



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**“MÉTODOS DIDÁCTICOS FÓNICOS PARA EL MEJORAMIENTO DE LA  
HABILIDAD DE LA PRODUCCIÓN ORAL DE SONIDOS”**

**NOBLECILLA ROMERO KENNY JESSAEL  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**LOAYZA QUITO DIEGO ANDRES  
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**MACHALA  
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# PHONIC DIDACTIC METHODS FOR THE IMPROVEMENT OF ORAL SOUND PRODUCTION SKILLS

*por* Titulacion Noblecilla-loayza

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## DEDICATION

I dedicate this thesis to my classmates who have been a fundamental part of my student life, especially to my best friend and classmate Diego Andrés Loayza Quito, with whom I have shared many experiences and his support during the elaboration of this work. I dedicate my thesis especially to my parents Profs. David Noblecilla Jerves and Aura Romero Carrillo de Noblecilla, for being an important part to achieve this university degree, to my brother Bryan David Noblecilla Romero, who has been my support and always believed in me to achieve my goal, and to my family for their good advice to complete my studies.

Kenny Jessael Noblecilla Jerves

I dedicate this thesis to my mother Luz Angélica Quito Vásquez who remained firm in her determination to see me achieve my goals and was always there throughout my life to give me the encouragement and strength to pursue a university career and achieve a university degree, and to my siblings Brayan and Angie who joined efforts with their advice and words of life to continue along this path towards professionalization.

Diego Andrés Loayza Quito



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First of all, my gratitude to God for the life He has given me to successfully complete my professional career. My eternal gratitude to Ms. Yazmin Pinto Sanchez, Msc. Tutor of this thesis, for her advice, her words of encouragement, which will be part of my history as a student and professional; to the teachers for sharing their knowledge, wise words that I will apply in my professional life; and especially our undying gratitude to Dr. Xiomara Marina Durán Olivares, for her unconditional and important support in the difficult moments during this process. To my parents, brother and family, who were always looking out for me, becoming the greatest support to achieve my university degree.

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Kenny Jessael Noblecilla Jerves

I express my deepest gratitude to God for allowing me to enter this professional career, for giving me the strength and wisdom to develop the gift of languages. Odalia Ollerena, who taught me her knowledge throughout my university career and has guided us in this complex journey. I thank my partner Kenny Noblecilla for his support and dedication throughout the process of reaching this professional goal. Finally, I would like to thank Ms. Xiomara Duran, who was there at the most critical points, and who knew how to give us her hand and her love in the last stages of this project.

Diego Andrés Loayza Quito

## RESUMEN

Esta investigación se realizó con el fin de mejorar la articulación de los sonidos en la pronunciación de los verbos en pasado en alumnos de bachillerato a través del empleo de los símbolos fonéticos, a pesar de que la enseñanza de los verbos regulares en pasado es vista como una temática de fácil asimilación debido a que todos tienen la misma terminación “ed”, la pronunciación no es la misma, por lo que es necesario ayudar a los estudiantes a identificar sus diferentes sonidos. La investigación responde a un paradigma cuantitativo con un diseño de investigación pre experimental, haciendo uso de métodos teóricos que permitieron sistematizar distintos criterios existentes sobre la temática, facilitando un mejor abordaje del trabajo, con la ayuda de técnicas como la observación y la encuesta que permitan diagnosticar el estado inicial de la población con respecto al estudio en curso, conformado por los estudiantes de Segundo de Bachillerato de la Unidad Educativa “Carmen Mora” de la ciudad de Pasaje dejando de lado la selección de la muestra. Es así que considerando las necesidades existentes en el alumnado se aporta con una estrategia didáctica fónica, que favorece tanto la enseñanza como la correcta articulación de los sonidos. Finalmente se sugiere seguir abordando el tema haciendo uso de nuevas metodologías que fortalezcan el uso correcto de la fonética y de los sonidos fónicos de los verbos regulares en pasado, así como el tiempo determinado para cada actividad, de tal modo que el proceso se dé activa y efectivamente.

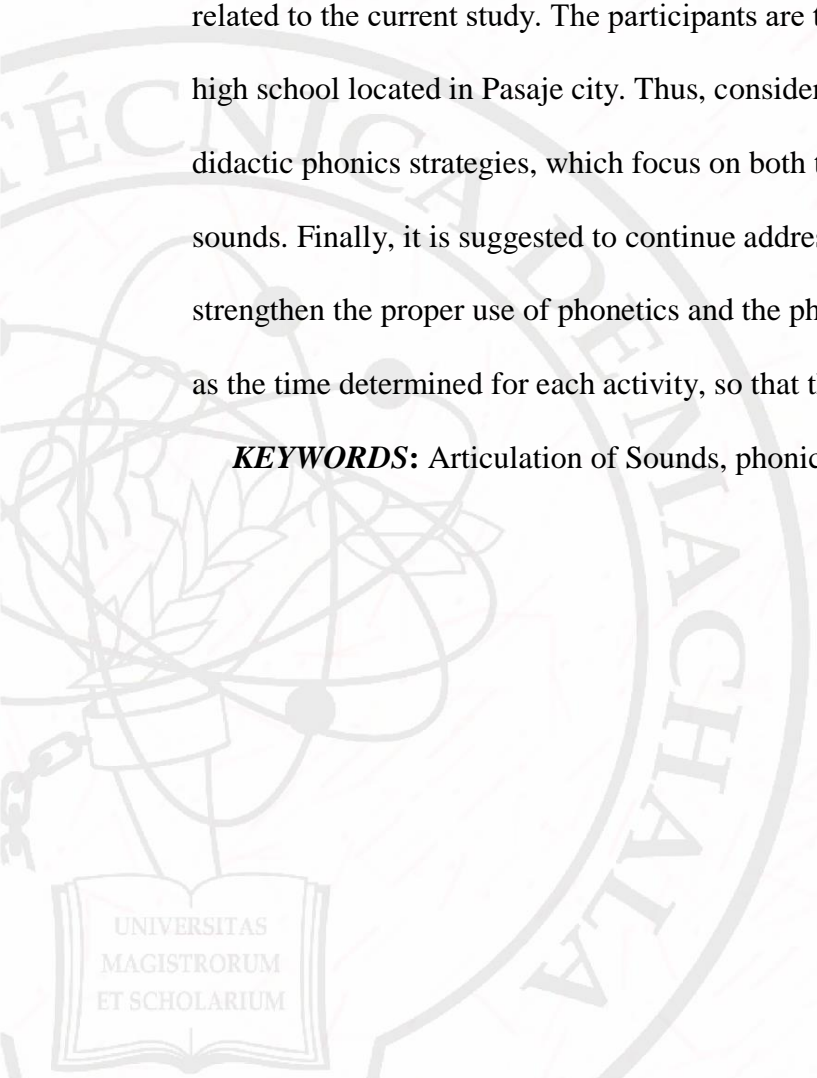
**PALABRAS CLAVE:** Articulación de Sonidos, métodos didácticos fónico, enseñanza, aprendizaje.



