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**PRONUNCIATION MISTAKES OF GOOD LEARNERS OF ENGLISH AND THEIR
CORRELATION WITH THE DURATION OF ENGLISH PHONETICS COURSES:**

A NON-EXPERIMENTAL-CAUSAL-COMPARATIVE STUDY

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Chapter 1

Introduction

Introduction

Research on second language acquisition has, for many years, concentrated on aspects of language such as the teaching of grammar, lexical forms and, lately, on communicative functions. Pronunciation, however, has remained neglected and, as Estebas claims, it “has always been considered a second-class issue in language classes ” (2009: XV). This is particularly true when it comes to EFL training, even within English teacher training programmes, some of which have adopted a so-called ‘integrative approach,’ leaving the teaching of Phonetics and Phonology aside for considering it too theoretical and, even, irrelevant.

Even when research on second language pronunciation has been conducted, it is still an area that needs further investigation. One of the aspects that remains almost untouched concerns the type of mistakes good learners make and how a formal training in Phonetics may influence the learners’ oral performance.

1.1 The problem

The problem that is to be elucidated in this study is twofold: on the one hand, whether there is some influence of Phonetics training and oral performance on the good learners of English; and on the other, what type of mistakes remain in good learners of English.

1.2 Justification

Research on the pronunciation of EFL has, by and large, focused on methods and techniques useful for learners to achieve acceptable levels of intelligibility or on comparative studies between two languages to predict the mistakes of learners of the

target language. Scarce investigation has been done to find out if there is a correlation between the duration of Phonetics training, an issue that has been under discussion but has no empirical support and the performance of good learners of English. Therefore, we think this study may be a stepping-stone to further research in this area. Likewise, much has been said about what mistakes learners are expected to make but little about what mistakes remain, let alone what happens with good learners. Such study research may clarify some crucial aspects of how pronunciation learning occurs and, consequently, how it's teaching should be tackled.

Therefore, that is why the present investigation can prove useful in SLA, because it can serve as a first step to delve in an area that can shed light on the way Phonetics training is thought about in terms of duration, contents and methodology.

1.3 Objectives of the seminar

General Objectives:

1. To identify if the duration of the Phonetics course (understood as the number of semesters in the curriculum) influences the native-likeness production of sounds of the target language.
2. To demonstrate the correlation between duration and quality of Phonetics courses and types of mistakes good learners of English (GLE) make.

Specific Objectives:

1. To describe the type of pronunciation mistakes GLE commit after finishing their Phonetics course.

2. Create and apply data-gathering tools to find out the pronunciation mistakes GLE make.
3. Categorize the pronunciation mistakes GLE make.
4. Compare the oral performance in terms of pronunciation of students of two English Teacher Training Programmes.

1. 4 Hypotheses

1. Good learners of English make pronunciation mistakes even after they have finished their Phonetics course.
2. There is a correlation between the duration and quality on Phonetics courses at Universities and the type of mistakes good learners make after finishing their courses.
3. The longer and more exhaustive the Phonetics course, the fewer pronunciation mistakes good learners make.

Chapter two

Review of the Literature

This chapter is divided into three. In the first part, language acquisition theories are described, after that; the definition of a good learner of English is given. Later, an analysis of the teaching of pronunciation in EFL and expected mistakes are presented.

2.1 Language acquisition:

A question that has remained unanswered since the beginning of times is how do humans learn languages? Language is, undoubtedly, one of the most remarkable characteristics that sets us apart from other species in the world, as Trask puts it “Language is what makes us human, and human language is unique” (2004:1). So how do we acquire this ability to communicate with others? The aim of this chapter is to describe the most influencing theories of language acquisition, which try to answer that question.

The first theory to be described is the **Innateness Hypothesis** which states that human beings are born with an innate capacity to learn languages, in other words, that language is an ability that comes with us genetically. Bergmann, Curie & Moss (2007) state that babies are born with a special knowledge or gift that allows them to be aware of certain patterns in languages, to recognize and use this patterns and that is how a child learns a language. This theory also proposes that there is a **critical period** for learning a language, after which language can certainly be acquired but not with a high proficiency level. Despite the fact that this theory fails to deeply explain certain aspects of the acquisition process, one can surely state that language acquisition presents some characteristics of being an innate human behavior (Bergman et al, 2007:315).

The second theory to be revised is the **Imitation theory**, which claims that children learn languages by hearing and repeating speech they hear around them.

Supporters of this theory believe that the acquisition of language consists in memorizing and repeating the sentences of the **target language** (Ibid: 2007). However, this theory fails to account for certain facts such as why children utter incorrect sentences they have not heard before.

The **Reinforcement theory**, on the other hand, posits that children acquire language because they are reinforced when they use the proper forms and are corrected when they are not right. Even though this theory was popular and widely accepted, soon it failed to account for the fact that when corrected by adults, children do not replace the wrong piece of language they are using for the correct one. Even if the person repeats it many times, the children will continue saying the same erroneous sentence (Ibid: 2007).

One of the most important theories supported by linguists nowadays is the **Active Construction of a Grammar Theory**, which states that children invent their own grammatical rules. It is assumed that “the ability to develop rules is innate, but that the actual rules are based on the speech children hear around them”(Bergman et al, 2007:316). They first create their own rule and they stick to it until they realize there are forms that do not match their rule, they change it and begin to construct the new one correctly; error correction made by adults has little or no effect at all.

Another important theory to be mentioned is the **Connectionist theory**, which asserts that language acquisition occurs because of the creation of neural connections in the brain (Ibid: 2007). In other words, a lexical item is set in our brains and this particular item makes connections with others so. This particular theory goes against the active construction of a grammar theory because it states that children do not create

their own rules but use 'statistical data' to learn a language by establishing and exploiting neural connections.

Finally, the **Social Interaction Theory** stresses the environment and the context in which language is learned. Here the main focus is pragmatics, because it postulates that by means of social interaction with other children and adults a language can be fully acquired. The **input** that the child is exposed to is the most important factor for this theory because it can fill the learner with tools and feedback to learn a language.

Not so long ago people used to believe and define language acquisition in terms of reinforcement and imitation, in other words children were praised or corrected when uttering a sentence. As Trask states "Imitation and reinforcement theories are totally, hopelessly and grotesquely wrong. Not only do children not learn language this way, they could not possibly learn it that way: it would be literally impossible" (2004:168). Out of the six hypotheses and theories revised in this chapter the one which nowadays stands out and is the most important and supported theory is the Active Construction of a Grammar Theory, because is the one who goes closer to define how language is acquired by children by stating that children create their own grammar, use it and modify it until it is identical to adults'. In this process they overgeneralize rules, make mistakes until they change those 'errors' to the correct forms. This theory also explains why children make mistakes, do not pay attention and change their errors when corrected.

2.1.1 First language acquisition: the acquisition of speech sounds

Children are able to identify sounds of the language they hear before they can speak the language itself. Babies are born with the ability to hear very slight differences

between sounds. Also, they can hear distinctions between sounds their parents cannot do.

In the same way children do, students also learn to perceive and produce speech sounds, likewise can apply and develop some techniques to study and learn the language. It can be indicated that at the age of six months infants are able to perceive phonetics distinctions that correspond to phonemes in many languages (Bergmann, Curie & Moss, 2007).

Related to the phonological acquisition, children learn phonemes of their native language mastering sounds that differ maximally from one to another. Adults analyse the speech of children, with reference to their own adult system. So, the child speech is considered as imperfect and full of errors according to the adult's model of grammar and speech.

The process of learning a native language is not the result of a conscious process, based on a strategy invented or applied as a method associated to the development of a language; but an indispensable process to communicate.

2.2 Second Language Acquisition

The following section will provide information about some numerous approaches and theories related to **second language acquisition**. These ideas provide us with information about how people acquire their knowledge related to the language, and the conditions that will promote successful language learning. In this section the main focus will be on three theories: The Creative Construction Theory, Communicative Language Teaching and the Cognitive Approach.

First, it is necessary to state the distinction that some linguists make between acquisition and learning. The term second language learning is commonly used to describe situations where English is learned in a foreign setting or a second language setting; it is a conscious process, which shows itself in terms of learning rules and structures whereas second language acquisition is supposed to be a subconscious process, which leads to fluency (Yule, 2010; Krashen, 1987).

2.2.1 Second language acquisition in children

Similar to first language acquisition, the environment, motivation, self-confidence, a low level of anxiety, play a crucial role in children acquiring the target language. In the same way, the elements on the development to the SLA are almost the same than in first language acquisition. The learning stages (babbling, vocabulary, negation, and question forming) and the acquisition of grammatical morphemes are processes that seem to appear in predictable sequences. But even when these patterns emerge in a different order, there have been groups of SL acquirers who showed noticeable similarities in the appearance of these features (Krashen, 1987).

Another important fact to mention is the input necessary for the acquisition mentioned by Stephen Krashen in his theories. He explains children acquire a second language by receiving input in the target language. The Input Hypothesis (Krashen, 1985) predicts that the classroom may be a very good place for second language acquisition, at least up to the learners with a more advanced level. On the other hand, for the acquirers who have just began, this set can be much better than the outside

world, since the outside normally provides the beginner with very little comprehensible input, especially for adult acquirers.

Finally, it is imperative to remark that lateralization, which has been mentioned above, makes it difficult for people to acquire an L2 with native-like pronunciation. This, since Krashen states this process is complete around the age of 5.

2.3 Creative Construction Theory or the Naturalistic Approach

The first theory is based on the assumption that language acquisition is innately determined and that we are born with a certain system of language that we can call on later. Krashen also proposes the existence of three internal processors, or operating systems when learners acquire a second language: a 'filter', an 'organizer', both of them subconscious processors, and a 'monitor', which is conscious (Dulay, Burt, Krashen, 1982: 11-45). The filter is in charge of influences by social circumstances (**motivation** and affective factors) and how they affect acquisition. The 'organizer' determines the organisation of the learner's language system, and the 'monitor' is responsible for the correction of mistakes in speech.

Krashen also proposes a theory for second language acquisition, which involves five interrelated hypotheses, described below:

The Acquisition-Learning Hypothesis states the difference between acquisition and learning. The term 'acquisition' is used to refer to the gradual development of ability in a language, by using it naturally in communicative situations with others who know the language. On the other hand, 'learning' applies to a more conscious process of

accumulating knowledge of the features, such as vocabulary and grammar of a language, typically in an institutional setting (Yule, 2010:187).

The second hypothesis posits the existence of a Monitor and explains the relationship between acquisition and learning. According to this idea, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The monitoring function is the practical result of the learned grammar (Schütz, 2007).

The third hypothesis is the **Natural Order Hypothesis**, based on research findings (Krashen, 1987), which suggest that the acquisition of grammatical structures follow a predictable natural order. For a given language, some grammatical structures tend to be acquired early while others later.

The next theory attempts to explain how the learner acquires a second language. The Input Hypothesis, states that it is important for the acquirer to understand language that is a bit beyond his current level of competence or *input+1* (*i+1*). This means that the language that learners are exposed to should be just far enough beyond their current competence so that they can understand most of it but still are challenged to make progress (Brown, 2002: 278).

And finally, the Affective Filter Hypothesis declares that it is easier for a learner to acquire a language when he/she is not tense, angry, anxious, or bored. Children seem to be less constrained by affective factors. Descriptions of L2 acquisition in childhood are full of instances where young children quickly overcome their inhibitions as they try

to use new words and phrases. Adults can sometimes overcome their inhibitions too. (Yule, 2010).

2.4 Communicative Approach

This approach varies from traditional approaches because it is learner- centred. Proponents of this approach state that the goal of language teaching is communicative competence. Also, the goal is to develop techniques for the teaching of the four **language skills** (writing, reading, speaking, and listening); which build the basis of the interdependence of language and communication. In this teaching approach then, the teacher becomes a facilitator, the collaborative learning and peer interaction is important, as well. According to Littlewood (1981: 1), one of the most important aspects of ‘communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language’. So, one of the most important aspects is pair and group work, where the learners have the opportunity of express themselves and use their English, or any other goal language, to communicate.

Generally, Communicative Language Teaching focuses on communicative and contextual factors in language use and it is learner-centred and experience-based. As Yule explains, these experiences: “are partially a reaction against the artificiality of ‘pattern- practice’ and also against the belief that consciously learning the grammar rules of a language will necessarily result in an ability to use the language” (2010:190).

A central aspect in Communicative Language Teaching is communicative competence, and this covers not just knowledge but the ability for language use. So, communicative competence can be defined as the general ability to use language

accurately, appropriately, and flexibly. There are four factors that will contribute to that aim, viz. grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Ibid: 194).

While different versions of how to create communicative experiences for L2 learners may exist, all of them agree that the functions of language (what it is used for) should be emphasized rather than the forms of the language (correct grammatical or phonological structures) (Yule, 2010).

2.5 Cognitive Approach

The ability to learn languages is a cognitive specialisation of our species, thus, language is considered to be an essential human feature (Widdowson, 1996: 4). Cognitive psychologists declare that one of the main features of second language acquisition is the building up of a knowledge system that can be eventually used automatically for speaking and understanding. First of all, learners have to build up a general knowledge of the language they want to understand and produce. After much practice and experience they will be able to use certain parts of their knowledge very quickly and maybe they will not even recognize that they did so. Once this becomes an automatic process, learners may focus on other parts of the language.

This **cognitive theory** is relatively new in the second language field, and there have been only a few empirical studies about this approach so far. Two important authors can be named: Selinker (1972,1992) and Brown (2002).

About the organizational groups and knowledge, a distinction exists between the implicit and explicit models. Explicit knowledge means that a person knows about

language facts and has the capacity to articulate them in some way. Implicit knowledge, on the other hand, appears when learners are able to spontaneously produce language by using those facts, but they cannot necessarily cite the rules implied in their performance. Brown states “automaticity refers to the learner’s relative access to the knowledge. Knowledge that can be retrieved easily and quickly is automatic. Knowledge that takes time and effort to retrieve is non-automatic” (2002: 286). Another significant fact in second language performance is ‘time’. It takes learners a different amount of time until they produce language orally. Regarding Krashen’s ideas (1985) there is an acquisition time order of the structures of the target language, which is independent of the learner’s age. Moreover, this time occurs only through the exposure to the new language.

The preceding main theories are somehow related. Most of the time this happens in the classroom, where the teacher uses a more eclectic method, so it is more difficult. Nevertheless, the Communicative Language Teaching has established itself during the last decades. And the idea that the focus of the classroom should be on encouraging learners to engage in speaking activities, which simulate 'real life' communication, looks like the most suitable scenario for the development of great pronunciation skills. Nevertheless, all in all, a teacher should be aware of the different theories and approaches and use them as a basis for his/her teaching.

2.6 Critical Period Hypothesis

One of the main aspects related to language acquisition (first and second) is the so-called critical period hypothesis (CPH), which states that there exist certain time

windows during which language learning must occur. This means, normal language acquisition must occur in early childhood, or as Moskowsky (2001: 1) states: “it contends the ability to learn a language is limited to the years before puberty after which, most probably as a result of maturational processes in the brain, this ability disappears”.

