as a consonant articulator with the following characteristics:

- One articulator is moved against another, or two articulators are moved against each other, to form a stricture or restriction that allows no air to escape from the vocal tract. The stricture is, then, total.
- After this stricture has been formed and air has been compressed behind it, it is released, that is air is allowed to escape.
- If the air behind the stricture is still under pressure when the plosive is released, it is probable that the escape of air will produce noise loud enough to be heard. This noise is called plosion.
- There may be voicing during part or all of the plosive articulation.

Besides, the author gives a complete description of what happens at each of the four phases of plosives' production, as follows:

- i) The first phase is when the articulator or articulators move to form the stricture for the plosive. We call this the closure phase.
- ii) The second phase is when the compressed air is stopped from escaping. We call this the hold phase.



iii) The third phase is when the articulators used to form the stricture are moved to allow air to escape. This is the release phase.

iv) The fourth phase is what happens immediately after (iii), so we will call it the post-release phase.

Roach asserts also that plosives have different places of articulations (p. 31), *p* and *b* are bilabial, that is, the lips are pressed together (figure 2). In contrast, *t* and *d* are alveolar, that is, the tongue blade is pressed against the alveolar ridge (figure 3). The consonants *k* and *g* are velar, that is the back of the tongue is pressed against the area where the hard palate ends, and the soft palate begins (figure 4). All six plosives can occur at the beginning of a word (initial position), between other sounds (medial position) and at the end of a word (final position).



Figure 2 Bilabial articulation

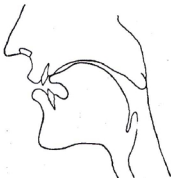


Figure 3 Alveolar articulation



Figure 4 Velar articulation

#### 1.1.3.2.2 Nasals

According to Roach, the basic characteristics of a nasal consonant is that the air escapes through the nose, and adds that for this to happen, the soft palate must be lowered. In the case of all the other consonants and vowels, the soft palate is raised, and air does not pass through the mouth, because it is prevented by a complete closure in the mouth at some point. The author describes three types of closure: bilabial (lips), alveolar (tongue blade against alveolar ridge) and velar (back of tongue against the soft palate). This set of places produces three nasal consonants: /m/, /n/, /ŋ/ (p. 56).

The consonant sounds /m/ and /n/ are described by Roach as simple, so there is little to describe about them. In contrast, /ŋ/ is a sound that according to the author gives considerable problems to foreign learners, because is unusual. The place of articulation of /ŋ/ is the same as that of /k/, /g/, but instead of pronouncing /k/ or /g/, pronounce /ŋ/ just like /m/ or /n/. Something interesting is that Roach includes three ways in which /ŋ/ is unusual:

- i) The sound /ŋ/ never occurs freely in initial position, as sounds /m/ or /n/.
- ii) The sound /ŋ/ is frequently found in the middle or end of a word, but there are circumstances in which /ŋ/ cannot be pronounced without a following plosive.
- iii) There is a small number of vowels that the sound /ŋ/ follows, what is more, it never occurs after a diphthong or long vowel, and there are only ever found preceding this consonant: /ɪ/, /e/, /æ/, /ʌ/, and /ɑ/.

### 1.1.3.2.3 Fricatives

The definition that Peter Roach gives to fricatives is that they are consonants with the characteristic that when they are produced, air escapes through a small passage and makes a hissing sound. Fricatives are described in his book as continuant consonants; it means people can continue making them without interruption as long as they have air in their lungs.

English has a complex system of fricative phonemes. They can be seen in the table below, which is included in the book "English Phonetics and Phonology" (p.48):

| PLACE OF ARTICULATION   |             |        |          |                 |         |
|-------------------------|-------------|--------|----------|-----------------|---------|
|                         | Labiodental | Dental | Alveolar | Palato-Alveolar | Glottal |
| Fortis<br>("voiceless") | f           | θ      | s        | ʃ               | h       |
| Lenis ("voiced")        | v           | ð      | z        | ʒ               |         |

Table 3 Place of articulators

The author explains the previous chart saying that with the exception of glottal each place of articulation has a pair of phonemes, one fortis and one lenis. The fortis fricatives are said to be articulated with greater force than the lenis, and their friction noise is louder. The lenis fricatives, in contrast, have very little or no voicing in initial and final positions, but may be voiced when they occur between voiced sounds.

#### 1.1.3.2.4 Affricates

"Affricates are complex consonants that begin as plosives and end as fricatives". This is the definition given by Peter Roach in his Phonology book (p. 47). One of the examples given by the author is the affricate heard at the beginning and end of the word "church". Roach explains that this word begins with an articulation practically the same as the closure and hold phases of *t*, but instead of a rapid release with plosion and aspiration, as we would find in the word "turn", the tongue moves to the position for the fricative */ʃ/* that we find at the beginning of the word "ship". Therefore, the plosive is followed immediately by fricative noise. Since phonetically this affricate is composed of */t/* and */ʃ/* we represent it as */tʃ/*, so that the word "church" is transcribed as */tʃɜːtʃ/*.

The phonemes */tʃ/* and */dʒ/* are the only two affricate phonemes in English. Roach explains that in the same way than in plosives and most of the fricatives, in affricates there is a fortis/lenis pair, and the voicing characteristics are the same.

#### 1.1.3.2.5 Lateral

The lateral "l" is the only consonant of this kind. Peter Roach defines the lateral consonant as "one in which the passage of air through the mouth does not go in the

usual way along the center of the tongue". He explains that instead, "there is a complete closure between the center of the tongue and the part of the roof of the mouth where contact is to be made", that is, the alveolar ridge in the case of "l". Because of this complete closure along the center, the only way for the air to escape is along the sides of the tongue. The author suggests to prove this by practicing to make a long sound "l" to feel that the sides of the tongue are pulled in and down while the center is raised.

The lateral "l" is found initially, medially and finally, and according to Roach, it has only one unusual characteristic: the realization of "l" found before vowel sounds is different from that found in other contexts. For example, in the word "lea" /li:/ is different from that in the word "eel" /i:l/. The sound in /i:l/ is called a "dark l", it means that the back of the tongue is raised; in contrast, the sound in /li:/ is what is called "clear l", it means that the front of the tongue is raised.

#### **1.1.3.2.6 Glide**

The meaning of glide, according to the Cambridge dictionary, is "to move smoothly and easily" (October 2014). There are two consonant sounds in English described under this concept, the "w" and "y". These are the consonant sounds found at the beginning of the words "yet" and "wet", and according to Peter Roach, many writers have called them semivowels. However, in his book the author calls them "approximants", and adds that the most important thing to remember about these phonemes is that they are phonetically like vowels, but phonologically like consonants.

The author explains that from the phonetic point of view the articulation of "j" is practically the same as that of a front close vowel such as /i:/, but is very short. In the same way "w" is closely similar to /u:/. In order to prove this, the author suggest making the initial sound of "wet" or "yet" very long, and despite this vowel-like character, we use them like consonants.

The previous explanation shows that pronunciation is not a matter easy to teach. It would be necessary to dedicate an important amount of periods in a school year to cover this topic deeply, and traditionally, the syllabus of high schools consider the four skills as main points to cover, giving little or none importance to the production of speech sounds.

However, the value of teaching pronunciation cannot be underestimated. Students should cover at least some of the principles that regulate the use of sounds in spoken English (Roach, 2009). This is crucial because learners will be able to recognize how speech sounds are produced, the differences between vowel and consonant sounds as well as their classification, and the basic articulators used; otherwise, learners' comprehension and their ability to produce language may be affected.

Dr. Olenka Bilash, from the University of Alberta, Canada, includes an interesting analysis of non-native learners' needs facing the target language, in her website about improving second language education. She mentions the "Higgs graph of learners' needs", taken from Theodore Higgs book "The Push Towards Communication" (Higgs, 1982), which highlights the importance of monitoring students' progress and students' needs at different stages of learning, and pronunciation is one of the most important (Bilash, 2011).

According to Dr. Bilash, the Higgs' book reveals that students' needs change over the course of learning and identifies those needs as pronunciation, vocabulary, grammar and situational language. The graph shows the importance of pronunciation, especially at early stages (figure 5).

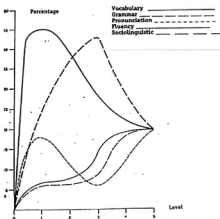


Figure 5 Higgs graph of learners' needs

Pronunciation problems in students learning a second language are common and varied. This research project focuses on the influence of errors produced by the interference of the learner's mother tongue in the production of plural forms and past of regular verbs.

#### 1.1.4 The term “interlanguage”

When people start learning a foreign language, they will obviously face many kinds of learning problems dealing with its sound system, vocabulary or structure. This is predictable because a student learning a foreign language has spoken all his life his own native language, which has been deeply internalized, and is part of his habits. The learner of a foreign language often faces interference when he applies the first language structure to the foreign language, which is different from the native language. At this point, an explanation about the term *interlanguage* is needed.

In the mid-1970s, Professor S.P. Corder and other linguists considered a new approach to language learning, known as interlanguage. It is a term created by Selinker (1972) and used for first time by John Reinecke in 1935. According to the International Encyclopedia of Linguistics (Frawley, 2014), “interlanguage” is defined as “an emerging language system in the mind of a second language learner”. That means a linguistic system of a second language (L2), for example English, developed in the mind of a learner whose mother tongue (L1), let’s say Spanish, is very different from the target language (L2). Therefore, Interlanguage errors are said to occur due to L1 interference.

Professor Rod Ellis, deputy head of the Department of Applied Language Studies and Linguistics at the University of Auckland, New Zealand, in his book “Implicit and explicit knowledge in second language learning” (2009), mentioned Selinker’s idea about the characteristics of interlanguage as follows:

- a) Language transfer (some, but certainly not all, items, rules, and subsystems of a learner’s interlanguage may be transferred from the first language).
- b) Transfer of training (some interlanguage elements may derive from the way in which the learners were taught).



- c) Strategies of second language learning (Selinker talks about an 'identifiable approach by the learner to the material to be learned').
- d) Strategies of second language communication (an identifiable approach by the learner to communication with native speakers of the target language).
- e) Overgeneralization of the target language material (some interlanguage elements are the result of a 'clear overgeneralization' of target language rules and semantic features).

This term is mentioned in the present project because it is considered as an important cause of error in the pronunciation of past of regular verbs and plurals of regular nouns.

#### **1.1.5 Error and mistake**

Professor P. Lennon defines "error" in general as "a linguistic form or combination of forms which, in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts" (Lennon, 1991).

John Taylor, in his book "An Introduction to Error Analysis", says that in science, "errors" are considered uncertainties that cannot be eliminated by being very careful (1997). It means that the person who makes an "error" cannot correct himself because of lack of knowledge. The difference in pronunciation between English and Spanish may motivate students make some *errors* in the production of speech sounds. When the term "error" is mentioned, people tend to believe that it is a synonym for "mistake". Actually, it is, but as we could see, not in all the fields of knowledge. In contrast, the term "mistake" is defined by the Oxford Online Dictionary

as "to blunder in the choice of... to misunderstand the meaning or intention of: misinterpret... to make a wrong judgment of the character or ability of... to identify wrongly: confuse with another" (OALD, 2013)

Professor S.P. Corder explains the difference between error and mistake. He says that the term *mistake* should be used "to refer to errors of performance, reserving the term *error* to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language", so the term mistake "has no significance to the process of language learning" (1963).

It is very important to clarify the difference between "error" and "mistake" in this research project. This is helpful in order to understand students' failures in pronunciation, and to try to explain the possible causes. Errors are essential to learners since making errors can be considered as "a device the learner uses in order to learn" (Selinker, 1992 in Ho, 2003). Students of a second language are not able to correct their errors until they have enough knowledge.

### **1.1.6 Classification of errors**

Errors are categorized in terms of many criteria. An important analysis of Professor Meng Zhang, Head of the Foreign Language Department at Zhengzhou Teachers College, Henan Province (2006) cites Professor Stephen Pit Corder, who is well known for his contribution to the study of error analysis. Professor Zhang refers to Corder's paper titled "Idiosyncratic dialects and error analysis" and highlights that failures can be considered as errors of "appropriateness", that is the incorrect use of words that exist in the target language, but that are not appropriately used in context.

The paper also includes a classification for this kind of errors into referential, register, social and textual.

#### 1.1.6.1 Errors of appropriateness

Professor Meng Zhang wrote an academic paper titled "Error Analysis and Interlanguage", based on Professor S.P. Corder's work (1987), in which Zhang briefly discusses both error analysis and interlanguage theory. The author asserts in his paper that the two topics mentioned are of crucial significance and implications to English learning and teaching, and summarizes the varieties of errors as those of acceptability and appropriateness:

"In the learner's idiosyncratic dialect, one sentence could be well formed, in terms of the target language-based criterion, but denies appropriate interpretation in the context. Here the problems of appropriateness arise when we try to decide which sentence or phrase is idiosyncratic and which one is not. Generally, there are two kinds of appropriateness.

First, the learner's utterance must be of the truth-value concerning its referential relationship, indicating that the referring expression used in the utterance must have its real referent in his or her real life. This is what Corder called *referential appropriateness*. For example when a second year college student says, "I found a part-time job in the corporation this summer vacation", the utterance is well formed and syntactically perfect. However, the referring expression 'the corporation' might be inappropriately used to refer to a small shop on the campus. It is ***referentially inappropriate***.

Second, the learner has to be able to select the appropriate style or **register of language** for the social situation, hence social appropriateness. When a learner approaches a foreigner on the street greeting "can you speak English", he produces an utterance that is **socially inappropriate**.

Accordingly, a sentence can be acceptable but inappropriate or unacceptable but appropriate. Listed below are the possible varieties of the idiosyncratic sentences for interpretation:

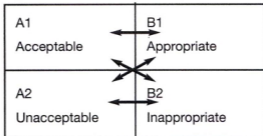


Figure 6 Varieties of the idiosyncratic sentences for interpretation

- 1) A1 and B1: free from errors (non-idiosyncratic).
- 2) A2 and B2: erroneous.
- 3) A2 and B1: erroneous.
- 4) A1 and B2: erroneous.

For any sentence of the idiosyncratic dialect, plausible interpretation in terms of the target language has to be applied.

According to Corder, there are four possibilities for an interpretation: 1) well-formed sentence and plausible interpretation; 2) well-formed sentence but incorrect

interpretation; 3) acceptable utterance but ambiguous, that is, accessible to two possible interpretations; and 4) well-formed but uninterpretable sentences. In the restructuring process, correct interpretation is possible to be made in accordance with the learner's intention in the first case.

Sometimes the first interpretation based on one's intuition could be irrelevant to the context in which the sentence is placed. To solve this problem, Corder proposed that a longer context or larger range of context has to be taken into account in making out the learner's intended meaning. In the third case, the overtly erroneous sentence is accessible to two possible interpretations.

The decision on the genuine one has to be based on the reference to the mother tongue of the learner. The implication for the discussion above would be that 'the well-formedness or otherwise of a learner's utterance is not the only criterion for establishing the presence of errors', and 'what is crucial is whether the normal target language interpretation of his utterance is appropriate or not in the context' (Corder: 44).

For the interpretation of the learner's idiosyncratic dialect, a teacher is in a good position to perform the task when he or she has the following advantages:

- 1) He or she has a good understanding of the learning situation of the students and can easily relate the learners' utterances or sentences to the actual context
- 2) He or she is the native speaker of the learner's mother tongue and is therefore capable of interpreting the learners' intended meaning in terms of the mother tongue

3) He or she was once, and may still be the speaker of the idiosyncratic dialect, namely, he has the similar experiences of formulating hypotheses about the rules of the target language.

So a teacher who is non-native speaker of the target language but shares the mother tongue of the learners is in a better position than the native speaker of the target language when tracing the errors in the learner's interlanguage". (Zhang, 2006)

#### 1.1.5.2 Classification of Errors on a Superficial Basis

Besides, Professor Corder, in his work "The role of interpretation in the study of learners' errors" (1982), affirms that "the level of description of errors still most often used by teachers is superficial", and that errors are classified on a superficial basis as those of omission, addition, substitution (also called selection), and misordering.

In the same article, Professor Corder explains more about the way errors are described. He says that errors can be effectively described if we apply linguistic theories to the learners' failures, and he adds, "*The more adequate the linguistic theory, the better will be the linguistic description of errors*" (p. 36). He defends his words explaining that in the field of contrastive analysis the results of the application of linguistic theories have been satisfactory when theories including deep grammatical components were used:

*"We have seen the same development in contrastive analysis, where surface grammatical theories have proved inadequate to predict the learners' difficulties. Theories incorporating a deep grammatical component have proved much more adequate. We look forward now to learning even more by using semantic based models...."*

Unfortunately, the level of description of errors still most often used by teachers is superficial. Errors are still classified on a superficial basis as errors of **omission**. Here some element is omitted which should be present; errors of **addition** where some element is present which should not be there; errors of **selection** (or substitution) 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.

This superficial classification of errors is only a starting point for systematic analysis. It is only the evidence or data for an analysis. It is usual for teachers to go a bit further in their classification." (Corder, 1982, p. 36)

Follows a further explanation of Professor Corder's classification of errors on a superficial basis, including examples:

- a) Errors of omission: There is dropping out of the necessary item(s), e.g. He is doctor (in this sentence, an article 'a' is omitted in between *is* and *doctor*).
- b) Errors of addition: This is the case when unnecessary item(s) is /are added in a sentence, e.g. They went on last Friday (unnecessary addition of 'on').
- c) Errors of selection (or substitution): When one element is used in place of the other, that will be the case of substitution, e.g. She is looking to me. (use of 'to' instead of 'at').
- d) Errors of ordering: The order of words is broken down in this case, e.g. They asked her where was she going. ('was she' misordered).

### 1.1.5.3 Errors on the Basis of the Level of Language

Some experts believe that Professor Corder's classification of errors on a superficial basis is not enough to describe errors. Dr. Rebat Dhakal, in his academic paper titled "Errors Committed by Grade Eight Students in Free Composition" (2010), cites Professor S.P. Corder's work "Introducing applied linguistics" (1973), explaining that Corder considered necessary to include another elements to recognize errors, thus he included the linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon. He says that on the basis of the level of language, errors can be classified as phonological (errors in pronunciation); graphological (spelling and punctuation errors in writing); grammatical (morphological and syntactic errors); lexical/semantic (wrong use of words or phrases); and pragmatic/socio-linguistic/stylistic errors (production of the wrong communicative effect).

Some examples of this kind of error classification are:

- a. Phonological errors: errors in pronunciation. She goes to [isku:l]. Instead of 'She goes to [sku:l]' (addition of 'i' before 'sk' cluster, typically by Nepali learners of English)
- b. Graphological errors: spelling and punctuation errors in writing. It is a lovely *whether*. (Correct spelling: 'weather') writing 'p' as 'q' and 'b' as 'd', or vice versa.
- c. Grammatical (morphological and syntactic) errors: breaking of grammatical rules or systems.
  - She cans dance very well. (wrong use of tense marker in modal verb)
  - Five childrens were playing there. (wrong use of plural morpheme)
- d. Lexical/semantic errors: errors related to wrong use of words/phrases. E.g. 'skin shoes' instead of 'leather shoes'. He lent a book from the library (in place of 'He borrowed a book from the library').



e. Pragmatic/sociolinguistic/ stylistic errors: production of the wrong communicative effect, e.g. through the faulty use of speech act or one of the rules of speaking. The expressions may be grammatically correct but are not contextually appropriate. They are also called communicative or functional errors. For example,

- (An employee to his boss): Hi guy, how is it going?
- (A master to his servant): Would you mind not smoking here?

### 1.1.6 Causes of errors

Another important step in error analysis is the explanation of errors. This step means determining the causes or sources of errors. According to Professor Corder (1973, p. 282), explaining the errors is concerned with investigating why and how the learner comes up with the particular erroneous expression. In other words, finding out the factors causing learning problems (their causes or origin). He says that errors can be classified as *interlingual* (or interlanguage), which occurs during the interference of the mother tongue; *intralingual*, which is based on faulty generalizations about the rules of the target language; *errors encouraged by teaching*; and errors of *carelessness*. Each of these categories is in turn, subdivided into other types of errors.

Dr. Rebat Dhakal, in the same academic paper mentioned before (2010), cites once more Professor S.P. Corder's work about the explanation of errors, and says that this step is concerned with determining the causes or sources of errors. Dr. Dhakal mentions Professor Corder (1973, p. 282) asserting that the errors on the basis of their sources (or causes) can be classified broadly into two types as follows:

### **a) Interlingual errors**

Errors due to mother tongue interference in learning the target language are the errors due to L1-interference. Such errors are termed as interlingual errors. Thus, such errors are the ones that have resulted in from the transfer of rules from the mother tongue. Many errors have a strong resemblance to the characteristic of the mother tongue, indeed many erroneous utterances read like word-for-word translations. This observation has led to the widely accepted theory of transfer, which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue (Corder, 1973, p.266).

Selinker (1972) affirms that a learner's interlanguage is a "latent psychological structure" in the brain of the learner, which is activated when he attempts to learn a second language". Brown (1980) states that in early stages of learning, the native language is the only linguistic language that the learner can draw upon, so the interference is inevitable.

### **b) Intralingual errors**

Not all errors resulting from the learning process relate to the nature of the mother tongue. Corder explains that intralingual errors do not reflect the structures of mother tongue but are faulty generalizations of the rules of target language. Intralingual errors are those errors resulting from faulty or partial learning of the target language, rather than from language transfer. He says that they are probably caused by the influence of one target language item upon another. For example, a learner may produce "She is dances" based on the blend of the English structures "she is

dancing" and "she dances". There are various explanations for intralingual errors. Some of them are given below:

### **i. Overgeneralization**

A way in which overgeneralization is explained by professor Corder, is that the learners, having found a rule that appears to work well in one or more contexts, may apply it in the contexts where it is not applicable. As a result, they commit errors in language. Such errors are the result of faulty generalization about the rules of L2. Thus, such errors are committed due to overgeneralization. For example,

|         |       |
|---------|-------|
| quickly | boxes |
| slowly  | foxes |
| *fastly | *oxes |

### **ii. Analogical creation or wrong analogy**

It is a particular kind of overgeneralization. Corder says that errors due to analogical creation are those errors committed due to wrong analogy because not all analogical creations are errors.

The learner searches for patterns and regularity in learning a second language to reduce the learning load by formulating rules. In case of analogical creation, the learner produces an erroneous expression analogous to the correct one. For example,

She told me the meaning.

\*She explained me the meaning.

Thus, analogical creation refers to the overgeneralization of the learner's rules without considering exceptions because his/her exposure to the language is limited and he/she has insufficient data from which he/she can derive more complex rules.

All of the students left.

All the students left.

Some of the students left.

\*Some the students left.

None of the students left.

\*None the students left.

