

Acta de Evaluación de Tesina

En la cátedra de *Research Seminar* y durante el semestre académico **2015**, se ha presentado la siguiente investigación llevada a cabo por los siguientes estudiantes de la carrera de **Pedagogía en Inglés**:

a) **MENA ARAVENA, NICOL PAULINA** de RUT N° **17.675.201-7**

La presente ha sido evaluada sumativamente con una calificación de **4.2**. Esta calificación viene determinada por las siguientes observaciones detectadas por la Comisión de Tesina:

- e) Se observa un bajo nivel de adecuación al formato oficial de tesina instaurado por nuestra Casa de Estudios. Se detectan irregularidades con respecto a la adscripción oficial de APA.
- f) El nivel de Inglés exhibido en la presente tesina presente un nivel satisfactorio para los estándares de un documento académico aunque se detectan inconsistencias tanto a nivel léxico como sintáctico de L2 que atentan con la lectura de dicho documento y la comprensión e unión lógica de los argumentos contenidos en él.
- g) Se observa un bajo nivel de reflexión en la sección de Conclusiones y/ Discusiones del presente documento. Estas además no se encuentran íntimamente alineadas y articuladas con el propósito de la tesina, su problema y su justificación. Su adecuación es de un nivel satisfactorio bajo.

Se detectan irregularidades en términos conceptuales y manejo de nomenclatura técnica.



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UNIVERSIDAD UCINF
LABOR CONSTANTIAE TRIUMPHARE

**FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN INGLÉS**

*Recognition of visual and
auditory clues at Ucinf
University: The case of simple
past in regular verbs*

Student's Name:

Mena Aravena, Nicol Paulina

Tesis para optar al Grado de Licenciado en Educación

Teacher's Guide:

Espinoza, Freddy

**Santiago, Chile
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Chapter 1

Abstract

Research aims at investigating today how students are acquiring a second language, thus it is important to note that to achieve this teachers should be their classes based on the four basic language skills must know their student group and know what skills can work in class more easily If visual(1), auditory(2) or kinesthetic. Thus research is based only two skills, which will be auditory and visual, and it will see two of both them and then comparison in which one have better results and which of the two students learn more easily. To investigate this, focuses on a branch of English grammar, which will be a tense, the past tense, and to carry out the activity that will be part of the survey will be the regular verb (3) in English.

First of all the problem that may arise during the investigation, which goes hand in hand to investigate possible questions with their answers, are narrated what clarify doubts with respect to the research that will be done in the future, also mentioned the General objectives and the goal specific, this will give us greater clarity of what we investigate and with what objectives we want to investigate this branch.

Second will be a reading of everything what is written to search for certain words that are key in the investigation, with this vocabulary will be a theoretical framework, which sought its meaning in three different books with their respective authors. Then to have the authors will be selected to only one with which give research a clear definition of what is investigated. As last step carried out a survey to get the answers of what is being investigated, for that is created activities to do the survey. Activity is divided in two parts, one is about listening in which the student must listen a list of verbs in past regular and the other is about visual in which they visually must recognize verbs in past regular.

Key words: Visual (1), auditory (2), regular verbs (3)

Chapter 2

Introduction

The following research is about different skills that students use when they prepare their materials and have to learn them, the three skills are visual, kinesthetic and auditory, although in this research is based only two of them, which are visual and auditory.

Why are important these two dimensions; they are important because first auditory skill gives to the students a chance to start thinking about the topic that he/she is listening and then become familiar with it before they start listening to the tape, also it is a way of beginning the topic to life and involving students in it, so that they will be more motivated to listen, it help them to predict what they are going to hear, and this makers listening to the tape easier, it is a chance to focus on key vocabulary that students will need to understand and finally it is a chance for students to speak and use English, instead of just listening passively to it. (Becket, 1994)

Second visual skill is important too because writing power is an approach to writing instructions that focuses on writing to engage and connect with the reader. "We write to invent thinking" is the foundation of this approach, with an intentional effort to address the close, intimate link between reader and writing power. Integrates the research of Donald Graves (1983) that revealed what good writers do, including the stages of the writing process: plan, write, edit/revise, and share.

Explores the explicit teaching of the writing techniques, or trait (Spandel, 1990), that enhance the quality of writing, including using interesting details, interesting words, similes, personification, voice and the senses. Uses *anchor books* as models of writing style, writing techniques, and topics. (Gear, 2014)

2.1 Research problem

Orthography and phonological in English language does not have only one phonetic sound for each graphemes because the graphemes are pronounced different forms, for example “cut” “put” this we relate between the orthographic and phonetic. Spanish from English is more simple produce the graphemes because only has one sound on the other hand English has more than one sound, for example, cat /kaet/ and dance /da:ncs/, the vowel “a” has more than one sound. Everything depends on if the writing and the graphemes that we use it.

Bolinger Dwight say (...) “so it happens that as a byproduct of the early words, the child come to identify the distinctive sounds that make each word different from the rest. One by one the **P** sound of Pin, the **S** of House, the **M** of Animal, and the **T** of Toy are picked out and take on a life at their own. English has more than 3 vowels and accordingly makes a distinction between meet and mit that would not be found in the three-vowel language.

People who speak Spanish language have problems with the pronunciation when learning a second comparing both languages. In Phonetics the phoneme of regular verbs is difficult, because they have 3 different types of pronunciation: /D/, /ID/, /T/, and regular verbs have a rule grammatical for adding the past regular.

The problems is how the student could recognize verbs audibility and visually, the response of this question is that they have to practice the pronunciation and writing in each moment that they could and it is good idea if they practice with a native person because they hear the sound of the pronunciation and at the same time they could correct grammatical errors.

2.2 Objectives

The following objectives give us the reason about why is important to investigate how students could recognize better, by listening or visually.

General objective.

To compare student's recognition of English pedagogy and translation from both dimensions, orthographically and phonologically in the context of regular verbs in English.

Specific objective.