Some interesting studies about CPH are those made by Lenneberg (1967) who introduces the notion of critical period for language acquisition in humans and holds that language acquisition must occur before the onset of puberty in order for language to develop fully. His several findings come from clinical investigations on brain injuries and recovery patterns (from **aphasia**). Lenneberg claims that language acquisition is a biological process involving brain plasticity and **lateralization**. As the brain becomes lateralized loses plasticity, therefore this limits language acquisition to a period from roughly two years until puberty. Johnson and Newport (1989) explain this by saying that Lenneberg suggested that the brain, having reached its adult values by puberty, has lost the plasticity and reorganizational capacities necessary for acquiring language, which makes the claims that both hemispheres of the human brain are epipotential during a period in infancy. At the beginning of language development both hemispheres are involved in language learning, and only after a definite time this involvement decreases and the left hemisphere becomes the major bearer of language functions (Tichacek, 2003).

There is a great amount of evidence from a variety of sources to support the idea of a critical period for language acquisition. One of the best-documented cases is Genie's, who was found at the age of 13. Genie was kept by her parents in the attic and beaten constantly. She grew up totally isolated there and nobody spoke to her during

this time. When she was found there were great attempts to teach her language. Genie made great progress but never managed to acquire normal language abilities. According to Johnson and Newport (1989), her lack of linguistic competence, particularly in syntax, after seven years of rehabilitation support the critical period hypothesis. However, the difficult conditions such nutritional, cognitive and social deprivation might influence in her language difficulties.

Another evidence is the case of Isabelle. She was raised by a speechless mother, and had not learnt any language when she was found at the age of six. After one year, Isabelle learnt to speak at the level of a seven-year-old child. As she was still within the time window of the critical period, her fast language acquisition is exactly how was expected by the hypothesis.

The third case is a woman of 31 years called Chelsea. She was thought as a disabled but at the age of 31 she was recognized as a deaf person. She was able to produce several utterances but her sentences did not even reach the poor grammatical structure of Genie's. As Chelsea was already way beyond the critical period this was exactly what the hypothesis would predict.

More recent studies from Newport and Supalla (Newport, 1984; Newport and Supalla, 1987) about language acquisition in congenitally deaf, a population whose exposure to a first language may occur at varying ages while other aspects of social and cognitive development remain normal. The subjects in these studies, were separated by age and the results showed that the late learners performed significantly worse than the early learners. More over it was shown more than once that some

properties of language, as basic word order, were not affected by the age of the first exposure while others are. Consequently, these studies provide direct evidence that there is a decline over age in the ability to acquire a first language.

According to Johnson and Newport (1989), current evidence supports the notion of a maturationally delimited critical period for **first language acquisition**. With some modifications from Lenneberg's original formulation. The language acquisition must occur before the onset of puberty in order for language to develop fully in first language acquisition. But, what happens in second language acquisition?

A critical period theory for language acquisition would have quite a different character depending upon whether second language acquisition was included in its effects. Lenneberg's critical period hypothesis can be subsumed under these two versions of this theory:

Version One: the exercise hypothesis. Early in life, humans have a superior capacity for acquiring language. If the capacity is not exercised during this time, it will disappear or decline with maturation. If the capacity is exercised, however, further language learning abilities will remain intact throughout life (Lenneberg, 1967).

Version Two: the maturational state hypothesis. Early in life, humans have a superior capacity for acquiring language. This capacity disappears or decline with maturation (Lenneberg, 1967).

In fact, it is not absolutely clear which version he would have favoured. Some comments he made on different researches suggest that he thought the young learner has a superior capacity for acquisition in second language and therefore, he would

support the maturational state hypothesis, which is presented as the incidence of 'language learning blocks' rapidly increases after puberty. Also, automatic acquisition from mere exposure to a given language seems to disappear after this age and foreign languages have to be taught and learned through a conscious and laboured effort. Foreign accents cannot be overcome easily after puberty (Lenneberg, 1967).

Nonetheless, other comments he made can give us an alternative perspective. Which would have favoured the exercise hypothesis: Our ability to learn foreign languages tends to confuse the picture. Most individuals of average intelligence are able to learn a second language after the beginning of their second decade... a person can learn to communicate in a foreign language at the age of forty. This does not trouble our basic hypothesis on age limitation because we may assume that the cerebral organization for language learning as such has taken place during childhood, and since natural languages tend to resemble on another in many fundamental aspects, the matrix for language skills is present (Lenneberg, 1967).

2.6.1 Role of pronunciation in L2

One of the most difficult problems facing non-native speakers of English is pronunciation. It is usually the largest obstacle to overcome when trying to achieve fluency. Many non-native speakers have studied grammar for many years but are unable to speak like native speakers due to their inability to pronounce the sounds of words properly.

Pronunciation is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary are important but useless if you are

unable to pronounce those structures or words correctly.

Good pronunciation is important because learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The more accurate your pronunciation is, the better people will understand you and the easier you will find it to understand them. Clearly, the more aware learners are of the similarities and differences between their mother tongue and the target language, the easier they will find it to adopt effective learning and production strategies.

2.6.2 Role of Speaking in L2

Related to Krashen's idea about the role of speaking in L2, real language acquisition is developed slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply comprehensible input in low anxiety situations, containing messages that students really want to hear. Krashen stresses yet again that speaking in the target language does not result in language acquisition. Although speaking can indirectly assist in language acquisition, the ability to speak is not the cause of language learning or acquisition. Instead, comprehensible output is the result of language acquisition. According to the processes of the language, he says: "What theory implies, quite simply, is that language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not on the defensive" (Krashen 1981)

Based on that, we can mention two opposing views that talk about the role of speaking in the development of this skill. On one hand, we find the idea of Michael Swan, who says people must learn and develop listening and reading firstly, then to

develop speaking and writing. On the other hand, George Yule says the developments of the four skills are a simultaneous process that engaged those skills themselves.

2.7 Good Learners of English

In the present study is important to define what a good learner of English consist of, because we focused all of our hypotheses and objectives on identifying what the persistent mistakes this subjects make when speaking English.

First of all, it has to be mentioned that when learning a second language the teacher is not the most important factor affecting the overall performance of the people taught, students are also a big part of this process. Many factors as motivation, interest and abilities play a key role.

According to Rubin and Stern (1975) we can say that a good language learner demonstrates the following characteristics:

- A good learner has to possess the ability and willingness to learn new subjects even if the subjects are not interesting.
- A good learner must be willing to acquiring academic skills; this is the most important quality of a GLE. The subject has to listen what is happening, and not by just paying attention in classes, but also listening to the 'English' spoken in class, searching for new words, meanings and pronunciation. Having a good command in all these areas the learner will reach the target language easily.

- A good learner must also be responsible for his own learning process, trying things out and being analytical and being eager to learn. Discipline in managing the time is an important factor that every good learner of English must possess.
- A good learner must interpret and perceive a meaning from a conversation greatly determines the quality of a good learner.
- A good learner must understand rather than memorize concepts, always willing to ask questions, and judge when it is important to ask and when it is not.

For the present study we selected 'Good learners of English' from two Universities, and apart from the characteristics listed above we also took into consideration factors like:

- Good grades in their Phonetics courses.
- Good grades in all their 'English courses' at University.
- Their motivation towards English.

2.8 Phonetics and Pronunciation Teaching

The new generations and the actual classroom scenario demand a constant research and improvement of the phonetic knowledge. The value of Phonetics in pronunciation teaching and learning is vital for a total understanding of new languages (Ashby, P., 2002).

First of all, the definitions of Phonology and Phonetics should be clear: Phonology is the study of the sound patterns or system within a particular language, or variety of language. It is also, a crucial part of many areas of linguistics, such as first- and second-language acquisition, sociolinguistics, and historical linguistics. On the other hand, Phonetics is the study and description of the production of speech sounds and silences in languages. In that way, it provides a scientific basis for pronunciation teaching in **EFL** (English as a Foreign Language). But this does not mean that Phonetics will give an instant solution for all the problems we can find in people's pronunciation, yet it offers methods to develop good pronunciation, by knowing the important aspects of speech (Phonology & Phonetics Review, LLAS, 2009).

Ashby (2011) states that Phonetics provides the scientific basis for the description of standard accents and the training of EFL teachers, among others. He also explains that EFL learners are taught a standard language variety (British or American), and an educated prestige accent: **General American** (GA) for American English, and **Received Pronunciation** (RP) for British. The major descriptions of English pronunciation concentrate on the standard accents, but not all EFL teachers need to be speakers of the target language, and a reference for the target accent. So, which seems to be a difficulty, can be overcome by a continual research on the pronunciation basis. Nevertheless, this job is not just for the teacher but for the student as well. Even when your teacher is not a native speaker of English, there will be other opportunities to listen and learn new varieties and accents of the target language.

Teachers are supposed to know about articulatory Phonetics and the Phonology of languages, mother tongue and target language. Likewise, teachers should have a

well-trained ear. This will help them anticipate interference problems and apply the knowledge to solve the situation by using the theory and methodological techniques. But pronunciation has often been ignored in EFL, because the results of experimental studies, which show that formal instruction, would not be a statistically significant variable on the final pronunciation of the students. This submission sets out the need for some pedagogical considerations to take place, providing a primary relevance to the learner, the generator of the variables that intervene in the learning process.

This question about the importance of formal instruction, expressed by Suter (1975), contrasts with the opinion of Carruthers (1987), who insist on the necessity of an integration of pronunciation in some earlier stages, as grammar or vocabulary, which are traditionally more favoured in the curriculum. However, the sound system is an inseparable part of any language, and the study of pronunciation must form an important part in EFL and **ESL** programmes. This will largely prevent the fossilization of errors and the pronunciation would be a target not only short but also long term.

There are several factors that affect the learning of pronunciation. Kenworthy (1990) identifies the following aspects - generated by the learner - that will essentially affect his/her learning:

- **Native language:** this factor leads to the concept of interference. As a result, teachers must have knowledge of Phonetics and Phonology, as the concepts of functional loading and especially contrastive analysis can be very useful as selection criteria when considering the contents of the classes of speech.

- **Age:** This factor is believed to have an impact on pronunciation learning, however, as Kenworthy states, there is not a “clear correlation between age and the ability to speak a second or foreign language” (1990:4-6).
- **Amount of exposure to the target language**
- **Attitude and identity:** After Sutter’s analysis (1975) it seems to be a correlation between good pronunciation and positive feelings toward the native speakers or the target language itself.
- **Motivation** and concern for good pronunciation.

Some of these factors, such as age or phonetic skills of the students, cannot be modified by the teacher, but what can be done is to motivate learners, increase their exposure to the target language, and make them conscious of the importance of pronunciation for an effective communication. The main target might not be the native-like accent but to show interest in progress and education. They must recognize that poor, unintelligible speech will make their attempts at conversing frustrating and unpleasant both for themselves and for their listeners.

In relation with the duration of the phonetic training, a study done by Aliaga-García and Mora (2007) presents a case where the subjects participated in six different two-hour training sessions specifically dealing with the articulatory and distributional properties of English **oral stops** (/p t k b d g/) and the English **vowel** system. The subjects were part of a group of advanced Catalan/Spanish bilingual learners of English who were exposed to the L2 mainly through formal classroom instruction in an EFL context in Catalonia, Spain (Aliaga-García & Mora, 2007:1).

The results suggest that the size of the effect of phonetic training on learners' perceptual and productive competence differs greatly according to phonetic dimension and sound contrast and appears to be different also in perception and production. However, the positive effects of the phonetic training observed in oral stop perception and production and vowel discrimination strongly suggest that a phonetic training treatment may enhance L2 pronunciation **accuracy** in the short term provided L2 sound-specific perception and production training tasks are used.

Despite this fact, further studies are needed to conclude about the quality and quantity of phonetic training and production in EFL and ESL classrooms. Teachers must be well informed about articulatory Phonetics and the Phonetics of the mother tongue(s) and target language of learners. Target languages cannot be addressed in isolation (Ashby, P. 2002).

2.8.1 Minimum general intelligibility

This study pretends to describe the pronunciation mistakes good learners make and its correlation with English Phonetics courses length. But if we talk about language learning it is necessary to mention the levels of intelligibility which are “regarded as essential in that the accentual characteristics of English (including rhythmic features and the associated obscuration of weak syllables) should be retained, as well as the ability to produce the common **consonant clusters**” (Cruttenden & Gimson, 2000: 309). The rules for the minimum general intelligibility are three: “it should be at least as easy, and preferably easier, for the foreign student to learn as any natural model; it should be readily intelligible to most native speakers of English and it should provide a base for

the learner who has acquired to understand the major natural varieties of English” (Ibid: 2000).

This degree of intelligibility involves the vowel system, consonants clusters and intonation aspect. It consists of permitting some particular concessions that involve the acceptance of an amalgamation of segmental and **prosodic features**, which occur together in no one natural, form of English but are intelligible for most native English speakers. In the vowel system some permissions are: “where there is no r in the spelling, e.g. in idea, skua, /i:/ or /i/ + /ə/ and /u:/ or /u/ + /ə/ would be used”; “the retention of post-vocalic /r/, farm, four, heard might well have V + /r/, though words such as calm and saw would retain their /r/-less form” (Gimson, 2000:311). In consonants, there are some simplifications such as the clear **allophone** /l/ may be used (as in some forms of Irish English) where the dark /l/ is normal in RP (Gimson, 2000:310) or the insertion of /ə/ after an alveolar consonant, as in mutton, hidden, fasten, little, middle, etc Also, for intonation just is needed attempt to imitate some of the basic intonation patterns which signal a variety of discourse and attitudinal meanings

As well as the concessions mentioned above, Gimson also mentions that there are some aspects of this mixture of leading elements of the RP system and the generally accepted form of American pronunciation to be retained in order to resemble the natural system, and thus get the acceptance intelligibility levels. For instance, in consonants the complex English fricative system must be retained, also it would lose intelligibility if the articulation of point of /t, d/ is dental rather than alveolar.

All those features are related to not only the pronunciation mistakes, but the whole performance of the students, therefore intelligibility will give some cues to guide the performance of them selves.

2.8.2 Accent in SLA

In L2 learning, some learners never achieve a native-like accent, and they have a slow progress, but some learners progress rapidly through certain stages of learning.

Related to the acquisition of an L2, it has been stated by Hyhenstam that there is a cut-off point at the age of six (approximately) for bilinguals to achieve a native-like accent in the L2. After that period learners can certainly get a near native like accent but their speech would definitely have some errors that would make the sound different from the speakers of the target language.

As it was said in the preceding sections about the lateralization in the CPH, after puberty the ability for learning a language without an accent has been rerouted to function in another area of the brain, most likely in the frontal lobe area promoting cognitive functions, or in the neural system of hormone allocated for reproduction and sexual organ growth.

As far as the relationship between age and eventual realization in SLA is concerned, Krashen, Long, and Scarcella (1979), say that people who encounter foreign language in early age, begin natural exposure to second languages and obtain better proficiency than those who learn the second language as an adult. However, when it comes to the relationship between age and rate SLA, adults proceed through early stages of syntactic and morphological development faster than children, where

time and exposure are held constant (Krashen, et al, 1979: 573). This can also happen among older children and the younger ones. In other words, adults and older children are fast learners when it comes to the initial stage of foreign language education. But as for the fluency, it is better to have foreign language education during the early ages.

Finally, another factor to analyze is the error correction, which does not seem to have a direct influence on learning a second language. Instruction may affect the degree of learning, but the stages remain the same. Adolescents and adults who know the rules are faster than those who do not. In the first language, children do not respond to systematic correction. Furthermore, children who have limited input still acquire the first language (Russell, 2009).