## ABSTRACT

This research was carried out in order to improve the articulation of sounds in the past verbs' pronunciation in high school students through the use of phonetic symbols. Although the regular past tense verbs teaching is seen as a topic of easy assimilation because everyone has the same ending 'ed'. Pronunciation is not the same, so it is necessary to help students identify the different sounds. The research answers to a quantitative paradigm with a pre-experimental research design, making use of theoretical methods that allowed systematizing other existing criteria related to this field, facilitating a better approach to the work. With the help of techniques, such as observation and surveys, we could diagnose the initial state of the population related to the current study. The participants are third Baccalaureate students of "Carmen Mora" high school located in Pasaje city. Thus, considering the needs of the students, it is provided with didactic phonics strategies, which focus on both the teaching and the correct articulation of sounds. Finally, it is suggested to continue addressing the issue by using new methodologies that strengthen the proper use of phonetics and the phonic sounds of regular verbs in the past, as well as the time determined for each activity, so that the process is given actively and effectively.

**KEYWORDS:** Articulation of Sounds, phonic didactic methods, teaching, learning.

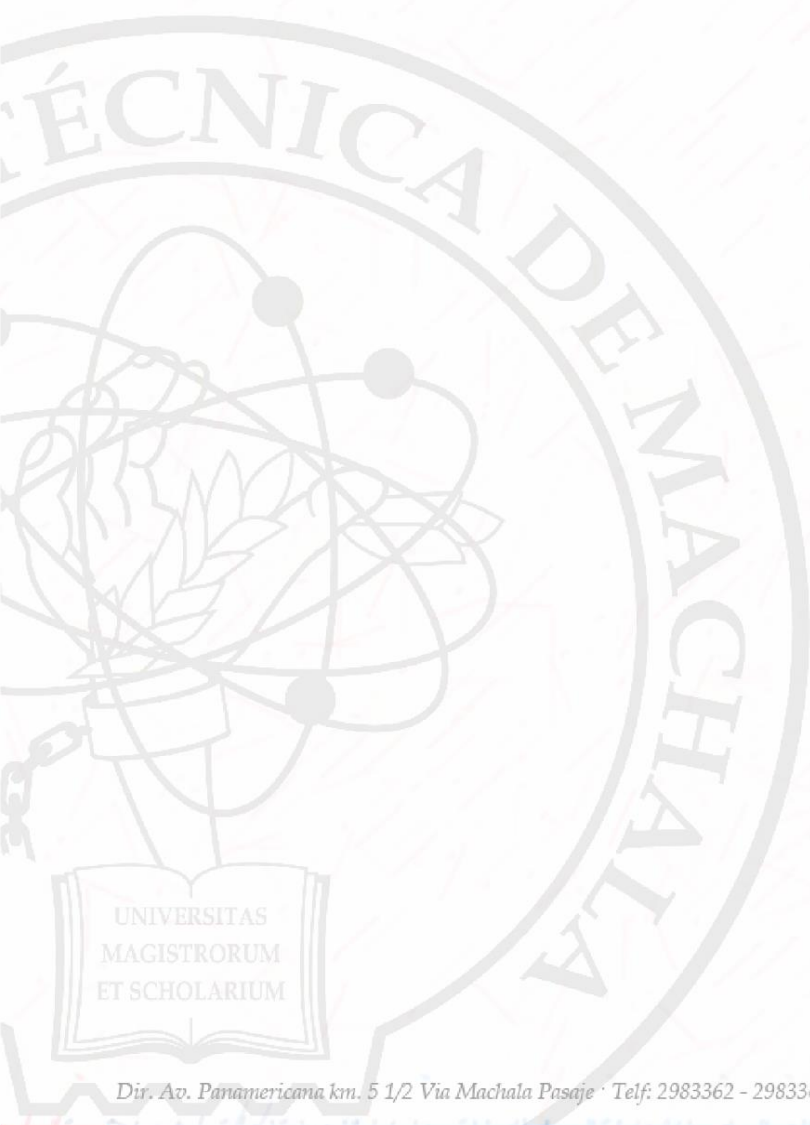


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## INTRODUCTION

Foreign language teaching has come a long way in recent decades, thanks to the advent of communicative approaches. Due to the principles of this approach, different aspects of the language are considered to be acquired through interaction, use of the language in the classroom, and correct pronunciation.

Over time, English language teaching has evolved and taken a more prominent role. Nowadays, this language is considered one of the most important in the world when we talk about communicating; its constant evolution has allowed us to realize the difficulty involved in mastering another language different from our mother tongue.

Therefore, the results of any test conducted in educational institutions show a very low proficiency in English. The educational system simply cannot produce students with the required level of English. Schools are often unable to offer the required English language courses, and these schools often offer poor quality courses. Learning opportunities outside the educational system, while increasing, do not fill the gap.

The main concern of learning a second language is to be able to do so successfully. For a teacher whose field of specialization is language teaching, this is the main driver of the success of his or her work, and it only manifests itself when students are able to convey their message and be accepted and understood.

Uno de los aspectos más importantes que impacta positivamente en el aprendizaje de un idioma es la estrategia de enseñanza que el docente maneje en su grupo. En otras palabras, el método de enseñanza que el profesor utilice para que sus alumnos aprendan las herramientas básicas que le permitan comunicarse de manera efectiva en otro idioma;

es elemental para que los resultados sean satisfactorios y los alumnos logren adquirir el dominio de una segunda lengua. (González, 2015, pág. 12)

The foundation for those students to start giving their first steps in English lies in managing the verbs. The comprehension of regular verbs in the past tense differs due to the phonetics sounds that these imply. Its learning is not only characterized by the grammatical structure but in the way, they should be spoken. While closer to the fluency of their pronunciation, the clearer the message you want to convey.