### iii. Hypercorrection

Professor Corder explains hypercorrection saying that sometimes, what a learner has learned correctly is corrected in a wrong way due to latter learning, which in turn results into a deviant utterance. Thus, the wrong way of making correction is called hypercorrection. For example, there is a probability of saying "onty one" for the number "eleven" due to over emphasis given while teaching twenty one, thirty one etc. Similarly, the following erroneous expressions are repeatedly found:

\* I lives in Kathmandu.

\* She cans dance well.

### iv. Erroneous input or errors encouraged by teaching.

Sometimes teachers give rules which are not fully adequate and when students follow them they make errors similar to those caused by overgeneralization of L2. For example, the rule 'if the action is in past, the verb must be in the past tense' may lead to errors such as

\*Last week, they tried to took me along with them.

\*When I saw him, he began to ran faster.

#### **v. Inherent difficulty or errors of carelessness.**

Carelessness happens to almost everybody. Corder explains that when learning a language, some features of the target language are inherently so difficult that they lead the learner towards committing errors no matter what the linguistic background of the learner is. For example, it is generally agreed that English pairs /v/-/f/ and /θ/-/ð/ are very hard to distinguish not only for Spanish or other language speakers but also for native speakers. Similarly, English articles and prepositions are also considered inherently difficult items.

The above explanation may be complex, but necessary. It attempts to clarify important concepts that will be used during the development of this study about the influence that interlanguage errors have in the development of oral production of plural forms and past of regular verbs in English.

#### **1.1.7 Detection of the problem**

The problem on which this project focuses was detected by the teacher at the beginning of the school year 2013-2014, the last week in June, during the Language Arts classes. There were 23 female students, between 13-14 years old who were divided in groups C (9 students) and D (14 students), and belonged to an advanced level of English (appendix 3). Students received 10 periods of Language Arts in a week, and used the course book "New Headway Advanced" (Soars, 2009). Both the

American and British pronunciations are valid at Femenino Espiritu Santo, but it is the American Pronunciation the one that is mainly practiced in the classrooms.

During the class of Language Arts, at the beginning of the school year, the teacher noticed that while the students were reading aloud the instructions of the book, in unit 1, "No place like home" (appendix 4), in which simple present and present continuous were being covered, the plurals of nouns were pronounced with mistakes. The activity consisted in recognizing specific information according to the content of an email. When checking the answers, students were asked to read the following text:

"[...] Here in New Zealand, first thing we did was buy a car. Went to the classy sounding 'Del's Cars' and, using our extensive mechanical knowledge (ha! ha!), chose a car and gave it a thorough examination (i.e. checked the lights worked & the glove box could hold 8 large **bars** of chocolate). It's going OK so far, but sometimes makes strange **noises!** We're taking things nice and slowly now. Have already seen **dolphins**, **whales**, and enormous **albatrosses**.

So –that's it for now. We're heading up the west coast next. Thanks for all your **emails** – it's great to get news from home. Can't wait to see you. I'm sending you some photos so you won't forget what I look like! [...]"

As we can see, there are six plural nouns marked in bold and italics in the text above. They have been marked because students mispronounced them when they read the text, that is, learners did not discriminate between the sound /s/ and /z/ and generalized the sound /s/ for all the plural forms found.

English rules for plurals are not so complex. Anne Baker and Sharon Goldstein, in the book "Pronunciation Pairs, an Introduction to the Sounds of English", include a very useful explanation plus exercises about the pronunciation of plurals (Baker & Goldstein, 2010):

### 1. Pronouncing Plural Endings

-s endings are used for plural nouns (six, bees), third person singular present tense verbs (it smells funny), possessives (Zoe's house), and contractions (it's amazing). All these endings follow the same pronunciation rules.

- The -s ending has three possible pronunciations: /s/, /z/, and /ɪz/ or /əz/.
- The pronunciation of the -s ending depends on the sound that comes before it in the word. The sound of a plural s changes from /s/ to /z/ depending on whether it follows a voiced or voiceless consonant.

### 2. Plural S says /s/:

All the final consonants in the singular form of the following words are voiceless; therefore, the sound for **s** is /s/.

Examples: rats, cuffs, cups, kits

When **s** is added to words ending in the voiceless consonant sounds f, k, p, t, and ck, the plural **s** will have the sound of voiceless /s/.

Examples: cuffs, parks, pups, cats, stacks, etc.

### 3.Plural S says /z/:

The final consonant in the singular form of the following words are voiced; therefore, the sound of the plural **s** is /z/.

Examples: flags, jobs, fans, pads

When an **s** is added to words ending in the voiced consonant sounds /b/, /d/, /g/, /v/, /m/, /n/, /r/, and /l/, the plural **s** will have the sound of voiced /z/.

Examples: cubs, hands, dogs, calls, clams, bins, cars, gloves

### 4.Plural S says /ɪz/ or /əz/:

If a word ends in double s, double z, x, sh, or ch, -es must be added to form the plural. The sound for -es is /ɪz/ or /əz/. Examples: classes, buzzes, boxes, wishes, matches.

These pronunciation rules also apply to verbs that have an -s or -es added. Examples: clap/claps, tap/taps, run/runs, sob/sobs, pass/passes, miss/misses.

As it was the beginning of the course, and the teacher was still evaluating the students' skills, the mispronouncing was not considered a real problem. It was in unit 4, "Nothing but the truth" (appendix 5), covering questions, negative forms, prefixes and nouns, where the teacher considered the mispronouncing of plurals as an important problem.

It happened that while reading several different parts of unit 4, the students from groups C and D pronounced plural nouns without differentiating the three types of sounds found in British or American English pronunciation, that is, /s/, /z/, and /əz/ or



/ɪz/. They were likely to choose only one ending sound for most of the plural nouns given: the /s/ sound.

The following text is just part of the whole reading activity that students developed:

"The world top conspiracy theories: The death of Diana

The first Diana conspiracy site appeared on the Internet in Australia only hours after her death on August 31<sup>st</sup>, 1997.... **Hypotheses** range from pure James Bond... to farce (it was a fiendish murder plot though up by the world's florists to sell lots of **flowers**)... And most popular of all, Diana, Princess of Wales, isn't dead after all – that terrible car crash in Paris was an elaborated hoax to enable the Princess and her boyfriend, Dodi Al-Fayed, to fake their own deaths so that they could live in blissful isolation for the rest of their **lives**. Subscribers to this theory say that Diana fed up with intrusions into her private life, used the wealth and **resources** of the Fayed family to fake her death, and now she and Dodi are living on a small tropical island...."

It was noticed that the most important mistake students made while they were reading aloud, was in the recognition of the sound /ɪz/ or /əz/. Students pronounced the plural of some nouns adding at the end the sound /s/ instead of /əz/. For example, the word "hypothesis" in plural was pronounced as / haɪ'pə:θəɪs/ instead of / haɪ'pə:θəɪsɪz/, or the plural of the word "resource" (/rɪ'sɔ:rsɪz/) that was pronounced as /rɪ'sɔ:rsɪs/.

The second important problem in plural forms detected during students' reading session in unit 4 was in the pronunciation of the sound /z/. Almost all the students

pronounced the plural of the word "flower" (/flaʊərz/) using the ending sound /s/, so they pronounced /'flaʊərs/ instead. Another clear example was the plural form of verb life (/laɪvz/), which students pronounced as /laɪvs/.

If we analyze the type of errors students made, we can say that according to the linguistic classification, these errors can be classified as "phonological", because students produced an incorrect speech sound or pronunciation. In the first problem mentioned, the errors can also be classified as those of "omission", because students omitted the pronunciation of the ending sound /tʒ/ or /əz/ to form the plural. In the second problem, the errors can be classified as those of substitution, because the sound /z/ was wrongly substituted by the sound /s/.

In addition, we can say that the possible cause of these errors is the interference of students' mother tongue to form plurals ("Interlingual cause of errors"), as in Spanish plurals are formed only by adding the phoneme -s (casa-casas) or -es (gas-gases) at the end of the noun, and there is no difference between their written form and their pronunciation. In contrast, in English there are three different ending sounds for plurals, represented by the phonemes /s/, /z/ and /əz/.

At this point, it was clear that the mispronunciation of plural forms was not a simple students' confusion or slip of the tongue, instead, it was an inevitable insecurity that caused an error. For further explanation of the meaning of "error" and "mistake", refer to chapter 2.1.

In addition to plural forms, in the subject of Language Arts another important problem appeared, this time related to the past of regular verbs.

While unit 3 of the textbook "What a story!" (appendix 6) about narrative tenses was being covered, the teacher asked students from groups C and D to prepare a

sketch using the simple past tense. For that purpose, each class was divided in several groups.

Each group had to write a dialogue and to role-play in front of the class. The purpose was to practice speaking and the rules to form the past of regular verbs. The teacher wrote on the board a set of 14 regular verbs in present, and explained that those verbs had to be used in the dialogue, but in simple past. The verbs were:

- |             |          |             |            |
|-------------|----------|-------------|------------|
| 1. Start    | 5. Walk  | 9. Cook     | 13. Enjoy  |
| 2. Gain     | 6. Jog   | 10. Finish  | 14. Happen |
| 3. Boil     | 7. Clean | 11. Prepare |            |
| 4. Exercise | 8. Bake  | 12. Tempt   |            |

Besides, the teacher asked students to choose an appropriate topic for the sketch, and gave them 20 minutes to prepare a 3 minutes dialogue. The activity was monitored by the teacher.

During students' performance, the teacher noticed that, even though their written and oral production was in excess enthusiastic, they presented important difficulties to apply the correct pronunciation of regular verbs in past. The written scripts were coherent and included the correct spelling of past form of regular verbs, this suggested that students knew the rules; however, most of the students produced an inaccurate pronunciation of past forms. Follows a more detailed explanation of how students worked in this class activity.

In class C, the 9 students were divided in 3 groups of 3 participants each. The first group created a dialogue titled "The behavior of a good friend" (appendix 7), the second group wrote "My first and last class of cross-fit" (appendix 8), and the third

group made a dialogue titled "Move your body until your fake hair falls down" (appendix 9).

In contrast, class D, with a larger number of students (14), was divided in 4 groups of 3 participants, and 1 group of 2 participants. In this classroom, the first group created a dialogue titled "Do you remember?" (appendix 10); the second group wrote "The bakery" (appendix 11); the third group wrote a script titled "A destroyed plan" (appendix 12); the fourth group wrote the dialogue titled "Cooking TV show" (appendix 13), and finally the fifth group created the dialogue "Junior master chef" (appendix 14).

The mispronunciation of regular verbs in past happened in all the 14 verbs given, and many students produced a wrong pronunciation. A description of how the pronunciation of the regular verbs in past was produced, is the following table:

| Given the verb... | Students should have pronounced the past form as... | Students pronounced the past form as... |
|-------------------|---|---|
| 1) Start          | /sta:rted/  | /start/                                 |
| 2) Gain           | /geɪnd/   | /geɪn/                                  |
| 3) Boil           | /bɔɪld/   | /bɔɪl/                                  |
| 4) Exercise       | /'eksəsaɪzd/  | /'eksəsaɪz/                             |
| 5) Walk           | /wɔ:kt/   | /wɔ:lk/                                 |

|             |           |            |
|-------------|-----------|------------|
| 6) Jog      | /dʒɑgd/   | /dzɑg/     |
| 7) Clean    | /kli:nd/  | /klɪned/   |
| 8) Bake     | /beɪkt/   | /beɪk/     |
| 9) Cook     | /kukt/    | /kuk/      |
| 10) Finish  | /fɪnɪʃ/   | /fɪnɪʃed/  |
| 11) Prepare | /prɪperd/ | /prɪpered/ |
| 12) Tempt   | /tempted/ | /tempt/    |
| 13) Enjoy   | /ɪndʒɔɪd/ | /ɪndʒɔɪ/   |
| 14) Happen  | /hæpənd/  | /hæpəned/  |

Table 4 Students' pronunciation the regular verbs in past

The chart shows that students were very insecure when they had to pronounce the past of regular verbs, so the mispronunciation was inevitable. The past of 10 of 14 verbs was pronounced as in their present form, without considering the ending sound, and four verbs were pronounced applying students' mother tongue pronunciation. If we apply the linguistic classification of errors, we can classify these errors as "phonological", because students produced an incorrect speech sound; also, the errors can be classified as those of "omission", as students omitted the pronunciation of the ending sound.

The particular case of the verb "walk" deserves an explanation. Students pronounced the past of the verb as /wɔ:lk/, that is with the sound "l" as in Spanish, without considering that in English this sound must be omitted. In this case, the error is classified as those of "addition" of the sound "l", besides the "omission" of the ending sound "t" to form the past.

Students produced these errors even though they knew by heart the rules to form past of regular verbs. A possible cause of these errors is the context they learnt them. It means the classroom with its teacher, so these errors can be classified as "errors encouraged by teaching". It means a misleading explanation of the rules to pronounce the past forms of regular verbs from the teacher, or a faulty presentation of the correct pronunciation from the teacher that induced students to errors.

After the observation of the students' performance, the teacher considered their faulty pronunciation of both plural forms and past of regular verbs as a problem that needed to be solved. In order to know the dimension of the problems detected, the teacher decided to apply a test to measure the problem.

The results of the standardized test and the survey were the basis for the classification and analysis of errors in the development of oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espíritu Santo' (FES), school year 2013-2014.

## **1.2 Statement of the problem**

I have been teaching at Femenino Espíritu Santo, a bilingual institution, since April 2013. The groups I have taught during the school year 2013-2014 are Eighth,

Ninth and Tenth year of EGB, and First year Baccalaureate. I am in charge of the subjects: Language Arts, Literature, and Critical Thinking.

The problem this project focuses on was detected at the beginning of the school year 2013-2014, the last week in June, during the Language Arts classes, in 23 female students who are divided in groups C (9 students) and D (14 students), and belong to an advanced level of English. I noticed that during class activities and individual performances, the plurals of nouns, as well as the past of regular verbs were pronounced in a wrong way. These mispronunciations were frequent and recurrent, and for that reason I considered them as a problem to be solved.

As a consequence, in order to be consistent with the international standards and the Ecuadorian Inter-cultural and Educational Law requirements, the present project is directed to carry out an analysis of the influence of interlanguage errors in the oral production of plural forms and past of regular verbs in English, found in students of 10th year EGB, groups C and D, at 'Femenino Espiritu Santo' (FES), school year 2013-2014 and proposes the selection of a set of strategies and activities to diminish such problems.

### **1.3 Objectives: Broad and Specific.**

#### **1.3.1 Broad objective**

The broad objective of this study is to analyze the influence of interlanguage errors in the development of oral production of plural forms and past of regular verbs in English in students, through a research.

### **1.3.4 Specific objectives**

The specific objectives that are meant to help the achievement of the broad objective in this study are:

- 1) To identify the causes of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form through class observations.
- 2) To determine the level of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form, through a standardized oral test.
- 3) To identify and explain the role of the teacher to diminish errors in pronunciation, through a survey form.
- 4) To describe the extent to which the students' mother tongue explains the ineffective oral production in students through class observations.
- 5) To select a set of strategies and activities in order to improve students' oral production of regular verbs and past of plural forms based on the results obtained.

### **1.4 Significance/Justification/Rationale of the study**

The Constitution of Ecuador, in chapter 2, fifth section, articles 26-29 defines Education as an indispensable and inescapable right, and in chapter 3, articles 39 and 45, the State guarantees to kids and adolescents their right to be educated and to have a high quality education. On the other hand, the article 46 establishes that the State will adopt the necessary framework to assure education for kids and adolescents (Constitución del Ecuador, 2008).

Based on this premise, Econ. Rafael Correa's government approved the "Plan Nacional del Buen Vivir" or Sumak Kawsai, which includes principles and strategies



to re-distribute richness in order to provide people with an education of quality, among other important services or benefits (Senplades, 2013).

As a complement, the Intercultural Educational Law (LOEI) was approved to warranty and regulate education (Ley Orgánica de Educación Intercultural, 2011). This law makes reference to the English Language Learning Standards (Educación, 2009), outcomes that students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. These standards are based on the Common European Framework of Reference for Languages (CEFR, 2001), which provide proficiency levels. In the case of Ecuador the standards that are requested to students during their school years are A1, A2, and B1. Those standards take into consideration, not only the language skills, but also their components (Ibid, chapter 5).

The CEFR includes in chapter 4 an explanation of communicative language processes, which shows the importance of the skills and their components, and explains that "to act as a speaker, writer, listener or reader, the learner must be able to carry out a sequence of skilled actions" (Ibid, p. 90). Those actions are categorized by skill, and when the book refers to speaking, it says that this skill must be able to "plan and organize a message... formulate a linguistic utterance... [and] articulate the utterance (phonetic skills)" (Ibid, p. 90).

The CEFR guide also defines the production process as involving two components: the formulation component and the articulation component. This former component is of great importance for this project because the way sounds are produced is a crucial stage in the development of language proficiency.

Consequently, it is of great importance the correct development of all the English language skills and their components, and in this case, pronunciation as a main component of speaking.

### **1.5 Scope and delimitation of the study**

The present research project attempts to identify errors in pronunciation in female students of 10<sup>th</sup> grade, and who belong to an advance level of English. Students from a lower level are not considered, as the problems in pronunciation may vary in a great deal.

In order to identify the causes of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form, as well as to explain the role of the teacher to diminish errors, class observations, plus a test and a survey are carried out. No other instruments are considered.

This study is not meant to analyze other possible problems in pronunciation that students may present during the school year 2013-2014, and which can emerge from pronunciation faults. It will not explain in detail the great variety of causes for the errors either. Only those errors produced by the interference of the mother tongue in a L2 learner, and those related to the past of regular verbs and plural forms will be measured.

After the analysis of the errors, the study proposes the selection of a set of strategies and activities to diminish such problems.

## 1.6 Research questions

Once the problem was identified, it was necessary to question it in the following way: How does the diminishment of interlanguage errors influence the development of oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espíritu Santo' (FES), school year 2013-2014?

The following questions were placed as a complement:

1. What are the causes of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form of students?
2. What is the level of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form?
3. What is the role of the teacher in the diminishment of interlanguage errors?
4. To what extent does the mother tongue interference explain the ineffective oral production in students?
5. What strategies and activities should be applied to improve the oral production of plural forms and past of regular verbs?

## 1.7 Hypothesis

The interlanguage errors greatly influence the development of the oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espíritu Santo' (FES), school year 2013-2014.

## 1.8 Variables and indicators

This study attempts to prove that interlanguage errors greatly influence the development of the oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espiritu Santo' (FES), school year 2013-2014. In this context, the variables to focus on are:

Dependent (DV):                      Ineffective oral production.

Independent (IV):                     Interlanguage errors.

The dependent variable "ineffective oral production" measures the number of students of 10<sup>th</sup> year, grades C and D, with problems in the pronunciation of plural forms and regular verbs in past form, as well as the level of students' interlanguage errors in the same oral production.

On the other hand, the independent variable "interlanguage errors", explains the causes of errors, identifies the types of errors in students' interlanguage failures, and measures the degree of importance of teachers' role in the diminishment of such errors, as well as the degree in which the mother tongue causes errors in pronunciation. This variable also helps to select a number of strategies and activities applied to improve the oral production of regular verbs and past of plural forms.

The operationalization of the variables is explained in the following charts, in which each objective is referred to:

### Objective 1:

To identify the causes of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form through class observations.

| VARIABLE                              | INDICATOR  | INSTRUMENT   |
|---------------------------------------|--|--|
| Interlanguage errors<br>(independent) | Types of errors in the pronunciation of plural forms and regular verbs in past.  | Class observations<br>Diagnostic test<br>Survey form |
|                                       | Causes of errors in the pronunciation of plural forms and regular verbs in past. | Diagnostic test<br>Survey form                       |

### Objective 2

To determine the level of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form, through a standardized oral test.

| VARIABLE                                    | INDICATOR   | INSTRUMENT              |
|---|---|-------------------------|
| Ineffective oral production<br>(dependent). | Number of students with problems in the pronunciation of plural forms and regular verbs in past form. | Standardized oral test. |
|   | Level of students' interlanguage errors.  | Diagnostic test         |

### Objective 3

To identify and explain the role of the teacher to diminish errors in pronunciation through a survey form.

| VARIABLE                               | INDICATOR   | INSTRUMENT   |
|--|---|--------------|
| Interlanguage errors<br>(independent). | Degree of importance of the teacher's role to diminish errors in pronunciation. | Survey form. |

#### Objective 4

To describe the extent to which the students' mother tongue explains the ineffective oral production in students through class observations.

| VARIABLE                               | INDICATOR  | INSTRUMENT                              |
|--|--|---|
| Interlanguage errors<br>(independent). | Degree in which the mother tongue interference explains the students' ineffective oral production. | Class observations.<br>Diagnostic test. |

#### Objective 5

To select a set of strategies and activities in order to improve students' oral production of regular verbs and past of plural forms based on the results obtained.

| VARIABLE                              | INDICATOR   | INSTRUMENT  |
|---------------------------------------|---|-------------|
| Interlanguage errors<br>(independent) | Number of strategies and activities applied to improve the oral production of regular verbs and past of plural forms. | A proposal. |

### 2. Literature Review

#### 2.1 Introduction

There are many useful studies concerning to the production of sounds in English and the field of error analysis that can help to explain the influence of interlanguage errors in the production of speech sounds. In some cases, it was found that many of the most reliable contributions are from 20 years ago or more. This implied a problem for citing, and for this reason, it was necessary to appeal to more modern works based on such original studies.

Principles about the production of speech sounds are mentioned citing Peter Roach and his book "English Phonetics and Phonology" (2009), as well as the importance of monitoring students' progress in language learning, referring to Dr. Olenka Bilash (2011).

Anne Baker and Sharon Goldstein, in the book "Pronunciation Pairs, an Introduction to the Sounds of English" is referred to in this study as a very useful source to explain and practice the pronunciation of plural and past forms (2010):

Some studies considered a crucial part in this project are those of Professor J. Brown and his book "Principles in language learning and teaching" (1980), Professor John R. Taylor and his book "An Introduction to Error Analysis" (1997), as well as Professor S.P. Corder's studies "The role of interpretation in the study of learners' errors" (1967), "The significance of learners' errors" (1967), "introducing applied linguistics" (1973), and "Error analysis and interlanguage" (1987). These researchers made important contributions to the field of linguistics and error analysis.



In addition, some other important authors' work who cited Professor Corder, contributed to explain the theory of transfer as well as the classification and source of errors. That is the case of Professor P. Lennon and his article "Errors, some problems of definitions, identification and distinction" (1991), as well as Dr. Rebat Dhakal and Professor Meng Zhang, who carried out research studies to identify errors in the process of language learning, and discussed both error analysis theory and interlanguage.

Cambridge and Oxford Advanced Learner's Dictionaries helped to define the terms *error*, *mistake* and *appropriateness*.