2.9 Typical errors expected in the English Language Learner

English and Spanish share a similar alphabet system, but when we talk about Phonology, both languages can be compared in many ways and many differences will appear. These differences will certainly influence the degree of the foreign accent Spanish speaker will have when speaking English.

2.9.1 The vowels

In Spanish there are five vowels that represent single **tense** vowel sounds, we can find /a/, /e/, /i/, /o/ and /u/. On the other hand, English vowels represent tense and **lax** vowel sounds like: /a/, /ɒ/, /æ/, /ɔ/, /ɛ/, /e/, /ə/, /i/, /ɪ/, /ʊ/, /u/ and /ʌ/.

Due to the many differences found into the Spanish and English vowel systems **negative transfer** can be present, examples of it will be shown in the following table:

Spanish Phoneme	English Phoneme	Result
/a/	/æ/	Cat may sound similar to caught
/e/	/ɛ/	Pet may sound similar to mate
/i/	/ɪ/	Pit may sound similar to heat This may sound similar to these
/o/	/ɔ/	Ball may sound similar to bowl Bun may sound similar to bone
/u/	/ʊ/	Put may sound similar to poot

2.9.2 The consonants

English and Spanish systems have similar and at the same time different consonant systems. The following table will show the most common faulty realizations of Spanish speakers when speaking English.

Consonant	Realization
/p/	Unaspirated Voiced
/b/	Fricative approximant Labiodental approximant
/t/	Unaspirated Dental
/d/	Dental Approximant
/k/	Unaspirated
/g/	Approximant
/θ/	Alveolar Plosive
/ð/	Approximant

	Plosive
/v/	Bilabial approximant Labial approximant Plosive
/s/	Epenthetic vowel
/z/	Voiceless
/ʃ/	Affricate
/ʒ/	Affricate Voiceless
/h/	Velar Palatal
/tʃ/	Fricative
/dʒ/	Fricative
/ɹ/	Velar
/m/	Alveolar
/ŋ/	Alveolar

	Nasal + Plosive
/r/	Fricative Flap
/j/	Affricate Fricative
/w/	Plosive Approximant

- The examples listed above were all taken from “*Spanish Speakers’ Faulty Realizations of English Phonemes*” by Dr. Héctor Ortiz Lira & Marcela Fuentes D.

Chapter Three

The Study

The following chapter provides detailed information of each of the steps and procedures that were carried out in order to accomplish the purpose of this research.

3.1 Type of investigation

Our work fits into the category of a non-experimental-causal-comparative study. This sort of research intends to find out about certain facts considering a comparison of a group, which includes independent variables. In the case of this investigation, only four subjects were under study, therefore, the results obtained cannot be generalised, but it can provide a better evidence of cause and effect relationships (Johnson, 2001). This type of investigation “collects data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables” (Ibid: 3) Moreover, it serves as a stepping-stone for future research in the area.

In order to carry out this work the researchers had to consider some steps:

1. Determine the characteristics of the subjects for the study.
2. Compare the curriculum of two teacher training programmes regarding their Phonetics course.
3. Design instruments to collect data from the subjects that were valid as well as reliable.
4. Record an interview with the subjects and the reading of a passage.
5. Analyse the results of the blind judges who assessed the subjects' oral performance.

3.2 Hypotheses

1. Good learners of English make pronunciation mistakes even after they have finished their Phonetics course.
2. There is a correlation between the duration and quality on Phonetics courses at Universities and the type of mistakes good learners make after finishing their courses.
3. The longer and more exhaustive the Phonetics course, the fewer pronunciation mistakes good learners make.

3.3 Subjects

For this investigation, two different teaching programmes were chosen: Universidad Católica Silva Henríquez and Universidad Alberto Hurtado. The former has a five-semester Phonetics course, which begins in the first year, whereas the latter offers one semester of Phonetics, but claims to have an integrative language teaching methodology.

Four subjects were selected from these two institutions, two from each, on the following grounds:

- They were good students of English and obtained outstanding marks in their Phonetics courses in particular, and in the whole programme in general.
- They were all third-year students who had finished their Phonetics course.

- They have the same background as far as English learning is concerned, i.e. no other studies than those in University.
- None of them had travelled to an English speaking country.
- They claimed to have high motivation to learn English.

3.4 Data Collection Instruments and evaluation tool:

The three data-gathering tools used in this research aim at collecting information about the subject's oral performance in two situations: controlled and spontaneous speech. For the former, the subjects were asked to read two passages; for the latter, they were interviewed. Both the interview and the reading were recorded at a professional studio to obtain clear evidence and make the auditory analysis easy. The instruments are described below.

3.4.1 The Oral Proficiency Interview

The first instrument is the Oral Proficiency Interview (OPI), taken from ETS Oral Proficiency Testing Manual (1982). The oral proficiency interview is an integrative test, which is used to measure the oral speaking performance of a subject at a certain level. In this particular case we use a structured interview, with a set of questions prepared in advanced (see Appendix III). The interview was used to check subject's oral performance, particularly pronunciation, in spontaneous speech.

The structure: phases of the oral interview

The oral interview was divided into four phases:

- a. **Warm- Up:** A simple conversation, which has three main purposes:

- i. Putting the subject at ease.
- ii. Reacquainting the subject with the language if necessary, and
- iii. Giving the interviewer a preliminary indication of the subject's level.

The aim of this phase was to make the interviewee feel comfortable with a simple chat, and also allow the interviewer check the subject's level.

- b. **The Level Check:** In this part, the interviewer found the highest level of the subject's performance. The details the interviewer appreciated here were: fluency, pronunciation, and accuracy in terms of grammar, syntax, vocabulary and native expressions in language. The level check allowed the interviewer to check what the subject *can* do in terms of accuracy, context and function.
- c. **The Probes:** This phase consisted of giving questions to push the interviewee to show his/her proficiency and how high he could go in terms of levels of proficiency. The probes always show what the candidate *cannot* do in terms of accuracy, context and function.
- d. **The Wind Down:** This phase was the return to the level check. The interviewer asked questions that were easy to answer, in order to make the interviewee feel at ease again and not frustrated.

3.4.2 Reading passage 1

The second instrument used to collect the corpus for this investigation was a one-page reading passage, where all the possible features to analyse were present,

taken from *English Transcription course: A practical Introduction by Garcia Lecumberri & J.A. Maidment* (see Appendix II) together with a phonemic transcription and an audio file with the model to follow. The vocabulary and grammar used in the text was according to the subjects' linguistic level. The reading of a known text was used as a way to find out what the subjects could do in terms of pronunciation in a controlled situation; in that sense, it had the same purpose as the interview's level check.

3.4.3 Reading passage 2

The third instrument used was a new passage – also taken from García Lecumberri and Maidment's book – which the subjects were given only five minutes before the recording (see Appendix II). The main purpose of the application of this tool was to find out to what extent the subjects were capable of applying their knowledge of English Phonetics and Phonology in semi-spontaneous situation. Therefore, it was a parallel of the probe level of the interview.

3.5 The rubric

The rubric aims at guiding the blind judge in his evaluation in order to describe in a clear and specific way the level and the whole performance of the subjects.

The rubric used for this investigation is compounded of four stages. The first one focuses on segmental pronunciation mistakes, particularly in the production of consonants. This item is a Likert-type scale made up of 17 statements and five levels of assessment, ranging from 'strongly agree' to 'strongly disagree'. The second part assessed the overall oral performance of the subjects and their intelligibility with a rating-scale going from 'outstanding' to 'unsatisfactory' for five statements. Parts III and

IV are actually open questions for the blind judge to find out the perception and opinion of the blind judge in relation with the subjects' fluency and evaluate the whole performance (see Appendix IV).

3.6 The Blind Judge

Due to the type of specific analysis needed for this study, we deemed necessary to rely on English Phonetics experts to recognise the type of mistakes. Thus, two well-qualified English Phonetics teachers were asked to assess the subjects' performance with the rubric.

3.7 Methodological procedure

As mentioned in 3.3 the subjects were chosen according to certain requirements they had to meet. We wanted to find out whether those students who underwent a five-semester Phonetics course would do better than those with only one semester. To do that the subjects were recorded in a professional studio under two situations: controlled and spontaneous speech.

To account for the controlled speech, the four subjects were given two reading passages. For the first, they had 2 weeks of rehearsal and were provided with the transcription of the text and an audio file so that they could have a model to follow. The subjects were expected to have a near perfect overall performance in this section. By the same token, they were given a new reading passage five minutes before recording it and could ask questions only about the meaning of lexical items. No transcription or audio clue was provided in this stage. As for the spontaneous speech, the OPI was carried out by one of the members of the groups.

Once recorded, the readings and the interview were split into one-to-two minute tracks, out of which twenty-four were selected for the judges to assess, six tracks for each subject. The tracks were then randomised to avoid saturation in the auditory analysis and given to the judges on a CD, who had to fill in one rubric for each track.

Chapter four

Data Analysis

Prior to the analysis, it is important to point out the following

1. Two experts were asked to act as blind judges for this research. However, the evaluations of one of the judges had to be disregarded because there were too many unanswered questions, which would have made the analysis too difficult and not reliable. Hence, the results obtained correspond to the perceptions of one expert only. Answers from blind judge two were considered for consultation only.
2. Questions omitted by the blind judge were not taken into consideration in the analysis.
3. Within the category of mistakes there are some frequent and inconsistent mistakes, which were all put into the same level.

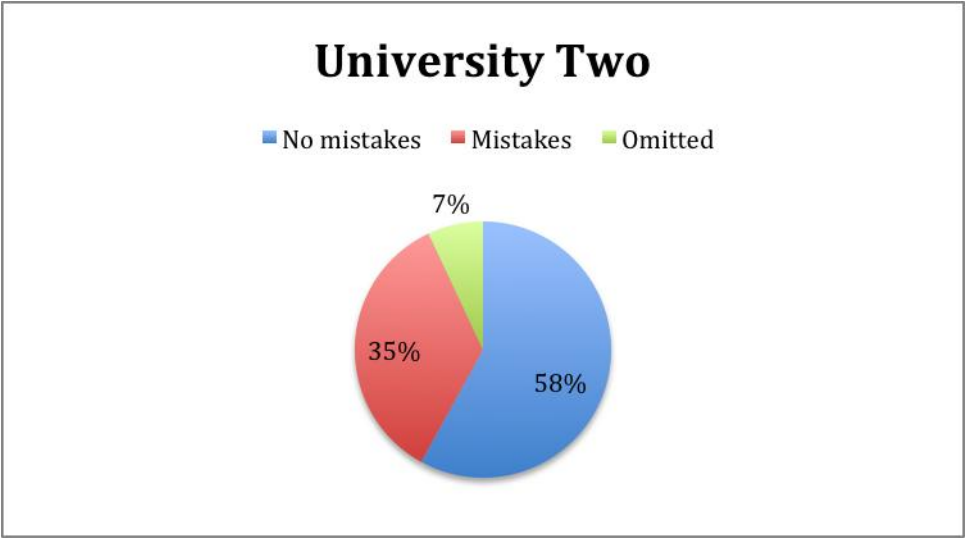
4.1 General Comparison of pronunciation mistakes between both Universities.

The results show that there is a difference between the pronunciation of the subjects of both institutions. According to what it has been said before, there are segmental features which, must be retained in order to resemble the natural system of English, and thus get the acceptance intelligibility levels. For instance in consonants the complex English fricative system, if the articulation of /t, d/ is dental rather than alveolar.

Subjects from University one (which has a 5-semester Phonetics course) has a better performance than those from University two (with a one-semester Phonetics course), as shown in graphs 1 and 2.



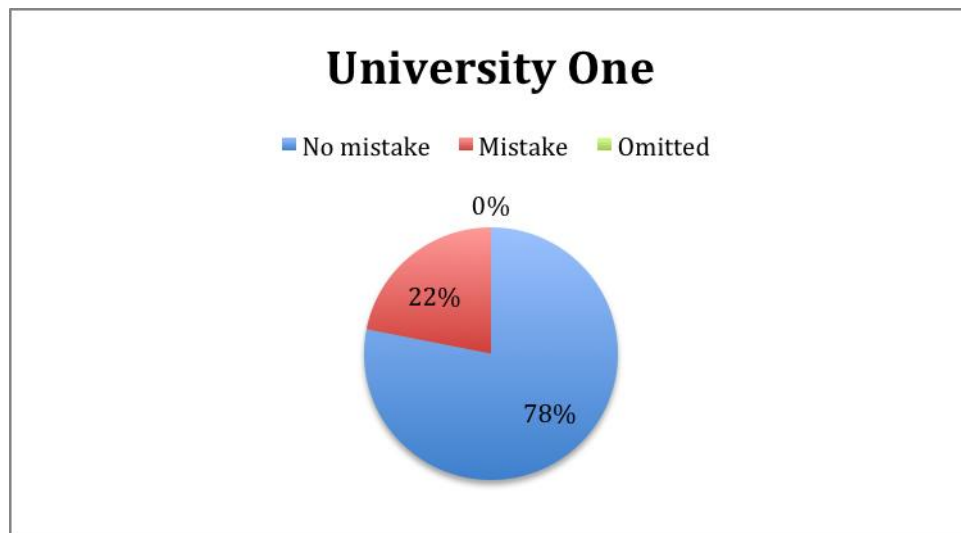
Graph 4.1.1



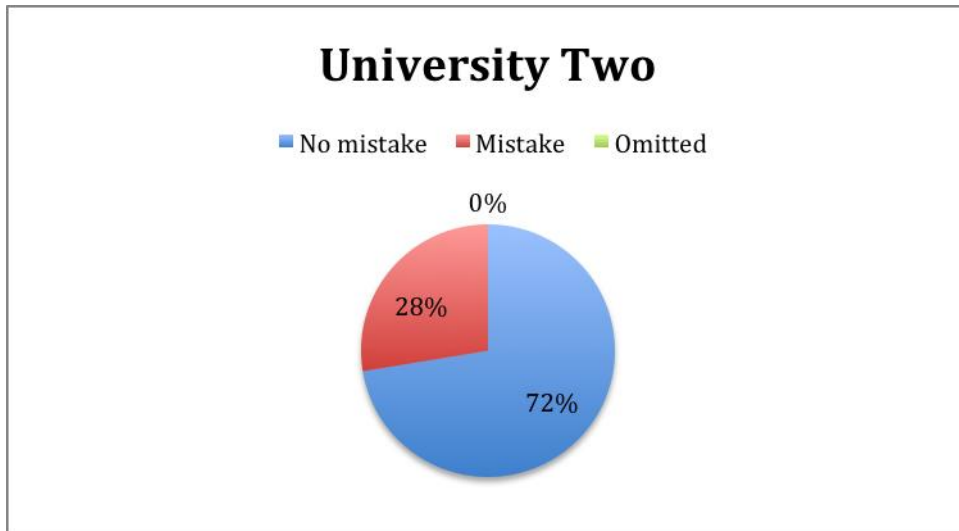
Graph 4.1.2

4.2 General Comparison of pronunciation mistakes between both Universities in spontaneous speech.

As shown in graphs 4.2.1 and 4.2.2 as far as oral proficiency is concerned, subjects from University one were considered by the blind judge as having a slightly better performance in spontaneous speech than subjects from University two. These differences may have occurred because of external factors affecting the subjects like: getting nervous, getting anxious or maybe they did not feel self-confidence with their knowledge, which led them to make pronunciation mistakes.