Learning English phonics is an extremely profound process. Too many difficulties have been and are encountered among students in educational institutions. With regard to the correct articulation and pronunciation of regular verbs in the past tense, these difficulties include several aspects: physical words, how to adjust articulations to produce the correct pronunciation of these verbs, learning the correct articulation of sounds using phonetic symbols. When there is no continuous practice of pronouncing these verbs in the past tense, the process becomes more complicated because the practicing teacher does not focus too much on the students learning the correct pronunciation but only on their meaning. It mentions the following, “existen diversas herramientas informáticas para la corrección fonética, que pueden agruparse en dos categorías: las que ofrecen una representación visual de la onda sonora y las que incorporan técnicas de reconocimiento del habla” (Llisterri, 2003, pág. 102).

According to difficulties that students find to try learning to talk English it can resume in five aspects:

- Recognize the sound of words correctly.
- Produce them orally.
- Appropriate and correct use of its distribution in the concatenated speech.

- Use them properly in terms of their prosody (especially in accent, voice tone, articulation, rhythm, intonation).
- Concatenate sounds into a sequence.

According to the external manifestation mentioned before it is proposed the following scientific problem: How contribute to the improvement of oral sound ability production in English language regular past tense verbs in students from Carmen Mora High School in third baccalaureate in 2021?

The **object of study**: Process of teaching-learning of English in students from third Baccalaureate.

The **general objective** of this investigation is to implement a phonic didactic method for the improvement of oral sound production in regular verbs of English language in students from Carmen Mora High School in baccalaureate in 2021.

**Field**: Phonic didactic methods of teaching languages.

### **HYPOTHESIS**

If a system of phonic didactic methods based on the interactive relationship between the analytical phonic method and the synthetic phonic method is implemented, it will improve the oral sound production in English language regular past tense verbs in third baccalaureate students from Carmen Mora High school in 2021.

The objective is defined in the action field, a system of phonic didactic methods for the improvement of oral production.

The **specific objectives** of this research work are:

- To provide a theoretical basis for studying oral sound production in English language regular past tense verbs.





- To diagnose the current state of oral sound ability production in English language regular past tense verbs in students from Carmen Mora High School in third baccalaureate in 2021.
- Implement a system of phonic didactic methods based on the interactive relationship between the analytical phonic method and the synthetic phonic method, which will improve the oral sound production in English language regular past tense verbs in students from Carmen Mora High School in third baccalaureate in 2021.
- To verify the effectiveness of the system of phonic didactic methods in the improvement of oral sound production in English language regular past tense verbs in students from Carmen Mora High School in third baccalaureate in 2021.

This research is aimed at students from Carmen Mora High School in third baccalaureate high school in Pasaje city, who have an age range between 16 and 17 years, and thirty students have been chosen for participating.

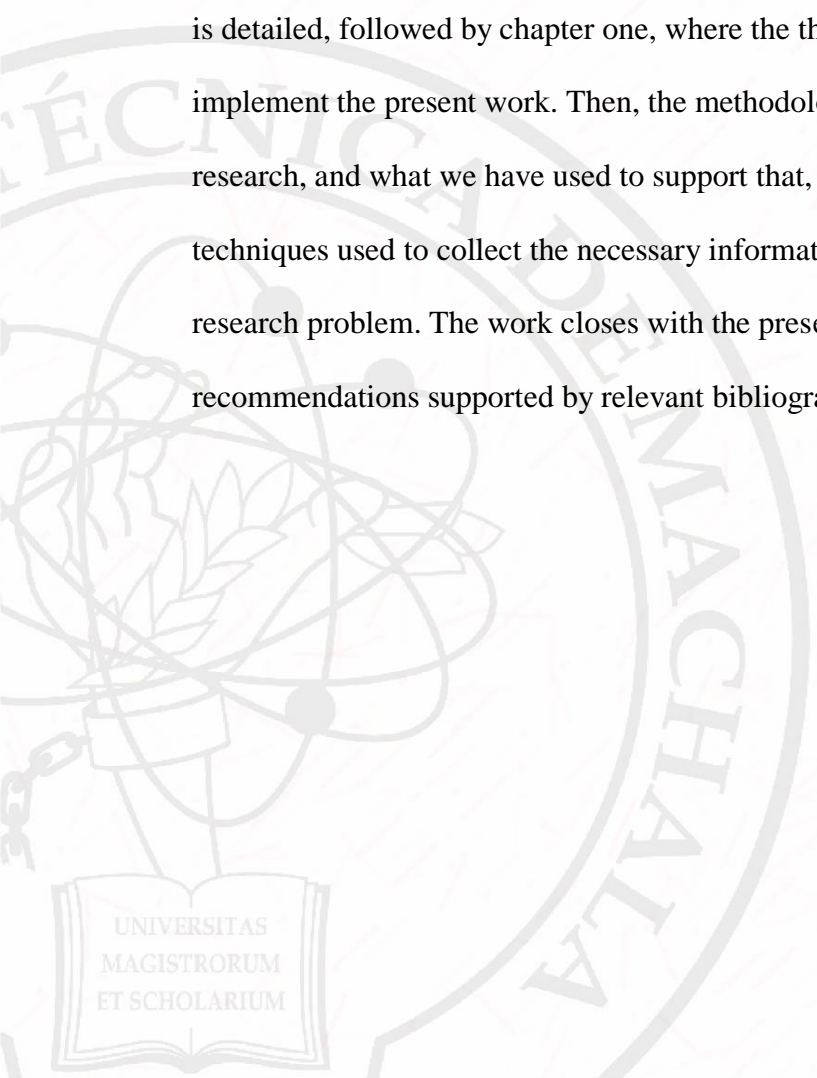
Therefore, due to those mentioned above and the difficulties presented by the production of regular verbs in the past tense, the researchers propose to conduct quantitative research using an experimental research method while using techniques such as a survey, questionnaires, and data collection.

