

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



Universidad de El Salvador
Hacia la libertad por la cultura

UNDERGRADUATE PROJECT

“THE MOST COMMON LINGUISTIC ERRORS IN ADVANCED INTENSIVE ENGLISH II
STUDENTS OF THE BA IN ENGLISH TEACHING AND THE BA IN MODERN
LANGUAGES (FRENCH AND ENGLISH) IN THE DEPARTMENT OF FOREIGN
LANGUAGES AT THE UNIVERSITY OF EL SALVADOR, SEMESTER I, 2017”

IN ORDER TO OBTAIN THE DEGREE OF:

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FRENCH AND ENGLISH

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I. INTRODUCTION

It is well known, English has become a worldwide language; it is also known as the business language according to Harvard Business Review. More and more people around the world are interested in this language given that it gives more job opportunities. El Salvador is not the exception, the FLD at the UES registered in 2017, a total of 1,544 students divided in two majors: English Teaching and Modern Languages (English and French). The following research project “The most common linguistic errors in Advanced Intensive English II students of the BA in English Teaching and the BA in Modern Languages (French and English) in the Department of Foreign Languages at the University of El Salvador, Semester I, 2017” was carried out with the objective of finding out the most common phonological errors students make when learning a second language. Along this work, a non-experimental research was carried out and a series of instruments were implemented to support the investigation; the aim was to find out the phonological errors students made when they were communicating in L2, so the researchers were able to give them strategies and/or solutions.

The research team applied a mix of two research methodologies which helped to find out the most common linguistic errors of Advanced Intensive English II students. At first, the qualitative method was used through observation during a month where investigators were using a checklist to determine phonological errors, and then the quantitative method which provided general characteristics of the population sample that affected or influenced L2 students’ errors. Finally, the team administered an interview to a selected number of students for each of the three groups that were observed.

All data was carefully analyzed to provide the most accurate information about the kind of phonological errors that were found in learners' speaking to provide possible solutions. With this project, it was intended to find out the most common phonological errors that students from Advanced Intensive English II courses had made in the Department of Foreign Languages.

II. RESEARCH TOPIC

The most common linguistic errors in Advanced Intensive English II students of the BA in English Teaching and the BA in Modern Languages (French and English) in the Department of Foreign Language at the University of El Salvador, Semester I, 2017.

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Time: 2017

Place: Department of Foreign Languages at the University of El Salvador.

Population: Advanced Intensive English II students

III. STATEMENT OF THE PROBLEM

Making errors, when learning a new language, is a daily basis. The research team sought to find out and describe the most common errors in Advanced Intensive English II students to know the English proficiency they had at that level.

Second language learning is a process where students might make errors as part of learning, errors are the real proof that something is happening on student's mind, as S P Corder states errors are the signal that a language learning process happens and this is produced because of the lack of knowledge of correct rules. Since errors are part of language learning the research team focused on the phonological branch of linguistics where good or bad pronunciations determine the quality of the language used in a conversation. It cannot be disregarded the type of phonological errors students had made in an advanced level as they could affect a complete message.

Other purpose was to realize about the most common phonological errors English students had made in their advanced courses to measure the English proficiency and then to provide feedback and possible solutions to improve the student's performance in English.

What are the most common phonological errors in Advanced Intensive English II students of the BA in English Teaching and the BA in Modern Languages (French and English) in the Department of Foreign Language at the University of El Salvador, Semester I, 2017?

IV. OBJECTIVES

A. General Objective

To find out the most common linguistic errors in Advanced Intensive English II students during Semester I, in the FLD at the University of El Salvador.

B. Specific Objectives

- ✓ To identify which are the most common phonological errors in Advanced Intensive English II students at the FLD.
- ✓ To analyze if specific characteristics of the population might influence the speaking competence when making errors.
- ✓ To propose some solutions to reduce errors in order to improve the communicative competence of Advanced Intensive English II students at the FLD.

V. JUSTIFICATION

Nowadays, according to Harvard Business Review, English has become in one of the most businesses languages due to the increasing demand of multinational companies; 1.75 billion people worldwide speak English at a useful level. Every year the FLD welcomes students that wish to develop their skills in English, specifically in 2017, 827 students were enrolled to start or continue studying Modern Languages and 717 students in English Teaching.

When learning English as a second language, the learning process can be affected for mistakes and errors. It is important to differentiate mistake from error, both are synonyms according to the Webster dictionary; however both are different. After knowing the difference between errors and mistakes according to S P Corder, the researchers tried to find out the most common errors in L2 students based on errors of omission, overgeneralization and transfer stated by Rod Ellis. It was pointed out more on the phonological errors because those are the ones that are the first touch when speaking a second language.

Other intention of this research was to find out and discover the most common linguistic errors in classroom in Advanced Intensive English II students at the Department of Foreign Languages. It is known that a good communication must have good pronunciation in second language acquisition, while in a conversation some errors can appear as normal part of the process, so that the research team paid attention on what were the most common phonological errors that affected a learner's message.

This project was also based on phonological errors such as mispronunciation, and suprasegmental as rhythm, stress, intonation, and pauses to respond to the objective and to find out the most common errors. This study provided useful information so that students became

aware of phonological errors in the learning process of a second language by getting those errors to the next level which was to take them as areas of improvement.

The research team observed Advanced Intensive English II courses so the study was non-experimental and the data was collected from the class in order to classify errors and their importance in language communication. Also, an interview was developed to find out the most common errors student had made during classes. At the end of the study, the investigators proposed some strategies as an aid for students in their learning process.

VI. THEORETICAL FRAMEWORK

The Oxford dictionary defines Linguistic as the scientific study of language and its structure; additionally, the Summer Institute of Linguistics, Inc. says: “Words are arranged in a certain order, and sometimes the beginnings and endings of the words are changed to adjust the meaning. Then the meaning itself can be affected by the arrangement of words and by the knowledge of the speaker about what the hearer will understand. Linguistics is the study of all of this”.

Over the years, linguistics has been studied in the process of teaching and learning a foreign language; however, language is never static, which means that learners must be aware of its constant changes. Linguistics is a broad subject (some branches that will help students better understand structure, meaning and writing of it will be given:) phonetics, phonology, grammar, morphology, syntax and semantics; those are the most important and basic areas for a L2 student to learn. For a better understanding, each one is explained below.

Muriel Saville-Troike is a professor of English at the University of Arizona and the author of the book “Introducing Second Language Acquisition”, she wrote about systemic linguistics, a concept developed by M. A. K. Halliday, and explains that it is a model to analyze language in terms of interrelated system of choices available to express meaning. The author cites: “Language acquisition . . . needs to be seen as the mastery of linguistic functions. Learning one’s mother tongue is learning the uses of language, and the meanings, or rather the meaning potential, associated with them. The structures, the words and the sounds are the realization of this meaning potential. Learning language is learning how to mean. (Halliday 1973:345)”

Troike interprets what Halliday says and continues: “To relate this notion to the question about *what* language learners essentially acquire, in Halliday’s view it is not a system of rules which govern language structure, but rather “meaning potential”: “what the speaker/hearer *can* (what he can mean, if you like), not what he knows” (1973:346). The process of acquisition consists of “mastering certain basic functions of language and developing a meaning potential for each” (1975:33)”.

1. PHONETICS:

This term comes from the Greek word *phone* = *sound/voice*; and Raymond Hickey in his book *Phonetics and Phonology* defines it: “phonetics is the study of human sounds in general without saying what function which sounds may have in a particular language. The term ‘phonetics’ is often used with reference to one language when the emphasis is on the pronunciation of this language”.

Phonetics is divided into three different categories:

A) **Articulatory Phonetics** (emission sounds): it describes how vowels and consonants are articulated in various parts of the mouth and throat;

B) **Acoustic Phonetics** (transmission sounds): it studies how speech sounds are transmitted: when sound travels through the air from the speaker's mouth to the hearer's ear it does so in the form of vibrations in the air;

C) **Auditory Phonetics** (reception sounds): this one study how speech sounds are perceived: the way in which the hearer's brain decodes the sound waves back into the vowels and consonants originally intended by the speaker.

2. PHONOLOGY:

In the book *The study of Language*, George Yule defines phonology as the description of the system and patterns of speech sounds in language; he also says that phonology is concerned with the abstract or mental aspect of the sound in language rather than with the actual physical articulation of speech sound; in addition to this, Yule adds that the abstract set of sounds in a language allows us to distinguish meaning in the actual physical sound in a language we say and hear.

In the book "An introduction to English phonology" by April McMahon, it is found another definition to phonology and gives an example of what this means: "Phonology, involves a reduction to the essential information, to what speakers and hearers think they are saying and hearing. The perspective shifts from more units to fewer, from huge variety to relative invariance, from absolutely concrete to relatively abstract; like comparing the particular rose I can see from my window, or roses generally in all their variety (old-fashioned, bushy, briar; scented or not; red, yellow, shocking pink), to The Rose, an almost ideal and abstract category to which we can assign the many different actual variants".

3. GRAMMAR: In the book "grammar, grammars, and the teaching of grammar", Patrick Hartwell exposes the meanings of grammar:

“The first thing we mean by ‘grammar’ is ‘the set of formal patterns in which the words of a language are arranged in order to convey larger meanings.” It is not necessary that we be able to discuss these patterns self-consciously in order to be able to use them. In fact, all speakers of a language above the age of five or six know how to use its complex forms of organization with considerable skill in this sense of the word-call it ‘Grammar 1’-they are thoroughly familiar with its grammar.

“The second meaning of ‘grammar’ –call it ‘Grammar 2’-is ‘the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns.’ Just as gravity was in full operation before Newton's apple fell, so grammar in the first sense was in full operation before anyone formulated the first rule that began the history of grammar as a study”.

“The third sense in which people use the word ‘grammar’ is ‘linguistic etiquette.’ This we may call ‘Grammar 3.’ The word in this sense is often coupled with a derogatory adjective: we say that the expression ‘he ain't here’ is ‘bad grammar.”

The website usalearns.org proposes another concept of grammar and they say that, “grammar is the system that organizes a language. Grammar rules are like the traffic signs and rules of the road... With a language, grammar keeps us all on the right road to our destination – clear communication”.

There is no way to avoid the rules when learning a second or a foreign language; it will help not only in writing but also in speaking.

In the book *Introducing Second Language Acquisition*, Muriel Saville-Troike mentions the linguist Chomsky when talking about universal grammar and cites what he says:

(1) What needs to be accounted for in language acquisition is linguistic competence, or speaker-hearers underlying knowledge of language. This is distinguished from linguistic performance, or speaker-hearers actual use of language in specific instances.

(2) Such knowledge of language goes beyond what could be learned from the input people receive. This is the logical problem of language learning, or the poverty-of-the stimulus argument.

4. MORPHOLOGY:

George Yule says that this term literally means “the study of forms”, so it analyzes all those elements which are known as “morphemes”. The writer continues explaining that the morpheme is a minimal unit or meaning or grammatical function.

There are many terms to define morphology according to the Sri Rahayu website, and it gives some definitions that experts in this branch explain below:

Understanding morphology according to Verhaar (1996: 97), states that the morphology is the branch of linguistics that identifies the basic units of language as grammatical units”; on the other hand, “Samsuri (1988: 15), defines morphology as a branch of linguistics that studies the structure and forms of words”. “Nida (1974: 1) states that the morphology is a study of morphemes and morpheme preparation for the creation of the word”.

5. SYNTAX:

As the expert Yule explains, “The word syntax comes from the Greek and means “putting together” or “arrangement”

The Marriam-Webstern dictionary gives an interesting definition when talking about syntax: The way in which linguistics elements (such as words) are put together to form constituents (such as phrases or clauses)”. Also the expert Matthew said that “the term syntax comes from the Ancient Greek syntaxis, a verbal noun which literally means "arrangement" or "setting out together".

6. SEMANTICS:

According to The Study of Language, “semantics is the study of the meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean... Linguistic semantics deals with the conventional meaning conveyed by the use of words, phrases and sentences of a language.

In this study, the central point will be SOUND SYSTEM, so the information given is going to be focused on the sounds production. Because of that, background information would help to understand the error committing in the target language, by explaining the second language acquisition and the branches of applied linguistics such as contrastive analysis, error analysis and interlanguage.

APPLIED LINGUISTICS

The American Association for Applied Linguistics defines applied linguistics as an interdisciplinary field of inquiry that addresses a broad range of language-related issues in order

to understand their roles in the lives of individuals and conditions in society. It draws on a wide range of theoretical and methodological approaches from various disciplines—from the humanities to the social and natural sciences—as it develops its own knowledge-base about language, its users and uses, and their underlying social and material conditions.

The application of linguistic knowledge to some object – or applied linguistics, as its name implies – is an activity. It is defined as such by S.P. Corder who explains that it is not a theoretical study. It makes use of the findings of theoretical studies and the applied linguist is a consumer or user, not a producer of theories.

Susan Hunston Head of Department of English, University of Birmingham states that “one answer to this question is that it is the study of language in order to address real-world concerns. Another is that it is the study of language, and language-related topics, in specified situations. The real-world concerns include language learning and teaching but also other issues such as professional communication, literacies, translation practices, language and legal or health issues, and many more. Applied linguistics is practically-oriented, but it is also theory-driven and interdisciplinary. Models of how languages are learned and stored, for example, are ‘applied linguistics’, as are descriptions of individual language varieties that prioritize actual and contextualized language use”.

After giving a definition of applied linguistics, it is important to develop a series of concepts in order to go in depth in the explanation of how learners make errors, it is important to define, the acquisition of a second language, contrastive analysis, error analysis and interlanguage.

SECOND LANGUAGE ACQUISITION (SLA)

Second Language Acquisition (SLA) refers to the study of how languages are learned. According to Sussan Gass and Larry Selinker (2008) *Second Language Acquisition*, “is the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language.” When talking about second language acquisition, it is not possible to determine the exact date when it started being developed, but it is possible to say that it was less than a century ago, which makes it difficult to state exactly how a learner acquires a new language.

There are two dimensions in second language acquisition: language aptitude and motivation. On one hand, the aptitude of the learner, that is the ability of learning in a fast way. Learners that have a high aptitude learn with ease and with a higher speed than other students but those other learners may be successful if they persevere.

Early work of John Carroll (1991) led to the identification of a number of components of language aptitudes. These are: *phonemic coding ability* that consists in identifying and memorizing new sounds, *grammatical sensitivity* that involves understanding the function of particular words in sentences, *inductive language learning ability* by figuring out grammatical rules from language samples and *rote learning ability* by remembering new words.

On the other hand, motivation also plays an important role in language learning. While language aptitude concerns the cognitive abilities that underlie successful L2 acquisition, Motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2. (Rod, Ellis 1997). Various kinds of motivation have been identified: instrumental, integrative, resultative and intrinsic.

Instrumental education for example is one of the major motivations, for functional reasons, to pass an examination, to get a better job or to get a place at a university. Integrative motivation on

the other hand is chosen because language learners are interested in the culture and the people represented by a target language group.

Resultative motivation is achieved when learners are motivated because of good results they are obtaining in the L2 acquisition process and the intrinsic motivation is developed depending on the tasks they are asked to complete. These four types of motivation complement each other and they are used depending on the context and task that learners are asked to do.

Age differences and Critical Period Hypothesis

Another factor that influences the acquisition of a second language is the difference of ages among learners. It is commonly believed that children are better language learners than adults in the sense that young children typically can gain mastery of a second language, whereas adults cannot. This is reflected in what is known as the Critical Period Hypothesis (CPH). Birdsong (1999) defines the CPH as follows: “the CPH states that there is a limited developmental period during which it is possible to acquire a language be it L1 or L2, to normal, nativelike levels. Once this window of opportunity is passed, however, the ability to learn language declines” (p. 1). While many researchers use the term CPH, it is important to note that in actuality it is somewhat of a misnomer. Another term used is sensitive period, which is more gradual in its end point and allows for greater variation in attainment (Long, 1990).

The original formulation of the CPH came from Lennenberg (1967), who noted that “automatic acquisition from mere exposure to a given language seems to disappear [after puberty], and foreign languages have to be taught and learned through a conscious and labored effort. Foreign accents cannot be overcome easily after puberty”(p. 176). Early observations of this phenomenon come from Penfield and Roberts (1959), who had been concerned with the biological and neurological advantages that humans have for learning language as children rather than as adults.

Patsy Lightbrown and Nina Spada (2006) make a comparison between young learners and old learners presented in the next chart:

Young Learners	Old Learners
Learners are allowed to be silent until they are ready to speak.	Learners are forced to speak to meet the requirements of a classroom.
They have opportunities to practice through songs and games	They have limited exposure to the second language.
They are more exposed to the second language in an informal way.	Formal language is normally used in false environments.

CONTRASTIVE ANALYSIS

Historically, contrastive analysis was used as an aid to second language acquisition, to understand the language genealogies. It was used to compare the similarities and differences between the L1 and L2 in order to have a better acquisition of the target language. It was considered that the more different the L2 is from the L1 the better it is for the student to learn the new language, because the similarities might cause confusion on learners. Robert Lado, on the other hand suggested in his book *Linguistics across Cultures (1957)* that “those elements which are similar to the learner’s native language will be simple for him, and those elements that are different will be difficult”. Lee (1968) supports this idea by stating that the main cause of difficulty and error in a foreign-language learning is the interference of the L1 in the process of

the second language acquisition, and the differences between the two languages might affect the learning process because the bigger the differences between the L1 and L2, the bigger the difficulties on learning a new language, something that has been criticized because some specialists consider that students' errors are caused by many different situations and not only the interference of the mother tongue (L1). The goals of this methodology are to have an effective teaching of a foreign language and find out the differences between the native language and the target language.

ERROR ANALYSIS

Error Analysis is a counter – theory of the contrastive analysis that gives further factors that might influence in error committing when learning a foreign language. In the 1960's, S. P. Corder established this error analysis, which explains that the majority of errors students make are because of inferring the rules of the new language. But before going deeper in the explanation of this analysis it is important to state the difference between “mistake” and “error”; both are synonyms, however they are different. According to Corder, S P (1968) *The Significance of Learner's Error* “A mistake is a deviation in learner language that occurs when learners fail to perform their competence. It is a lapse that reflects processing problems.” (p. 167) while “error” *it* is defined as “a deviation in learner language which results from lack of the correct rule”. When a learner produces incorrect utterances without noticing improper grammar, he would not be able to correct himself because he has not received instructions so he would not consider it as an error. While mistakes can be self-corrected, errors cannot.

According to Rod Ellis in his book “Second Language Acquisition” (1997), there are three phases when analyzing errors in students' performance of a foreign language, the first step is the

error identification in the performance of the target language, then comes the error description and finally, the error explanation the reason as to why these errors happen is clarified. This error analysis contrary to contrastive analysis states that there are more factors that influence in error committing such as overgeneralization where students try to use the same rule in all aspects, omission where there is an incomplete rule application and transfer, where students try to use the same rules as in their native language.

S. P. Corder (1974) on the other hand, stated five stages on the procedure for error analysis:

- Selection of a corpus of language
- Identification of errors in the corpus
- Classification of the errors identified
- Explanation of the psycholinguistic causes of the errors
- Evaluation of the errors.

Even if there is a slight difference between mistake and error, it is difficult to identify errors learners might make during the second language acquisition process. Given that certain factors might influence students to have slips on their language performance, it is odd to say that focusing on errors would help learners acquire a new language, but it would actually help them figure out what is wrong and help the learner understand their “transitional competence” and reduce the error committing.

INTERLANGUAGE

Interlanguage is a term coined by Larry Selinker (1972) to refer to the systematic knowledge of an L2 which is independent of both these learner’s L1 and the target language. This interlanguage is on every person that is learning a new language. It is an intermediate language

between the L1 and L2 that learners possess that is in constant change, when the learner receives new input this interlanguage is in decrease because the student's knowledge is increasing and makes him to approach to the target language.

This term was firstly used by John Reinecke in 1935 "he always used "interlanguage" to refer to a non-standard variety of first or second language". Moreover, Rod Ellis (1998) states that interlanguage is dynamic because of his constantly transformation. Ellis in his book "Second Language Acquisition" (1998:33) presents 6 premises about L2 acquisition that involves interlanguage and they are stated in the next items:

1. "The learner constructs a system of abstract linguistic rules which underlies comprehension and production of the L2. This system of rules is viewed as a "mental grammar" and is referred to as an interlanguage".
2. "The learner's grammar is permeable. That is, the grammar is open to influence from the outside (i.e. through the input). It is also influenced from the inside. For example, the omission, overgeneralization and transfer".
3. "The learner's grammar is transitional. Learners change their grammar from one time to another by adding rules, deleting rules and restructuring the whole system".
4. "Some researchers have claimed that the systems learners construct contain variable rules. That is, they argue that learners are likely to have competing rules at any one stage of develop".

5. “Learners employ various learning strategies to develop their interlanguages. The different kind of errors learners produce reflect different learning strategies. For example, omission errors suggest that learners are in some way simplifying the learning task by ignoring grammatical features that they are not yet ready to process”.
6. “The learner’s grammar is likely to fossilize. Selinker suggested that only about five percent of learners go on to develop the same mental grammar as native speakers. The majority stop some way short”.

As stated before interlanguage is developed by L2 students who has not achieved a fully proficiency in the target language. The characteristics that L2 learners possess in their interlanguage are the influence of the L1 in their learning process, overgeneralization of rules in the second language. Learners need input to develop this interlanguage in order to attain a better language proficiency, if not, there is a process called “fossilization” that consists on the interruption of progress towards the target language. Making errors is just an evidence of improvement in the internal learning process where the learner attempt to master the target language.

VII. METHODOLOGY

A. RESEARCH APPROACH

This research project was carried out with a combination of methodologies, qualitative and quantitative research techniques. Quantitative because the instruments analyzed measures of tendency in order to find out the expected results. Qualitative because researchers observed a natural setting which was an Advanced Intensive English II courses and then investigators described linguistic errors and phonological errors made in L2 students' speaking skills.

This project was mostly focused in an exploratory methodology where qualitative and quantitative data was analyzed to gather the information needed. Students were observed in classes to diagnose the phonological errors they had made in a normal class environment, how they perform in the target language based on what they are asked to do in class.

A questionnaire was administered to find some background information about students to figure out which were the characteristics in common when making errors. Quantitative and qualitative data were complementing each other to explain the findings and give deep results of the topic.

B. TYPE OF STUDY

A descriptive methodology was carried out in the research project in order to find out the most common linguistic errors Advanced Intensive English students had made during classes. This was a non-experimental research where the variables were not manipulated by the researchers.

This descriptive research was not affected by the observation that was implemented in Advanced Intensive English II courses to get which were the most common linguistic errors, students were making.

Some instruments such as questionnaires, interviews and observation were employed to get the outstanding phonological errors that students from the advanced courses made.

As mentioned earlier the variables were not manipulated at all, the research team obtained all the information by observing the class environment on the Advanced Intensive English II courses to get a general information about the students in order to find out the phonological errors and background information about students so that the research team was able to describe what it had been observed and give some proposals to fix the problem.

C. RESEARCH DESIGN

Dr. Hanan A. Ezzat, in the document “Non-Experimental Research Design” defines it as “a design in which the researcher is a passive agent, who observes, measures, and describes a phenomenon as it occurs or exists”. In this non-experimental research, the investigators collected the data without making changes or introducing treatments.

The research team observed different classes and elaborated a checklist to have in first-hand the report of the most common phonological errors students made; besides, a questionnaire which helped to collect ethnographical details; and finally, students that were interviewed showing the level they had when speaking.

As mentioned before, some instruments were used to collect all the qualitative and quantitative data needed in order to find out the main errors students made at the time of speaking. With all the information gathered, the research team was able to analyze the most frequent linguistic problems to give the best solutions to them.

D. POPULATION AND SAMPLE

The research team selected the Advance Intensive English II courses of the FLD at the University of El Salvador as the entire universe for this investigation.

The researchers took into account three groups of the Advanced Intensive English II for the observation, even though a random sample was chosen to pass the instruments and get the most specific information as possible.

Population: Advanced Intensive English II courses

Sample: Random sample

Type of sampling: simple random sampling

Class	Population	Sample
Group 2	30	9
Group 6	30	9
Group 8	30	9
Total	90	27

$$\text{Formula: } E = \frac{z * P}{n}$$

$$0.9 * 90 = \mathbf{81}$$

$$\frac{81}{3} = 27$$

Sample = 9 students of each group

E. RESEARCH TECHNIQUES

An objective of this study was to recognize frequent phonological errors by using an observation technique where a checklist was used to determine types of errors L2 students made. By observing a typical class, researchers were able to find out important information which measured factors that affected L2 students' speaking skills.

Also, the interview technique was used to provide the necessary data to focus on phonological errors made by L2 students. In a natural conversation, interviewers asked to them answer two simple questions "tell me something about yourself" and to read a text with some difficult words in order to proof and demonstrate the most common errors and phonological errors in Advanced Intensive English II students. All conversations were recorded and then analyzed to confirm and point out the most common linguistic errors in Advanced Intensive English II students.

F. RESEARCH INSTRUMENTS

In the research, three instruments were developed to obtain vital data. A checklist was answered through observation where investigators paid attention on the way learners expressed themselves. All linguistic errors as errors of omission, overgeneralization and transfer will be checked, also phonological errors as rhythm, stress, intonation, mispronunciation and pauses; all of them were measured the proficiency of English in L2 students during time of observation in class.

A questionnaire was used to get information from learners' background; some aspects affected or did not learners' speaking skills and it was determined the influence from those aspects on sample's population errors.

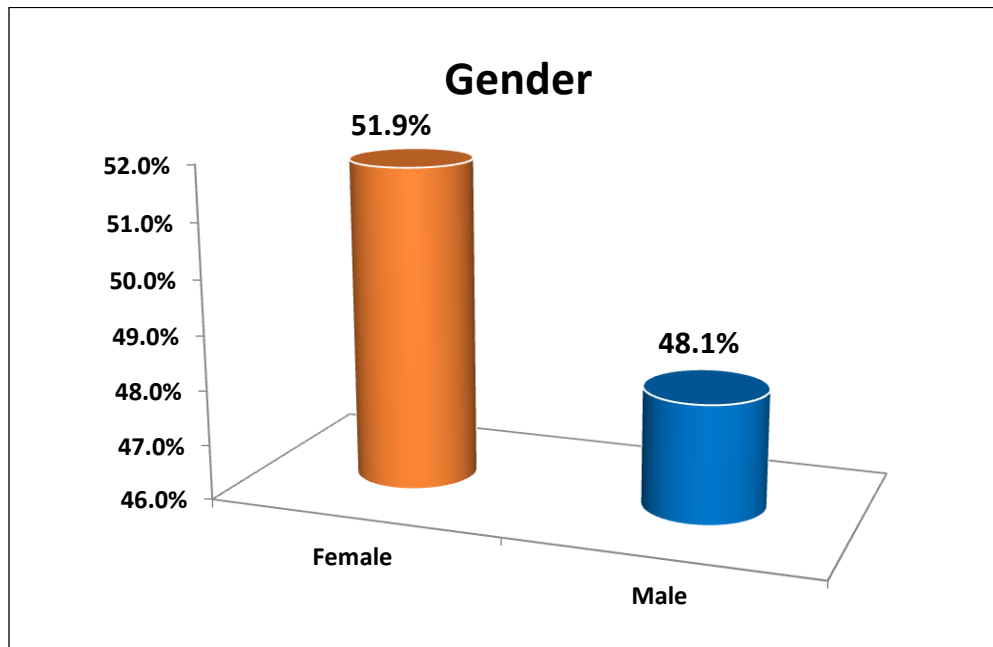
Also, an interview instrument was developed to label the response of L2 students on a comfortable environment where they were asked to describe themselves in “Tell me something about yourself” open statement where they were free to answer. This interview took important information about errors, made by learners, from twenty one sentences where they found some difficult words to pronounce in order to collect data. During the interview, a recorder was used by investigators and then it was analyzed to show the most common linguistic errors and phonological errors Advanced Intensive English II students made in all conversations.

VIII. DATA ANALYSIS

Analysis of ethnography study

A. Gender

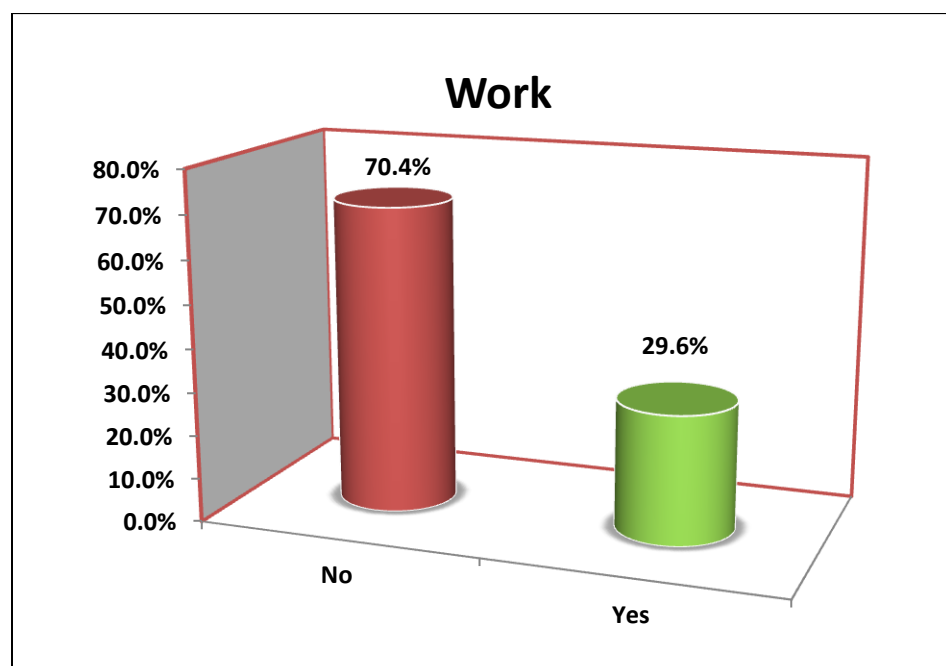
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Male	13	48.1	48.1	48.1
	Female	14	51.9	51.9	100.0
	Total	27	100.0	100.0	



It has been found that 51.9% of the sample is female while 48.1% is male.

B. Do you work?

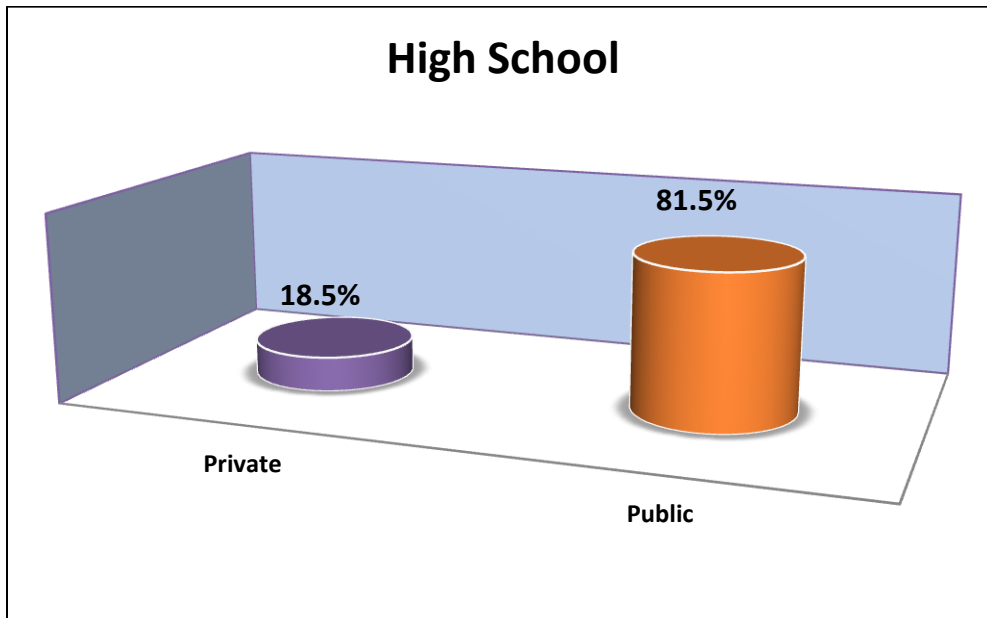
	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid Yes	8	29.6	29.6	29.6
No	19	70.4	70.4	100.0
Total	27	100.0	100.0	



From the data collected, 70.4% of students do not work and just 29.6% have a job.

