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UNDERGRADUATE PROGRAM

MODALITY: RESEARCH REPORT

THEME:

**“UNDERSTANDING OF THE PRONUNCIATION OF ADJECTIVES ENDING IN -
ED IN 7TH SEMESTER STUDENTS AT TECHNICAL UNIVERSITY OF
COTOPAXI.”**

Research report before obtaining the bachelor's degree in National and Foreign language

Pedagogy, English Major

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DECLARATION OF AUTORSHIP

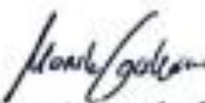
Bagua Icaza Cynthia Vanessa, with citizenship card No. 1720070554, Galarza Moya Eliana Marcela, with citizenship card No. 1850468701, declare to be authors of the present RESEARCH PROJECT: "UNDERSTANDING OF THE PRONUNCIATION OF ADJECTIVES ENDING IN -ED IN 7TH SEMESTER STUDENTS AT TECHNICAL UNIVERSITY OF COTOPAXI", being Sonia Jimena Castro Bungacho, MSc, Tutor of the present work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures and results expressed in this research work are my exclusive responsibility.

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ENDORSEMENT OF THE TUTOR OF THE RESEARCH PROJECT

As Tutor of the Research Project on the title:

“UNDERSTANDING OF THE PRONUNCIATION OF ADJECTIVES ENDING IN -ED IN 7TH SEMESTER STUDENTS AT TECHINICAL UNIVERSITY OF COTOPAXI ”, by Bagua Icaza Cynthia Vanessa ; Galarza Moya Eliana MArcela, from the career of Pedagogy of National and Foreign Languages, I consider that said Research Report is worthy of the endorsement of approval by complying with the technical standards, translation and formats provided, as well as it has also incorporated the observations and recommendations proposed in the pre-defense.

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ENDORSEMENT OF APPROVAL OF THE DEGREE TRIBUNAL

As the Readers' Tribunal, approve the present Research Project according to the regulations issued by the Technical University of Cotopaxi, and by the Pujili Extension; because, the applicants: Bagua Icaza Cynthia Vanessa; Galarza Moya Eliana Marcela, with the title of the Research Project: **"UNDERSTANDING OF THE PRONUNCIATION OF ADJECTIVES ENDING IN -ED IN 7TH SEMESTER STUDENTS AT TECHNICAL UNIVERSITY OF COTOPAXI"**, has considered the recommendations issued timely and meets the sufficient merits to be submitted to the act of substantiation of the degree work.

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GRATEFULNESS

To our professors and mentors, whose dedication and passion for teaching have been instrumental in our academic journey. Your commitment to our education has inspired us to explore and grow in the field of knowledge. Thank you for guiding us with wisdom, for challenging our limits, and for believing in our potential. This research is a reflection of your guidance and support, and we are deeply grateful to you for your impact on our lives. Your passion for knowledge inspired us to go beyond our own expectations and showed us that there is always something new to learn.

And, above all, to ourselves, for proving that friendship can overcome any challenge. This project is the fruit of our long talks, heated debates and, above all, of a collaboration that has strengthened our friendship beyond the classroom.

Cynthia and Eliana

DEDICATION

This project is dedicated to my family, whose unwavering support and encouragement have been my greatest source of strength. To my parents, Elsy and Nicolas, and to my siblings, Fernando and Brisa, who taught me the value of perseverance and hard work, who have always believed in my dreams, this achievement is as much yours as it is mine. To my friends, Eliana and Marco, whose strong support has

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Cynthia

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With profound appreciation and respect, I dedicate this project to my parents, friends, and professors. This accomplishment represents the end of a long journey that I could not have completed without their constant support. To my parents, especially my mom, Marisol thank you for being my foundation, for instilling in me the importance of hard work and commitment, and for always believing in me. Your love and sacrifices have been my greatest source of

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Eliana

TECHNICAL UNIVERSITY OF COTOPAXI
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES ENGLISH MAJOR
UNDERGRADUATE PROGRAM

THEME: “Understanding of the pronunciation of adjectives ending in -ED in 7th semester students at Technical University of Cotopaxi.”

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ABSTRACT

College students often struggle with pronouncing English adjectives that have the "-ed" ending, such as "excited," "interested," and "bored." These difficulties impact both their oral communication and academic performance. This research aimed to analyze the most common pronunciation mistakes among 7th semester students of the career of Pedagogy of National and Foreign Languages, Campus Pujilí, in the academic period April 2024 - August 2024, the participants selected for this research consisted of 33 students in which, it had been taken into account that they must have prior knowledge of the international phonetic alphabet. The data were collected through a multiple choice test created and validated, taking as a reference the instrument used by (Charpentier, 2020), the multiple-choice test was developed with 20 sentences that included an adjective ending in -ED and they had to select the correct sound among the different endings in the phonetic alphabet /t/, /d/ and /ɪd/, the answers of each of the participants were collected to be later analyzed through a descriptive analysis in a Excel chart. The findings showed that the ending they had the most difficulty recognizing was /ɪd/ and the researchers suggest a need for explicit pronunciation instruction, practice with authentic materials, individualized support for students, and, it is also recommended to do a macro research with more participants.

Keywords: adjectives, english language, pronunciation, understanding.

**UNIVERSIDAD TÉCNICA DE COTOPAXI PROGRAMA DE PREGRADO
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS ESPECIALIDAD
DE INGLÉS**

TÍTULO: “Comprensión de la pronunciación de adjetivos terminados en -ED en estudiantes de 7mo semestre de la Universidad Técnica de Cotopaxi.”

Autores:

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RESUMEN

Los estudiantes universitarios a menudo enfrentan desafíos con la pronunciación de adjetivos en inglés que terminan en “-ed”, como “excited”, “interested” y “bored”. Estas dificultades impactan tanto en su comunicación oral como en su desempeño académico. Esta investigación tuvo como objetivo analizar los errores de pronunciación más comunes entre los estudiantes de 7mo semestre de la carrera de Pedagogía de Lenguas Nacionales y Extranjeras, Sede Pujilí, en el periodo académico abril 2024 – agosto 2024, los participantes seleccionados para esta investigación fueron 33 estudiantes en los cuales, se había tomado en cuenta que debían tener conocimientos previos del alfabeto fonético internacional. Los datos fueron recolectados a través de una prueba de opción múltiple creada y validada, tomando como referencia el instrumento utilizado por (Charpentier, 2020), la prueba de opción múltiple se desarrolló con 20 oraciones que incluían un adjetivo terminado en -ED y debían seleccionar el sonido correcto entre las diferentes terminaciones del alfabeto fonético /t/, /d/ y /ɪd/, se recogieron las respuestas de cada uno de los participantes para luego ser analizadas a través de un análisis descriptivo en una tabla de Excel. Los hallazgos mostraron que la terminación que tuvieron más dificultad para reconocer fue /ɪd/ y los investigadores sugieren la necesidad de instrucción explícita en pronunciación, práctica con materiales auténticos, apoyo individualizado para los estudiantes y, también se recomienda hacer una investigación macro con más participantes.

Palabras claves: adjetivos, comprensión, idioma inglés, pronunciación.

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1. GENERAL INFORMATION

Theme:

Understanding of the pronunciation of adjectives ending in -ED in 7th semester students at Technical University of Cotopaxi.

Starting Date:

April 2024

Ending Date:

August 2024

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Extension Pujilí

Sponsoring career:

National and Foreign Language Pedagogy: English

Macro project of the career:

Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.

Knowledge area:

Education

Research line:

Education, communication, and design for the development of human and social development

Research sub-line:

Education, linguistics, literature, Interculturality and society

2. PROBLEM STATEMENT

Currently in learning English, it's crucial to know the right way to pronounce words. Achieving proficiency involves not just hearing correct sounds but also understanding the visual and mouth movements needed for accurate pronunciation. Archibald explains the complexity of an adult's foreign language (L2) pronunciation by emphasizing that mastering correct pronunciation involves acquiring and applying knowledge about various aspects, including segmental inventory, phonotactics, syllable structure, stress, rhythm, and intonation of the target language (1998, p.37).

A critical aspect of language fluency is the pronunciation of adjectives ending in -ED, this often undergoes changes in stress and sound, posing a distinctive challenge for language learners. According to Andayani (2018) suggests that adjectives can generally be easily recognized by their inherent characteristic of describing nouns. This awareness of adjective usage contributes to a more engaging and dynamic speaking style, ultimately improving overall communication skills. This variable seeks to explore the effectiveness of existing instructional methods and identify areas for improvement in the curriculum.

