



PRONUNCIATION OF -ED MORPHEME IN SPOKEN PRODUCTION

PRONUNCIACIÓN DEL MORFEMA -ED EN LA PRODUCCIÓN ORAL

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Abstract

This research aimed to analyze the pronunciation of the -ed morpheme in regular verbs produced orally by A2-level students of the National and Foreign Language Pedagogy program at the Technical University of Cotopaxi-Pujilí Campus, using a mixed-method approach, which included audio recordings, interviews, and transcriptions of oral tasks. The results showed that students used a limited number of regular verbs in the past tense and frequently mispronounced the -ed morpheme, especially in the /t/ and /d/ rules. Sixty-six percent of students mispronounced the morpheme in 90–100% of cases. The most frequent type of error was omission, followed by substitution. The main causes of mispronunciation were intralingual, such as overapplication of rules and incomplete knowledge of phonological structure. A small percentage of errors were interlingual, influenced by the native language. Interview data also show that the pronunciation of -ed morpheme is challenging because of the interference of the first language and the lack of knowledge and practice of the rules. They reinforced the need for explicit pronunciation instruction, increased practice, and corrective feedback. These findings highlight the importance of focusing on the phonological aspect of -ed in EFL contexts.

Keywords: -ed morpheme, pronunciation errors, A2 students, intralingual causes



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Resumen

Esta investigación tuvo como objetivo analizar la pronunciación del morfema -ed en verbos regulares producidos oralmente por estudiantes de nivel A2 de la carrera de Pedagogía en Lenguas Nacionales y Extranjeras de la Universidad Técnica de Cotopaxi-Campus de Pujilí, utilizando un enfoque de método mixto, que incluyó grabaciones de audio, entrevistas y transcripciones de tareas orales. Los resultados mostraron que los estudiantes utilizaban un número limitado de verbos regulares en pasado y pronunciaban mal con frecuencia el morfema -ed, especialmente en las reglas /t/ y /d/. El 66% de los alumnos pronunció mal el morfema en el 90-100% de los casos. El tipo de error más frecuente fue la omisión, seguida de la sustitución. Las principales causas de los errores de pronunciación fueron intralingüísticas, como la aplicación excesiva de las reglas y el conocimiento incompleto de la estructura fonológica. Un pequeño porcentaje de errores eran interlingüísticos, influidos por la lengua materna. Los datos de las entrevistas también muestran que la pronunciación del morfema -ed supone un reto debido a la interferencia de la lengua materna y a la falta de conocimiento y práctica de las reglas. Reforzaron la necesidad de una enseñanza explícita de la pronunciación, el aumento de la práctica y la retroalimentación correctiva. Estos resultados ponen de relieve la importancia de centrarse en el aspecto fonológico de -ed en contextos de EFL.

Palabras clave: Morfema -ed, errores de pronunciación, estudiantes A2, causas intralingüísticas

Fecha de recibido: 09/05/2025

Fecha de aceptado: 15/07/2025

Fecha de publicado: 29/07/2025

Introduction

Accurate pronunciation is essential when speaking a second language, as it allows students to express themselves clearly and confidently. According to Kobiloba (2022), pronunciation is one of the crucial components of English, facilitating fluent communication and increasing confidence in learners. Pronunciation problems can make communication difficult, as they can lead to misinterpretations, affect fluency, and limit the speaker's confidence when communicating.

Therefore, Pandya (2018) states that pronunciation in English is a serious problem for second language (L2) speakers, as they often make mistakes and find it difficult to acquire correct pronunciation. This is the case of -ed ending, which is one of the most difficult morphemes to acquire due to its pronunciation rules. Raja (2017) indicates that the easiest morphemes are acquired first and that the inflectional morpheme -ed is acquired much later because it is much more difficult. Bardovi-Harlig (2000) mentions that learners often go through different steps of development, starting with lexical and pragmatic meanings and then progressively adopting grammatical markers such as the past tense morpheme.



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Trisnanda and Indriani (2021) explain that several studies show that English language learners have difficulty mastering inflectional morphemes. The level of English proficiency significantly influences students' ability to use these morphemes (Alotaibi 2016). Davila (2018) claims:

Although the morphology of the English regular past tense is simple, what complicates the acquisition of the morpheme - ed is the fact that it has three allomorphs: (1) /t/ as in worked, (2) /d/ as in listen and eyed, and (3) /əd or ɪd/ as in wanted. These three phonological realizations of – ed inflectional morpheme are determined by phonological rules. (p.6)

According to Genon-Sieras (2020), phonological changes in inflectional suffixes of English verbs and nouns often result in allomorphs such as [d], [əd], and [t] for the morpheme [d]. These allomorphic variations involve processes such as sound assimilation and dissimilation. Therefore, Genon-Sieras (2020) argues that a clear understanding of allomorphy is essential for those learning English as a second language, as it can present pronunciation and comprehension difficulties.