C. High School

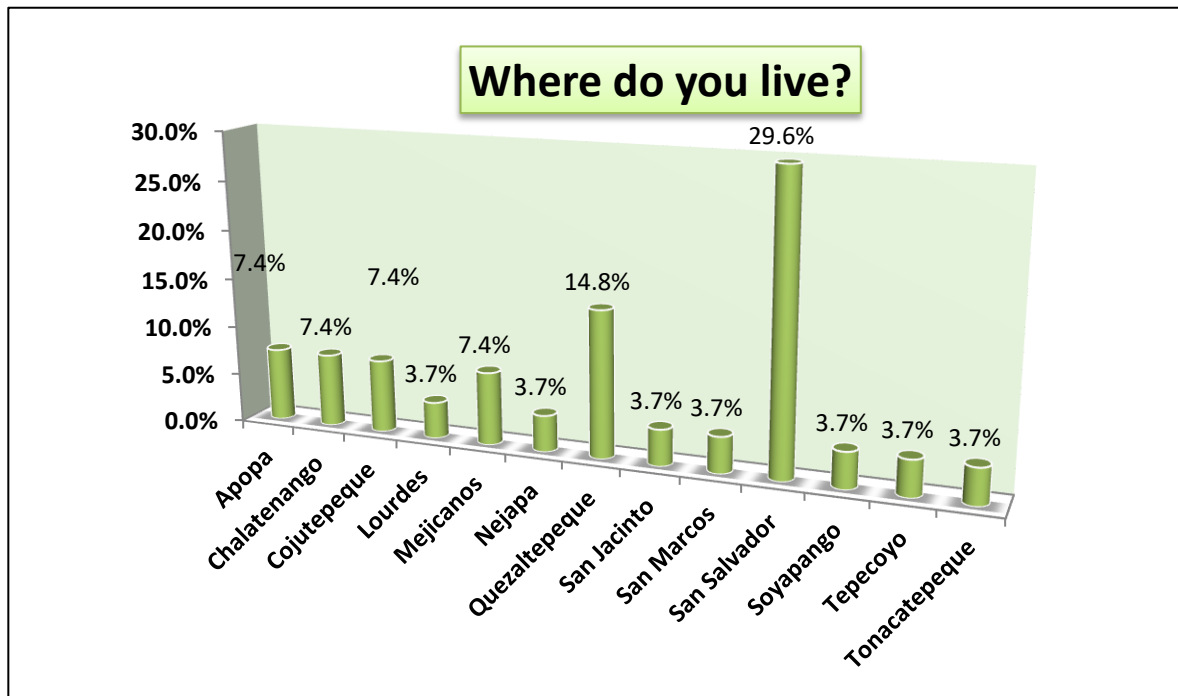
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Public	22	81.5	81.5	81.5
	Private	5	18.5	18.5	100.0
	Total	27	100.0	100.0	



81.5% of students have studied High School in public institutions while 18.5% in private institutions.

D. Where do you live?

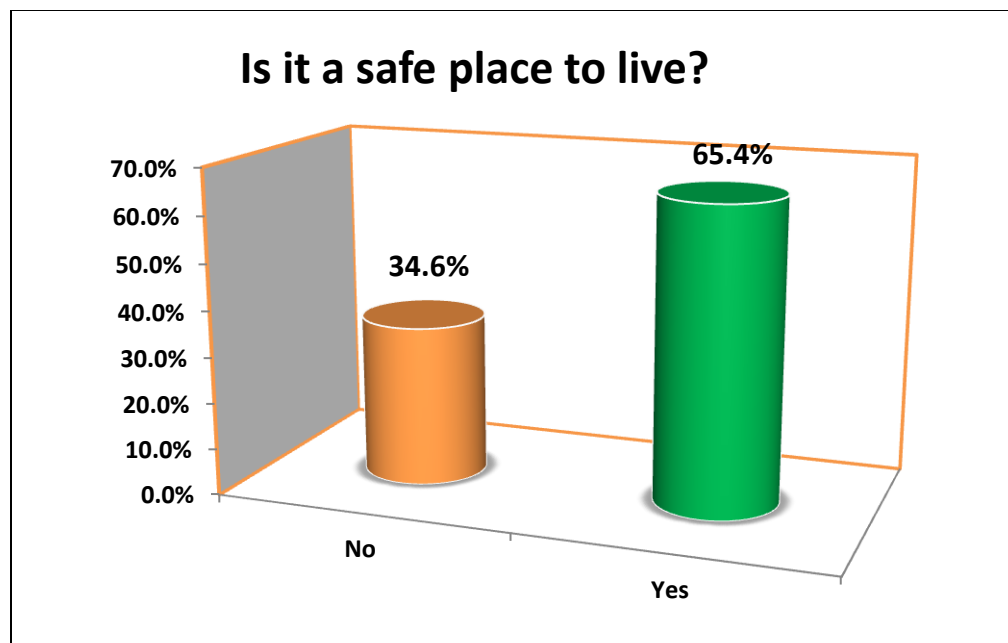
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	San Salvador	8	29.6	29.6	29.6
	Apopa	2	7.4	7.4	37.0
	Mejicanos	2	7.4	7.4	44.4
	Quezaltepeque	4	14.8	14.8	59.3
	Tonacatepeque	1	3.7	3.7	63.0
	Lourdes	1	3.7	3.7	66.7
	San Marcos	1	3.7	3.7	70.4
	Chalatenango	2	7.4	7.4	77.8
	Tepecoyo	1	3.7	3.7	81.5
	Cojutepeque	2	7.4	7.4	88.9
	San Jacinto	1	3.7	3.7	92.6
	Nejapa	1	3.7	3.7	96.3
	Soyapango	1	3.7	3.7	100.0
	Total	27	100.0	100.0	



The highest percentage shows that most of the students live in San Salvador, followed by Quezaltepeque, Apopa and Mejicanos.

E. Is it a safe place to live?

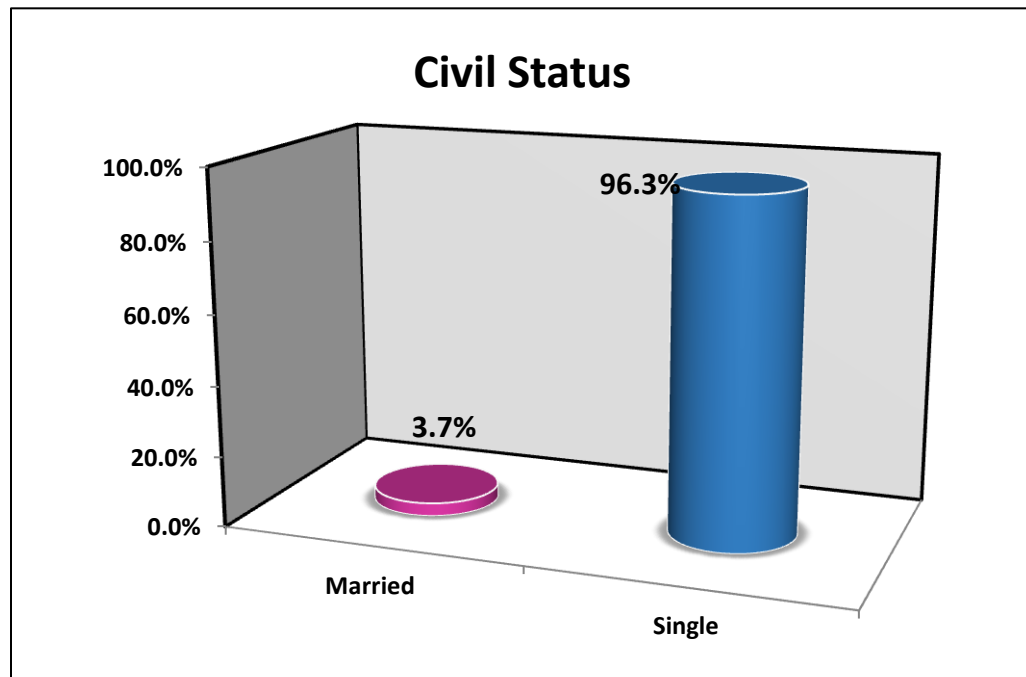
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	17	63.0	65.4	65.4
	No	9	33.3	34.6	100.0
	Total	26	96.3	100.0	
Lost	Data	1	3.7		
Total		27	100.0		



65.4% of students have expressed that they live in a safe place while 34.6% expressed that they do not live in a safe place.

F. Civil Status

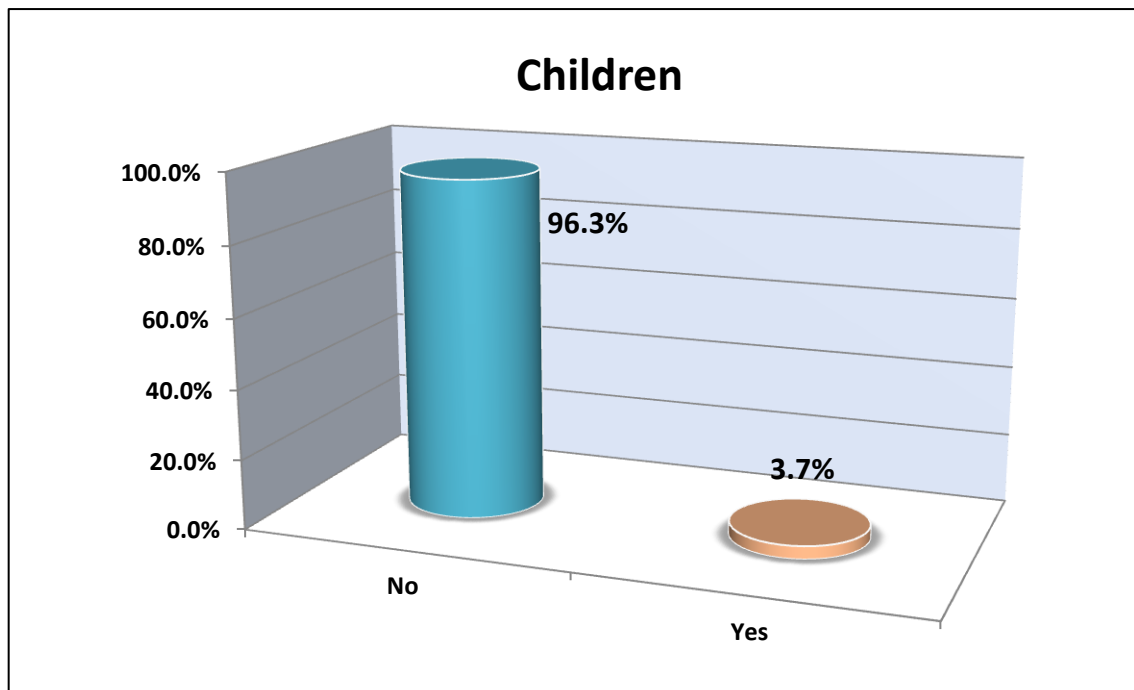
		Frequency	Percentage	Valid Percentage	Accumulated percentage
Valid	Single	26	96.3	96.3	96.3
	Married	1	3.7	3.7	100.0
	Total	27	100.0	100.0	



96.3% of students are single while 3.7% are married.

G. Children

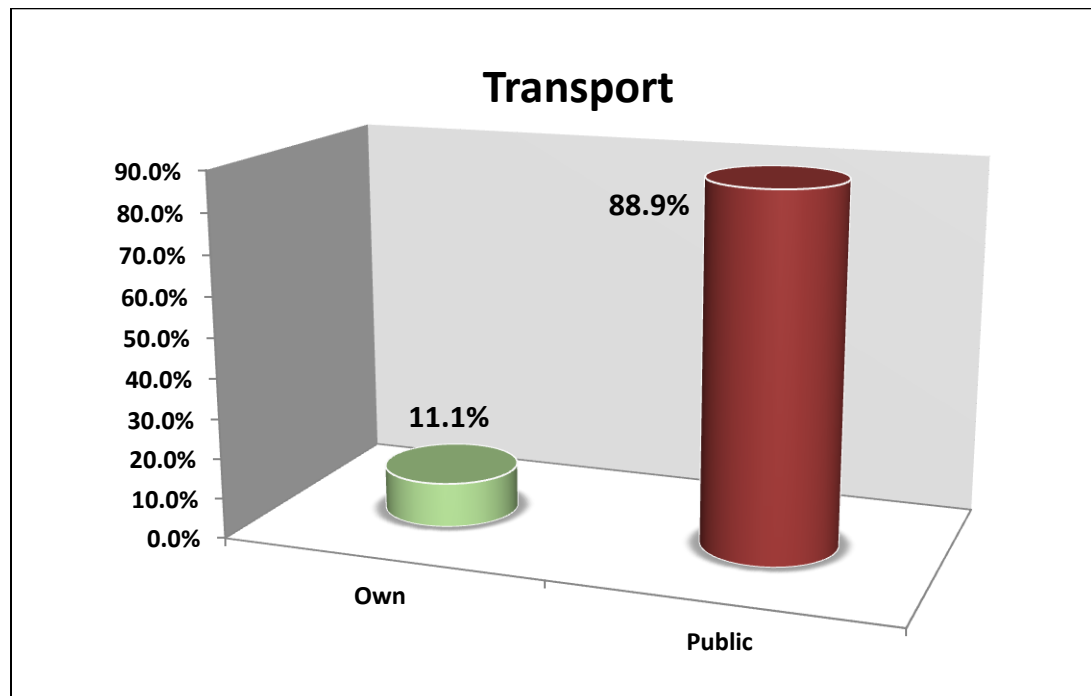
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	1	3.7	3.7	3.7
	No	26	96.3	96.3	100.0
	Total	27	100.0	100.0	



96.3% of students do not have children and just 3.7% have children.

H. Transport

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Own	3	11.1	11.1	11.1
	Public	24	88.9	88.9	100.0
	Total	27	100.0	100.0	

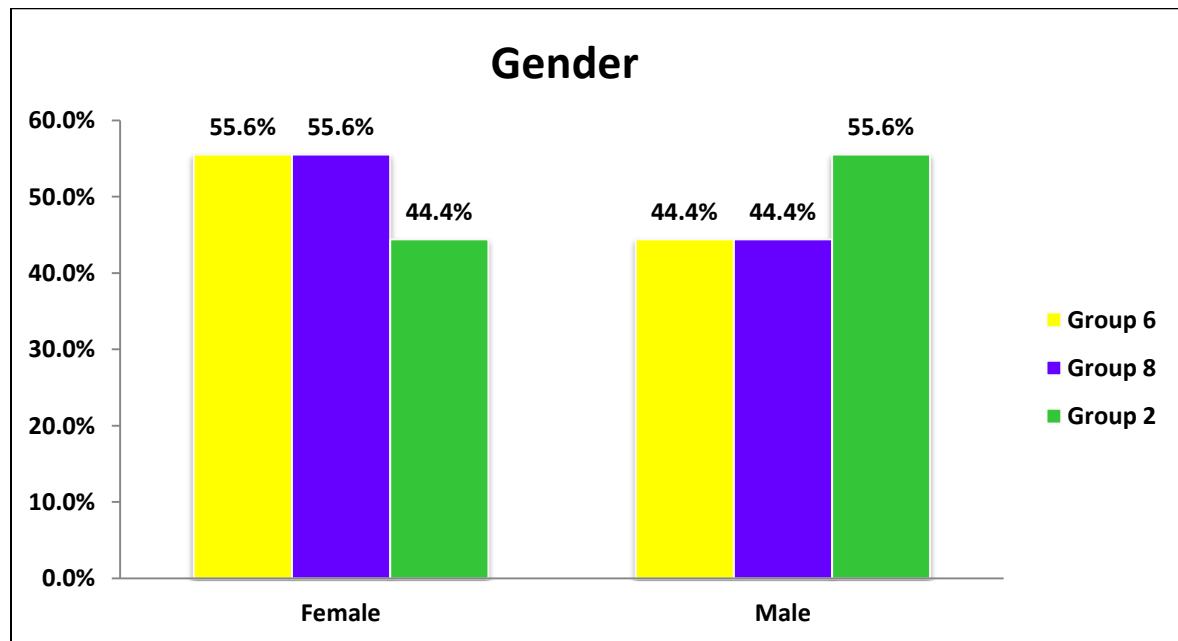


The highest percentage shows that 88.9% of students use public transportation.

Comparison tables of the ethnographic study for the three groups

A. Gender

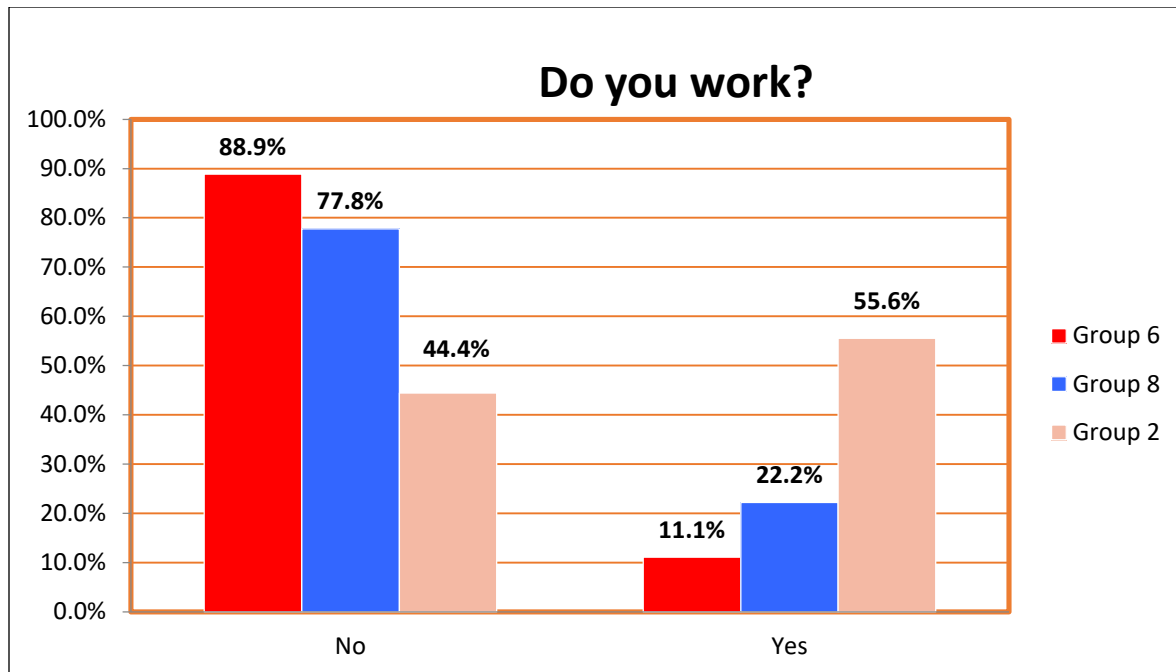
			Group			Total
			Group 6	Group 8	Group 2	
Gender Male	Count		4	4	5	13
	% inside Group		44.4%	44.4%	55.6%	48.1%
Female	Count		5	5	4	14
	% inside Group		55.6%	55.6%	44.4%	51.9%
Total	Count		9	9	9	27
	% inside Group		100.0%	100.0%	100.0%	100.0%



From the three groups that were observed, groups 6 and 8 have the highest percentage of women.

B. Do you work?

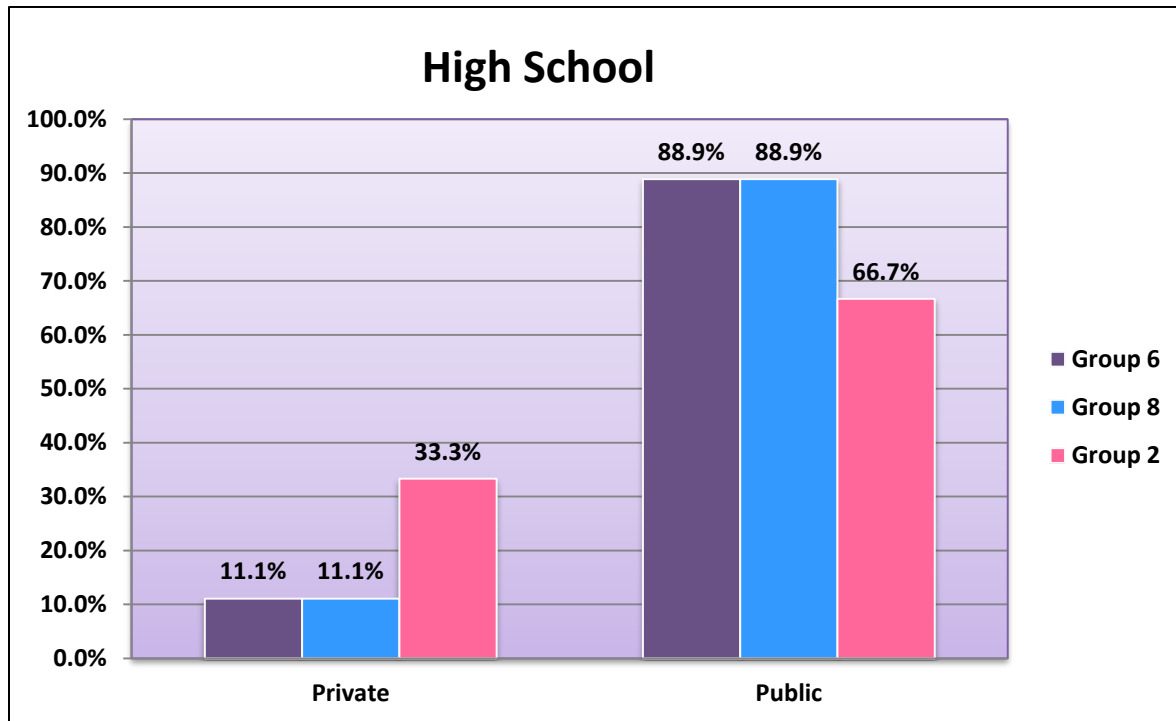
			Group			Total
			Group 6	Group 8	Group 2	
Do you work?	Yes	Count	1	2	5	8
		% inside Group	11.1%	22.2%	55.6%	29.6%
	No	Count	8	7	4	19
		% inside Group	88.9%	77.8%	44.4%	70.4%
Total		Count	9	9	9	27
		% inside Group	100.0%	100.0%	100.0%	100.0%



Group 2 has the highest percentage of students who are currently working even if they start the class at 10:00 am while group 6 starts classes at 6:00 am and has the highest percentage of students who do not work.

C. High School

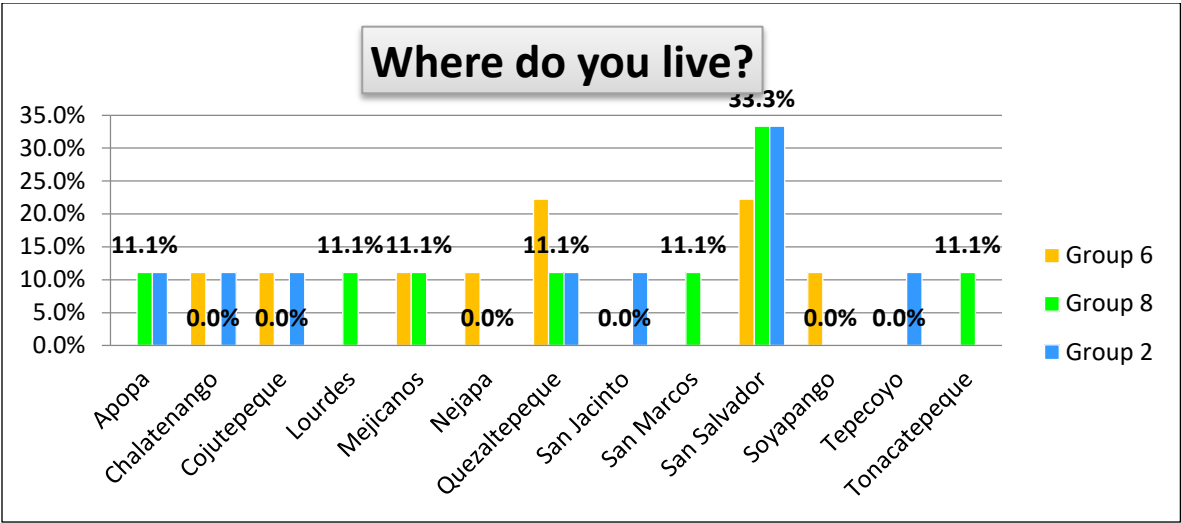
			Group			Total
			Group 6	Group 8	Group 2	
High School	Public	Count	8	8	6	22
		% inside Group	88.9%	88.9%	66.7%	81.5%
	Private	Count	1	1	3	5
		% inside Group	11.1%	11.1%	33.3%	18.5%
Total		Count	9	9	9	27
		% inside Group	100.0%	100.0%	100.0%	100.0%



Group 6 has the highest percentage of students that had studied in a public institution while the highest percentage of students coming from a private institution belongs to group 2.

D. Where do you live?

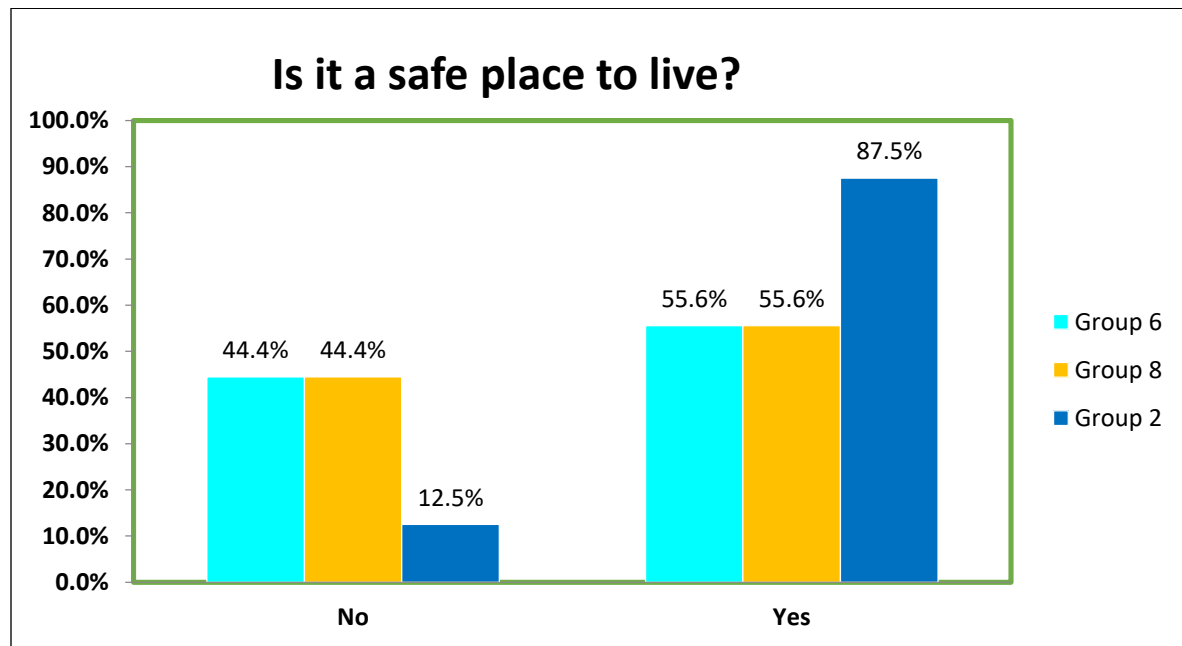
			Group			Total
			Group 6	Group 8	Group 2	
Where do you live?	San Salvador	Count	2	3	3	8
		% inside Group	22.2%	33.3%	33.3%	29.6%
	Apopa	Count	0	1	1	2
		% inside Group	.0%	11.1%	11.1%	7.4%
	Mejicanos	Count	1	1	0	2
		% inside Group	11.1%	11.1%	.0%	7.4%
	Quezaltepeque	Count	2	1	1	4
		% inside Group	22.2%	11.1%	11.1%	14.8%
	Tonacatepeque	Count	0	1	0	1
		% inside Group	.0%	11.1%	.0%	3.7%
	Lourdes	Count	0	1	0	1
		% inside Group	.0%	11.1%	.0%	3.7%
	San Marcos	Count	0	1	0	1
		% inside Group	.0%	11.1%	.0%	3.7%
	Chalatenango	Count	1	0	1	2
		% inside Group	11.1%	.0%	11.1%	7.4%
	Tepecoyo	Count	0	0	1	1
		% inside Group	.0%	.0%	11.1%	3.7%
	Cojutepeque	Count	1	0	1	2
		% inside Group	11.1%	.0%	11.1%	7.4%
	San Jacinto	Count	0	0	1	1
		% inside Group	.0%	.0%	11.1%	3.7%
	Nejapa	Count	1	0	0	1
		% inside Group	11.1%	.0%	.0%	3.7%
	Soyapango	Count	1	0	0	1
		% inside Group	11.1%	.0%	.0%	3.7%
Total		Count	9	9	9	27
		% inside Group	100.0%	100.0%	100.0%	100.0%



Groups 8 and 2 have the highest percentage of students living in San Salvador.

E. Is it a safe place to live?

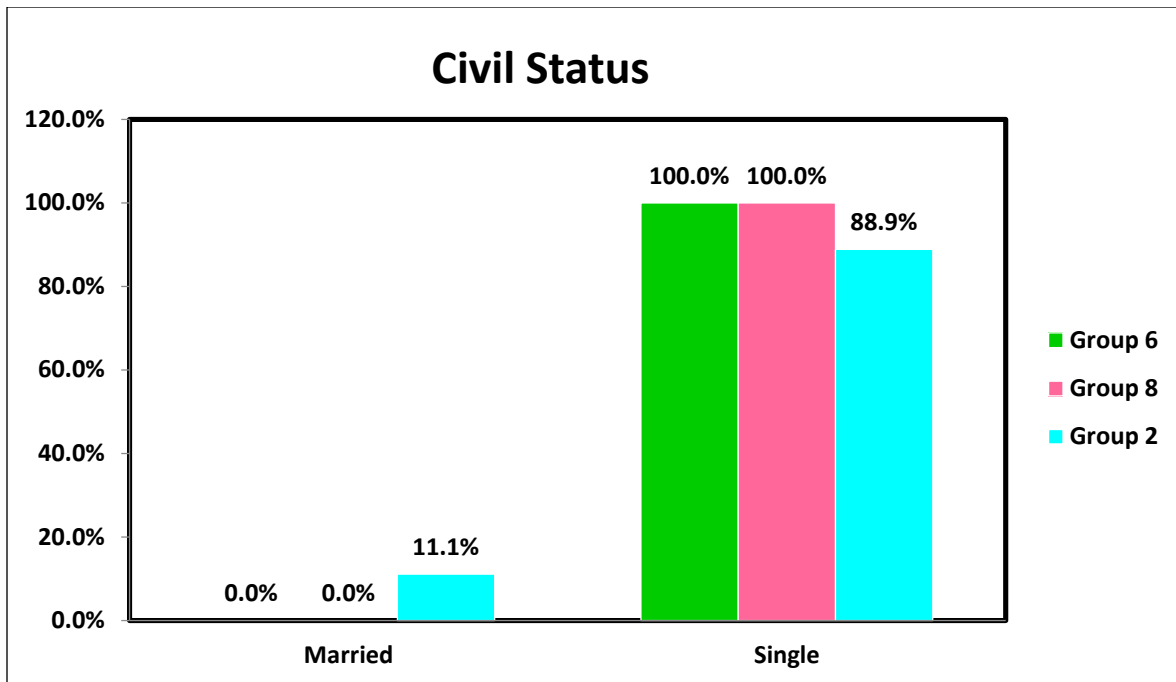
			Group			Total
			Group 6	Group 8	Group 2	
Is it a safe place to live?	Yes	Count	5	5	7	17
		% inside Group	55.6%	55.6%	87.5%	65.4%
	No	Count	4	4	1	9
		% inside Group	44.4%	44.4%	12.5%	34.6%
Total		Count	9	9	8	26
		% inside Group	100.0%	100.0%	100.0%	100.0%



Comparing the three groups, the highest percentages of students are from groups 6 and 8; they express they do not live in a safe place (44.4% each)

F. Civil Status

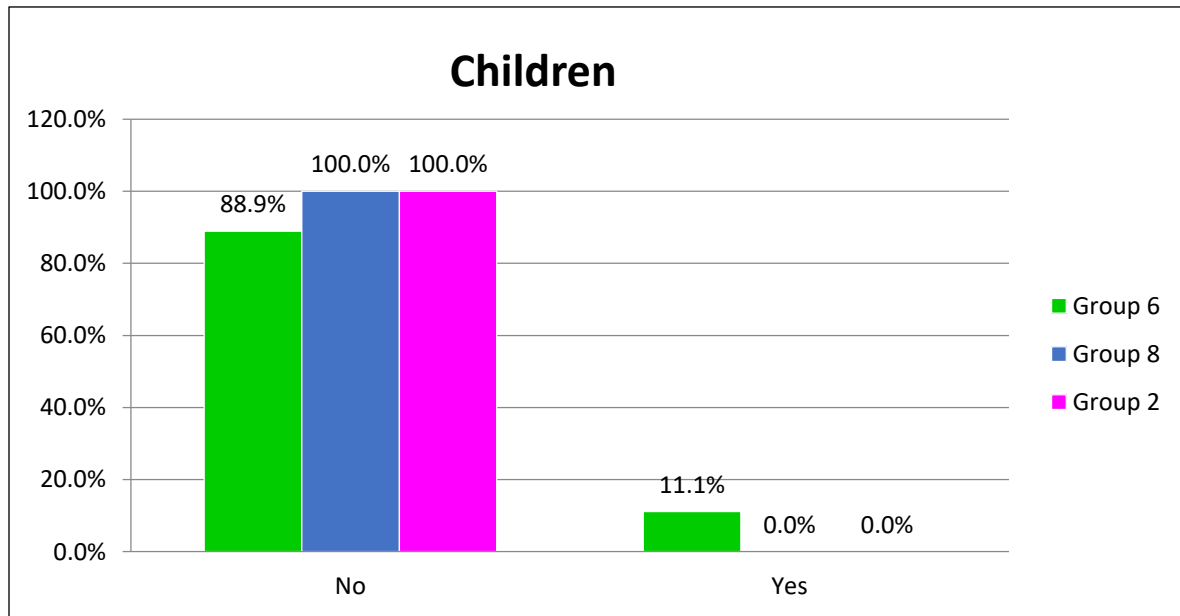
			Group			Total
			Group 6	Group 8	Group 2	
Civil Status	Single	Count	9	9	8	26
		% inside Group	100.0%	100.0%	88.9%	96.3%
	Married	Count	0	0	1	1
		% inside Group	.0%	.0%	11.1%	3.7%
Total	Count	9	9	9	27	
	% inside Group	100.0%	100.0%	100.0%	100.0%	



Groups 6 and 8 have the highest percentage (100% each) of single students and group 2 where 11.1% of students who are married.