Consequently, it is worth mentioning that little is known about pronunciation errors committed by English major students in the academic cycle from August 2023 - June 2024. The causes of this problem revolves around the possible limited emphasis on English pronunciation within the curriculum, which may contribute to students' difficulties in improving pronunciation, but, according to McGregor (2018) The teaching methods employed may not be effective in addressing these pronunciation problems, which may worsen the difficulties faced by learners. In addition, it may be that for some students, adjectives ending in -ed may cause confusion when pronouncing them due to the three types of pronunciation. This confusion and lack of knowledge may cause a significant obstacle, as without proper guidance, students won't recognize and rectify their mistakes, hindering their progress in developing proficient pronunciation skills. Consequently, the persistent difficulties of learners in achieving accurate pronunciation and the possible ineffectiveness of teaching methods in solving these problems are included. As well as Qadir and Rizwan (2020) mentions that IPA symbols have a very large effect on student's

comprehension of the English words.

The main objective of this research is to analyze the most common mistakes in the pronunciation of adjectives ending in -ed among seventh semester students of the pedagogy of National and Foreign Languages English major at the Technical University of Cotopaxi. This research is particularly important as it directly influences effective communication in English. Mispronouncing these adjectives can cause misunderstandings and obstruct clear expression. Addressing these pronunciation challenges leads to more accurate language use and enhances overall communication skills. According to Charpentier (2020) Professors should consistently address these pronunciation features, along with other pronunciation rules, throughout the entire major, rather than limiting them to just one or two courses. In addition to the pronunciation of other specific and challenging sounds, there are numerous areas within EFL literature that require urgent attention to enhance classroom practices and strategies. By investigating the impact of incorrect pronunciation on language learning processes, the study can identify potential errors that may impede students' progress in developing proficient pronunciation skills and the challenges they face in achieving accurate pronunciation in educational settings.

- Do seventh-semester English students correctly follow the rules of pronunciation of adjectives ending in -ed?
- How capable are students in comprehending the pronunciation of adjectives ending in "ed"?

3. OBJECTIVES

GENERAL OBJECTIVE

To analyze the most common mistakes in pronunciation adjectives ending in -ed in seventh semesters EFL students of the Technical University of Cotopaxi.

3.1 SPECIFIC OBJECTIVES:

- To examine the rules and the differences in the pronunciation of the adjectives ending in -ed and the mistakes that learners commit.
- To identify students' mistakes in the pronunciation of adjectives ending in -ED.
- To establish conclusions and recommendations about the effectiveness of the multiple choice test for analyzing the understanding of these adjectives in the students.

1 ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1

Activities and task system in relation to the objectives proposed

Specific objective	Activities	Verification Means
To examine the rules and the differences in the pronunciation of the adjectives ending in -ed and the mistakes that learners commit	- Do a literary bibliographic analysis	- Theoretical Framework
To identify students' mistakes in the pronunciation of adjectives ending in -ED.	- Develop a diagnostic pronunciation test specifically focusing on adjectives ending in -ed. Include a variety of words with different pronunciation rules ([t], [d], or [ɪd]).	- Multiple Choice Test
To establish conclusions and recommendations about the effectiveness of the multiple choice test for analyzing the understanding of these adjectives in the students.	- Select a group of students from the target population who have recently studied the adjectives in question.	- Conclusions - Recommendations.

2 JUSTIFICATION

The pronunciation of adjectives ending in '-ed' is currently a significant challenge for non-native English speakers, affecting both their comprehension and communication effectiveness. This study aims to assess the pronunciation accuracy of these adjectives among 7th-semester students at the Technical University of Cotopaxi. By focusing on this specific linguistic issue within an educational context, the research seeks to identify common pronunciation errors and their potential causes among this student group. The findings will provide valuable insights into language acquisition and suggest pedagogical strategies to address pronunciation difficulties, ultimately improving the students' linguistic competence and professional communication skills in Englishss fields. This research is timely and relevant, addressing a specific linguistic need among technical university students and potentially guiding curriculum development and instructional practices to better support their language learning.

In EFL education, pronunciation is crucial for effective communication. However, many EFL learners struggle with accurately pronouncing adjectives that end in -ed, often leading to misunderstandings and communication issues. This challenge is particularly pronounced among students who are still refining their language skills and may lack the necessary knowledge to recognize and correct their pronunciation errors. Recognizing this, previous studies have emphasized the importance of pronunciation instruction in EFL education. For instance, Andayani (2018) notes that adjectives are primarily identified by their key function in describing nouns. This research, therefore, aims to enhance the development and professional growth of future English teachers by deepening their understanding of the pronunciation challenges their students face. By pinpointing the most common errors made by EFL learners in this area, the study seeks to provide valuable insights for improving pronunciation instruction of pronunciation of adjectives ending in -ed, this study can inform the development of more effective teaching methods and materials for improving students' pronunciation skills.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.2 Background

The pronunciation of adjectives and the -ed suffix in English has been extensively studied, with various research highlighting the factors that influence non-native speakers' accuracy in pronouncing its three phonological forms. These studies offer valuable insights into phonological distinctions and pronunciation challenges in English. For instance, Hollmann (2013) conducted a comparative analysis using the British National Corpus, focusing on the phonological characteristics of adjectives compared to nouns and verbs. His findings showed that adjectives are more phonologically similar to nouns than to verbs, challenging the equidistance hypothesis by analyzing factors like syllable count and stressed vowel patterns. In contrast, Wahyuni (2021) explored the challenges faced by students at IAIN Bone in distinguishing and pronouncing the -ed, -d, and -t sounds. His descriptive qualitative study found that insufficient theoretical knowledge and lack of oral practice were the main reasons for students' difficulties, with only about half of the -ed endings being pronounced correctly. Similarly, Ikhsan (2023) examined pronunciation issues at Universitas PGRI Sumatera Barat, finding that students' native language and local linguistic environments significantly influenced their ability to correctly pronounce -ed endings. Additionally, Lusiyanti (2019) conducted a field study on pronunciation errors among eighth-grade students, revealing a 19.35% error rate in pronouncing -ed endings, which, while relatively low, still indicates a significant level of difficulty according to descriptive analysis techniques. Finally, Davila (2013) studied the impact of English proficiency on the pronunciation of -ed allomorphs among Nicaraguan Spanish learners, showing that more advanced students were more accurate in producing the complex -ed forms, thus supporting the Similarity Differential Rate Hypothesis. Lusiyanti (2019) conducted a field study on eighth-grade students' pronunciation errors, revealing a 19.35% error rate in pronouncing -ed endings, thus indicating a relatively low, yet significant, level of challenges according to descriptive analysis techniques. Lastly, Davila (2013) examined the influence of English proficiency on the pronunciation of the -ed allomorphs among Nicaraguan Spanish learners, demonstrating that more advanced students showed higher accuracy in producing the more complex - ed forms, thereby supporting the Similarity Differential Rate Hypothesis.

Research on the pronunciation of the -ed morpheme in English has identified several challenges that learners encounter at different proficiency levels. Charpentier (2020) investigated how second-year EFL university students in an oral course managed the pronunciation rules for -ed adjectives, revealing that students struggled most with non-standard pronunciations, especially participial adjectives. Charpentier emphasized the need for explicit instruction on pronunciation rules and exceptions. Similarly, Frese (2006) examined the relationship between perception and production of -ed endings among Brazilian learners, finding a positive correlation between the two. The study noted that students were more accurate in perceiving and producing the /ɪd/ allomorph compared to /t/ and /d/. Davila (2018) expanded on this by demonstrating that advanced learners showed significantly higher accuracy with the /t/ and /d/ allomorphs, supporting the Similarity Differential Rate Hypothesis. Building on these findings, Delatorre (2020) analyzed verb production among speakers of Brazilian Portuguese, Spanish, German, and English. The study found that non-target productions were common, influenced by factors such as L1 interference and orthography, with vowel epenthesis and -ed omission being particularly prevalent among non-native speakers. These studies collectively underscore the need for targeted pronunciation instruction to address the diverse challenges posed by the -ed morpheme across different learner groups.