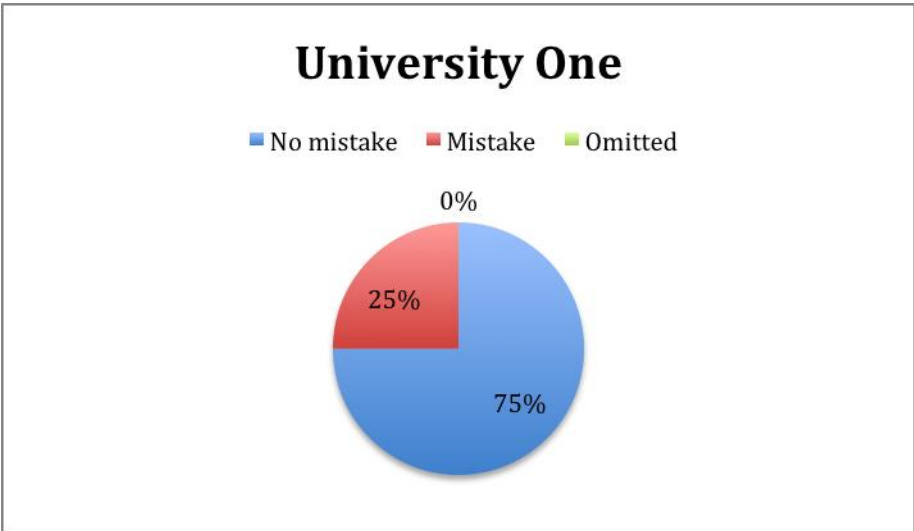
Graph 4.2.1



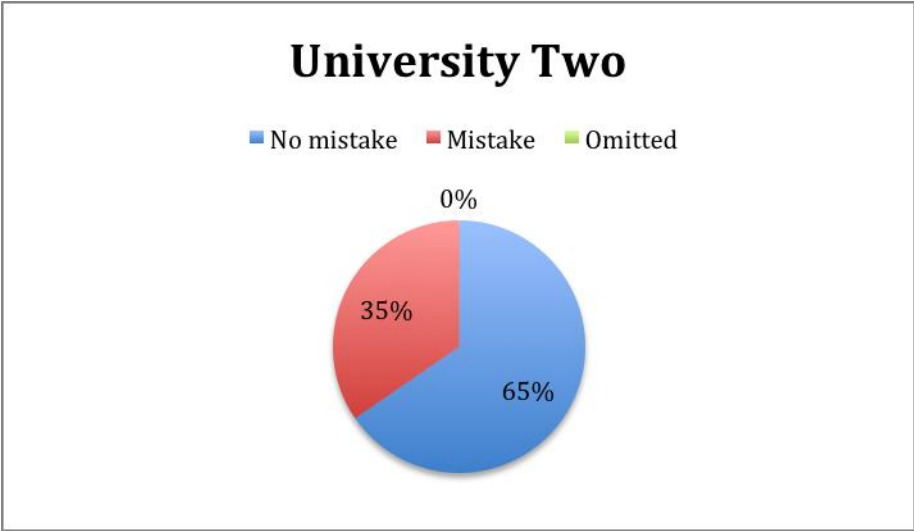
Graph 4.2.2

4.3 General Comparison of pronunciation mistakes between both universities in reading passage one, 'controlled speech'.

As for controlled speech, the results show that there is also a difference in the subjects in terms of pronunciation, even though they had the same opportunities and time to practice the text with the audio, transcription and orthographic text. Even if the text was prepared before hand, the blind judge stated that in this stage is where more mistakes are made. It can be inferred that this happened because they either they did not study enough, or they got nervous because this was the text they began with.



Graph 4.3.1

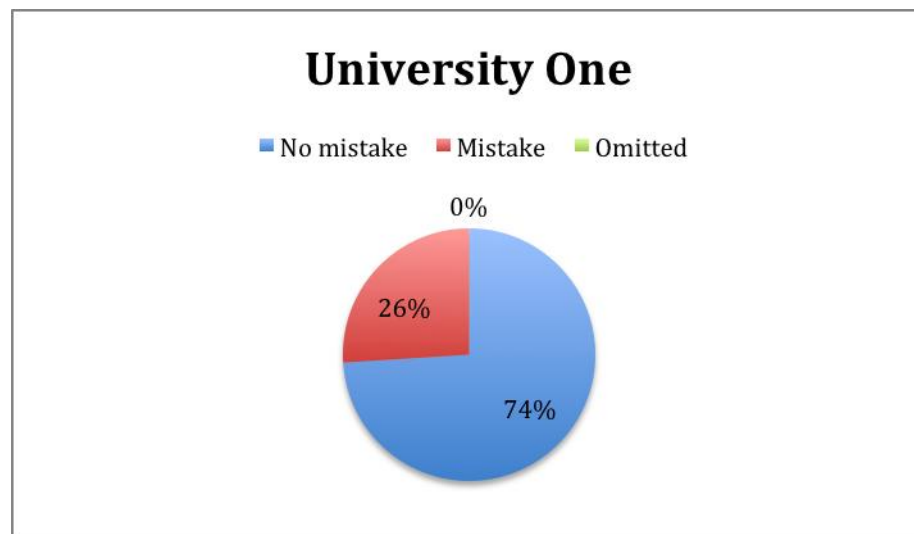


Graph 4.3.2

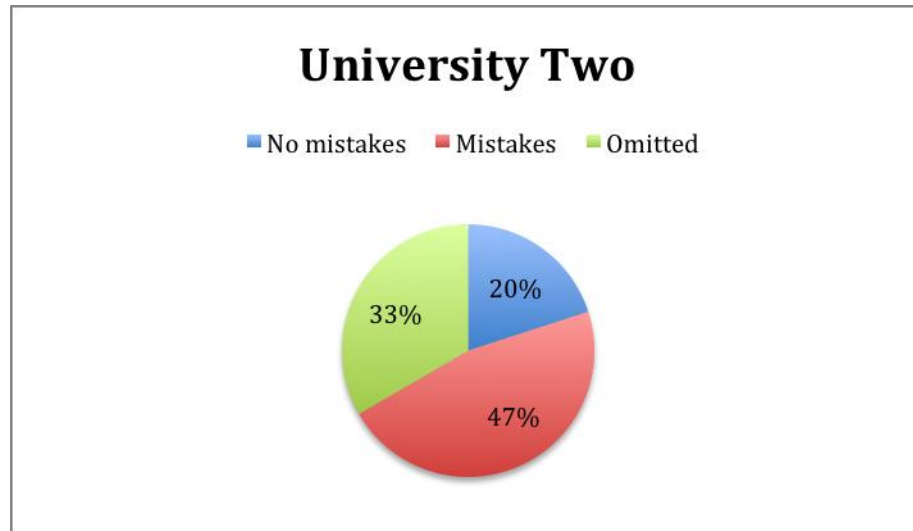
4.4 General Comparison of pronunciation mistakes between both universities in semi-spontaneous speech.

The last instrument applied to evaluate the subject's oral performance was the reading passage two, defined as a '*surprise text*' where the aim was to analyse to what extent the subjects were able to apply all their knowledge of Phonetics and Phonology in semi-spontaneous situations.

As showed in graph 4.4.1 and 4.4.2, there is a difference in terms of pronunciation mistakes, between the two groups of subjects from both Universities, in semi-spontaneous situations. Here it can be found that subjects from University one and two made similar kinds of mistakes but the latter were from a fewer universe, which means less chance to make a mistake. The fact that subjects from both universities make that kind of mistakes could be due to anxiety as in all the other evaluation instruments mentioned previously.



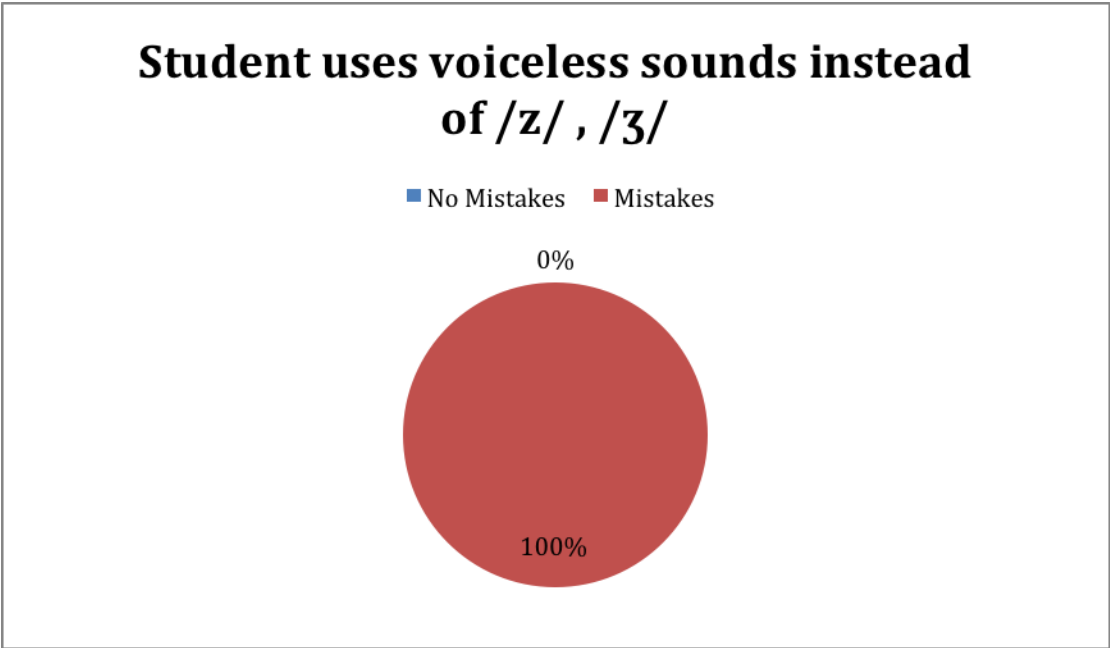
Graph 4.4.1



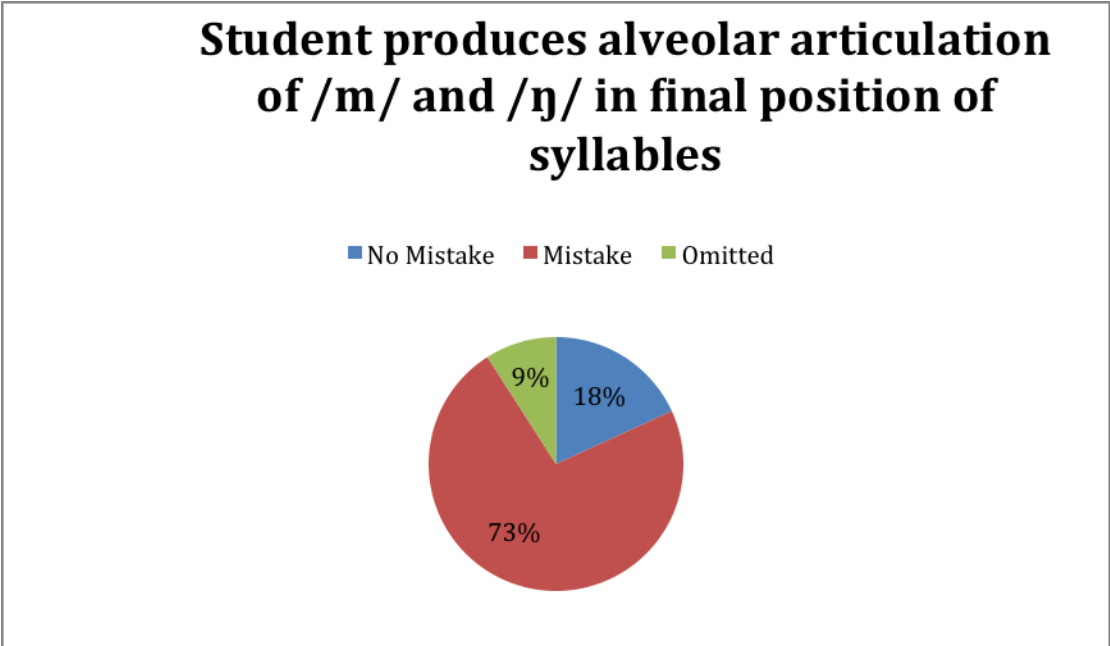
Graph 4.4.2

4.5 Most frequent mistakes in controlled and spontaneous speech

The analysis demonstrates that most frequent mistakes among the subjects were due to interference from the Spanish phonological system into English. The most frequent mistake found, as it stated in the most common Spanish speakers faulty realizations was the articulation of voiceless fricative sounds [s] and [ʃ] for the voiced phonemes /z/ and /ʒ/, respectively, feature present in all four subjects. However, this mistake has a most respectably presence in the spontaneous speech rather than the controlled one. The second most recurrent mistake was the production of alveolar articulation [n] for the phonemes /n/ and /ɲ/ in syllable coda (final position in the syllable). Only one of the subjects had an ideal performance, and was qualified with the optimum mark, while the results of the remaining three subjects were qualified with the poorest mark, in both the spontaneous and controlled speech.