1. Inquire the level of recognition of graphemes from students of the University Ucinf.
2. Inquire the level of recognition of phonemes from students of the University Ucinf.
3. Compare graphemes and phonemes in regular verbs from students of the University Ucinf.

2.3 Research questions and answer

With this information arise some doubts regarding problems, benefits etc., it is investigating this matter with answers to then carry out a survey to confirm those possible answers and give more credibility to this research

Research Questions

1. Which of the two dimensions have better result? Between recognize phonemes or graphemes.
2. Which of the three final pronunciations in past regular verbs have major problem for recognizing?

Research Answers

1. Students from English pedagogy and translation will have better results in recognize Graphemes because more people practice visually when they learn some subjects, and recognize Phonemes in comparison is more complicated because the Spanish language has one sound for each letter, whereas the English language has more than 1 sound for some letters.
2. In phonetics, the consonants have two dimensions, are voiced and voiceless, which are classify in, voiced consonants sounds we have those b, ð, dʒ, v, z, ʒ, j, l, m, n, ŋ, r, w, and in Voiceless consonant sounds we have p, t, k, f, s, θ, ʃ, tʃ. In the voiced

consonant is that they use the voice and the voiceless consonants do not use the voice, for that reason if -ed is preceded by a voiceless sound, the -ed sound as a voiceless s /t/, then if -ed is preceded by a voiced sound, the -ed sound as a voiced is /d/, and if the last letter in the verbs are vocal the -ed sound is /d/.

The three final pronunciations in past regular, the most difficult is /d/ because the letter which preceded is that they use the voice for that is more complicated, because you have to pronounce the vibration plus the pronunciation /d/, both together are complicated.

2.4 Thesis Justification

Students have to differentiate phonologically when using the past simple in regular verbs, and also recognize if the verbs are writing orthographically correctly; with this the most important thing is to get major comprehension in the contents of English. The meaning of this research is that students may be able to recognize the end of the regular verbs in the past simple form, whereas visually and auditory.

The principal objective is observe if the students recognize both dimensions, visually and auditory, and then with the information that it will be investigate in the survey, give us an answer to know in which of the dimensions they have more problems and which is more easier at the moment the recognize those verbs that will be in the list of the survey.

Another important thing is that teachers can make this exercises for knowing what is the skill that in a course of students make them more easier for learning and comprehension a subject, and also this research give us and focus in the auditory and visual which both work together for to get a second language.

2.5 Theoretical Framework

There are four words for theoretical framework which represent the most important word for this Research, those words represent the significant of what we are looking for and what is that we want to measure in the survey. The following words are Phonemes, Speech Sounds, Grapheme and Orthography. Each words have 3 author who definite the significant of the words.

Phonemes are a phonological analysis entails two levels of representation – a concrete (phonetic) one and an abstract (underlying) one – as well as statements on how the units on one level are connected with corresponding units on the other level. These statements have the form of realization rules; they will be discussed in detail in chapter 8 below. Let us call the underlying representation of a speech sound a phoneme; units on the abstract level of representation are phonemes, those on the concrete phonetics level are simply speech sounds, often referred to as phones (Heinz, 1992)

The second definition about Phonemes has to take into account the following facts; the phoneme is the reflection of an acoustic-articulatory reality, it is a unit which can be phonically realized in a different way, it is part of the system of sounds. What is also important in the phoneme is its function to distinguish meanings (Vachek, 2003)

The last definition for Phoneme is the function in that particular language as distinctive, the work to distinguish meaning of different words in the language. The difference

between the phonemes /p/ and /b/ in English causes us to hear the difference between the words “pin” and “bin”; the difference between /i/ and /ae/ makes the difference between “bit” and “bat”. In the theory of the phoneme, the phoneme is abstract (like a letter of the alphabet), and what you hear is the realization of the phoneme- its physical form. Phonemes can have several different physical forms, or allophones (Roach, 2001)

The following three definitions are about Speech Sounds. Speech Sounds is a uniquely human faculty. It is as much a particular characteristic of our species as the opposable thumb or the ability to think creatively. And yet the mechanisms of speech production and perception are not well understood. (Olive, Greenwood & Coleman, 1993)

The second definition is about symbols the sound that we hear. However, when we examine speech sounds in connected speech closely, we find many cases where it is difficult to identify separate sound units (segments) that correspond to phonemes (Roach, 1992).

The last definition says about the speakers use several thousand speech sound every day to communicate their feelings, wishes and intentions of other. Yet, almost none of the speakers are aware of what they do when they produce or perceive speech (Gut, 2009)

The following definitions are about Graphemes.

Graphemes are sometimes used merely to give hints to the reader about how to pronounce other graphemes in the word; if they serve this purpose, they are called markers (Birch, 2014).

The second definition says a grapheme is the written representation of a phoneme and may consist of a single letter or a combination of letters (Stilwell, 2006)

The last definition says a grapheme is the smallest unit of sound in the form of a written symbol. All the twenty-six letters of the alphabet are graphemes, as are any group of letters that forms one sound, for example the 'ow' in swallow. In short, a grapheme is a written-down phoneme (Mallet, 2012)

The last three definitions correspond to definitions about Orthography

Language and orthography, several chapters point out how the phonological and morphological structures of a language have, historically, often determined the kind of orthography that is adopted for a language. The variety that exists in spoken languages has given rise to a variety of orthographies, each orthography reflecting a unique relationship to its language's structure characteristics (Frost, Katz & Marian, 1992)

The second definition says that reviewing these protest "conventional orthography is...a near optimal system for the lexical representation of English words" (Chomsky and Halle, 1968)

Last definition of Orthography is that teaches to pronounce letters, to form them into syllables and words, and to point sentences (Tatham, 2008)

The following definitions give us more specific information about the meanings that this Research is worked on the investigated.

For each word has one author who definite what the word means, and are written relate two concepts together which give the concepts better significant.