Tinoco (2017) investigated the pronunciation challenges faced by eighth-grade Spanish-speaking students in public high schools in Cuenca, with a particular focus on vowel sounds and -ed endings. Through a mixed-methods approach, the study revealed that although students recognized the importance of pronunciation, they practiced it infrequently and relied heavily on teacher-led activities, such as repetition and listening to recordings. The findings highlighted the need for more engaging and customized pronunciation activities within the curriculum. Similarly, Patiño (2020) examined the effectiveness of the minimal pairs technique on eighth graders' pronunciation at a school in Riobamba. The study found that this technique significantly helped students differentiate between similar sounds, leading to improved overall pronunciation accuracy. Additionally, Romero and Troya (2021-2022) implemented a lesson study aimed at enhancing the pronunciation of -ed endings among ninth-graders in Loja, Ecuador. Their mixed-methods research demonstrated notable improvements in students' pronunciation, with "songs" being identified as the most effective instructional strategy. This study also emphasized the benefits of reflective practice for teachers in creating more effective lesson plans. Collectively, these studies emphasize the

importance of using targeted, engaging, and reflective approaches to enhance English pronunciation in EFL settings.

6.3 Theoretical framework

6.3.1 English language

English, a West Germanic language in the Indo-European family, is now the global lingua franca and widely used as the standard language in various fields worldwide. Then Ilyosovna (2020) mentioned in the globalized world, it is impossible to overlook the significance of English, as it stands out as the most widely spoken language universally. English holds a prominent position as one of the most frequently utilized languages across the globe. Furthermore, proficiency in English is not limited to countries like the USA and the UK, as a considerable number of individuals worldwide can both speak and comprehend the language. Furthermore, Hasman (2004, p. 20) suggests that English is shedding its political and cultural associations as an increasing number of individuals recognize that the language does not belong solely to a select group of countries. Rather, it serves as a global tool that can open up more opportunities. The understanding that English is a vehicle used globally suggests a departure from traditional notions of linguistic exclusivity. It highlights the language's evolving nature, where it serves as a bridge connecting people across diverse backgrounds and geographies. This perspective opens up the potential for increased cultural exchange, collaboration, and understanding on an international scale. Besides how to mention Rohmah (2005) “English is not only used when communicating with native speakers but also serves as a common language when people from different countries interact. It is the most widely spoken language across various global contexts” (p.2). Therefore, English is not only an international language, but also a global language.

Also, English language learning is essential for various purposes, including education, employment, travel, and communication in an increasingly interconnected world. In addition, Rustamov (2022) says the presence of English in a nation's everyday life is shaped by geographical, historical, cultural, and political elements, some of which can change. Nevertheless, the function of English at a specific moment undoubtedly influences both its instructional approach and its subsequent impact on individual daily life and development.

Moreover “Similar to how businesses and media have undergone globalization and relocalization, the English language has also evolved. Over the past few decades, English has increasingly become the global lingua franca for economic and scientific communication.” (Warschauer, 2000, p.3). English is crucial for international business and is now the primary language for sharing scientific knowledge, emphasizing the need for a universal communication medium. Its dominance also shapes the tourism industry, making interactions more seamless for travelers. As they mention (Mantra, Widiastuti, Handayani, Pramawati, 2020, p.2) In addition to contributing to revenue through foreign exchange earnings, tourism also has a significant impact on various essential sectors. This includes the generation and growth of job opportunities, promotion of environmental conservation, cultivation of the nation's cultural identity, and the encouragement of patriotism. Therefore in the 21st century, English has become the main medium for communication in various personal and academic contexts. The pronunciation of adjectives and the -ed suffix in English has been extensively studied, with various research highlighting the factors that influence non-native speakers' accuracy in pronouncing its three phonological forms. These studies offer valuable insights into phonological distinctions and pronunciation challenges in English. For instance, Hollmann (2013) conducted a comparative analysis using the British National Corpus, focusing on the phonological characteristics of adjectives compared to nouns and verbs. His findings showed that adjectives are more phonologically similar to nouns than to verbs, challenging the equidistance hypothesis by analyzing factors like syllable count and stressed vowel patterns. In contrast, Wahyuni (2021) explored the challenges faced by students at IAIN Bone in distinguishing and pronouncing the -ed, -d, and -t sounds. His descriptive qualitative study found that insufficient theoretical knowledge and lack of oral practice were the main reasons for students' difficulties, with only about half of the -ed endings being pronounced correctly. Similarly, Ikhsan (2023) examined pronunciation issues at Universitas PGRI Sumatera Barat, finding that students' native language and local linguistic environments significantly influenced their ability to correctly pronounce -ed endings.

Additionally, Lusiyanti (2019) conducted a field study on pronunciation errors among eighth-grade students, revealing a 19.35% error rate in pronouncing -ed endings, which, while relatively low, still indicates a significant level of difficulty according to descriptive analysis techniques.

Finally, Davila (2013) studied the impact of English proficiency on the pronunciation of -ed allomorphs among Nicaraguan Spanish learners, showing that more advanced students were more accurate in producing the complex -ed forms, thus supporting the Similarity Differential Rate Hypothesis.

6.3.2 English skills

Learning a foreign language is a bit difficult as compared to teaching one's mother tongue. Many people are willing to improve their English language communication skills through different means. Every language stands upon four basic pillars including: reading, writing, listening and speaking and each person possesses different levels of English communication skills. Some of us may be good at reading and some at writing; some of us might have better speaking ability and some better listening skills; all of this depends upon a person's mentality, knowledge and confidence. Haberman (2020) mentioned that every language stands upon four basic pillars including: reading, writing, listening and speaking and each person possesses different levels of English communication skills. Some of us may be good at reading and some at writing; some of us might have better speaking ability and some better listening skills; all of this depends upon a person's mentality, knowledge and confidence.

Generally, it refers to the ability to understand, speak, read, and write in the English language. These skills encompass various aspects such as grammar, vocabulary, pronunciation, comprehension, and composition. Good English skills are essential for effective communication in many professional, academic, and social settings. They can include:

- Reading: The ability to understand written texts, ranging from simple sentences to complex academic or technical documents.
- Writing: The skill of composing coherent and grammatically correct sentences, paragraphs, and essays to convey ideas clearly and effectively.
- Speaking: The capacity to articulate thoughts and ideas fluently and accurately in spoken English, including pronunciation, intonation, and expression.
- Listening: The capability to understand and comprehend spoken English, including different accents, dialects, and speeds of speech.

In addition, Poonpon (2011) mentioned promoting the application of language skills acquired in English class and boosting learners' confidence in using English, which appears to be a sensible approach. Pronunciation is a vital component of English language proficiency, and mastering the correct sounds and intonation patterns is key to effectively communicating with native speakers. English pronunciation is a complex and multi-dimensional area of language learning, necessitating the development of various skills such as phonological awareness, articulatory precision, and auditory perception. To communicate clearly and accurately, it is crucial to master the sounds and intonation patterns of English (Crystal, 2003).

One of the key challenges in pronunciation is mastering the sounds of vowels and consonants, as well as the combinations of these sounds in different words. For example, English has a unique set of vowel sounds, such as the "short" vowels like "a" and "e" (as in "cat" and "pet"), and the "long" vowels like "ā" and "ē" (as in "car" and "meet"). Mastering these sounds is essential for accurate pronunciation, as well as understanding the nuances of English intonation. Additionally, English has a vast number of diphthongs, which are combinations of two vowel sounds pronounced in a single syllable, such as "price" or "buy".

6.3.3 English Pronunciation

In life learning pronunciation is an essential aspect for several reasons. In the first place learning the correct way of pronouncing words is crucial for learners, it can be seen that clear pronunciation is a basic need and a big part of communication. Pourhosein (2016) states that clear pronunciation is a fundamental necessity for learners to be competent, and it stands out as a vital aspect in language instruction. When people speak and pronounce words, both the speaker and the listener are important in an equal way because they are actively involved in producing and comprehending the spoken interactions. Related to this, it is clear that "speakers must check that they understand each other, use the appropriate level of detail, and employ strategies such as pronouncing clear words, asking questions, to compile the information, and adjusting to what others are saying" (Burns & Seidlhofer, 2019, p. 1). This is because engaging in communication and interaction with native speakers has the potential to enhance students'

confidence in their language skills and being encouraged in conversation by native speakers is considered one of the biggest boons for a learner. Gilakjani (2011) states that “Native speakers who encourage conversation, and are not themselves awkward in cross cultural communication, are one of the biggest boons a learner can have” (p. 74). Also, mastering proper pronunciation is essential in everywhere communication because it facilitates both understanding and confidence in language skills, especially through interactions with native speakers, otherwise, Varasarin (2007) noted that a lack of proficiency in pronunciation has the potential to erode learners' self assurance, limit their social engagements, and adversely impact perceptions of a speaker's credibility and competence. In short, developing pronunciation is indispensable for effective communication, fostering confidence, and ensuring meaningful interactions, both locally and globally.