## **2.2 Theoretical review**

Peter Roach (2009) in his book "English Phonetics and Phonology", fourth edition, states the importance of the principles that regulate the use of sounds in spoken English to explain how speech sounds are produced. He aims to explaining how English is pronounced in the accent normally chosen as a standard for people learning English in England. He also explains the classification of speech sounds, and shows graphically the way English sounds are produced.

Dr. Olenka Bilash, from the University of Alberta, succeeded in writing a research article to highlight the importance of monitoring students' progress and students' needs at different stages of learning. She reveals that students' needs change over the course of learning and identifies those needs as pronunciation, vocabulary, grammar and situational language. A graph included in the study shows the importance of pronunciation, especially at early stages (2011).

The International Encyclopedia of Linguistics (Frawley, 2014) defines the term *Interlanguage* as an emerging language system in the mind of a second language learner, referring to the influence that L1 has in the performance of L2.

Professor John R. Taylor (1997), from University of Colorado in Boulder, in his book "An Introduction to Error Analysis", gives definitions for the terms *error* and *mistake*. He mentions that in science, "errors are considered as uncertainties that cannot be eliminated by being very careful". In other words, a person who makes an "error" cannot correct himself because of lack of knowledge, but someone who makes a "mistake" is able to correct it. Dictionaries consider *mistake* as a more general term than *error*.

Cambridge Online Dictionary of British English (2013) provides us with a simple definition of *error*: "error: a mistake". *Mistake*, on the other hand, is explained in more detail: "an action, decision or judgment which produces an unwanted or unintentional result" (Cambridge Dictionary Online). The online Oxford Advanced Learners Dictionary (2013) provides similar definitions for the terms: *error* is defined as mistake. A *mistake* is defined as "to blunder in the choice of... to misunderstand the meaning or intention of: misinterpret... to make a wrong judgment of the character or ability of... to identify wrongly: confuse with another".

The previous definitions given by dictionaries consider error and mistake as synonyms. The only differences can be seen in the definition of mistake, but the difference is not in meaning, only in the use of words. These definitions are too similar and vague for the purpose of this study, so it turned necessary to look at some research works.

Professor Stephen Pit Corder (1967) carried out a research entitled "The significance of learner's errors" in which he distinguishes the difference between the

terms *error* and *mistake*. He assures that errors made in second language learning provide evidence that a learner uses a definite system of language at every point in his development (which is the native language). He also says that this system may produce a more efficient sequence than the sequence generated by the instructor (in the acquisition of a second language), because it is more meaningful to the learner.

In addition, Professor S.P. Corder, in his work "The role of interpretation in the study of learners' errors" (1967) provides a classification of errors on a superficial basis. The errors that Professor Corder mentions are those of *omission* where some element is omitted and which should be present; *addition* where some element is present and which should not be there; *selection* (or substitution) where the wrong item has been chosen in place of the right one; and *ordering* where the elements presented are correct but wrongly sequenced.

Dr. Rebat Dhakal (2010), from the University of Cambridge (UK) at Lumbini Int'l College of Lalitpur, carried out a research study entitled "Errors Committed by Grade Eight Students in Free Composition", cites S.P. Corder's work "*Introducing Applied Linguistics*", in which professor Corder introduces his famous *theory of transfer*, that led to believe on the influence of the mother tongue (L1) in the performance of the second language (L2).

Dr. Dhakal also mentions in his study Professor Corder's work entitled "*Introducing Applied Linguistics*" (1973), that includes a classification of errors on the basis of the level of language: phonological (errors in pronunciation); graphological (spelling and punctuation errors in writing); grammatical (morphological and syntactic errors); lexical/semantic (wrong use of words or phrases); and pragmatic/socio-linguistic/stylistic errors (production of the wrong communicative effect).

Professor Meng Zhang, from Zhengzhou Teachers College, wrote a research article entitled "Error Analysis and Interlanguage", in which he also makes reference to Professor Corder's work on the same topic (Corder, 1987). Zhang discusses *error analysis* and *interlanguage* theory, as well as Dr. Corder's classification of errors of *appropriateness*. He asserts in his paper that the two topics mentioned are of crucial significance and implications to English learning and teaching, and summarizes the errors of appropriateness as referential, register, social and textual.

The Common European Framework of Reference for Languages (CEFR, 2001), provides proficiency levels in Language Learning. In the case of Ecuador the standards that requested to students during their school years are A1, A2, and B1. Those standards take into consideration, not only the language skills, but also their components. The CEFR includes an explanation of communicative language processes, which shows the importance of the skills and their components, and explains that "to act as a speaker, writer, listener or reader, the learner must be able to carry out a sequence of skilled actions" (Ibid, p. 90). Those actions are categorized by skill, and when the book refers to speaking, it says that this skill must be able to "plan and organize a message... formulate a linguistic utterance... [and] articulate the utterance (phonetic skills)" (Ibid, p. 90). The CEFR guide also defines the production process as involving two components: the formulation component and the articulation component.

### **2.3 Conceptual framework**

In order to understand the influence of interlanguage errors in the development of oral production of plural forms and past of regular verbs in English, it is necessary

to consider some aspects related to the production of sounds, and also to define some terms.

Roach (2009) explains clearly and deeply the aspects related to the production and classification of sounds. The identification and explanation of errors in pronunciation, that is necessary in this research project, requires understanding first how speech sounds are produced. If a learner of a second language is not familiar, for example, with the parts of the vocal tract, the production of sounds may be faulty; or, if the learner cannot identify the classification of speech sounds, learners' comprehension and their ability to produce language could be affected.

In order to comprehend the problem on which this project is focused, it is important to define two terms: *interlanguage* and *error*. The term *Interlanguage*, also known as *interlingual*, is present in the explanation of the cause of learners' errors in pronunciation in this study, and it is identified as the main cause of error in the production of plural nouns. *Interlanguage* is understood as the interference that the speaker's mother tongue makes in his performance of the second language, as defines the International Encyclopedia of Linguistics (Frawley, 2014), and Professor S.P. Corder (1967).

Defining the term *error*, on the other hand, implies the establishment of the difference in meaning with the term *mistake*, because in order to identify if a problem existed, it was important to determine first if students were making errors or mistakes in pronunciation. Professor Corder (1964) distinguishes the terms *error* and *mistake*, and assures that errors made in second language learning provide evidence that a learner uses a definite system of language at every point in his development (which is the native language). He also says that this system may produce a more efficient

sequence than the sequence generated by the instructor (in the acquisition of a second language), because it is more meaningful to the learner.

Taylor's (1997) states that in science, "errors are uncertainties that cannot be eliminated by being very careful", and as a consequence the learner cannot correct by himself because of the lack of knowledge. This concept, and the previous given by Corder, helped to define the main objective of this study, which is the analysis of errors in the pronunciation of two specific aspects, and also lead the research to analyze the types and source of such errors.

Dr. Rebat Dhakal, from the University of Cambridge (UK) at Lumbini Int'l College of Lalitpur, refers to Professor Corder in his academic paper titled "Errors Committed by Grade Eight Students in Free Composition" (Dhakal, 2010), and cites Corder's work "*Introducing Applied Linguistics*", introducing his famous *theory of transfer*, that led to believe on the influence of the mother tongue (L1) in the performance of the second language (L2), and describing this interference of L1 as *interlanguage*.

Professor S.P. Corder (1967), in his work "The role of interpretation in the study of learners' errors" proposes a classification of errors on a superficial basis: omission, addition, substitution, and ordering. This classification was the basis for the discussion of the results in this study. Dr. Dhakal also mentions Corder's classification of errors on the basis of the level of language: phonological; graphological; grammatical; lexical/semantic, and pragmatic/socio-linguistic/stylistic (Corder, 1973).

Zhang (2006) discusses both *error analysis* and *interlanguage* theory, as well as Dr. Corder's classification of errors of *appropriateness*. The author asserts in his paper that the two topics mentioned are of crucial significance and implications to English learning and teaching, and summarizes the errors of appropriateness as referential, register, social and textual.

During the development of this study, it was essential to monitor students' progress and identify students' needs in the production of speech sounds. The importance of this process was referred by Dr. Olenka Bilash (2011), from the University of Alberta in a scientific article published in her website.

## **2.4 Definition of terms**

It is important to define the terms found in this study based on relevant and reliable sources, and in addition to explain the use given to those terms in this paper.

### **2.4.1 Error**

The Cambridge Dictionary Online and Oxfords Online Dictionary define *error* as mistake. Another definition given by the Oxford Advanced Learner's Dictionary for the term *error* is: "an act or condition of ignorant or imprudent deviation from a code of behavior... an act involving an unintentional deviation from truth or accuracy." (OALD, 2013). Taylor's (1997) states that in science, "errors are uncertainties that cannot be eliminated by being very careful".

Besides, Corder (1963) defines *error* as "the systematic errors of the learner from which we are able to reconstruct his knowledge of the language", and also affirmed that errors themselves are competence errors: "Errors are typically produced by people who do not yet fully command some institutionalized language system" (Corder, 1974).

The term *error* is a central term in this paper, because this study tries to identify those students' failures that are considered *errors*, and subsequently classifies them according to their acceptability and appropriateness, as well as on a superficial basis,

and on the level of language. Furthermore, it also attempts to explain the cause or source of such errors.

#### 2.4.2 Mistake

The Cambridge Dictionary Online defines *mistake* as "an action, decision or judgment, which produces an unwanted or unintentional result" (Cambridge Dictionary Online, 2013). The Oxford Online Dictionary defines *mistake* as "an act or judgment that is misguided or wrong"(Oxford Online Dictionary, 2013). Corder (1963) defines *mistake* as "errors of performance". Brown, in addition, states that a mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 1980).

Understanding the difference between *mistake* and *error* is the first step in the process of error classification and cause explanation in this paper. This recognition is not easy for many people, especially for learners of English as a second language, for whom it might be a confusion task. This happens because usually official definitions found in dictionaries or encyclopedias are alike; only specialized books or articles provide a deep analysis of their meaning and differences.

#### 2.4.3 Interlanguage

The International Encyclopedia of Linguistics (2014) defines *Interlanguage* as "the interference that the speaker's mother tongue makes in his performance of the second language". Besides, Professor Corder (1967) states the term *interlanguage* as "a hybrid between L1 and the target language". The term interlanguage is used



through the whole study and is the core word found in the broad and specific objectives to refer to a source of errors.

This paper considers interlanguage errors as the errors due to mother tongue interference in learning the target language, and is described as L1-interference as well. This observation has led to the widely accepted theory of transfer, which states that a learner of a second language transfers into his performance in the second language the habits of his mother tongue (Corder, 1973, p.266). It is also possible to find in this paper that such errors are termed as interlingual errors.

#### **2.4.4 Appropriateness**

The word *appropriateness* is defined as "*fittingness, correctness*" by The Oxford Dictionary, and it is also considered a synonym for *suitability, correctness or fitness* (Oxford Online Dictionary, 2013). In this paper, the word *appropriateness* is used as one of the criteria to categorize errors found in the production of plural forms and past of regular verbs. This categorization was first used by Professor Stephen Pit Corder, well known for his contribution to the study of error analysis, and who in his paper "Idiosyncratic dialects and error analysis" classifies the errors of "appropriateness" into referential, register, social and textual.

#### **2.5 Summary**

In summary, this research project considers important contributions to the production of speech sounds, and definitions for terms error, mistake, interlanguage, as well as error classification and source of errors. Among them, some of the most important contributions are those found in Professor S.P. Corder papers, particularly

the ones focused on the importance of interlanguage in error analysis and the significance of learners' error.

All these contributions are used as a basis for the analysis of the influence of interlanguage errors in the production of plural forms and past of regular verbs. They are also used to prove that when a learner of English as a second language knows how speech sounds are produced, and at the same time, suitable activities are correctly selected and monitored, it is possible to diminish learners' errors in pronunciation.

### 3. Research Methodology

#### 3.1 Methods and Techniques

The method applied to develop the present research project is the qualitative method, and it can be classified as an empirical-descriptive study. It is qualitative because the project explores and explains, and also attempts to describe situations, participants, interactions and observable behaviors. Participants' opinions, attitudes, beliefs, and thoughts are incorporated.

The research methodology of this project requires gathering relevant data from a group of students, as well as English teachers and the English coordinator of the institution in which the project is applied. The data of this project is exclusively collected by the researcher in charge of the project. The objectives of the research are reached by the application of class observation forms, a standardized test, and a survey.

Class observations let the teacher measure the level and frequency of mispronunciations of the two groups of students (C and D). Class observation forms are used because they are the basis of every behavioral and social research method. They were applied to take notes of the activities and the place where those activities occurred, and also to document and describe the participants' actions and interactions. The observation forms are applied in the participant natural environment, which in this case is in the classroom. The participants to be observed are 23 students of 10<sup>th</sup> year EGB divided in two groups (C and D). The observations were held in the month of July 2013, during two weeks (20 periods), in order to identify the problem of

this study, and during two weeks in the month of October 2013 (20 periods) to measure their progress. The observation form was designed in such a way that gives a picture of the participant, the physical environment in which they interact, the events and activities that took place, and the observer reactions.

A survey instrument to measure students and teachers' attitudes and beliefs regarding several aspects of pronunciation will be administered to the group of participants (n=23). The goal is to survey 23 participants. All of them will respond to a set of questions that will allow to get a more detailed view of their experiences, reactions, beliefs, and ideas about students' English pronunciation and their roles and responsibilities as English teachers. A survey to students is applied to identify the issues that are more meaningful for the study, such as the causes of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form. Also, the survey attempts to describe to what extent the student's mother tongue explains their ineffective oral production, and to identify and explain the role of the teacher to diminish errors in pronunciation.

A standardized written test is planned in order to provide more detailed data collection and opportunities for follow-up. Its purpose is to discover descriptive characteristics of the phenomena, to confirm if students made errors or mistakes, and to determine the level of students' interlanguage errors in the pronunciation of plural forms and regular verbs in past form.

The data include not only physical documents, but also digitalized materials like PDF files, Microsoft Office files and pictures. All the data of this study will have the signature of the teacher in charge of the class, the researcher and the thesis tutor.

### 3.2 Research Population, Sample, and Setting

#### 3.2.1 Population

During the development of this project, I worked with two groups of students from 10<sup>th</sup> year EGB at Femenino Espíritu Santo:

| No. | Class                | Number of students |
|-----|----------------------|--------------------|
| 1   | 10 <sup>th</sup> – C | 9                  |
| 2   | 10 <sup>th</sup> – D | 14                 |

Besides students, four English teachers and the English coordinator are included in this experimental group.

#### 3.2.2 Sample size and setting

The researcher considered to focus on the needs and problems of 23 female students from 10<sup>th</sup> year EGB, between 13-14 years old, who are divided in groups groups C (9 students) and D (14 students), and belong to an advanced level of English, at Femenino Espíritu Santo (FES).

This institution is located in Guayaquil - Ecuador, and the study is carried out during the school year 2013-2014, and performed entirely in the classrooms, because of the pronunciation problems experienced since the very beginning of this school year.

### **3.3 Research Instruments**

The instruments applied in this study were:

- Class observation forms.
- A standardized test.
- A survey form.

### **3.4 Data Analysis Methods**

The data in this research project is gathered and organized according to the following factors: dates, achievements and language components. The data are presented and interpreted using Microsoft Office Word and Excel. Some class observations were recorded in audio files for evidence and later use.

#### **3.4.1 The test**

A structured test including items for plural forms and past of regular verbs was designed, in order to be applied to groups C and D (appendix 15). It was applied on June 28, 2013, during the Language Arts class, at 10:00 am, and all the 23 students participated. The test included 4 sections labeled with letters A to D. The results of the test, once checked and processed by the teacher, were the following:

Question A required to circle the plural of 25 regular nouns from 3 different options given. In this question, the 99.7% of students chose the correct answer, while only a .3% of them failed, what suggests that they know very well the rules.



Figure 7 Test - question A

Only 1 of the 23 students failed in selecting the correct plural form of two nouns: Elf and Shelf.

- a. Elf. The student thought that the correct plural form of this noun was *elfes*, and chose to add *-es* at the end of the base form. The learner did not consider the rule saying that for some words ending in "f", the "f" must be changed into a "v" plus *-es* (*elves*).
- b. Shelf. The same student chose again the wrong option, and thought that the correct plural form of this noun was *shelfes*, adding *-es* at the end, and did not consider the rule saying that for some words ending in "f", the "f" must be changed into a "v" plus *-es* (*shelves*).

This kind of error can be classified as "morphological" because students did not acquire the rules to write plurals of regular nouns in English. It is also an error of "substitution" of the phoneme "f" for the phoneme "v". The possible cause of this error is the "interlingual cause of error", because students' mother tongue rules interfere, and learners transferred into his performance in L2 the habits of their mother tongue (L1).

In question B students were asked to listen to the plurals of 14 nouns and tick the column showing the correct phoneme. The 64.9% of students selected the wrong pronunciation of plurals, and only the 35.1% chose the correct answer. In other words, students failed in 11 of 14 plural nouns listened.

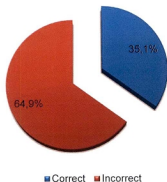


Figure 8 Test – question B

In 9 nouns, students confused the ending sound /ɪz/ or /əz/ and ticked the sound /s/. The nouns were:

- 1) Kiss. 13 students (56.5% of total) ticked the sound /s/ as the correct one to form the plural of this noun, while 10 (43.5% of total) ticked correctly the sound /ɪz/
- 2) Buzz. 14 students (60.9% of total) ticked the sound /s/ as the correct one to form the plural of this noun, while 9 (39.1% of total) ticked correctly the sound /ɪz/ or /əz/



- 3) Flash. 20 students (87% of total) ticked the sound /s/ as the correct one to form the plural of this noun, while only 3 (13% of total) ticked correctly the sound /ɪz/ or /əz/
- 4) Watch. 22 (95.7% of total) students ticked the sound /s/ as the correct one to form the plural of this noun, while only 1 (4.3% of total) ticked correctly the sound /ɪz/ or /əz/
- 5) Garage. All the 23 students ticked the sound /s/ as the correct one to form the plural of this noun; no one ticked correctly the sound /ɪz/ or /əz/

In these first 5 nouns the errors can be classified as "phonological", because students could not recognize the correct speech sound of plurals, even though they know very well the rules for their written form. Besides, these are errors of "omission", because the students omitted the ending sound /ɪz/ or /əz/.

- 6) Car. All the 23 students ticked the sound /s/ as the correct one to form the plural of this noun; no one ticked correctly the sound /z/
- 7) Fly. All the 23 students ticked the sound /s/ as the correct one to form the plural of this noun; no one ticked correctly the sound /z/
- 8) Wall. All the 23 students ticked the sound /s/ as the correct one to form the plural of this noun; no one ticked correctly the sound /z/
- 9) Cheer. All the 23 students ticked the sound /s/ as the correct one to form the plural of this noun; no one ticked correctly the sound /z/

In the same way than the previous group of plurals, in these 4 nouns the errors can be classified as "phonological", because students could not recognize the correct speech sound of plurals, even though they knew very well the rules for their written form. However, errors in this second group can be classified as those of "substitution",

because the students substituted the correct sound /z/ and ticked the ending sound /s/ instead, to form the plurals.

The other 2 nouns in which students failed were:

10) Duck. 10 students (43.5% of total) ticked the sound /z/ as the correct one to form the plural of this noun, while 13 (56.5% of total) ticked correctly the sound /s/

11) Roof. 15 (65.2% of total) students ticked the sound /z/ as the correct one to form the plural of this noun, while 8 (34.8% of total) ticked correctly the sound /s/

The errors made in these two nouns can be classified also as "phonological" and as those of "substitution", the difference is that students substituted the correct sound /s/ by the ending sound /z/ to form the plurals.

When this kind of errors in pronunciation happens, the possible cause is identified as "interlingual", because the mother tongue of the speaker interferes with the target language. In Spanish most plurals are formed by adding only the ending sound -s, as for example beso – besos, and students transfer the habit of their mother tongue to their performance in L2.

Question C requested students to choose the correct option to form the past of 10 regular verbs given. Students had to choose 1 of 3 options. This question was correctly answered by the 98.7% of students, and only 1 student (1.3%) answered incorrectly.

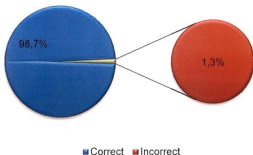


Figure 9 Test – question C

From the 10 verbs given, only 3 were wrong, and the errors were made by 1 student. This suggests that the 99% of the students knows very well the rules to write the past of regular verbs.

The errors in these 3 verbs can be classified as "morphological", because the rules to write the past tense were not correctly acquired. The verbs were:

- 1) Study. The student selected *studyed* as the past form, instead of *studied*. This is an error of substitution. In verbs that end with "y" preceded by a consonant, the "y" must be replaced with "i" plus -ed.
- 2) Carry. The student selected *carryed* as the past form, instead of *carried*. This is also an error of substitution. In verbs that end with "y" preceded by a consonant, the "y" must be replaced with "i" plus -ed.
- 3) Stop. The student selected *stoped* as the past form instead of *stopped*. This is an error of "omission", because the student omitted to double the letter "p":

when a verb ends with a letter sequence of consonant-vowel-consonant, the final consonant must be doubled.

The cause of these errors can be classified as a subdivision of the "intralingual cause of errors", which is "wrong analogy and overgeneralization". Learners are always searching for patterns in the target language because they do not want to memorize too many rules. Consequently, learners apply a rule that they think works well, without taking into account the exceptions. In the case of the verbs *study* and *carry*, students generalized the rule that says that the past of regular verbs are formed by adding -ed at the end. They did not consider the exceptions, in this case the words that end with "y" preceded by a consonant, in which the "y" must be replaced with "i" plus -ed (study -studied). The verb *stop* is another exception. The rule says that when a verb ends with a letter sequence of consonant-vowel-consonant, we must double the final consonant (stop - stopped).

Question D was larger and more complicated. It requested students to listen and choose one correct phoneme symbols for 24 verbs in past. The options given in the test were the phonemes /d/, /t/, and /ɪd/ or /əd/. The 65.4% of students chose the incorrect phoneme, while a 34.6% of students selected a correct option.

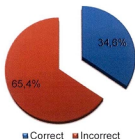


Figure 10 Test – question D

The discussion of the results will be divided in three parts. The first part refers to those verbs in which students chose incorrectly the phoneme /d/, instead of /ɪd/ or /əd/. The verbs were:

- 1) Afforded. 16 students (69.6% of total) selected incorrectly the phoneme /d/, and only 7 students (30.4%) selected the correct phoneme /ɪd/ or /əd/.
- 2) Recorded. 13 students (56.5% of total) selected incorrectly the phoneme /d/, and only 10 students (43.5%) selected the correct phoneme /ɪd/ or /əd/.
- 3) Flooded. 14 students (60.9% of total) selected incorrectly the phoneme /d/, and only 9 students (39.1%) selected the correct phoneme /ɪd/ or /əd/.
- 4) Demanded. 4 students (17.4% of total) selected incorrectly the phoneme /d/, and only 19 students (82.6%) selected the correct phoneme /ɪd/ or /əd/.
- 5) Sounded. 4 students (17.4% of total) selected incorrectly the phoneme /d/, and only 19 students (82.6%) selected the correct phoneme /ɪd/ or /əd/.
- 6) Needed. 9 students (39.1% of total) selected incorrectly the phoneme /d/, and only 14 students (60.9%) selected the correct phoneme /ɪd/ or /əd/.
- 7) Added. 14 students (60.9% of total) selected incorrectly the phoneme /d/, and only 9 students (39.1%) selected the correct phoneme /ɪd/ or /əd/.