The first word is Phonemes, which word means that smallest unit of sound in a word that can change its meaning; for example, in the phonemes /p/ and /b/ in English causes us to hear the difference between the words “pin” and “bin”; creates the difference in meaning between the words (Roach 2001).

These definitions gives us a clear definition in which helps us to know more about the meaning of phoneme, which this word defines us is the teaching of each sound for each letter, which interpreted it as for example /t/ is a sound without vibration that is in knowing all the rules of the sounds which incorporate it to the pronunciation of a letter to then bring together them and make a Word with this we reached orally through communication to an expression that goes hand in hand with the speech sounds, this is the representation of the way in which we express ourselves to speak a language.

The second word definite for Speech Sounds are that Symbols the sound that we hear. However, when we examine speech sounds in connected speech closely, we find many cases where it is difficult to identify separate sound units (segments) that correspond to phonemes (Roach, 1992).

Phonemes and speech sounds are related in that they teach you how to pronounce a vowel or consonant and give your speech significance when you want to communicate something. (Roach 2001 & Roach 1992)

We conclude those definitions together because both give us a signification of how we produce the sounds when we are speaking, in the way in how we express our communication when we want to say something.

The third word is Graphemes which is the written representation of a phoneme and may consist of a single letter or a combination of letter (Stilwell, 2006)

Graphemes represent for each letter which is a word and then make a sentence, the grapheme is the representation of how is written which is different from the phonemes which is the representation of a symbol that indicates how to pronounce certain letter.

The last Word is Orthography which is the language and orthography, several chapters point out how the phonological and morphological structures of a language have, historically, often determined the kind of orthography that is adopted for a language. (Frost, Katz & Marian, 1992)

Orthography defines us as a word with certain rules spelling which allows us to write in a correct way and that they understand the meaning of the written message.

Graphemes are the representation of the letter of a phoneme, and orthography is the structure of a language, and these are both related when you have to write something. (Stilwell, 2006; Frost, Katz & Hyams, 2002)

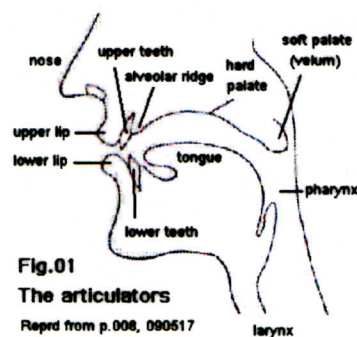
We conclude that those words are related together because at first when something is written, we need to know the letter and with this we start to write words which represent our written communication.

These words are very important in this research, because those words represent the goal of the investigation, which is wanted to know if students can recognize if the verbs are written correctly, using the English rule, and also they have to recognize the phonetics sounds if the verbs are pronounced correctly in regular verbs.

2.6 The production of speech sounds

Articulators above the larynx

All the sounds we make when we speak are the results of muscles contracting. The muscles in the chest that we use for breathing produce the flow of air that is needed for almost all speech sounds; muscles in the larynx produce many different modifications in the flow of air from the chest to the mouth. After passing through the larynx, the air goes through what we call the vocal tract which ends at the mouth and nostrils. Here the air from the lungs escapes into the atmosphere. We have a large and complex set of muscles that can produce changes in the shape of the vocal tract, and in order to learn how the sounds of speech are produced it is necessary to become familiar with the different parts of the vocal tract. These different parts are called articulators, and the study of them is called articulatory phonetics. (Roach, 2009)



(Roach, 1992 page 8)

Chart #1

Imagine which represent the articulatory.

2.6.1 The larynx

It has several very important functions in speech, but before we can look at these functions we must examine its anatomy and physiology, that is, how it is constructed and how it works.

Its main structure is made of cartilage, a material that is similar to bone but less hard that you can feel is cartilage. The larynx`s structure is made of two large cartilages. These are hollow and are attached to the top of the trachea; when the breathe, the air passes through the trachea and the larynx. The front of the larynx comes to a point and you can feel this point at the front of your neck particularly if you are a man and/or slim. This point is commonly called the Adam`s Apple. (Roach, 2009)

Chapter 3

Methodology

The following survey consists of measuring the recognition between the visual and auditory that students from pedagogy English, translation and/or interpreter and the fun English workshop have. The test consists of past verbs regular, who students first must hear a list of 45 words of verbs in past regular, infinitive verbs and words as adjectives, colors, things and people to recognize. Students have to mark with a cross if are pronounced in past regular, if are not pronounced in past regular mark with a cross, or neutral if you are in doubt.

The second test consists of a list of 60 words, in which 30 are regular verbs and the same 30 are written in infinitive, a total of 60.

This survey is applied during the class with students who are studying English. Teachers from the university give me minutes from their classes for applying my survey, in which requires only 3 minutes for the explication, 4 minutes for doing the first activity and 3 minutes for the second activity.

The first step is looking the verbs in a book in which must contain a list of verbs and then those verbs will select for the most frequency verbs.

The verbs with the last pronunciation of regular verbs are /t/ /d/ /id/ for that reason; they chooses ten verbs with /t/ pronunciation, ten more with /d/ pronunciation and ten with /id/ pronunciations, with a total of thirty verbs,

/d/		/t/		/id/	
1	TURN	1	SUPPOSE	1	NEED
2	BELIEVE	2	ASK	2	WANT
3	REQUIRE	3	USE	3	START
4	FOLLOW	4	LIKE	4	EXPECT
5	CONSIDER	5	WORK	5	DECIDE
6	DESCRIBE	6	HOPE	6	REPORT
7	TRY	7	BASE	7	ADD
8	HAPPEN	8	PICK	8	INCLUDE
9	CALL	9	WALK	9	MIND
10	LOVE	10	THANK	10	DIRECT

Chart #2

Thirty verbs which are divided in ten for /t/ pronunciation, /d/ pronunciation and /id/ pronunciation.

The second step is recording the verbs with a native person in the English language.

This is the list for listening parts in which the record is pronounced the number and the verbs are pronounced twice.