Precise pronunciation is one of the most crucial aspects for effective communication. Firstly, precise pronunciation ensures that messages are conveyed accurately, preventing misunderstandings and misinterpretations. Pazmiño (2021) emphasizes that if the pronunciation is incorrect, the information that people want to convey may not be understood, leading to misinterpretations. In addition, proper pronunciation contributes to the overall fluency and coherence of speech, facilitating fluent communicative exchanges without the need for technical jargon, this fact is vital as “the second pillar of fluent speech is the ability to bundle information into coherent, semantically dense sentences without having to resort to an excessive amount of linguistic fillers” (Zuberek, 2015, p. 13). Precise pronunciation is also important for building confidence in the speaker while he is pronouncing the words in any situation. Pronunciation instruction is vital for learners, improving both understanding and confidence in English communication. It is especially important for advanced learners, providing a safe space to develop and refine pronunciation skills, fostering self-assurance (Zielinski, 2011). As a result, mastering precise pronunciation not only ensures accurate communication but also enhances fluency and confidence in speaking.

In the process of learning pronunciation there are some reasons that lead to incorrect pronunciation. This primarily occurs because of insufficient exposure to the correct form of the language. Every learner should consider the following reasons of a possible incorrect

pronunciation:

This happens mainly due to their lack of sufficient exposure to the right variety of the Language. Moreover, we tend to speak English as we speak our mother tongue; therefore, considering this we tend to commit mistakes due to its influence. (Prashant, P, 2018, p 18)

Therefore, understanding the factors that contribute to incorrect pronunciation is crucial for learners.

6.3.4 Challenges in English Pronunciation

English features a diverse array of sounds, some of which might not be present in a person's first language, making accurate pronunciation challenging. According to Egwuogu (2012), speaking involves encoding information orally before transmitting it to the listener, who must then understand and interpret it. This requires both the speaker (encoder) and the listener (decoder) to be familiar with the language's pronunciation, word formation, sentence construction, and meaning.

English pronunciation can be particularly difficult for learners due to several factors. Key challenges include:

- **Inconsistent Spelling and Pronunciation:** English words often have unpredictable spellings and pronunciations, such as "tough," "though," "through," and "thought."
- **Vowel Sounds:** The language includes many vowel sounds, including short and long vowels and diphthongs, which may not exist in other languages.
- **Stress and Intonation:** Stress on certain syllables or words and intonation patterns can alter meaning and clarity, and incorrect usage can lead to misunderstandings.
- **Silent Letters:** English has many silent letters, such as the "k" in "knight" or the "b" in "lamb."
- **Regional Accents and Dialects:** Pronunciation varies widely across regions, which can be challenging for learners to understand and adapt to.
- **The Schwa Sound:** The schwa /ə/ is the most frequent vowel sound in English, appearing in unstressed syllables and represented by any vowel letter, making it hard to identify and

pronounce correctly.

- Despite these challenges, mastering English pronunciation is achievable with dedicated and varied practice.

6.3.5 Strategies in English Pronunciation

Over the years, various factors have been studied to understand what influences successful pronunciation in a second language, specifically English. While research on this topic has been limited, it has yielded valuable insights. As noted by Elliot (1995, p. 13), factors such as age, personality, cognitive style, brain hemisphere specialization, and native language phonology all impact pronunciation. Enhancing English pronunciation requires a combination of listening, speaking, and targeted practice techniques.

Effective strategies for improving English pronunciation include:

- **Listening and Imitation: Exposure to Native Speakers:** Listen to podcasts, watch movies, TV shows, and YouTube videos featuring native speakers, paying close attention to their pronunciation.
- **Shadowing:** Repeat native speakers' speech immediately after hearing it to practice rhythm, intonation, and articulation.
- **Use of Technology: Speech Recognition Tools:** Use apps and software like Google Pronunciation, Elsa Speak, or Duolingo for immediate feedback on pronunciation.
- **Online Resources:** Visit websites like Forvo or YouGlish to hear words pronounced by native speakers.
- **Phonetic Training: International Phonetic Alphabet (IPA):** Learn IPA symbols to understand the production of each English sound, aiding in accurate pronunciation.
- **Mindful Listening:**

Active Listening: Focus on how words are pronounced, not just their meaning.

Repetition and Reinforcement: Practice with the same materials repeatedly to reinforce correct pronunciation patterns.

- Patience and Persistence:

Be Patient: Recognize that improving pronunciation takes time and celebrate small achievements.

Stay Motivated: Set achievable goals and monitor your progress to maintain motivation.

6.3.6 Common Pronunciation English Mistakes

Common pronunciation mistakes in English can vary depending on the native language of the speaker. Scholars and language experts have identified several linguistic elements, including the variations in phonetic systems between native and second languages, the inconsistency of certain English sounds, the impact of one's native language, and the role of spelling on pronunciation. (Hassan, 2014). Then some recurring errors include: In adjectives ending in "-ed" in English can have three different pronunciations: /d/, /t/, or /ɪd/. Here are some common mistakes associated with each pronunciation:

/d/ Sound (voiced "d" sound): "Tired"

- Common Mistake: Pronouncing it as "Tire-d" instead of "Tire-duh"
- The mistake here is not fully pronouncing the "d" sound, making it too soft or skipping it altogether.

/t/ Sound (unvoiced "t" sound): "Baked"

- Common Mistake: Pronouncing it as "Bake-t" instead of "Bake-tuh"
- The mistake involves not fully pronouncing the "t" sound, making it too soft or skipping it in casual speech.

/ɪd/ Sound (id sound): "Excited"

- Common Mistake: Pronouncing it as "Excite-id" instead of "Excite-ɪd"
- The mistake here is either not adding the extra syllable /ɪd/ at all, or pronouncing it too softly or incorrectly.

6.3.7 Rules of pronunciation adjectives ending in -ed

Adjectives ending in "-ed" are a fundamental component of the English language, serving to describe the state or feeling of a noun. One rule of these adjectives is that they are present when talking about things that happened before and describe how things feel, learning when and how to use it makes talking and learning language less difficult, another rule is that it has different pronunciation at the end (The ending in ed in English, 2023). These adjectives can convey a range of meanings, from describing a physical state or quality to expressing a sense of completion or accomplishment. According to Nusantara (2017), adjectives ending in -ED are used to express feelings or how someone feels, and they typically describe temporary states. Adjectives that end in -ed can be difficult to identify, especially when not knowing the rules, they are not commonly used. Knowing the rules helps to determine whether a word is an adjective or not. Specifically, the way we pronounce adjectives ending in -ed can vary depending on the final consonant sound before the -ed. For people learning English, figuring out how to say words that end in "ed" can be difficult, those two letters can sound like / id /, / t /, or / d /, which can be confusing (Collins, 2021). One of the most important things to keep in mind when pronouncing adjectives ending in -ed is the difference between the three sounds: /t/, /d/, and /ɪd/. Understanding the rules of pronunciation of each ending will provide learners with a systematic approach to pronouncing adjectives ending in "ed" accurately. However, when it comes to pronouncing these adjectives, there are three important rules to follow, adjectives ending in "-ed" generally fall into three categories of pronunciation:

1. **/ɪd/ rule:** This occur after voiceless consonants. This means that the "ed" is pronounced more like "ɪd" with a short "ɪ" sound. For example:
 - "provided" /prə'vaɪdɪd/
 - "interested" /'ɪntrɪstɪd/
 - "excited" /ɪk'saɪtɪd/

2. **/t/ rule:** This occurs when the -ed ending is pronounced as /t/. It typically happens in the following cases: after voiceless consonants, after voiceless sounds (such as t), the "-ed" ending is pronounced as /t/. Examples include:

- "convinced" /kən'vɪnst/
- "embarrassed" /ɪm'bærəst/
- "touched" /tʌʃt/

3. /d/ rule: This occurs when the -ed ending is pronounced as /d/. It typically happens in the following cases: after voiced consonants, after vowels and other voiced sounds.