Phonetic correction is important in research to identify the pronunciation of the different endings of regular past tenses verbs. The application of phonic sounds to reach verbs learning will help students stop memorizing what the teacher repeats or making transcripts, but know how to articulate properly and then use them in context to finally produce a speech with an acceptable pronunciation. In addition, “fonética es una de las partes más importantes en la adquisición y aprendizaje de una lengua extranjera, ya que permite al estudiante o aprendiz poder realizar una

pronunciación adecuada sin caer en errores que perjudiquen el entendimiento del receptor”  
(Robayo, 2015, pág. 31).

The practical contribution of the research is the correct pronunciation of regular past tense verbs based on a system of didactic methods. Their execution is that by implementing activities of reception, articulation, and sound production, students will be able to distinguish the final endings from the three verbal categories. In this way, they can not only have the ability to relate past actions to the phonic functions but to produce them and have the confidence to engage in a conversation.

This research is structured with an introduction where the theoretical design of the study is detailed, followed by chapter one, where the theoretical frame supports what is necessary to implement the present work. Then, the methodological framework is structured by the type of research, and what we have used to support that, the aims pursued, and the different methods and techniques used to collect the necessary information. Finally, get the results to answer the research problem. The work closes with the presentation of the conclusions and recommendations supported by relevant bibliography.



## CHAPTER 1.

The application of phonic-didactic methods for teaching the correct articulation and pronunciation of regular verbs in the past tense.

This section aims to understand the theoretical underpinnings of basic phonological knowledge of pronunciation, a key factor in the development of effective spoken English, since language is a medium for thinking, communicating and transmitting culture. For this reason, many countries emphasize oral language production. In the last three decades, spoken language development has become the most important skill in the world.

### **1.1 Historical background of applying phonic-didactic methods for teaching the correct articulation and pronunciation of regular verbs in the past tense in high school students.**

Over time, many opinions have been expressed about the pronunciation of the language to be learned and the value and importance of teaching it. The teaching of pronunciation follows the main methodological stages involved in its learning: visual imitation and analytical language. The first method refers to the learner's ability to hear and imitate the sounds and rhythms of a foreign language without any interference from explicit information. Linguistic analysis methods use information and theoretical tools such as the International Phonetic Alphabet (symbols), matching descriptions, vocal organ maps, comparative studies, public resource techniques, etc. to complement listening, imitation and production.

In the Middle Ages, the teaching of classical languages paid little attention to pronunciation, except for the placement of accents, which was necessary to construct verse. The skills applied to their teaching included listening and imitation, dictation, liturgical chant (teaching Latin), dramatic interpretation, and the relationship between spelling and

pronunciation. Bilingual dictionaries and grammars seem to show the relationship between spelling and pronunciation. These prescriptive methods are organized into alphabetic phonetic guides that have served as appendices to grammars and dictionaries over the centuries and in works published today. However, until the late 19th century, pronunciation still received little attention. The approach to translation and grammar is based on reading 24 articles, pronunciation is practically irrelevant, since speaking is not the main objective of teaching. The main interest in pronunciation is still to teach the rules of the letter-sound relationship.

A good reference is the advent of the International Phonetic Alphabet (IPA), first published in 1888 by the International Phonetic Alphabet Association, a group of French teachers founded by Paul Passy. The group's goal is to design a system for transcribing speech that is language-independent and applicable to all languages. The English phonetic system created by Isaac Pitman and Henry Ellis in 1847 was used as a template for the IPA

Auditory linguistics (audiolinguisms) has been developed in the United States since the 1940s. Following this approach, the natural order of skill acquisition is listening first, then speaking, then reading, and finally writing. Pronunciation is taken very seriously.

Speaking skills are more important than writing skills when it comes to listening, and you need to practice pronunciation from the beginning. While listening and repeating are the primary activities for students, teachers also use phonological information, such as phonetic symbols or pronunciation patterns. With the advent of the phoneme concept, minimal pair-based exercises emerged. They are represented with minimal pairings in word and sentence list reading activities. The method of teaching pronunciation is based on clear explanation, imitation, memorization of dialogue and mechanical practice of repetition or transformation. The psychological basis of

audiology is to avoid errors and correct them when they occur. Pronunciation teaching follows the principle of correcting each time a learner mispronounces a word.

It is common to observe poor English oral production in the classroom, this problem is caused by incomplete vocabulary knowledge and poor teaching strategies of teachers applying daily topics, resulting in vocabulary gaps as more teachers focus on what students repeat. The constant repetition of words will not allow students to learn the correct pronunciation and expose the pronunciation of words at all, so it will have a negative impact on the educational effect, cause the loss of interest in the subject and hinder the smooth development of communication. In addition, doubts arise in students' oral activities, resulting in incomplete oral English and affecting students' fluency, it is asserts that “los problemas de pronunciación, acarrear incomprensión y desconfianza a la hora de hablar e incluso aburrimiento por parte del interlocutor” (Rigol, 2005, pág. 4).

Another reason why spoken English is deficient is the lack of participation in language activities, which manifests as insecure language processing, makes it difficult to generate ideas, and tends to memorize the direction of foreign language development. Not through the development of speaking skills.

Similarly, lack of immersion in the target language due to poor exposure is the main cause of poor language expression, resulting in difficulty with English pronunciation due to lack of basic knowledge of the corresponding phonetics, the same which can only be obtained through daily experience with exposure to a foreign language.



## **1.2 Conceptual Foundations about the employment of phonic didactic methods as a didactic strategy based on the correct use of phonetics in the oral productions of verbs in the past.**

Didactics is very important in pedagogy and education because it enables quality teaching tasks, the selection and use of materials contributes to the development of skills and indicators of success, avoids habits, allows reflection on different learning strategies. Avoid improvisation by disorderly work, compliance acts safely according to the expectations and specific needs of each group of students.

It contributes to the organization of the educational practice to articulate a quality teaching process and establish clearly, with due commitment, the didactic intention that teachers will develop in the future, in each activity and educational scenario. On the other hand, it allows a structured planning and development of the teaching process, responding to the what, who, where, how and why, and artistically guiding the learning process of the child in the practice of the daily style. Therefore, it basically involves several stages of prediction, selection and organization of all the elements that make up a learning situation.