Graph 4.5.1

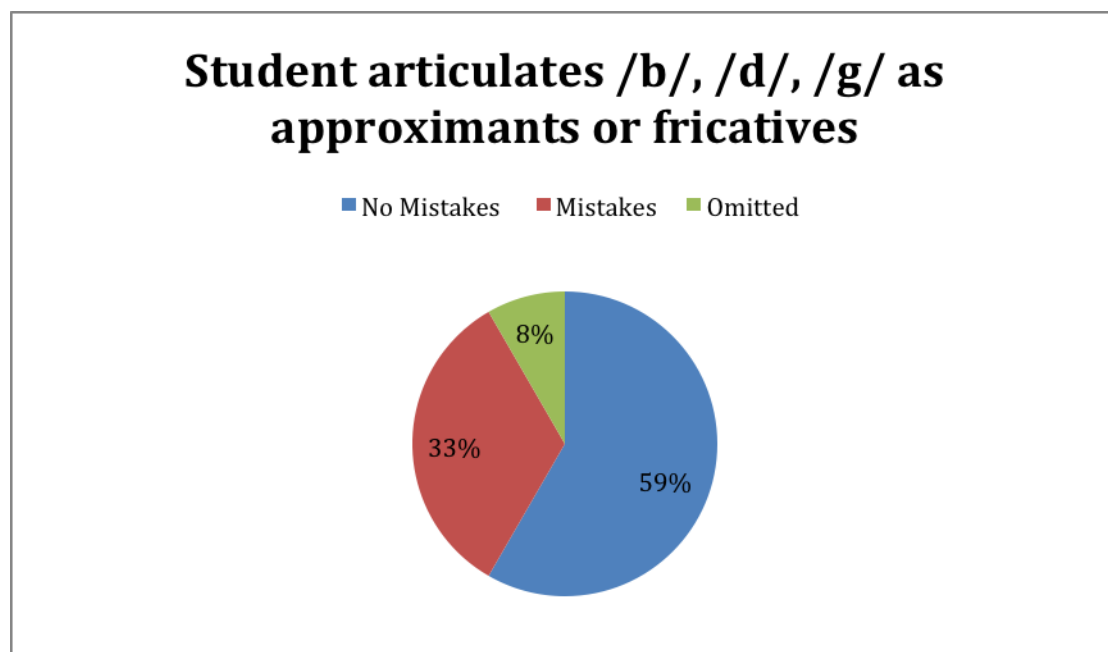


Graph 4.5.2

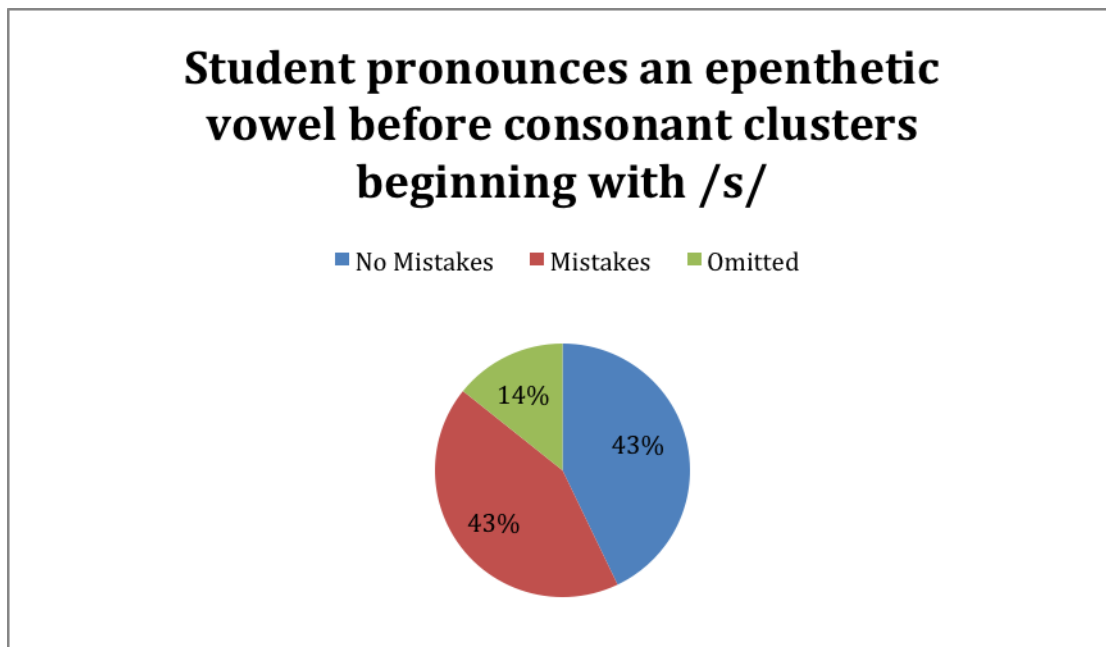
4.6 Inconsistent mistakes in controlled and spontaneous speech

It has been established that mistakes can appear just some cases, because of different reasons. The maturation state that the subjects have, external factors, such as pressure or the emotional situation or the position of the phoneme in the syllable affect the performance of the subjects.

In the present study, those erratic mistakes have been found in the following criteria:



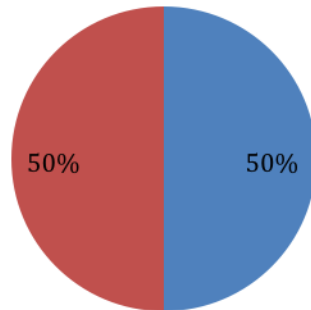
Graph 4.6.1 Student articulates /b/, /d/, /g/ as approximants or fricatives. In this case the controlled speech showed the majority of the mistakes, and the spontaneous one, registered the less mistakes in the case of all the subjects. This criterion can be exemplified with the subject 4, who articulates [be:ji] instead of [ve:ji] for <very>.



Graph 4.6.2 Student pronounces an epenthetic vowel before consonants clusters beginning with /s/. In this case, the same subject pronounces [estʌf] for <stuff>. In this criterion, the highest percentage of mistakes was found in the controlled speech.

Student produces plosive articulation of the fricatives /v/, /ð/, /θ/

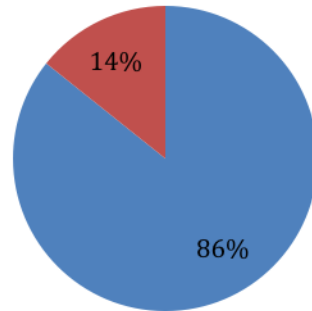
■ No Mistakes ■ Mistakes



Graph 4.6.3 Student produces plosive articulation of the fricatives /v/, / ð/, /θ/. The amount of mistakes among controlled and spontaneous speech tend the same. For this criterion, subject 2 produces [d̥em] making a plosion before the vowel.

Student uses clear /l/ instead a dark /ɫ/ in l + w, c and final position

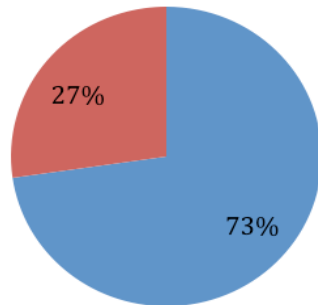
■ No Mistakes ■ Mistakes



Graph 4.6.4 When it comes to the production of clear [l] instead of dark [ɫ] subject 1 presents the worst mark for this criterion. The subject produces a clear /l/ for the word <well>, in the spontaneous speech, this feature is perceived in all the subjects.

Student produces a flap for the approximant /r/

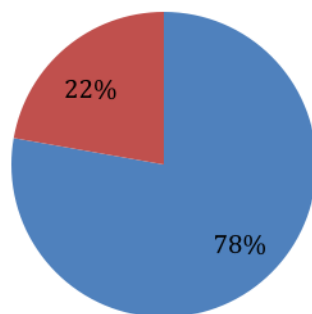
■ No Mistakes ■ Mistakes



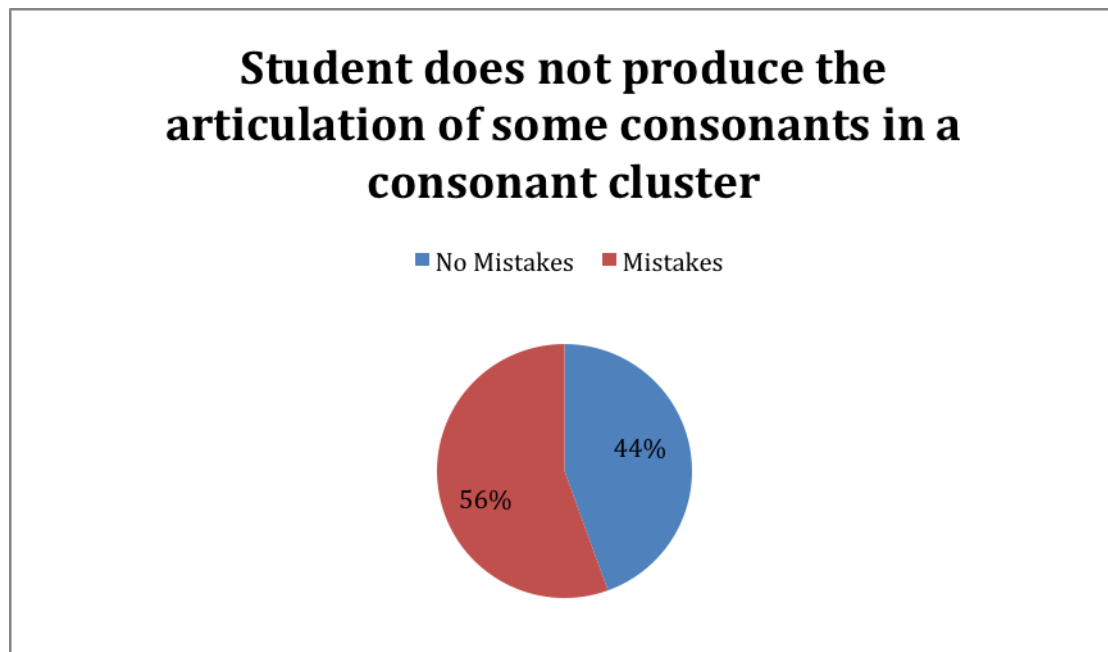
Graph 4.6.5 Student produces a flap for the approximant /r/. Mistakes in this criterion were found in controlled speech.

Student articulates [g] for the approximant /w/

■ No Mistakes ■ Mistakes



Graph 4.6.6 Student articulates [g] for the approximant /w/. There is a preponderance of mistakes in the spontaneous speech. Concerning this aspect, the subject 3 pronounces <well> as [gwel].



Graph 4.6.7 No articulation of some consonants in a consonant cluster. There is a dominance of mistakes in the spontaneous speech.

Finally, there are certain mistakes that were not found, though the criterion was present in the rubric, which means that there was no instance for the mistake to be evaluated, neither in the controlled speech nor the spontaneous speech. We can consider these elements were not found in the subjects' performances because they have already assimilated them. This, due to the maturation itself and the internalization of the instruction received. Along with the phonetics courses that produced some phonemic and allophonic processes became innate. According to the criteria, subjects:

- Do not produce unaspirated /p/ /t/ /k/
- Articulates / ð/ and / θ/ as fricatives instead of approximants
- Do not produce velar or palatal articulation of /h/
- Articulate labio-dental /v/ and no bilabial sound.
- Produce correctly affricate articulation of /tʃ/ and /dʒ/
- Do not produce affricate articulation of /j/ and /ʒ/
- Do not produce affricate /dʒ/ instead of palatal approximant /j/

4.7 Reference to our hypotheses

In relation with the hypotheses, we can conclude that the first one was supported by the results, since good learners of English make some pronunciation mistakes even after they have finished their Phonetics course. These mistakes were the same in subjects from both training programmes, which lead us to think that there are some segmental mistakes that remain in good learners due to negative transfer at a phonological level, probably as a result of underdifferentiation. The two types of mistakes found in all subjects were no /s/ - /z/ distinction and alveolarization of final nasals. The former can be explained by saying that in Spanish the voiced alveolar fricative is an allophone of /s/ between vowels in certain dialects – not very frequent in Chilean Spanish though – and does not exist as a phoneme itself; therefore subjects do not differentiate between them in their production. However, another reason for this might be the fact that /z/ is usually realized as devoiced – which makes it sound like [s] – so, as a result of overgeneralization, subjects simplify their speech by using the devoiced realization, in which case it could be postulated that rather than the wrong selection of phoneme, there is an erroneous choice of allophone of /z/, especially if subjects are aware of the existence of the phoneme and can identify it perceptually.

As for the correlation between the phonetic training and oral performance, the results of this study show that the duration of the Phonetics courses does not seem to have a great influence in the native-likeness pronunciation of the target language. However, it is important to point out that there are certain segmental mistakes made by subjects from University two that were not present in subjects from University one. It is possible that suprasegmental features then, such rhythm, post-lexical accentuation and

intonation – which are acquired rather late and depend mainly on interaction with the second language – gave the perception of foreign accent to the judge. Therefore, even when in the overall performance subjects were not considered as having a native accent, it is possible to say that longer Phonetics courses do have a degree of influence, at least as far as segmental features is concerned.

The third hypothesis was also supported by the results. As shown in the results, the longer the Phonetics course the fewer pronunciation mistakes good learners make. It is interesting to point out that even though a student from a longer Phonetics course may have fewer pronunciation mistakes and a better proficiency, they may not reach a native-like accent. Further studies might find out if there are differences in the types of mistakes between both groups or in the degree of foreignness perceived in their speech.

One of the factors that influence when the speaker produced mistakes is the Negative Transfer, this occurs when the speaker is acquiring a language but confuses phonological, grammatical and others linguistics factor from his mother tongue to the target language

There are some frequent errors that Spanish speakers have when they are acquiring a second language, in this case English

In Spanish, speakers do not aspirate consonants as in English, for that reason the transfer of some sounds as /p/ is produced as [p]

- The Nasal consonants /n/, /m/, /ŋ/ in Spanish are neutralized in final position for example, if we say the word *canción*, *cancióm* or *canción* the meaning does not change, but in English words it does.
- There is a interference in the pronunciation of [b] rather than /b/ in middle position

These were some mistakes that our study subjects made and also there are the most common in Spanish Speakers.

Chapter Five

Conclusions

Conclusions

According to our study, even when it is possible to conclude that the pronunciation mistakes of good learners of English as a foreign language have a correlation with the length of English Phonetics courses; this is not applicable to all aspects. The overall performance of a student is affected by the theoretical knowledge, as well as other external factors, such as emotional factors (Yule, 2010). But the accurate production of segmental units can be enhanced when the learner is exposed to more hours of academic courses. In the case of the present study, related to the general performance, there are not marked contrasts among the results of both institutions, one of them with one-semester Phonetics course and the other one with a five-semester Phonetics course. However, there are aspects where an influence of the Phonetics course length can be noticed. The outcomes for this study are analysed in the following paragraphs.

Concerning the general objectives it can be stated that there is no correlation between the duration Phonetics courses and the native-likeness production of sounds of the target language. Due to the previous facts and analysis of the results, what should be stressed are the quality of Phonetics courses rather than the duration of them. That is why it can be proposed an increase in the intensity of the Phonetics courses at Universities. A suitable implementation for this purpose would be to focus on Chilean speakers context. For instance, Phonetics variables of their own language system and other factors such as the background and environment of the students. Therefore the following statement arises: The correlation between the duration of Phonetics courses and the pronunciation mistakes of GLE make does not have a significant difference. So

the emphasis should be on the quality of courses and not the quantity and duration of those. Even though, a long time exposed to a comprehensible input will help to get a better performance in the target language.

As a consequence of the preceding information, we can postulate as a possible answer for the performance of the subjects, the fact that they are third year students in their respective English programmes, gives them the basic tools to handle with a foreign language and provides them with the necessary knowledge and domain of the language for a very satisfactory performance, understanding this as a proper, and natural, implementation of every aspect learned. It is not enough when the students' grammar structures are perfect, but the pronunciation is wrong. It is extremely sad to hear fluent speakers who have attained a high level of proficiency in other aspects of English, yet whose accent renders them unintelligible. (Taylor, 1993:13).

Subsequently, the mistakes present in the evaluation are the consequence of internal factors, and do not correspond to an insufficient maturation of the cognitive skills of the subjects. Related to the former, one of the most important factors is the negative transfer of structures, sounds and expressions of the mother tongue.

Finally, according to the judge's comments, it can be stated that good learners of English from University I have a medium level of fluency and accuracy and good learners of English from University II have accuracy, fluency and pronunciation mistakes.

Glossary

The following glossary contains a definition of those terms that are essential to understand this investigation. Unless stated otherwise, definitions were taken from: Bergmann, A, Currie K, Ross S. (2007). *Language Files: Materials for an introduction to Language and Linguistics*. United States: The Ohio State University Press and Richards and J & Schmidt, R. (2002) *Longman Dictionary of Language Teaching and Applied Linguistics*. United Kingdom: Pearson Education.

Accuracy: the features, which give speech, the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. If speech disorders cause a breakdown in normal speech (e.g. as with Aphasia or stuttering), the resulting speech may be referred to as dysfluent, or as an example of dysfluency. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

- The ability to produce written and/or spoken language with ease
- The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- The ability to communicate ideas effectively
- The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. It is sometimes contrasted with accuracy, which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

Active Construction of a Grammar Theory: Theory of child language which says that children acquire a language by inventing rules of grammar based on the speech around them.

Affricate Consonant: One produced by a structure of complete closure followed by release of the air-stream through a stricture of close approximation.