Examples include:

- "moved" /muvd/
- "confused" /kən'fjuzd/
- "alarmed" /ə'lɑrmd/

When learning pronunciation and adjectives it is very notable to grasp the principles governing pronunciation and apply them effectively in spoken English Speak (2024), says that

English is not a phonetic language. This means that you do not pronounce words the same way they are written. This can lead to some learners pronouncing all -ed endings as /ɪd/ or /ed/. The good news is that there are no differences in the pronunciation of -ed endings between American and British English. So once you learn the rules, you'll be able to understand everyone much more easily. (p.32)

Finally, in English, the pronunciation of adjectives ending in "ed" follows certain rules based on the sounds that come before the "ed" suffix. There are rules for each ending to help determine whether the "ed" suffix is pronounced as /ɪd/, /t/, or /d/.

6.3.8 Rules for adjectives ending in /d/

Adjectives ending in "-ed" are frequently used in English to describe the state or feeling of a noun. Pronouncing these adjectives correctly is crucial for clear and effective communication. According to Smith (2021), "the way we pronounce '-ed' endings can greatly affect the effectiveness and clarity of our spoken messages" (p. 45). One of the key rules for pronouncing these endings involves the /d/ sound. The /d/ sound is a voiced alveolar stop, which means it involves vocal cord vibration and a clear, abrupt closure at the alveolar ridge. This makes it relatively strong and perceptible in spoken language.

This rule applies when the base ends in a voiced consonant sound, which is produced with the vibration of the vocal cords. Understanding and mastering this rule will help you pronounce adjectives ending in "-ed" accurately, making your speech sound more natural and fluent. The following sections provide a detailed explanation of when and how to use the /d/ pronunciation, along with examples to illustrate its application. The /d/ rule applies to adjectives ending in "-ed" when the base verb ends in a voiced consonant sound. Voiced consonants are produced with vibration of the vocal cords. Here are the key points and examples:

1. **Voice:** The /d/ pronunciation is used when the base ends in the following voiced consonant sounds and consonants such as: (v, z, j, m, r.)

v (e.g., "moved" /muvd/)

z (e.g., "confused" /kən'fjuzd/)

j (e.g., "encouraged" /ɛn'kʌrɪdʒd/)

m (e.g., "alarmed" /ə'lɑrmd/)

r (e.g., "tired" /'taɪərd/)

2. **Phonetic characteristics:** The /d/ sound is voiced, meaning your vocal cords vibrate when you pronounce it. Also the pronunciation of /d/ follows naturally and smoothly after a voiced consonant, creating a seamless sound in speech.
3. **When encountering an adjective ending in "-ed,"** identify the final consonant sound of the base. If it is a voiced consonant the /d/ pronunciation is used. Listen to native speakers and practice repeating words and sentences that include adjectives ending in "-ed" with the /d/ sound help with the pronunciation of these adjectives, also, the practice with minimal pairs (words that differ by only one sound) to sharpen the pronunciation skills.

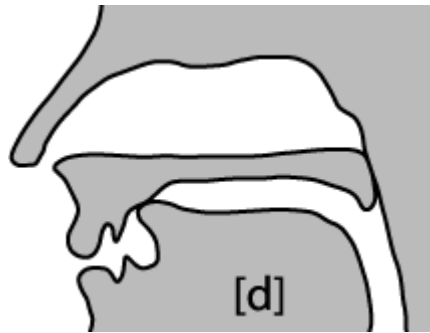


Figure 1. Letter /d/ sound

6.3.9 Rules for adjectives ending in /t/

Adjectives ending in /t/ in English follow specific pronunciation rules based on the sounds that precede the "-ed" suffix, these adjectives are typically pronounced with a sharp "t" sound, followed by a silent "e". Aude (2022) explains that when the vocal cords do not vibrate while pronouncing the final sound of an adjective, the "-ed" ending is pronounced as "t" following voiceless sounds.

1. After voiceless consonants

When pronouncing adjectives ending in /t/, it's essential to pay attention to the if it is followed by voiceless consonants. When the base form of the adjective ends in a voiceless consonant sound (such as k, s, ch), the "-ed" ending is pronounced as /t/. It's also important to note that when an adjective ending in /t/ is used in a sentence, it often requires a specific grammatical context. When the -ed ending follows a voiceless consonant sound, it is pronounced as /t/. Khinanti, Syafrizal, & Zahrída (2020), tells us that "when-ed follows a voiceless consonant, it's pronounced [t]" (p. 12). Some examples include:

- shocked: The -ed ending is pronounced as /t/ because it follows a voiceless consonant 'k' (/ʃɒkt/).
- relaxed: The -ed ending is pronounced as /t/ because it follows a voiceless consonant 'k' (/rɪ'lækst/).
- touched: The -ed ending is pronounced as /t/ because it follows a voiceless consonant

'ch' (/tʌtʃt/).

- embarrassed: The -ed ending is pronounced as /t/ because it follows a voiceless consonant 's' (/ɪm'bærəst/).
- convinced: The -ed ending is pronounced as /t/ because it follows a voiceless consonant 's' (/kən'vɪnst/).

1. Base form

The /t/ sound has certain rules to follow to correctly pronounce it. First, the /t/ sound is a voiceless alveolar stop consonant, which means it has to be pronounced by stopping the air flow in the mouth with the tongue and lips, and then releasing it quickly. The second one is that when pronouncing a /t/ sound, learners must make a sharp, crisp sound. Also, to make the /t/ sound learners have to touch the tip of the tongue to the ridge just behind the upper front teeth, without vibrating the vocal cords or releasing a puff of air, like is shown in the following picture:

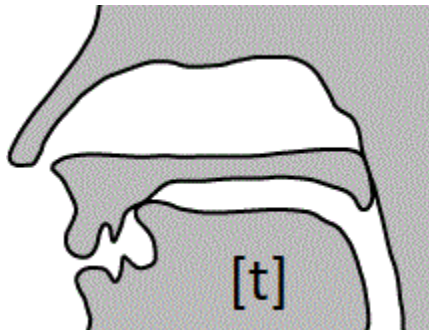


Figure 2. Letter /t/ sound

6.3.10 Rules for adjectives ending in /ɪd/

Namtapi (2018) explains that adjectives ending in "-ing" describe the subject of the sentence, while adjectives ending in "-ed" describe the object of the sentence.

1. Words that end with the sound /ɪd/ typically have the last letter spoken as a 'd', and the vowel before it is usually brief, Wells (1990) notes that adjectives ending in /ɪd/ typically have a voiced final consonant /d/, as in the word "naked" [neɪkɪd], and the

vowel preceding it is usually short, similar to the vowel sound in "hit" [hɪt].

- naked: /'neɪkɪd/
- rugged: /'rʌɡɪd/
- learned: /'lɜːrnɪd/
- wicked: /'wɪkɪd/
- provided: /prə'veɪdɪd/
- interested: /'ɪntərəstɪd/
- downloaded: /'daʊnləʊdɪd/

2. The /ɪd/ sound is a common ending in many English adjectives, often used to form words that describe a state or condition. This sound is pronounced as a single syllable, with the "i" being pronounced like the "i" in "hit" or "sit", and the "d" being pronounced as a soft, gentle stop. The "i" in the /ɪd/ sound is a monophthong, meaning it is pronounced as a single, smooth, the "d" in the /ɪd/ sound is pronounced as a voiced alveolar stop, which means it's pronounced with the tongue near the alveolar ridge (just behind the upper teeth) and with the vocal cords vibrating to produce a soft, gentle sound. Tone: The tone of the /ɪd/ sound is typically mid-low to mid-high, which means it's not too high-pitched nor too low-pitched. Stress: The stress pattern of words ending in /ɪd/ can vary depending on the word itself. In general, if the word has two syllables or more, the stress tends to fall on the first syllable.