### **1.2.1 Didactic methods for learning-teaching.**

The teaching method is a didactic strategy proposed by teachers for classroom work. It begins with methodology as a means to an end and with preaching as a methodological tool in the search for the desired results. Pedagogy refers to any function in the process of teaching, guidance, information, and learning; while methodology is the tool used by teachers to transit. Therefore, it be said that didactis have been used “cuando el proceso de enseñanza facilita la aplicación de la información o del conocimiento, considerando aspectos como el contexto,

condiciones e intereses, y las adaptaciones que se hagan a un recurso para centrar la enseñanza en el estudiantado” (Orellana, 2017, pág. 1).

In addition, it is essential to conceive that to achieve an objective within the educational area, both methods and techniques must be taken into consideration as described below:

**Teaching Method:** It is a logically coordinated set of moments and techniques that guide students toward specific goals. The approach gives a sense of unity to all stages of teaching and learning, especially in the presentation of subject matter.

**Teaching Technique:** It is a pedagogical outcome that we use to define a lesson moment or part of the learning approach. This technique represents a means to make well-defined instructional goals effective.

To achieve its objectives, a teaching method must use multiple technologies. The method can be said to be effectively implemented by technology.

Using appropriate educational methods is very important these days, even more so when teaching languages such as English. The resources used in the classroom can have a positive impact, and much depends on what teachers want to achieve with their students.

Robayo (2015) reconoce que la fonética es una de las partes más importantes de la adquisición y el aprendizaje de una lengua extranjera, ya que permite al estudiante o aprendiz pronunciarla correctamente sin errores que impidan que el receptor la entienda (p. 31).

### **1.2.2 Phonetics as a teaching method in the pronunciation of regular verbs in the past.**

Phonics, also known as the linguistic science that deals with the study of sounds, is an integrative approach to teaching reading that begins with learning the sounds of single letters and then blends various sounds to gradually gain reading before and after writing.

Cruz (2017) mention. The detail in phonetics helps the understanding of sounds as the perception of words, because the more information there is for the listeners to use, the more feasible it will be for them to distinguish one word from another. (pág. 20)

Likewise, the articulating methods usually offer the student an articulating description of the sound to be pronounced, accompanied by an image that is schematized. These methods can be beneficial if their theoretical and practical limitations are taken into account.

### **Advantages of the phonetic method**

The phonetic method, an approach based on process rather than learning outcomes, is a method that facilitates phonological perception and has important advantages:

- ✓ This is a simple and natural method, and learning is more intuitive than other methods because it is based on the sounds students use when speaking.
- ✓ This is a very good method in English based on its phonetic counterpart.
- ✓ The phonetic method also favors the learning of reading, it helps to find a meaning.
- ✓ The phonetic method is one of the best comprehensive methods for learning correct pronunciation because it adapts to students' understanding, combines spoken and written language (letters) in a natural and intuitive way.

Phonetics is of particular interest in analyzing how humans produce different sounds and then use them in speech. In this sense, phonetics produces different symbols to represent each of these sounds so that they are easier to identify and analyze. Thus, each word consists of a specific set of sounds, which are usually represented by symbols different from the letters of the alphabet. To understand them, phonology also tries to understand how each sound is produced by the different parts of the mouth and vocal cords so that they can then be easily repeated. It is stated that, "It is evident that the vocal chords play a major role in sounds (they are responsible



for the distinction between voiced and unvoiced), and the sides of the tongue are also used” (Kracht, 2007, pág. 16).

### **1.2.3. Oral production.**

The oral production facilitates the development of the verbal expression being a skill of using the language; it is also composed of a productive or active nature and differs from the receptive or passive character of the comprehension methods. Therefore, knowledge of pronunciation and phonetics is a key factor in developing effective oral production of English, as language is a way of thinking, communicating and transmitting culture from generation to generation.

La expresión oral es la primera forma de comunicación a nivel social y por lo tanto requiere una comunicación efectiva para que los pensamientos, ideas y solicitudes puedan transmitirse de manera segura entre personas que hablan el mismo idioma. Esto se refiere a la producción de inglés, utilizando la pronunciación se vuelve más eficaz. (Narváez, 2020, pág. 26)

Speech production is the most difficult skill to develop in linguistics, but the most effective way to communicate, and that is the importance of articulating the target language. Guiding second language learners to develop full speech generation means that they are able to perceive and generate the complete linguistic system of that language, regardless of their environment.

### **1.3 Contextual characteristics of phonic didactic methods in the oral production of verbs in the past.**

The teaching and learning of English has spread throughout Ecuador, opening new possibilities and horizons for science, technology and human knowledge, as well as new life opportunities for those who love English. Its structural assimilation, and knowledge of the

language based on systems such as phonology (a branch of linguistics), allows us to know how to pronounce it correctly, although this knowledge lacks practice. Students have little or no say in the expression of their ideas.

Analuisa (2016) considers that public institutions in the provinces of Ecuador, such as Tungurahua, present problems in English language learning. Since the activities provided by the foreign language books do not provide activities that promote the development of the pronunciation of the language. This leads to countless consequences such as limited knowledge of English pronunciation, fossilization of incorrect pronunciation, and interference of the mother tongue with the foreign language. (pág. 4)

In many cases, students learn to pronounce words by repeating what the teacher said in class, but this only creates phonological confusion because English letters are pronounced differently. This confusion leads students to perceive English pronunciation as difficult and confusing, which generates personal frustration and school dropout. Students do not recognize the language, because English letters are learned, but not their sounds, so even with a dictionary, students cannot read the pronunciation of words.

English pronunciation is usually considered one of the most difficult linguistic aspects to teach due to its various dialects and to each individual's native language influence.

In other words, adequate pronunciation entails extra effort since it, sometimes, involves learners' working on memorizing specific rules and patterns and applying them when speaking. (Carranza et al, 2020)

It is estimated that in Ecuador, the teaching of phonetics to correct pronunciation errors has not been strengthened in last years, there is no proper planning where priority is given to the exercise of orality where the emphasis is given mainly to recognizing as defined the different

endings of the verbs in the past of English. This subject can be taken lightly because of the ease of performing regular verbs in the past in written form, but it is pretty different to carry them out to oral production, in which many students are left with gaps.