G. Children

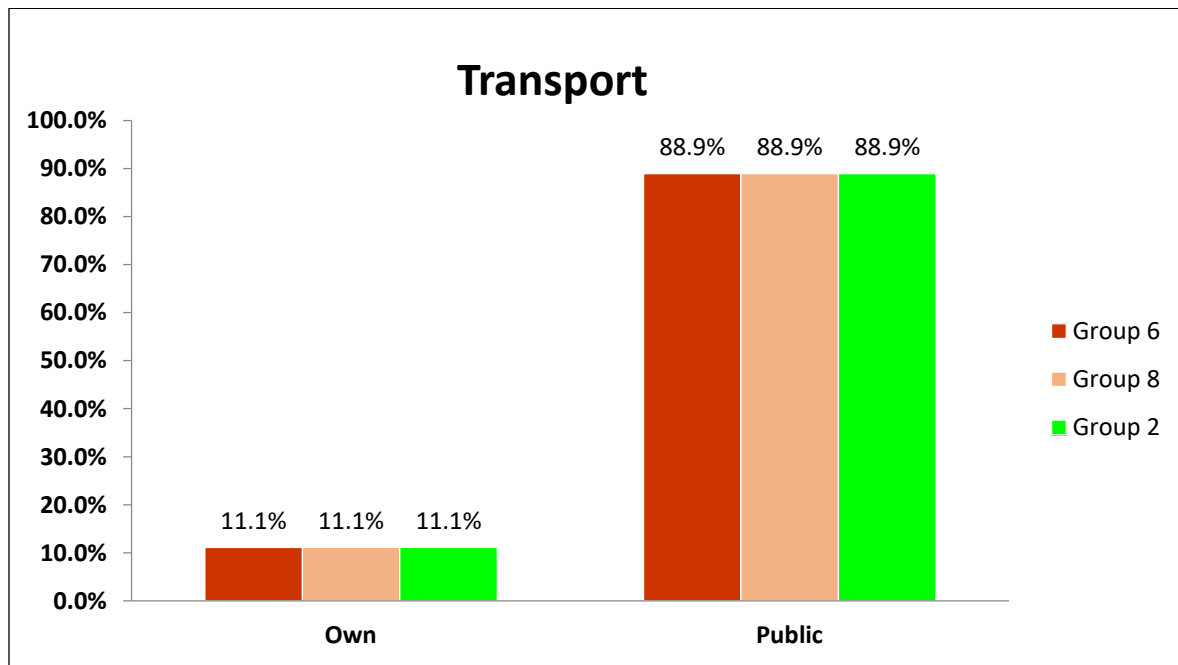
			Group			Total
			Group 6	Group 8	Group 2	
Children Yes	Count		1	0	0	1
	% inside Group		11.1%	.0%	.0%	3.7%
No	Count		8	9	9	26
	% inside Group		88.9%	100.0%	100.0%	96.3%
Total	Count		9	9	9	27
	% inside Group		100.0%	100.0%	100.0%	100.0%



In the group 6, 11.1% of students manifested that they have children while groups 2 and 8 do not have. (100% each)

H. Transport

			Group			Total
			Group 6	Group 8	Group 2	
Transport Own	Count	1	1	1	3	
	% inside Group	11.1%	11.1%	11.1%	11.1%	
Public	Count	8	8	8	24	
	% inside Group	88.9%	88.9%	88.9%	88.9%	
Total	Count	9	9	9	27	
	% inside Group	100.0%	100.0%	100.0%	100.0%	

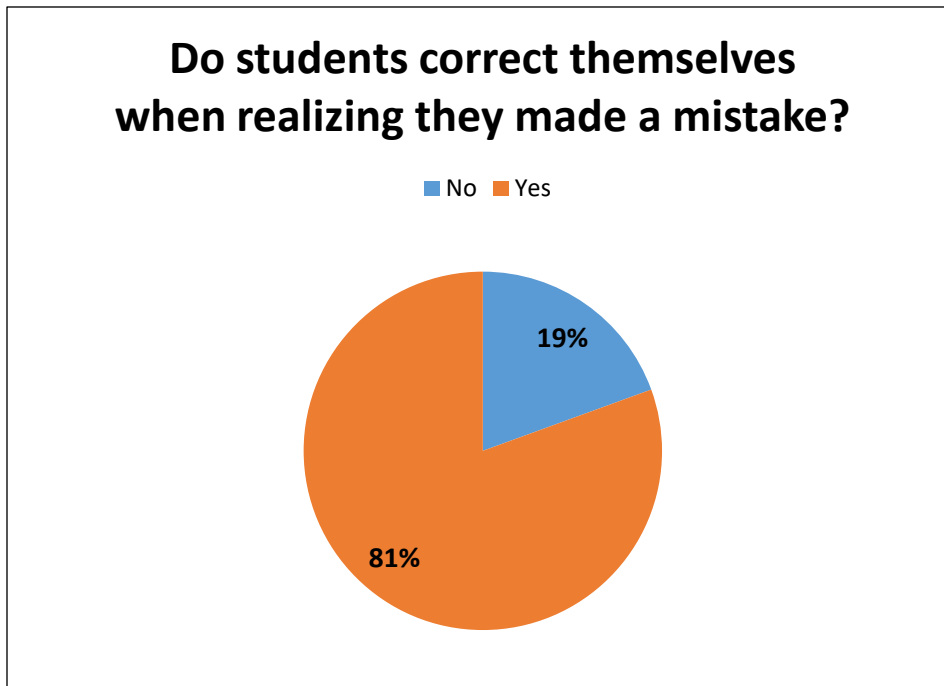


In each group, 88.9% of students use public transportation, 1 of 9 students on each group has its own transportation.

Analysis of the observations

1. Do students correct themselves when realizing they made a mistake?

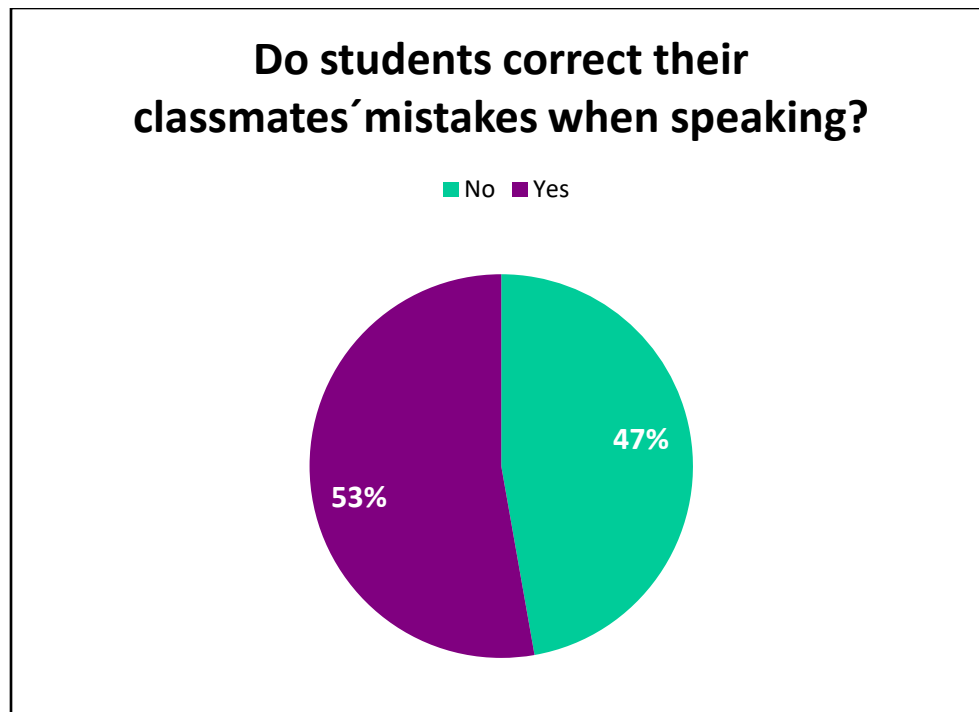
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	29	80.6	80.6	80.6
	No	7	19.4	19.4	100.0
	Total	36	100.0	100.0	



In 80.6% of the observations made to the students, it has been observed that they correct themselves when they realize they have made a mistake; on the other hand, 19.4% of these students do not correct their mistakes when speaking.

2. Do students correct their classmates' mistakes when speaking?

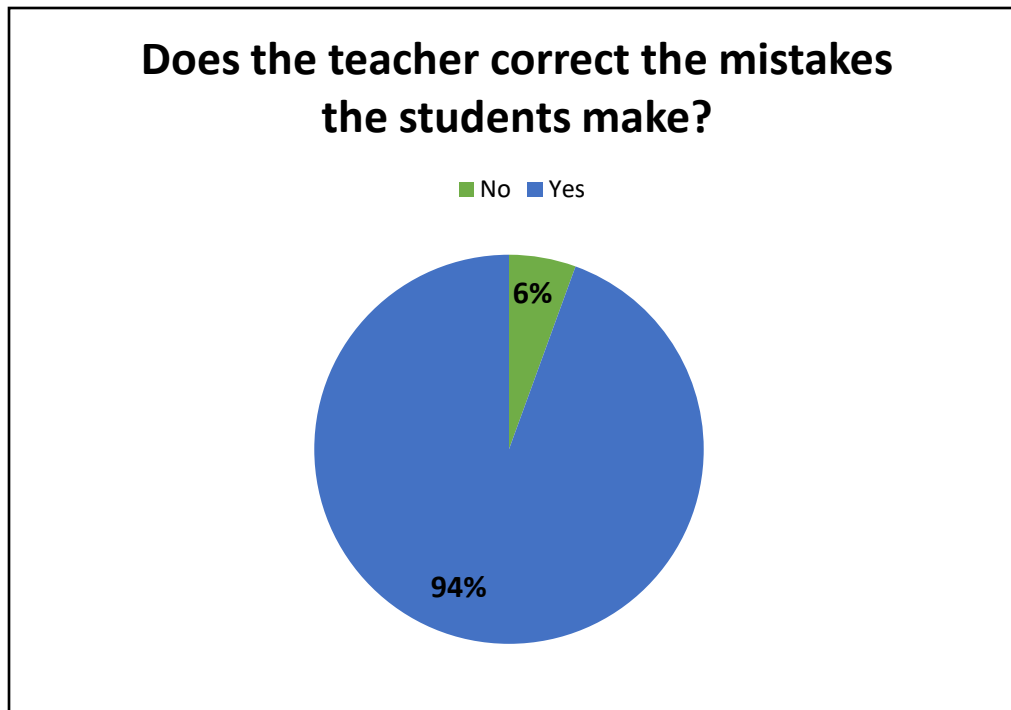
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	19	52.8	52.8	52.8
	No	17	47.2	47.2	100.0
	Total	36	100.0	100.0	



In 52.8% of the observations made, the results show that the students correct their classmates' mistakes when they hear a mispronounced word in the class; in despite of a very close result, it was found that in 47.2% of the observations there is not correction by the classmates.

3. Does the teacher correct the mistakes the students make?

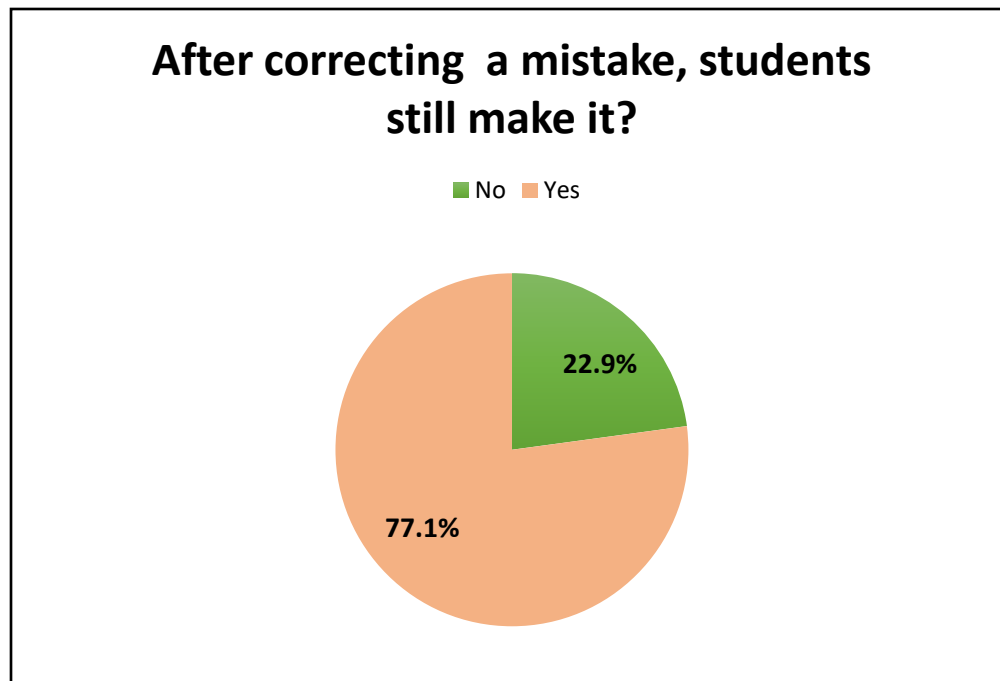
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	34	94.4	94.4	94.4
	No	2	5.6	5.6	100.0
	Total	36	100.0	100.0	



94.44% of the observations carried out by the research team show that the teachers correct the students when knowing the learner has not pronounced a word in a correct form; in contrast, just 5.56% show that the professors do not correct the student (when there are presentations there is no correction).

4. After correcting a mistake, students still make it?

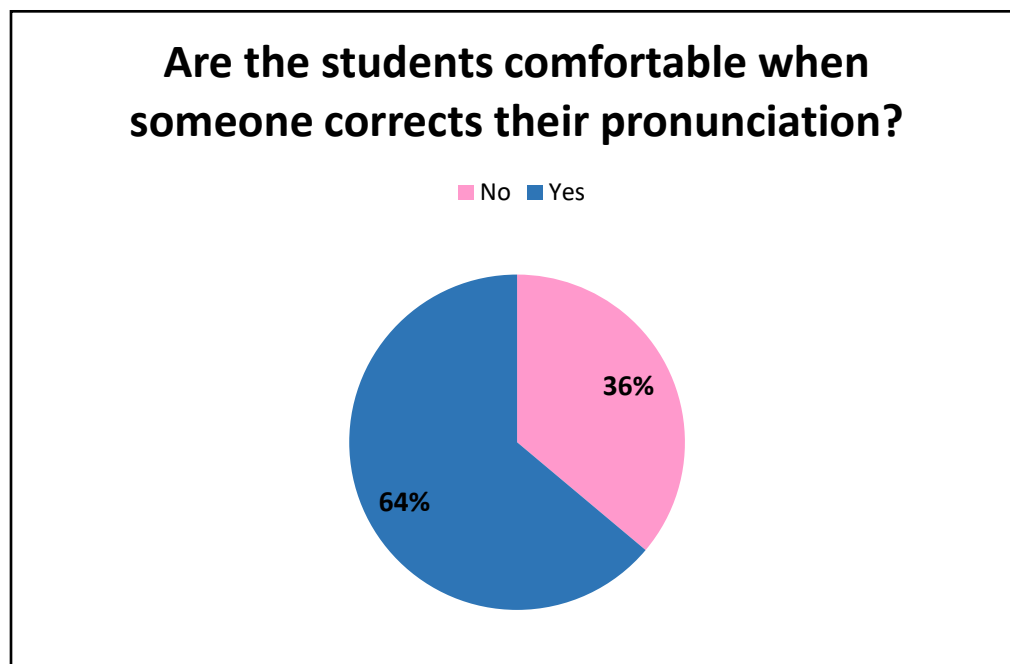
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	27	75.0	77.1	77.1
	No	8	22.2	22.9	100.0
	Total	35	97.2	100.0	
Lost System	1	2.8			
Total		36	100.0		



77.1% of the observations evaluated in this investigation demonstrate that students still make the same mistake after correcting them, just 22.9% of this observations show the students fixing the mistakes after the correction.

5. Are the students comfortable when someone corrects their pronunciation?

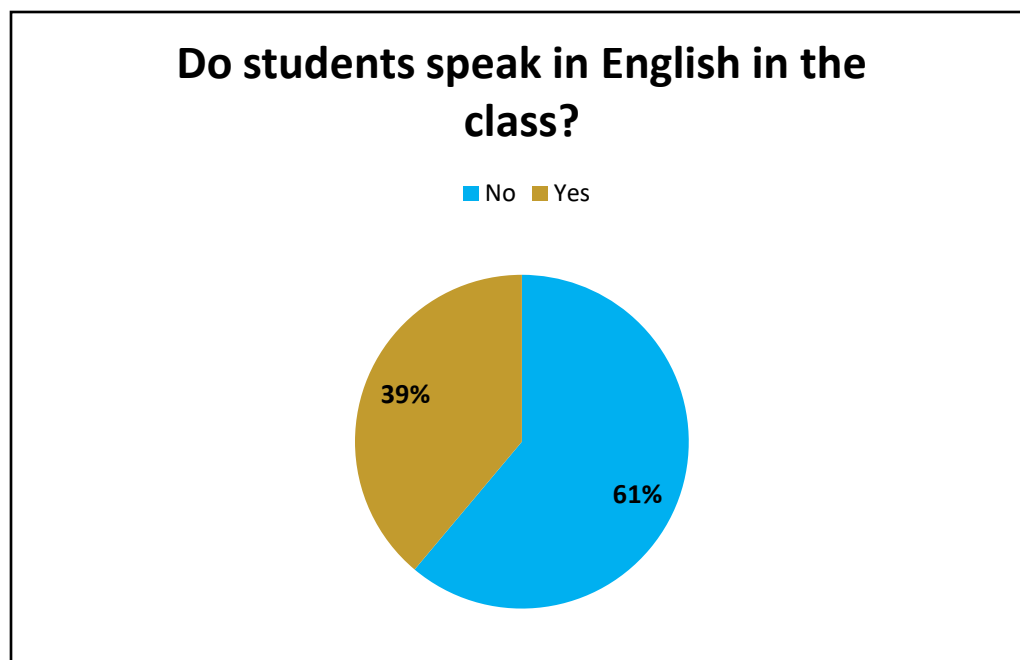
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	23	63.9	63.9	63.9
	No	13	36.1	36.1	100.0
Total		36	100.0	100.0	



It has been discovered in 63.9% of the observations that the students feel comfortable when being corrected in the pronunciation by the professor or a classmate; while 36.1% of this observations show a disagreement of students when someone tries to correct them.

6. Do students speak in English in the class?

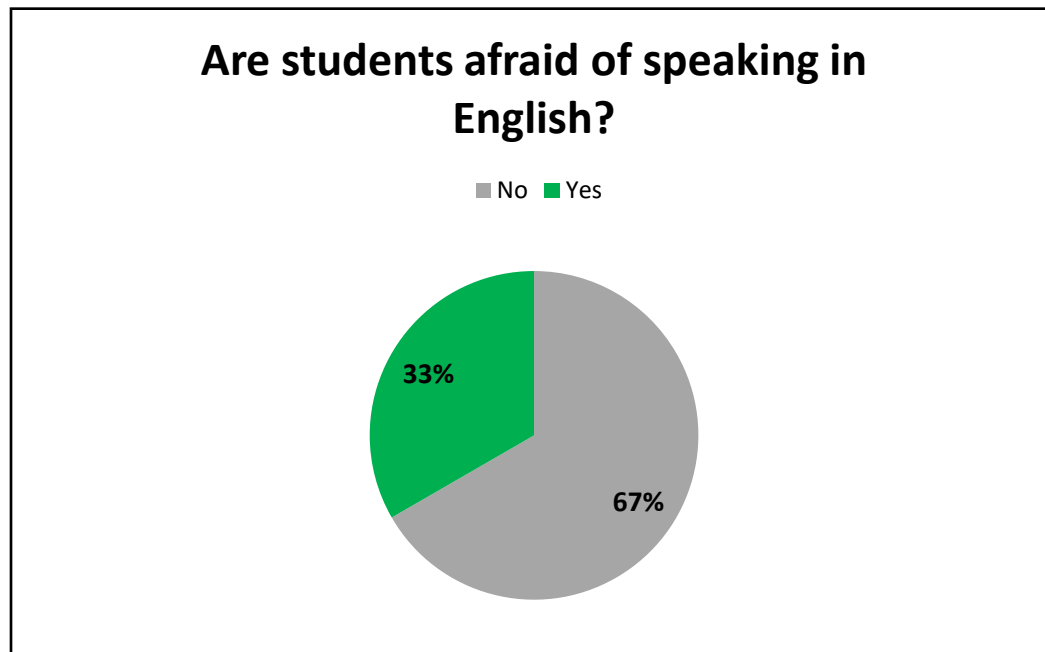
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	14	38.9	38.9	38.9
	No	22	61.1	61.1	100.0
Total		36	100.0	100.0	



61.11% of the observations carried out in the classrooms demonstrate that the students do not speak in English during the class, 38.89% of these observations show the students communicate using the mother tongue.

7. Are students afraid of speaking in English?

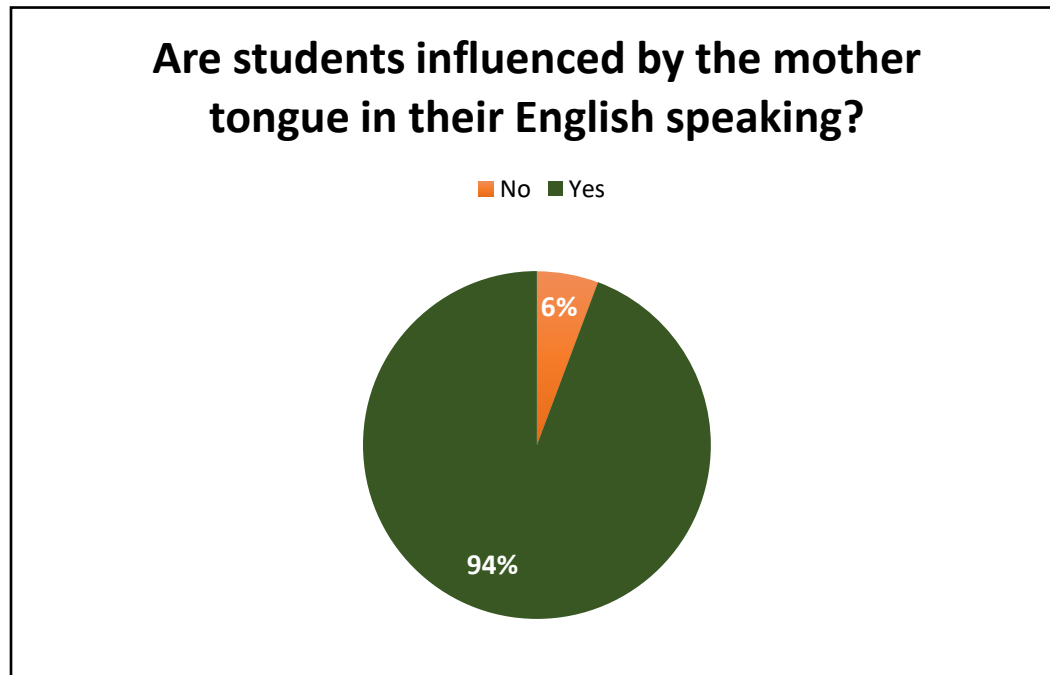
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	12	33.3	33.3	33.3
	No	24	66.7	66.7	100.0
Total		36	100.0	100.0	



In 66.7% of the observations made to the students, it was noticed that they are not afraid to speak in English when they participate; while the other 33.3% show that they are afraid to communicate in the language they are learning.

8. Are students influenced by the mother tongue in their English speaking?

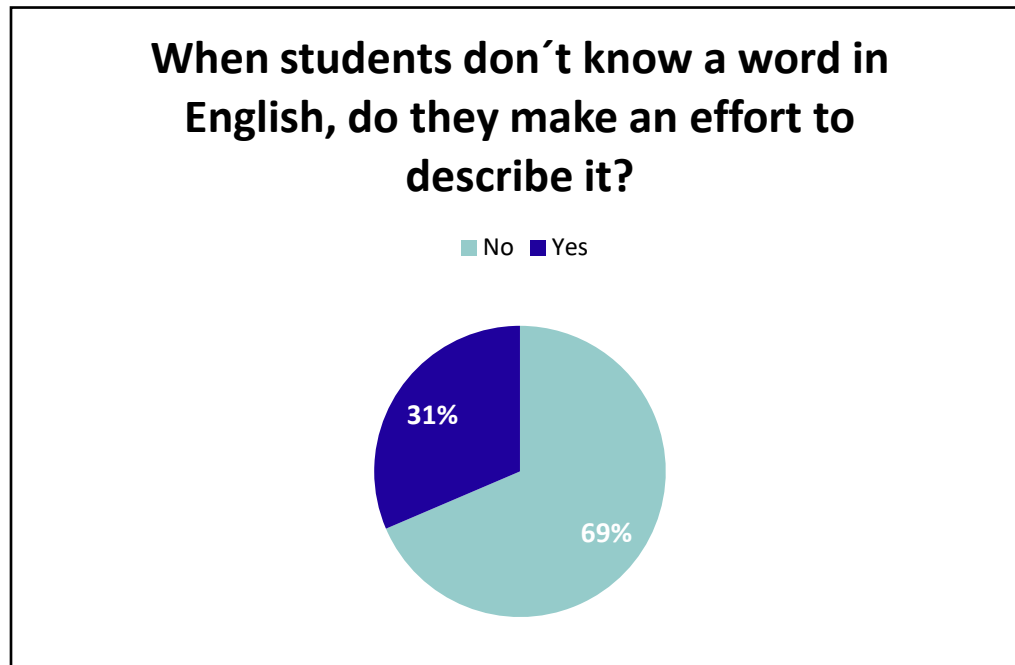
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	33	91.7	94.3	94.3
	No	2	5.6	5.7	100.0
	Total	35	97.2	100.0	
Lost	System	1	2.8		
Total		36	100.0		



It has been discovered in 94.3% of the observations that the influence of Spanish is very strong, students are influenced at the time of speaking and just 5.7% are not influenced by the mother tongue.

9. When students don't know a word in English, do they make an effort to describe it?

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Yes	11	30.6	31.4	31.4
	No	24	66.7	68.6	100.0
	Total	35	97.2	100.0	
Lost	System	1	2.8		
Total		36	100.0		

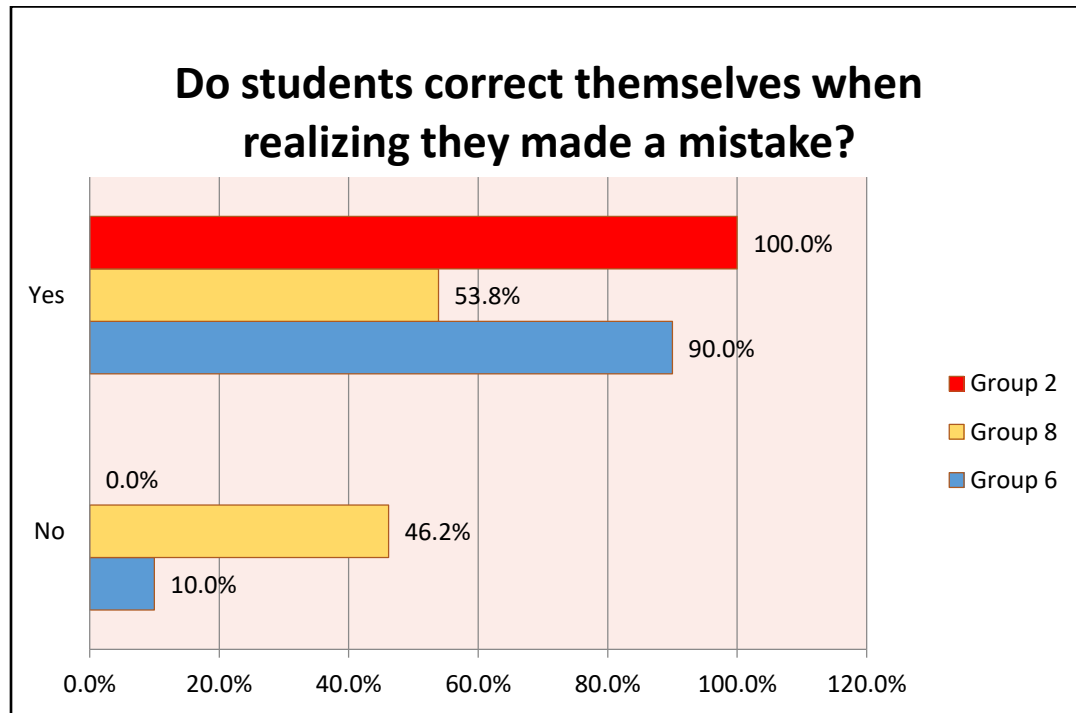


68.6% of the observations show that students do not make an effort when they do not know a word, they just say what they want in Spanish and do not try to describe it; the rest 31.4% make the effort by explaining in English what they want to say.

Comparison tables of the observations for the three groups

1. Do students correct themselves when realizing they made a mistake?

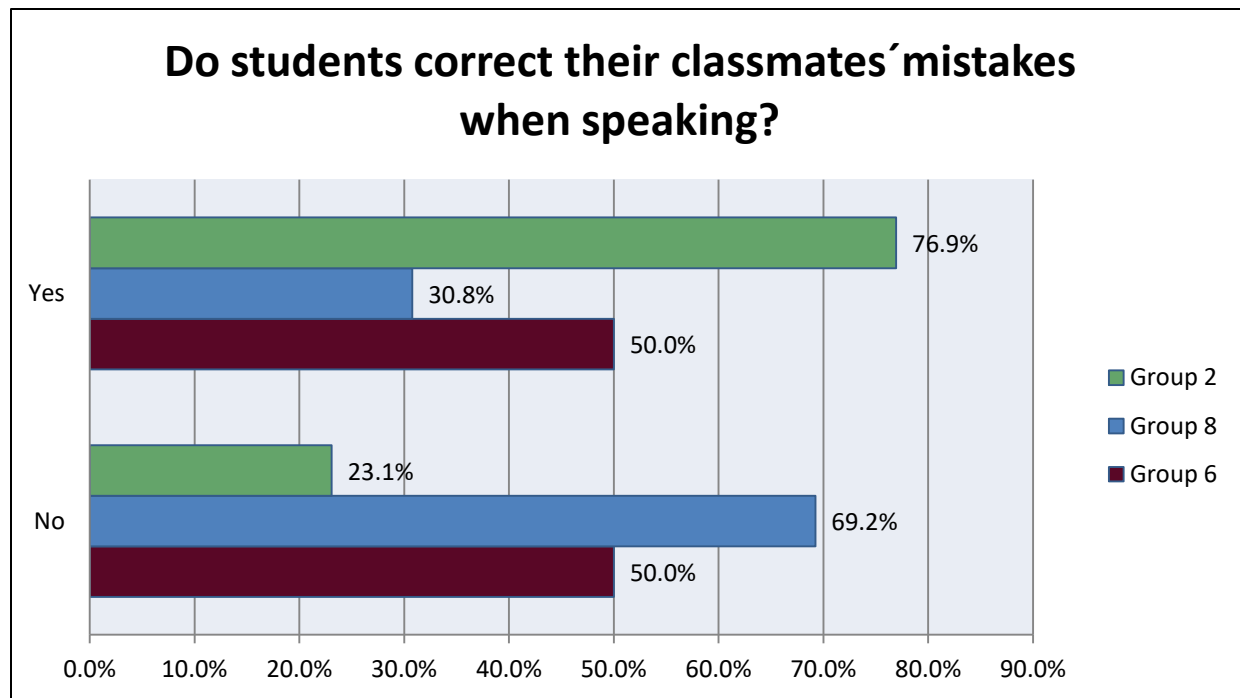
		Groups			Total
		Group 6	Group 8	Group 2	
Do students correct themselves when realizing they made a mistake?	Yes	Count 9	Count 7	Count 13	Count 29
		% Within the group 90.0%	% Within the group 53.8%	% Within the group 100.0%	% Within the group 80.6%
	No	Count 1	Count 6	Count 0	Count 7
		% Within the group 10.0%	% Within the group 46.2%	% Within the group .0%	% Within the group 19.4%
Total		Count 10	Count 13	Count 13	Count 36
		% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%



It was checked that the groups 6 and 2 in 90% and 100% of the observations respectively, the students made a big effort to correct themselves when they realized they have made a mistake when speaking in English.