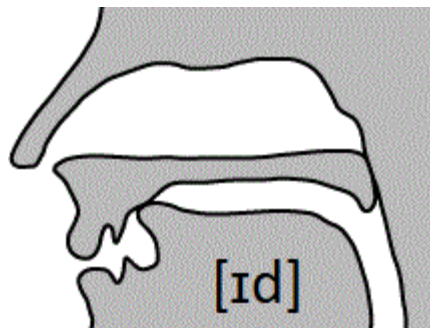


Figure 3. Letter /ɪd/ sound

6.3.11 Differences between /t/ /d/ and /ɪd/

One of the most important things to keep in mind when pronouncing adjectives ending in -ed is the difference between the three sounds: /t/, /d/, and /ɪd/. The key is to pay attention to the final consonant sound and adjust your pronunciation accordingly. In English, adjectives that end in /t/, /d/, and /ɪd/ have distinct differences in pronunciation and behavior. Chomsky and Halle's (1968) says that

The English suffixes -t, -d, and -id, which are typically attached to adjectives, exhibit a distinct pattern of phonological behavior. Specifically, when these suffixes are attached to words that end in a vowel, they are realized as [t], [d], and [ɪd], respectively, whereas when they are attached to words that end in a consonant, they are realized as [t], [d], and [ɪd] respectively, followed by a glide [j] or [w]. (p. 123)

The following table outlines the three main pronunciation rules for these adjectives, detailing when to use each pronunciation and providing examples for clarity. Understanding and applying these rules can significantly improve spoken English, making speech more natural and comprehensible.

Table 2
Main pronunciation rules

Pronunciation Rule	Phonetic Symbol	When to Use	Examples	Phonetic Transcription
/ɪd/ Rule	/ɪd/	When the sound before the -ed ends in a /t/ or /d/ sound.	excited wretched fascinated	/ɪk'saɪtɪd/ /'retʃɪd/ /'fæsɪneɪtɪd/
/t/ Rule	/t/	When the sound before the -ed ends in a voiceless consonant sound: k, s, ch.	convinced relaxed shocked	/kən'vɪnst/ /rɪ'lækst/ /ʃɒkt/
/d/ Rule	/d/	When the sound before the -ed ends in a voiced consonant sound: d, v, z, j, m, r.	Moved Confused tired.	/muvd/, /kən'fjuzd/, /taɪərd/

- **/ɪd/**: Pronounced like "id" with a short "i" sound. This extra syllable helps in pronunciation after a /t/ or /d/ ending.
- **/t/**: A voiceless sound made without vibrating the vocal cords. It is short and sharp, naturally following voiceless consonants.
- **/d/**: A voiced sound made with vibrating vocal cords. It smoothly follows voiced consonants.

Example Sentences:

- **/ɪd/**: "She was excited to finally visit her dream destination." /ɪk'saɪtɪd/
- **/t/**: "After hearing all the evidence, he was convinced of her innocence." /kən'vɪnst/
- **/d/**: "I am too tired to stay awake any longer." (taɪərd)

6.4 Methodology

6.4.1 Research approach

The approach of this research was quantitative, utilizing a multiple-choice test as the data collection instrument. The application of multiple-choice responses aimed to simplify data management and analysis. This was considered vital, given that "quantitative research is the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect" (Sukamolson, 2015, p. 2). It allowed for categorization, thereby reducing the chances of errors during data entry and analysis. Subsequently, students' scores were collected, and this approach aided researchers and participants in understanding the strengths and weaknesses in knowledge areas.

6.4.2 Research Method or level

This investigation was a descriptive research study, as one of its intentions was to explore university students' understanding of the pronunciation of -ed adjectives in English. According to Atmowardoyo (2018), descriptive research is a method used to accurately present current phenomena with precision. The research involved collecting data to measure students' awareness of the pronunciation -ed adjectives. The research problem addressed the comprehension of adjectives -ed among students at the Technical University of Cotopaxi. Since the study involved participants from this specific university, the findings were likely to be directly relevant to the academic context and linguistic challenges faced by these students.

6.4.3 Research context

The development of the research was carried out within students of the Pedagogy of National and Foreign Languages - English degree at the Technical University of Cotopaxi, located in Pujili - Latacunga, where in turn, in this institution had been selected the participants of the research, 33 participants have been taken as a sample, who are at the English major, whose ages vary from 19 to 25 years, including men and women. Additionally, these criteria were taken into account for the selection of the students who will take the test, that the students have done exercises using the international phonetic alphabet (students must have prior knowledge of the international phonetic alphabet). To select the participants, the probabilistic sampling method

was chosen and voluntary response sampling was used as a strategy.

In this research the informed consent (see annex 1) that was applied, involves providing participants with clear and comprehensive information about the nature of the test, its purpose, potential risks or discomforts, and the rights of the participants before they agree to participate.

6.4.4 Data collection procedure

The instrument to be used in this project was an adjective comprehension test -ed (See annex 2) designed by Charpentier (2020) to assess the knowledge of students at the Technical University of Cotopaxi about the rules and exceptions of pronouncing adjective participles in English. The test consists of 20 sentences with an adjective ending in -ed in each, for each sentence there are three options, which are the same: /d/, /t/ and /ɪd/.

The test was distributed as follows: 5 adjectives ending in /t/ 5 ending in /d/ and 10 with the ending in /ɪd/. The reason for this distribution is that the original test design was respected with the number of adjectives classified in each ending as mentioned above.

During the test participants had to select the correct pronunciation (/t/, /d/ or /ɪd/) of underlined adjectives, the adjectives in the test were not presented in isolation but rather were presented in sentences to provide context for each adjective and to avoid possible confusion with verbs.

Where the purpose of the study was explained and a written consent (see annex 1) was distributed. After the consent form had been read and signed by the participants, the participants were administered the test. They were given time to read and answer the questions according to their knowledge of the pronunciation rules.

6.4.5 Data analysis process

For the analysis of the results obtained in the research on the pronunciation of adjectives ending in -ed in the 33 seventh semester students, the data analysis process was pointed out as an Excel method with a descriptive analysis was applied. This approach allowed the researchers to examine students' responses and behaviors in relation to the three possible pronunciations: /ɪd/,

/d/, and /t/. Following a structure adapted from a thematic analysis model, the procedure will be organized as follows:

It will begin with a thorough review of the test results, where the correct and incorrect answers will be collected. This stage is crucial to developing a deep understanding of the information before proceeding to any more detailed analysis. The goal here is to fully absorb existing data to provide a solid context for subsequent analysis, after the individual analysis of each adjective, it is possible to continue analyzing each of the three types of pronunciation:

- Analysis of the ending /ɪd/: The results corresponding to the sentences that contained adjectives ending in this pronunciation will be examined, identifying how many correct and incorrect answers were given. This analysis will determine if students present specific difficulties when pronouncing this category of adjectives.
- Analysis of the /d/ ending: Similarly, responses will be analyzed for adjectives ending in /d/. The purpose is to seek to identify error trends and areas where students fail most frequently.
- Analysis of the /t/ ending: This analysis will focus on the adjectives that have this ending, again identifying the number of correct and incorrect answers and observing patterns in the errors made.

Finally, a general analysis with percentages of each ending will be carried out to establish an overview of the error trends between the three completions. For the analysis of the 3 endings, an Excel table will be created in which the percentages and the number of correct answers for each individual analysis (see annex 3) will be added up and divided on a scale of 100%. This analysis will allow the researchers to determine which ending presents the greatest difficulty for students and will provide insights into the aspects of pronunciation that need more attention in future educational interventions.

Through this descriptive analysis, a deeper understanding of students' performance in pronouncing adjectives ending in -ed will be gained, which is crucial to improving their English communication skills. The results of this study will not only identify areas for improvement, but

will also inform future pedagogical strategies to address pronunciation difficulties in the English classroom.

6.5 Analysis of the Results

To answer the first research question about the most common pronunciation errors in seventh-semester students, the researchers classified and analyzed the data according to their respective sounds.