N°	VERB	VERB	N°	VERB	VERB
1	TURNED	TURNED	25	THANKED	THANKED
2	BELIEVE	BELIEVE	26	FATHER	FATHER
3	APPLE	APPLE	27	WATERPOLO	WATERPOLO
4	SUPOSED	SUPOSED	28	HOPED	HOPED
5	LOVED	LOVED	29	REPORT	REPORT
6	TABLE	TABLE	30	ADDED	ADDED
7	ASK	ASK	31	SUBJECT	SUBJECT
8	NEEDED	NEEDED	32	BAG	BAG
9	REQUIRED	REQUIRED	33	CALLED	CALLED
10	PURPLE	PURPLE	34	MINDED	MINDED
11	USE	USE	35	NOTEBOOK	NOTEBOOK
12	WANTED	WANTED	36	PICK	PICK
13	START	START	37	PENDRIVE	PENDRIVE
14	PENCIL	PENCIL	38	BASED	BASED
15	FRIEND	FRIEND	39	INCLUDED	INCLUDED
16	FOLLOWED	FOLLOWED	40	UGLY	UGLY
17	LIKED	LIKED	41	ORANGE	ORANGE
18	EXPECTED	EXPECTED	42	TRY	TRY
19	BOOK	BOOK	43	HAPPENED	HAPPENED
20	DECIDED	DECIDED	44	CONSIDER	CONSIDER
21	DESCRIBE	DESCRIBE	45	WORKED	WORKED
22	WALKED	WALKED	43	HAPPENED	HAPPENED
23	DIRECT	DIRECT	44	CONSIDER	CONSIDER
24	PAPER	PAPER	45	WORKED	WORKED

Chart #3

The list of the verbs which are in order for recovering

3.1 Survey

The following survey are two activities, where students have to listen a list of verbs and they have to recognize if the verbs are phonologically pronounce in past of the regular verbs.

Second parts students have to recognize the graphemes in the visual parts, which contains 60 words in which are in regular verbs and infinitive. The surveys were taken during three weeks, with a total of 32 student from Ucinf University and the surveys were applied at the beginning of each classes, which lasted 2 minutes for explaining, 5 minutes for doing the first part and 3 minutes for doing the second part, a total of 10 minutes for doing the survey.

3.1.1 Listening part

Students will hear a list of 45 words repeated twice and you have to recognize if the word is conjugated in past regular.

Introduction

There are three alternatives: Yes, if you think that the word is in the past; NO, if the word is not in the past; and NEUTRAL, if not distinguish whether or not the word is being conjugated in the past. Mark with an X the alternative chosen.

Nº	VERBS	YES	NO	NEUTRAL	Nº	VERBS	YES	NO	NEUTRAL
1					31				
2					32				
3					33				
4					34				
5					35				
6					36				
7					37				
8					38				
9					39				
10					40				
11					41				
12					42				
13					43				
14					44				
15					45				
16					46				
17					47				
18					48				
19					49				
20					50				
21					51				
22					52				
23					53				
24					54				
25					55				
26					56				
27					57				
28					58				
29					59				
30					60				

Chart #4

The image is the table which student answer the survey for the listening part

3.1.2 Visual part

Students will see a list of 60 verbs, 30 in regular past and the other 30 in infinitive and you have to recognize if the word is CONJUGATED in past REGULAR.

INSTRUCTION

There are three alternatives: Yes, if you think that the word is in the past; NO, if the word is not in the past; and NEUTRAL, if not distinguish whether or not the word is being conjugated in the past. Mark with an X the alternative chosen.

Nº	VERBS	YES	NO	NEUTRAL	Nº	VERBS	YES	NO	NEUTRAL
1	BELIEVED				31	ASKED			
2	NEED				32	TURN			
3	SUPPOSED				33	REQUIRE			
4	WANTED				34	USED			
5	LIKED				35	EXPECT			
6	LOVED				36	DESCRIBED			
7	ASK				37	BELIEVE			
8	EXPECTED				38	FOLLOWED			
9	FOLLOW				39	HOPED			
10	WALK				40	LOVE			
11	INCLUDE				41	NEEDED			
12	REPORT				42	THANKED			
13	THANK				43	TRY			
14	CONSIDERED				44	CONSIDER			
15	REQUIRED				45	HAPPEN			
16	BASED				46	WANT			
17	USE				47	INCLUDED			
18	STARTED				48	MINDED			
19	HAPPENED				49	LIKE			
20	CALLED				50	PICKED			
21	TRIED				51	SUPPOSE			
22	HOPE				52	DECIDED			
23	DIRECT				53	WALKED			
24	DECIDE				54	WORKED			
25	PICK				55	DIRECTED			
26	DESCRIBE				56	ADDED			
27	WORK				57	TURNED			
28	CALLED				58	MIND			
29	ADD				59	BASE			
30	REPORTED				60	START			

Chart #5

The image is the table which student answer the survey for the visual part.

3.2 Results

Results for comparing from both dimensions, listening and visual. For getting the results, the survey was taken for 32 people, who had courtesy for taking some minutes of their classes and allow for answering the survey, this survey was applied during 3 weeks.

The results were written in Excel and it was making a tabulation, which is divided in eight parts; first part is called tabulation in where are all the answers for each informant and all items, which item are divided in two parts, listening and visual section. In the second part is call Segmentation in where they were select the major important answer, in this case only the verbs, and remove the distracting words. The third part is called Results in which there are correct and incorrect answer, the fourth there are the graphic for the correct and incorrect answer, the fifth and sixth there are the answer about in which of the three pronunciation /d/, /id/ and /d/ for the listening parts have better results, with a graphic, and the seventh and eighth there answer about in which of the three final pronunciation for the visual parts have better result.