2. Do students correct their classmates' mistakes when speaking?

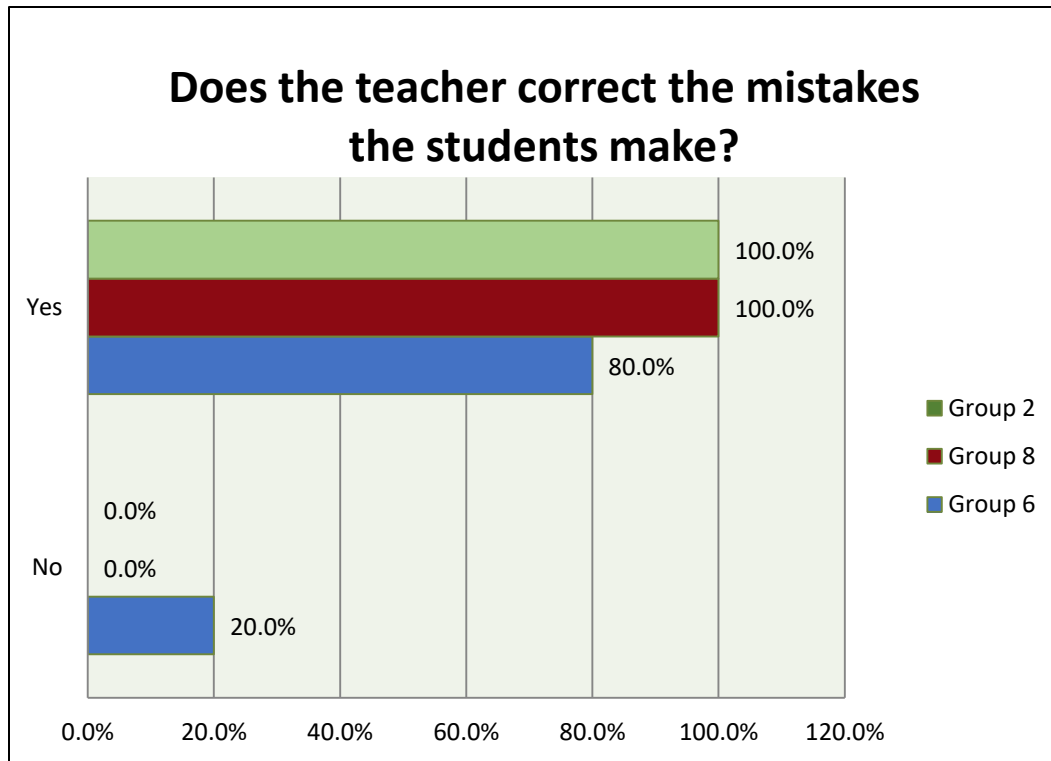
		Groups			Total
		Group 6	Group 8	Group 2	
Do students correct their classmates' mistakes when speaking?	Yes	Count 5	Count 4	Count 10	Count 19
	% Within the group	50.0%	30.8%	76.9%	52.8%
	No	Count 5	Count 9	Count 3	Count 17
	% Within the group	50.0%	69.2%	23.1%	47.2%
Total		Count 10	Count 13	Count 13	Count 36
		% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%



It was observed that the students of the group 2 made the biggest effort to correct the mistakes their classmates made when speaking in English with 76.9% of the observations carried out; meanwhile in the group 8, 69.2% of those observations show that students do not correct their classmates when they make mistakes.

3. Does the teacher correct the mistakes the students make?

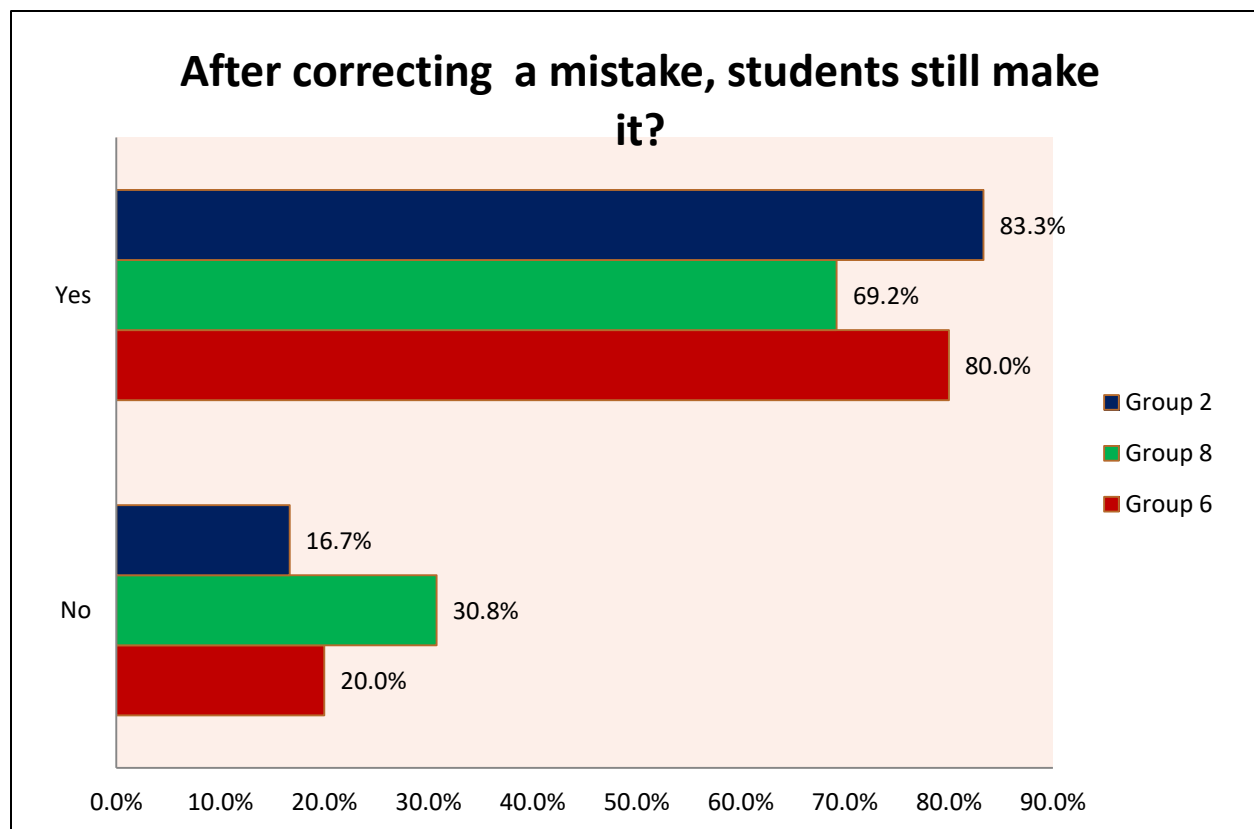
		Groups			Total
		Group 6	Group 8	Group 2	
Does the teacher correct the mistakes the students make?	Yes	Count 8	Count 13	Count 13	Count 34
	% Within the group	80.0%	100.0%	100.0%	94.4%
	No	Count 2	Count 0	Count 0	Count 2
	% Within the group	20.0%	.0%	.0%	5.6%
Total	Count	10	13	13	36
	% Within the group	100.0%	100.0%	100.0%	100.0%



It can be checked that in the groups 2 and 8, in 100% of the observations teacher corrects the errors students make; just the group 6 represented with 80% of the observations show that teachers does not correct the students when they make mistakes (when they are doing presentations)

4. After correcting a mistake, students still make it?

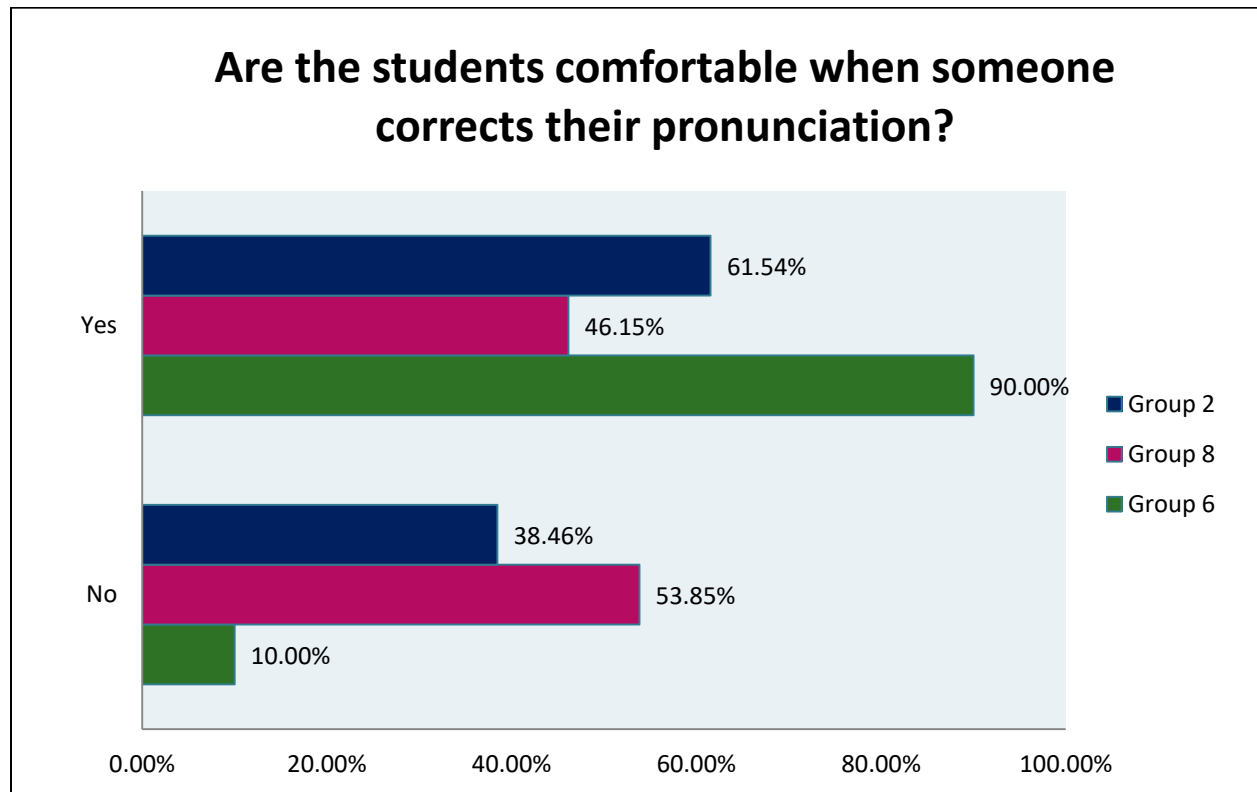
		Groups			Total
		Group 6	Group 8	Group 2	
After correcting a mistake, students still make it?	Yes	Count 8	Count 9	Count 10	Count 27
		% Within the group 80.0%	% Within the group 69.2%	% Within the group 83.3%	% Within the group 77.1%
	No	Count 2	Count 4	Count 2	Count 8
		% Within the group 20.0%	% Within the group 30.8%	% Within the group 16.7%	% Within the group 22.9%
Total		Count 10	Count 13	Count 12	Count 35
		% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%



It was noticed that in the group 6 and the group 2, more than 80% of the observations made show that the students keep making the same mistakes they were corrected for, and 69.2% of the observations represents the group 8.

5. Are the students comfortable when someone corrects their pronunciation?

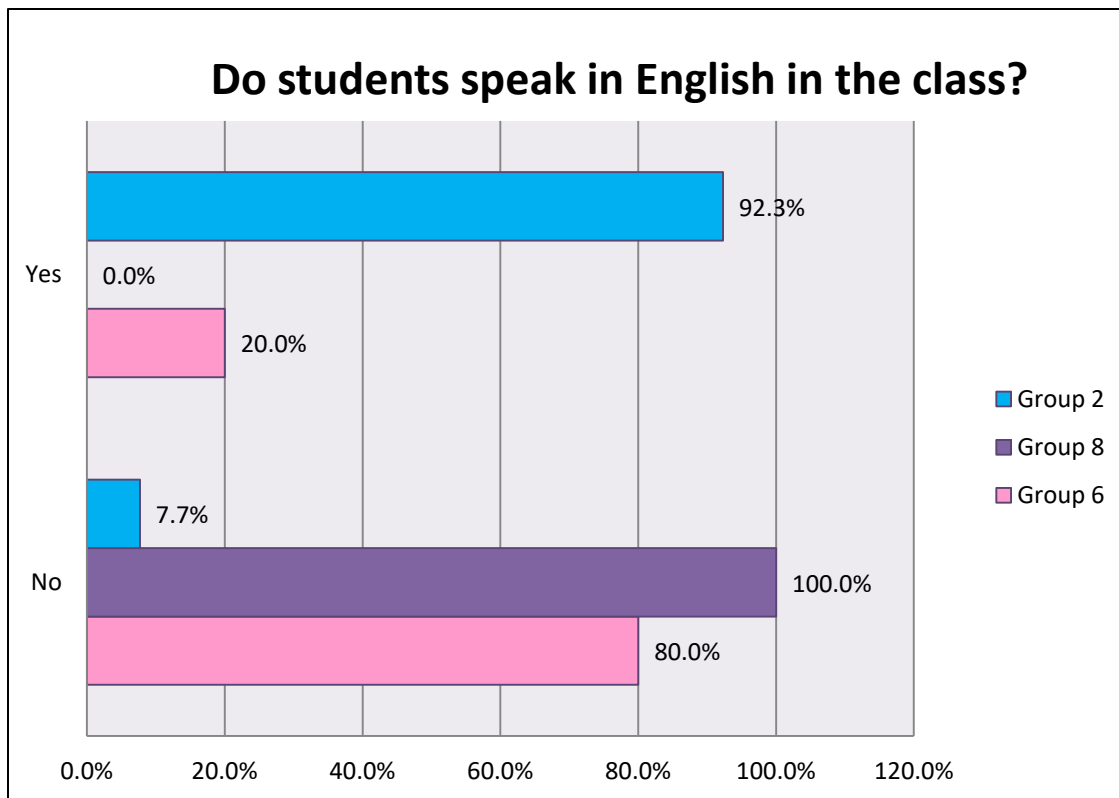
		Groups			Total
		Group 6	Group 8	Group 2	
Are the students comfortable when someone corrects their pronunciation?	Yes	Count 9	Count 6	Count 8	Count 23
		% Within the group 90.0%	% Within the group 46.2%	% Within the group 61.5%	% Within the group 63.9%
	No	Count 1	Count 7	Count 5	Count 13
		% Within the group 10.0%	% Within the group 53.8%	% Within the group 38.5%	% Within the group 36.1%
Total		Count 10	Count 13	Count 13	Count 36
		% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%



It has been checked that in the group 6, 90% of the observations made to the students demonstrate that they show confidence when someone corrects their pronunciation, while in the group 8 just 46.15% of the observations show that they are comfortable with that.

6. Do students speak in English in the class?

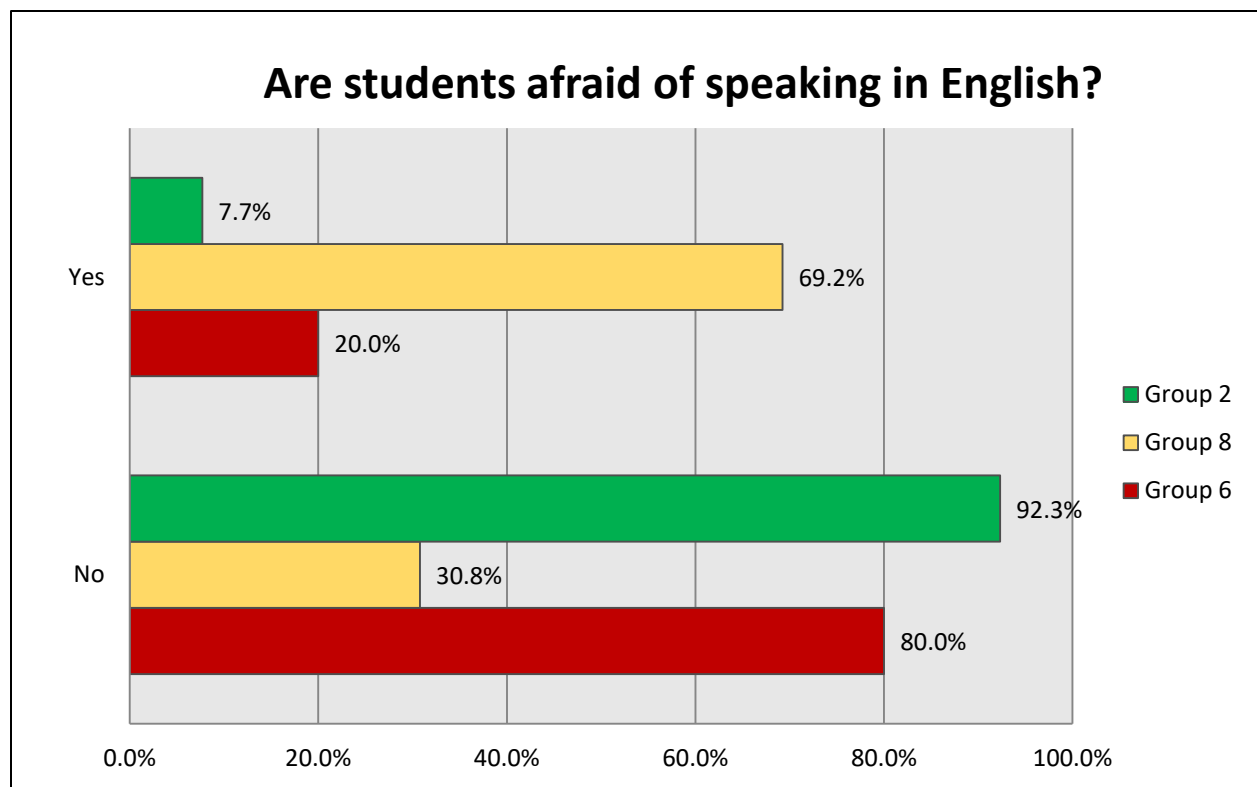
		Groups			Total
		Group 6	Group 8	Group 2	
Do students speak in English in the class?	Yes	Count 2	Count 0	Count 12	Count 14
	% Within the group	20.0%	.0%	92.3%	38.9%
	No	Count 8	Count 13	Count 1	Count 22
	% Within the group	80.0%	100.0%	7.7%	61.1%
Total	Count	10	13	13	36
	% Within the group	100.0%	100.0%	100.0%	100.0%



It was seen that in 80% of the observations made to the group 6 and 100% to the group 8 do not speak English during the class; and in the group 2, 92.3% of the observations show that they do speak English in the classroom.

7. Are Students afraid of speaking in English?

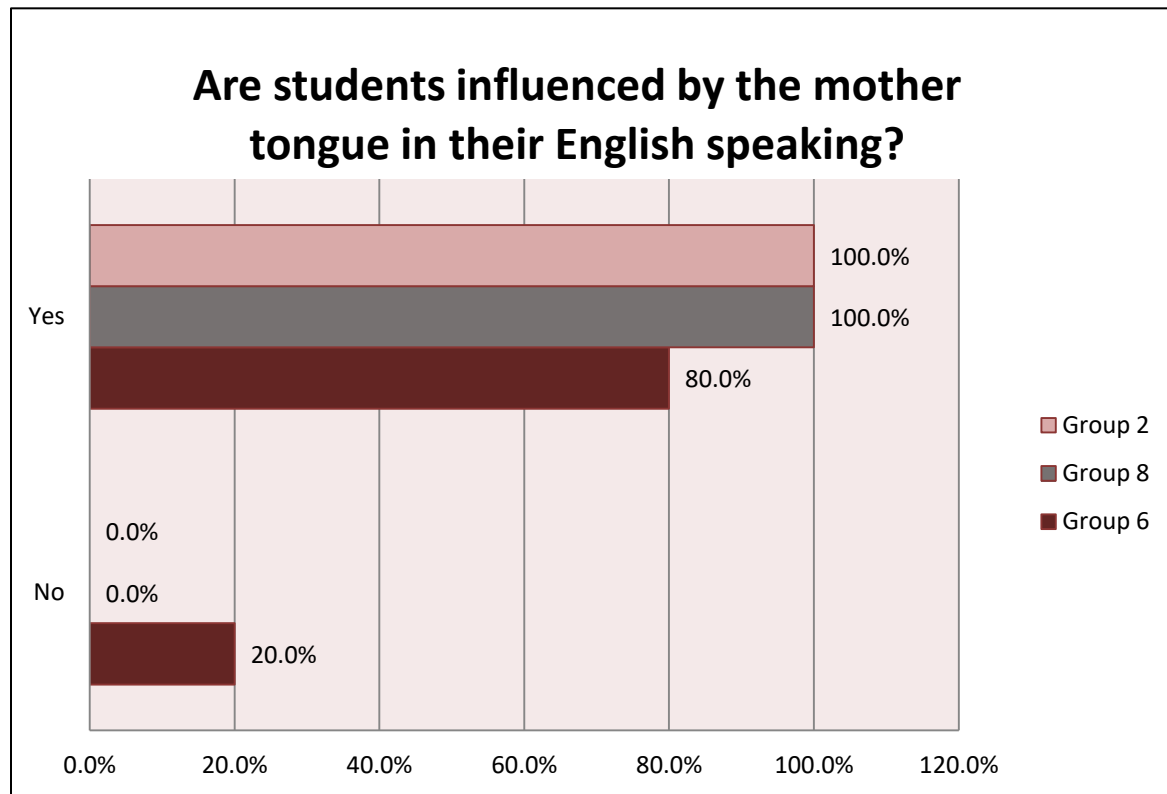
		Groups			Total
		Group 6	Group 8	Group 2	
Are Students afraid of speaking in English?	Yes	Count 2	9	1	12
	% Within the group	20.0%	69.2%	7.7%	33.3%
	No	Count 8	4	12	24
	% Within the group	80.0%	30.8%	92.3%	66.7%
Total	Count	10	13	13	36
	% Within the group	100.0%	100.0%	100.0%	100.0%



It can be observed that more than 80% of the observations that were carried out on the students of group 2 demonstrated that they were not afraid to speak in English, while 69.2% of these observations made to group 2 show that they were afraid of speaking during the class in the language they are learning.

8. Are students influenced by the mother tongue in their English speaking?

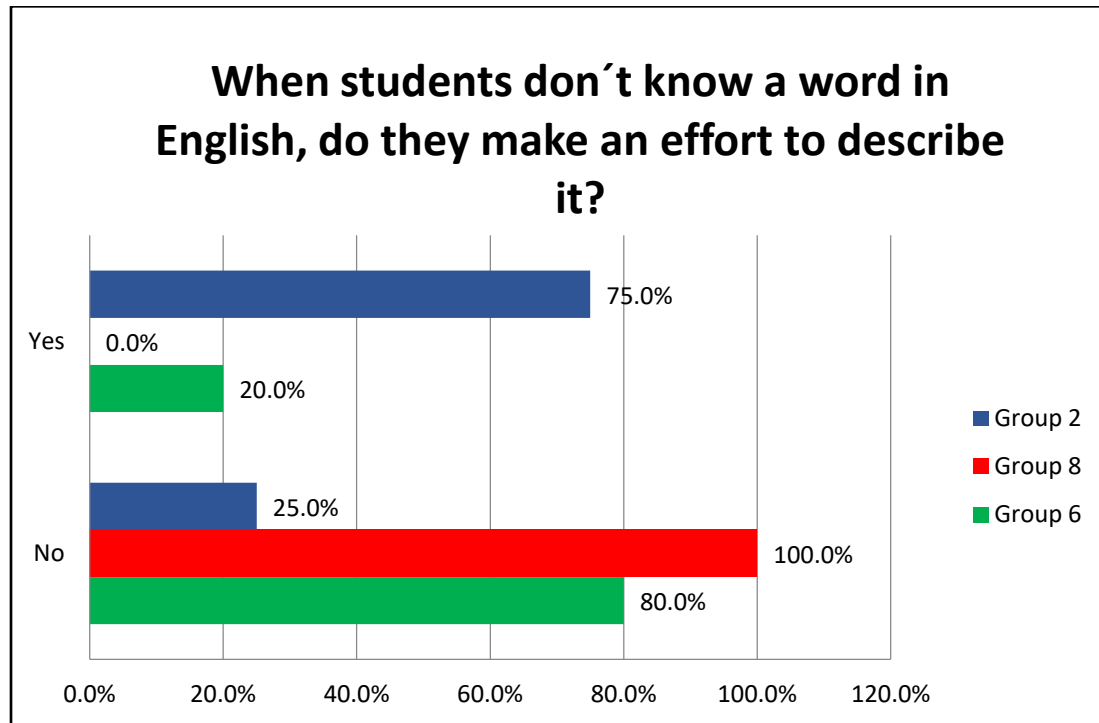
			Groups			Total
			Group 6	Group 8	Group 2	
Are students influenced by the mother tongue in their English speaking?	Yes	Count % Within the group	8 80.0%	12 100.0%	13 100.0%	33 94.3%
	No	Count % Within the group	2 20.0%	0 .0%	0 .0%	2 5.7%
Total		Count % Within the group	10 100.0%	12 100.0%	13 100.0%	35 100.0%



It was observed that 100% of the observations for groups 8 and 2 respectively indicate that the students were influenced by the mother tongue in their English speaking; and 80% of those observations say that in group 6 students Spanish is very influential.

9. When students don't know a word in English, do they make an effort to describe it?

		Groups			Total
		Group 6	Group 8	Group 2	
When students don't know a word in English, do they make an effort to describe it?	Yes	Count 2	Count 0	Count 9	Count 11
		% Within the group 20.0%	% Within the group .0%	% Within the group 75.0%	% Within the group 31.4%
	No	Count 8	Count 13	Count 3	Count 24
		% Within the group 80.0%	% Within the group 100.0%	% Within the group 25.0%	% Within the group 68.6%
Total		Count 10	Count 13	Count 12	Count 35
		% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%	% Within the group 100.0%



100% of the observations made on the students of group 8 show that they do not attempt to describe a word when they do not know it, the same happens in group 6 with 80%, on the other hand the students of group 2, 75% of the observations show that they try to describe what they want by using the language they are learning, they do not say it in Spanish.

The observation made in group 8 was:

1. They use Spanish when they don't know technic-scientific words but they are not afraid to ask.
2. Interruption from election team (politics).
3. Students speak in Spanish during class.
4. Intonation problems in questions.
5. Self correction is good.
6. Mistakes in grammar and in pronunciation.
7. Sounds that were not pronounced.
8. Students are open to feedback and correction.
9. There was an interruption from AEI member who was installing a board next to the classroom.
10. Students are not using a dictionary during class.

The observation made in group 2 was:

1. They are using dictionaries and they are open to feedback and correction.
2. A noise in the classroom may interfere in the leaning process.
3. The students speak in English when the teacher is not close.
4. Students show willingness to participate.
5. The teacher pushes them always to use dictionary and learn new vocabulary.
6. Subject and verb agreement problems.
7. Students' answers are coherent.
8. The teacher shows videos of the topics he teaches.

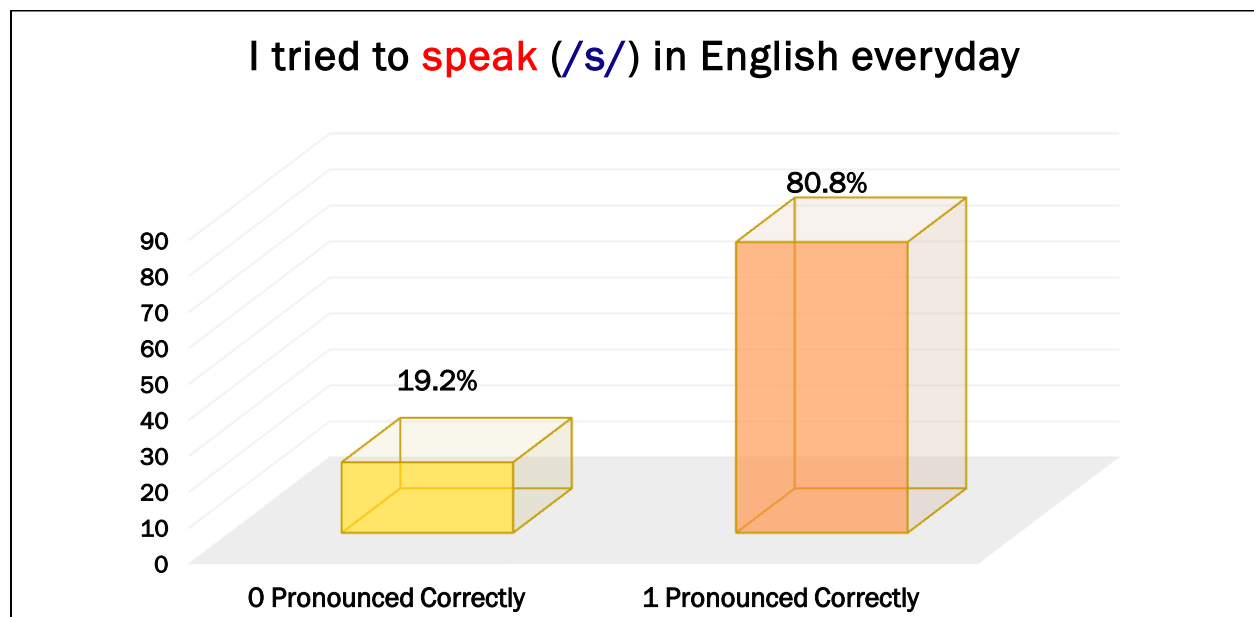
The observation made in group 6 was:

1. The students use electronic devices instead of dictionaries.
2. The students only use English when working on the book but after that they keep speaking in Spanish.
3. Students use their devices in presentations.
4. Some students try to speak in English even when the teacher is not around.
5. All students debate.
6. Some students use dictionaries.
7. They ask their classmates for vocabulary.
8. Students work with another class in some questions.
9. Teacher makes a lot of dynamics.

Analysis of the interviews

1. I tried to speak in English everyday

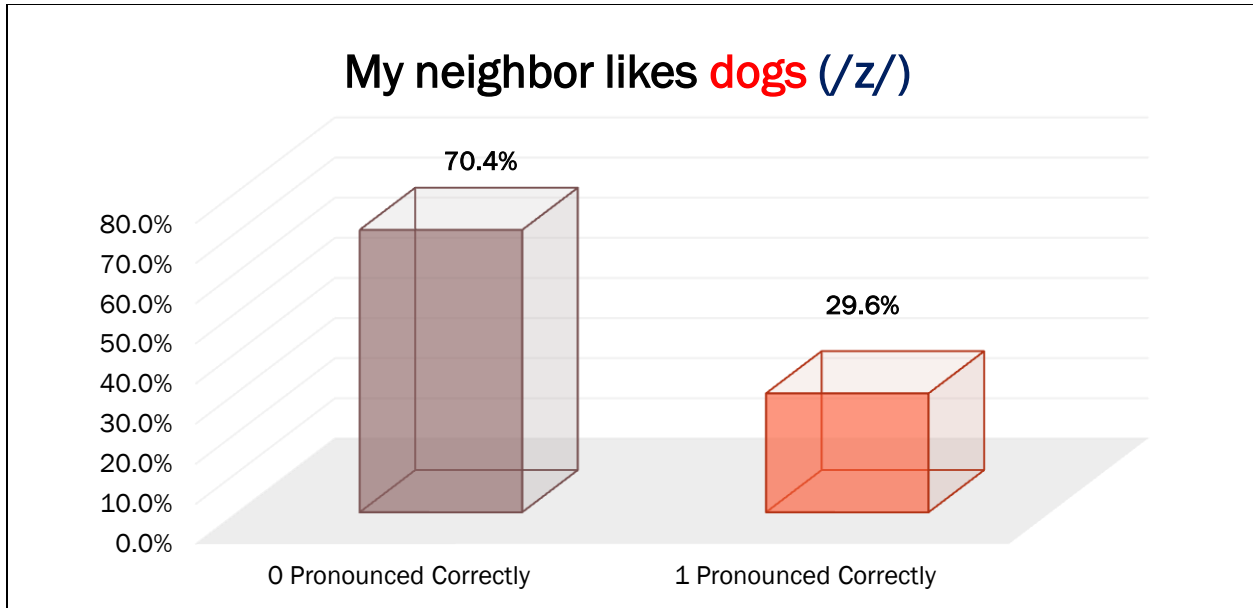
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	5	18.5	19.2	19.2
	1 Pronounced correctly	21	77.8	80.8	100.0
	Total	26	100.0	100.0	



80.8% of students have pronounced the word “speak” correctly where the sound /s/ was evaluated, this is an alveolar, fricative, voiceless and initial sound of the word; on the other hand the 19.2% have not pronounced correctly that word.

2. My neighbor likes dogs.

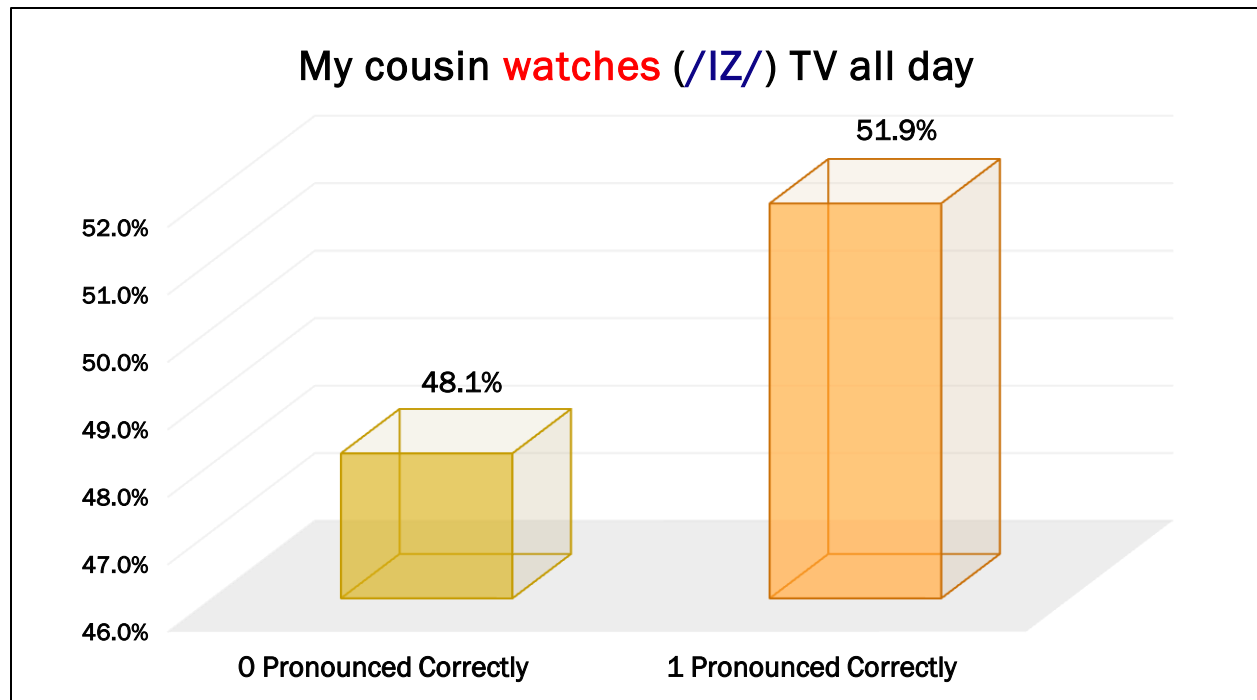
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	19	70.4	70.4	70.4
	1 Pronounced correctly	8	29.6	29.6	100.0
Total		27	100.0	100.0	



70.4% of students have pronounced correctly the final pronunciation of the word “dogs” which is an allophone of the plural “s” sound and has to be pronounced as /z/ because of the precedent voiced sound.