At present, the Carmen Mora de Encalada National Technical School became an institution of the new millennium, the authorities and great efforts made the school take a more significant enhancement and is placed at the forefront of the most important institutions in the country. Seventeen fiscal, and fiscal educational institutions implement the International Baccalaureate Diploma Program. This institution was led by Ing. Irma Pazmiño. She crystallized this offer on November 26, 2014, when they authorized its operation under the International Code 050218 under the coordination of Ing. Griselda Rivas, changing its name to Colegio de Bachillerato Carmen Mora de Encalada, becoming the only educational institution in the canton Pasaje that offers International Baccalaureate.

### **1.3.1 Presence and evolution of the use of phonic methods for the improvement of the ability of oral production of sounds in regular verbs in the past tense.**

Since the middle of the 20th century, new approaches and methods for teaching foreign languages, especially pronunciation, have emerged that emphasize the development of students' listening skills through the use of minimal pair work. Pronunciation teaching is based on two basic approaches. On the one hand, visual imitation, which relies on the learner's ability to hear and imitate the rhythms and sounds of the target language without interference from explicit information; on the other hand, analytic linguistics, which uses information and tools such as phonetic alphabets, matching descriptions, articulatory diagrams, oppositional information, and other means to support skills, the ability to hear, imitate, and produce sounds in the target language.

Murillo (2013) propone los materiales didácticos en la fonética inglesa como carácter motivacional para que el estudiante aprenda la fonética de una forma divertida ya que muchas veces es para ellos muy aburrida hasta para el docente por ello la poca importancia para la fonética inglesa ya que la fonética solo se trabajaba con texto. (pág. 32)

Over time, various teaching methods have been developed to help learners gain an understanding of the pronunciation of regular verbs:

- Direct, natural methods of studying pronunciation through intuition and imitation are based on observations of children learning their first language (L1), although there are important differences between first language acquisition and second language learning.

- A reading comprehension method in which students spend a lot of time listening before they learn to speak, only to listen.

- Gattegno's color and sound scheme, which aims to make pronunciation as close as possible to native speakers.

A form of communication that emerged in the 1980s with the aim of pursuing communicative objectives. It is designed to develop students' grammar, strategy, presentation and social skills. Since then the teaching of pronunciation has been taken more into account especially with regard to the development of oral skills in regular verbs.

Currently, the use of activities that contemplate the use of phonetics for learning regular verbs in both present and past tense has meant progress towards better development of academic activities that involve the active participation of students. It is no longer only possible to teach that the formation of regular verbs in the past tense ends in (ed), but also that they have an

explicit pronunciation that helps to have a correct pronunciation at the moment of having a conversation.

It has been fundamental that the didactic methodologies can make use of visual materials where students can observe the articulation of the organs that generate the sound, as well as the visualization of the phonetic symbols that provide a better understanding of the pronunciation.

### **1.3.2 Diagnosis of the current state of student participation in the 2nd year of baccalaureate "A".**

This section shows the results obtained after the application of the pre-experiment which consisted of a pre-test and a post-test for the students of the 2nd year of high school of the Carmen Mora School in the city of Pasaje. Two instruments were used to collect the information: documented observation and measurement.

#### **Analysis of the results obtained from the application of the instruments.**

##### **Observation sheet**

An observation sheet was applied as a class evaluation instrument (Appendix 1), to know the initial state of the students' pronunciation and to verify if the teacher has somehow carried out activities or control related to this topic, for which a tool (role-play) was elaborated to give us the percentage of students who have knowledge of the different categories of the pronunciation of regular verbs in the past tense, for which a rubric was elaborated (Appendix 2), which was used to obtain the following results:

##### **Pre-test**

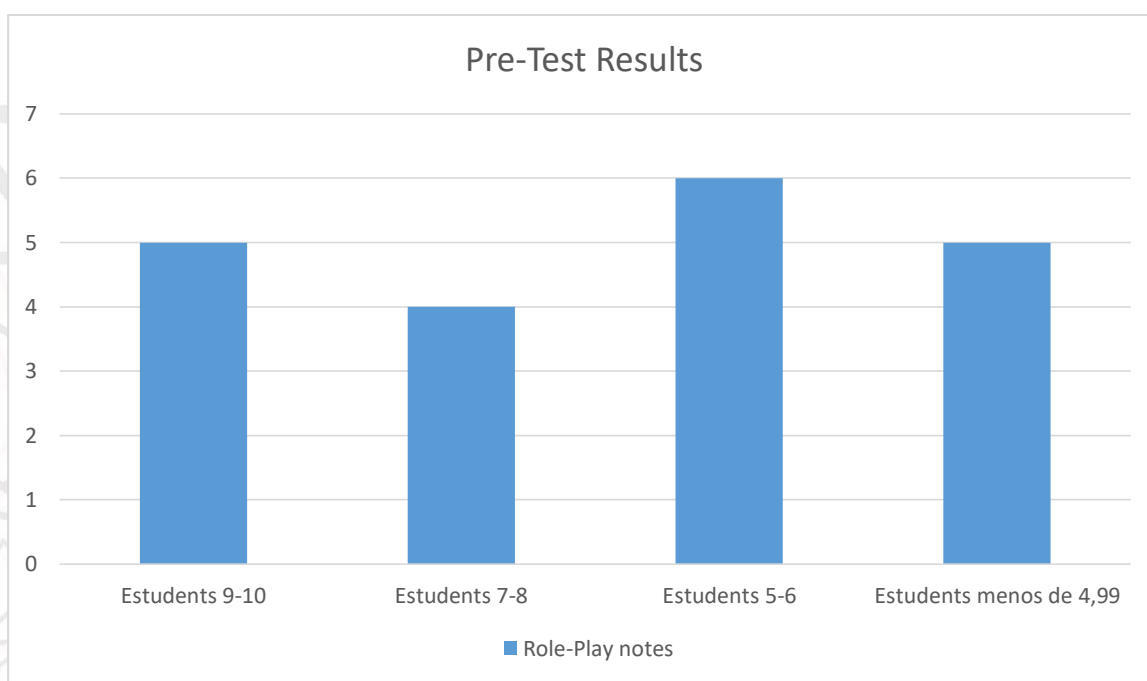
- Seventy-five percent of the students presented difficulty in the intonation of regular verbs in the past tense (Figure 1).
- Students did not have practices related to the use and identification of phonetic sounds.

- The students did not have knowledge of phonetic symbols accompanied by their proper pronunciation.

- The students did not know the pronunciations of the different endings of regular verbs in the past tense.