The graph below shows the dimension of students' errors and certainties.

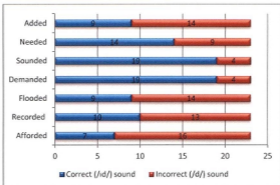


Figure 11 Verb with the incorrect phoneme sound /d/

These errors can be classified as "phonological" and also as those of omission. Coincidentally these verbs end in the phoneme "d", and students omitted to add the ending sound /ɪd/ or /əd/ to form the past.

The second part of the discussion refers to those verbs in which students chose incorrectly the phoneme /ɪ/. The verbs were:

- 8) Packaged. All the 23 students selected incorrectly the phoneme /ɪ/ instead of the correct phoneme /d/.
- 9) Rested. 16 students (69.6% of total) selected incorrectly the phoneme /ɪ/, and only 7 students (30.4%) selected the correct phoneme /ɪd/ or /əd/.
- 10) Wanted. 10 students (43.5% of total) selected incorrectly the phoneme /ɪ/, and 13 students (56.5%) selected the correct phoneme /ɪd/ or /əd/.

The verb package requires its own explanation. Students selected the phoneme /ɪ/ as the correct, because they could not recognize the sound /ɪd/, so they

alternative that best suited for them was the phoneme /t/ instead of the phoneme /d/. This is a phonological error, and can be classified as those of substitution.

The errors in other two verbs (rested and wanted) can be classified also as phonological, but in contrast to the verb package, these verbs are classified as those of omission, because they end in the sound /t/ and students omitted to add the speech sound /ɪd/ or /əd/.

The third part of the discussion refers to those verbs in which students chose incorrectly the phoneme /ɪd/ or /əd/. The verbs were:

- 11) Bowed. 20 students (87.0% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 3 students (13.0%) selected the correct phoneme /d/.
- 12) Boxed. All the 23 students selected incorrectly the phoneme /ɪd/ or /əd/, instead of the correct phoneme /t/.
- 13) Cracked. All the 23 students selected incorrectly the phoneme /ɪd/ or /əd/, instead of the correct phoneme /t/.
- 14) Watched. 21 students (91.3% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 2 students (8.7%) selected the correct phoneme /t/.
- 15) Stayed. 18 students (78.3% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 5 students (21.7%) selected the correct phoneme /d/.
- 16) Parked. 14 students (60.9% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and 9 students (39.1%) selected the correct phoneme /t/.
- 17) Raised. 16 students (69.6% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 7 students (30.4%) selected the correct phoneme /d/.
- 18) Saved. 15 students (65.2% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and 8 students (34.8%) selected the correct phoneme /d/.

- 19) Showed. 15 students (65.2% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and 8 students (34.8%) selected the correct phoneme /d/.
- 20) Mailed. 17 students (73.9% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 6 students (26.1%) selected the correct phoneme /d/.
- 21) Covered. 17 students (73.9% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 6 students (26.1%) selected the correct phoneme /d/.
- 22) Answered. 14 students (60.9% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 9 students (39.1%) selected the correct phoneme /d/.
- 23) Caused. 11 students (47.8% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and 12 students (52.2%) selected the correct phoneme /d/.
- 24) Used. 14 students (60.9% of total) selected incorrectly the phoneme /ɪd/ or /əd/, and only 9 students (39.1%) selected the correct phoneme /t/.

These errors can be classified as phonological, and also as those of "addition". Students added incorrectly the sound /ɪd/ or /əd/ to all of them, instead of recognizing the correct speech sound according to the rules.

There are two possible causes for these errors. The first can be "errors encouraged by teaching". It is possible that students received a misleading explanation from the teacher about the pronunciation of these verbs, or they may have memorized the wrong pronunciation in a drill. The second cause for these errors can be "carelessness". It is possible that students failed to follow the correct rule to recognize the past of regular verbs because of the speed of the listening, or a lack of memory to remember the correct speech sounds.



### 3.4.2 The survey

Once the test was applied and processed, the teacher considered important to apply a survey form to the groups of students that presented the problems (appendix 16). The survey was applied on 5<sup>th</sup> July 2013, at 10:00 am to students of groups C and D, it lasted 30 minutes, and was divided in 3 parts.

The first part has as purpose to collect learners' opinions about the role that the teacher has in the diminishment of interlanguage errors. The answers suggest that students believe the teacher plays an important role in their pronunciation learning, but also suggest that some teachers are not well prepared to teach this component, and give incorrect information that may cause students to believe their pronunciation is correct when it is not. In addition, teachers do not give to pronunciation the emphasis needed, maybe because teaching grammar is the main objective. This section of the survey has 11 questions.

The first 7 questions measure the answers in a scale from never (N) to always (A), and resulted in the following conclusions:

- 1) The 82.6% of students needs the help of the teacher to learn the pronunciation of a new word. This high percentage shows the importance that students give to the teachers' role in pronunciation. Only the 17.4% of students thinks that teacher's help is not necessary.
- 2) The 82.6% of students asks the teacher when they do not know how to pronounce a word. This percentage also confirms that the students depend on the teacher to learn the pronunciation appropriately. Only the 17.4% prefers not to request the teacher's help.

- 3) The 69.6% of students do not receive feedback when they practice the pronunciation of new words. Only the 30.4% of them receives it.
- 4) The 87.0% of students affirmed that the teacher corrects their pronunciation mistakes. This percentage opposes to the previous question, in which students affirmed not to receive feedback from the teacher when they learn the pronunciation of new words.

It is possible that during the presentation of a new word the teacher may not give enough emphasis to check students' correct pronunciation, but in other stages the teacher may decide to evaluate pronunciation, as part of students' whole performance, that is why most of the students answered in this question that the teacher corrects their pronunciation mistakes.

- 5) The 91.3% of students said that they do not receive from the teacher a clear explanation of how to pronounce sounds in English, while only de 8.7% of them said they receive it.
- 6) The 56.5% of students affirmed that their English teachers have emphasized on pronunciation during their school years. This percentage is not so big, because 43.5% of them answered that their teachers never gave the emphasis needed to pronunciation.
- 7) The 52.2% of students said that their pronunciation is not graded when they speak in class. It suggests that little importance is given to students' pronunciation during their speaking performance in class. The 47.8% of students said that their pronunciation is graded.

|    | NEVER | SOMETIMES | USUALLY | ALWAYS |
|----|-------|-----------|---------|--------|
| Q1 | 17.4% | 52.2%     | 26.1%   | 4.3%   |
| Q2 | 17.4% | 30.4%     | 26.1%   | 26.1%  |
| Q3 | 69.6% | 30.4%     | --      | --     |
| Q4 | 13.0% | 82.6%     | 4.3%    | --     |
| Q5 | 91.3% | 8.7%      | --      | --     |
| Q6 | 43.5% | 56.5%     | --      | --     |
| Q7 | 52.2% | 39.1%     | 8.7%    | --     |

Table 5 Questions from 1 to 7

The next 4 questions measure the answers in a scale from 1 to 5, considering that the highest number, that is 5 is very important, very good, and a lot, and the lowest number, that is 1 is unimportant, bad, and inexistent. The number 2, 3 and 4 show lower or higher levels of importance. It resulted in the following conclusions:

- 8) The 95.7% of students believes that the teacher has a very important role in their learning of plurals and past form pronunciation, and only 4.3% of them believes that the teacher is not important.
- 9) The 91.3% of students thinks that practicing pronunciation in class is very important, while the 8.7% do not think so.
- 10) The 91.3% of students said that teachers do not ask them to check other material to practice English pronunciation, and only the 8.7% are asked to check more sources. It means that most of the teachers still limit the students' learning to the textbook.
- 11) The 73.9% of students said that they use the Internet to know the pronunciation of a new word, while the 26.1% of them does not use it.

|     | UNIMPORTANT<br>BAD<br>INEXISTENT | VERY IMPORTANT<br>VERY GOOD<br>A LOT | TOTAL  |
|-----|----------------------------------|--------------------------------------|--------|
| Q8  | 4.3%                             | 95.7%                                | 100.0% |
| Q9  | 8.7%                             | 91.3%                                | 100.0% |
| Q10 | 91.3%                            | 8.7%                                 | 100.0% |
| Q11 | 26.1%                            | 73.9%                                | 100.0% |

Table 6 Questions from 8 to 11

The second part of the survey included questions to identify the level of difficulty that students have to apply the correct pronunciation of plurals and past forms. The results suggest that even though the students have contact with the target language at home, an important amount of them still do not understand clearly the teacher pronunciation, and do not apply the rules they receive.

This section of the survey has 5 questions that measure the answers in a scale from never (N) to always (A), and resulted in the following conclusions:

- 12) The 91.3% of students prefers to watch movies in English, while the 8.7% does not.
- 13) A 100% of students uses subtitles in English when they watch films.
- 14) A 100% of students watches TV programs in English.
- 15) The 52.2% of students understands easily the pronunciation rules that the teacher gives, but an important 47.8% does not understand.

16) The 82.6% of students does not apply the rules as soon as they are given.

Only the 17.4% of students does it.

|     | NEVER | SOMETIMES | USUALLY | ALWAYS | NO    | YES    | TOTAL  |
|-----|-------|-----------|---------|--------|-------|--------|--------|
| Q12 | 8.7%  | 13.0%     | 39.1%   | 39.1%  | 8.7%  | 91.3%  | 100.0% |
| Q13 | --    | 26.1%     | 17.4%   | 56.5%  | --    | 100.0% | 100.0% |
| Q14 | --    | 4.3%      | 34.8%   | 60.9%  | --    | 100.0% | 100.0% |
| Q15 | 47.8% | 30.4%     | 13.0%   | 8.7%   | 47.8% | 52.2%  | 100.0% |
| Q16 | 82.6% | 8.7%      | 8.7%    | --     | 82.6% | 17.4%  | 100.0% |

Table 7 Questions from 12 to 16

The third part of the survey attempted to describe the degree of students' mother tongue interference. The results suggest that students' native language has an important influence on students' performance in the target language. Also, few students self-identified as shy or scared to produce precise pronunciation of sounds in the second language.

This section of the survey has 8 questions that measure the answers in a scale from never (N) to always (A), and resulted in the following conclusions:

17) The 69.6% of students does not speak in English with their partners during their free time. Only 30.4% of them practice L2 out of class periods.

18) The 70% of students uses Spanish words or terms when they speak English. Only a 30% of them avoid using L1 in their performance of L2.

19) The 73.9% of students just transports a Spanish word when they do not know the English equivalence, and may produce "carpet" to say "carpeta". Only the 26.1% of them tries to use a correct equivalence.

- 20) A 100% of students guesses the pronunciation of a new word.
- 21) A 100% of students believes that many words in English have the same or similar pronunciation in Spanish.
- 22) The 60.9% of students uses an English dictionary to check the pronunciation of a word. It would be interesting to know if students learnt to use a dictionary or if they learnt to identify and read phonetic symbols. The 39.1% of them does not use dictionaries.
- 23) The 70% of students does not have the opportunity to practice their speaking with a native speaker or a non-native advance speaker. Only the 30% of them has that opportunity.
- 24) The 61% of students does not take the risk of pronouncing new words in English before they hear them. Only the 39% of them takes that risk.

|     | NEVER | SOMETIMES | USUALLY | ALWAYS | NO    | YES    | TOTAL  |
|-----|-------|-----------|---------|--------|-------|--------|--------|
| Q17 | 69.6% | 17.4%     | 8.7%    | 4.3%   | 69.6% | 30.4%  | 100.0% |
| Q18 | 30.4% | 69.6%     | --      | --     | 30.4% | 69.6%  | 100.0% |
| Q19 | 26.1% | 47.8%     | 21.7%   | 4.3%   | 26.1% | 73.9%  | 100.0% |
| Q20 | --    | 34.8%     | 26.1%   | 39.1%  | --    | 100.0% | 100.0% |
| Q21 | --    | 65.2%     | 26.1%   | 8.7%   | --    | 100.0% | 100.0% |
| Q22 | 39.1% | 34.8%     | 17.4%   | 8.7%   | 39.1% | 60.9%  | 100.0% |
| Q23 | 69.6% | 13.0%     | 4.3%    | 13.0%  | 69.6% | 30.4%  | 100.0% |
| Q24 | 60.9% | 17.4%     | 17.4%   | 4.3%   | 60.9% | 39.1%  | 100.0% |

Table 8 Questions from 17 to 24

### 3.5 Resources, Timeline, and Budget

#### 3.5.1 Resources

The resources needed in the present research project are divided in human resources and materials:

##### *Human resources*

- The teacher in charge of the research
- English teachers
- Coordinator
- Students, groups C and D

##### *Materials*

- Photocopies
- Printed materials
- Textbooks
- Board
- Markers
- Worksheets
- Recorded materials
- Projector
- Computer
- Internet
- CD player
- Digital Camera

### 3.5.2 Timeline

This research project has the following activity plan:

|                |   |
|----------------|---|
| November 2013  | Presentation of the research proposal                                     |
| December 2013  | Collection of primary data. Application of tests and surveys to students. |
| Jan-Feb 2014   | Data analysis and interpretation.   |
| April-Jun 2014 | Writing and presentation of chapters 1 and 2                              |
| Jun-Sep 2014   | Writing and presentation of chapters 3 and 4                              |
| Oct-Nov 2014   | Final writing of project report   |

Table 9 Timeline

### 3.5.3 Budget

**Project title:** Influence of interlanguage errors in the development of oral production of plural forms and past of regular verbs in English, in students of 10th year EGB, groups C and D, at 'Femenino Espiritu Santo' (FES), school year 2013-2014"

**Project lead:** Viviana Parrales



Project cost description:

| ITEM                            | AMOUNT | \$ PER<br>UNIT | TOTAL IN<br>\$    |
|---------------------------------|--------|----------------|-------------------|
| <b>A. Personnel services</b>    |        |                |                   |
| - Researcher salary             | 1      | --             | --                |
| <b>B. Supplies and services</b> |        |                |                   |
| - Paper box                     | 3      | \$ 7.00        | \$ 21.00          |
| - Printer toner                 | 1      | \$65.00        | \$ 65.00          |
| - Photocopies                   | 600    | \$ 0.05        | \$ 30.00          |
| - Textbooks                     | 2      | \$50.00        | \$100.00          |
| <b>C. Equipment</b>             |        |                |                   |
| - Laptop computer               | 1      | \$500.00       | \$500.00          |
| - Printer                       | 1      | \$150.00       | \$150.00          |
| - CD player                     | 1      | \$ 50.00       | \$ 50.00          |
| - Digital camera                | 1      | \$200.00       | \$200.00          |
| - Video recorder                | 1      | \$350.00       | \$350.00          |
| <b>Others</b>                   |        |                |                   |
| - Transportation                |        |                | \$120.00          |
| <b>Total project cost</b>       |        |                | <b>\$1,586.00</b> |

Table 10 Project cost description

**Expenditure plan:**

| Main activities  | Stage 1<br>(Months 1 to 2)  | Stage 2<br>(Months 3 and 4) | Stage 3<br>(Months 5 to 6) |
|--|---|-----------------------------|----------------------------|
| Activity 1:<br>Presentation of the research proposal   | \$2.50 to print the research proposal plus \$6 in transportation. |                             |                            |
| Activity 2<br>Class observations: individual and group work.   | \$4.60 to photocopy 4 activities for 23 students.                 |                             |                            |
| Activity 3<br>Collection of primary data: application of a diagnostic test to measure students' pronunciation problems | \$2.30 to photocopy a 2-page diagnostic test for 23 students.     |                             |                            |
| Activity 4<br>Collection of primary data: application of   | \$2.30 to photocopy a 2-page survey                               |                             |                            |

|  |                       |  |  |
|--|-----------------------|--|--|
| a survey form to identify student's perceptions about the teacher's role and error causes. | form for 23 students. |  |  |
| Activity 5<br>Data analysis and interpretation.  |                       | \$2.30 to print 23 rubrics to analyze and interpret data.          |  |
| Activity 6<br>Writing and presentation of chapter 1  |                       | \$2.50 to print 25 pages of chapter 1 plus \$6 for transportation. |  |
| Activity 7<br>Writing and presentation of chapter 2  |                       | \$3.00 to print 30 pages of chapter 2 plus \$6 for transportation. |  |
| Activity 8<br>Writing and presentation of chapter 3  |                       |  | \$2.50 to print 25 pages of chapter 3 plus \$6 for transportation. |

|  |  |  |  |
|--|--|--|--|
| <p>Activity 9</p> <p>Writing and presentation of chapter 4</p> |  |  | <p>\$1.00 to print 10 pages of chapter 4 plus \$6 for transportation.</p>                |
| <p>Activity 10</p> <p>Final writing of project report</p>      |  |  | <p>\$15 to print 150 pages of the final writing project plus \$6 for transportation.</p> |

Table 11 Expenditure plan

## CHAPTER IV

### 4. Final Outcomes

#### 4.1 Results/Findings and Analysis

The transfer of structures from the first language, that is *mother tongue interference*, was the first and most common type of interlingual errors found in this research project. It was detected that students of a second language, in this particular case English, do not recognize the appropriate speech sound, and they apply their mother tongue sound system, in this case Spanish. It happens because students find sounds that they cannot recognize, and consequently, they choose to apply the most similar sound found in their native language.

For example, during the development of this project students were at first requested to listen to a set of plural nouns and recognize the correct phoneme. The purpose was to establish the level of learners' failures in the production of plural forms. It was interesting to realize that they failed in 11 of 14 nouns, being one of the most important problems the recognition of the sound /ɪz/ or /əz/. One possible explanation for this kind of failure could be that as this sound does not exist in Spanish, students tend to ignore the ending sound, and instead they choose to use the sound /s/, as in the plural of buzz (/bʌzəz/), kiss (/kɪsəz/) or garage ('gæra:ʒəz).

Another important problem was the recognition of the sound /z/. This is a very common failure in Spanish speakers, because they do not make difference in the pronunciation of the sounds /s/ and /z/, even if the words pronounced are alike in shape but very different in meaning. For example, the Spanish nouns "casa" and "caza", or "tasa" and "taza" are pronounced without difference and using the same phoneme /s/. Thus, when during the development of the project the students were

requested to identify the speech sound of some plural forms, they ticked the sound /s/ instead of /z/, as for example in the words car (/kɑrz/), wall (/wɔlz/), or cheer (/tʃɪə'z/).

On a superficial basis, the students' failures occurred under this source of errors that can be classified as *phonological errors*, because students did not identify the correct pronunciation of speech sounds. In addition, on the basis of the level of language, these errors can be classified as errors of *substitution* because they replaced the phoneme /z/ by /s/. Such errors can also be classified as those of *omission*, because students selected to pronounce the wrong phoneme, and omitted the phoneme /s/.

The *errors encouraged by teaching* was the second important source of error found in this study. This source of error is common when the teacher gives students rules that are wrong or not accurate; consequently, when students follow them they make errors. In the test, students were given a chart with 24 verbs in simple past. The chart included 3 columns with the phonemes /d/, /t/, or /ɪd/ in each one. The purpose was to measure students' ability to recognize the correct ending sound by choosing and tick the correct phoneme for each of the 24 past verbs given.

It was found that the 66.4% of students chose the incorrect phoneme. For example, students chose incorrectly the phoneme /d/, instead of /əd/, as in the past of afford (ə'fɔrdɪd), record (/rekərd/) or demand (/dɪ'mændɪd/). This kind of students' failures are not caused by lack of knowledge because learners in an advanced level of English know by heart the rules to form the past of regular verbs. On the other hand, in Spanish the past of regular verbs are formed by a large number of complex rules based on their infinitive form that are different to the rules to form the past in L2, so it is not possible that L1 interfered in students' production of past forms in the

English. Thus, a possible explanation for this failure could be that students received a misleading explanation from the teacher about the pronunciation of these verbs, or they may have memorized the wrong pronunciation in a drill.

On a superficial basis, the failures occurred under this second source of errors can also be classified as *phonological errors*, because students did not identify the correct past form pronunciation. Additionally, on the basis of the level of language, these errors can be classified in the following way:

- Errors of omission, as in the case of *added* or *needed* (students selected incorrectly the phoneme /d/ and omitted the phoneme /ɪd/).
- Errors of substitution, as in the case of *rested* or *wanted* (students replaced incorrectly the phoneme /ɪd/ by /t/).
- Errors of addition, as in the case of *used* or *caused* (students added incorrectly the sound /ɪd/ instead of /t/).

On the other hand, when students were requested to identify the correct written form of 10 regular verbs in past, there was a very small percentage of them (only 1.3%) that gave wrong answers. This shows that students know the rules when they have to write regular verbs in simple past or when they have to recognize the correct form of regular verbs in past.

In this part of the test, students were requested to listen and choose one correct phoneme to form the past of those 10 regular verbs; for each verb there were 3 possible options. It was found that students replaced erroneously the ending of some verbs. For example, in the case of the verb *study*, students selected *studyed* instead of *studied*. In addition, they omitted to double the last letter, as in the case of the verb *stop*, in which students selected *stoped* instead of *stopped* as the correct form.

Even though the percentage of this kind of error is minimum, it is important to try to explain the possible cause of error. The source identified for these errors was *wrong analogy and overgeneralization*, a subdivision of *intralingual source of errors*. A way to explain this cause of error is that learners are always searching for patterns in the target language, in this case English, because they do not want to memorize too many rules. Consequently, they apply a rule that in their opinion works well. In addition, on a superficial basis, these errors can be classified as "morphological", because the rules to write the past tense were not correctly acquired.

To sum up, the diagnostic results, meant to be the first stage that measures students' failures, we can say that the findings showed that almost the total of the students know the rules to form *plurals* (99.7%), as pointed out in figure 7. As explained before, there was only a very small percentage of failures; such errors can be classified as "morphological", being errors of "substitution", and classifying the possible cause of this error as an "interlingual cause of error" (students' mother tongue rules interfere, and learners transferred into his performance in L2 the habits of their mother tongue (L1)).

In the same way, we found that more than half of the students applied correctly the rules to form the *past of regular verbs* in English (64.9%), as showed in figure 8. The errors of the 35.1% that failed in the application of the correct rules can be classified as "phonological", being found also errors of "omission" and "substitution", and classifying the possible cause as "interlingual".