Allophone: any of the different variants of a phoneme. The different allophones of a phoneme are perceptibly different but similar to each other, do not change the meaning of a word, and occur in different phonetic environments that can be stated in terms of phonological rules. For example, the English phoneme /p/ is aspirated when it occurs at the beginning of a syllable (as in *pot*) but unaspirated when it is preceded by /s/ (as in *spot*) and may be unreleased when it occurs at the end of an utterance (as in “he’s not her *type*”). These aspirated, unaspirated, and unreleased sounds are all heard and identified as the phoneme /p/ and not as /b/; they are all allophones of /p/.

Alveolar Consonant: One produced by rising the blade (or tip) of the tongue towards the alveolar ridge.

Aphasia: Inability to perceive, process, or produce language because of physical damage to brain.

Approximant: Sound produced by an approximation of the articulators too open to cause friction.

Attitude: Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language. Language attitudes may have an effect on second language or foreign language learning.

Bilabial Consonant: One produced between the lower lip and the upper lip.

Cognitive Development: Developmental changes in cognitive abilities, process, and structures. The best-known theory of childhood cognitive development is that of Piaget, who proposed that such development consists of four major stages, labeled

- **Sensorimotor stage** (birth to 2 years). The child's cognitive system is limited to motor reflexes at birth.
- **Preoperational stage** (2 to 7 or 7 years). Children acquire representational skills and especially language.
- **Concrete operational stage** (6/7 to 11/12). Children are able to understand concrete problems and take multiple perspectives into account.
- **Formal operational stage** (11/12 to adult). At this stage children are capable of logical, theoretical, and abstract cognitive operations.

Cognitive Theory: is a learning theory of psychology that attempts to explain human behavior by understanding the thought processes. The assumption is that humans are logical beings that make the choices that make the most sense to them. Information

processing is a commonly used description of the mental process, comparing the human mind to a computer.

Communicative Approach: also **communicative language teaching** an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. Particularly British applied linguists developed the communicative approach in the 1980s as a reaction away from grammar-based approaches such as Situational Language Teaching and the audiolingual method. The major principles of Communicative Language Teaching are:

- learners use a language through using it to communicate
- authentic and meaningful communication should be the goal of classroom

activities

- fluency and accuracy are both important goals in language learning
- communication involves the integration of different language skills
- learning is a process of creative construction and involves trial and error

Communicative language teaching led to a re-examination of language teaching goals, syllabuses, materials, and classroom activities and has had a major impact on changes in language teaching worldwide. Some of its principles have been incorporated into other communicative approaches, such as Task-Based Language Teaching, Cooperative Language Learning, and Content-Based Instruction.

Concern for good pronunciation: The fact that people understand you, and that your English is pleasant to listen to, is something that involves or affects you directly.

Connectionist theory: asserts that language acquisition, occurs because of the creation of neural connections in the brain with others.

Consonant cluster : a sequence of two or more consonants at the beginning of a syllable (e.g. /splæʃ/ in *splash*) or the end of a syllable (e.g. /sts/ in *tests*). In English, with clusters of two, either the first sound is /s/ or the second one is an approximant (l, r, w, or y); in initial clusters of three, the first sound is always /s/, the second is a voiceless stop (/p,t,k/), and the third is an approximant. In final position, many more clusters are possible, but most final clusters of three or more consonants are formed as the result of adding a plural or past tense inflection to a stem and therefore end in /t/, /d/, /s/ or /z/. Languages differ greatly in the ways in which consonants can form clusters and in which positions in a word clusters can occur. Spanish, for example, permits fewer clusters than English, and the Polynesian languages do not permit any clusters.

Creative Construction Hypothesis: theories about how second and foreign language learners work out language rules. The theory was proposed by Dulay and Burt, who claim that learners work out the rules of their target language by:

- using natural mental processes, such as GENERALIZATION

- using similar processes to first language learners
- not relying very much on the rules of the first language
- using processes which lead to the creation of new forms and structures

Which are not found in the target language. For example:

She goed to school. (instead of *She went to school*)

What you are doing? (instead of *What are you doing?*)

Critical Period (CP): Age span, usually described as lasting from birth to the onset of puberty, during which children must have exposure to language and must build the critical brain structures necessary in order to gain native speaker competence in language.

Dental Consonant: One produced by raising the tip of the tongue towards the upper teeth.

English Foreign Language (EFL): a term used to characterize the status of English as the world's major second language and the commonest language used for international business, trade, travel, communication, etc.

English Second Language (ESL): a basic term with several somewhat different definitions. In a loose sense, English is the second language of anyone who learns it after learning their first language in infancy in the home. Using the term this way, no distinction is made between second language, third language, etc. However, English as a Second Language is often contrasted with English as a foreign language. Someone who learns English in a formal classroom setting, with limited or no opportunities for use outside the classroom, in a country in which English does not play an important role in

internal communication (China, Japan, and Korea, for example), is said to be learning English as a foreign language. Someone who learns English in a setting in which the language is necessary for everyday life (for example, an immigrant learning English in the US) or in a country in which English plays an important role in education, business, and government (for example in Singapore, the Philippines, India, and Nigeria) is learning English as a second language.

Epenthetic Vowel: The addition of a vowel at the beginning of a word. This often happens in language learning when the language, which is being learned, has different combinations of consonants and vowels from the learner's first language. For example, Spanish learners of English often say "*espeak*" for, "*speak*", as Spanish does not have words starting with the consonant cluster /sp/.

Exposure to the target language: when someone experiences something or is affected by it because they are in a particular situation or place. In the case of a new language, these experiences must be related to the target language. (e.g., a conversation with a native speaker of English or a movie in English).

First Language Acquisition: the process of learning a native language. Primarily linguists, developmental psychologists, and psycholinguists have studied first language acquisition. Most explanations of how children learn to speak and understand language involve the influence of both the linguistic input to which children are exposed in social interaction with their parents and other caregivers and a natural aptitude for grammar that is unique to humans. However, proponents of universal grammar and the innatist

position, proponents of cognitive psychology and emergentism, and those who view language acquisition in terms of language socialization disagree strongly on the relative importance of these factors.

Flap: Also tap. An articulation in which the tongue briefly touches a firm surface of the mouth once. An alveolar flap allophone of /t/ is heard in many American pronunciations of words such as *little, city, dirty*, while in British English the /r/ in *very*, is such a flap or tap.

Fricative Consonant: One produces by a stricture of close approximation through which the air is released causing friction.

Functional Load: the extent to which a particular phoneme helps distinguish words from one another in a language. A phoneme is the smallest portion of sound that helps convey meaning. The same phoneme can have a functional load that is high in one language, but low in another.

General American (GA): also known as Standard American English (SAE), is a major accent of American English. The accent is not restricted to the United States. Within American English, General American and accents approximating it are contrasted with Southern American English, several North eastern accents, and other distinct regional accents and social group accents like American Vernacular English.

Identity: the way in which the learner understands and constructs his/her relationship to the social world, through time and space.

Imitation Theory: Child language acquisition theory that claims that children acquire language by listening to the speech around them and reproducing what they hear.

Innateness Hypothesis: A hypothesis that humans are generally predisposed to learn and use language.

Input: (in language learning) a language which learner hears or receives and from which he or she can learn.

Integrative approach: Is the idea of integrating or combining all or some aspects of several different schools of thought to promote wellness.

Intelligibility: the degree to which a message can be understood. Studies of speech perception have found that the intelligibility of speech is due to various factors including accent and intonation, the listener's ability to predict parts of the message, the location of pauses in the utterance, the grammatical complexity of sentences, and the speed with which utterances are produced.

Language Skill: (in language teaching) the mode or manner in which language is used. Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/receptive skills. Often the skills are divided into subskills, such as discriminating sounds in connected speech, or understanding relations within a sentence.

Lateralization: Specialization of the brain hemispheres for different cognitive functions.

Lax: The lax vowels are those that can occur in monosyllables closed by /ɹ/ such as *sing, length, sang, long, hung*.

Motivation: In general, the driving force in any situation that leads to action. In the field of language learning a distinction is sometimes made between an orientation, class of reasons for learning a language, and motivation itself, which refers to a combination of the learner's attitudes, desires, and willingness to expend effort in order to learn the second language. Orientations include an integrative orientation, characterized by a willingness to be like valued members of the language community, and an instrumental orientation towards more practical concerns such as getting a job or passing an examination. The construct of integrative motivation (most prominently associated with R. C. Gardner) therefore includes the integrative orientation, positive attitudes towards both the target language community and the language classroom and a commitment to learn the language. Another widely cited distinction is between intrinsic motivation, enjoyment of language learning itself, and extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments. Other theories of motivation emphasize the balance between the value attached to some activity and one's expectation of success in doing it, goal setting, the learner's attributions of success and failure, the role of self-determination and learner autonomy, and the characteristics of effective motivational thinking. Motivation is generally considered to be one of the primary causes of success and failure in second language learning.

Nasal Consonant: One produced with complete oral closure and lowered velum, so that the air-stream escapes through the nose.

Native Language: (usually) The language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living. The native language is often the first language a child acquires but there are exceptions. Children may, for instance, first acquire some knowledge of another language from a nurse or an older relative and *nasal release* only later on acquire a second one which they consider their native language. Sometimes, this term is used synonymously with first language.

Natural Order Hypothesis: the hypothesis that children acquiring their first language acquire linguistic forms, rules, and items in a similar order. For example, in English children acquire progressive *-ing*, plural *-s*, and active sentences before they acquire third person *-s* on verbs, or passive sentences. This is said to show a natural order of development. In second language and foreign language learning grammatical forms may also appear in a natural order, though this is not identical with the order of acquisition in first language learning.

Negative Transfer: also interference. The use of a native language patterns or rule which leads to an error or inappropriate form in the target language.

Oral Stop: See plosive consonant.

Output: The language a learner produces.

Palatal Consonant: One produced with the front of the tongue raised towards the hard palate.

Plosive Consonant: One produced by a stricture of complete closure, which is opened suddenly to release the air-stream.

Phonetics: the study of speech sounds. There are three main areas of Phonetics:

- **Articulatory Phonetics** deals with the way in which speech sounds are produced. Sounds are usually classified according to the position of the *Phonetics* lips and the tongue, how far open the mouth is, whether or not the vocal cords are vibrating, etc.
- **Acoustic Phonetics** deals with the transmission of speech sounds through the air. When a speech sound is produced it causes minor air disturbances (SOUND WAVES). Various instruments are used to measure the characteristics of these sound waves.
- **Auditory Phonetics** deals with how speech sounds are perceived by the listener.

For example, a listener may perceive:

- Differences ASPIRATION e.g. between the aspirated /p/ of [p^hɪt] *pit* and the unaspirated /p/ of [tɪp] *tip*.
- Other differences in sound quality, e.g. between the “clear” /l/ of [laɪt] *light* and the “dark” /l/ of [hɪl] *hill*.

Phonology:

- Another term for **Phonetics**
- (for some linguists) a cover term for both Phonetics and phonemics .
- The establishment and description of the distinctive sound units of a language (phonemes) by means of distinctive features.

Each phoneme is considered as consisting of a group of these features and differing in at least one feature from the other phonemes, e.g:

/iN/ /uN/

_ high _ high

_ low _ low

_ back _ back

_ round _ round

where the features or *high*, or *low*, or *back*, refer to the position of the tongue in the mouth and or *round* to whether the lips are rounded or not.

Phonology is also concerned with:

- the study of word-to-word relations in sentences; that is, how sound patterns are affected by the combination of words. For example, /gɒv/ *give* and /hɪm/ *him* may combine to /gɒvɪm/ *give him*.
- the investigation of intonation patterns.

Prosodic features: sound characteristics, which affect whole sequences of syllables.

They may involve, for instance, the relative loudness or duration of syllables, changes in the pitch of a speaker's voice and the choice of pitch level.

Received Pronunciation (RP): the type of British Standard English pronunciation which has been traditionally considered the prestige variety and which shows little or no regional variation. It has often been popularly referred to as "BBC English" because it was until recently the standard pronunciation used by most British Broadcasting

Corporation newsreaders. Like all other varieties of language it has been subject to change over time.

RP differs from Standard American English pronunciation in various ways. For example, it uses the phoneme /i/ where most Americans would use another phoneme, as in *hot* /hit||hiNt/. Speakers of RP do not have an *r* sound before a consonant, though most Americans do, as in *farm* /feNm||feNrm/.

Reinforcement Theory: Theory of child language acquisition which says that children learn to speak like adults because they are praised, rewarded, or otherwise reinforced when they use the right forms and are corrected when they use the wrongs ones.

Second Language Acquisition: Also SLA, the process of acquiring a second or foreign language.

Social Interaction Theory: Theory of language acquisition that claims that children acquire language through social interaction -in particular with order children and adult- and prompt their caregivers to supply them with the appropriate language experience they need.

Target Language: In translation and interpretation, the language that some text is translated into. In contact situations, the language associated with the politically and economically dominant group.

Tense: Tense vowels are produced with a comparatively greater degree of muscular tension and movement and are slightly longer in duration and higher in tongue position

and pitch than the corresponding lax vowels. In English, the tense vowels are those that can occur in stressed open syllables such as *bee, bay, bah, saw, low, boo, buy, bough, boy, cue*.

Unaspirated: The stronger puff of air phenomenon is absent.

Velar Consonant: One produced by raising the back of the tongue towards the velum.

Voiced Sounds: Those produced with vibration of the vocal folds.

Voiceless Sounds: Those produced without vibration of the vocal folds.

Vowel: a speech sound produced without significant constriction of the air flowing through the mouth. Vowel sounds can be divided into sets in a number of different ways:

- in terms of voicing. In English, all vowels are voiced (except when whispering), but some languages, such as Japanese, have voiceless vowels as well in terms of which part of the tongue is raised, distinguishing between front vowels (as in *eat*), in which the tongue is positioned forward in the mouth, central vowels (as in *cup*), and back vowels (as in *coop*), in which the tongue is positioned towards the back of the mouth.

- in terms of how high the tongue is raised, distinguishing between high vowels (or close vowels) as in *beat*, mid vowels (or half-close vowels) as in *bait*, and low vowels (or open vowels) as in *bat*.

- in terms of whether or not the vowel is tense or lax (see TENSE/LAX)
- in terms of whether or not the lips are rounded (as in *shoe*) or

unrounded (as in *she*). In English, rounding is allophonic (back vowels are rounded; front vowels are not), but some languages (such as French) contain front rounded vowels and some others (such as Turkish) contain back unrounded vowels.

- in terms of length, distinguishing between long vowels such as in *knee* and short vowels as in *knit*. In English, length is allophonic (tense vowels are long; lax vowels are short), but some languages distinguish between vowels that are the same in quality and only different in length.

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Appendix I

Recording

- Interviewer 1
- Interviewer 2
- Interviewer 3

- Subject 1
- Subject 2
- Subject 3
- Subject 4

Tracklist

1. Subject 4 – Reading Passage 2
2. Subject 4 – Conversation
3. Subject 4 – Reading Passage 1
4. Subject 1 – Reading Passage 1
5. Subject 1 – Reading Passage 2
6. Subject 1 – Conversation
7. Subject 3 – Conversation

8. Subject 3 – Reading Passage 1
9. Subject 3 – Reading Passage 2
10. Subject 2 – Conversation
11. Subject 2 – Reading Passage 1
12. Subject 2 – Reading Passage 2

Appendix II

Reading Passage One

1. - Daydreaming was difficult when one was uncomfortable. She pondered on the nature of her favourite pastime. Daydreaming certainly wasn't something that could be done just anywhere. Or could it? The surroundings had to be sympathetic. I wonder what would be the best kinds of places for daydreaming – the ones that would let a small lingering thought develop into a full-scale drama involving love and intrigue. What if the surroundings had an influence on the type of dream?