6.5.1 Analysis of the ending /d/

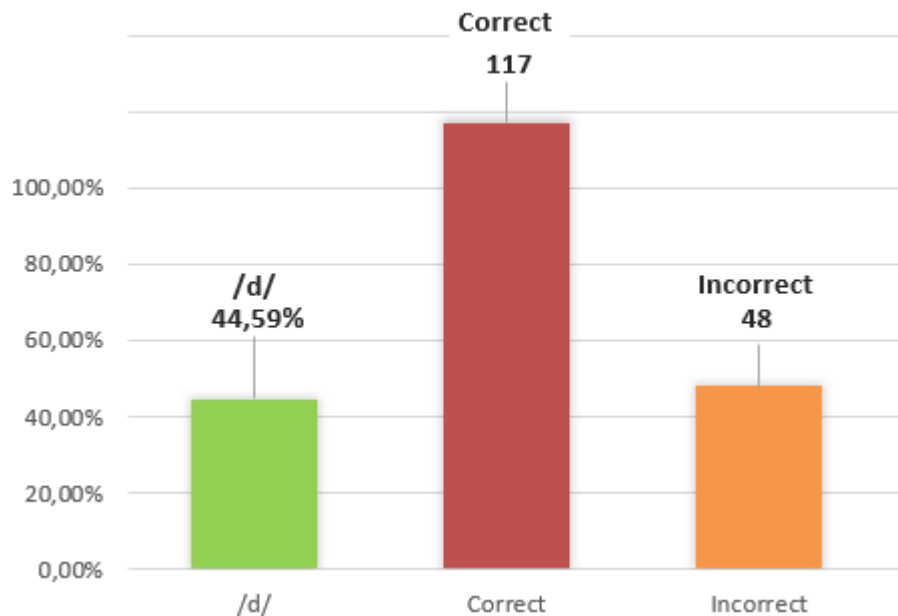
The results for the /d/ ending pronunciation shows that the majority of participants correctly identified the pronunciation rule for most adjectives. However, there were still percentages of incorrect answers for certain adjectives, indicating variability in understanding and application of the pronunciation rule. For instance, in the statement "His instructions were so unclear that I became thoroughly confused," a higher rate of correct identifications occurred, suggesting that students have a foundational grasp of the /d/ sound. A similar finding is reported by Smith (2020), who notes that while learners demonstrate a general grasp of pronunciation rules in English, discrepancies remain among specific vocabulary items. This highlights the necessity for targeted instruction to address the inconsistencies observed among learners in the application of pronunciation rules. The data suggests that while there is a reasonable grasp of the /d/ pronunciation rule among participants, there is still a need for further clarification and practice to address the confusion that remains for some adjectives.

Total correct answers: 117

Total incorrect answers: 48

Figure 1
Analysis of the ending /d/

ANSWERS



The observation that 44.59% of the population finds it easier to recognize the ending /d/ in adjectives ending in "-ed" compared to /t/ and /ɪd/ is likely due to a combination of its sound characteristics, sound pattern recognition, perceptual clarity, and contextual factors. The voiced nature of /d/ makes it more noticeable and distinct, and its higher frequency in English adjectives contributes to better recognition. In contrast, /t/ and /ɪd/ might be less prominent or familiar, making them more challenging for some individuals to identify.

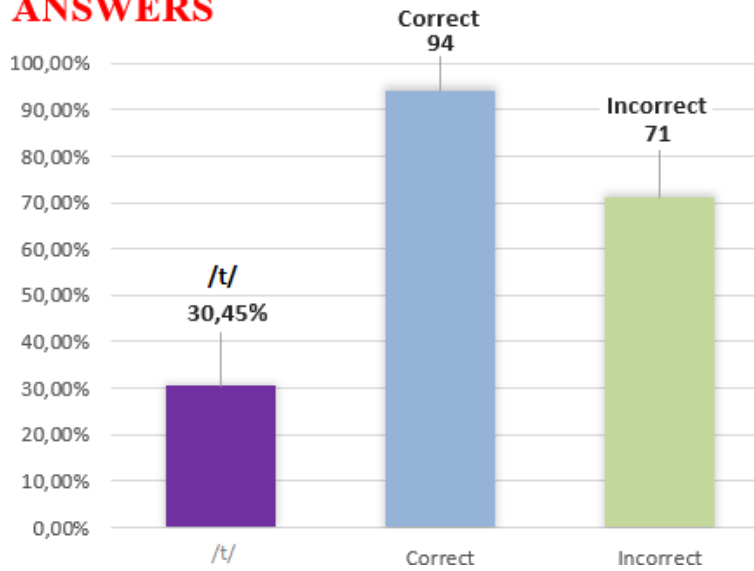
6.5.2 Analysis of the ending /t/

This category seems to have been the second most problematic for students compared to the others. The sentences contain simple terms that should be easier to recognize and pronounce. Some responses suggested that students may be substituting the /t/ sound with /d/ or /ɪd/, which could indicate a phonetic confusion between voiced and voiceless endings. For instance, some students may experience challenges distinguishing between sounds that require different tongue placements or voicing, also, the misidentification of /t/ sound often seemed linked to phonetic interference from /d/, suggesting that confusion may arise from phonetic similarity and the voicing of neighboring sounds.

Total correct answers: 94

Total incorrect answers: 71

Figure 2
Analysis of the ending /t/
ANSWERS



Only 30.45% of the population chose the correct /t/ ending indicates a significant challenge associated with this grammatical task. This could be attributed to the complexity of the rules, varied educational backgrounds, cognitive factors, and potential issues with the test design. Further investigation might focus on educational interventions, test improvements, or more targeted practice to improve understanding and accuracy in using adjective endings. In a similar vein, Johnson (2019) discusses the difficulties learners face with phonetic differentiation, stating that "many students struggle to accurately produce sounds that are phonetically similar, often substituting one sound for another due to confusion about articulation" (p. 87). This suggests that issues related to phonetic interference can significantly impact pronunciation skills, particularly regarding the distinction between voiced and voiceless consonants. Johnson's research underscores the importance of targeted phonetic instruction to help learners navigate these challenges effectively.

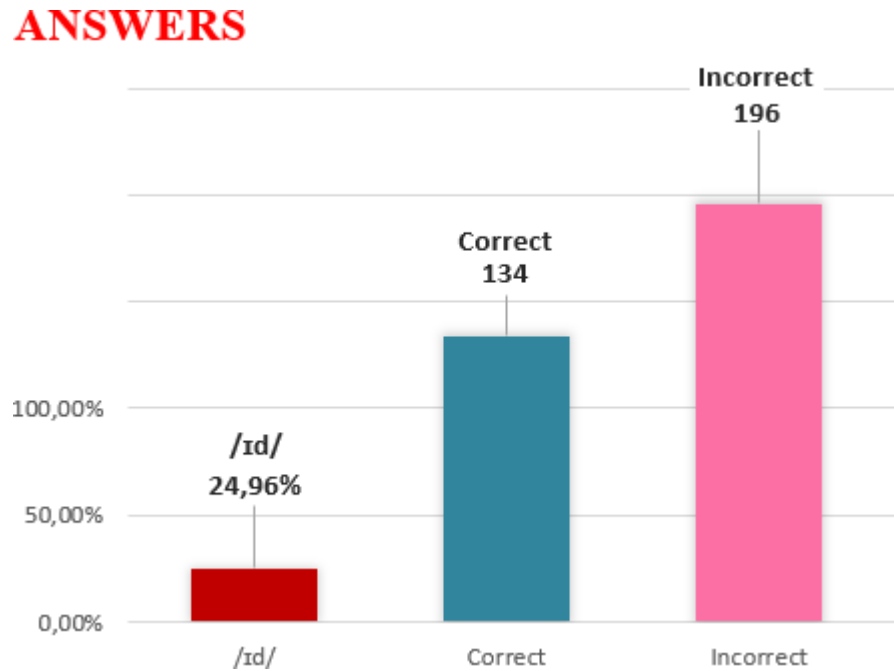
6.5.3 Analysis of the ending /ɪd/

Based on the results it is clear to see that this was the ending in which they had the most difficulties, so much so that in some sentences the results were less than 50% correct. This means that students consistently showed difficulties identifying this termination, as indicated by lower accuracy rates across several test items. The data indicates that the total correct responses for the /ɪd/ ending were relatively low compared to the other two categories (/d/ and /t/). For instance, in sentences like "His instructions were so unclear that I became thoroughly confused," there were only 2 correct identifications of the /ɪd/ pronunciation out of many attempts. This points towards a need for focused phonetic training in producing and recognizing the sounds associated with this ending. Supporting this observation, Thompson (2021) emphasizes the challenges learners face with specific phonetic endings, stating that "students often exhibit a marked struggle with particular suffix pronunciations, resulting in accuracy rates that can dip below 50% for certain phonetic categories" (p. 112). Thompson further illustrates that "lower correct response rates for suffixes like /ɪd/ highlight the necessity for targeted phonetic instruction to enhance students' understanding and production of these sounds" (p. 115). This aligns with the need for focused training to bridge the gap in learners' pronunciation skills.