3. My cousin watches TV all day

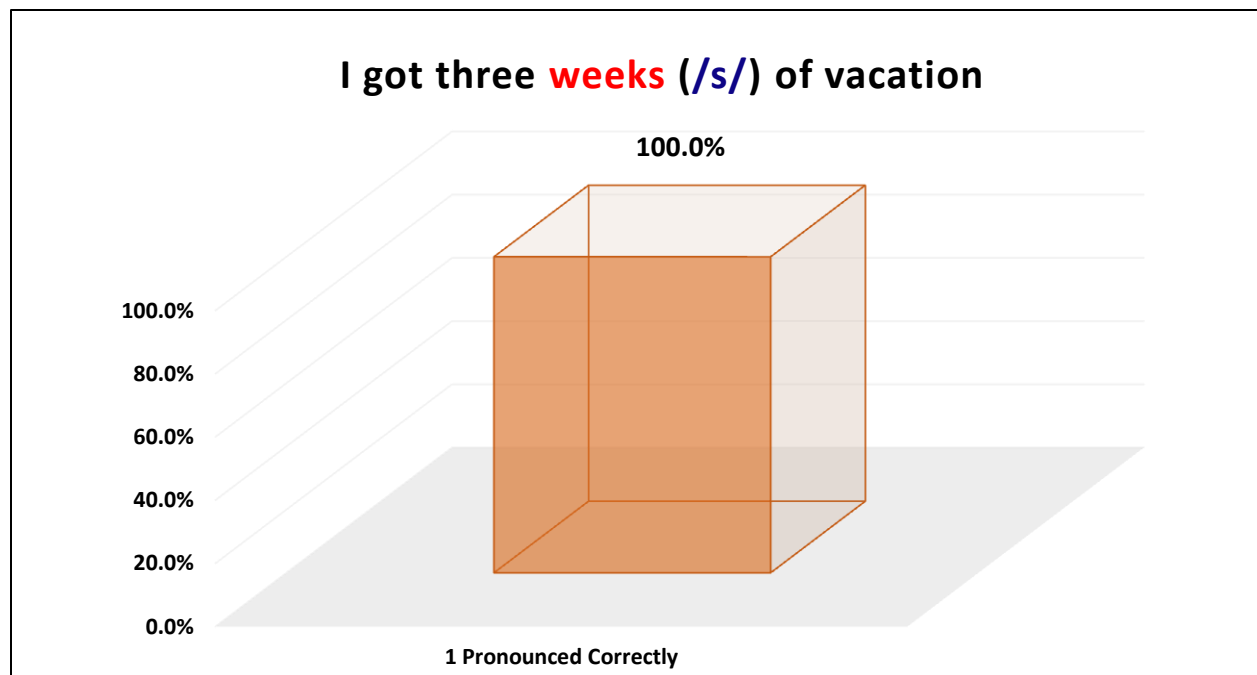
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	13	48.1	48.1	48.1
	1 Pronounced correctly	14	51.9	51.9	100.0
	Total	27	100.0	100.0	



51.9% of students have pronounced correctly the final pronunciation of the word “watches” which is an allophone of the plural /s/ sound that has to be pronounced as /IZ/ because of the precedent sibilant sound, while 48.1% have not pronounced this word correctly.

4. I got three weeks of vacation

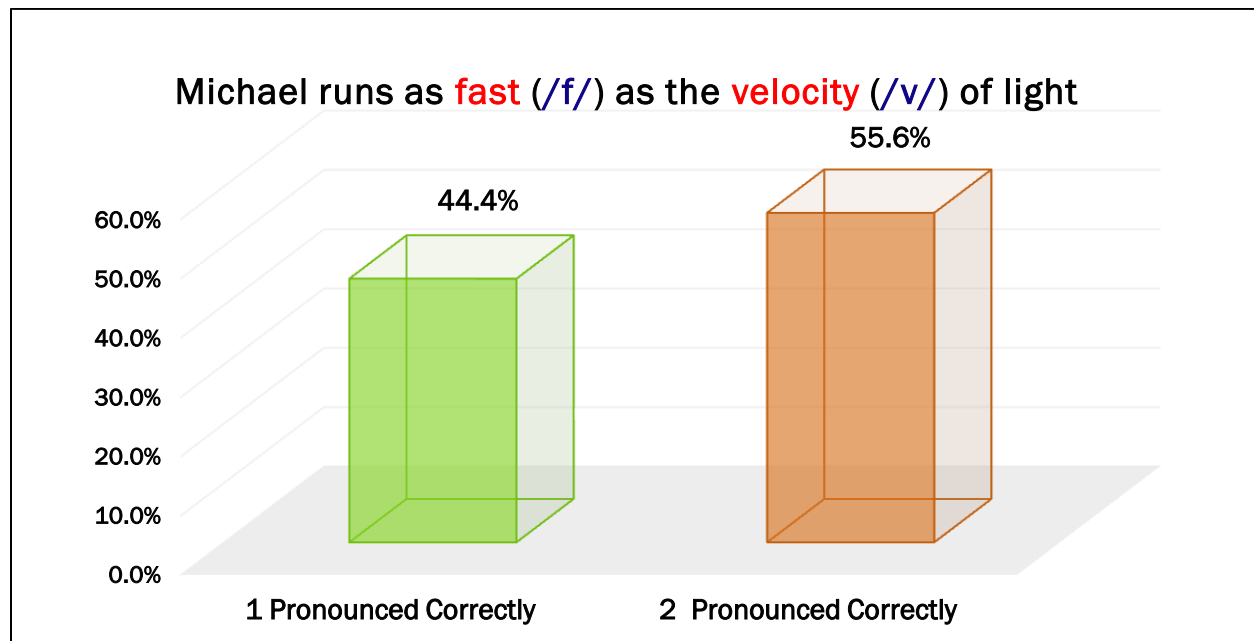
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1 Pronounced correctly	27	100.0	100.0	100.0



100% of students have pronounced correctly the final pronunciation of the sample word “weeks” which is an allophone of the plural /s/ sound and has to be pronounced as /s/ because of the precedent voiceless sound.

5. Michael runs as fast as the velocity of light

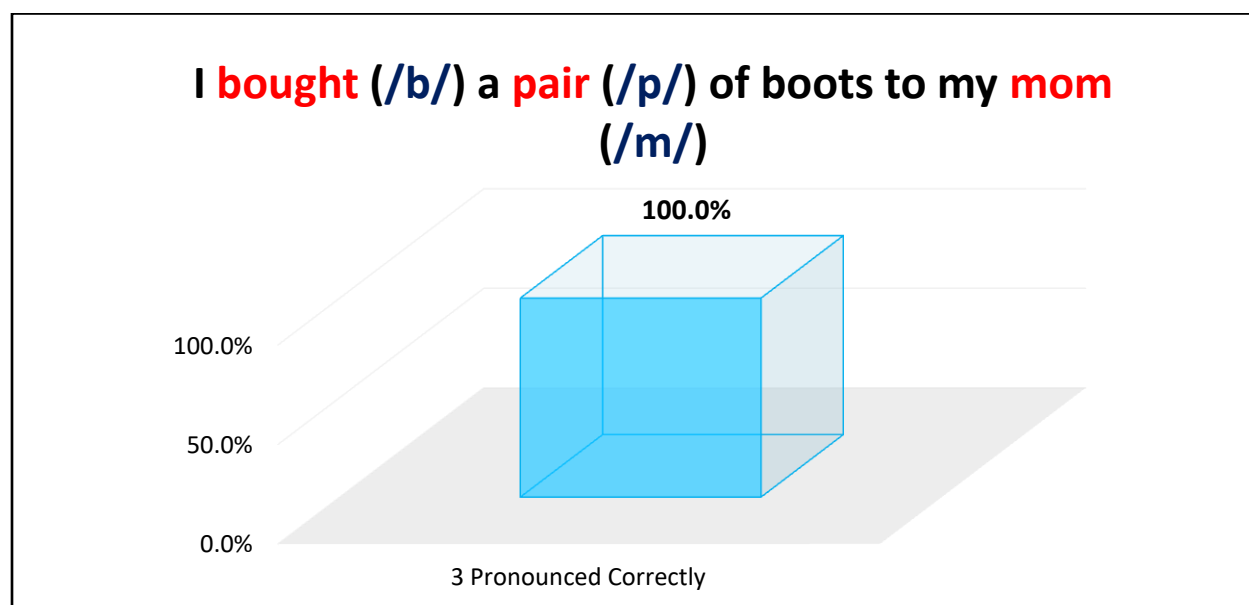
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1 Pronounced correctly	12	44.4	44.4	44.4
	2 Pronounced correctly	15	55.6	55.6	100.0
	Total	27	100.0	100.0	



55.6 % of students have pronounced correctly the two sample words in this sentence, they are labiodentals and fricatives sounds, with the only difference that /f/ is voiceless and /v/ is voiced; 44.4% of students have pronounced correctly just the word “fast”.

6. I bought a pair of boots to my mom

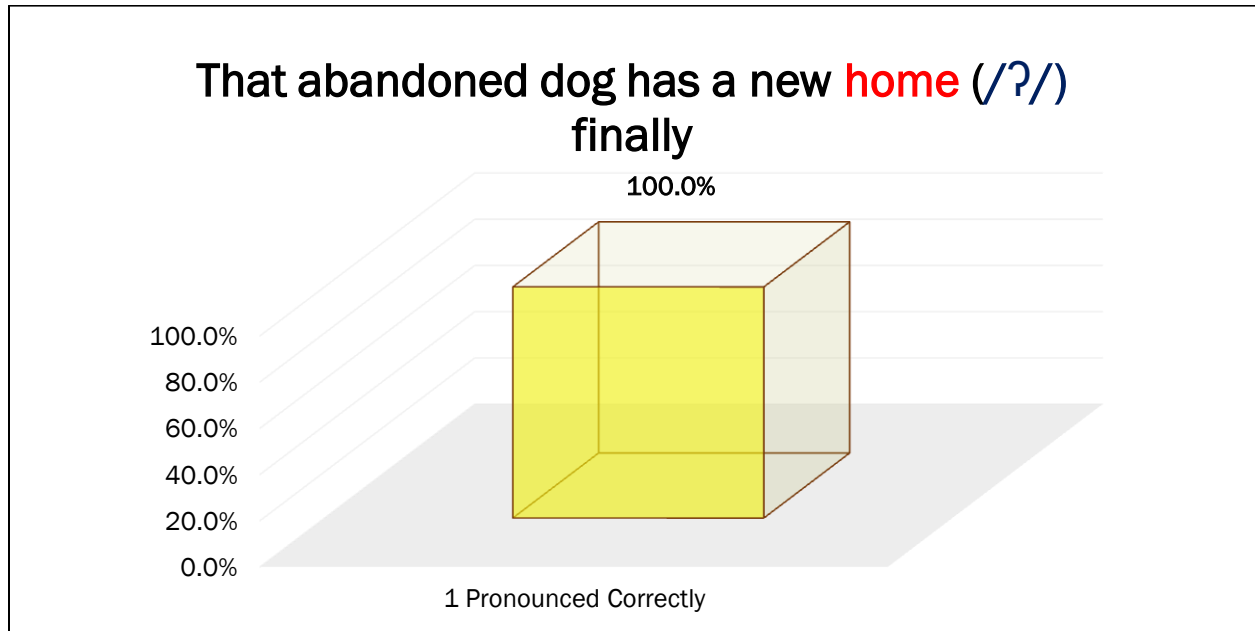
	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid 3 Pronounced correctly	27	100.0	100.0	100.0



100% of students have pronounced correctly the three sample words in the sentence, where the bilabial sounds /b/, /p/ and /m/ were checked, being the first one voiced and stop; the second one is voiceless and stop; and the third one is voiced and nasal.

7. That abandoned dog has a new home finally

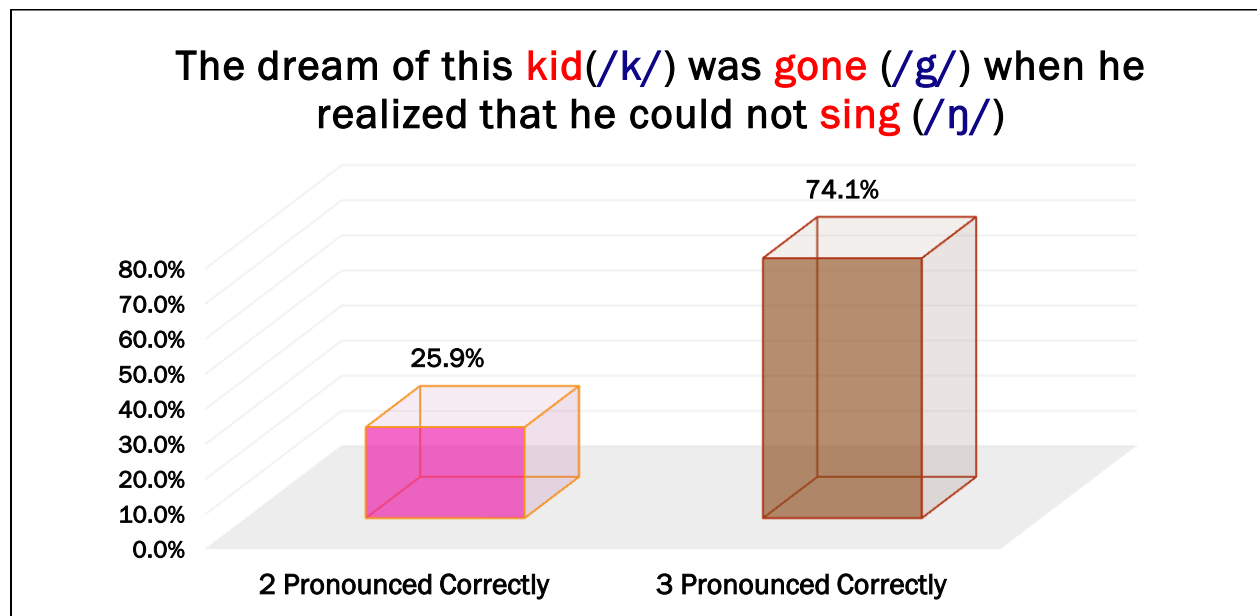
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1 Pronounced correctly	27	100.0	100.0	100.0



100% of students have pronounced correctly the sample word “home” where the glottal, stop and voiceless sound /ʔ/ was checked.

8. The dream of this kid was gone when he realized that he could not sing

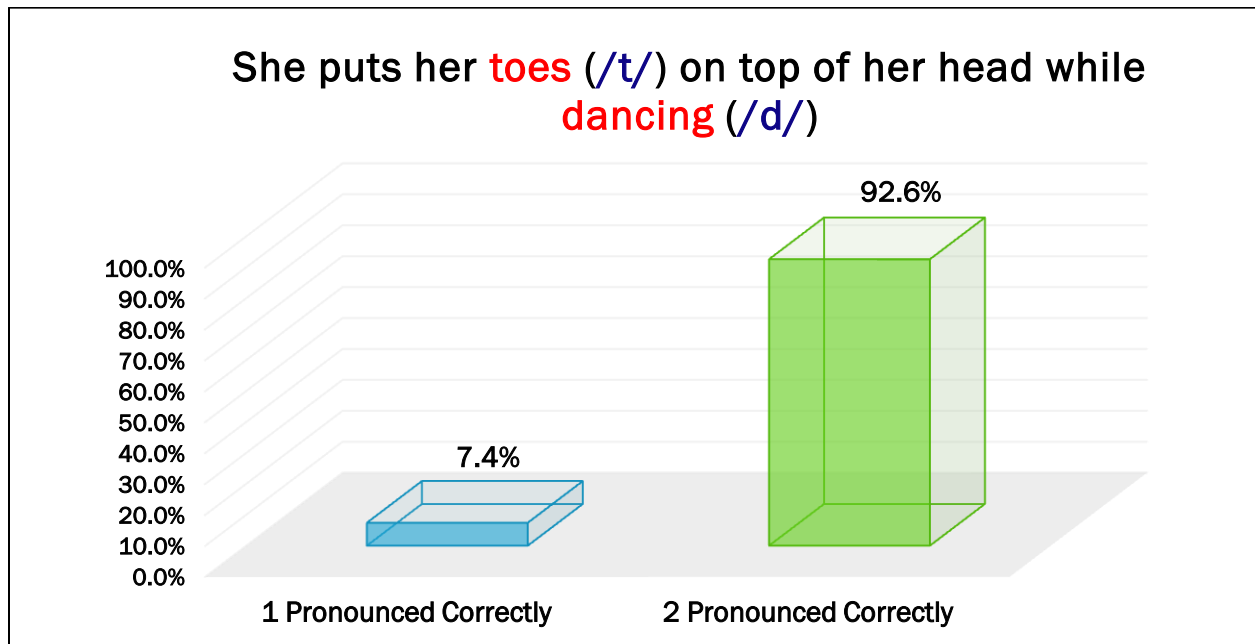
	Frequency	Percentage	Valid percentage	Accumulated percentage
Valid 2 Pronounced correctly	7	25.9	25.9	25.9
3 Pronounced correctly	20	74.1	74.1	100.0
Total	27	100.0	100.0	



74.1% of students have pronounced correctly the three sample words where the velar sounds /k/, /g/ and /ŋ/ were checked; the first one is stop and voiceless; the second one is stop and voiced; and the third sound is nasal and voiced. The other 25.9% of students have pronounced correctly just two of them.

9. She puts her toes on top of her head while dancing

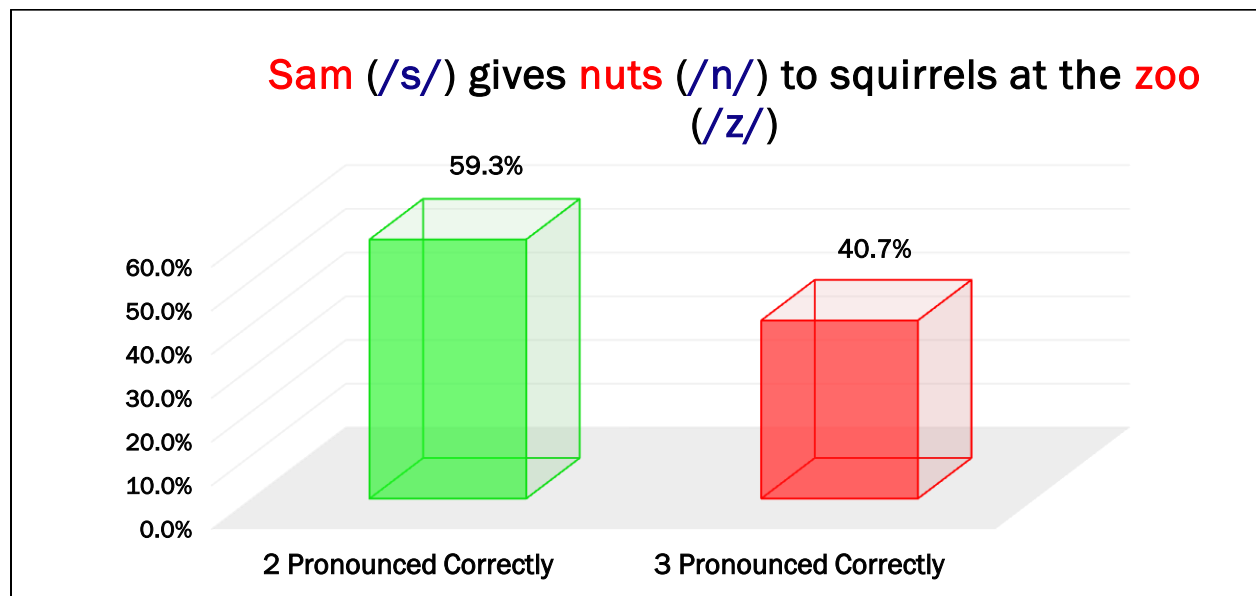
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1 Pronounced correctly	2	7.4	7.4	7.4
	2 Pronounced correctly	25	92.6	92.6	100.0
	Total	27	100.0	100.0	



92.6% of students have pronounced correctly the two sample words where the alveolar sounds /t/ and /d/ has been checked; both are stop but the first one is voiceless and the second one is voiced. 7.4% have pronounced correctly just one word.

10. Sam gives nuts to squirrels at the zoo

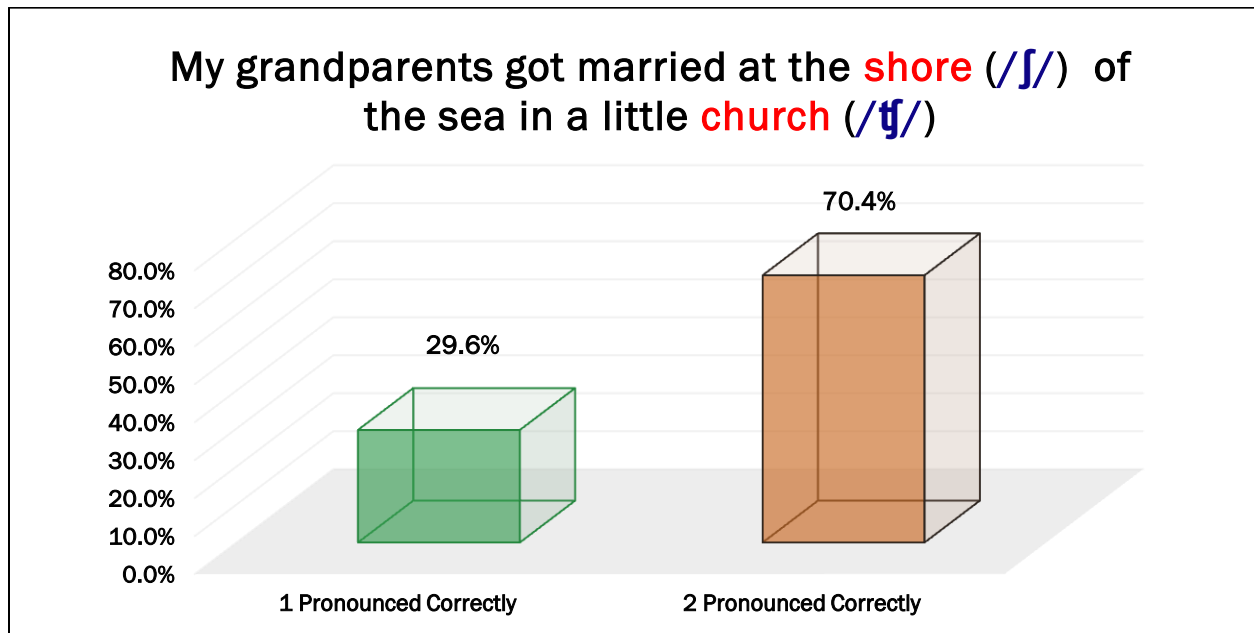
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	2 Pronounced correctly	16	59.3	59.3	59.3
	3 Pronounced correctly	11	40.7	40.7	100.0
	Total	27	100.0	100.0	



59.3% has pronounced correctly two of the three sample words where the alveolar sounds /s/, /n/ and /z/ were checked, being the first sound fricative and voiceless, the second one nasal and voiced, and the third one fricative and voiced; while 40.7% has pronounced correctly the three words.

11. My grandparents got married at the shore of the sea in a little church

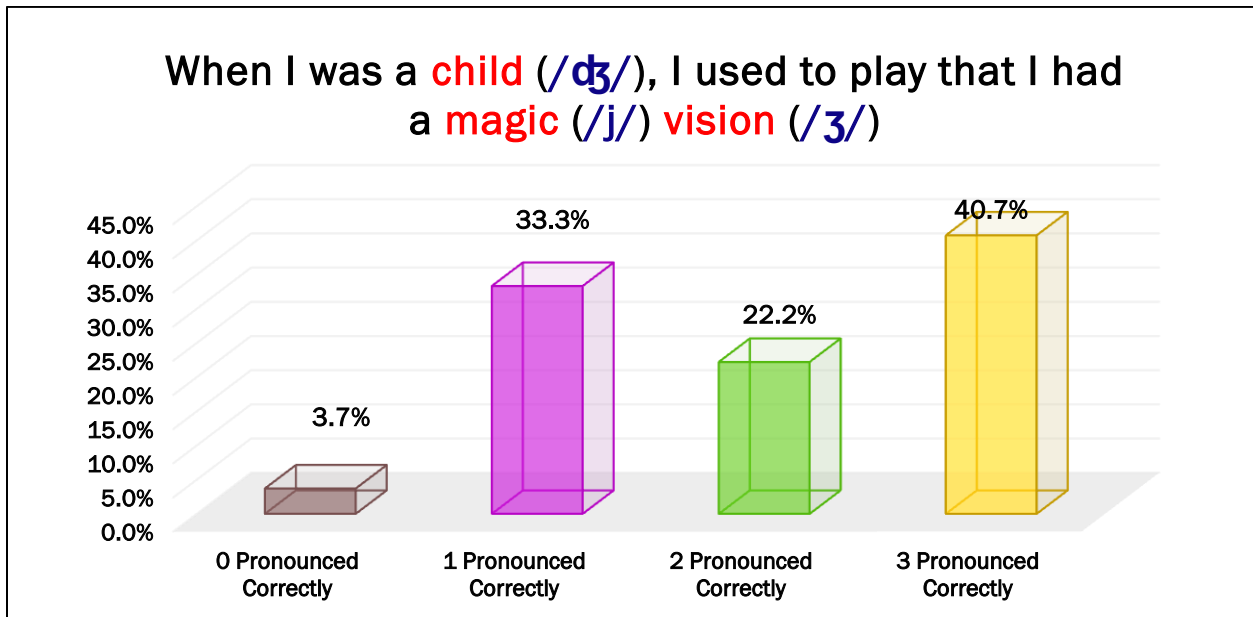
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	1 Pronounced correctly	8	29.6	29.6	29.6
	2 Pronounced correctly	19	70.4	70.4	100.0
	Total	27	100.0	100.0	



70.4% of students have pronounced correctly the two sample words where the palatal sounds /ʃ/ and /tʃ/ were checked, being both voiceless but the first one fricative and the second one affricate. The rest 29.6% pronounced just one word in a correct way.

12. When I was a child, I used to play that I had a magic vision

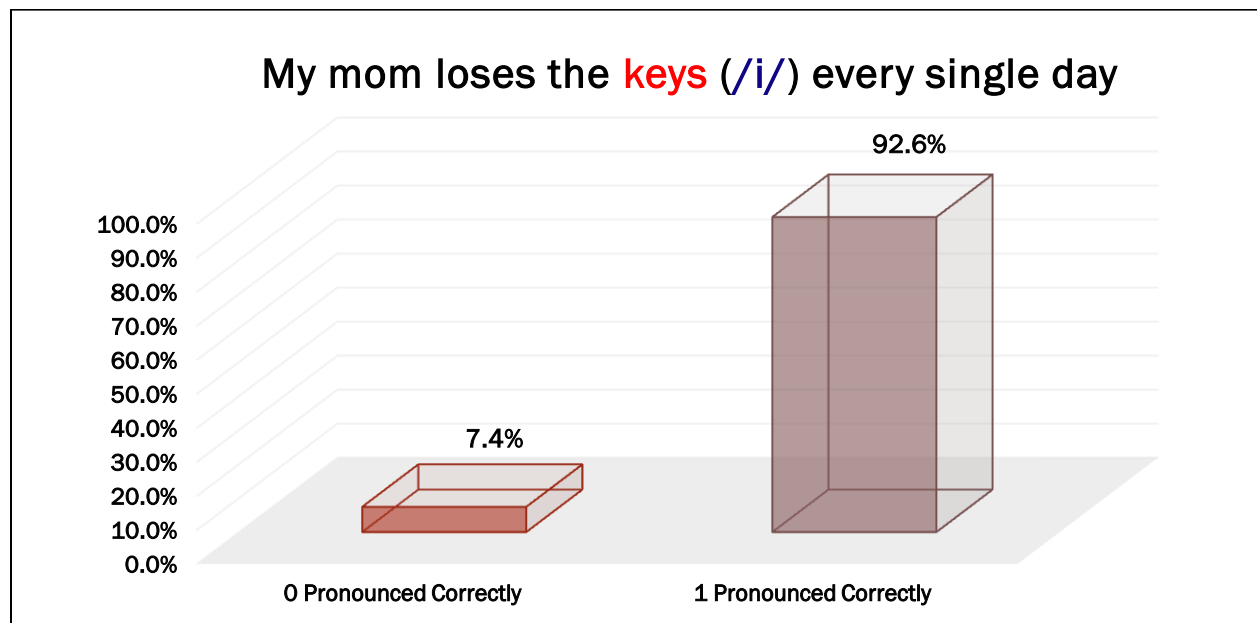
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	1	3.7	3.7	3.7
	1 Pronounced correctly	9	33.3	33.3	37.0
	2 Pronounced correctly	6	22.2	22.2	59.3
	3 Pronounced correctly	11	40.7	40.7	100.0
	Total	27	100.0	100.0	



40.7% of students have pronounced the three sample words correctly, where the palatal and voiced sounds /dʒ/, /j/ and /ʒ/ were checked. Changing the three of them just in manner of articulation; the first one is an affricate, the second one a glide and the third sound a fricative. The other 22.2% have pronounced correctly two words; consequently, 33.3% of the students pronounced just one word correctly and the rest 3.7% have mispronounced all the words.

13. My mom loses the keys every single day

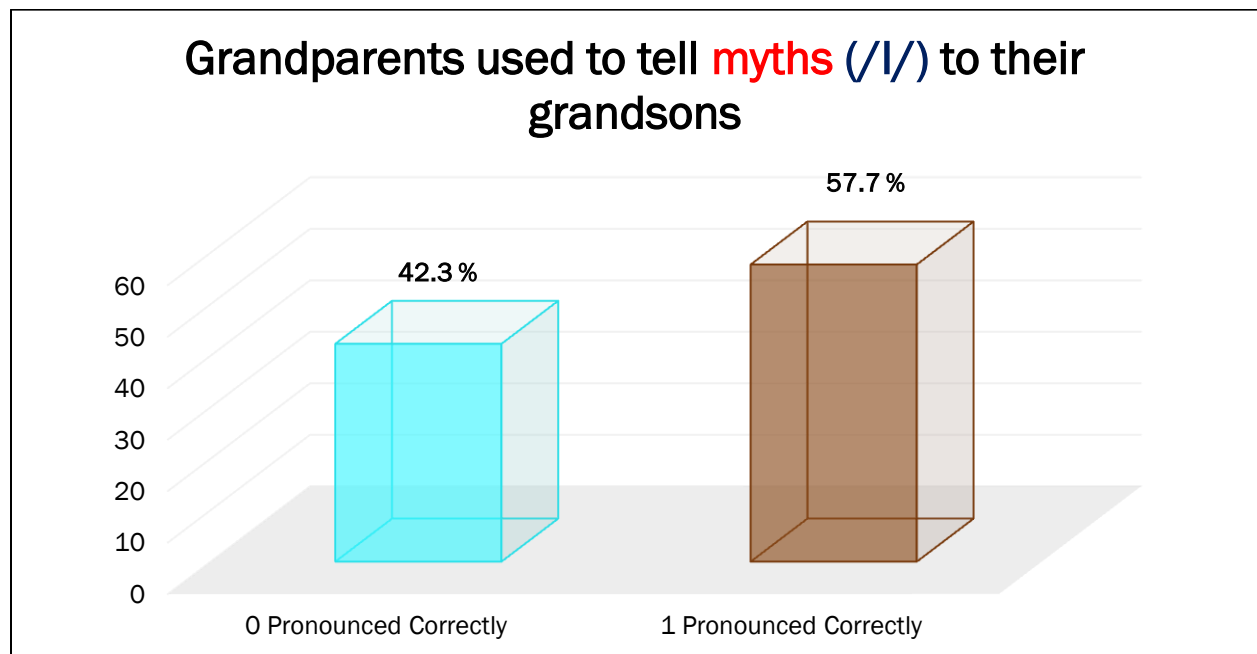
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	2	7.4	7.4	7.4
	1 Pronounced correctly	25	92.6	92.6	100.0
	Total	27	100.0	100.0	



92.6% of students have pronounced in the correct way the sample sound in the sentence; this sound was the high, front, close and long vowel /i/ in the word “keys” while 7.4% have not pronounced it correctly.