- On the other hand, the other 25% of the students had no difficulty in the oral production of regular verbs in the past tense.

- The students knew the endings (ed) of the verbs, but not the use of the 3 categories of pronunciation.



**Figure 1.** Pre-test results applied to 20 students.

## CHAPTER 2.

### Methodological Framework

The present chapter details different methodological aspects employed to carry out a correct process in this investigation, such as paradigm and type of investigation, design, theoretical methods, population, and techniques exposed to analyze data from the application of the instruments.

#### 2.1 Paradigms and type of investigation.

The investigation refers to a positivist quantitative paradigm because it collects and analyzes variables and studies the propriety and quantitative phenomenon. In addition, it allows scientifically examining data.

Marco Rodriguez (2010, pág. 32), señala que el método cuantitativo se centra en los hechos o causas del fenómeno social, con escaso interés por los estados subjetivos del individuo. Este método utiliza el cuestionario, inventarios y análisis demográficos que producen números, los cuales pueden ser analizados estadísticamente para verificar, aprobar o rechazar las relaciones entre las variables definidas operacionalmente, además regularmente la presentación de resultados de estudios cuantitativos viene sustentada con tablas estadísticas, gráficas y un análisis numérico.

#### 2.2 Investigation design:

In order to address the problem approach, it's necessary to select the specific design for the investigation development. Design refers to the plan or strategy conceived to obtain the required information. This investigation has been considered as a transversal study which allows us to observe and analyze data of some variables on a study sample.

According to the observed needs in studies about scarce oral production of verbs in the past tense, the present research follows a pre-experimental design. This design is carried out in natural environments groups. Generally is helpful as the first approach to the real investigation problem. It is mention that “la investigación pre-experimental es aquella en la que el investigador trata de aproximarse a una investigación experimental pero no tiene los medios de control suficientes que permitan la validez interna.” (Saiz, 2018, pág. 8)

### **2.3 Population and sample or object of study.**

The population for the research are 30 students from Carmen Mora High School in the third baccalaureate in Pasaje city. Due the population is finite and accessible for the investigators the census is defined as:

El proceso total de recolectar, compilar, evaluar, analizar y publicar o diseminar en cualquier otra forma, los datos (o la información) demográficos, económicos y sociales que pertenecen en un momento determinado, a todas las personas de un país o de una parte bien delimitada del mismo (Arias, 2021, pág. 1).

### **2.4 Methods of investigation**

Research methods are a set of logical processes in which scientific questions are formulated and hypotheses and research tools are tested. Nateras (2005) stated that “el método es requisito indispensable para la investigación y es la herramienta que ayuda a sistematizar u ordenar la investigación, asimismo coadyuva al logro de los objetivos preestablecidos (pág. 3).

#### **2.4.1 Theoretical Methods.**

In all scientific research, empirical and theoretical methods are dialectically linked; the first contribution is the discovery and accumulation of data and the verification of hypotheses,



but they are not sufficient to deepen the essential relationship of educational phenomena. Theoretical methods can reveal essential relationships between research objects that cannot be directly observed, thus fulfilling important epistemological functions through conceptual explanations of empirical data, and in this way build, develop theories and facilitate the characterization of phenomena. It is established that: “En los métodos teóricos están comprendidos toda una serie de procedimientos que posibilitan la asimilación teórica de la realidad y que se adecuan a las condiciones en que se va a desarrollar la investigación”. (Jordan, Contreras, & Camacho, 2015, pág. 35)

The theoretical methods used in this research are detailed below:

**- Logical Historical Method**

Into this investigation, it employed this method to know the initial development by the application of phonic methods in the history of phonetics in different periods. The objective is not only to describe how these phonetic methods functioned in the period under study or the social conditions that influenced change, but also to understand their logic of development and what are the fundamental factors influencing change at each stage. Hernández (2018) explained that “El método de análisis histórico lógico, esta vinculados para descubrir las leyes fundamentales de los fenómenos basado en los datos obtenidos por medio del método histórico”. (pág. 24)

**Systemic approach.**

The systemic approach was used in this research to follow a linear order of processes and events, so that their elements are interrelated to produce the agreed final results. Torres (2010) shows that “En el sentido estricto de la palabra, el sistema es un conjunto de elementos

relacionados entre sí, que constituyen una determinada formación integral, no implícita en los componentes que la forman”. (pág. 17)

### **Analytical-Synthetic Method.**

Within the research, this method was used in an exhaustive way for the analysis of the documentation referring to the research topic, which gave way to the extraction of the most important elements that are related to the study object. In this case, the students and how they carried out the classes in their classroom are considered in the method application.

El análisis se realiza agregando los atributos y características de cada parte del todo, mientras que la síntesis se realiza en función de los resultados del análisis. En la investigación, un proceso u otro puede dominar en una etapa dada.. (Rodríguez & Pérez , 2017, pág. 186)

### **- Empirical methods.**

In this approach, we use observations and formulate hypotheses, which are then tested to draw conclusions. In short, we use this method every day to find answers to the phenomena we present. It is based on personal experience, using tools and supports such as: interviews, questionnaires, observation sheets, etc. Hened (2019) explains that: “Los métodos de investigación empírica conlleva al investigador a una serie de procedimientos prácticos con el objeto y los medios de investigación que permiten revelar las características fundamentales y relaciones esenciales del objeto; que son accesibles a la contemplación sensorial” (pág.

1). Therefore, the empirical methods applied to the present research are:

#### **Class Observation**

Classroom observation allowed us to know the state of the students' pronunciation, how they are developing their oral production, if they knew the phonetic symbols and related them to regular verbs in the past tense. Macias 2021 explain that “La observación científica tiene un

método que parte de un objetivo claro, definido y preciso; esto es que se sabe qué es lo que se desea observar y para qué hacerlo. (pág. 10)

Observation helps us to understand reality through direct perception of things and phenomena. Observation, as a procedure, can be used at a different point in more complex surveys: at an early stage, it is used to diagnose problems in research and is useful in survey design. During an investigation, it may become a procedure specific to the method used to test the hypothesis. At the end of the research, observations can predict the progression of trends and phenomena with a higher level of generality.

### **Document analysis.**

The analysis of documents allowed us to obtain relevant information on the main deficiencies that students have when producing the phonic sounds of regular verbs in the past tense; having this relevant data contributed to the proper implementation of a new solution that would promote an improvement in the pronunciation and identification of the sounds.