Khan (2020) points out that internal factors such as age, aptitude, and learning goals can affect language acquisition, as well as external factors such as first language interference and teaching methodologies, which significantly impact pronunciation learning. However, not enough attention is paid to those aspects. On the other hand, Nair et al. (2017) state that, although pronunciation is a crucial aspect of language proficiency, it is often neglected in English as a Second Language (ESL) teaching and emphasize the importance and need for a more integrated and effective approach to teaching pronunciation in a communicative context.

Abker (2020) notes that even though students are familiar with past-tense -ed morphemes, they have trouble pronouncing them correctly. These issues result from a lack of thorough instruction on the rules governing the -ed morpheme.

The first rule is that if the ending sound is voiceless (except [t]), it is followed by the sound [t]. The second rule is that if the ending sound is voiced except [d], it is followed by the sound [d]. In addition, the third rule is that if the ending sound is ended with sound [t] or [d], it is followed by [ɪd] or [əd]. These are caused by the voicing system of the sound in those verbs. There are assimilation processes that make the additional sound to be similar. In this case, they get the feature [+voiced] or [-voiced] from the ending sound of the verbs. (Arief, 2018, pp. 19 - 20)

Mousikou et al. (2015) conducted several tongue ultrasound experiments in which they revealed that the differences observed in pronunciation were attributed to various causes unrelated to morphological structure, thus finding causes such as individual variability between speakers, prosodic differences generated by differences in the way of learning, and interference from lexical or orthographic variables (frequency of use and word length).

Having an intermediate level of English does not necessarily imply having good pronunciation. Related to this, Guo and Ellis (2021) argue that intermediate students learning English as a second language often lack awareness of the correct pronunciation of inflectional morphemes, such as the -ed morpheme. Among the causes or problems in the acquisition of a second language is the misinterpretation of students on how the morpheme -ed is pronounced in regular past-tense verbs. As Amjad Al-Saim (2021) explains, students often pronounce the morpheme “-ed” using the /d/ sound (as in “loved”) without realizing that there are three



pronunciation versions depending on the verb. Amjad Al-Saim's (2021) study points out that this occurs because it is not taught clearly in class that "-ed" has three distinct sounds: /t/ (worked), /d/ (played), and /ɪd/ (as in wanted). When analysing causes of errors, there are two types: interlinguistic and intralinguistic errors.

Interlinguistic errors in English are errors that learners make due to interference from their native language. According to Sitorus (2021), who used oral tests and recordings of students to observe errors in their verbal production, he points out that many of the errors were due to interference from the native language due to translation and linguistic transfer. Long and Hatcho (2018) found similar results; analyzing spontaneous speeches from a transcribed oral corpus, they found that the errors made by the students were interlinguistic, mainly related to the incorrect use of articles, plurals, and prepositions, influenced by the grammatical structure of Japanese.

Pratiwi (2020) also used speaking tests, recording and transcribing the students' interventions, and concluded that the errors identified had interlinguistic origins, being caused by literal translation and negative transfer from Bahasa Indonesia to English. Veliyeva (2016) analyzes interlinguistic interference specifically at the morphemic level and concludes that many errors, such as the omission of the suffix -s in the third person singular or the -ed in the past tense, are due to the absence or difference of these categories in the learners' native language.

Intralingual errors account for a significant portion of the difficulties students encounter when learning English as a foreign language. Long and Hatcho (2018) note that these errors occur when students do not fully grasp the target language and generalize rules based on incomplete exposure to English, such as over-applying grammatical rules or disregarding constraints. Pratiwi (2020) identified her students' errors as intralingual, which she attributed to confusion with English grammatical rules. These types of errors were evident in the incorrect use of verb structures.

Pronunciation problems in English classes can be addressed through various ways: Introducing pronunciation standards, exposing students to a variety of sounds, and employing diverse teaching methods and exercises are crucial tactics (Grandyna, 2018). They help students begin to familiarize themselves with the pronunciation. Rasuli and Makhdoomzada (2023) recommend that the curriculum needs to include pronunciation learning techniques so students can improve their pronunciation. However, teachers face challenges such as lack of time, problems with students, and lack of training. Grandyna (2018) suggests working with various classroom activities and improving the quality of teaching to overcome these obstacles, address students' challenges, and improve overall language proficiency.

A targeted strategy can greatly improve students' confidence and communicative competence in English. This is why it is imperative that language curricula incorporate effective pronunciation teaching techniques (Rasuli & Makhdoomzada, 2023), ensuring that language pronunciation learning is meaningful.