2. - This was an avenue of exploration that seemed so obvious, yet in all her years of daydreaming never had it occurred to her. When people are asleep and they smell smoke, they dream of fire. She remembered someone telling her. Sometimes daydreams could be really unpleasant. Was there such a thing as a day nightmare? She closed her eyes and took a deep breath. After a second or two her mind felt clear and calm. She opened her eyes again and was greeted by the sight of the tube train slowing down as it passed along the platform. Gradually it came to a stop and luckily enough the doors opened directly opposite her. A smile grew on her lips.

Reading Passage Two

1. - There was once a spider called Kell who lived by a river in the woods. He had built quite a cosy little nest at the top of a tree. The spider was well known for his

extraordinary weaving. There was just nobody who could make better or stronger webs in the whole forest. Kell felt proud of his crafts and devoted most of his time to it. All day long he worked, weaving and weaving, hardly stopping to eat and drink. At night he dreamt of all the new designs he would create, of how to make them hold and shine wonderfully. One day his friend the robin came around to visit, but Kell was struggling with an especially difficult knot. 'Sorry, Robin. I'm very busy', said Kell. 'Oh! You can surely take a break and talk to me for a while,' replied the robin. 'Well, not now. Spider webs are more difficult than most people think.'

2. - There should be strong as well as light and that means a lot of serious thinking and hard work. Right now I'm trying to work out this knot, so I can't stop to chat every time somebody turns up. The robin went away feeling very upset because she had particularly wanted to spend some time with her friend. Next morning the spider woke up feeling restless. It was a sunny spring day and he didn't care to do any work. He would go to see one of his friends. Then he remembered his words to the robin and realised how unfair he had been. Now that he thought about it, he had done the same to several of his friends. No wonder that the most of them had given him up.

* Reading passage one and reading passage two were taken from "*English Transcription Course: A Practical Introduction*" by Maria Luisa Lecumberri & John A. Maidment.

Appendix III

Oral proficiency interview

Warm- up

Hello, how are you?

Are you tired?

What did you do yesterday?

Well I want to ask you some questions in order to find out some information

How old are you?

Are you single?

Where do you live?

How do you usually get to the University?

What's your favourite colour?

What kind of music do you usually listen to?

Level check

1. Have you ever been abroad?

2. How did you learn English?

3. Could you please tell me about a normal day in your life last year?

4. Is there any interesting anecdote you remember?

5. In terms of free time, how do young people have fun in Chile?
6. If you could travel to Europe, What countries would you like to visit?
7. What were you doing on February 27th 2010?
8. What is the most difficult thing you have had to deal with?
9. Did you ever have a crush on a teacher when you were a child?
10. Do you smoke?
11. What do you think of people who smoke?
12. What do you do to take care of yourself and stay physically healthy?
13. If you could have a plastic surgery, what would you do?
14. It is said that colours influence people's feelings and behaviours, what's your view about this?
15. In what ways do you believe that men and women's brains are different?
16. How do you feel about human cloning?
17. Do you think people who are dying from an incurable disease and are in great pain should be helped to die if they so choose?
18. What do you think about the student's movement in Chile?
19. Let's assume that you are the minister of education, what kind of things would you

propose to improve the current system here in Chile?

Wind down

1.What do you think about HidroAysen?

2.If you meet a foreigner, what places in Santiago would you recommend to visit and what places not to visit?

3.What would you change of your personality?

4.Would you like to go back in time, when you were studying in high school?

5.What do you usually do in your free time?

6. Do you like going to the movies? 7.What kind of movies do you like?

8.Can you describe your perfect partner?

9.Do you have many friends?

10.What is your favourite food? And why do you like it?

Appendix IV

Spontaneous situation Subject 3

Interviewer 1: How are you today?

Subject 3: I'm kind of tired I've been doing a lot of things these days, I'm mean... specially at the university and I imagine you too.

Interviewer 1: Are you single?

Subject 3: Yes, I'm single

Interviewer 1: How old are you?

Subject 3: I'm twenty

Interviewer 1: Where do you live?

Subject 3: Well... I... I live in a small house in Maipú, it is really really far away from here.

Interviewer 1: How do you usually get to the university?

Subject 3: I just... well I wake up very early and I take the bus... It takes me like an hour to get to the university.

Interviewer 1: What is your favourite colour?

Subject 3: My favourite colour I think is green... yeah yeah... I love green.

Interviewer 1: What kind of music do you usually listen to?

Subject 3: I listen... uhh... many kinds of music, you know... specially... well, everything is in English but specially like rock... rock bands like Coldplay you know... Oasis... those those. Yeah kind of I think... yeah yeah... The Smiths... Morrissey.

Interviewer 1: What do you think about Hidroaysen?

Subject 3: Well you... you mean about the construction of the... ahhh okey... okey I just think that is really wrong to build those hydroelectric plants in the south of the patagony specially... I think the government is not listening to people... who have been actually demonstrating her anger... I mean... their anger on the streets... doing so long... nobody is actually taking real care about this, I mean the government is the one who has to... to say the yes to the proyect and they don't care and so... they did they they say yes to the proyect and now it is been approved... so I just think is really wrong, I mean... yeah... they going to destroy... a great... I mean... I huge part of the patagony just to build these huge proyect .

Interviewer 1: What do you think about the students movement in Chile?

Subject 3: Ok, is more less the same, you know... these was something that was going to happen sooner or later... think if the government it is been just reproducing... what is been... what they are... what they are doing at schools, I mean... doing twenty years, I mean... there no changes and people obviously are going to get angry and mad at some point... and that's what's happening now... I just totally agree with students movement and just think that their demands are totally understandable, I mean... they

are really really... they are legisim, legisimate, I mean... it has to be like that, I mean... we... we need free education, we need, I mean... something more equal... it's it's a mess nowadays our education is actually really really bad, we have to do something urgently... yeah It's really expensive yeah... we need... yeah we need to do something urgently... yeah.

Interviewer 1: Let's assume that you are the Minister of Education ok? What kinds of things would you propose to improve the current system here in Chile?

Subject 3: Ok... ehh... first of all... I mean, these... we... we have to solve somehow the problem of inequality so... we need to... to I don't know to increase the taxes, we need to do something but... we have to make... ehhh... education, I mean... at least less expensive... but we need to give them... give the opportunity to people who don't have enough money... we need to give them the opportunity to... to have access... to university... to to superior education... I don't know... but if you... if you... if you are thinking about the... the quality we have at schools we need to... to... to do a reform at... at curriculum... we need to a reform at the programs the plans the... the in general... all... all the things that have been done at school... we need to change almost everything... we need to listen to people... we cannot just think that with one single curriculum at... as a country we gonna cover all the different realities we have... we cannot think like applying this curriculum... in Arica, in Punta Arenas, in Santiago... when we have... totally different needs... it's totally different... yeah.

Interviewer 1: Have you ever been abroad?

Subject 3: Never...

Interviewer 1: Would you like?

Subject 3: I'll love... yes I'll love.

Interviewer 1: How did you learn English?

Subject 3: Well at school I was really really bad student, I mean... I just... didn't do anything at school ... I was one of the worst students... specially at English... but then I just... came to university and... I'm very good learning things... in general... so I just started from almost nothing and now...

Interviewer 1: Maybe... To listen to music?

Subject 3: uhh... yeah sure... when I was a little kid... yes... I've always listening to music in English... because my mother... my mum loves... eh... music in... loves to listening to music in English so I just grow listening music in English, listening to music in English... and then at the university I just started learning with my... my classmates... I've always been really wailing to participate, to give my opinion, to take risks... which is something important if you want to... to improve... to learn... specially a language.

Spontaneous Situation Subject 1

Interviewer 3: so...What did you do yesterday?

Subject 1: Yesterday... I... spent time with my partner and then... I... went to work... so, It was kind of a nice day.

Interviewer 3: How old are you?

Subject 1: I'm twenty years old.

Interviewer 3: Are you single?

Subject 1: No... no, I'm not.

Interviewer 3: Where do you live?

Subject 1: I live in talagante... like... one or two hours from here.

Interviewer 3: How do you usually get to the university?

Subject 1: I... catch the bus and then I get to Estacion Central and I catch the metro to... go to Santa Lucia's station... actually.

Interviewer 3: What is your favourite colour?

Subject 1: My favourite colour is orange... I don't know, I think is kind of a happy colour and is neutral so... is very shiny and it reminds me summer.

Interviewer 3: What kind of music do you listen to?

Subject 1: I listen to pop music, electronic pop... emmm... little bit of rock... stuff like that.

Interviewer 3: Have you ever been abroad?

Subject 1: Yes, I have... I went to Brazil... eehhh... I've been to Paraguay and... of course Argentina.

Interviewer 3: How did you learn English?

Subject 1: I learnt English by myself... with little bit of help from school... but... my... it is kind of funny thing because... now I can sound like British but when I started Uni... I was really American and that was because I used to watch tv... series in English and listening to music, so that's the way I learnt.

Interviewer 3: What do you think about students movement?

Subject 1: Ohh that's kind of a really... I don't know... Sometimes I agree with things they ask... like... ehh... improving the quality of education or maybe to improve... the... programs of learning and teaching but I don't think the way they are doing this... is like correct... actually I hate it, yes... I... I don't agree the way they are taking this.

Interviewer 3: So, Let's assume that you are the Minister of Education here. What kinds of things would you propose to improve the current system here in Chile?

Subject 1: Oh my gosh... I think that... actually I'm spired... with... eehh... the educational system of Australia... I... I think is really good, because... you... are focus

and what you want to be, so you don't have to waste time learning things that you wanted use in the rest of your life... so, I think maybe I... I could... emm... to put more hours in different subjects... but give the freedom to the student... to choose... what he wants to study... to improve places... to put more hours on sports or English... because it is really important.

Interviewer 3: What do you think about Hidroaysen?

Subject 1: Actually... I think that... I country like us... has to improve some things and progress is something that we can't avoid... so... in a certain way I agree with it, because... we need to grow as a country... but I don't think that the way... like... actually it's like a murder... to life... in the way... in the place... where they are going to build it, so... the south of Chile is really beautiful and I think that we have to take care of it.

Interviewer 3: What kinds of movies do you like?

Subject 1: I like... emmm... actually I like different kinds of movies... I like sight fight... I like fantasy but... I really enjoy when I'm watching like a really really liked movie for example comedy or like this... usual or typical American comedy... it is kind of fun.

Interviewer 3: What is your favourite food?

Subject 1: Favourite food... I love sushi... I don't know it is natural, it is well made and you dedicate some time... it's like a not to make it... because I... I like to make it by myself, so... I enjoy... making my sushi and eating it

Spontaneous Situation Subject 2

Interviewer 2: What did you do yesterday?

Subject 2: Yesterday... yesterday I went to visit my brother, because... his just, he recently had an operation to his paint... his paints, so... I... since I didn't have classes at the university because of the strike... I went to visit him.

Interviewer 2: How old are you?

Subject 2: I'm twenty two... yeah

Interviewer 2: Are you single?

Subject 2: eh... kind of... yeah... I have a boyfriend but I'm not married.

Interviewer 2: Where do you live?

Subject 2: Yeah in Santiago... in La Cisterna.

Interviewer 2: How do you usually get to the university?

Subject 2: mmm... I take the underground and that's it... yeah.... I don't take bus... it doesn't... yeah... the subway is... I mean... it is the same... the bus or the underground... is full of people.

Interviewer 2: What is your favourite colour?

Subject 2: uhh... I like green and purple... yeah... but... I would say that my favourite colour is green... yeah... I don't know... I don't know is just like me... it likes me.

Interviewer 2: What kind of music do you like?

Subject 2: mmm I like many kinds of music styles but I would say rock and... all that it involves... the thing is that there are not really common, so... if I tell... if I tell you I don't know if you will... going to... to know them, so... let say rock.

Interviewer 2: Have you ever been abroad?

Subject 2: No... no... but I hope to be there next month... because I just applied for a scholarship and I hope it works... It's Loyola University in Maryland... the US, so I hope it works... and that will be on January the next year.

Interviewer 2: How did you learn English?

Subject 2: uhhhh... just... I would say that just learnt it in the university... I didn't know how to speak... I mean... I had an idea... more less how English works... but... I... that's it. I... I most of what I learnt... I learnt it at the university.

Interviewer 2: What do you think about hidroaysen?

Subject 2: mmm... interesting... it's... actually it's a really difficult topic to talk about... I mean... I can't say I have this point of view... I mean... I agree with some things and I disagree with some others... I... I actually I disagree with most of them, so... it is a really difficult topic... I... I don't know what... what can I say... I mean... It's a problem that must be solve soon... and the government has to realize that most of the people

disagree with this... and there is... that is something really controversial ... I... I don't know.

Interviewer 2: Let's assume that you are the Minister of Education here. What kind of things would you propose to improve the current system here in Chile?

Subject 2: mmm... difficult question... aaamm I would say that the main failure that this gover... I mean this minister has, is that... he... first of all he is not an educator, he's a lawyer. So, I don't think that a lawyer could... I mean... is able to work with educational issues. So, first of all I... well I would be an educator in a education... eeehhh... emmm ... charge... I don't know how to say... and second I would say my work team... would be... some educators too or perhaps people from different areas, because... for example the... the... the people who are working with the minister now are just engineers... so, so... I would work with people from many areas to solve the problems... that... that would... that would be the main thing... the first thing I would do.

Spontaneous situation Subject 4

Interviewer 3: How are you?

Subject 4: I'm quite nervous after this reading experience...yes.

Interviewer 3: What did you do yesterday?

Subject 4: amm... yesterday... i didn't too much... i just went work... i work in a laboratorly... yes... so... I take exams... that are going to be send to the patients and stuff like that... is not... is not a difficult job.

Interviewer 3: How old are you?

Subject 4: i'm twenty one years old

Interviewer 3: Are you single?

Subject 4: no... no.

Interviewer 3: Where do you live?

Subject 4: ahhh... I live in san... in the center of santiago... i live quite near the university... two blocks from there... yes.

Interviewer 3: What is your favourite colour?

Subject 4: my favourite colour... what a difficult question, but... I think is... maybe white... yes... I don't know... some people say that white is not a colour, but... I like it.

Interviewer 3: What kind of music do you like?

Subject 4: ahhh... I like pop music... and actually... ahhhhh... britney spears is one of my favourite, but... there is one... particularly singer that I like a lot... is Michael Buble... is not... is nothing pop, but... is really... quite pop, but... jazz music and stuffs.

Interviewer 3: Have you ever been abroad?

Subject 4: Never... never

Interviewer 3: How did you learn English?

Subject 4: I just.. watching movies... and... and just hear... people foreing people... just talking, watching movies, a lot of series... and all that stuff... by hearing.

Interviewer 3: What do you think about students movement?

Subject 4: ammm... I'm not a hundred percent agree with them... because there are a lot of things they are not thinking of either one free education... there is going to be people who ... I don't know... I mean... debate is that most rich people are going to pay... poor people for education... maybe for taking them... a lot of... a lot of... tax percentage... taxes, but... I think that is quite unfair because there are some people who have workd hard to get to that... to that point of lifestyle, so... taking them... taking them some more taxes or whatever is going to be really... is going to be really unfair for... for a lot of people.