14. Grandparents used to tell myths to their grandsons

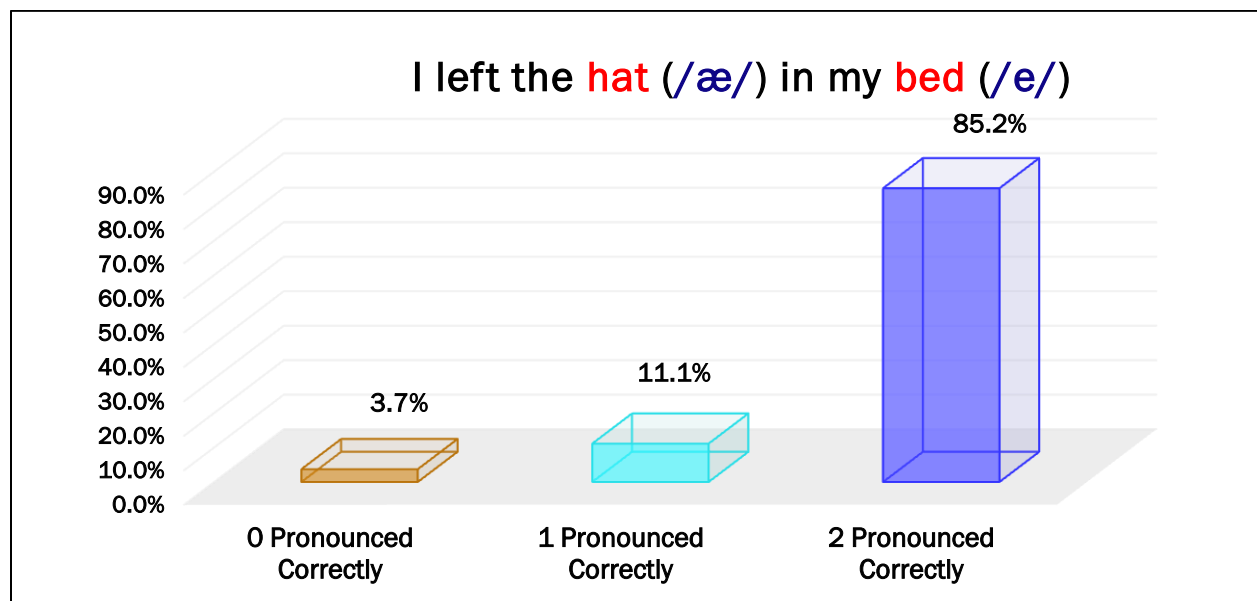
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	11	42.3	42.3	42.3
	1 Pronounced correctly	15	57.7	57.7	100.0
Total		26	100.0	100.0	



57.7% of students have pronounced correctly the word “myths” in the sentence, where the high, front, close and short vowel /ɪ/ was checked; while 42.3% have mispronounced the sample word.

15. I left the hat in my bed

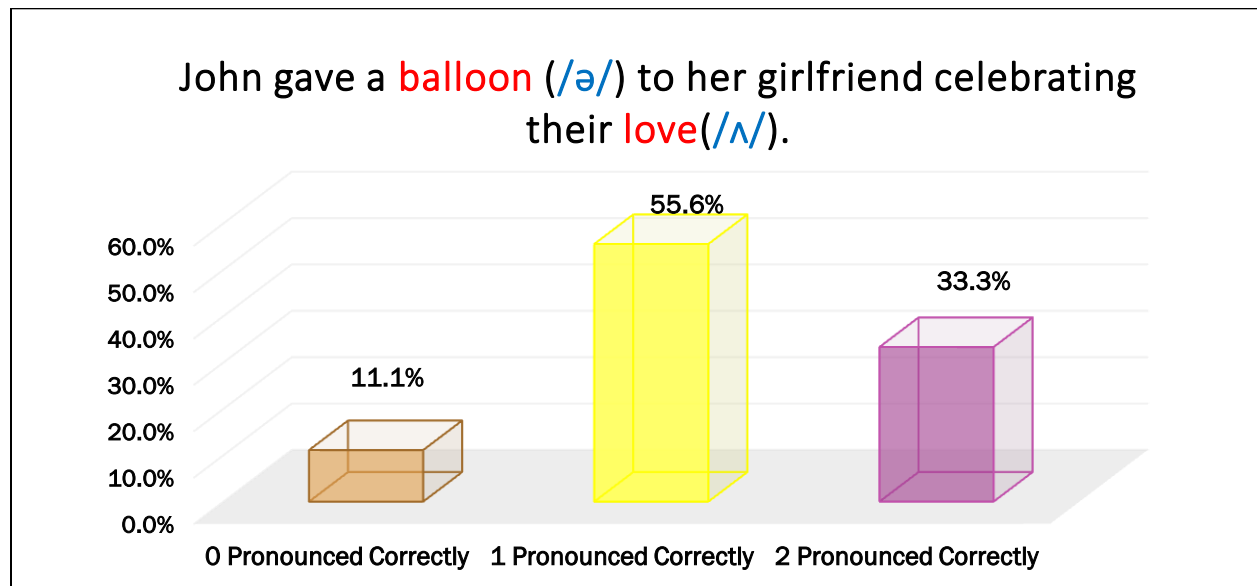
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	1	3.7	3.7	3.7
	1 Pronounced correctly	3	11.1	11.1	14.8
	2 Pronounced correctly	23	85.2	85.2	100.0
	Total	27	100.0	100.0	



85.2% of students have pronounced in the correct way the two sample words, where the two front and short vowels /æ/ and /e/ were checked, having the difference that the first one is a near-open and the second one is a close-mid vowel. The other 11.1% have one word pronounced correctly and the rest 3.7% have mispronounced all the checked words.

16. John gave a balloon to her girlfriend celebrating their love.

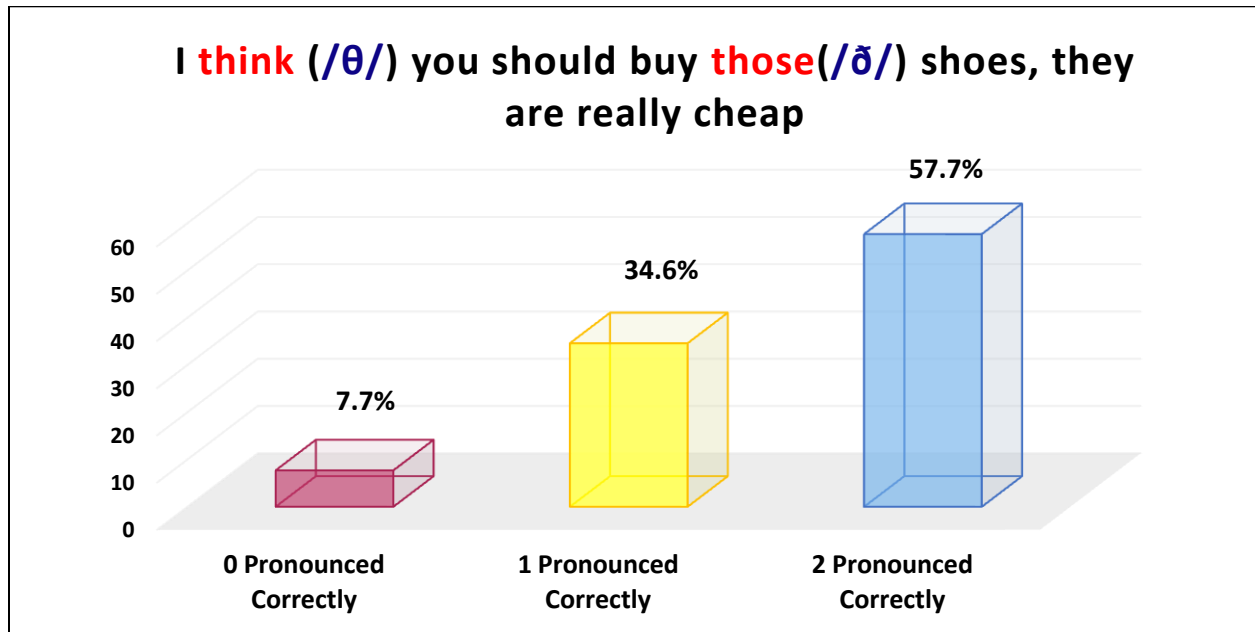
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	3	11.1	11.1	11.1
	1 Pronounced correctly	15	55.6	55.6	66.7
	2 Pronounced correctly	9	33.3	33.3	100.0
	Total	27	100.0	100.0	



33.3% of students have pronounced the two sample words correctly, where the central and short vowels /ə/ and /ʌ/ were checked; the difference between them is that the first one is neutral and the other one is an open-mid vowel; the 55.6% have pronounced one word correctly, while the rest 11.1% have mispronounced all the words.

17. I think you should buy those shoes, they are really cheap.

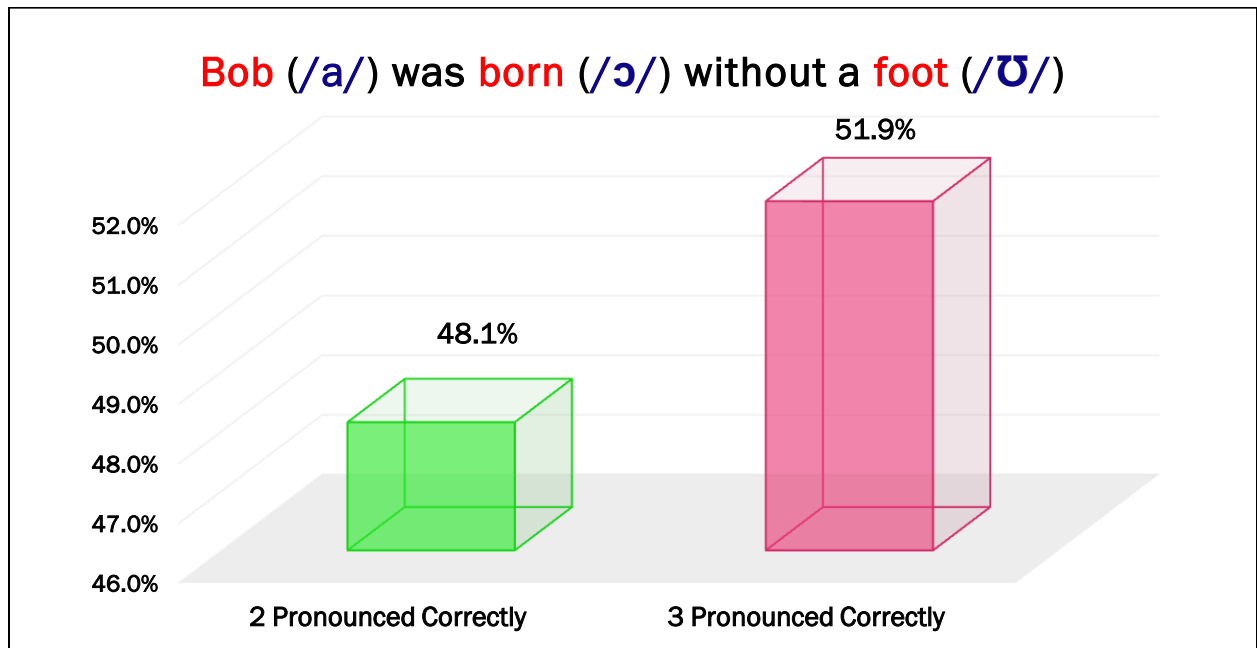
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	2	7.4	7.7	7.7
	1 Pronounced correctly	9	33.3	34.6	34.6
	2 Pronounced correctly	15	55.6	57.7	100.0
	Total	26	100.0	100.0	



57.7% of students have pronounced the two sample words correctly, where the dental sounds /θ/ and /ð/ were checked, being both fricative with the difference that the first one is voiceless and the second one voiced; the other 34.6% have pronounced correctly one word and the rest 7.7% have mispronounced the two words.

18. Bob was born without a foot

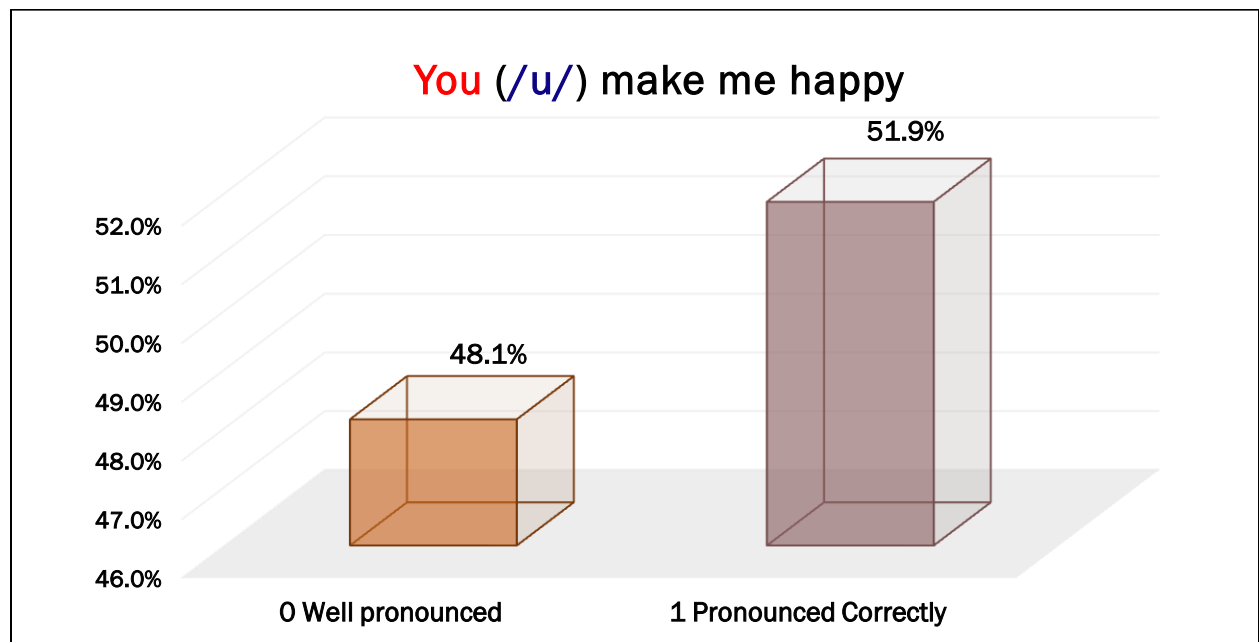
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	2 Pronounced correctly	13	48.1	48.1	48.1
	3 Pronounced correctly	14	51.9	51.9	100.0
	Total	27	100.0	100.0	



51.9% of students have pronounced the three sample words in the correct way, where the back vowels sounds /a/, /ɔ/ and /ʊ/ were checked, with the difference among them that the first one is an open, short vowel; the second one is an open-mid, long vowel; and the third one is a near-close, short vowel; while 48.1% have pronounced two words correctly.

19. You make me happy.

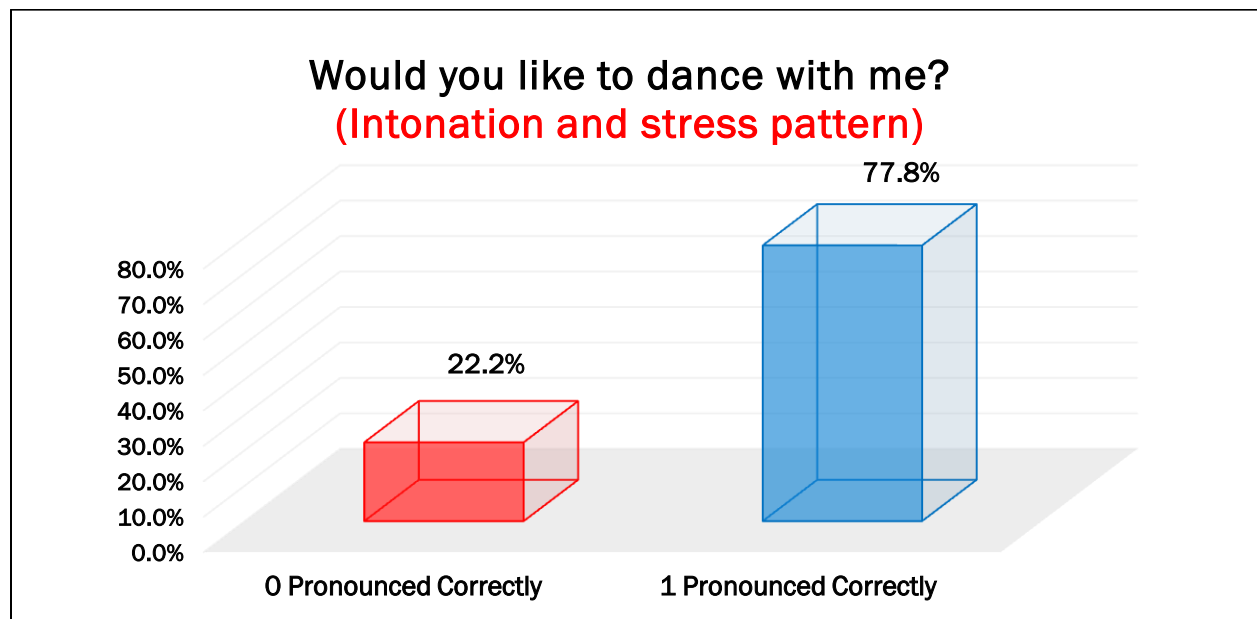
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	13	48.1	48.1	48.1
	1 Pronounced correctly	14	51.9	51.9	100.0
	Total	27	100.0	100.0	



51.9% have pronounced the sample word in a correct way, where the back, close and long vowel /u/ was checked, the rest 48.1% have mispronounced that word.

20. Would you like to dance with me?

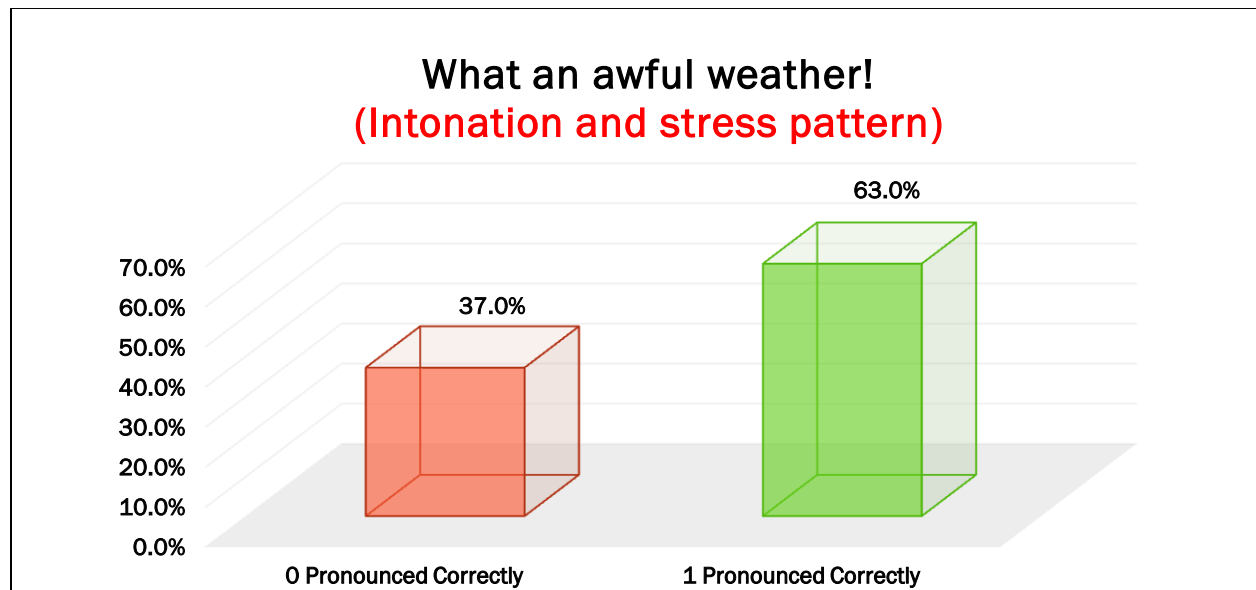
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	6	22.2	22.2	22.2
	1 Pronounced correctly	21	77.8	77.8	100.0
	Total	27	100.0	100.0	



77.8% of students have pronounced correctly the whole sentence with the right intonation and stress pattern because it is an interrogation, while 22.2% have not given the correct intonation and stress pattern.

21. What an awful weather!

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	0 Pronounced correctly	10	37.0	37.0	37.0
	1 Pronounced correctly	17	63.0	63.0	100.0
	Total	27	100.0	100.0	

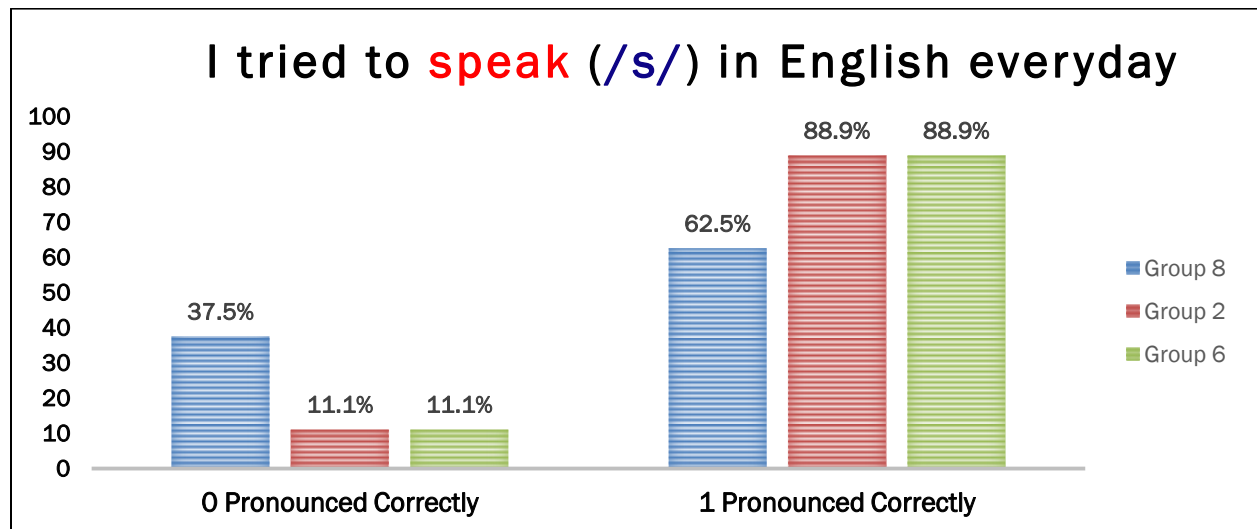


63% of students have pronounced correctly the whole sentence with the right intonation and stress pattern that an exclamation requires, and only 37% have not given the correct intonation.

Comparative table of interviews for the three groups

1. I tried to speak in English everyday

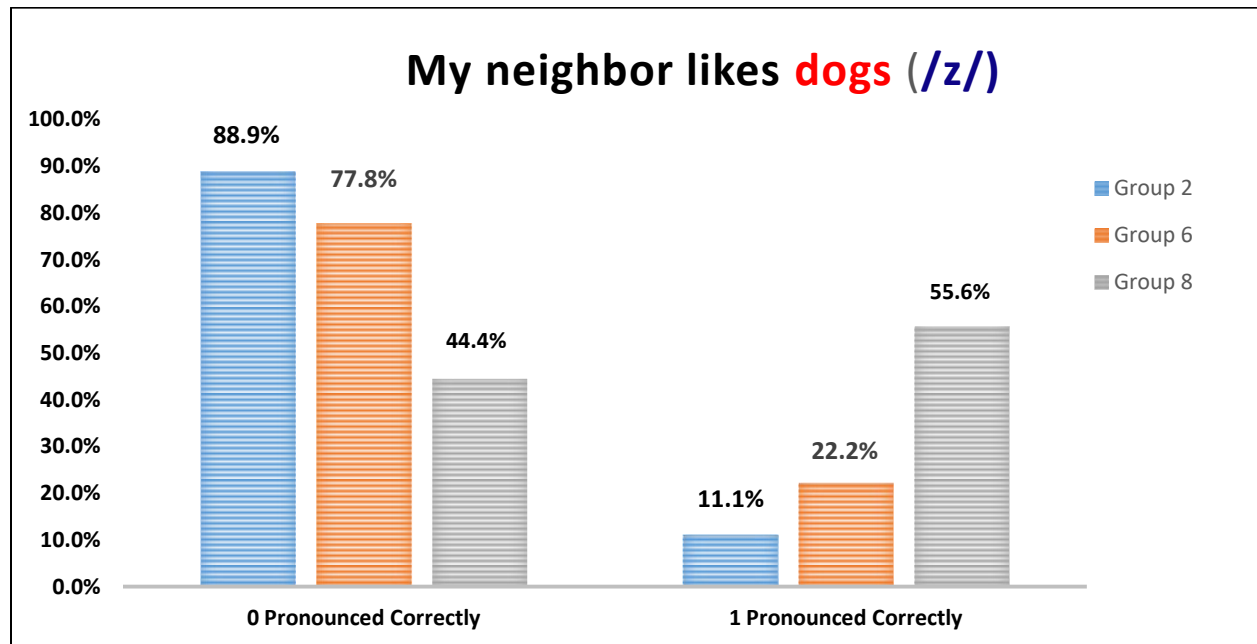
			Group			Total
			Group 6	Group 2	Group 8	
I tried to speak in English everyday	0 Pronounced correctly	Count % within the group	1 11.1%	1 11.1%	3 37.5%	5 19.2%
	1 Pronounced correctly	Count % within the group	8 88.9%	8 88.9%	5 62.5%	21 80.8%
Total		Count % within the group	9 100.0%	9 100.0%	8 100.0%	26 100.0%



Gathering all the results within the three groups, it has been found that 37.5% of students have mispronounced the sample word “speak” where the sound /s/ was evaluated, this is an alveolar, fricative, voiceless and initial sound of the word in the sentence; while the group 6 and group 2 have just 11.1% in the mispronunciation of this word.

2. My neighbor likes dogs

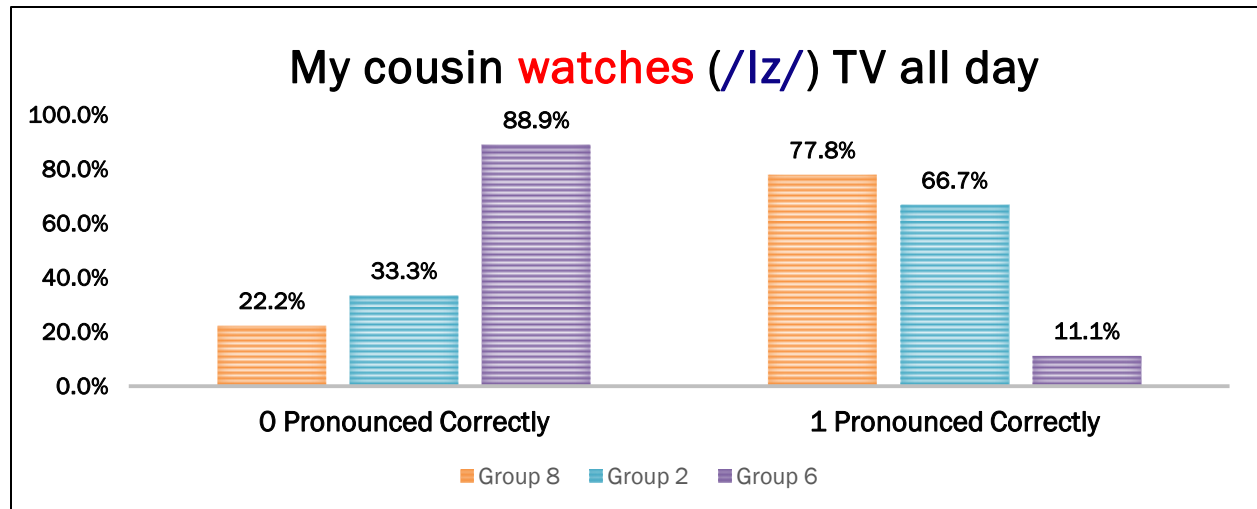
			Group			Total
			Group 6	Group 2	Group 8	
My neighbor likes dogs.	0 Pronounced correctly	Count % within the group	7 77.8%	8 88.9%	4 44.4%	19 70.4%
	1 Pronounced correctly	Count % within the group	2 22.2%	1 11.1%	5 55.6%	8 29.6%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



88.9% of students in group 2 have mispronounced the sample word “dogs” which is an allophone of the plural “s” sound has to be pronounced as /z/ because of the precedent voiced sound; while 77.8% in group 6 and 44.4% in group 8 respectively.

3. My cousin watches TV all day

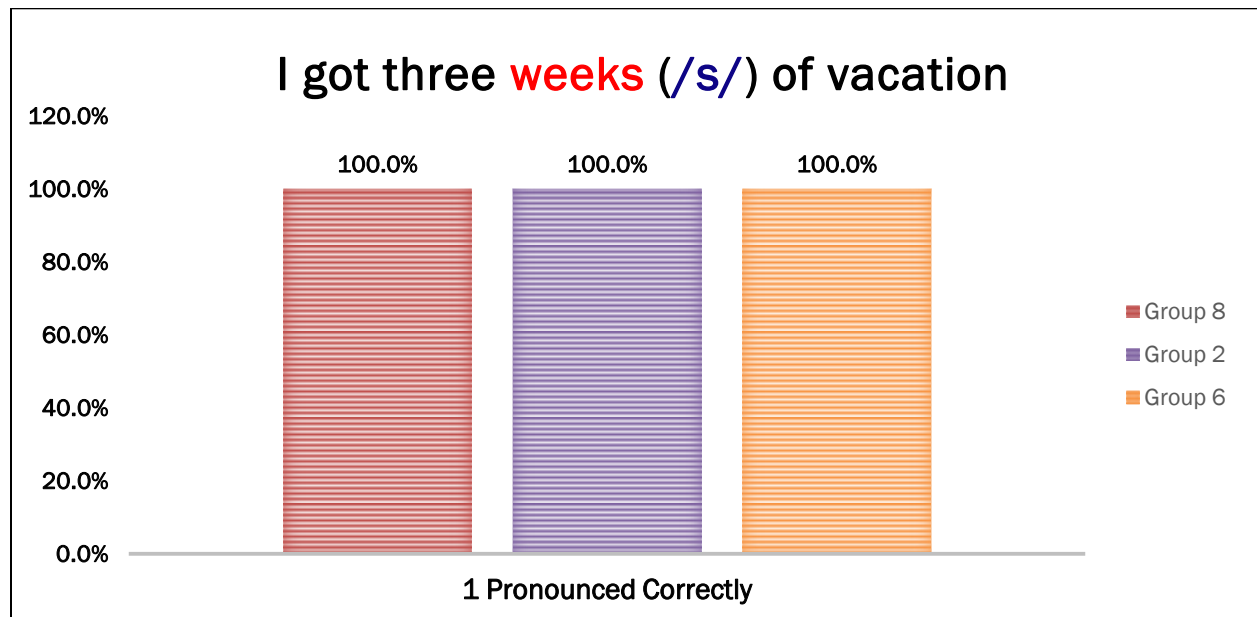
			Group			Total
			Group 6	Group 2	Group 8	
My cousin watches tv all day	0 Pronounced correctly	Count % within the group	8 88.9%	3 33.3%	2 22.2%	13 48.1%
	1 Pronounced correctly	Count % within the group	1 11.1%	6 66.7%	7 77.8%	14 51.9%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



In this sentence the sample word “watches” which is an allophone of the plural /s/ sound has to be pronounced as /lʒ/ because of the precedent sibilant sound; 88.9% in group 6 has mispronounced the word, following by the group 2 with 33.3% and group 8 with the 22.2%.

4. I got three weeks of vacation

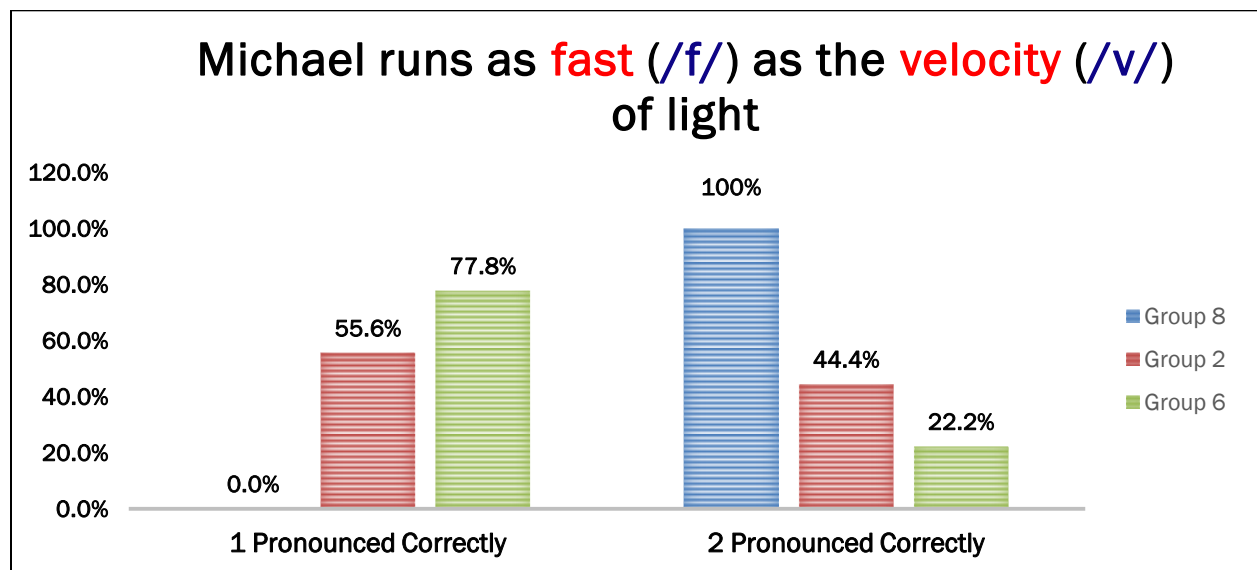
			Group			Total
			Group 6	Group 2	Group 8	
I got three weeks of vacation	1 Pronounced correctly	Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



100% of students in the three groups have pronounced correctly the sample word “weeks” which is an allophone of the plural /s/ sound and it has to be pronounced as /s/ because of the precedent voiceless sound.