Furthermore, the test also attempted to check once more students' knowledge of plural rules, and requested students to choose the correct written past form for 10 regular verbs given. As explained before, only one student (1.3%) answered incorrectly (figure 9). The errors made can be classified as "morphological", and the



possible cause of these errors as "wrong analogy and overgeneralization", a subdivision of the "intralingual cause of errors".

However, other questions included in the test showed that at the moment of listening plural forms and past of regular verbs, students had noticeable problems identifying the correct phoneme. The 65.4% of students chose the incorrect phoneme among the options given, as showed in figure 10. The test included questions to identify the phones /t/ and /d/, and it was found that student selected erroneously the phones /d/ or /t/. The figure 11 shows the dimension of students' errors and certainties when identifying the phoneme /t/, the first of the phones measured.

The failure in the recognition of the correct sound can explain the students' selection of the wrong phone, and as a consequence these errors can be classified as phonological, and also as those of substitution, omission and addition in each case. Furthermore, there are two possible causes for these errors: the first one "errors encouraged by teaching", which is explained as students receiving a misleading explanation from the teacher about the pronunciation of these verbs, or maybe the memorization of the wrong pronunciation in a drill. The second cause for these errors is "carelessness", because students may have failed to follow the correct rule to recognize the past of regular verbs because of the speed of the listening, or a lack of memory to remember the correct speech sounds.

In addition to the test, the application of a survey form was considered crucial to collect learners' opinions about the role that the teacher has in the diminishment of interlanguage errors, as well as the level of difficulty that students have to apply the correct pronunciation of plurals and past forms, and the degree of students' mother tongue interference. The survey was divided in three parts:

The first part measured students' perceptions on the teacher's importance in the process of acquiring the correct pronunciation. More than the 80% of them considered the teacher's role as crucial, stating their need on the teacher's guidance and feedback, and demanding that they do not receive a clear explanation, that the emphasis in pronunciations was given only during their school years, and that their pronunciation production is not commonly graded in their classes.

The answers suggest that students believe the teacher plays an important role in their pronunciation learning, but also suggest that some teachers are not well prepared to teach this component, and give incorrect information that may cause students to believe their pronunciation is correct when it is not. In addition, teachers do not give to pronunciation the emphasis needed, maybe because teaching grammar is the main objective.

The second part of the survey included questions to identify the level of difficulty that students have to apply the correct pronunciation of plurals and past forms. The results suggest that even though the students have contact with the target language at home, an important amount of them still do not understand clearly the teacher pronunciation, and do not apply the rules they receive.

The third part of the survey attempted to describe the degree of students' mother tongue interference. The results obtained show that students' native language has an important influence on students' performance in the target language. In addition, the results show that few students self-identified as shy or scared to produce precise pronunciation of sounds in the second language.

## 4.2 Conclusions

Errors are useful and important means for teachers in order to observe students' learning process and select learning strategies. As the analysis of students' failures suggest, the class observations, the test and survey results point out to the students' dependence on the teachers' role in the acquisition of the correct pronunciation of plural forms and past of regular verbs as well as in the diminishment of interlanguage errors. It is probable that the misleading or inexistent role of the teacher lead to a variety of errors that, according to the results, affected the students' production of speech sounds.

This analysis also reveals that the main cause of errors in the production of plural forms and past of regular verbs, are in the highest percentage classified as "interlingual cause or errors", which is explained as the students' mother tongue interference, in this case, Spanish, in the second language acquisition, in this case English. It is possible because students learning a foreign language meet many kinds of problems dealing with its sound system, among others.

In addition to this main cause, some other minor causes for students' errors were identified: "wrong analogy and overgeneralization", "errors encouraged by teaching", and errors of "carelessness". Some students tended to search for patterns and regularity in learning a second language. They wanted to reduce the learning load, and tended to formulate rules, so they produced an erroneous expression. Some other students, instead, probably received a misleading explanation from the teacher about the pronunciation of verbs in past or plural forms, and some others probably failed to follow the correct rule to recognize the past of regular verbs because of the speed of the listening, or a lack of memory to remember the correct speech sounds.

In the same way, the results obtained help us to classify students' errors under two main considerations: on the basis of the level of language and on a superficial basis. On the basis of the level of language, errors found are classified as mainly "phonological" (errors in pronunciation) and also "morphological" (syntactic errors). According to a superficial basis, errors found are classified as errors of "addition", where an element is present and which should not be there; errors of selection (or "substitution"), where the wrong item has been chosen in place of the right one, and errors of "omission", where an element is omitted which should be present.

The findings of this study are in line with Peter Roach's classification of sounds in vowels and consonants, and how speech sounds are produced. Roach explanations prove the level of difficulties that a learner of a second language faces because of the complex differences in sound between English and Spanish.

Besides, findings are according to Professor Brown (1980) and John Taylor's concept of errors (1997), the former defining errors as "uncertainties that cannot be eliminated by being very careful". In the same way, the results are consistent with Professors Selinker and S.P. Corder's theory (1974), who in general terms say that errors themselves are "competence errors", that is "errors are typically produced by people who do not yet fully command some institutionalized language system". Moreover, the findings agree with Corder's definition of the term interlanguage as "a hybrid between L1 and the target language" (Corder, 1967), and his classification of errors on a superficial basis and on the basis of the level of language (1973). Finally, this study considers Dr. Rebat Dhakal and Professor Meng Zhang research results of error identification in the process of language learning, and their discussion of both error analysis theory and interlanguage.

### 4.3 Recommendations

The results of this study has revealed that the teacher's role is crucial in the diminishment of interlanguage errors in the pronunciation of plural forms and past of regular verbs. For this reason, we can say that teachers should provide feedback timely and appropriately, in order to increase the students' accuracy rate in English language and to reduce the amount of time that is required to achieve a good level of mastery in students' pronunciation.

Teachers should give pronunciation the emphasis needed, and take every chance to include pronunciation into their classes. It is essential to make students aware of the communicative value of a correct articulation, as well as the stress within sentences. Teachers should consider every dialogue, every role-play in speaking, every lexical phrase in grammar or writing, every text in reading that is taught as an opportunity to practice pronunciation, and in this particular case, a practice focused on plural forms and past of regular verbs. Teachers should introduce pronunciation with both demonstration and practice in the context. Teachers may encourage students for extra practice with phrases to see how the meaning changes if a plural form or regular verb in past is mispronounced.

Teachers should design a series of activities focusing on the most important pronunciation problems detected in students, in this case plural forms and past of regular verbs. Activities designed should be conducted in context, as language in the real world. The use of the traditional methodology may result in boredom, decreasing students' motivation and failing in real communication. Teachers should supply students with appropriate materials according to their level and interests, so they will engage in the practice and will enjoy the activities.

Besides, the project explores characteristics of English and Spanish to identify their differences and similarities, assuming that the different elements between the native and the target language, such as pronunciation, vocabulary and structure, will cause learning problems leading to errors. This is particularly important because the analysis of errors in students' production enables the teacher to select the most suitable corrective measures so that the students improve their oral production in plural forms and past of regular verbs in English. This in turn will improve students' performance in general, so teachers should try to identify the causes of these errors in order to ensure the success of the error correction methods applied.

Teachers should be also aware that the type of error that needs correction plays an essential role in the effectiveness of correction. The evidence from this study indicates that interlanguage errors, that is, mother tongue interference errors, are the most commonly cause of error found among students' failures. Therefore, depending on the nature of the error, it is mandatory for teachers to correct the learner in the most appropriate manner, that is, teachers need to be selective in deciding which type of error correction to apply, taking into account the cause and category of errors.

On the other hand, teachers should note that it is possible to correct errors, but error correction is only possible if the student keeps a positive attitude towards learning and pays attention to the corrective measures that the teacher supplies. In other words, one central aspect in error correction is student's attitude and the teacher should encourage this attitude in students.

Finally, teachers should be aware that the feedback provided to students is not necessarily effective in a hundred percent. It is important to consider the fact that students are not surrounded by English language all the time, and as a result, even if learners are able to understand the correct structure of some of their errors, their

effectiveness in their production is not guaranteed. For this reason, the teacher should not necessarily expect error correction to be completely successful. They must keep in mind that the feedback they provide and the time they dedicate are sometimes effective and sometimes not. Professor Corder (1973) asserts that one reason can be the linguistic difficulty of the target language. As he said, if the target language is further than the learners' current developmental stage, feedback is unlikely to work.

#### **4.4 Proposal: To teach pronunciation in context using real world material**

The problem detected and explained in the present project leads to the need of selecting activities to improve students' oral production in plural forms and past of regular verbs. As a proposal, it is recommended the use of real world material while teaching pronunciation in context, so learners will be engaged and will enjoy its practice.

As it has been referred to in this project, in order to improve pronunciation, students need to apply the correct articulation. This requires muscles' flexibility, and that students get used to the new articulation movements. Students will find easier to practice pronunciation correctly if the teacher avoids boredom activities. In this context, a selection of some of the most popular types of activities among adolescents are proposed, all of them considered as modern and popular, they are songs, tongue-twisters, games, dialogues and poems.

##### **4.4.1 Songs**

Most students enjoy singing, others enjoy listening to songs, and some others at least like reading the lyrics. Even though the purpose of a song is to practice listening comprehension, vocabulary or grammar, no-one can deny that it is an activity that learners enjoy.

Some of the benefits that songs bring in teaching pronunciation are (British-Council, 2011):

- Songs provide examples of authentic, memorable and rhythmic language. They can be motivating for students to repeatedly listen to and imitate their musical heroes.
- Songs are excellent examples of real world language.



- Students usually choose to listen to some repeatedly, so they expose to the language indirectly.
- Songs are easily accessible examples of spoken English.

For this reason, this activity proposal suggests the use of songs to improve the pronunciation of plural forms and past of regular verbs in English. The songs that follow show some of the activities that teachers can develop in the classroom.

### **Song #1: Thinking of you**

**By Katy Perry**

**Pronunciation objective:** To distinguish sounds /s/, /z/ and /ɪz/ or /əz/ in plural forms

**Procedure:**

1. Introduce the topic of the song and ask students to guess the title and the singer.
2. Give students the lyrics of the song erasing the words that have the sounds they must focused on.
3. Play the song once and ask students to listen.
4. Play the song once again and ask student to fill the gaps by writing the words in plural that end with the sound /s/, and underlining them, and those with the words in plural that end with the sound /z/, and circling them (activity 1).
5. Ask students to compare their answers.
6. Play the song one more time and provide the correct words.
7. Focus students' attention on the different voiced and voiceless final consonants in singular as well as how and why they change their sounds in plural.

8. Ask students to read the song and write the words whose singular form ends in the voiceless sounds f, k, p, t and ck, and the words whose singular form ends in the voiced sounds b, d, g, l, m, n, r, and v (activity 2).
9. Encourage students to tick the words from the song included in a chart that has the ended sound /s/ or /z/ (activity 3).
10. Have students to compare their answers.
11. Practice reading the lyrics.
12. Practice singing the complete song at least twice (Barrera, 2013).

### Thinking of You

Comparisons are easily done  
Once you've had a taste of perfection  
Like an apple hanging from some trees

I picked the ripest one  
I still got the seeds

You said move on  
Where do I go  
I guess second best  
Is all I will know

Cause when I'm with him  
I am thinking of you  
Thinking of you  
What you would do if  
You were the one  
Who was spending the nights  
Oh I wish that I

Was looking into your eyes.

You're like Indian summers  
In the middle of winters  
Like some hard candies  
With a surprise center  
How do I get better  
Once I've had the best  
You said there's  
Tons of fish in the water  
So the water's I will test

He kissed my lips  
I taste your mouth  
He pulled me in  
I was disgusted with myself

Cause when I'm with him  
I am thinking of you  
Thinking of you  
What you would do if  
You were the one  
Who was spending the nights  
Oh I wish that I  
Was looking into

You're the best  
And yes I do regret  
How I could let myself  
Let you go  
Now the lesson's learned  
I touched it I was burned

Oh I think you should know

Cause when I'm with him

I am thinking of you

Thinking of you

What you would do if

You were the one

Who was spending the nights

Oh I wish that I

Was looking into your eyes

Looking into your eyes

Looking into your eyes

Oh won't you walk through

And bust in the door

And take me away

Oh no more mistakes

Cause in your eyes I'd like to stay.

### Activity #1

Listen to the song and complete the lyrics with the missing words you can hear.

Distinguish the plural forms ending in the sound /s/ and underline them. Then,

recognize the plural forms ending in the sound /z/ and circle them.

### Thinking of You

\_\_\_\_\_ are easily done

Once you've had a taste of perfection

Like an apple hanging from some \_\_\_\_\_.

I picked the ripest one

I still got the \_\_\_\_\_.

You said move on where do I go  
I guess second best is all I will know

Cause when I'm with him  
I am thinking of you  
Thinking of you  
What you would do if  
You were the one  
Who was spending the \_\_\_\_\_.  
Oh I wish that I  
Was looking into your \_\_\_\_\_.

You're like Indian \_\_\_\_\_.  
In the middle of \_\_\_\_\_.  
Like some hard \_\_\_\_\_.  
With a surprise center  
How do I get better once I've had the best  
You said there's tons of fish in the water  
So the water's I will test

He kissed my \_\_\_\_\_.  
I taste your mouth  
He pulled me in  
I was disgusted with myself

Cause when I'm with him  
I am thinking of you, thinking of you  
What you would do if  
You were the one  
Who was spending the \_\_\_\_\_.  
Oh I wish that I

Was looking into

You're the best

And yes I do regret

How I could let myself

Let you go

Now the lesson's learned

I touched it I was burned

Oh I think you should know

Cause when I'm with him

I am thinking of you, Thinking of you

What you would do if

You were the one

Who was spending the \_\_\_\_\_.

Oh I wish that I

Was looking into your \_\_\_\_\_.

Looking into your \_\_\_\_\_.

Looking into your \_\_\_\_\_.

Oh won't you walk through

And bust in the door

And take me away

Oh no more \_\_\_\_\_.

Cause in your eyes I'd like to stay.

Hint:

- When s is added to words ending in the voiceless consonant sounds f, k, p, t, and ck, the plural s will have the sound of voiceless /s/.
- When an s is added to words ending in the voiced consonant sounds b, d, g, l, m, n, r, and v, the plural s will have the sound of voiced /z/.

## Activity #2

Read the song and write the words whose singular form ends in the voiceless sounds f, k, p, t and ck, and the words whose singular form ends in the voiced sounds b, d, g, l, m, n, r, and v.

Voiceless

---

---

---

---

---

---

---

---

Voiced

---

---

---

---

---

---

---

---

## Activity #3

Tick the words from the song that have the ended sound /s/ or /z/

| Word        | /s/ | /z/ |
|-------------|-----|-----|
| Comparisons |     |     |
| Trees       |     |     |
| Seeds       |     |     |
| Nights      |     |     |
| Eyes        |     |     |

|          |  |  |
|----------|--|--|
| Summers  |  |  |
| Winters  |  |  |
| Candies  |  |  |
| Lips     |  |  |
| Mistakes |  |  |

### **Song #2: The Right Chemistry**

**By The Nolans**

**Pronunciation objective:** To recognize sounds /t/, /d/ and /ed/ in past of regular verbs.

**Procedure:**

1. Introduces the topic of the song by showing pictures and ask students to guess the title and the singer.
2. Give students the lyrics of the song erasing the words that have the sounds they must focused on.
3. Play the song once and ask students to listen.
4. Play the song once again and ask student to fill the gaps by writing the regular verbs in past that end with the sound /d/, underlining them, those ending in the sound /d/, circling them, and those ending in the sound /ed/, double-underlining them (activity 1).
5. Ask students to compare their answers.



6. Play the song one more time and provide the correct words.
7. Focus students' attention on the different voiced and voiceless final sounds in regular verbs as well as /d/ and /t/ sounds, and how and why they change their sounds in past.
8. Practice reading the lyrics.
9. Practice singing the complete song at least twice.
10. Find the words that rhyme and write them down (activity 2).
11. Read the lyrics again and complete the chart with verbs in present that have voiceless sound / p /, / k /, / s /, / f / or voiceless / θ / (activity 3).
12. Read the lyrics again and complete the chart with verbs in present that have voiced sound / b /, / g /, / v /, / z /, / m /, / n /, / l /, / r /, voiced /ð/ and all vowels (activity 4).

### **The Right Chemistry**

One afternoon in the park, the week before last,  
 When my friend took a leisurely stroll, he passed  
 This beautiful woman, and when they crossed paths  
 They both stopped and looked. My friend got hooked.  
 Their eyes locked when they talked. They walked around the block.  
 His world was rocked. That night he was shocked when she  
 Knocked at his door and said "it's me!"  
 They cooked dinner, relaxed, and watched TV.  
 He hoped it was truly meant to be. They checked

To see who was DJng and picked a spot.  
He washed and got dressed in the shirt he'd just bought.  
He guessed she wasn't easily impressed; she was not.  
She was too used to every guy thinking she was hot.  
Ooh, he liked her a lot. They stepped out into the night,  
She said something felt wrong; it just wasn't right.  
She said, it's too fast-paced; I need some space.  
I'm going back to my place; she faced him; they embraced  
She left in haste. His stomach jumped; his head raced.  
His hopes were dashed; his ego was smashed.  
He laughed but it hurt so he drank to get trashed.  
When is it supposed to click, the right chemistry produced?  
You can go your whole life without being introduced to the  
Man or the woman of your dreams... or meet them in a flash;  
Love may not be what it seems.

(It's fluency: [www.colloandspark.com](http://www.colloandspark.com))

### Activity #1

Listen to the song and complete the lyrics with the missing words you can hear. Distinguish the past of regular verbs ending in the sound /d/ and underline them, as well as those ending in the sound /t/, and circle them, and those ending in /əd/, and double-underline them.

### The Right Chemistry

One afternoon in the park, the week before last,  
When my friend took a leisurely stroll, he \_\_\_\_\_  
This beautiful woman, and when they \_\_\_\_\_ paths  
They both \_\_\_\_\_ and \_\_\_\_\_. My friend got \_\_\_\_\_.  
Their eyes \_\_\_\_\_ when they \_\_\_\_\_. They \_\_\_\_\_ around the block.  
His world was \_\_\_\_\_. That night he was \_\_\_\_\_ when she  
\_\_\_\_\_ at his door and said "it's me!"  
They \_\_\_\_\_ dinner, \_\_\_\_\_, and \_\_\_\_\_ TV.  
He \_\_\_\_\_ it was truly meant to be. They \_\_\_\_\_  
To see who was DJng and \_\_\_\_\_ a spot.  
He \_\_\_\_\_ and got \_\_\_\_\_ in the shirt he'd just bought.  
He guessed she wasn't easily \_\_\_\_\_; she was not.  
She was too used to every guy thinking she was hot.  
Ooh, he liked her a lot. They \_\_\_\_\_ out into the night,  
She said something felt wrong; it just wasn't right.  
She said, it's too fast- \_\_\_\_\_; I need some space.  
I'm going back to my place; she \_\_\_\_\_ him; they \_\_\_\_\_  
She left in haste. His stomach \_\_\_\_\_; his head \_\_\_\_\_.  
His hopes were \_\_\_\_\_; his ego was \_\_\_\_\_.

He \_\_\_\_\_ but it hurt so he drank to get \_\_\_\_\_.

When is it \_\_\_\_\_ to click, the right chemistry \_\_\_\_\_?

You can go your whole life without being \_\_\_\_\_ to the

Man or the woman of your dreams... or meet them in a flash;

Love may not be what it seems.

**Hint:**

- We pronounce /t/ after voiceless sounds: /p/, /k/, /s/, /f/ and voiceless /θ/ sound
- We pronounce /d/ after voiced sounds: /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, voiced /ð/ sound and all vowels.
- We pronounce /tɪd/ or /ed/ after / d / and / t / sounds.

**Activity #2**

Find the words that rhyme and write them here.

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

### Activity #3

Read the lyrics again and complete the chart with verbs in present that have voiceless sound.

| <i>/p/</i> | <i>/k/</i> | <i>/s/</i> | <i>/f/</i> | <i>/θ/</i> |
|------------|------------|------------|------------|------------|
|            |            |            |            |            |
|            |            |            |            |            |
|            |            |            |            |            |
|            |            |            |            |            |
|            |            |            |            |            |

### Activity #4

Read the lyrics again and complete the chart with verbs in present that have voiced sound.

| /b/ | /g/ | /v/ | /z/ | /m/ | /ŋ/ | /l/ | /r/ | /ð/ |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |
|     |     |     |     |     |     |     |     |     |

#### 4.4.2 Tongue-twisters

The use of tongue-twisters in class provide students opportunities to develop and improve the production of speech sounds in general. The set of tongue twister below focuses on the correct stress, rhythm, as well as the pronunciation of some consonants and vowels. Therefore, they will help learners to improve the pronunciation of plural forms and past of regular verbs in English.

When students use them in class, as well as at home as autonomous learning, tongue-twisters provide help in several ways (British-Council, 2011):

- It is an excellent way of teaching pronunciation for both young and adult learners, by having fun without the monotony of the lesson.
- Since everyone practicing a tongue twister make mistakes, students practice the language without fear of failing.
- Tongue twisters reduce the presence of a foreign accent.
- The muscles in learners' mouth are exercised.

- Tongue twisters are enjoyable activities, so they are an excellent resource to teach children.

### **Tongue-twister #1:**

#### **Pronunciation objective:**

Stress, rhythm and articulation of the voiceless sound /s/.

#### **Procedure:**

1. Read aloud the tongue-twister for students to listen, before they read it.
2. Give students the tongue-twister stressing the sound to focus on in capital letters.
3. Model the tongue-twister, and ask students to read it in silence.
4. Explain students that the capital letters represent the sounds they must focus on, and ask them to repeat it slowly first (activity 1)
5. Ask students to start a choral repetition, while marking the rhythm by clapping (activity 2).
6. Ask students to focus their attention on the specific sounds they have to practice (activities 3, 4). Explanations about the production of such sounds are included.
7. Ask students to work in pairs and practice the tongue-twister as fast as they can (activity 5).
8. Organize a contest among students as a final activity (Barrera, 2013).

### Tongue-twister #1

Amidst the mists and coldest frosts,  
With stoutest wrists and loudest boasts,  
He thrusts his fist against the posts  
And still insists he sees the ghosts.

(Tongue twisting poems: [www.fun-with-words.com](http://www.fun-with-words.com))

#### Activity #1

Read the following tongue-twister slowly first, focusing on the sounds in capital letters.

Amidst the mists and coldest fro**TS**,  
With stoutest wrist**TS** and loudest bo**asTS**,  
He th**rusTS** his fist against the post**TS**  
And still ins**isTS** he sees the gh**osTS**.

#### Activity #2

Read the tongue-twister slowly again, and mark the rhythm by clapping.

#### Activity #3

Write the missing sounds in order to complete the words from the tongue-twister.

\_\_\_\_\_idst the mis\_\_\_\_\_ and coldest fro**s**\_\_\_\_\_.