Students learning English as a second or foreign language (ESL/EFL) use different strategies to learn pronunciation. Depending on each student's learning level, the strategies often change. Osbourne (2003) mentions that, at higher levels of proficiency, students often employ sophisticated strategies that emphasize mastery of syllable structure, articulation of individual phonemes, voice modulation, and imitation of native speaker models. These strategies demonstrate a more advanced level of learning and encourage accurate, comprehensible, and confident oral communication. On the other hand, Al-Atabi (2021) mentions that one



factor for improving pronunciation could be improving teachers' effectiveness in mastering English, as a teacher with poor pronunciation can be a poor role model for students.

Kearns and Whaley (2018) suggest that explicit syllable segmentation, methodical instruction on vowel sounds, focused practice on affixes, and breaking words down into their base forms and affixes are some of the most successful strategies among students, as they can improve students' ability to decode and pronounce morphologically complex words, such as the -ed morpheme. Saito and Lyster (2012) emphasize that knowing how to produce the three -ed sounds (/ɪd/, /t/, /d/) improves intelligibility and reflects greater phonological mastery. The mastery of English verb endings is an important aspect in the pronunciation of Spanish-speaking learners. Davila (2018) states that consistently using this ending helps develop key phonological skills in learning English. Incorrect pronunciation can lead to confusion in oral communication.

It is a challenge for non-native speakers to pronounce English words ending in -ed well. There are some studies on this issue, for example:

Abubakar et al. (2023) aimed to examine English language learners' pronunciation of -ed endings in regular verbs using a quantitative approach with 200 Nigerian students from four public universities in Gombe State. Through questionnaires, interviews, and recordings, it was identified that 75% of the students pronounced the /t/ sound correctly, while only 45% and 55% accurately identified the /d/ and /ɪd/ sounds. These results show deficiencies in pronunciation that could interfere with fluency and clarity in oral communication in English.

Another qualitative research done by Wahyuni et al. (2021) aimed at identifying pronunciation problems with the -ed ending in five students of the Ian Bone English Program, using interviews. The results showed that most of them overused the /ɪd/ sound in all words, disregarding the established rules. This situation occurred despite the fact that the students had already received phonetics and phonology classes. The study concluded that the problems were mainly due to a lack of understanding of pronunciation rules and poor speaking practice.

A subsequent descriptive study by Mohamedahmed (2021) with the same objective was conducted with a sample of 20 Arabic students, using audio recordings as the primary instrument. The results revealed several key pronunciation problems: participants frequently mispronounced the /d/ sound, demonstrated limited phonological awareness of the /t/-/d/ distinction, and failed to recognize that the phonetic realization of -ed is determined by the sonorization characteristics of the preceding pronounced segments.

In addition, Ruengkul (2020) investigated the pronunciation difficulties faced by the Thai students with -ed morphemes. A quasi-experimental method was used with 33 participants. Two production tests were used, focusing on the sounds /t/, /d/, and /ɪd/; the results suggested that the /t/ ending was the most challenging, while with the /d/ and /ɪd/ sounds, the students showed better accuracy. In conclusion, it was observed that the difficulties were due to the influence of the students' first language (L1), overgeneralization of English pronunciation rules, and lack of opportunities to practice spoken English, and highlighted the need for explicit pronunciation instruction to improve spoken production.

Finally, Abker (2020) conducted a case study in Almandag with the aim of determining whether 25 Arabic-speaking learners had difficulties in pronouncing past-tense morphemes. The study employed a descriptive quantitative approach, in which audio recordings were analyzed using SPSS software. The results revealed



that the learners had difficulties in distinguishing and correctly using the three pronunciations of the -ed ending: /d/, /t/, and /ɪd/, and often incorrectly applied or ignored pronunciation rules.

Although there are some international research examining pronunciation errors associated with the -ed morpheme in English, studies in national and local contexts remain scarce. Therefore, this article presents quantitative and qualitative results of pronunciation errors in the -ed morpheme in A2-level English students at the Technical University of Cotopaxi between April and July 2023. The research also seeks to identify the causes of the pronunciation problems and its remedies. Four research questions guided this study:

1. How many regular past verbs do A2-level students use in a free oral task about a trip they had?
2. What is the percentage of students who mispronounced the -ed morpheme?
3. What are the types and causes of errors when pronouncing the -ed morpheme?
4. What are the students' and teachers' opinions about the pronunciation of - ed morpheme?

Materials and methods

This study employed a mixed-methods approach within a descriptive design. Thirty-five students who had an A2 level according to the results of a placement test (American Empower, 2022) by Cambridge (2020), administered by the director of the English program, were selected to participate in this study. They all signed an informed consent.