5. Michael runs as fast as the velocity of light

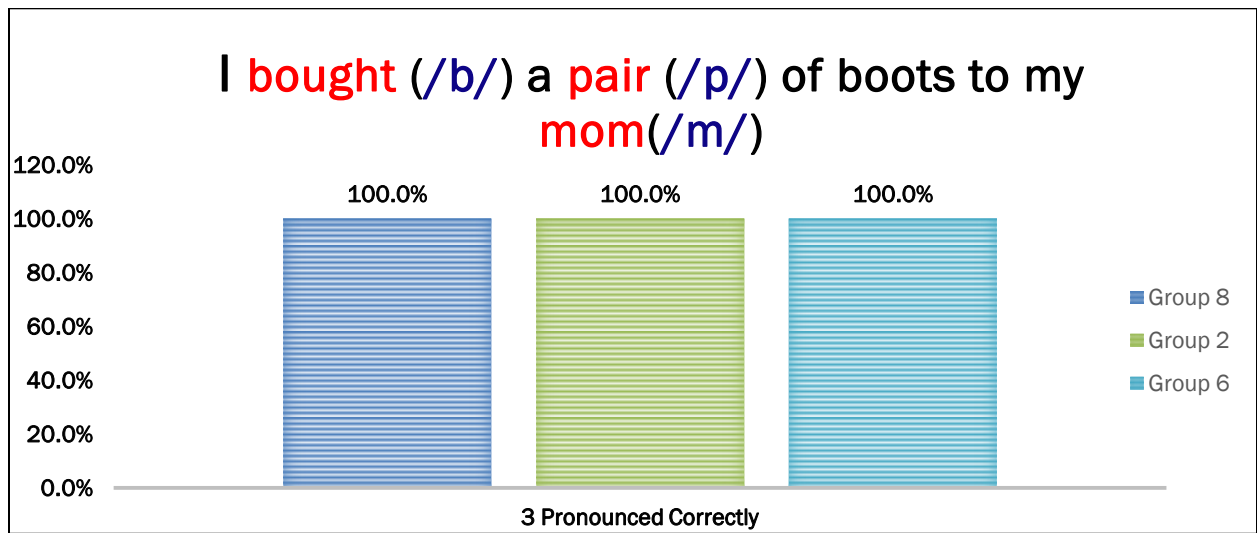
			Group			Total
			Group 6	Group 2	Group 8	
Michael runs as fast as the velocity of light	1 Pronounced correctly	Count % within the group	7 77.8%	5 55.6%	0 .0%	12 44.4%
	2 Pronounced correctly	Count % within the group	2 22.2%	4 44.4%	9 100.0%	15 55.6%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



77.8% corresponds to group 6, students have mispronounced one of the two sample words that were evaluated, being these words labiodentals and fricatives sounds, with the only difference that /f/ is voiceless and /v/ is voiced, group 2 on the other hand had a 55.6% and group 8 has not mispronounced the word.

6. I bought a pair of boots to my mom

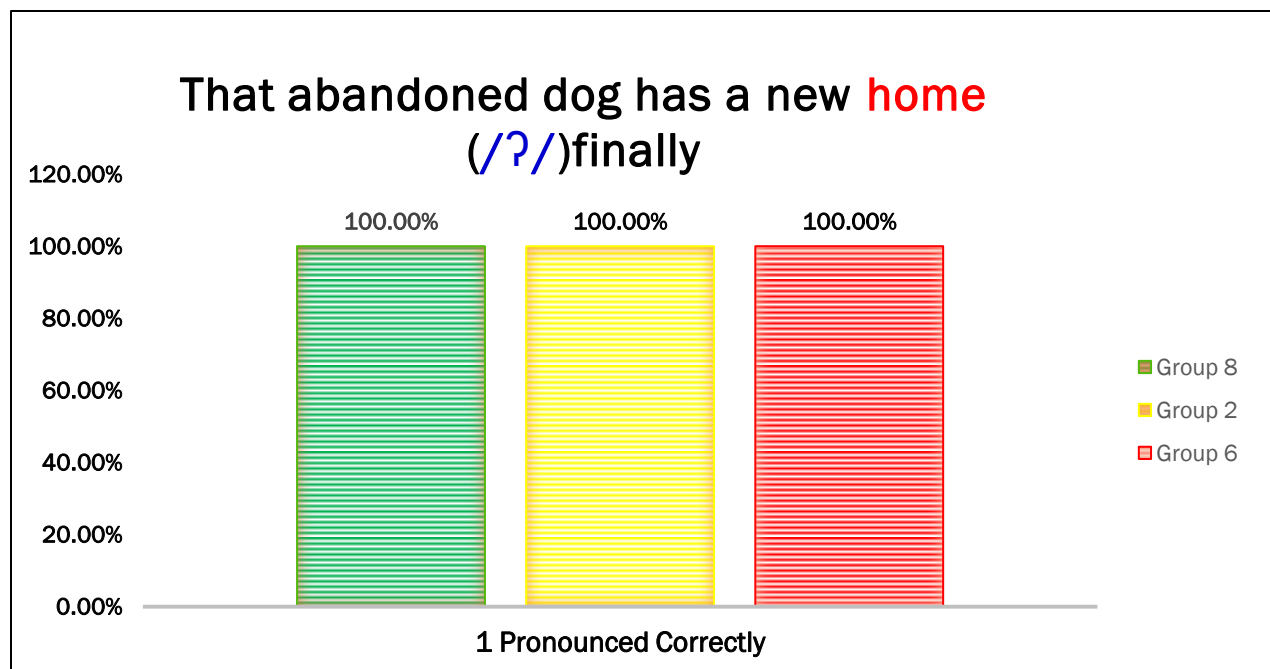
			Group			Total
			Group 6	Group 2	Group 8	
I bought a pair of boots to my mom	3 Pronounced correctly	Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



100% of students in the three groups have pronounced the three sample words in the sentence, where the bilabial sounds /b/, /p/ and /m/ were checked, being the first one voiced and stop; the second one is voiceless and stop; and the third one is voiced and nasal.

7. That abandoned dog has a new home finally

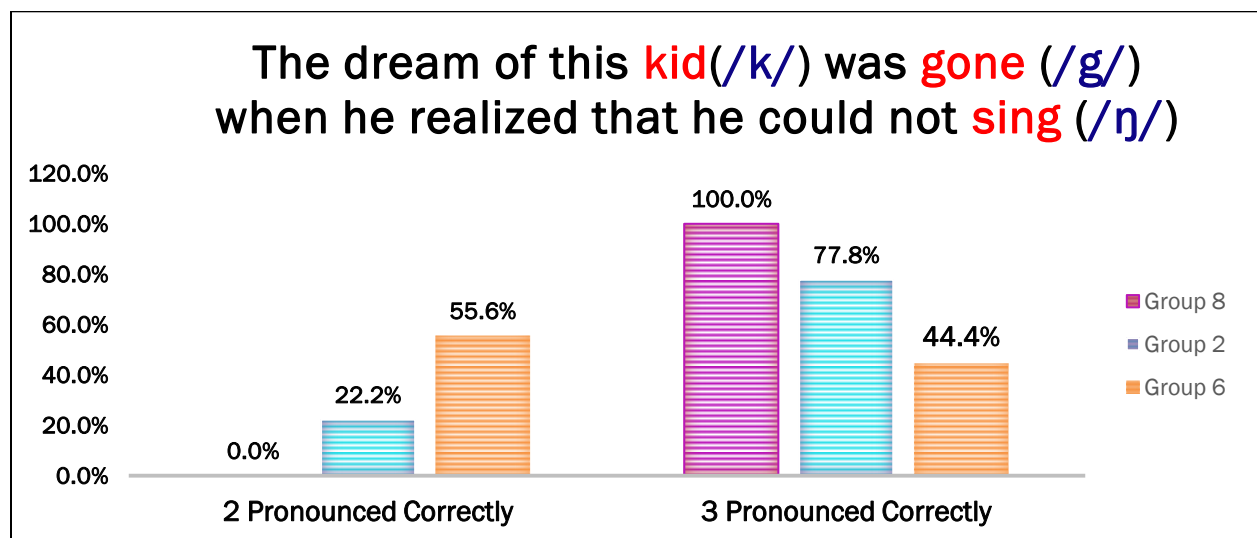
			Group			Total
			Group 6	Group 2	Group 8	
That abandoned dog has a new home finally	1 Pronounced correctly	Count	9	9	9	27
		% within the group	100.0%	100.0%	100.0%	100.0%
Total		Count	9	9	9	27
		% within the group	100.0%	100.0%	100.0%	100.0%



100% of students in the three groups have pronounced correctly the sample word “home” which is glottal, stop and voiceless sound.

8. The dream of this kid was gone when he realized that he could not sing

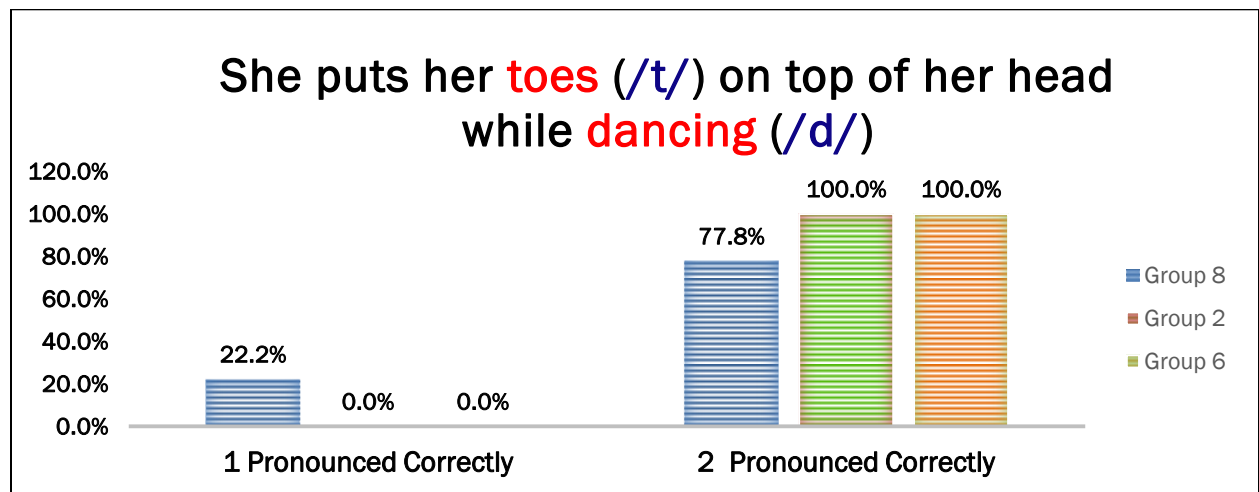
			Group			Total
			Group 6	Group 2	Group 8	
The dream of this kid was gone when he realized that he could not sing	2 Pronounced correctly	Count % within the group	5 55.6%	2 22.2%	0 .0%	7 25.9%
	3 Pronounced correctly	Count % within the group	4 44.4%	7 77.8%	9 100.0%	20 74.1%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



55.6% of students in group 6 have mispronounced two sample words of three that were checked in the sentence where the velar sounds /k/, /g/ and /ŋ/ were checked; the first one is stop and voiceless; the second one is stop and voiced; and the third sound is nasal and voiced; group 2 has 22.2% in pronouncing two words while group 8 has pronounced in the correct way the three sounds checked.

9. She puts her toes on top of her head while dancing

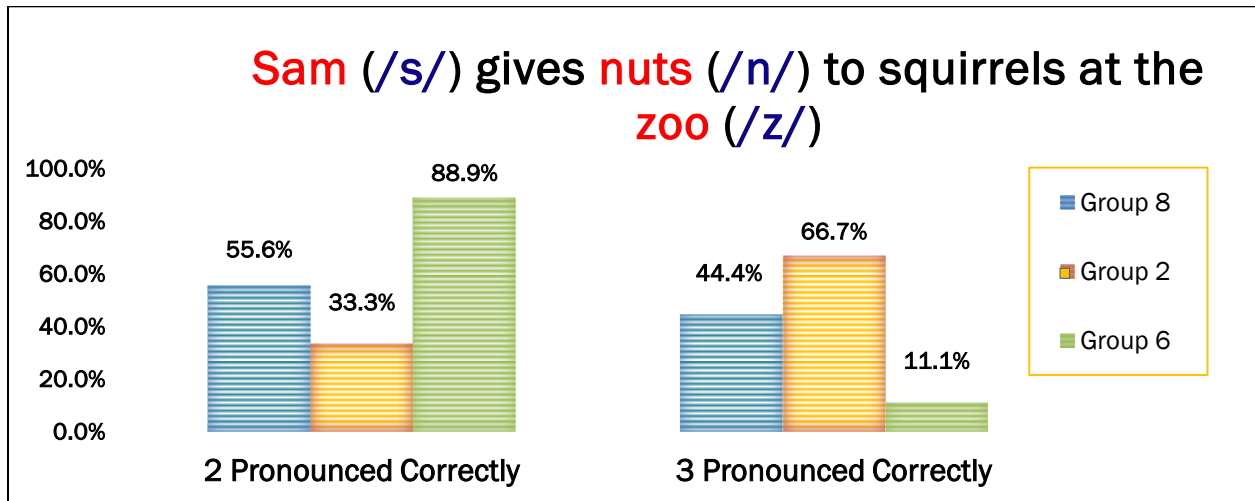
			Group			Total
			Group 6	Group 2	Group 8	
She puts her toes on top of her head while dancing	1 Pronounced correctly	Count % within the group	0 .0%	0 .0%	2 22.2%	2 7.4%
	2 Pronounced correctly	Count % within the group	9 100.0%	9 100.0%	7 77.8%	25 92.6%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



22.2% of students in group 8 have pronounced in the correct way one word of two that were evaluated in this sentence, the sample words were the alveolar sounds /t/ and /d/ both are stop but the first one is voiceless and the second one is voiced; while group 6 and 2 has pronounced correctly the two sample words.

10. Sam give nuts to squirrels at the zoo

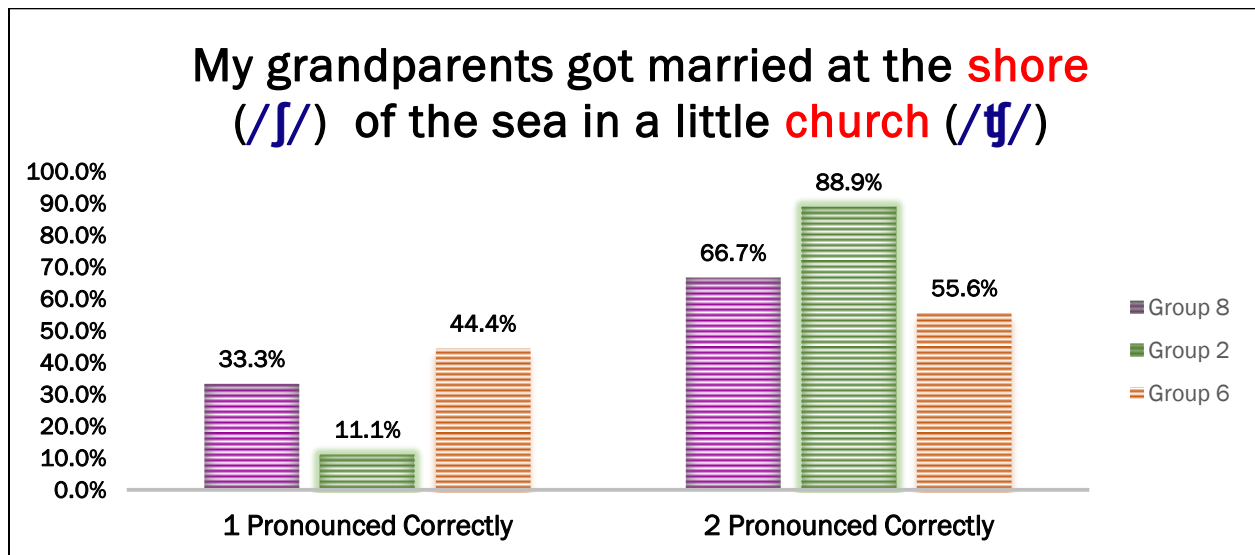
			Group			Total
			Group 6	Group 2	Group 8	
Sam give nuts to squirrels at the zoo	2 Pronounced correctly	Count % within the group	8 88.9%	3 33.3%	5 55.6%	16 59.3%
	3 Pronounced correctly	Count % within the group	1 11.1%	6 66.7%	4 44.4%	11 40.7%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



88.9% of students in group 6 has mispronounced one sample word of the three that were evaluated in the sentence, the sample words were the alveolar sounds /s/, /n/ and /z/, being the first sound fricative and voiceless, the second one nasal and voiced, and the third one fricative and voiced; group 2 on the other hand has a 33.3% and group 8 has 55.6% in the good pronunciation of the two words.

11. My grandparents got married at the shore of the sea in a little church

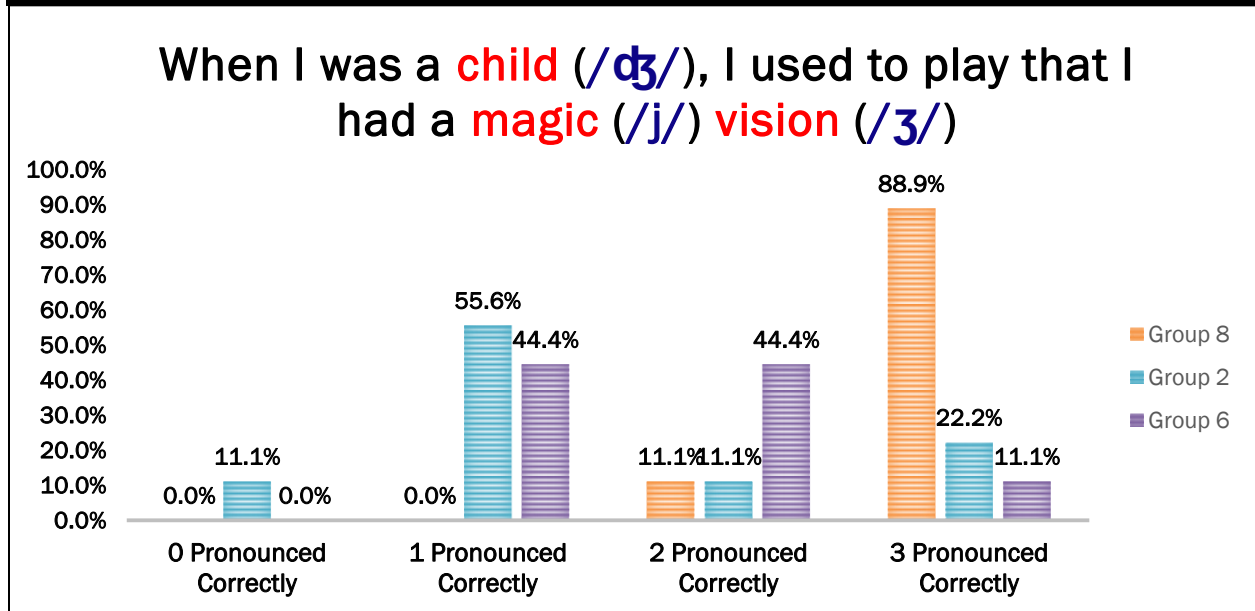
			Group			Total
			Group 6	Group 2	Group 8	
My grandparents got married at the shore of the sea in a little church	1 Pronounced correctly	Count % within the group	4 44.4%	1 11.1%	3 33.3%	8 29.6%
	2 Pronounced correctly	Count % within the group	5 55.6%	8 88.9%	6 66.7%	19 70.4%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



In this sentence, group number 6 has the higher percentage 44.4% in mispronouncing one sample word of the two words, sample words were the palatal sounds /ʃ/ and /tʃ/, being both voiceless but the first one fricative and the second one affricate; followed by the group 8 with 33.3% and group number 2 with 11.1%.

12. When I was a child, I used to play that I had a magic vision

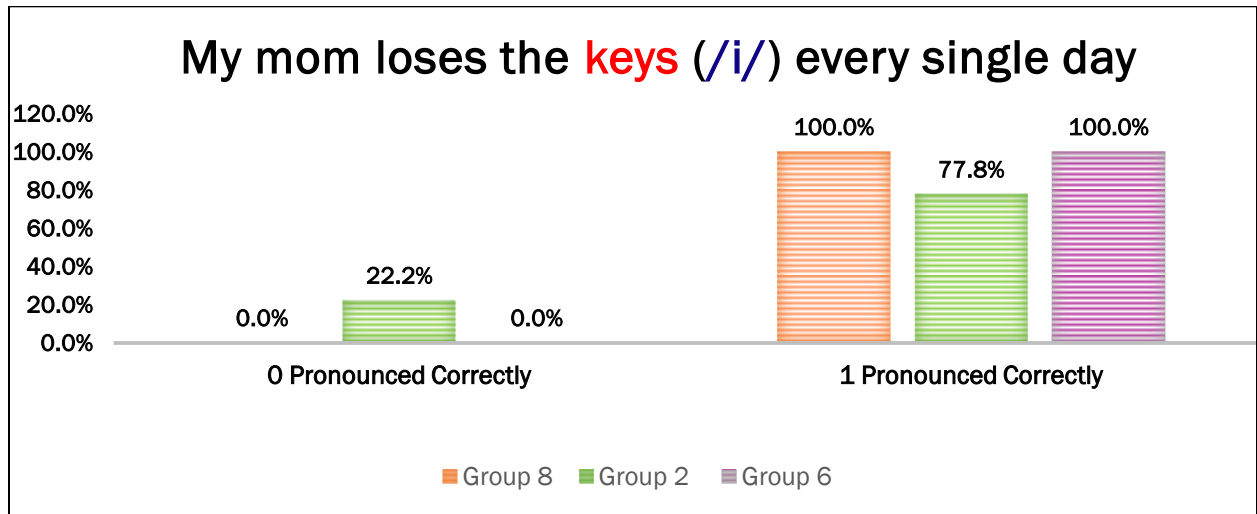
			Group			Total
			Group 6	Group 2	Group 8	
When I was a child, I used to play that I had a magic vision	0 Pronounced correctly	Count % within the group	0 .0%	1 11.1%	0 .0%	1 3.7%
	1 Pronounced correctly	Count % within the group	4 44.4%	5 55.6%	0 .0%	9 33.3%
	2 Pronounced correctly	Count % within the group	4 44.4%	1 11.1%	1 11.1%	6 22.2%
	3 Pronounced correctly	Count % within the group	1 11.1%	2 22.2%	8 88.9%	11 40.7%
Total	Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%	



In the sentence, three words were evaluated, sample words were the palatal and voiced sounds /dʒ/, /j/ and /ʒ/ changing the three of them just in manner of articulation; the first one is an affricate, the second one a glide and the third sound a fricative. Group 2 with 11.1% has not pronounced correctly any word, while group 6 has pronounced in the right way one word with 44.4% and group 8 has pronounced two words correctly with 11.1%.

13. My mom loses the keys every single day

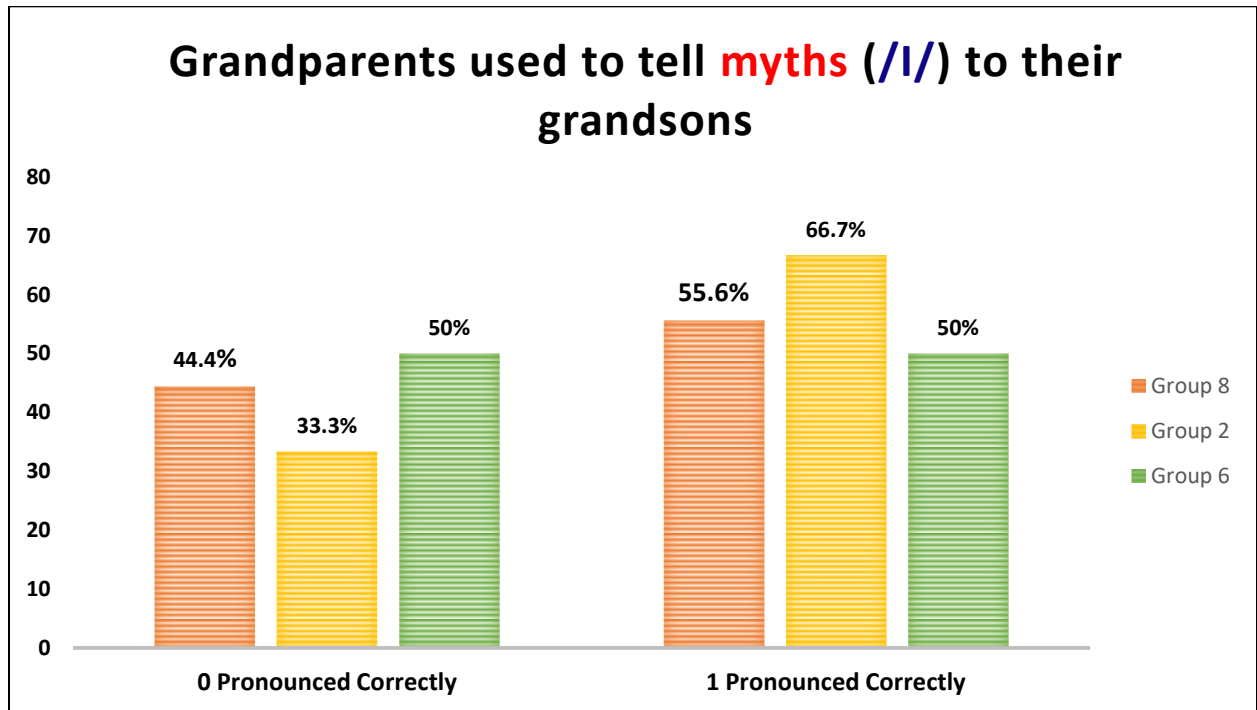
			Group			Total
			Group 6	Group 2	Group 8	
My mom loses the keys every single day	0 Pronounced correctly	Count % within the group	0 .0%	2 22.2%	0 .0%	2 7.4%
	1 Pronounced correctly	Count % within the group	9 100.0%	7 77.8%	9 100.0%	25 92.6%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



22.2% in group 2 has not pronounced correctly the sample word and this sound was the high, front, close and long vowel /i/ in the word “keys”; while in group 6 and 8 students have pronounced correctly this word.

14. Grandparents used to tell myths to their grandsons

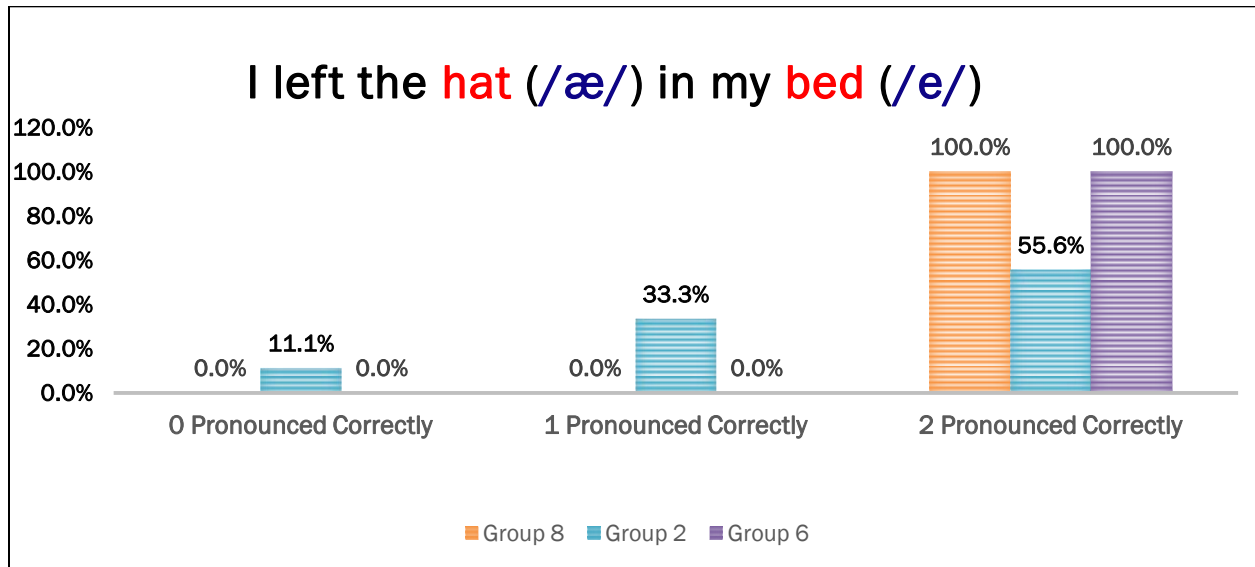
			Group			Total
			Group 6	Group 2	Group 8	
Grandparents used to tell myths to their grandsons	0 Pronounced correctly	Count % within the group	4 50.0%	3 33.3%	4 44.4%	11 42.3%
	1 Pronounced correctly	Count % within the group	4 50.0%	6 66.7%	5 55.6%	15 57.7%
Total		Count % within the group	8 100.0%	9 100.0%	9 100.0%	26 100.0%



50.0% of students in group 6 have mispronounced the sample word, which is where high, front, close and short vowel /i/; group 8 on the other hand has 44.4% and group 2 has 33.3% in mispronouncing the word.

15. I left the hat in my bed

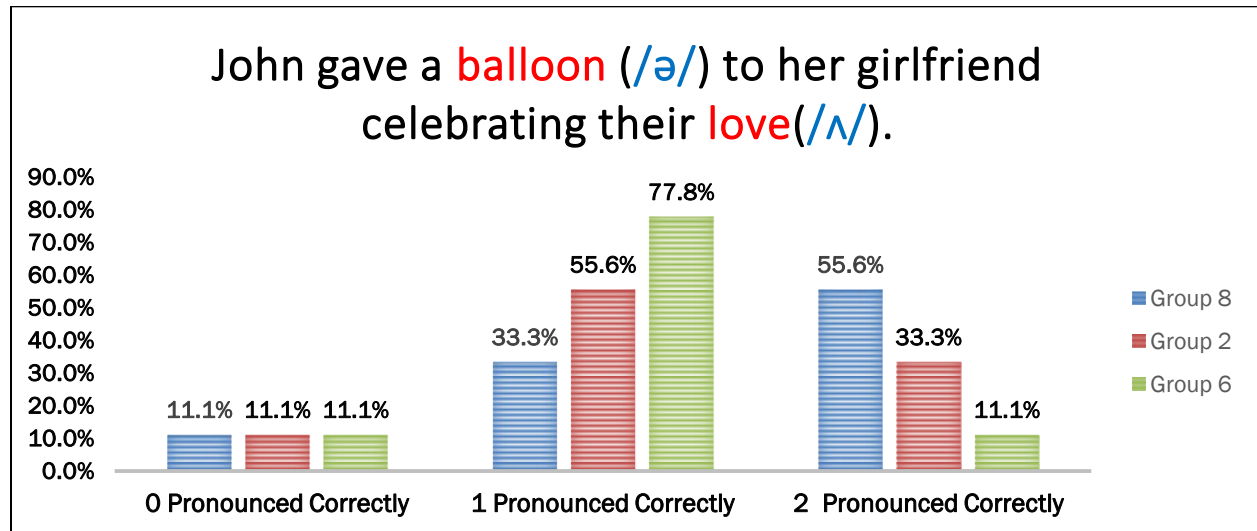
			Group			Total
			Group 6	Group 2	Group 8	
I left the hat in my bed	0 Pronounced correctly	Count % within the group	0 .0%	1 11.1%	0 .0%	1 3.7%
	1 Pronounced correctly	Count % within the group	0 .0%	3 33.3%	0 .0%	3 11.1%
	2 Pronounced correctly	Count % within the group	9 100.0%	5 55.6%	9 100.0%	23 85.2%
Total	Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%	



In the sentence “I left the hat in my bed” the two sample words were front and short vowels /æ/ and /e/ having the difference that the first one is a near-open and the second one is a close-mid vowel. Group 2 had 11.1% of students that mispronounced the two words while group 6 and group 8 have pronounced correctly the two of them.