The results for the listening section for the participants are:

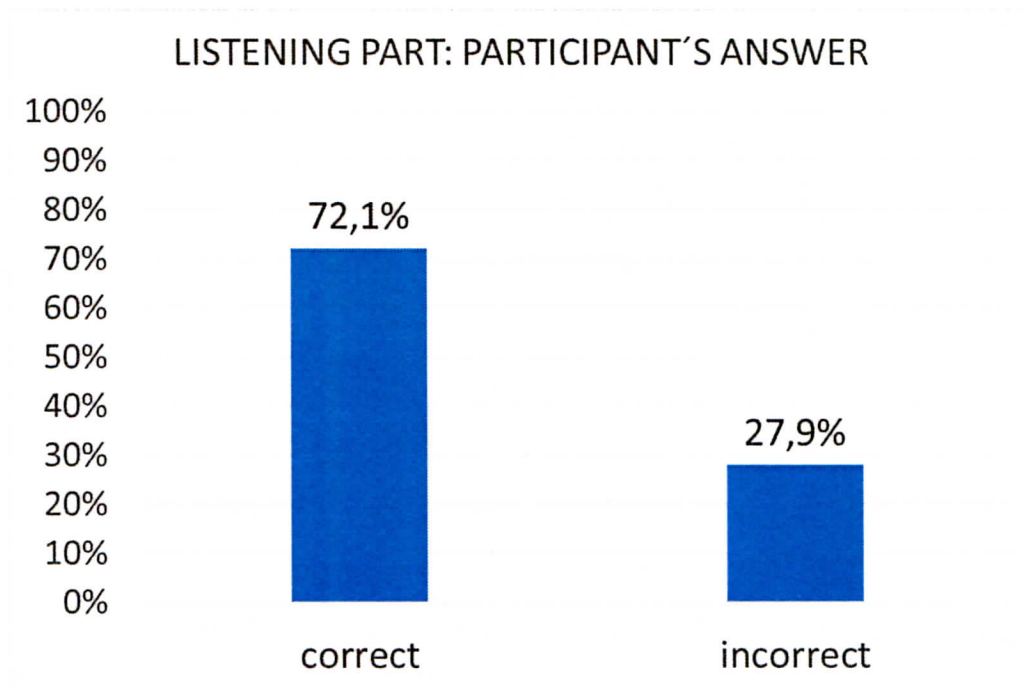


Chart # 6

The graph shows us the results of each participant in the listening part, who answer the 30 verbs which were pronounced in the past of the regular verbs.

The results for the listening section for each item are:

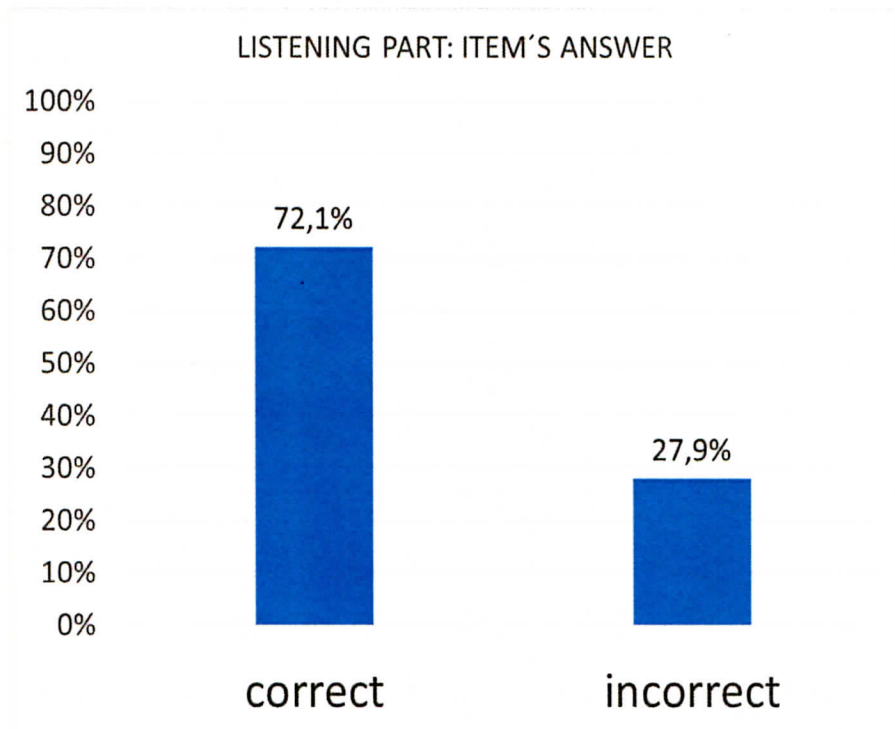


Chart #7

The graph show us the results of each item in the listening part, which were answer by the 32 participants, which were pronounced in the past of the regular verbs.

The results for the visual section for the participants are:

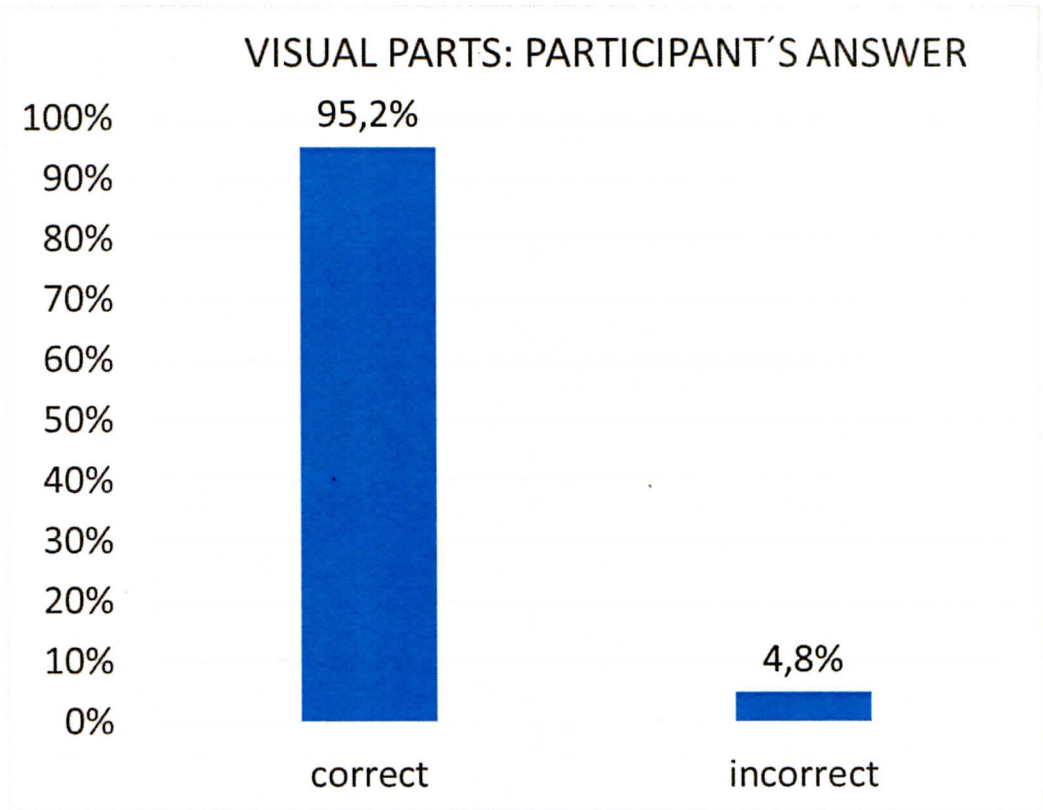


Chart #8

The graph shows us the results of each participant in the visual part, who answer the 60 verbs which were showing the graphemes (words) in the past of the regular verbs.

The results for the visual section for each item are:

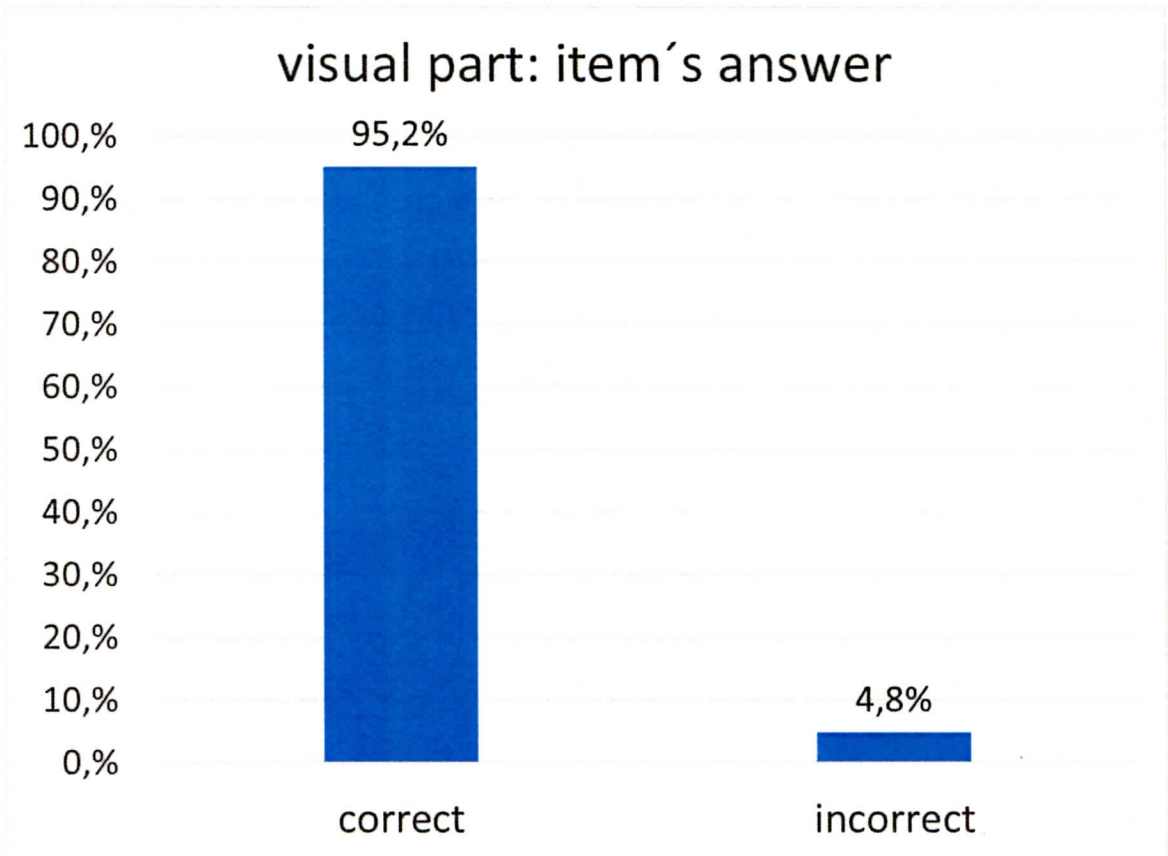


Chart #9

The graph shows us the results of each item in the visual part, which was answer by the 32 participants, which were showing the graphemes (words) in the past of the regular verbs.

The results for both dimensions, listening part have the same percent for item and participant, which are 72,1 % correct answer and 27,9 % for incorrect answer, instead of visual part which have the same percent for item and participant but have better results from listening part because the results for visual part are 95,2 % correct answer and 4,8 % incorrect answer, which have very low percent in incorrect answer.

We can say that students had better result in the visual part more than listening part, then with this experiment has demonstrated that students recognized easier the Graphemes than Phonemes, they memorize the grammatical structure visually.

TURNED /D/	DESCRIBE
BELIEVE	WALKED /T/
SUPPOSED/T/	DIRECT
LOVED /D/	THANKED /T/
ASK	HOPED/T/
NEEDED /ID/	REPORT
REQUIRED /D/	ADDED /ID/
USE	CALLED /D/
WANTED /ID/	MINDED /ID/
START	PICK
FOLLOWED /D/	BASED /T/
LIKED	INCLUDED /ID/
EXPECTED /ID/	TRY
DECIDED /ID/	HAPPENED /D/
DESCRIBE	CONSIDER
WALKED /T/	WORKED /T/

Chart #10
The list of verbs in the listening parts.