Quantitative data were collected by recording a three-minute oral activity on the topic "A Trip I Took" to thoroughly examine the pronunciation of the "-ed" morpheme. Students could use any verb. Their oral activities were then transcribed, paying attention to verbs ending in -ed. Using a Word table, the number of verbs used by each student was quantified to determine how many regular past verbs each student produced (see Table 1). Then we analyzed the pronunciation of the sound -ed of each verb by using the online Cambridge Dictionary. The verbs that were incorrectly pronounced were classified in an Excel document showing the percentage of students' errors (see Table 2). Furthermore, a complete analysis of the pronunciation of each -ed sound in verbs was created to analyze the frequency and percentage of the type and cause of errors (See table 3). Data were summarized according to the final ending of the infinitive before adding -ed. To make a general analysis of the errors, each time the -ed sound was mispronounced was counted and classified using Kartiastuti's (2017) framework (omission [OMS], substitution [SUB], and insertion [INS]), and according to its causes (interlingua and intralingua). These verbs were quantified to determine the number of verbs in each category, and the data were presented in frequency and percentage (see Table 4).

For qualitative data, the interview guidelines were designed with six questions to interview the students and with seven questions to interview the teachers. Questions were related to the causes, challenges, teaching, learning, and correction of the pronunciation of the morpheme -ed, (See Guide 1&2). Interviews were conducted with two teachers, who were identified with codes (Teacher 1: JAT1 and Teacher 2: GVT2) for ethical reasons. JAT1 holds a master's degree in teaching English as a foreign language and has 12 years of experience, and GVT2 holds a PhD in linguistics and languages and has 24 years of experience. They voluntarily agreed to participate in the interview and signed an informed consent form. In addition, interviews were conducted with two students; these were selected according to the scale of highest and lowest errors in pronouncing the morpheme -ed (student 1: DBS1 and student 2: FNS2), identified by codes for ethical issues.



Both students are 20 years old and study in the fourth semester of the Pedagogy of National and Foreign Languages Major. The first student had the lowest number of mispronounced verbs, and the second the highest. Both students studied in public schools, the first located in Latacunga and the second located in Sigchos. The interviews lasted three to six minutes and were conducted in Spanish. The interviews were transcribed, and the content was classified into four categories: 1) pronunciation challenges of -ed, 2) Causes of errors of -ed, 3) Teaching and learning of ed-morpheme pronunciation, and 4) Correction of -ed pronunciation. The most important extracts were selected, translated into English, and interpreted and discussed with existing theory.

Guide 1: Teacher interview guide.

Teacher's model

Background Information

Age: ____

Male: ____ Female: ____

1. What are the most common mistakes students make when pronouncing -ed?
2. What challenges do your students face when pronouncing ED endings in English?
3. Why do you think students struggle with the pronunciation of -ed?
4. How do you correct students when they mispronounce -ed endings?
5. How do you teach the pronunciation of -ed endings in regular verbs?
6. What strategies or activities do you use to help students improve their pronunciation of -ed?
7. In your experience, which methods have been most effective in helping students master -ed pronunciation?

Guide 2: Student interview guide.

Student Model

Background Information

Age: ____

Male: ____ Female: ____

1. How did you first learn about the pronunciation of -ed endings?
2. What challenges do you face when pronouncing -ed endings in English?
3. What do you think causes mistakes in the pronunciation of -ed?
4. Have you received specific feedback or corrections on your -ed pronunciation? If so, how has it helped?
5. What strategies or exercises have helped you improve your pronunciation of -ed?
6. What additional support or methods do you think would help you pronounce -ed endings more accurately?

Results and discussion

The results were organized into descriptive tables with frequency and percentage according to the research questions:



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Research question 1: *How many regular past verbs do A2-level students use in an oral task about a trip they had?*

Table 1. Number of verbs used by each student

N° of verbs used	N° of students	Percent (%)
1 verb	1	3%
2 verbs	3	6%
3 verbs	8	8%
4 verbs	8	11%
5 verbs	8	14%
6 verbs	4	17%
7 verbs	1	19%
8 verbs	2	22%

The findings summarized in Table 1 reveal significant variation in the use of regular verbs among A2-level students in the oral production. Most students produced between four and six regular verbs: 11% used four, 14% five, and 17% six. Several factors can explain the limited use of regular past-tense verbs produced by A2 learners. Bardovi-Harlig (2000) points out that, in the early stages, learners often rely on lexical cues before acquiring grammatical markers such as the -ed morpheme. Guo and Ellis (2021) add that L2 learners prefer to use more familiar and formal forms, avoiding morphologically complex structures when unsure. Last but not least, Khan (2020) highlights that low phonological awareness and limited oral practice also hamper production. The fear of mispronouncing or incorrectly using the -ed ending may further contribute to avoiding its use.