Interviewer 3: Let's assume that you are the Minister of Education here. What kinds of things would you propose to improve the current system here in Chile?

Subject 4: ammm... I would probably improve... the technical education... because.. by... by... I don't know... given them... more scholarship to study...because there is a point that nobody has seen and it because I learnt from other people who... who have told me that here in Chile although it sounds very ... very classic ahhh... classist... yeah...emmm... we need people to work for other people and if that happens... the people who works for other people... they will see a better salary, so... that who education improves... and for educating that people who are going to... for others... you need to... you need to not study maybe at the university because... is just sad... but you need to do it.

Interviewer 3: What do you think about hidroaysen?

Subject 4: ohhh... that is another... i'm against the construction of plants in the south... because i'm from there... so no way... no no... no way... ahhh... so... some people say that are need and its really complicated... is really a complicated topic because... ummm... all the stuff that the government are doing now ... are things for... for... improving all the stuff is happening... for example... education or whatever... health... the health system here in Chile... is really... is really poor, so all that stuff that the government is doing now... are to... to... improve those kinds of stuff, so... it's really hard but... if you tell me... or if you ask me... if i'm against or I agree th construction... no... not at all... no because the environment is involve... there are a lot of forest... virgin forest.

Interviewer 3: What is your favourite food?

Subject 4: my favourite food... nowadays I'm really keen on Peruvian food... is really really tasty... not spicy... it has a lot of salses... but is really really tasty

Interviewer 3: What kind of movies do you like?

Subject 4: uhh... I like horror movies... romantics movies... and ahhh... and comedies... mmmm... mmm... i don't have a... but romantial comedies are really good... you can learn a lot from there... maybe... I don't know.

Appendix V

EVALUATION SHEET

Judge's name: HOL

Track number: 1

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					x
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					x
3.- student articulates /ð/, /v/ as approximants.					x
4.- student uses voiceless sounds instead of /z/, /ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					x
6.- student produces velar or palatal articulation of /h/.					x
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					x
8.- student produces					x

dental articulation of alveolar consonants /t/, /d/.					
9.- student articulates /v/ as a bilabial sound.					x
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					x
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					x
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					x
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.	x				
14.-student produces a flap for the approximant / r/.					x
15.- student articulates [g] for the approximant /w/.					x
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					x
17.- student does not produce the articulation of some consonants in a consonant cluster.				x	

II. Qualify the overall student's intelligibility.

Qualification	Criteria	
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	x
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

Fairly fluent at times but also breaks delivery frequently, maybe bec. he reads too quickly or hasn't prepared text.

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

Vowel 1 is often replaced for 2.

Erroneous weakening of strong, long vowels makes rhythm wrong at times, eg 'sometimes'. This makes some words unintelligible, even, eg 'smile', 'greeted'. Some individual words are mispronounced, eg 'avenue'.

It would, however, be unfair to say he has a foreign accent all the way through. Far from it. In fact, he has acquired other features, such as the glottal stop, which he distributes correctly in most cases. I would rate him between good and very good.

EVALUATION SHEET

Judge's name: HOL

Track number: 3

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					X
3.- student articulates /ð/, /v/ as approximants.					X
4.- student uses voiceless sounds instead of /z/, /ʒ/.		X			
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					X
8.- student produces dental articulation of alveolar consonants					X

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound					X
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					X
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.		x			
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.					
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					X
17.- student does not produce the articulation of some consonants in a consonant cluster.		x			

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.

Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

Fluency is difficult to assess because of the broken delivery. Very hesitant.
 Most sounds correct individually speaking. On a scale of 1-7 he's probably 4.5

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

Accent is foreign mostly because of so much stammering and also because of flaws in sentence accent. For segments, see chart above.

EVALUATION SHEET

Judge's name: HOL

Track number: 5

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.		x			
3.- student articulates /ð/, /v/ as approximants.					X
4.- student uses voiceless sounds instead of /z/, /ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					X
6.- student produces velar or palatal articulation of /h/.					X
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.		x			
8.- student produces dental articulation of alveolar consonants					X

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound					X
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					X
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					X
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					X
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.	x				
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.					X
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					X
17.- student does not produce the articulation of some consonants in a consonant cluster.	x				

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.

Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

Fluency is broken by so many interruptions and false starts. Most consonant and vowel sounds are correct. Sometimes the wrong sound is chosen.

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

EVALUATION SHEET

Judge's name: _____ **HOL** _____

Track number: _____ **6** _____

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.		x			
3.- student articulates /ð/, /v/ as approximants.				x	
4.- student uses voiceless sounds instead of /z/, /ʒ/.		x			
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.		x			
6.- student produces velar or palatal articulation of /h/.					X
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					X
8.- student produces dental articulation of alveolar consonants /t/, /d/.					X
9.- student articulates					

/v/ as a bilabial sound.					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					X
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					X
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.				x	
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.					x
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.	x				
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.		x			

II. Qualify the overall student's intelligibility.

Qualification	Criteria	
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes	X

	inconsistently	
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

EVALUATION SHEET

Judge's name: _____HOL_____

Track number: _____9_____

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.				x	
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.				x	
3.- student articulates /ð/, /v/ as approximants.					
4.- student uses voiceless sounds instead of /z/, /ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					
8.- student produces dental articulation of alveolar consonants					

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound					X
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.					
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.	X				
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.					

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.

Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

What I said about subject 1 I repeat here --same.

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

Same comments as for subject 1.

EVALUATION SHEET

Judge's name: _____ HOL _____

Track number: 10

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					X
3.- student articulates /ð/, /v/ as approximants.					X
4.- student uses voiceless sounds instead of /z/, /ʒ/.		x			
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.				x	
6.- student produces velar or palatal articulation of /h/.					X
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.		x			
8.- student produces dental articulation of alveolar consonants					X

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.	x				
14.-student produces a flap for the approximant / r/.		x			
15.- student articulates [g] for the approximant /w/.					
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.		x			

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.

Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

EVALUATION SHEET

Judge's name: HOL

Track number: 11

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.		x			
3.- student articulates /ð/, /v/ as approximants.					X
4.- student uses voiceless sounds instead of /z/, /ʒ/.		x			
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.		x			
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					
8.- student produces dental articulation of alveolar consonants					X

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound					X
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					X
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					X
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					X
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.	x				
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.					X
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					X
17.- student does not produce the articulation of some consonants in a consonant cluster.					X

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.

Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

I repeat comments I made for sample 9 --same subject.

EVALUATION SHEET

Judge's name: HOL

Track number: 12

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.		x			
3.- student articulates /ð/, /v/ as approximants.					
4.- student uses voiceless sounds instead of /z/, /ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.		x			
8.- student produces dental articulation of alveolar consonants					X

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					X
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.					
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.					
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.					

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.

Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

Intermediate level. Not enough vowel weakening. Wrong sentence accent.

EVALUATION SHEET

Judge's name: HOL

Track number: 20

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.			x		
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.			x		
3.- student articulates /ð/, /v/ as approximants.					
4.- student uses voiceless sounds instead of /z/, /ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.			x		
6.- student produces velar or palatal articulation of /h/.			x		
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					
8.- student produces dental articulation of alveolar consonants /t/, /d/.					
9.- student articulates /v/ as a bilabial sound.					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					
11.- student produces affricate					

articulation of the fricatives /ʃ/, /ʒ/.					
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.			X		
14.-student produces a flap for the approximant /r/.		X			
15.- student articulates [g] for the approximant /w/.		X			
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.					

II. Qualify the overall student's intelligibility.

Qualification	Criteria	
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?



IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?



EVALUATION SHEET

Judge's name: _____HOL_____

Track number: ____21____

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					X
3.- student articulates /ð/, /v/ as approximants.					
4.- student uses voiceless sounds instead of /z/, /ʒ/.		x			
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					X
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					
8.- student produces dental articulation of /t/.					X

alveolar consonants /t/, /d/.					
9.- student articulates /v/ as a bilabial sound.					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					X
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					X
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.		x			
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.	x				
14.-student produces a flap for the approximant /r/.					X
15.- student articulates [g] for the approximant /w/.					X
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					X
17.- student does not produce the articulation of some consonants in a consonant cluster.					X

II. Qualify the overall student's intelligibility.

Qualification	Criteria	
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

EVALUATION SHEET

Judge's name: HOL

Track number: 22

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/				X	
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					X
3.- student articulates /ð/, /v/ as approximants.					
4.- student uses voiceless sounds instead of /z/, / ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					
8.- student produces dental articulation of alveolar consonants /t/, /d/.		x			
9.- student articulates					

/v/ as a bilabial sound.					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					X
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					X
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.					X
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.					X
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.		X			

II. Qualify the overall student's intelligibility.

Qualification	Criteria	
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes	X

	inconsistently	
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

EVALUATION SHEET

Judge's name: _____ HOL _____

Track number: _____ 23 _____

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					X
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					X
3.- student articulates /ð/, /v/ as approximants.					X
4.- student uses voiceless sounds instead of /z/, /ʒ/.					
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.					
8.- student produces dental articulation of alveolar consonants					

/t/, /d/.					
9.- student articulates /v/ as a bilabial sound.					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.		x			
14.-student produces a flap for the approximant / r/.					X
15.- student articulates [g] for the approximant /w/.					X
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					X
17.- student does not produce the articulation of some consonants in a consonant cluster.					

II. Qualify the overall student's intelligibility.

Qualification	Criteria
Outstanding	Native-like accent. No errors related to allophonic and

	phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	X
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

EVALUATION SHEET

Judge's name: _____HOL_____

Track number: _____24_____

I. Please tick in the box the option you think is closer to what you hear.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.- student produces unaspirated consonants /p/, /t/, /k/.					
2.- student articulates /b/, /d/, /g/ as approximants or fricatives.					X
3.- student articulates /ð/, /v/ as approximants.					
4.- student uses voiceless sounds instead of /z/, /ʒ/.	x				
5.- student pronounces an epenthetic vowel before consonant clusters beginning with /s/.					
6.- student produces velar or palatal articulation of /h/.					
7.- student produces plosive articulation of the fricatives /v/, /ð/, /θ/.	x				
8.- student produces dental articulation of					

alveolar consonants /t/, /d/.					
9.- student articulates /v/ as a bilabial sound.					
10.- student produces fricative articulation of the affricates /tʃ/, /dʒ/					X
11.- student produces affricate articulation of the fricatives /ʃ/, /ʒ/.					X
12.- student uses clear /l/ instead of dark /l/ in l + w, c and final position.					
13.- student produces alveolar articulation of /m/ and /ŋ/ in final position of syllable.	X				
14.-student produces a flap for the approximant /r/.		X			
15.- student articulates [g] for the approximant /w/.					
16.- student articulates the affricate /dʒ/ instead of palatal approximant /j/.					
17.- student does not produce the articulation of some consonants in a consonant cluster.					

II. Qualify the overall student's intelligibility.

Qualification	Criteria	
Outstanding	Native-like accent. No errors related to allophonic and phonemic processes* in the speech.	
Very good	Small amount of errors in the speech. The subject can produce allophonic and phonemic processes.	
Good	The subject produces most of the phonemes and their variations, but do not pronounce them correctly.	
Improvement needed	The subject is able to pronounce some phonemes, but he produces the allophonic and phonemic processes inconsistently	X
Unsatisfactory	The subject is not able to produce proper allophonic and phonemic variation of the foreign language	

* Allophonic and phonemic processes: assimilation, simplification, weak forms, elision, compression and linking features.

III. What is your opinion about the subject's fluency? What are the positive and negative aspects of his/her production?

IV. Comments:

Use the following questions as a guide for your answer:

What is your appreciation of the subject's accent and oral production?

Are there aspects of the subject's production that make this sound foreign?

Which are the features that produce the native-like accent?

See comments as for N^o 4, 6.

Appendix VI

Programme University 1

1° Semestre	2° Semestre	3° Semestre	4° Semestre	5° Semestre	6° Semestre	7° Semestre	8° Semestre	9° Semestre	10° Semestre
Teoría de la Educación	Contextos Socioculturales: Taller Pedagógico I	Gestión Escolar: Taller Pedagógico II	Psicopedagogía del Desarrollo	Construcción Pedagógica del Aprendizaje	Teoría de la Enseñanza	Curriculo: Teoría y Desarrollo	Evaluación para los Aprendizajes	Investigación Educativa	Seminario de Grado
Taller de Desarrollo Léxico	Optativo de Desarrollo Personal	Optativo	Gestión de Aula: Taller Pedagógico III	Optativo	Electivo	Optativo de Formación Teológica	Optativo de Formación Teológica	Optativo de Formación Ética	Práctica Profesional II
Optativo	Optativo	Gramática Implícita	Electivo	Gramática y Léxico de la Lengua Inglesa II	Gramática y Léxico de la Lengua Inglesa III	Gramática Comparada	Didáctica I: Metodología de la Enseñanza del Inglés para Adolescentes	Didáctica II: Taller de Consolidación Metodológica	
Lengua y Cultura Anglosajona I	Lengua y Cultura Anglosajona II	Lengua y Cultura Anglosajona III	Gramática y Léxico de la Lengua Inglesa I	Lengua y Cultura Anglosajona V	Lengua y Cultura Anglosajona VI	Lengua y Cultura Anglosajona VII	Lengua y Cultura Anglosajona VIII	Práctica Profesional I	
Taller de Introducción a la Pronunciación Inglesa	Fonética del Inglés I	Fonética del Inglés II	Lengua y Cultura Anglosajona IV	Fonética del Inglés IV	Lingüística General	Lingüística Aplicada a la Enseñanza del Inglés	Optativo		
			Fonética del Inglés III		Optativo				

Plan Común
 Plan Especialidad

Programme University 2

1º semestre	2º semestre	3º semestre	4º semestre	5º semestre	6º semestre	7º semestre	8º semestre	9º semestre	10º semestre
Filosofía Antigua y Medieval	Introducción a la Psicología	Filosofía Moderna	Filosofía Contemporánea	Lingüística General	Lingüística Aplicada	Metodología I	Metodología II	Metodología III	Examen de Grado y Título
Expresión Escrita	Historia de la Educación	Matemáticas	Historia Social y Política de A. Latina	Fonética	Cultura y Civilización I	Literatura Británica I	Literatura Británica II	Otras Literaturas	
	OFG Deportivo, Artístico o Desarrollo Personal	OFG Deportivo, Artístico o Desarrollo Personal	OFG Ética o Teología	Léxico/ Gramática I	Léxico/ Gramática II	Análisis del Concurso	La Política Educacional Chilena y el Currículo	Metodología IV	
Taller de Introducción a la Educación	Taller de Realidad Educativa Chilena	Taller de Ética y Educación	Taller de Introducción a la Práctica Educativa	Teoría del Aprendizaje y Ciclo Vital I	Teoría del Aprendizaje y Ciclo Vital II	Cultura y Civilización II	Drama		
				Lengua V	Lengua VI	Lengua VII	Lengua VIII	Lengua IX	
				Taller Reflex. Práctica Educativa I	OFG Ética o Teológica	Taller Reflex. Práctica Educativa II		Taller Reflex. Práctica Educativa III	Seminario de Proyecto Final
				Experiencia Laboral I	Experiencia Laboral II	Experiencia Laboral III	Experiencia Laboral IV	Práctica final I	Práctica final II