With \_\_\_\_\_ test wris\_\_\_\_\_ and loudest boas \_\_\_\_\_,

He \_\_\_\_\_sts his fist against the pos \_\_\_\_\_

And still \_\_\_\_\_sists he sees the ghos \_\_\_\_\_.

Hint:

- When s is added to words ending in the voiceless consonant sounds f, k, p, t, and ck, the plural s will have the sound of voiceless /s/.

#### Activity #4

Listen and repeat after your teacher the words belonging to the previous activity.

#### Activity #5

Work in pairs and read the tongue twister as fast as you can.

#### Tongue-twister #2

##### Pronunciation objective:

- Stress, rhythm and articulation of the voiced sound /z/.

##### Procedure:

1. Read aloud the tongue-twister for students to listen, before they read it.
2. Give students the tongue-twister stressing the sound to focus on in capital letters.
3. Model the tongue-twister, and ask students to read it in silence.
4. Explain students that the capital letters represent the sounds they must focus on, and ask them to repeat it slowly first (activity 1)

5. Ask students to start a choral repetition, while marking the rhythm by tapping (activity 2).
6. Ask students to focus their attention on the specific sounds they have to practice (activities 3, 4). Explanations about the production of such sounds are included.
7. Ask students to work in pairs and practice the tongue-twister as fast as they can (activity 5).
8. Organize a contest among students as a final activity.

### Activity #1

Read the following tongue-twister slowly first, focusing on the sounds in capital letters.

I need not your needLES, they're needless to me;

For kneading of noodLES, 'twere needless, you see;

But did my neat knickeRS but need to be kneed,

I then should have need of your needLES indeed.

CoWS graze in groVES on grass  
which groWS in grooVES in groVES.

(Tongue twisting poems: [www.fun-with-words.com](http://www.fun-with-words.com))

Hint:

- When an s is added to words ending in the voiced consonant sounds b, d, g, l, m, n, r, and v, the plural s will have the sound of voiced /z/.

### Activity #2

Read the tongue-twister slowly, and mark the rhythm by tapping.

### Activity #3

Read the tongue-twister and write all the words with the final sound /z/

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

### Activity #4

Write a sentence with the following words and read them aloud in pairs.

Noodles: \_\_\_\_\_

Needles: \_\_\_\_\_

Groves: \_\_\_\_\_

Grooves: \_\_\_\_\_

### Activity #5

Read the tongue-twister as fast as you can, in pairs, several times.

#### Tongue-twister #3

#### Pronunciation objective:

- Stress, rhythm and articulation of the voiced sound /d/.

**Procedure:**

1. Read aloud the tongue-twister for students to listen, before they read it.
2. Give students the tongue-twister stressing the sound to focus on in capital letters.
3. Model the tongue-twister, and ask students to read it in silence.
4. Explain students that the capital letters represent the sounds they must focus on, and ask them to repeat it slowly first (activity 1)
5. Ask students to start a choral repetition, while marking the rhythm by clapping or tapping (activity 2).
6. Ask students to focus their attention on the specific sounds they have to practice (activity 3). Explanations about the production of such sounds are included.
7. Ask students to work in pairs and practice the tongue-twister as fast as they can (activity 4).
8. Organize a contest among students as a final activity.

A tree toad loved a she-toad

Who lived up in a tree.

He was a two-toed tree toad

But a three-toed toad was she.

The two-toed tree toad tried to win

The three-toed she-toad's heart,

For the two-toed tree toad loved the ground

That the three-toed tree toad trod.  
But the two-toed tree toad tried in vain.

He couldn't please her whim.  
From her tree toad bower  
With her three-toed power  
The she-toad vetoed him.

(Tongue twisting poems: [www.fun-with-words.com](http://www.fun-with-words.com))

### Activity #1

Read the following tongue-twister slowly first, focusing on the sounds in capital letters.

A tree toad loVED a she-toad  
Who liVED up in a tree.  
He was a two-TOED tree toad  
But a three-TOED toad was she.  
The two-TOED tree toad triED to win  
The three-TOED she-toad's heart,  
For the two-TOED tree toad loVED the ground  
That the three-TOED tree toad trod.  
But the two-TOED tree toad triED in vain.  
He couldn't please her whim.  
From her tree toad bower

With her three-TOED power

The she-toad vetoED him.

**Hint:**

- We pronounce /d/ after voiced sounds: /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, voiced /ð/ sound and all vowels.

**Activity #2**

Read the tongue-twister slowly, and mark the rhythm by clapping or tapping.

**Activity #3**

Write some verbs in past you know that end in /b/, /g/, /v/, /z/, /m/, /n/, /l/, /r/, voiced /ð/ sound and all vowels.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

#### Activity #4

Read the tongue-twister as fast as you can, in pairs, several times.

#### Tongue-twister #4

##### Pronunciation objective:

- Stress, rhythm and articulation of the sounds /d/, /t/ and /ed/ in past of regular verb.

##### Procedure:

1. Read aloud the tongue-twister for students to listen, before they read it.
2. Give students the tongue-twister stressing the sound to focus on in capital letters.
3. Model the tongue-twister, and ask students to read it in silence.
4. Explain students that the capital letters represent the sounds they must focus on, and ask them to repeat it slowly first (activity 1)
5. Ask students to start a choral repetition, while marking the rhythm by clapping or tapping (activity 2).
6. Ask students to focus their attention on the specific sounds they have to practice (activity 3). Explanations about the production of such sounds are included.
7. Ask students to work in pairs and practice the tongue-twister as fast as they can (activity 4).
8. Organize a contest among students as a final activity.

A tutor who tooted the flute talked  
And tried to tutor two tooters to toot.  
Said and laughed the two to the tutor:

"Is it harder to toot or  
To tutor two tooters to toot?"

(Tongue twisting poems: [www.fun-with-words.com](http://www.fun-with-words.com))

### Activity #1

Read the following tongue-twister slowly first, focusing on the sounds in capital letters.

A tutor who tootED the flute talkED  
And triED to tutor two tooters to toot.  
SAID and laughED the two to the tutor:

"Is it harder to toot or  
To tutor two tooters to toot?"

### Activity #2

Read the tongue-twister slowly, and mark the rhythm by clapping or tapping.

### Activity #3

List the verbs in past found in the poem with voiceless and voiced endings

Voiceless

Voiced

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



#### Activity #4

Read the tongue-twister as fast as you can, in pairs, several times.

#### 4.4.3 Games

Language learning, especially pronunciation, is a very hard work. Teachers make effort at every moment to keep students connected and engaged on the topics, and games are useful to keep their interest in class. Nothing is more fun than playing games, and their use is one of the most important way to teach efficiently in a language class.

Professor J. Khan suggests that "teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook or programme and how, more specifically, different games will benefit students in different ways (Khan, J.1996)." In his opinion, the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

There are many advantages of using games in the classroom (TEFLGames, 2013):

- Encourage learners to keep their interest and work in class.
- Help teachers to create contexts in which language is useful and meaningful.
- Provide intense and meaningful practice of language.
- Games are a welcome break from the usual routine of the language class.
- They are motivating and challenging.
- Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

- Provide language practice in the various skills- speaking, writing, listening and reading.
- They encourage students to interact and communicate.
- They create a meaningful context for language use.

### **Game #1**

#### **Memory Game**

##### **Pronunciation objective:**

Identify the ending sounds /s/, /z/ and /tʒ/ in plural nouns.

##### **Procedure:**

1. Make a copy of the Wordlist for each pair of students. Alternatively, write the same words on the board, or display them on an projector or interactive whiteboard.
2. Tell students they are going to play a game. In order to score points they need to produce a sentence containing at least one of the items on the sheet (or board) – and they need to pronounce it correctly when they say the sentence!
3. Give out the photocopies of the wordlists (or direct students' attention to the board). Get students to practice the pronunciation of each word in turn, using whole class repetition (choral drilling), and individual repetition for items which seem to be poorly pronounced.
4. Ask for a volunteer to choose at least one item and make a sentence. Award one point if the sentence is plausible and correct, and two points for each item (from the wordlist) pronounced correctly.

5. Get pairs of students to continue playing the game. The person who is listening decides on his/her partner's score. Pairs of students keep their own scores.
6. After 5–10 minutes give the class feedback / additional pronunciation practice.
- 7. Ask pairs of students to play another round. This time they have to pick two items which rhyme for every sentence. If they can manage to fit other words in – and pronounce them correctly! – they can potentially score even more points.
8. Ask students to change partners and continue, but this time making a continuous story (Cambridge-University, 2009).

### Wordlist

Ms Fox's – my niece's – the witch's – Mr Bridge's – Mr Jones – Chris's – Anne's –  
 fridges – boxes – pieces – phones – kisses – plans – switches – queued – missed  
 – controlled – child – crossed – drowned – rolled – soft – scored – planned – found  
 – board – smiled – sand – list – coughed – gold – food – lost – cold

---

### Wordlist

Ms Fox's – my niece's – the witch's – Mr Bridge's – Mr Jones – Chris's – Anne's –  
 fridges – boxes – pieces – phones – kisses – plans – switches – queued – missed  
 – controlled – child – crossed – drowned – rolled – soft – scored – planned – found  
 – board – smiled – sand – list – coughed – gold – food – lost – cold

---

### Wordlist

Ms Fox's – my niece's – the witch's – Mr Bridge's – Mr Jones – Chris's – Anne's –  
 fridges – boxes – pieces – phones – kisses – plans – switches – queued – missed  
 – controlled – child – crossed – drowned – rolled – soft – scored – planned – found  
 – board – smiled – sand – list – coughed – gold – food – lost – cold

## Game #2

### Past Tense Memory Game

#### Pronunciation objective:

Distinguish the ending sounds /d/, /t/ and /ɪd/ or /əd/ in the past of regular verbs.

#### Procedure:

1. Organize the class into small groups (4-5 students)
2. Make a copy of a set of cards for each group of students.
3. The players shuffle the cards and place all of them faced down.
4. In turns, the students take two cards, at a time, and read the sentences on them aloud. The cards have verbs in past tense. If the two cards have the same sound at the end, they may keep the two cards; otherwise, the cards are placed back where they were before and it is someone else's turn to take two cards again.
5. The game continues until there aren't any cards left on the table.
6. The winner is the player with most cards (Barrera, 2013).

|   |  |
|---|--|
| CARD 1<br>They all <b>played</b> very well.               | CARD 2<br>I <b>lived</b> in this town for five years.    |
| CARD 1<br>Peter <b>watched</b> a good basketball game.    | CARD 2<br>He <b>talked</b> about it all day long.        |
| CARD 1<br>I <b>ainted</b> my bedroom last week            | CARD 2<br>We <b>rented</b> a large house.                |
| CARD 1<br>He <b>loved</b> going camping as a child.       | CARD 2<br>I <b>moved</b> house a week ago.               |
| CARD 1<br>I have never <b>danced</b> ballet.              | CARD 2<br>They <b>helped</b> me find my way home.        |
| CARD 1<br>A police officer <b>stopped</b> me on the road. | CARD 2<br>You <b>worked</b> late last night, didn't you? |
| CARD 1<br>She <b>smiled</b> at me and drove away.         | CARD 2<br>We <b>cleaned</b> the office this afternoon.   |
| CARD 1<br>We really <b>needed</b> a bigger place.         | CARD 2<br>I <b>washed</b> the car in the morning.        |

#### 4.4.4 Dialogues

Dialogues are among the most traditional materials used by English teachers. They are useful for a wide range of purposes in class, such as to introduce a topic, grammar or pronunciation point. They are used not only for linguistic purposes, but also for cultural reasons.

The use of dialogues for practicing pronunciation requires that students repeat the dialogue (in phrases) after the teacher, or the CD. The teacher can listen and ask students individually or as a group to focus on particular sounds they need extra work on. Dialogues usually present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them.

Dialogues are useful for learners in the following ways (British-Council, 2011):

- Dialogues provide a context for the use of language.
- They are a source of important grammar and vocabulary, providing valuable language input for the students.
- Dialogues can also be good supporters for students because they do not have to worry about producing language all on their own from the beginning.
- They are familiar for as learners.
- Dialogues demonstrate grammar in context.

## Dialogue #1

### Cue Card Dialogue

Instead of using a standard printed dialogue, students are given cue cards that give instructions for performing a sequence of communicative acts designed to fit in with a corresponding sequence on a partner's card. Teachers can make these by themselves or adapt them from standard dialogues.

#### **Pronunciation objective:**

Identify ending sounds /s/, /z/, /ɪz/ or /əd/ in plural nouns.

#### **Procedure:**

1. Introduce the topic and encourage students to guess the title.
2. Give students a pair of cards with instructions for performing a dialogue that includes plural nouns.
3. Students perform the dialogue in pairs (activity 1).
4. Select a pair of students to perform the dialogue in front of the class. Explain that while playing the dialogue, the rest of the students should write down all the plural forms they hear (activity 2)
5. Ask students to classify the plural sounds they heard and wrote down into /s/, /z/ or /ɪz/ (activity 3).

### Activity #1

#### CARD A

You have moved to a new school. You ask your classmate where you can find the following places: the library, the bar, the bathroom, the Director office.

#### CARD B

A new student asks where to find some places in your school. Use this information to help: library-2 floors upstairs; bar-2 blocks north-recommend best products to buy; bathroom-next door, Director office-5 steps left.

### Activity #2

Write down all the plural forms you hear while a pair of partners perform the dialogue.

### Activity #3

Classify the plural sounds you wrote down into /s/, /z/ or /ɪz/.

| <i>/s/</i> | <i>/z/</i> | <i>/ɪz/ or /əd/</i> |
|------------|------------|---------------------|
|            |            |                     |



## Dialogue #2

### A missed date

#### Pronunciation objective:

Recognize sounds /d/, /t/ and /ed/ in past of regular verbs.

#### Procedure:

1. Introduce the topic of the dialogue and encourage students to guess the title.
2. Give students a printed copy of the dialogue.
3. Model the dialogue (or play it on a CD) and ask students to read it in silence.
4. Explain students that the capital letters represent the sounds they must focus on, and ask them to repeat it slowly first (activity 1).
5. Ask students to classify the regular verbs in past into the correct ending sound, and write them in a chart (activity 2).
6. Students work in pairs and model the dialogue on their own (activity 3).
7. Have students turn papers over and repeat the dialogue as best they can from memory (activity 4).

### A missed date

David and Diana had plans to get together yesterday.

Diana: (phone rings) Hello.

David: Hello Diana? This is David.

Diana: Oh, hi, David.

- David: What happened yesterday? I waited and waited for you. You forgot our date, didn't you?
- Diana: No, I remembered. But it rained all day and I had a bad cold, so I decided to stay home.
- David: You did? But I tried to call you at least 20 times and nobody answered!
- Diana: Oh, the phone lines were damaged by the storm. They repaired them today.
- David: Oh. And what did your sister Maddy do yesterday? Did she and her boyfriend go dancing?
- Diana: No, they didn't. They stayed home and played cards.
- David: And what did you do? Did you play cards, too?
- Diana: No, I studied and listened to CDs. And after dinner, I watched a DVD with Maddy.
- David: What did you do for dinner?
- Diana: I didn't feel like making a big dinner, so I just heated up some frozen food. What did you do yesterday, David?
- David: I just told you Diana. I tried to call you 20 times!

### Activity #1

#### A missed date

David and Diana had plans to get together yesterday.

- Diana: (phone rings) Hello.
- David: Hello Diana? This is David.
- Diana: Oh, hi, David.
- David: What happenED yesterday? I waitED and waitED for you. You forgot our date, didn't you?

- Diana: No, I remembered. But it rainED all day and I had a bad cold, so I decidED to stay home.
- David: You did? But I triED to call you at least 20 times and nobody answerED!
- Diana: Oh, the phone lines were damagED by the storm. They repairED them today.
- David: Oh. And what did your sister Maddy do yesterday? Did she and her boyfriend go dancing?
- Diana: No, they didn't. They stayed home and played cards.
- David: And what did you do? Did you play cards, too?
- Diana: No, I studied and listened to CDs. And after dinner, I watched a DVD with Maddy.
- David: What did you do for dinner?
- Diana: I didn't feel like making a big dinner, so I just heated up some frozen food. What did you do yesterday, David?
- David: I just told you Diana. I tried to call you 20 times!

## Activity #2

Listen to the pronunciation of the -ed ending in the verbs below. Write each verb in the correct column.

|         |         |          |        |         |
|---------|---------|----------|--------|---------|
| Called  | Played  | Cleaned  | Worked | Stayed  |
| Watched | Tried   | Answered | Missed | Started |
| Wanted  | Visited | Talked   | Needed | Stopped |

| <b>-ed = /t/</b> | <b>-ed = /d/</b> | <b>-ed = /ɪd/ or /əd/</b> |
|------------------|------------------|---------------------------|
|                  |                  |                           |

### Activity #3

Work in pairs and model the dialogue on their own.

### Students #4

Turn papers over and repeat the dialogue as best you can from memory.

### 4.4.5 Poems

The use of poem to teach pronunciation helps students to develop accuracy in the production of speech sounds. It is important that teachers select carefully authentic English poems according to learners' need, in this case, they should be focused on plural forms and past of regular verbs.

The reasons for using poetry are similar to those for using songs, and many activities done with songs can be adapted to poetry. When poems are used in English classes, teachers must use the appropriate modeling and provide the guidance

needed. If this happens, poems can help learners in several ways (British-Council, 2011):

- It is considered the best method imaginable for teaching students' proper pronunciation and the subtle meaning of words.
- Any authentic material exposes students to some "real English" and can be very motivating for students.
- Students have the opportunity to experience the language work creatively and freely.
- Finding poems to use in English classes is nowadays very easy with the internet.

### **Poem #1: Double Trouble**

**By Mark Chandler**

#### **Learning objective:**

- To discriminate the pronunciation of the sounds /s/, /z/ and /z/.

#### **Procedure:**

1. Introduce the poem's topic.
2. Read the poem for students to listen.
3. Give students the poem previously cut in verses and ask students to put it in order (activity 1).
4. Model the poem for students to check the correct order.
5. Help students to notice the plural sounds in capital letters in the poem, and let students to read it aloud (activity 2).

6. Ask students to classify some words from the poem according to their proper plural sound (activity 3).
7. Ask students find the words in the poem that rhyme and list them (Barrera, 2013).

### **Double Trouble**

By Mark Chandler

Please spare me a thought

For the cause of my frowns

My teacher's just taught

Me the plurals of nouns

So let's start with a fox

Well, the plural is foxes

But change it to ox

We have oxen, not "oxes"

He becomes they:

Man becomes men

So I think I can say

Humans are "humen"!

Explain to me please:

On my plate are pink prawns

The green things are peas  
Make the yellow ones "corns"  
So foot becomes feet?  
There's no logic at all...  
Because boots are not "beet"  
...And you say "six foot tall"  
A pair of trousers – OK?  
But I see only one.  
Can you please say  
Where the other has gone?

(UKstudentlife.com, 2014)

### Activity #1

Listen and put the verses in order.

### Activity #2

Read the poem again and pay attention to the capital letters that focus on the plural forms.

Please spare me a thought  
For the cause of my frownS  
My teacher's just taught

Me the plurals of nounS  
So let's start with a fox  
Well, the plural is foxES  
But change it to ox  
We have oxen, not "oxES"  
He becomes they:  
Man becomes men  
So I think I can say  
Humans are "humen"!  
Explain to me please:  
On my plate are pink prawnS  
The green things are peaS  
Make the yellow oneS "cornS"!  
So foot becomes feet?  
There's no logic at all...  
Because bootS are not "beet"  
...And you say "six foot tall!  
A pair of trouserS – OK?  
But I see only one.  
Can you please say  
Where the other has gone?



### Activity #3

Read the poem one more time and classify the plural nouns into the ending sounds

/s/, /z/, and /ɪz/

| <i>/s/</i> | <i>/z/</i> | <i>/ɪz/ or /əz/</i> |
|------------|------------|---------------------|
|            |            |                     |

### Activity #4

Find the words that rhyme and write them here.

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_      \_\_\_\_\_ and \_\_\_\_\_

**Poem #2**

**When Frankenstein Came to My Birthday**

**by Robert Scotellaro**

**Learning objective:**

- To discriminate the pronunciation of the sounds /t/, /d/, and /ed/ in past of regular verbs.

**Procedure:**

1. Introduce the poem's topic.
2. Read the poem for students to listen.
3. Give students the poem and ask them to complete the verses by putting the scramble words in the correct order (activity 1).
4. Model the poem for students to check the correct order.
5. Help students to notice the plural sounds in the poem, and let students to read it aloud (activity 2).
6. Ask students to organize a set of regular verbs in past in the poem according to their proper ending sound (activity 3).

## When Frankenstein Came to My Birthday

by Robert Scotellaro

He came to my birthday  
and banged down the door.

He knocked over plates  
and dropped cake on the floor.

He shouted so loud  
that we plugged up our ears.  
He stomped on our sneakers,  
which brought us to tears.

He drank all the punch,  
for he had a great thirst.  
He squeezed me so tight  
that I thought I would burst!

He sat on the couch  
and it broke into bits.  
My mother and father

were both having fits.

"We all make mistakes," Momma said,

"now and then.

But don't invite Frankenstein,

ever again!!!"

(Oswego City School District. URL: [www.studyzone.com](http://www.studyzone.com))

### Activity #1

Complete the verses in the poem by putting the scramble words in the correct order.

He came to my birthday

and \_\_\_\_\_ down the door.

DENAGB

He \_\_\_\_\_ over plates

DCEKKON

and \_\_\_\_\_ cake on the floor.

DPEPRDO

He \_\_\_\_\_ so loud

EDTHSOU

that we \_\_\_\_\_ up our ears.

GEGDPUL

He \_\_\_\_\_ on our sneakers,

PEMDOTS

which brought us to tears.

He drank all the punch,

for he had a great thirst.

He \_\_\_\_\_ me so tight

ZEZDEUQS

that I thought I would burst!

He sat on the couch

and it broke into bits.

My mother and father

were both having fits.

"We all make mistakes,"

Momma \_\_\_\_\_.

IASD

"now and then.

But don't invite Frankenstein,

ever again!!!"

## Activity #2

Listen to the poem and pay attention to the capital letters that focus on the past of regular verbs.

He came to my birthday  
and bangED down the door.

He knockED over plates  
and droppED cake on the floor.

He shoutED so loud  
that we pluggED up our ears.  
He stompED on our sneakers,  
which brought us to tears.

He drank all the punch,  
for he had a great thirst.  
He squeezED me so tight  
that I thought I would burst!

He sat on the couch  
and it broke into bits.  
My mother and father  
were both having fits.  
"We all make mistakes," Momma said,  
"now and then.  
But don't invite Frankenstein,  
ever again!!!"

### Activity #3

Organize the following verbs in past in the chart below, according to their proper ending sound.