Total correct answers: 134

Total incorrect answers: 196

Figure 3
Analysis of the ending /d/

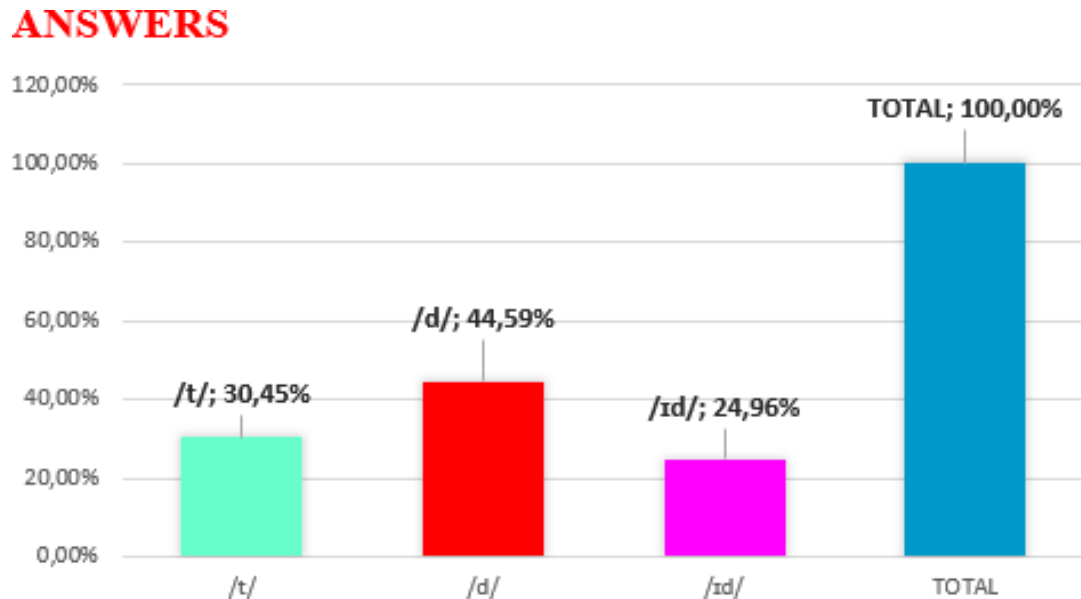


Only about 25% of people notice when adjectives ending in "-ed" have a /d/ sound at the end. This happens because the /ɪd/ ending, which has an extra vowel sound and can be pronounced in different ways, is harder to hear compared to the simpler /d/ and /t/ endings. Differences in regional accents and how familiar people are with the words also affect how well they recognize this ending. As a result, mistakes with this ending are pretty common.

6.6 General analysis

For the analysis of the 3 endings, an excel table was created in which the percentages and the number of correct answers of each individual analysis (see annex 3) in which, the highest percentage is in the ending that was easiest to recognize, being /d/ with 44.59% followed by /t/ 30.45% and the ending with the most difficulty was /ɪd/ with 24.96%, were added together and this on a 100% scale resulted in:

Figure 4
General analysis



The results indicate that the majority of participants (around 72.7%) correctly identified the pronunciation of the adjective "moved" (/d/), suggesting a good understanding of this particular rule. However, a minority of participants (27.3%) chose /t/ as the pronunciation, indicating potential confusion.

The results of the study in a deeper way also reveals that students' understanding of -ed inflections as adjectives is varied and complex, for example, data analysis shows that participants had difficulty with the pronunciation of certain adjectives, such as "naked", "rugged", and "convinced", indicating a need for further clarification on the pronunciation rules. On the other hand, some adjectives, like "touched" and "confused", were more easily recognized. The correct pronunciation rates for "shocked" and "fascinated" suggest some grasp of rules, likely due to more exposure. Moreover, participants struggled with adjectives such as "naked" (/ɪd/), "rugged", "convinced", and "learned", with fewer than 40% of participants choosing the correct pronunciation. On the other hand, participants seemed to have a better understanding of adjectives such as "confused", "touched", and "provided", with over 50% of participants correctly identifying the pronunciation.

The analysis suggests that there is ongoing variability in participants' understanding across different adjectives ending in -ed, with some adjectives being more challenging than others. The results also highlight that some participants may be influenced by common pronunciation patterns or spelling expectations when attempting to pronounce adjectives ending in -ed. In line with these findings, Garcia (2020) explores the complexities of students' comprehension of -ed inflections, particularly as they relate to adjectives. Garcia reports that "students often exhibit a lack of clarity in pronouncing certain - ed adjectives, reflecting the need for targeted pedagogical interventions focusing on pronunciation rules" (p. 134).

Additionally, the study shows a varied level of comprehension and proficiency among students in pronouncing adjectives ending in "-ed", highlighting phonetic complexity and common errors, such as confusion between /t/ and /d/ sounds. This mispronunciation may stem from interference from native language rules or insufficient practice. Furthermore the data highlights the importance of considering individual differences in understanding, as some students showed a stronger grasp of the pronunciation rules than others. In addition, the results suggest that teachers should consider providing additional support for students who struggle with pronunciation.

Based on the findings, effective strategies can be developed to assist English as a Foreign Language (EFL) instructors in teaching pronunciation. Overall, the results provide valuable insights into the challenges students face when learning to recognize and pronounce -ed adjectives, and can inform the development of targeted instructional strategies to improve students' proficiency in this area.

7. RESEARCH IMPACTS:

This research has an educational impact since it is the possible answer to the most common mistakes in pronunciation of the adjectives ending in -ed that is currently evident. In addition, it can be useful for the use of different researchers and teachers since it will be a document open to the public for use in future research; In the same way, it is educational since it shows the realities of English students that are currently found in this kind of topic. Without leaving aside the tools and knowledge given by the University, many times with this type of research extensive improvements and adaptations can be made according to the reality in educational centers.

This research has a significant impact on the field of phonetic and phonological linguistics because by documenting and analyzing the common errors students make when pronouncing adjectives ending in “-ED”, patterns of error can be identified that are directly related to confusion in the interpretation of phonetic symbols. This contributes to knowledge about how speakers of different languages handle phonological distinctions in English.

8. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

Based on the comprehensive analysis of this project, considering the clear and detailed findings, it is possible to draw the following conclusions:

- The fact that audios were not recorded along with the test represents a significant limitation, as it prevents a thorough comparison between oral and written responses. This gap makes it difficult to confirm whether the results from both methods align or coincide, potentially affecting the overall accuracy and reliability of the findings.
- The research identified specific difficulties students face with pronunciation endings of adjectives, particularly highlighting the challenges associated with the /ɪd/ ending, where students demonstrated the lowest accuracy rates. This indicates a pressing need for targeted phonetic training aimed specifically at these troublesome pronunciations, this suggests that while students may understand the general concept, they lack the detailed phonetic knowledge necessary for accurate pronunciation, underlining the importance of targeted pronunciation practice.

- The multiple-choice test proved to be an effective tool for identifying students' comprehension and pronunciation challenges related to adjectives ending in -ed. The test results highlighted specific areas where students struggle, such as distinguishing between the /t/, /d/, and /ɪd/ pronunciations. This detailed analysis allowed for targeted recommendations to improve instructional methods, thereby enhancing students' pronunciation accuracy and overall communicative competence.

8.2 Recommendations

- To address this limitation, it is recommended to incorporate oral testing alongside written assessments in future evaluations. This dual approach would allow for a comprehensive comparison between oral and written responses, providing a clearer understanding of their correlation and ensuring a more robust assessment of the subject's knowledge and abilities.
- Teachers are recommended to implement innovative teaching methods to address the pronunciation challenges associated with adjectives ending in -ED. By moving away from traditional rote learning techniques, educators can create an environment where students actively participate in their learning process. Group activities and pair work focused on pronunciation practice can provide a dynamic and supportive atmosphere, helping students to internalize correct pronunciation through practice and feedback. This approach not only improves pronunciation but also keeps students motivated and engaged.
- Future studies could benefit from involving a larger and more diverse student population to enhance the generalizability of the findings. This could include students from varied linguistic backgrounds and proficiency levels in English and investigating the impact of students' social and linguistic environments on their English pronunciation could yield valuable insights. Understanding how exposure to English in different contexts affects pronunciation proficiency might inform more context-sensitive teaching approaches.

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