The following graphic show us the results for the comparison in the three final pronunciations in the listening part.

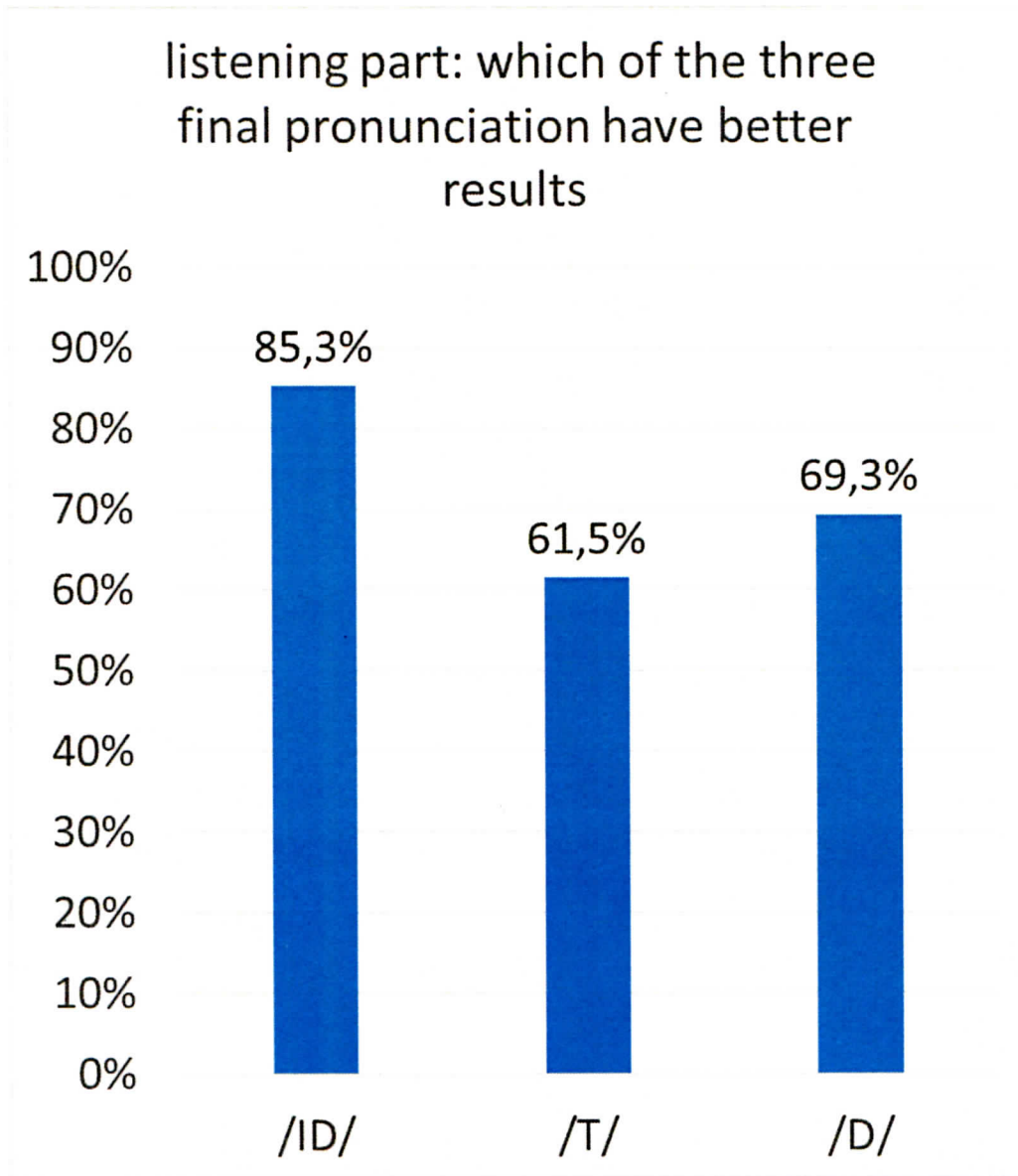


Chart #11

The results for the comparison in the three final pronunciations in the regular verbs.

The following graphic show us the results for the comparison in the three final pronunciations in the visual part.