- |            |            |             |
|------------|------------|-------------|
| a) banged  | d) shouted | g) squeezed |
| b) knocked | e) plugged |             |
| c) dropped | f) stomped |             |

| <i>/t/</i> | <i>/d/</i> | <i>/tɪd/ or /ɛd/</i> |
|------------|------------|----------------------|
|            |            |                      |

## Bibliography

- Baker, A., & Goldstein, S. (2010). *Pronunciation Pairs, an introduction to the sounds of English*. Cambridge.
- Barrera, P. (2013). *Universidad de Ambato*. Retrieved from <http://dedi.uta.edu.ec>
- Bilash, O. (2011, January). *Best of Bilash*. Retrieved February 14, 2013, from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/higgs%20graph.html>
- British-Council. (2011). *British Council BBC*. Retrieved from <http://www.teachingenglish.org.uk/blogs/evab2001/using-songs-teach-english>
- Brown, J. (1980). *Principles in Language Learning and Teaching*. New Jersey: Prentice Hall.
- Cambridge-University. (2009). *Cambridge University*. Retrieved from [http://www.cambridge.org/servlet/file/EPinUseInt+LP+PluralPastTense.pdf?1TEM\\_ENT\\_ID=2421990&COLLSPEC\\_ENT\\_ID=7](http://www.cambridge.org/servlet/file/EPinUseInt+LP+PluralPastTense.pdf?1TEM_ENT_ID=2421990&COLLSPEC_ENT_ID=7)
- Canale, M. (1983). *From communicative competence to language pedagogy, in Sarangi, S & Coulthard, M*. Essex: Longman.
- CEFR. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg: Cambridge University Press.
- Constitución del Ecuador*. (2008). Montecristi: Registro Oficial del Ecuador.
- Corder, S. (1967). The role of interpretation in the study of learners' errors. In S. Corder, *International Review of Applied Linguistics* (p. 114). Oxford: Oxford University Press.
- Corder, S. (1967). The significance of Learner's errors. *International review of applied linguistics in language teaching, Volume 5*, 161-170.
- Corder, S. (1973). *Introducing Applied Linguistics*. Harmondsworth, Middlesex: Penguin.
- Corder, S. (1987). *Error Analysis and Interlanguage*. Oxford: Oxford University Press.



- Dhakai, R. (2010). Errors committed by grade eight students in free composition. 78. Educación, M. d. (2009). *English Language Learning Standards*. Quito: Editogran.
- Ellis, R. (2009). *Implicit and Explicit Knowledge in Language Learning Acquisition*. Bristol, UK: Multilingual Matters.
- Frawley, W. J. (2014). *International Encyclopedia of Linguistics (2nd ed.)*. Retrieved 02 12, 2014, from Oxford University: <http://www.oxfordreference.com/view/10.1093/acref/9780195139778.001.0001/acref-978019>
- Higgs, T. V. (1982). *The Push Towards Communication*. Lincolnwood, Illinois: National Textbook Company.
- Lennon, P. (1991). *Error: some problems of definition, identification and distinction*. Retrieved from DX Doi: <http://dx.doi.org/10.1093/applin/12.2.180>
- Ley Orgánica de Educación Intercultural. (2011). Quito: Registro Oficial.
- OALD. (2013). *Oxford Advanced Learner's Dictionary*. Retrieved February 12, 2014, from <https://oald8.oxfordlearnersdictionaries.com/>
- Roach, P. (2009). *English Phonetics and Phonology, Fourth Edition*. Cambridge: Cambridge University Press.
- Senplades. (2013). *Plan Nacional para el Buen Vivir 2013-2017*. Quito.
- Soars, L. a. (2009). *New Headway*. Oxford: Oxford University Press.
- Taylor, J. R. (1997). *An Introduction to Error Analysis*, second edition. Sausalito, CA 94965: Univ Science Book.
- TEFLGames. (2013). *TEFL Games Co*. Retrieved from [www.teflgames.com](http://www.teflgames.com)
- Vera, R. (2012). *Contrastive Grammar and Error Analyss*. Guayaquil.
- Zhang, M. (2006, February). *Journal of Gannan Teachers College*. Retrieved from [http://en.cnki.com.cn/Article\\_en/CJFDTOTAL-GNSY200602012.htm](http://en.cnki.com.cn/Article_en/CJFDTOTAL-GNSY200602012.htm)

Appendix 1  
Symbols for Phonemes

|    |                                     |    |                      |
|----|-------------------------------------|----|----------------------|
| i  | as in 'pit' pɪt                     | i: | as in 'key' ki:      |
| e  | as in 'pet' pet                     | ɑ: | as in 'car' kɑ:      |
| æ  | as in 'pat' pæt                     | ɔ: | as in 'core' kɔ:     |
| ʌ  | as in 'putt' pʌt                    | u: | as in 'coo' ku:      |
| ɒ  | as in 'pot' pɒt                     | ɜ: | as in 'cur' kɜ:      |
| ʊ  | as in 'put' pʊt                     |    |                      |
| ə  | as in 'about, 'upper'<br>əbaʊt, ʌpə |    |                      |
| ei | as in 'bay' beɪ                     | əʊ | as in 'go' gəʊ       |
| aɪ | as in 'buy' baɪ                     | aʊ | as in 'cow' kaʊ      |
| ɔɪ | as in 'boy' bɔɪ                     |    |                      |
| iə | as in 'peer' piə                    |    |                      |
| eə | as in 'pear' peə                    |    |                      |
| ʊə | as in 'poor' puə                    |    |                      |
| p  | as in 'pea' pi:                     | b  | as in 'bee' bi:      |
| t  | as in 'toe' təʊ                     | d  | as in 'doe' dəʊ      |
| k  | as in 'cap' kæp                     | g  | as in 'gap' gæp      |
| f  | as in 'fat' fæt                     | v  | as in 'vat' væt      |
| θ  | as in 'thing' θɪŋ                   | ð  | as in 'this' ðɪs     |
| s  | as in 'sip' sɪp                     | z  | as in 'zip' zɪp      |
| ʃ  | as in 'ship' ʃɪp                    | ʒ  | as in 'measure' meʒə |
| h  | as in 'hat' hæt                     | l  | as in 'led' led      |
| m  | as in 'map' mæp                     | r  | as in 'red' red      |
| n  | as in 'nap' næp                     | j  | as in 'yet' jet      |
| ŋ  | as in 'hang' hæŋ                    | w  | as in 'wet' wet      |
| tʃ | as in 'chin' tʃɪn                   | dʒ | as in 'gin' dʒɪn     |

SOURCE: Roach, P. (2009). English Phonetics and Phonology. Cambridge: Cambridge University Press. p. xi.

**Appendix 2**  
**The International Phonetic Alphabet**

CONSONANTS (PULMONIC)

© 2005 IPA

|                     | Bilabial | Labiodental | Dental | Alveolar | Postalveolar | Retroflex | Palatal | Velar | Uvular | Pharyngeal | Glottal |
|---------------------|----------|-------------|--------|----------|--------------|-----------|---------|-------|--------|------------|---------|
| Plosive             | p b      |             |        | t d      |              | ʈ ɖ       | c ɟ     | k ɡ   | q ɢ    |            | ʔ       |
| Nasal               | m        | ɱ           |        | n        |              | ɳ         | ɲ       | ŋ     | ɴ      |            |         |
| Trill               | ʙ        |             |        | r        |              |           |         |       | ʀ      |            |         |
| Tap or Flap         |          | ⱱ           |        | ɾ        |              | ɽ         |         |       |        |            |         |
| Fricative           | ɸ β      | f v         | θ ð    | s z      | ʃ ʒ          | ʂ ʐ       | ç ʝ     | x ɣ   | χ ʁ    | ħ ʕ        | h ɦ     |
| Lateral fricative   |          |             |        | ɬ ɮ      |              |           |         |       |        |            |         |
| Approximant         |          | ʋ           |        | ɹ        |              | ɻ         | j       | ɰ     |        |            |         |
| Lateral approximant |          |             |        | l        |              | ɭ         | ʎ       | ʟ     |        |            |         |

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

SOURCE: Roach, P. (2009). English Phonetics and Phonology. Cambridge: Cambridge University Press. p. 40.

Appendix 3



UNIDAD EDUCATIVA BILINGÜE ESPÍRITU SANTO  
 LISTA DE ESTUDIANTES 2013-2014  
 10th LANGUAGE ARTS ADVANCED (2)

TEACHER: Miss Viviana Parrales

ROOM: 216 (10th D)

| No. | STUDENT'S NAME                     | GROUP |
|-----|------------------------------------|-------|
| 1   | CARPIO CORTEZ KETTY GINETTE        | C     |
| 2   | FIGUEROA AGUIAR MARÍA GABRIELA     | C     |
| 3   | GARCÍA NAVAS DENISSE CAROLINA      | C     |
| 4   | JARA ARAMBULO MARÍA BELÉN          | C     |
| 5   | LUNA GONZALEZ JOSELLYN MARIE       | C     |
| 6   | MARQUES VERA ODALYS FABIOLA        | C     |
| 7   | MONCAYO RODRIGUEZ CRISTINA EUGENIA | C     |
| 8   | POZO AGUIRRE LARISSA ABIGAIL       | C     |
| 9   | TOLEDO BARBERAN ARIANNA MARIE      | C     |
| 10  | ALBA ECHEVERRIA VERÓNICA           | D     |
| 11  | ARMAS CABRERA KAREN MELISSA        | D     |
| 12  | BAYAS GUADALUPE MANUELA SAMANTHA   | D     |
| 13  | BRIONES LUNA DASSHA NAHENNA        | D     |
| 14  | CAGUANA SAQUICELA ANAHÍ ELIZABETH  | D     |
| 15  | CALDERÓN CUENCA NICOLE ALEXANDRA   | D     |
| 16  | CALDERÓN NARVAEZ ASHLEY EMILY      | D     |
| 17  | COSTALES MONTALVO ANA BELÉN        | D     |
| 18  | ESPINOZA HUALPA JOSELLYNE MERCEDES | D     |
| 19  | GANDARA TAMAYO CLAUDIA DANIELA     | D     |
| 20  | MORA ZAMBRANO VALERIA CAROLINA     | D     |
| 21  | NAPA VITERI MARÍA JOSÉ             | D     |
| 22  | PUPULI CONCARI ANA GABRIELA        | D     |
| 23  | RAMOS TORRES MARÍA SOLEDAD         | D     |
|     |                                    |       |

## Appendix 4

### New Headway Advanced. Unit 1: "No place like home"



# 1

## No place like home

The topic system • Informal language • Compound words • Social expressions



### TEST YOUR GRAMMAR

1 Which time expressions from the box can be used with the sentences below?

- |  |   |
|--|---|
| 1 My parents met in Paris.               | 4 I wrote to my grandmother                     |
| 2 They travel abroad.                    | 7 I'm going to work in the US.                  |
| 3 They were working in Canada.           | 8 My brother's flying to Argentina on business. |
| 4 I was born in Montreal.                | 9 He's been learning Spanish.                   |
| 5 My grandparents have lived in Ireland. | 10 I'll see you.                                |

when I was born never in the 1970s  
tonight frequently for ages ages ago  
the other day in a fortnight's time  
recently during a snowstorm for a year  
since I was a child later sometimes

2 Talk to a partner about yourself and your family using some of the time expressions.

### WRITING HOME

#### Tense revision and informal language

1 Read the letter. Who is writing? Who to? Where is he? What is he complaining about? How old do you think the writer is?

2 Complete the questions. Then ask and answer them with a partner.

- How long \_\_\_\_\_ Max \_\_\_\_\_ at summer camp?  
'Just \_\_\_\_\_.'
- \_\_\_\_\_ he \_\_\_\_\_ a good time!  
'No, not really. He's \_\_\_\_\_ very homesick.'
- Is this his first time at summer camp?  
'No, it \_\_\_\_\_ . He \_\_\_\_\_ once before. Last year he \_\_\_\_\_ to Pine Trees.'
- \_\_\_\_\_ he like it at Pine Trees?  
'Oh, yes, he \_\_\_\_\_ , very much.'
- Why was that?  
'Because \_\_\_\_\_.'
- What \_\_\_\_\_ tomorrow?  
'He \_\_\_\_\_ pancakes.'
- Why \_\_\_\_\_ his cell phone?  
'Because \_\_\_\_\_.'

3 **TA1** Listen and check your answers.

6 Unit 1 • No place like home



Hi Mom, Hi Dad!

Been here two days but seems like FOREVER - it's kind of boring and I'm feeling very homesick - more homesick than last year 'cause at Pine Trees we had more exciting stuff to do. Here we have an activity called 'extreme sun tanning', where you sit outside for two hours and do nothing. We also have an activity called 'sitting around playing cards'. Last year we did stuff like archery and mountain biking. I'm still hanging in there, though. Got to go to sleep now. We're making chocolate chip pancakes for breakfast tomorrow.

Love you lots, Max xxxxxx

P.S. Could you send me more money? Oh, and my cell phone. ALL the other kids have their cell phones!

GROVE HILL SUMMER CAMP  
ANDMOUTH COUNTY

- 4 Read Sophie's email. What is it about? What do you learn about Sophie's likes and dislikes? Who is Rob? Who do you think Catherine is? Ask and answer the questions with a partner.

- 1 How long/Sophie/New Zealand?
- 2 How long/she/Australia?
- 3 Who/next/with?
- 4 Why/like New Zealand?
- 5 Why/like Kangaroo Island?
- 6 What/their car like?
- 7 Which wildlife/already?
- 8 Where/next?
- 9 Why/photos?

- 5 **113** Listen and check your answers.

#### LANGUAGE FOCUS

- 1 Which tenses can you identify in the questions and answers in exercises 2 and 4? Why are they used?

- 2 Informal writing often has lots of colloquial language and words missed out.

|   |   |
|---|---|
| kind of boring                            | = quite boring                                      |
| Been here two days but seems like FOREVER | = I've been here two days but it seems like forever |
| 'cause (US) 'cos (UK)                     | = because   |

- 3 Work with a partner. Read the letter and email again.

- 1 What do 'stuff' and 'banging in there' mean in Max's letter? Find colloquial words in Sophie's email and express them less colloquially.
- 2 Find examples where words are missing. Which words?

► Grammar Reference pp140-141

From: Sophie Beatty <sophie.beat@yahoo.com>  
 Date: Wed 16 March, 10:36 am  
 To: Robert Eilman  
 Subject: New Zealand and missing you.

Hello again Rob!

Nearly two-thirds of the way through the trip now. Still having a great time but missing you like crazy! Been in New Zealand nearly a week and have met up with Catherine at last. Like I told here, it has many advantages over Australia, the main ones being that it's smaller and cooler. Still, 3 weeks in Oz had its good points, despite the 44 degree heat! Kangaroo Island (near Adelaide) was my favourite place - loads of wildlife - did I tell you I'd seen some platypus there?

Here in New Zealand, first thing we did was buy a car. Went to the classy sounding 'De's Cars' and, using our extensive mechanical knowledge (ha! ha!), chose a car and gave it a thorough examination (i.e. checked the lights worked & the glove box could hold 8 large bars of chocolate). It's going OK so far, but sometimes makes strange noises! We're taking things nice and slowly now. Have already seen dolphins, whales, and enormous albatrosses.

So - that's it for now. We're heading up the west coast next. Thanks for all your emails - it's great to get news from home. Can't wait to see you. I'm sending you some photos so you won't forget what I look like!

Love you. Wish, wish, wish you were here!

Sophie xxxxx (Catherine sends love too)



Exercise 1.2



No place like home

## Appendix 5

### New Headway Advanced. Unit 4: "Nothing but the truth"



# 4

## Nothing but the truth

Questions and negatives • Prefixes and antonyms • Being polite

### TEST YOUR GRAMMAR

1 Make the sentences negative. Sometimes there is more than one possibility.

I disagree/don't agree with you.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1 I agree with you.              | 5 I knew everybody at the party. |
| 2 I think you're right.          | 6 I've already done my homework. |
| 3 I told her to go home.         | 7 You must get a visa.           |
| 4 'Is John coming?' 'I hope so.' | 8 My sister likes hip-hop, too.  |

2) I don't think you're right.  
I think you're wrong.

2 Write in the missing word in each question.

- 'What of music do you like?' 'Jazz.'
- 'How do you wash your hair?' 'Every other day.'
- 'Who do you look?' 'My mother.'
- 'How does it take you to get to school?' 'Nearly an hour.'
- 'What were you talking to the teacher?' 'Oh, this and that.'
- 'Do you know what the time?' 'Just after three.'

Ask and answer the questions with a partner.

### TELLING LIES

#### Questions and negatives

1 Think of some lies that these people might tell.

a teenage girl to her parents a car salesman  
a student to the teacher a politician  
a husband to his wife

2 All the people in the cartoons are lying. Who to? Why?

3 **1-4-1** Listen to what the people are really thinking. What is the truth? Why did they lie? Do you think any of the people have good reasons to lie?

4 Which question was each person asked before they lied? Put a-f in the boxes.

- What did you make that face for? Doesn't it look good?
- Can I speak to Sue Jones, please? It's urgent.
- How come you're ill today? You looked just fine yesterday!
- Who gave you that black eye? Haven't I told you not to get into fights?
- Where are you going? How long will you be? I hope you won't be late.
- I want to know if you'll marry me. I don't think you will.



34 Unit 4 • Nothing but the truth



#### LANGUAGE FOCUS

##### 1 In exercise 4, find and read aloud ...

###### Questions

- ... questions without auxiliary verbs.
- ... questions without auxiliary verbs.
- ... two ways of asking 'why?'
- ... a question with a preposition at the end.
- ... a question word + an adverb.
- ... an indirect question.

###### Negatives

- ... negative questions.
- ... a future negative.
- ... negatives with think and hope.

##### 2 Indirect questions

Make these direct questions indirect using the expressions.

- Where does he work? I don't know ...  
 What's the answer? Have you any idea ...?  
 Did she buy the blue one? I wonder ...

►► Grammar Reference p164

## PRACTICE

### Quiztime!

1 Work in two groups. You are going to write some questions for a general knowledge quiz.

- Group A** Look at the information on p155.  
**Group B** Look at the information on p156.

Write the questions for your quiz in your group. Ask and answer questions between groups.

2 Make comments about the answers in the quiz. Some of your sentences might be indirect questions.

We weren't sure ...

We didn't have a clue ...

We had no idea ...

None of us knew ...

We guessed ...

Did you all know ...?

... how many legs a butterfly has.

... which theory Charles Darwin developed.



## READING AND SPEAKING

### Diana and Elvis shot JFK!

July 19

- 1 What do you know about the following events? Discuss in groups and share information.
- The deaths of President John F. Kennedy, John Lennon, Elvis Presley, Princess Diana.
  - The Apollo moon landings.



- 2 There are many conspiracy theories about these events. What are conspiracy theories? How are they usually circulated nowadays? Do you know any about the events in exercise 1?
- 3 Read the introduction to three of the world's most popular conspiracy theories. Which events are mentioned? Why do people like these theories? What is a 'juicy' theory?

### CLASSIFIED

EVERYBODY loves a good conspiracy theory. Whether it is the CIA shooting President Kennedy, or Elvis being alive and well and living on the Moon, there are few things that appeal to the imagination more than a mixture of mystery and a hint of evil-doing in high places. When horrifying, historic events shake our world we seek to make sense of them by creating bizarre theories. These theories, however unlikely, are preferable to the cold fact that sometimes accidents happen. Many of the juiciest theories circulate on the Internet.

38 Unit 4 • Nothing but the truth

- 4 Work in groups of three.

Student A Read the article on p39.

Student B Read the article on p40.

Student C Read the article on p41.

Answer the questions.

- 1 When and what was the event?
- 2 How many theories are mentioned? Write a list of the different ones in note form.
- 3 What proof is given to support them?
- 4 What reasons are suggested for hiding the true facts?
- 5 Which people, individual or groups, are mentioned in relation to the event?

Compare your answers with the others in your group.

### Vocabulary work

Find words in your text to replace those in italics. Explain them to the others in your group.

#### Diana

- 1 The huge number of websites is *absolutely amazing*.
- 2 The florists devised a *clever but wicked* plot to murder Diana.
- 3 The car crash was a *carefully planned* trick.
- 4 I don't believe any of these theories.
- 5 Someone in the royal family devised a plot to *interfere* with the brakes.

#### Moon landing

- 1 Rumours have been going round for many years.
- 2 The US flag is seen blowing and there is no wind on the moon.
- 3 A *fantastic* exhibition of stars.
- 4 Scientists have all agreed that the theorists don't have any argument at all.
- 5 NASA has been desperately trying to hide evidence of life.

#### JFK Junior

- 1 There are many strange theories – one of the *cruelest* claims he was murdered by Clinton supporters.
- 2 Explosives were *stuck* to the tail of the plane.
- 3 The plane hit violent air movements.
- 4 The crash happened *strangely* and *coincidentally* on the 30th anniversary.
- 5 Some explanations are *clearly stupid*. Others are quite believable.

### What do you think?

- Which theories are the most believable/unbelievable?
- What is it about the Internet that breeds such theories?
- Think of a recent major news event and work in your groups to devise conspiracy theories about it. Describe the event and your theories to the class.

▶ WRITING Linking ideas – Conjunctions *p11*

# THE WORLD'S TOP CONSPIRACY THEORIES

July 19

## CONSPIRACY THEORY 1 THE DEATH OF DIANA

The first Diana conspiracy site appeared on the Internet in Australia only hours after her death on August 31st, 1997. Since then an estimated 35,000 Diana conspiracy websites have been set up - breathtaking by anyone's standards. By 1998 these surge from pure James Bond (it was all an MI6 plot to rescue the monarchy) to fascist (it was a fascist murder plot thought up by the world's greatest to sell lots of flowers) And most popular of all, Diana, Princess of Wales, isn't dead after all - that terrible car crash in Paris was an elaborate death, and now she and Dodi see living on a small tropical island, communicating with her sons by satellite video conferencing. Think about it, they say, we never actually saw her body, did we?

We never actually saw her body, did we?

You don't buy into any of these theories? Don't worry. There are plenty more to choose from. For example, Paul Burrell, Diana's former butler, claims that the Princess predicted her own death in a car crash. Apparently, she was so frightened that ten months before her death she wrote to Burrell saying that a plot was being hatched by a member of the royal family and that her car's windscreen would be tampered with and she would suffer serious head injuries. And all of this so that the Prince of Wales could marry again.

These theories multiply because it is so hard for us to believe that a princess, with all her wealth and bodyguards, could be killed by something as arbitrary and mundane as a traffic accident. Psychologically, we need conspiracy theories to make the tragedies of life more bearable. And the Internet helps feed the global paranoia.



## Appendix 6

### New Headway Advanced. Unit 3: "What a story!"



# 3

## What a story!

Narrative tenses • Giving news and responding • Books and films • Showing interest



### TEST YOUR GRAMMAR

Read the story. Put the events into chronological order.  
What happened first? What happened last?