Research question 2: *What is the percentage of students who mispronounced the -ed morpheme?*

Table 2: Percentage of students who mispronounced -ed

Students	% of students	% of pronunciation
23	66%	90% - 100%
5	14%	80% - 89%
3	9%	70% - 79%
2	6%	60% - 69%
0	0%	50% - 59%
1	3%	40% - 49%
1	3%	30% - 39%
0	0%	20%-29%
0	0%	10% - 19%
0	0%	0% - 9%

Table 2 reveals that the majority of A2-level students (66%) mispronounced 90–100% of the verbs ending in -ed, showing minimal knowledge of the correct phonological rules. Twenty-three students were found to be within the 70-89% error range, illustrating a general lack of knowledge or application of pronunciation rules



for regular past-tense verbs. Only two students performed slightly better, between 30 and 49%, but none fell within the 0–29% error range, indicating that no participant demonstrated solid knowledge of pronunciation rules. These results confirm a widespread difficulty with the phonological understanding of the -ed morpheme, reinforcing the need for explicit and focused instruction and guided pronunciation practice.

This finding is strongly aligned with Abubakar et al. (2023), who found that while most learners could produce the /t/ sound correctly, accurate production of /d/ and /ɪd/ was significantly lower, showing a partial, imbalanced acquisition of the rule set. Mohamedahmed (2021) similarly identified confusion and poor awareness of the phonetic conditions governing -ed pronunciation. Furthermore, Abker (2020) highlighted that students often misapply or simply ignore the pronunciation rules, further reinforcing that these difficulties are not isolated but rather systemic and persistent. Altogether, these findings point to the urgent need for explicit phonological instruction, with a focus on perception, articulation practice, and contextualized oral production. Without targeted intervention, learners are unlikely to move beyond the fossilization of incorrect forms and will continue to struggle with intelligibility and fluency in past-tense contexts.

Research question 3: *What are the types and causes of errors when pronouncing the -ed morpheme?*

Table 3. Complete analysis of the pronunciation of each -ed sound in verbs.

Rule	Verb	Types of error																Causes of errors			
		Total		Correct		Incorrect		Substitution		Insertion		Omission		Interlingua		Intralingua		f	%	f	%
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%				
/t/	missed	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%				
	walked	2	100%	1	50%	1	50%	0	0%	0	0%	1	100%	0	0%	1	100%				
	asked	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%				
	jumped	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%				
	danced	2	100%	0	0%	2	100%	0	0%	0	0%	2	100%	0	0%	2	100%				
	Liked	4	100%	0	0%	4	100%	0	0%	0	0%	4	100%	0	0%	4	100%				
	booked	2	100%	0	0%	2	100%	1	50%	0	0%	1	50%	0	0%	2	100%				
	cooked	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
	forced	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%				
	helped	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%				
	noticed	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%				



Pronunciation of -ed morpheme in spoken production

	looked	4	100%	0	0%	4	100%	1	25%	0	0%	3	75%	0	0%	4	100%
	stopped	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	1	100%
	practiced	3	100%	0	0%	3	100%	0	0%	0	0%	3	100%	0	0%	3	100%
	watched	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	1	100%
	passed	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%
	worked	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%	1	100%
		28				25		4		0		21		0		25	
Rule	Verb	Types of error															
		Total				Correct				Incorrect				Substitution			
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
/d/	tried	4	100%	0	0%	4	100%	0	0%	0	0%	4	100%		0%	4	100%
	lived	2	100%	1	50%	1	50%	0	0%	0	0%	1	100%		0%	1	100%
	stayed	9	100%	0	0%	9	100%	4	44%	1	11%	4	44%		0%	9	100%
	played	6	100%	2	33%	4	67%	2	50%	0	0%	2	50%		0%	4	100%
	enjoyed	11	100%	0	0%	11	100%	2	18%	1	9%	8	73%		0%	11	100%
	loved	2	100%	1	50%	1	50%	0	0%	0	0%	1	100%		0%	1	100%
	returned	5	100%	1	20%	4	80%	0	0%	1	25%	3	75%		0%	4	100%
	toured	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%		0%	1	100%
	ignored	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%		0%	1	100%
	arrived	11	100%	1	9%	10	91%	1	10%	0	0%	9	90%	4	40%	6	60%
	traveled	15	100%	1	7%	14	93%	1	7%	4	29%	9	64%		0%	14	100%
	scared	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%		0%	1	100%
	discovered	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%