16. John gave a balloon to her girlfriend celebrating their love.

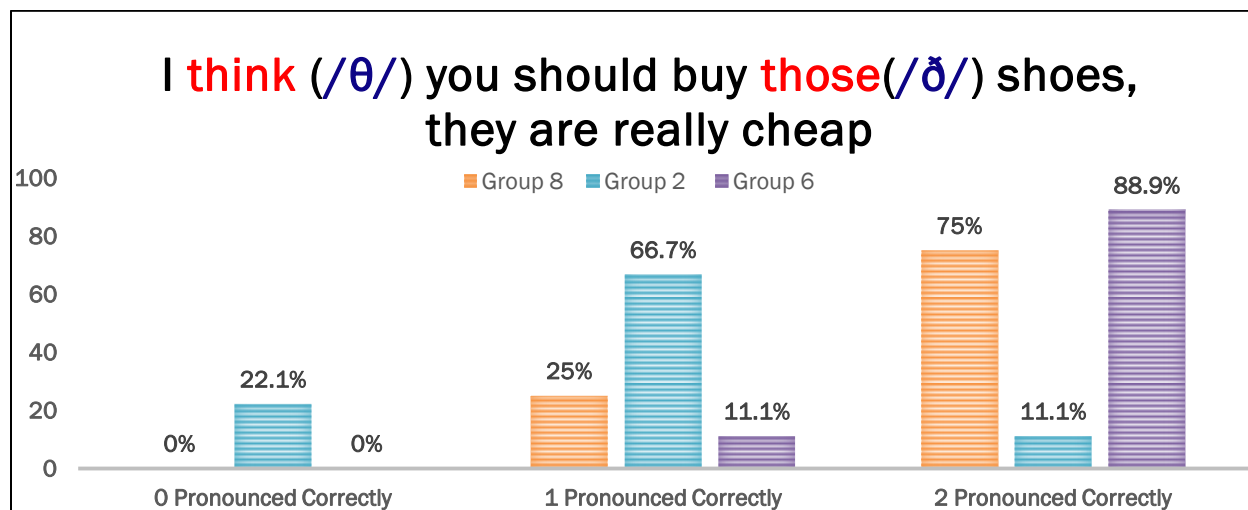
			Group			Total
			Group 6	Group 2	Group 8	
John gave a balloon to her girlfriend celebrating their love.	0 Pronounced correctly	Count % within the group	1 11.1%	1 11.1%	1 11.1%	3 11.1%
	1 Pronounced correctly	Count % within the group	7 77.8%	5 55.6%	3 33.3%	15 55.6%
	2 Pronounced correctly	Count % within the group	1 11.1%	3 33.3%	5 55.6%	9 33.3%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



11.1% of the three groups has mispronounced the two sample words, sample words were the central and short vowels /ə/ and /ʌ/ differentiating each other because the first one is neutral and the other one is an open-mid vowel; while in the group 6, 77.8% has pronounced correctly one word and group 8 has the higher percentage of students that pronounced the two words in the correct form.

17. I think you should buy those shoes, they are really cheap

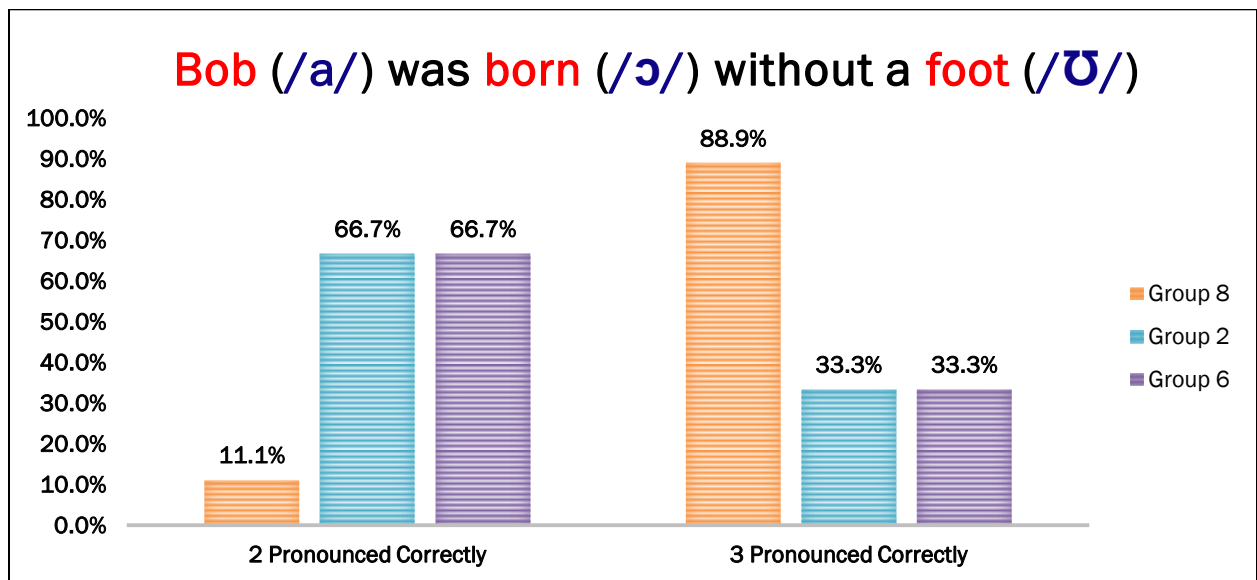
			Group			Total
			Group 6	Group 2	Group 8	
I think you should buy those shoes, they are really cheap.	0 Pronounced correctly	Count % within the group	0 .0%	2 22.2%	0 .0%	2 7.7%
	1 Pronounced correctly	Count % within the group	1 11.1%	6 66.7%	2 25.0%	9 34.6%
	2 Pronounced correctly	Count % within the group	8 88.9%	1 11.1%	6 75.0%	15 57.7%
Total		Count % within the group	9 100.0%	9 100.0%	8 100.0%	26 100.0%



22.2% of students in group 2 have not pronounced correctly the two sample words, sample words were the dental sounds /θ/ and /ð/ being both fricatives with the difference that the first one is voiceless and the second one voiced while 11.1% in group 6 and 25.0% in group 8 have pronounced correctly one word.

18. Bob was born without a foot

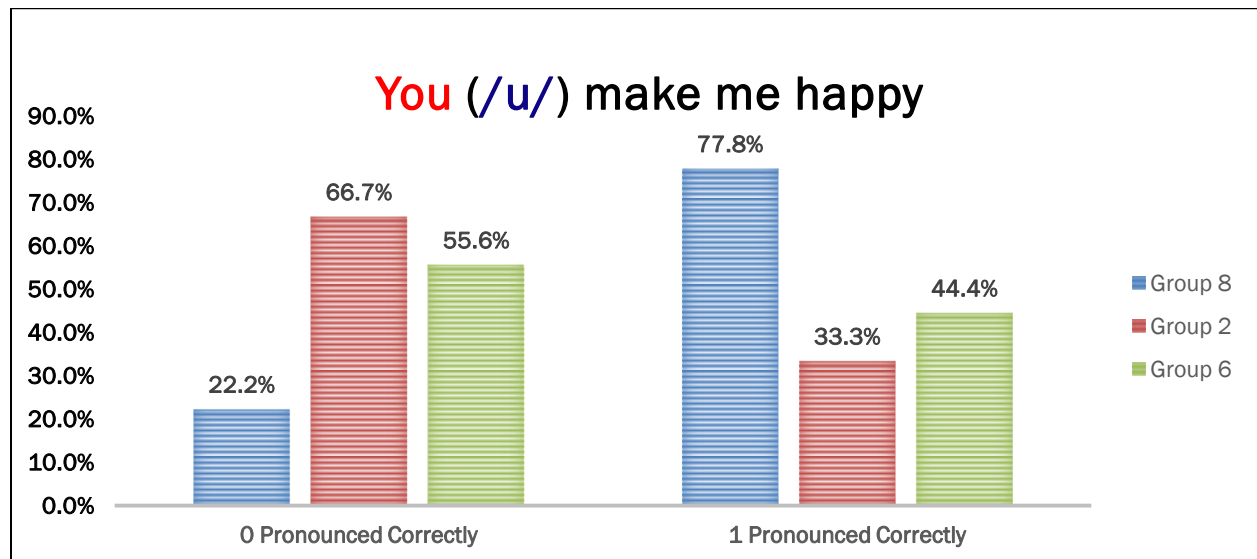
			Group			Total
			Group 6	Group 2	Group 8	
Bob was born without a foot	2 Pronounced correctly	Count % within the group	6 66.7%	6 66.7%	1 11.1%	13 48.1%
	3 Pronounced correctly	Count % within the group	3 33.3%	3 33.3%	8 88.9%	14 51.9%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



66.7% in groups 6 and 2 have pronounced correctly two of the three sample words, sample words were the back vowels sounds /a/, /ɔ/ and /ʊ/ with the difference among them that the first one is an open, short vowel; the second one is an open-mid, long vowel; and the third one is a near-close, short vowel; while in the group 8 just 11.1% did it correctly.

19. You make me happy

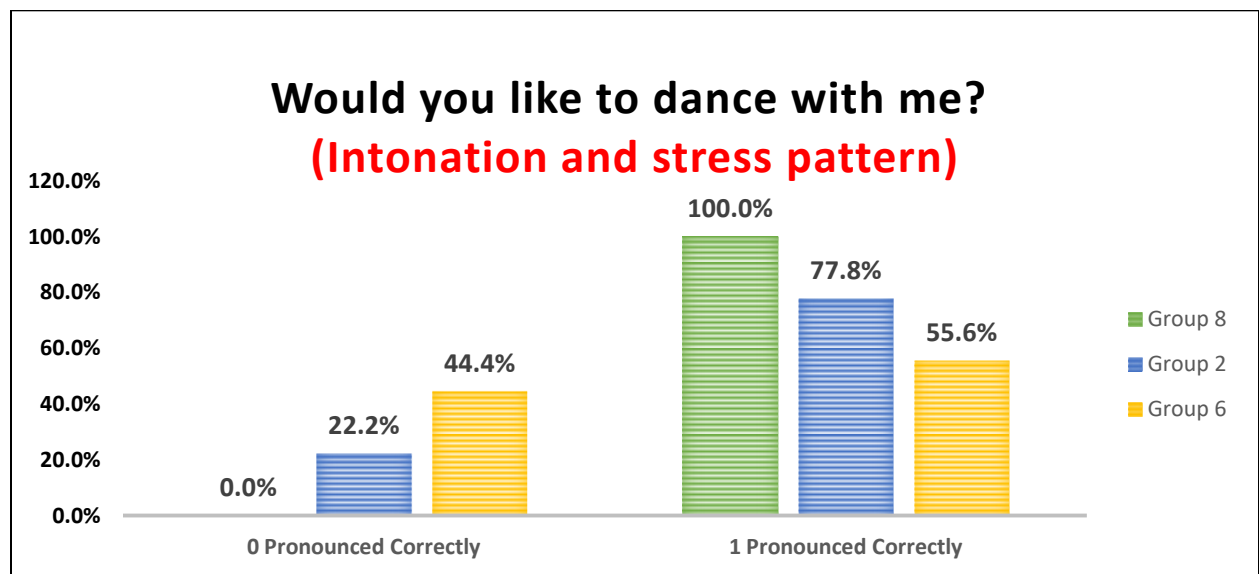
			Group			Total
			Group 6	Group 2	Group 8	
You make me happy.	0 Pronounced correctly	Count % within the group	5 55.6%	6 66.7%	2 22.2%	13 48.1%
	1 Pronounced correctly	Count % within the group	4 44.4%	3 33.3%	7 77.8%	14 51.9%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



66.7% of students in group 2 have mispronounced the only sample word which was the back, close and long vowel /u/, group 6 with 55.6% and group 8 with 22.2%.

20. Would you like to dance with me?

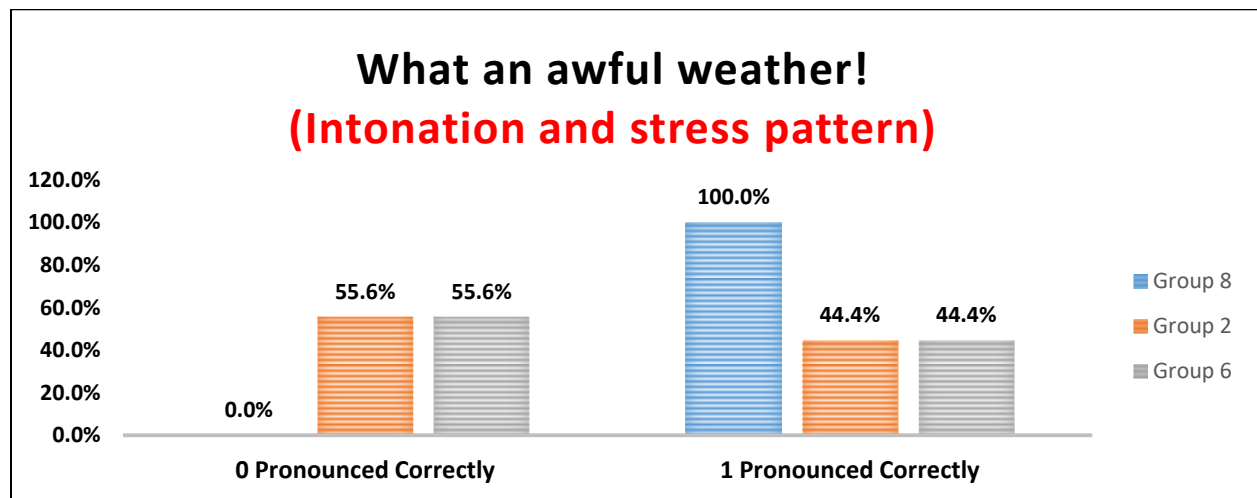
			Group			Total
			Group 6	Group 2	Group 8	
Would you like to dance with me?	0 Pronounced correctly	Count % within the group	4 44.4%	2 22.2%	0 .0%	6 22.2%
	1 Pronounced correctly	Count % within the group	5 55.6%	7 77.8%	9 100.0%	21 77.8%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



In the sentence “would you like to dance with me?” the intonation and stress pattern was evaluated because it was an interrogation; where group 6 with 44.4% has not pronounced it correctly and group 2 with 22.2% while group 8 had 100% with a perfect intonation and stress pattern.

21. What an awful weather!

			Group			Total
			Group 6	Group 2	Group 8	
What an awful weather!	0 Pronounced correctly	Count % within the group	5 55.6%	5 55.6%	0 .0%	10 37.0%
	1 Pronounced correctly	Count % within the group	4 44.4%	4 44.4%	9 100.0%	17 63.0%
Total		Count % within the group	9 100.0%	9 100.0%	9 100.0%	27 100.0%



In the sentence, “what an awful weather!” the right intonation and stress pattern that an exclamation requires was checked, group 6 and group 2 did not have the correct intonation and stress pattern represented with 55.6% each, while the group 8 did it perfectly.

Analysis of students' speech, TELL ME SOMETHING ABOUT YOURSELF

GROUP 6, CLASS FROM 6:00 TO 8:00 AM

Student 1

Male

He is 20 years old and he is in the 3rd year of the major and he likes to draw and to share his drawings with others.

Student 2

Male

He likes listening to music and sports especially soccer and he does not like to go the graveyards.

Student 3

Male

He is 20 years old and he likes playing videogames, read and listen to music.

Student 4

Female

She is in the 3rd year of the major, she likes to read, play basketball and watch movies and surf on internet. She likes to spend her time with her family.

Student 5

Female

She is 20 years old and she likes learning new languages, read and practice languages she learns.

Student 6

Female

She is 20 years old and she likes learning new languages because she is interested in speaking languages with other persons, she hopes to get good grades and she loves her pet.

Student 7

Female

She is 20 years old and she has a baby, she loves food especially pizza and she likes listen to music.

Student 8

Female

She likes watching TV, to read and to practice sports.

Student 9

This student considers himself to be a funny person and he likes to make jokes.

On this group, it has been interviewed 5 girls and 4 boys; they are on their twenties and most of all of them like sports, watch TV and movies, read books and listen to music.

Comments:

All of the students who were interviewed showed transfer error in their interlanguage influenced by their L1 (mother tongue) when speaking; they tend to use Spanish lexis or vocabulary words in English. This influence is visible in the order of words in a sentence; syntax is affected. There are some aspects like lacking of syntax that affects learner's language; there was a girl who restarted her statements because she was not expressing all the ideas she wanted to express, ending her message incomplete. Furthermore, they are not using connectors. They change from one idea to other. This makes the message so difficult to understand as a result there is a lack of fluency. It has been found ambiguity in their messages even if they used good syntax; ambiguity can be the result of poor vocabulary. On this group, almost all of students are just studying; they are comfortable when teacher corrects them but they are not comfortable correcting others. The range of age in this group is from 19 to 24. They are on their twenties being the oldest a student of 24 years old but he was not the one who made more errors.

GROUP 2, CLASS FROM 10:00 AM TO 12:00 PM

Student 1

Male

He is 22 years old and he likes pets and eats pupusas, go to the movies and watch soap operas.

Student 2

Male

He is 19 years old and he works in a graveyard shift and lives near the university.

Student 3

Male

He is 19 years old and he works and lives near the university specifically Mejicanos.

Student 4

Male

He is 20 years old and he likes sports and listens to music, he lives in La Libertad.

Student 5

This student likes express his point of view and loves animals. He feeds homeless people and enjoys talking with people.

Student 6

This student is 20 years old and loves to read.

Student 7

Female

This student is married.

Student 8

This student loves to read and watch soap operas. He dislikes exercising.

Student 9

This student is 20 years old and lives with his parents. He is from Quezaltepeque.

On this group, there are some students who did not mention their ages, they are in their twenties. 2 of them live far away from the university while others live nearby.

Comments:

When speaking, almost all of students were confident; there is not usage of connectors so message is not so clear but it is comprehensible. Some students tried to remake sentences when they did not know how to express their ideas. As group from 6 am to 8 am, they are influenced by their mother tongue when speaking. Almost all of them have good syntax and semantics even if these two aspects were sometimes affected while hesitating. Some students started their ideas talking about one topic finishing with other without using connectors. Because of this factor, hesitation and nervousness, pronunciation was also affected. On this group, more than the 50% of students is currently working and they are not comfortable when someone corrects them but

they are willing to correct others. The range of ages is from 20 to 25. They are on their twenties being the oldest a student of 25 years old, he was not the one who made more errors when speaking, however he was the one of those who showed more hesitation and nervousness.

GROUP 8, CLASS FROM 1:00 PM TO 3:00 PM

Student 1

Male

He is 25 years old and he lives in San Marcos. He likes languages and he would like to have a master in languages; besides he would like to live in France or Canada

Student 2

Female

She is 21 years old and she lives with her parents

Student 3

Male

He considers himself a sociable and friendly person; he likes to play videogames; besides that, he would like to travel to different places to know the culture of the people

Student 4

Female

She is 20 years old

Student 5

Female

She likes to read and listen to music; she goes to the church and for her God is the most important in the world.

Student 6

Female

She is 20 years old and she likes to read.

Student 7

Male

He is 21 years old and he likes to read and play soccer.

Student 8
Male
He likes to read

Student 9
Female
She helps her mother in the job and she has a really hard life because of her job.

CLASS FROM 1:00 PM TO 3:00 PM

Comments

The influence of the L1 is noticed in some students, the wrong/lack of use of connectors make hard to understand some words; besides, the lack of vocabulary in the target language make ever more difficult for the student to communicate their ideas clearly. In other students the aspect of phonology in improper articulation and mispronunciation was the problem. Other students do not express their complete ideas because of proper use of semantics combined with inaccurate use of syntax and in another student the bad pronunciation affected his ideas. Some students showed positive aspects like confidence at the time of speaking, however they had a bad pronunciation, others showed clear ideas, good pronunciation but some difficulties by forming plurals. On this group, more than the 70% of students are not working and they do not like either to correct others or to be corrected when speaking. All of them on their twenties being the oldest a student of 25 years old who was one of the two students who were more nervous when they were interviewed showing hesitation that affected his speaking skill.

Table of General Analysis of the interviews

Sentences	Group 6		Group 2		Group 8		Total
	Pronounced incorrectly	Pronounced Correctly	Pronounced incorrectly	Pronounced Correctly	Pronounced incorrectly	Pronounced Correctly	Pronounced incorrectly
I tried to /s/ <u>speak</u> in English every day.	1	8	1	8	3	5	5/27 1 Missing
That abandoned dog has a new /r/ <u>home</u> finally.	0	9	0	9	0	9	0/27
My neighbor likes <u>dogs</u> /z/ .	7	2	8	1	4	5	19/27
My cousin <u>watches</u> /iz/ TV all day.	8	1	3	6	2	7	13/27
I got three <u>weeks</u> /s/ of vacation.	0	9	0	9	0	9	0/27

My mom loses the <u>keys</u> /i/ every day.	0	9	2	7	0	9	2/27
Grandparents used to tell <u>myths</u> /i/ to their grandsons.	4	4	3	6	4	5	11/27
You /u/ make me happy.	5	4	6	3	2	7	13/27
<u>Would you like to dance with me?</u>	4	5	2	7	0	9	6/27
<u>What an awful weather!</u>	5	4	5	4	0	9	10/27

	Group 6			Group 2			Group 8			Total of 27 students
Sentences with 0, 1, 2 or 3 sounds	0 or 1 Correct word	2 Correct words	3 words Correct	1 Correct word	2 Correct words	3 Correct words	1 Correct word	2 Correct words	3 Correct words	(Difficult words for students to pronounce)
Michael runs as <u>f</u> fast as the <u>v</u> velocity of	7	2	N/A	5	4	N/A	0	9	N/A	1 Correct word= 12 2 Correct words =15

light.	9	9		9	9		9	9		Velocity
I /b/ bought a /p/ pair of boots to my /m/ <u>mom</u> .	N/A	N/A	9 9	N/A	N/A	9 9	N/A	N/A	9 9	3 Correct words = 27
The dream of this /k/ kid was /g/ gone when he realized that he could not <u>sing</u> /ŋ/.	N/A	5 9	4 9	N/A	2 9	7 9	N/A	0 9	9 9	2 Correct words =7 3 Correct words= 20 Sing
She puts his /t/ <u>toes</u> on top of her head while /d/ dancing.	0 9	9 9	N/A	0 9	9 9	N/A	2 9	7 9	N/A	1 Correct word = 2 2 Correct words : 25 Toes
/s/ Sam gives /n/ nuts to	N/A	8	1	N/A	3	6	N/A	5	4	2 Correct words =16

squirrels at the <u>zoo</u> .		9	9		9	9		9	9	3 Correct words = 11 Zoo
My grandparents got married at the <u>shore</u> of the sea in a little <u>church</u> .	4	5	N/A	1	8	N/A	3	6	N/A	1 Correct word = 8 2 Correct words =19 Church
	9	9		9	9		9	9		
When I was a <u>child</u> , I used to play that I had a <u>magic</u> <u>vision</u> .	4	4	1	6	1	2	0	1	8	1 Correct word =10 2 Correct words =6 3 Correct words =11 Child Vision
	9	9	9	9	9	9	9	9	9	
I left the <u>hat</u> in my <u>bed</u> .	0	9	N/A	4	5	N/A	0	9	N/A	1 Correct word =4 2 Correct words=23 Hat
	9	9		9	9		9	9		

John gave a <u>balloon</u> /ə/ to her girlfriend celebrating their <u>love</u> /ʌ/.	8	1	N/A	6	3	N/A	4	5	N/A	1 Correct word =18 2 Correct words =9 Balloon
I /θ/ <u>think</u> you should buy <u>those</u> /ð/ shoes, they are really cheap.	1	8	N/A	9	1	N/A	2	6	N/A	1 Correct word =12 2 Correct words =15 Think Those
<u>Bob</u> /a/ was <u>born</u> /ɔ/ without a /ʊ/ <u>foot</u> .	N/A	6	3	N/A	6	3	N/A	1	8	2 Correct words =13 3 Correct words =14 Bob

In the chart it can be observed the summary of errors students made during the interview, comments in red are the words pronounced incorrectly. Moreover, in some sentences, there was more than one sample word.

THE MOST DIFFICULT WORDS FOR STUDENTS TO PRONOUNCE

My neighbor likes dogs /z/ (dogs): This is a clear example of allophone, the /s/ sound becomes a /z/ sound; but most of the students just pronounced it with an /s/ and making it like in Spanish.

My cousin watches /iz/ tv all day (watches): The research team could verify that the /iz/ sound was not made by the students; there is an error of language transfer by the L1. It was noticed that students pronounced this word like in Spanish.

Grandparents used to tell myths /i/ to their grandsons (myths): Overgeneralization error since students made the sound of the “y” as if they were pronouncing the word “my”.

You /u/ make me happy (you): Language transfer because the initial letter is pronounced like in Spanish.

Michael runs as/f/ fast as the /v/ velocity of light (velocity): Most of the interviewed students failed in the pronunciation of the sound /v/, there is language transfer, even though in Spanish that sound is not respected.

The dream of this /k/ kid was /g/gone when he realized that he could not sing /ŋ/ (sing): Students do not pay attention to the nasal sound before the “g” and they made the final sound.

She puts his /t/ toes on top of her head while /d/dancing (toes): Few people did not pronounce the word the way it is; the /t/ has to be plosive, it is not the same like the one in Spanish.

Sam /s/ gives nuts /n/ to squirrels at the zoo /z/ (zoo): This sound does not exist in Spanish, that is why is difficult for the beginners to make it. They just pronounce the /z/ like an /s/.

My grandparents got married at the /ʃ / shore of the sea in a little /tʃ /church (church): People pronounced the “u” vowel as in Spanish, which is a clear language transfer; the same happens when they made the “ch”, because the pronunciation was more like /ʃ/.

When I was a child/dʒ/, I used to play that I had a magic/j/ vision/ʒ/ (child): The /ʃ / sound is made, the correct one is /dʒ/ so here it is an overgeneralization error; and (vision): This is an error of overgeneralization because of the final syllable.

I left the hat /æ/ in my bed /e/ (hat): It is language transfer because the students pronounced the “a” like in Spanish.

John gave a balloon /ə/ to her girlfriend celebrating their love /ʌ/ (balloon):
Overgeneralization error because of the pronunciation of the /oo/.

I /θ/ think you should buy those /ð/ shoes, they are really cheap (think): Some of the interviewed students failed in this word because of errors of omission: the “k” and the “h”; and (those): It can be analyzed like a language transfer.

Bob /a/ was born /ɔ/ without a /ʊ/ foot (Bob): There is an example of language transfer because of the /o/ pronunciation, made like in Spanish.

IX. CONCLUSIONS

The purpose of this research was to find out the most common linguistic errors in Advance Intensive English II students of the BA in English Teaching and the BA in Modern Languages (French and English) in the Department of Foreign Language at the University of El Salvador, Semester I, 2017. English has become the worldwide language and every year more people are interested on learning this language because it means more job opportunities. In this sense, people tend to learn English as a second language (L2) and through this process students might make some mistakes and errors. S P Corder had made a distinction between mistakes and errors; mistakes occur when learners had received instructions to perform a specific task but they failed, then they realized about it and the corrected themselves. While errors occur when a learner produces incorrect utterances without realizing about it, he was not able to correct himself because he had not received instructions. In the 1970s, to analyze learners' error some experts had observed the ability of some learners to use some aspects of their L1 (mother tongue) to be transferable to the L2 and other aspects that cannot be transferable.

Since errors are an important part of language learning, the research team focused on the phonological branch of linguistics where a correct or incorrect pronunciation can determine the quality of the language used in a conversation. Types of phonological errors students make during classes and an interview were examined.

To know more about learners, it was administered a little questionnaire to gather some background information. This ethnographic study showed that more than 50% of the sample was female; this phenomenon is usual in the FLD. Also, 70.4% of learners were not working at the time of the study and just 29.6% were currently working, however those learners were not

enrolled in classes starting at 6:00 AM they were taking classes at 10:00 AM when it is supposed earliest groups are made for students who work. As usual, 81.5% of learners had studied High School in a public institution and the highest percentage of students coming from a private institution belonged to Group 2. Most of learners lived in San Salvador and go to the University by bus, they considered that the place they were living was safe without taking into account that it depends on the idea of security because they were not strangers in the place they have been living until they had gone to other places due to social violence on this country. Almost all of them were single and they had no kids. It had been found these characteristics that in a certain way could affect learners' learning process and it was taken into account in the analysis of their errors.

During a month, students were observed to diagnose the phonological errors they made in normal class environment checking out their ability to perform in the target language. Through the observations made, 80.6% of the time students corrected themselves when they realized they had made a mistake while speaking and they were also open to correct their classmates' mistakes in 52.8%. Also, 77.1% showed that they still made a mistake after correcting it, this must be with learner's interlanguage and it depended on each learner's learning process, it was so difficult for them to change the way they had said a word, since the very beginning no one had corrected them. 94.44% of the observations carried out by the research team showed that the teacher corrected the students when knowing the learner had not pronounced a word in a correct way; in contrast, more than 60% of observations demonstrated that students were comfortable when someone corrected their pronunciation and they tried to use the target language in class. It had been discovered that 66.7% of the observations students were not afraid to speak in English but their speaking was influenced by their L1 since they did not make extra efforts to pronounce

words correctly or even when they did not know a word they just said it in Spanish (Interference). Teachers were encouraging students to learn new vocabulary, use dictionaries and speak and express themselves; they were almost always correcting students' pronunciation. There were some interruptions but almost all of classes were well developed.

In the interview, it was studied students' speech where the research team found the most common phonological errors made by Advance Intensive English II students of the BA in English Teaching and the BA in Modern Languages (French and English); phonological errors as mispronunciation in the vowel sounds, in the place of articulation, in the manner of articulation, and in the voicing. . The most common phonological errors made were overgeneralization, as example the sample word Myths where they overgeneralized the pronunciation of the "y" sound, errors of transfer when they pronounce /V/ sound as in Spanish and mispronunciation in vowel sounds, in the place of articulation, in the manner of articulation and voicing as well as errors in the pronunciation of allophones of plurals "s" when was preceding by a voiceless or voiced sound.

Also, it was evaluated the stress pattern and intonation, errors that affected somehow communication and were the result of learner's learning process and their ability to communicate in L2. This study provided useful information to detect the most common phonological errors so that researchers understood some aspects that influenced learners' speaking and proposed some ideas and suggestions to students and teachers to improve L2 speaking.

X. RECOMMENDATIONS

Based on the results gotten from the Data Analysis, the research team has discovered the most common linguistic errors in Advanced Intensive English II students of the BA in English Teaching and the BA in Modern Languages (French and English) in the Department of Foreign Languages at the University of El Salvador, Semester I, 2017, that is why some suggestions are proposed to students and to teachers in order to fix those errors.

To students

- Students should be more aware that to have a good pronunciation is very important to manage the other skills and learning a second language.
- Students should practice through different forms of input in order to be more exposed to correct pronunciation: listening, watching videos, etc.
- Students should take advantage of STT (students talking time) in the class in order to have more experience and to have more confidence at the time of participating.
- As part of the learning process, students should not be frustrated when they make phonological errors or any other kind of errors since they are learning a second language; instead they should look for different strategies to get a better level of English.
- Many students have little or no self-confidence when speaking in English, they should ask for being corrected when they make an error as example they can ask a friend to get help when making incorrect utterances.
- According to the information gathered from the data, most of the students should take advantage of the free time they have since they are just studying and not working.

To teachers

- In the class, the teacher should speak less and ask students to practice more their speaking so they can have more opportunities to speak and to practice what they have learned.
- Teachers should encourage students to speak in English even when make errors in order not to be afraid to participate.
- The teacher should not allow the use of electronic devices to look for an unknown word in the class because students can get distracted.
- Teachers should adapt all contents and strategies used in the class in order to make students talk and then correct students' errors.
- After oral presentations, the teacher should give a feedback of the words that were pronounced incorrectly.

To researchers to further research

- Future researchers of the FLD of the University of El Salvador should do a deeper investigation about the topic applying some strategies to get more information about errors in order to facilitate the tools to teachers to understand more these phenomena.
- Researchers should study a little bit more the phenomena that may affect the L2 students in both majors (English Teaching and Modern Languages) in order to compare results.
- Researchers should provide specific strategies to apply according to the problems students of the coming generations face.

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XII. ANNEXES

ANNEX 1: CHECKLIST



UNIVERSITY OF EL SALVADOR
 SCHOOL OF ARTS AND SCIENCES
 FOREIGN LANGUAGE DEPARTMENT

Observation n° _____

Group: _____

Date _____

STUDENTS' BEHAVIOUR DURING CLASS		YES	NO
1	Do students correct themselves when realizing they made a mistake?		
2	Do students correct their classmates' mistakes when speaking?		
3	Does the teacher correct the mistakes the students make?		
4	After correcting a mistake, students still make it?		
5	Are the students comfortable when someone corrects their pronunciation?		
6	Do students speak in English in the class?		
7	Are students afraid of speaking in English?		
8	Are students influenced by the mother tongue in their English speaking?		
9	When students don't know a word in English, do they make an effort to describe it?		

Observations:

ANNEX 2: ETHNOGRAPHIC STUDY



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

Objective: To gather ethnographic information about students of Advanced Intensive English II

Instructions: Fill the blanks or write down your answer if necessary. Write "Y" yes or "N" no

Gender Age Do you work? High School Public Private

Do you live in San Salvador? Civil Status Children Transport Own Public

ANNEX 3: INTEVIEW



UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE PROJECT

“THE MOST COMMON LINGUISTIC ERRORS IN ADVANCED INTENSIVE ENGLISH II STUDENTS OF THE BA IN ENGLISH TEACHING AND THE BA IN MODERN LANGUAGES (FRENCH AND ENGLISH) IN THE DEPARTMENT OF FOREIGN LANGUAGES AT THE UNIVERSITY OF EL SALVADOR, SEMESTER I, 2017”

Interview

Objective: To identify which are the most common phonological errors students make in a conversation.

Students will answer simple questions to identify phonological errors they make.

1. Tell me something about yourself (ethnographic study)
2. Read some sentences

Sentences students will read:

I tried to speak in English everyday.

My neighbor likes dogs.

My cousin watches TV all day.

I got three weeks of vacation.

Michael runs as fast as the velocity of light.

I bought a pair of boots to my mom.

That abandoned dog has a new home finally.

The dream of this kid was gone when he realized that he could not sing.

She puts his toes on top of her head while dancing.

Sam gives nuts to squirrels at the zoo.

My grandparents got married at the shore of the sea in a little church.

When I was a child, I used to play that I had a magic vision.

My mom loses the keys every single day.

Grandparents used to tell myths to their grandsons.

I left the hat in my bed.

John gave a balloon to her girlfriend celebrating their love.

I think you should buy those shoes, they are really cheap.

Bob was born without a foot.

You make me happy.

Would you like to dance with me?

What an awful weather!