#### Burglar arrested

A COUPLE came home at midnight to find their house had been burgled. Bob and Janet Gilbreath had left their house at six o'clock to go to the theatre. When they got home, the back door had been smashed, and money and jewellery stolen. A neighbour said that she had heard a loud noise at about eight o'clock. Mr and Mrs Gilbreath, who moved to the house five years ago, told police that they had seen a man who had been acting suspiciously for several days before the robbery, and were able to give a description. A man answering the description was later arrested.

### WHAT'S IN THE NEWS?

#### Narrative tenses

- Look at the newspaper headlines.  
What do you think is the whole story?
- What would you like to know?  
Write some more questions.  
*Did he mean to fall over?  
Where was she climbing?  
How did he manage to hang onto the rocks?*
- 1.11** Listen to three conversations about the stories. Which of your questions were answered?
- Here are the answers to some questions.  
What are the questions?  
1 Just ordinary clothes.  
2 For a dare.  
3 Three hours.  
4 In a shelter.  
5 His own software program.  
6 To download from the Internet.
- Match lines in A and B. Practise saying them with contracted and weak forms.

| A                       | B                        |
|-------------------------|--------------------------|
| He was wearing          | with a partner           |
| He'd been talking       | he wouldn't do it        |
| His friends had let him | the next night.          |
| She was climbing        | about doing it for ages. |
| They were rescued       | ordinary clothes.        |

**1.12** Listen and check.

- 26 Unit 3 • What a story!

## Man survives plunge over Niagara Falls



### Climber saved by



## VOCABULARY AND SPEAKING

### Books and films

- 1 We usually want to know some things about a book before we start reading it. Here are some answers. Write in the questions.

- 1 **Who wrote it** \_\_\_\_\_?  
Charles Dickens/Jane Austen.
- 2 \_\_\_\_\_?  
It's a romantic novel/It's a thriller/It's a biography.
- 3 \_\_\_\_\_?  
It's about a tragic marriage/It's about politics and corruption.
- 4 **Where and** \_\_\_\_\_?  
In India in the last century/In New York in the 80s.
- 5 \_\_\_\_\_?  
A lawyer called Potts and his client, Lady Jane /A detective called Blanket.
- 6 \_\_\_\_\_?  
Yes, it has. It came out quite a few years ago and starred Johnny Depp.
- 7 \_\_\_\_\_?  
It ends really tragically/It's frustrating because we don't really know/They all live happily ever after.
- 8 \_\_\_\_\_?  
I thought it was great/I couldn't put it down/I didn't want it to end/It was OK but I skipped the boring bits.
- 9 \_\_\_\_\_?  
Yes, I would. It's great if you like a good love story/It's a terrific holiday read.

- 2 Which questions could also be asked about a film? Some might have to change. What extra questions can be asked about a film?
- 3 **1.3.3** Listen to two people, one talking about a film and the other a book. Take notes under these headings.

| Title | Setting | Characters | Plot | Personal opinion |
|-------|---------|------------|------|------------------|
|       |         |            |      |                  |
|       |         |            |      |                  |

- 4 Work with a partner. Ask and answer the questions in exercise 1 about your favourite book or film.

- 5 Look at the front and back covers of *The Blind Assassin*. Which of the questions in exercise 1 can you answer?



#### FICTION/LITERATURE

'Grand storytelling on a grand scale . . . . Sheerly enjoyable.'  
*The Washington Post Book World*

The Booker Prize-winning sensation from the incomparable Margaret Atwood — a novel that combines elements of gothic drama, romantic suspense, and science fiction fantasy in a spellbinding narrative.

*The Blind Assassin* opens with these simple resonant words: "Ten days after the war ended, my sister Laura drove a car off a bridge." Ten days after the war ended, my sister Laura drove a car off a bridge." Ten days after the war ended, my sister Laura drove a car off a bridge." Ten days after the war ended, my sister Laura drove a car off a bridge." Ten days after the war ended, my sister Laura drove a car off a bridge.

What makes this novel Margaret Atwood's strongest and most gradually enthralling is the way in which the three wonderfully rich stories weave together, gradually revealing through their interplay the secrets surrounding the entire Chase family — and most particularly the fascinating and tangled lives of the two sisters. *The Blind Assassin* is a brilliant and enthralling book by a writer at the top of her form.

'Astonishing...Excerptly rivaled...Virtuoso storytelling.'  
*The New York Times*

\$14.95

Cover illustration: Courtesy of the Advertising Agency, London  
© The Corgi Publishing Co.  
Cover design: Mario J. Polina  
Hard binding: Andy Karl



## Appendix 7

## Class C, dialogue group #1: "The behavior of a good friend"

Sketch

The Behavior of a good friend

J. V.: Good morning guys, why are you so happy?

A. H.: We're very excited. We finished preparing a big project.

M. H.: And what you gained?

D. A.: Money, lots of money and experience.

A. H.: Yes, but we're hungry. Please, can you cook us something?

M. H.: Oh, we cooked rice with chicken on the morning. Do you want that?

J. V.: I taste it. It's very delicious. I enjoyed a lot to prepare and eat it.

D. A.: Plus, after and we walked so much we need energy.

A. H.: When Dylan and we were jogging and exercising we feel stressed.

J. V.: Hmm, let's eat the food.

(J. V. and M. H. give food to the boys.)

D. A.: Delicious, yeah, you cook very well.

M. H.: Can you and me ask you for help?

A. H.: Of course. Tell us.

J. V.: We cleaned a lot of things in the house. We're exhausted. Do you think you can help with electronic issues?

D. A.: Yes, I will enjoy it.

A. H.: I'm scared, something had happened to me the last week when I was helping my father with electronic.

M. H.: Don't worry. It's ok.

D. A.: Believe me that I felt angry with you. A man doesn't have fear of anything!

J. V.: Don't scream him. I jumped my sister and how she never trusts on me.

D. A.: You're right. Sorry after.

A. H.: I don't want to feel any fear. Can you teach me how to use electronic?

D. A.: Yes, let's go.

End

Appendix 8

Class C, dialogue group #2: "My first and last class of cross-fit"

My first and last class of crossfit

(Samantha and George enter the hour)

S: I'm so tired

S: It can't even make a finger!

JA: My babies, How was your first day of crossfit? What happened?

S: It was terrible!

JA: why?

S: when we started we thought it would be easy but it wasn't

S: we jogged at the park ten times, TEN TIMES MOM!

NE: I told you mom, they prepared themselves in a bad way, now give me five dollars

JA: Ash...

S: I started to die but later I was so tired I don't want to eat.

JA: How my poor babies... don't worry, your sister and I created a delicious meal for you, Nicole did you beat the soup purgatory?

NE: Yeah, I boiled it.

JA: That's good, you have gained a lot of skill cooking.

NE: I really enjoyed cooking with you.

S: We exercised a lot, I'm very hungry, we walked a lot to get here also.

S: But at least we finished with all the exercises.

S: While we were walking, I saw a fancy pizza. I was tempted to buy pizza, but it's good that I didn't.

JA: Mom can we have coke, we cleaned out beans. PLEASE!

JA: ok.

Appendix 9

Class C, dialogue group #3: "Move your body until your fake hair falls down"

move your body until your fake hair falls down ~.

AC: I started this class and I've enjoyed it.

NT: Before this class I only jogged and exercised. And cleaned the house so gained some muscle tonification with it.

AX: Yesterday I cooked some cookies and boiled water to make tea.

DI: Hey guys, what happened yesterday?, I prepared new exercises but you didn't appear. Then I walked to a restaurant, I was starving and you tempted me with that food but I hadn't money.

AC: Sorry, why didn't you tell us that you were there?

AM: We could invite you. I gave my food to someone that favored it.

NS: Take some cookies then. They are delicious.

IN: No, it's time to start the exercises. 1,2,3,4 ... Come on guys! 1,2,3,4

## Appendix 10

### Class D, dialogue group #1: "Do you remember?"

#### DO YOU REMEMBER?

##### ESCENE 1

SB: Do you remember when I **cooked** lasagna and you called me?

Sc: Oh yeah, I was so tired because I **exercised** too much.

SB: Well, while I was talking with you, I noticed that the water I **boiled**, splut out, something **happened** and I don't know what.

Sc: Oh really? That's so bad.

SB: And when you **started** making exercises? and why?

Sc: I **gained** weight in the last month, and I decided to lose it.

SB: What did you do to lose it?

Sc: First I **walked** and then I **jogged** a lot.

SB: And you **enjoyed**?

Sc: Yes, of course.

##### ESCENE 2

MY: I **baked** a cake, do you wanna come?

YV: No, I'm sorry. I'm on a diet. But that **tempted** me.

MY: Don't worry, I **prepared** a salad too.

YV: Oh really? I think I **finished** my diet.

MY: That's great! I **paid** the girl next door and she **cleaned** my house.

YV: Your house is impossible to be cleaned! I have to see it.

MY: Ok...



## Appendix 11

### Class D, dialogue group #2: "The bakery"

# The Bakery

- B1: Hi, friend  
B2: Hi, do you want (some) chocolate cake?  
B1: Nooo!! I am so tired. I **jumped** all the morning.  
B2: Noo, I'm sorry. I didn't want to say that.  
B1: No body. Don't you see that I am fat?  
A1: Hi, I know you **walked** or **jogged**; I don't remember.  
B1: Oh, yes.  
B2: Do you want a chocolate cake?  
B1: Oh my God, this guy **tempted** me when I **started** to talk with him.  
A1: Nooo, I **exercised** all the morning.  
B2: Oh how egg I **baked** a lot of bread and cake.  
A1: I am so depressive I need milk.  
B2: I have. Also I **boiled** milk. Now I remember that I **prepared** something special for you.  
PG: What are you doing?  
A1: He **engaged** with us.  
PG: Oh, is you **opened** money for me right?  
B2: Sure, order and that your gift. I **cooked** something for you.  
A1: Is that is so cute.  
PG: Bryan yesterday you **cleaned** the bakery, so today I will clean but my turn **finished** ten minutes ago.  
B2: What **happened**?  
" Nothing interesting.

## Appendix 12

### Class D, dialogue group #3: "A destroyed plan"

#### Dialogue A destroyed plan

- HL: Do you know something?
- DM: Okay, Tell me because I don't know
- ML: Sebastian started a soccer game with his friends and they peppered a nice sports morning.
- PM: Okay, Well changing the topic. Do you know something?  
I gained a 10 in my Pop Quiz and my mom was very happy.  
So this morning she boiled me some eggs
- PL: Really? I waited for an hour because I didn't know how to tell to my mom that I got a 6 on it.
- GT: Hi! Girls, something awful happened. The sports morning that I peppered, ended as soon as it started
- JV: That was awful!, the problem started because a guy threw some trash in the floor and it was dirty so the people told him to pick it up, but he didn't, so a girl cleaned it for him.
- ST: Every body got angry and wanted to punch his face. Because of his act he tempted Johnston to fight with him and the sports morning became a battlefield
- HL: Oh! so any body enjoyed the morning
- JT: And the worst part was that I just scraped for a few minutes and the problem began:
- LH: If my mom boiled me a cake and cooked a delicious food. so what about if we go to eat in my house?
- HL: But I exercised myself this morning!
- ST: It doesn't matter I can eat every thing for you.

## Appendix 13

### Class D, dialogue group #4: "Cooking TV show"

#### DIALOGUE

Topic: Cooking TV show

SA: Hi, we are going to the park. We will be back.

SA: Yes, to see the TV program.

MM: OK.

an hour later.

LC: Hello everybody, we are back.

RP: Oh, you miss the TV programs.

GA: Oh, I really wanted to see it.

CG: No problem, they will tell us all the program.

MM: But, what did you do?

LC: I jogged around the park.

GA: I gained the 1<sup>st</sup> place in a marathon.

CG: And I enjoyed my visit to the aquarium. And we finished our activities, we met in a cafeteria and walked to home.

RP: So, you three exercised, in different ways.

LC: Yeah, now tell us the program.

MM: It started buying the ingredients and then they cleaned them, to make a cake.

RP: Yes. And do you believe that they boiled the mix?

CG: Sure, why?

MM: Not, sorry he meant: they tempted to do that, because the mix was so thick and hard to add more ingredients.

RP: But they boiled it and nothing happened.

MM: At the end they cleaned the ovens and prepared another thing.

LC: And what's that "another thing"?

RP: We don't remember. But I think it was a cake.

GA: Oh no, no problem.

MM: But I remember what they cooked.

CG: Thanks, but that's enough.

Appendix 14

Class D, dialogue group #5: "Junior master chef"

## Junior Master chef

L.B: Hello, welcome to our program we started the competition the last (year) week, and today we are here with the finalist. these competitors want to gain the best prize. Now we'll know who is the winner. Now we are going to start.

L.B: Hi Julieth, Are you our judge?

J.G: Hi, yes I am

J.G: We are going to start with micaela from L.A, california

M.L: Hi darlings Today I prepared "Sangode Camaron"

J.G: Oh, it's sound delicious. how did you prepare it?

M.L: Well I boiled the green banana, then I marinated it, you have to cook the shrimp and mix it with the green banana

L.B: I am eager to prove it, Are you Julieth

J.G: Yes, I'm eager too.

L.B: Now, is the turn of Mario from Ohio

J.G: Oh, Mario explain what you did.

M.Ch: Hi everyone, One day I was jogging to the park to do some physical exercises in my way to home, I was thinking in what I can cook in the program, it happened, Now I have prepared Lasagne, when I cook it (I put the oven 150° for 10 minutes) (empt) I think it was tempted.

M.Ch: Hey, Judge, I hope you enjoy it as I enjoyed it to prepare it

L.B: (Now, you know it jog) Finally, we already finished to deliberated, the results are going to be shown the next week bye bye.

L.B: Hey Manager Jorge I cleaned my living room, next week is the turn of other.

L.B: How did you come here Mario?

M.Ch: I walked a lot



## UNIDAD EDUCATIVA BILINGÜE ESPÍRITU SANTO

SECCION FEMENINA - EGB

## PRONUNCIATION DIAGNOSTIC TEST

2013 - 2014



## A. Circle the plural form of the following regular nouns (2.5 marks).

- |             |               |              |             |
|-------------|---------------|--------------|-------------|
| 1. Box      | a. boxs       | b. boxes     | c. boxies   |
| 2. buzz     | a. buzzs      | b. buzes     | c. buzzes   |
| 3. clock    | a. clocks     | b. clockes   | c. clockies |
| 4. disco    | a. discoss    | b. discos    | c. discoes  |
| 5. door     | a. doores     | b. doors     | c. dories   |
| 6. Echo     | a. echoes     | b. echos     | c. echo     |
| 7. elf      | a. elfes      | b. elfs      | c. elves    |
| 8. football | a. footballes | b. footballs | c. footbals |
| 9. glass    | a. glasses    | b. glassies  | c. glases   |
| 10. half    | a. halfs      | b. halves    | c. halfes   |
| 11. hand    | a. hands      | b. handz     | c. handies  |
| 12. hero    | a. heroes     | b. hercies   | c. heros    |
| 13. key     | a. keyes      | b. heies     | c. keys     |
| 14. knife   | a. knifes     | b. knifs     | c. knives   |
| 15. leaf    | a. leafs      | b. leafes    | c. leaves   |
| 16. logo    | a. logos      | b. logoes    | c. logoles  |
| 17. photo   | a. photos     | b. photoes   | c. photoses |
| 18. piano   | a. pianoes    | b. pianos    | c. pianoses |
| 19. pitch   | a. pitches    | b. pitches   | c. pitchies |
| 20. potato  | a. potatos    | b. potatoies | c. potatoes |
| 21. radio   | a. radios     | b. radioes   | c. radiosos |
| 22. shelf   | a. shelves    | b. shelves   | c. shelves  |
| 23. thief   | a. thieves    | b. thiefs    | c. thiefs   |
| 24. wife    | a. wifes      | b. wives     | c. wifs     |
| 25. wish    | a. wishs      | b. wishies   | c. wishes   |

## B. Listen to plurals of the following words and TICK (✓) the correct column, according to the ending sound (2.5 marks).

|           | /s/ | /z/ | /əz/ - /lz/ |
|-----------|-----|-----|-------------|
| 1. Kiss   |     |     |             |
| 2. Buzz   |     |     |             |
| 3. Flash  |     |     |             |
| 4. Watch  |     |     |             |
| 5. Garage |     |     |             |

|           | /s/ | /z/ | /əz/ - /ɪz/ |
|-----------|-----|-----|-------------|
| 6. Unit   |     |     |             |
| 7. Lip    |     |     |             |
| 8. Duck   |     |     |             |
| 9. Roof   |     |     |             |
| 10. Month |     |     |             |
| 11. Car   |     |     |             |
| 12. Fly   |     |     |             |
| 13. Wall  |     |     |             |
| 14. Cheer |     |     |             |

**C. Choose the correct option to form the past of the following verbs (2.5 marks).**

- |             |               |            |
|-------------|---------------|------------|
| 1. Sound    | 5. Laugh      | 9. Stop    |
| a. Sounded  | a. Laught     | a. Stoped  |
| b. Soundied | b. Laughed    | b. Stopet  |
| c. Sount    | c. Laughied   | c. Stopped |
| 2. Study    | 6. Rake       | 10. Carry  |
| a. Studyd   | a. Raked      | a. Carried |
| b. Studied  | b. Raket      | b. Carryed |
| c. Studyed  | c. Rakied     | c. Carryd  |
| 3. Clean    | 7. Wound      |            |
| a. Cleant   | a. Woundied   |            |
| b. Cleaned  | b. Wount      |            |
| c. Cleand   | c. Wounded    |            |
| 4. Faint    | 8. Change     |            |
| a. Fainted  | a. Changed    |            |
| b. Faint    | b. Changedied |            |
| c. Faintied | c. Changet    |            |

**D. Choose the correct pronunciation of each verb. TICK (✓) sounds /d/,/t/,/əd/ where corresponds (2.5 marks).**

|             | /d/ | /t/ | /əd/ |              | /d/ | /t/ | /əd/ |              | /d/ | /t/ | /əd/ |
|-------------|-----|-----|------|--------------|-----|-----|------|--------------|-----|-----|------|
| 1. Bowed    |     |     |      | 9. Stayed    |     |     |      | 17. Sounded  |     |     |      |
| 2. Boxed    |     |     |      | 10. Parked   |     |     |      | 18. Needed   |     |     |      |
| 3. Cracked  |     |     |      | 11. Recorded |     |     |      | 19. Mailed   |     |     |      |
| 4. Packaged |     |     |      | 12. Raised   |     |     |      | 20. Covered  |     |     |      |
| 5. Rested   |     |     |      | 13. Flooded  |     |     |      | 21. Answered |     |     |      |
| 6. Afforded |     |     |      | 14. Saved    |     |     |      | 22. Caused   |     |     |      |
| 7. Watched  |     |     |      | 15. Showed   |     |     |      | 23. Used     |     |     |      |
| 8. Wanted   |     |     |      | 16. Demanded |     |     |      | 24. Added    |     |     |      |

## Appendix 16

### Survey Form



**UNIDAD EDUCATIVA BILINGÜE ESPÍRITU SANTO**  
SECCIÓN FEMENINA - EGB  
2013 - 2014

#### SURVEY FORM

The following survey form is of great importance to the development of the research project about the "Influence of inter-language errors in the development of oral production of plural forms and past of regular verbs in English". This survey is anonymous and will be used to identify, determine, explain and describe the causes and degree of the problems described above.

#### GENERAL INFORMATION

Gender:     Male     Female                      Age: \_\_\_\_\_ years old.

Place you were born: \_\_\_\_\_                      Native language: \_\_\_\_\_

# of years learning English: \_\_\_\_\_                      Learning context:     Public     Private

Places where you  
have learnt English:     English Academy     Bilingual School     Home     Other

# of hours you speak English every day: \_\_\_\_\_

#### THE ROLE OF THE TEACHER IN PRONUNCIATION

Tick the box to answer the questions according to your own opinion or experience. The meaning of the scale is: N: Never – S: Sometimes – U: Usually – A: Always

|  | N | S | U | A |
|--|---|---|---|---|
| 1. You need the help of your teacher to learn the pronunciation of a new word.                     |   |   |   |   |
| 2. You ask your English teacher when you don't know how to pronounce a word                        |   |   |   |   |
| 3. English teachers in your high-school give feedback when you practice pronunciation              |   |   |   |   |
| 4. English teachers in your high-school correct your mistakes in pronunciation                     |   |   |   |   |
| 5. You receive clear explanations of how to pronounce sounds in English from your English teachers |   |   |   |   |
| 6. Your English teachers have emphasized on pronunciation in your school years.                    |   |   |   |   |
| 7. Your pronunciation is graded when you speak in class.   |   |   |   |   |

Select a scale from 1 to 5, considering that 5 is VERY IMPORTANT, VERY GOOD or A LOT and 1 is UNIMPORTANT, BAD, or INEXISTENT.

|  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 8. How important do you think is the role of your English teacher's in the pronunciation of past verbs and plural forms?         |   |   |   |   |   |
| 9. In your opinion, how important is the practice of pronunciation in your English class?  |   |   |   |   |   |
| 10. Do you teachers ask you to check any other material in addition to your textbook to learn or practice English pronunciation? |   |   |   |   |   |
| 11. Do you use the Internet to know the pronunciation of new word?   |   |   |   |   |   |



#### DIFFICULTIES TO APPLY THE CORRECT PRONUNCIATION

Tick the box to answer the questions according to your own opinion or experience. The meaning of the scale is: N: Never – S: Sometimes – U: Usually – A: Always

|   | N | S | U | A |
|---|---|---|---|---|
| 12. Do you prefer watching movies in English or Spanish?                                |   |   |   |   |
| 13. How often do you use subtitles in English when watching films?                      |   |   |   |   |
| 14. Do you watch TV programs in English?  |   |   |   |   |
| 15. Do you understand easily the pronunciation rules that our teacher has given to you? |   |   |   |   |
| 16. Do you apply the rules as soon as you are given them?                               |   |   |   |   |

#### DEGREE OF MOTHER TONGUE INTERFERENCE

Tick the box to answer the questions according to your own opinion or experience. The meaning of the scale is: N: Never – S: Sometimes – U: Usually – A: Always

|  | N | S | U | A |
|--|---|---|---|---|
| 17. Do you speak mostly in English with your partners during your free time?   |   |   |   |   |
| 18. Do you include some Spanish words or terms when you speak in English?  |   |   |   |   |
| 19. If you do not know how to say a word in English, do you just transfer the word from Spanish to English (i.e. you translate "carpeta" into "carpet", which means "alfombra")? |   |   |   |   |
| 20. If you don't know how to pronounce a word in English, do you just "guess" the pronunciation?   |   |   |   |   |
| 21. Do you think that many words in English have the same or a similar pronunciation in Spanish?   |   |   |   |   |
| 22. Do you use an English dictionary when you don't know the meaning of a word in English?   |   |   |   |   |
| 23. Do you practice your speaking with a native speaker or an advance non-native speaker?  |   |   |   |   |
| 24. Do you read the new words in English before you hear them?   |   |   |   |   |