Pronunciation of -ed morpheme in spoken production

	organize d	2	100%	0	0%	2	100%	0	0%	0	0%	2	100%		0%	2	100%
	happene d	2	100%	0	0%	2	100%	1	50%	1	50%	0	0%	1	50%	1	50%
	called	4	100%	0	0%	4	100%	0	0%	3	75%	1	25%		0%	4	100%
	surprised	1	100%	0	0%	1	100%	0	0%	1	100%	0	0%		0%	1	100%
	prepared	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
	carried	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
	observed	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
	learned	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
	exposed	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
		83				75		14		12		49		5		70	
Rule	Verb									Types of error				Causes of errors			
		Total		Correct		Incorrect		Substituti on		Insertion		Omissio n		Interlingu a		Intralingu a	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
/Id/	started	6	100%	0	0%	6	100%	2	33%	0	0%	4	67%	1	17%	5	83%
	visited	16	100%	2	13%	14	88%	1	7%	1	7%	12	86%		0%	14	100%
	decided	5	100%	0	0%	5	100%	1	20%	0	0%	4	80%		0%	5	100%
	headed	1	100%	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	wanted	3	100%	2	67%	1	33%	0	0%	0	0%	1	100%		0%	1	100%
	excited	2	100%	2	100%	0	0%	0	0%	0	0%	0	0%		0%		0%
	surround ed	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
	attended	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
	collected	1	100%	0	0%	1	100%	1	100%	0	0%	0	0%		0%	1	100%



Pronunciation of -ed morpheme in spoken production

chatted	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
tasted	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%
celebrate d	1	100%	0	0%	1	100%	0	0%	0	0%	1	100%		0%	1	100%

Table 4. Types and causes of errors in verbs.

Rule	Ending	#V #P		Correct		Incorrect		Types of error						Causes of error			
								SUBS		INS		OMS		Inter		Intra	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
/t/	P	3	3	0	0%	3	100%	1	33%	0	0%	2	67%	0	0%	3	100%
	K	7	15	2	13%	13	87%	2	15%	0	0%	11	85%	0	0%	13	100%
	Ch	1	1	0	0%	1	100%	1	100%	0	0%	0	0%	0	0%	1	100%
	Ss	2	2	0	0%	2	100%	0	0%	0	0%	2	100%	0	0%	2	100%
	C	4	7	1	14%	6	86%	0	0%	0	0%	6	100%	0	0%	6	100%
/d/	L	2	19	1	5%	18	95%	1	6%	7	39%	10	56%	0	0%	18	100%
	N	3	8	1	13%	7	88%	1	14%	2	29%	4	57%	1	14%	6	86%
	E	2	2	0	0%	2	100%	1	50%	0	0%	1	50%	0	0%	2	100%
	V	4	16	3	19%	13	81%	1	8%	0	0%	12	92%	4	31%	9	69%
	S	2	2	1	50%	1	50%	0	0%	1	100%	0	0%	0	0%	1	100%
	Z	1	2	0	0%	2	100%	0	0%	0	0%	2	100%	0	0%	2	100%
	vowels	8	34	2	6%	32	94%	10	31%	2	6%	20	63%	0	0%	32	100%
/Id/	D	4	8	1	13%	7	88%	1	14%	0	0%	6	86%	0	0%	7	100%





T	8	31	6	19%	25	81%	4	16%	1	4%	20	80%	1	4%	24	96%
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The results revealed that in the /t/ rule, errors predominate in all cases, with a low range of correctly pronounced verbs, where omissions predominate, ranging from 67% to 100%, and intralingual causes predominate in 100% of cases. On the other hand, the /d/ rule presents greater complexity, both in the variety of errors and in their causes, observing predominant errors of omission (from 56% - to 100%) followed by substitution (below 31%), while intralingual causes predominate, ranging from 69% to 100%, and a presence of interlingual errors is observed in a smaller range of 14% to 31%, especially in verbs that have /l/ and /v/ as the letter preceding the -ed morpheme. Regarding the /ɪd/ rule, the most frequent errors are omissions, with a range of variation between 80% and 86%. Substitution and insertion are the least common errors in the pronunciation of this rule. On the other hand, intralingual causes are more prevalent in errors, with 96% and 4% being interlingual causes.

These data agree with Dávila (2018), who mentions that the complexity in the acquisition of the morpheme -ed does not reside in its morphological form, but in the phonological variation it requires, since learners must apply distinct rules based on sonority and final consonants. The difficulty in applying these rules supports the idea that learners struggle to internalize phonological patterns. Genon-Sieras (2020) emphasizes that allomorphic variation in morphemes involves processes such as assimilation and dissimilation, which can easily confuse learners unfamiliar with phonological rules. These findings also reflect overgeneralization or ignorance of phonological constraints, typical intralinguistic causes, as explained by Long and Hatcho (2018), who argue that such errors arise when learners do not fully understand the L2 system, and not because of interference from their native language. Guo and Ellis (2021) mention that intermediate-level learners are often unaware of the specific pronunciation rules of morphemes, even when they recognize the suffix in written form. The minimal presence of interlinguistic causes (4%) reinforces the idea that the problem lies not in the learners' first language, but in their limited command of the English morphophonemic system.