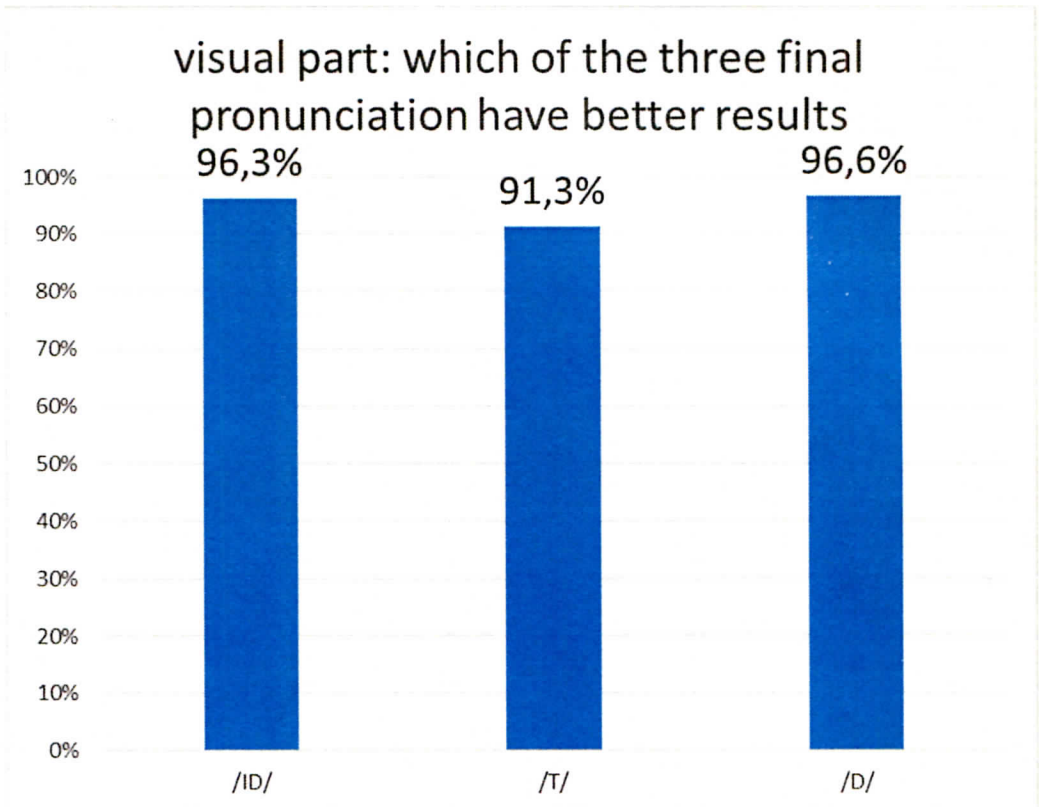


Chart #12

The results for the comparison in the three final pronunciations in the regular verbs.

We concluded that in the listening part and in the visual part have the same results, the three final pronunciation the most difficult for recognizing is the /t/ sound this happened because in the native language, Spanish, that the students have the pronunciation of “t” is not common because in the Spanish language the “t” is pronounce stronger instead of English language the “t” is softer the pronunciations, for this, students have more problems for recognizing the phoneme /t/.

Chapter 4

Conclusion

Throughout this research was able to prove how was both recognition of regular verbs, listening and visually, during three weeks of implementation of surveys, as first the hypothesis that it had raised about which of the two skills would have better results in the recognition of verbs in past regular, both listening or visually , this threw us higher results in the visual, were also can say that in web page EducarChile tells us that one of the characteristics of the visual is the most efficient way you have stored information is visual (in a class with an overhead projector, for example, you will want to read photocopies or slides to follow the oral explanation, or take notes to then have something to read) also EducarChile tell us that between 40% and 50% of the population in general privileges the visual learning style.

It was noted that during the survey students responded with less visual part, this gave to demonstrate how easy that it makes them recognize things visually.

On the other hand, the Web site EducarChile tells us that the ear has an average of between 10% and 20% of the population in general favors auditory learning style.

This is determined that three types of learning, to choose only the two more important, the visual gets best results to recognize certain subjects of learning.

As part of ending determined by the tabulation of the results above in which of the three final pronunciation of regular verbs /t/ /d/ /id/ was obtained fewer results. in both dimensions, visual and auditory, the phoneme /t/ was the most difficult to be recognized, since in the native language, Spanish, the pronunciation "t" is very different to the English because the "t" is pronounced in Spanish more stronger than "t" in English pronunciation is more soft.

The conclusion for the two questions before seen, the answer to the first question was not far from the results obtained in the survey, this was about the comparison between visual and listening in which visual part had better results, and in the second question was that in which of the three final pronunciations of the regular verbs student had better results, therefore answers were that students had better result with the phoneme "id" in the listening part and in the visual part the result was /d/.

Chapter 5

Discussion

The beginning of the investigation will reach a point where we were going to recognize the only auditory dimension where we would recognize only regular past verbs, but then came to a decision to assess two types of learning not only to the hearing if not visual, since both are the most used at the time of acquiring a teaching in our area is the teaching of learning a new language and see what so different is the native language.

When investigating we were realizing that investigate this is super necessary since with these types of tools or similar to them, helps the teacher to know that type of learning students have the time to pay attention to a class, it helps us to recognize where the students with more ease, whether visual or auditory.

With all this we reach a teaching with positive results, since it goes of the hand with which the teacher can create activities that relate to the type of learning that students have.

This research can be enriched not only with the recognition, if not to know also as students who are learning a second language (speaking) the sounds of phonemes in English and as producing (writing) the writing with corresponding grapheme and orthography.

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Annexes 1

Listening part

Nº	VERBS	YES	NO	NEUTRAL	Nº	VERBS	YES	NO	NEUTRAL
1					31				
2					32				
3					33				
4					34				
5					35				
6					36				
7					37				
8					38				
9					39				
10					40				
11					41				
12					42				
13					43				
14					44				
15					45				
16					46				
17					47				
18					48				
19					49				
20					50				
21					51				
22					52				
23					53				
24					54				
25					55				
26					56				
27					57				
28					58				
29					59				
30					60				

Annexes 2

Visual part

Nº	VERBS	YES	NO	NEUTRAL	Nº	VERBS	YES	NO	NEUTRAL
1	BELIEVED				31	ASKED			
2	NEED				32	TURN			
3	SUPPOSED				33	REQUIRE			
4	WANTED				34	USED			
5	LIKED				35	EXPECT			
6	LOVED				36	DESCRIBED			
7	ASK				37	BELIEVE			
8	EXPECTED				38	FOLLOWED			
9	FOLLOW				39	HOPED			
10	WALK				40	LOVE			
11	INCLUDE				41	NEEDED			
12	REPORT				42	THANKED			
13	THANK				43	TRY			
14	CONSIDERED				44	CONSIDER			
15	REQUIRED				45	HAPPEN			
16	BASED				46	WANT			
17	USE				47	INCLUDED			
18	STARTED				48	MINDED			
19	HAPPENED				49	LIKE			
20	CALLED				50	PICKED			
21	TRIED				51	SUPPOSE			
22	HOPE				52	DECIDED			
23	DIRECT				53	WALKED			
24	DECIDE				54	WORKED			
25	PICK				55	DIRECTED			
26	DESCRIBE				56	ADDED			
27	WORK				57	TURNED			
28	CALLED				58	MIND			
29	ADD				59	BASE			
30	REPORTED				60	START			