Interview

Research question 4: *What are the students' and teachers' perceptions about problems in pronunciation of -ed morpheme?*

Category 1: Pronunciation challenges of -ed

Excerpts from students

I don't know how to correctly identify which sound goes at the end of which verb; (...). When I try to engage in conversations a little faster, I tend to skip that kind of pronunciation a lot and just say a different one or don't say it at all. (DBS1)

The challenge is that sometimes I do get confused (...). I'm not sure if the pronunciation is with an /ɪd/, with /t/, or with a /d/. (FNS2)

Excerpts from teachers

ED endings are one of the most difficult things to achieve because of the fact that English is not their native language (...) they need to speak well so they can make themselves understood. (GVT2)



The students who commit this type of mistake (...) are the ones that don't know the English language. Therefore, they speak as they would in Spanish (GVT2).

The interview excerpts reflect that both students and teachers recognize the pronunciation of the -ed morpheme as a persistent challenge. For example, DBS1 admits to frequent confusion and omission of the correct final sound, especially when speaking quickly, and FNS2 expresses uncertainty about whether to use /ɪd/, /t/, or /d/, revealing a lack of automation of phonological rules. Abker (2020) supports these findings by emphasizing that students often mispronounce -ed endings due to insufficient explicit instruction on the three allomorphs. From a teacher's perspective, GVT2 points out that students' tendency to pronounce with their mother tongue sounds is an example of interlinguistic interference stemming from negative transfer; this lack of phonological awareness and pattern transfer from the L1 further hampers accurate pronunciation.

Nair et al. (2017) also highlight that pronunciation instruction is often neglected in teaching contexts, limiting students' ability to develop clear and accurate speech. This is consistent with what Kobilova (2022) states, noting that pronunciation plays a fundamental role in second language communication, and when learners struggle with segmental distinctions like /t/, /d/, and /ɪd/, their overall fluency and confidence are negatively impacted. Taken together, these findings indicate that students' difficulties with -ed pronunciation are due to a combination of insufficient teacher focus, interference from the native language, and the inherent complexity of the phonological rules involved.

Category 2: Causes of errors of -ed pronunciation

Excerpts from students

... not knowing which ending sound corresponds to each verbs (FNS2)

In my case, I memorize the verbs, but I don't practice the ending of each one much, I simply memorize it. (DBS1)

Excerpts from teachers

This is clearly because they do not practice the verbs. (GVT2)

...the students (...) do not practice the verbs (JAT1)

Based on the interview data, both teachers and students highlighted lack of practice and confusion about pronunciation rules as the main factors contributing to these errors. DBS1 admitted that he tends to memorize past tense verb forms but does not pay attention to their ending sounds, while FNS2 expressed difficulty identifying which sound corresponds to each verb, suggesting uncertainty about phonological rules. From the teachers' perspective, both GVT2 and JAT1 agreed that students do not practice verbs enough. These findings point to intralinguistic causes, given that students are familiar with the verb forms but still pronounce them incorrectly, reflecting an incomplete acquisition of phonological rules.

Dávila (2018) emphasizes that while the written form of the regular past tense in English is simple, the presence of three allomorphs creates complexity in oral production. Students often fail to apply these rules correctly due to a lack of explanation and guidance in the classroom. This type of difficulty aligns with what Long and Hatcho (2018) describe as intralinguistic error development, where students, without complete



command of the target language, overgeneralize rules, use them incorrectly, or ignore them altogether. In this study, this is evident in the case of FNS2, who struggles to distinguish when to use each pronunciation, and DBS1, who substitutes repetition and practice for memorization, a strategy that does not support phonological mastery. Abker (2020) notes that many students mispronounce inflectional morphemes such as -ed not because they are unfamiliar with the forms, but because of a lack of systematic exposure to their phonological understanding.

Category 3: Teaching and learning of ed-morpheme pronunciation

Excerpts from students

An exercise that has helped me is to repeat several times in videos or audios these types of endings and memorize them (...) then use them in sentences and speaking. (DBS1)

What has helped me the most is practicing (...) speaking at the university or sometimes practicing with some friends (...) we try to correct each other. (FNS2)

Excerpts from teachers

The main one is the audiolingual. Because they listen and repeat, listen and repeat. (...) Repetition drills, the Role Plays, (...) phonetic completion exercises (...) where they can, through transcription, put the /d/ /t/ or /Id/ sound according to the verb (GVT2)

I always focus on them doing that stress within the verb in the past tense (...) repetition as a learning strategy (...), they will never forget it again. (JAT1)

Participants highlighted that repetition and oral practice are essential strategies in learning the pronunciation of the -ed morpheme. Students mentioned the use of videos, audios, and peer correction to practice the sounds in realistic contexts while teachers emphasized structured classroom techniques such as audiolingual methods, transcriptions, phonetic drills, and stress placement in past-tense verbs. These shared views reflect an understanding that repetition and active production are necessary for internalizing phonological patterns. According to Saito and Lyster (2012), repeated and guided pronunciation activities improve learners' intelligibility and foster phonological awareness, particularly when integrated into communicative contexts. The students' engagement in peer-corrected speaking aligns with this approach, reinforcing the idea that interaction strengthens pronunciation learning.

Moreover, Davila (2018) underlines the importance of isolating and practicing the three allomorphs of the -ed morpheme through systematic and focused repetition, particularly because these forms are conditioned by specific phonological rules. This supports GVT2's emphasis on transcription and drills, which help students associate verb endings with their correct sounds. Additionally, Rasuli and Makhdoomzada (2023) argue that teaching pronunciation should not be treated as incidental; rather, it should be embedded in the curriculum through techniques like role plays, minimal pairs, and phonological awareness tasks. This matches the strategies reported by JAT1, who noted that when students stress the past form correctly and repeat frequently, the correct pattern becomes ingrained and long-lasting.

Category 4 : Correction of ed- pronunciation



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Excerpts from students

I have received some feedback especially from my teachers in speaking and this has helped me a lot to (...) focus more on the final pronunciation and not just memorize. (DBS1)

Sometimes I realize that I say to myself, no, this is not like that, and I try to correct myself (FNS2).

Excerpts from teachers

When I notice a mistake, I tell them, you mean listen? (...) So, that way, they identify their mistake. (...) the next time when they have to speak in English, they say, ah, no, they correcte this. (JAT1)

First of all, they have to be taught the rules (...) they have to learn through practice. (GVT2)

Both students and teachers emphasized the role of correction and feedback in improving the pronunciation of the -ed morpheme. DBS1 acknowledged the value of teacher feedback during speaking tasks, which helped raise awareness about the correct pronunciation. FNS2, on the other hand, highlighted the role of self-correction, showing some degree of autonomy in monitoring her own spoken errors. On the teachers' side, JAT1 described using indirect correction techniques, such as prompting students to reflect on their errors (e.g., "you mean...?"), while GVT2 emphasized the importance of explicitly teaching rules and reinforcing them through practice. This dual emphasis on teachers' feedback and autocorrection aligns with what Saito and Lyster (2012) argue: that pronunciation improves most effectively when learners receive form-focused feedback in communicative settings. These corrective strategies, especially when immediate and contextualized, help students notice gaps between their output and the target form. Kearns and Whaley (2018) highlight that effective correction goes beyond identifying errors; it includes structured practice and raising metalinguistic awareness. Furthermore, Rasuli and Makhdoomzada (2023) stress the importance of incorporating pronunciation-focused techniques within the curriculum, noting that consistent and contextualized correction enables students to internalize pronunciation norms over time.

Conclusions

A2-level students used a limited number of regular past-tense verbs when describing a personal trip. A significant percentage of students mispronounced the -ed morpheme in all three allomorphs. Students showed a high percentage of incorrect pronunciation of the morpheme -ed in all three allomorphic forms, with 66% of students mispronouncing the -ed ending in 90-100% of the verbs they used. Verbs requiring the pronunciations /t/ and /ɪd/ proved most challenging. Only a small percentage demonstrated a partial understanding of the rules, but none pronounced the morphemes accurately. The most frequent type of error was omission, especially in verbs governed by the /t/ rule, with a range of 67% to 100% omission and 100% intralinguistic causes. For the /d/ rule, omission and substitution were common, with errors ranging from 50% to 100% and intralinguistic causes varying between 69% and 100%. In the case of the /ɪd/ rule, omission errors predominated with a variation between 80% and 86%, and intralinguistic causes with a variation of 96% to 100%. These results highlight a consistent difficulty in recognizing and applying the correct phonological rules, mainly due to internal factors such as a lack of explicit instruction and confusion about the use of morphemes.



Although quantitative data show few cases of interlinguistic errors, participants consider that the interference of L1 is also an important cause of mispronunciation of the -ed sound. They also mention that this is a problematic area. Students reported insecurity and confusion about how to pronounce regular past-tense verbs, while teachers emphasized the lack of oral practice and the importance of teaching the phonological rules of -ed endings by using some strategies to improve pronunciation of the morpheme -ed, strategies such as repetition are suggested to understand and improve oral production of the morpheme and also strengthen the auditory memory of its three sounds. Phonetic transcription exercises are also suggested to help identify the correct pronunciation based on the verb ending. It would be helpful to incorporate role-playing that allows for practice in real-life communicative contexts. Finally, corrective feedback, both direct and indirect, can foster phonological awareness and self-correction. These strategies can contribute to more accurate and fluent oral production. These perceptions are consistent with the observed errors and support the need for more specific pronunciation instruction.

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