Document analysis is a form of technical study, a set of intellectual operations aimed at describing and representing documents in a systematic and uniform manner to facilitate their retrieval. It includes the process of analytical synthesis, which in turn includes the preparation of bibliography and sources for general description, classification, indexing, annotation, extraction, translation and revision.

“El análisis documental, es el resultado de la necesidad de proporcionar al usuario un camino para llegar al documento pertinente y el otro, el análisis de la información, es una forma adecuada para su uso racional y creador en la actividad práctica del individuo” (Dulzaides & Molina, 2004, pág. 3)

### **Working with the variable in the research study.**

It is significant to point out that for a correct development of a research, it must be clear which are the variables we are working with, so this section is aimed at its conceptualization, which is transcendental for a convenient execution.

Thus, this research has the following variable:

**Variable:** Improvement of oral sound production skills.

La producción oral es la primera forma de comunicación a nivel social y por lo tanto requiere de una comunicación efectiva para que los pensamientos, ideas y peticiones se puedan transmitir de manera segura entre personas que hablan el mismo idioma, esto aplica para hacer que el inglés a través de la pronunciación sea más eficiente. (Narváez, 2020, pág. 26)

Dimensions	Indicators	Definition of indicator	Question
-Production of Phonemes.	1. Know the phonetic alphabet.  2. Identify sounds and phonemes as minimum linguistic units.	1. The phonetic transcription system is more used by linguistics to transcript sound languages.  2. Minimum phonological unity results from the abstract or theory description of the language sounds.	1. Does the student know the importance of the phonetic alphabet?  2. Does the student know the phonic sound of regular verbs in the past?

### CHAPTER 3.

#### Intervention proposal.

<p>-Production of morphemes and words.</p>	<p>3. Identify the structure of a morpheme.</p> <p>4. It recognizes that regular verbs end with the ed suffix.</p>	<p>3. A morpheme consists of the linguistic unit with meaning into which a word can be divided.</p> <p>4. Regular verbs only add ed or d at the end of the infinitive form or base form.</p>	<p>3. Does the student identify the relationship of a morpheme for the composition of regular verbs in the past?</p> <p>4. Does the student that only regular verbs end d and ed.?</p>
<p>- Production of sentences.</p>	<p>5. It uses grammatical structures in the composition of sentences properly.</p>	<p>5. The grammatical structure is how words join and change to form sentences and express different meanings.</p>	<p>5. Does the student know that only regular verbs end d and ed?</p>
<p>- Production of the speech.</p>	<p>6. It pronounces the regular verbs' different sounds correctly in the past.</p>	<p>6. Pronunciation is an aid to oral transmission and is therefore a determining factor in the comprehension of information.</p>	<p>6. Does the student know the correct pronunciation of regular verbs in the past?</p>

In the present chapter, the design of the system of phonic didactic methods for improving the oral production of sounds in regular verbs in the past tense of the English language, in the

students of 2nd year of Bachillerato of the Carmen Mora School, is put in evidence. It also shows the theoretical and methodological foundations that validate the research work.

### **3.1 Foundation of the system of phonic didactic methods for the improvement of the oral production of sounds in regular verbs in the past tense of the English language, in the students of the 2nd year of Bachillerato of the Carmen Mora School in the year 2022.**

The influence of the English language has been expanding over the years to contribute to the professional development of students and make them competitive in an ever-growing world of work. Mastering this language has been lacking in learning linguistic competencies that are important for proper communication and oral expression. Therefore, the teaching of this second language has had the implementation of different methods that have been able to contribute to the development of communicative skills.

The use of didactic methods in the classroom, in addition to promoting the teaching and learning process, also plays a vital role in the acquisition of knowledge. The use of phonetic symbols within the didactic methodology benefits the students' ability to identify the sounds of the different grammatical structures, which generates a knowledge gap and an advance in oral production and correct intonation. Robayo (2015) explains “Fonética, una de las partes más importantes en la adquisición y aprendizaje de una lengua extranjera, ya que permite al estudiante o aprendiz poder realizar una pronunciación adecuada sin caer en errores que perjudiquen el entendimiento del receptor”. (pag. 31)

For these reasons, a system of phonic didactic methods is proposed, which contributes to the development of the oral production of regular verb sounds in the past tense so that students can correctly articulate their intonation and communicate effectively.

The didactic methodology is the system by which teachers plan their classes, using different tools, to ensure that students achieve the objectives and competences. In addition, a set of techniques is used to reinforce content, motivate and give meaning to knowledge. To better understand the meaning of didactic methods Serna (1985) explains, “Es la organización racional y práctica de los recursos y procedimientos del profesor, con el propósito de dirigir el aprendizaje de los alumnos hacia los resultados previstos y deseados”. (pág. 43)

The system of phonic didactic methods is composed of exercises that allow the student to have a clearer understanding of the identification of the 3 categories of pronunciation, it is instructive, educational and coherent as through practice it will promote an easy assimilation and use of past tense verbs in a natural way, this will contribute to the development of their communicative skills.

### **3.2 System of phonic didactic methods for the improvement of the oral production of sounds in regular verbs in the past tense of the English language, in the students of the 2nd year of Bachillerato of the Carmen Mora School in the year 2022.**

The following is a system of phonic didactic methods for the improvement of the oral production of sounds in regular verbs in the past tense of the English language, under the pre-experimental approach, which contains different components of the pedagogical process, which is a way of planning the teaching-learning process of the subject that is being addressed.

It also presents a general objective that allows explaining how the pedagogical proposal of this research will be carried out, it integrates the educational intentionality, level of assimilation, systematicity, and the contents and sources that the teachers will use to reach the objective.

The contents were selected taking into account the need of the students to understand how to carry out an adequate orality, as well as to contribute with activities that help the students be clear about how sounds are produced and how to use them in different communicative activities situations. The methodology of foreign language teaching was also taken into account for the realization of practical methods for a better understanding.

Setting objectives is essential as they help contribute to developing communicative skills and focus on what we want to achieve with the students. The present system of phonic didactic methods aims to improve the oral production of sounds in regular verbs in the past tense of the English language in the students of the 2nd year of Bachillerato of the Carmen Mora School in 2022.

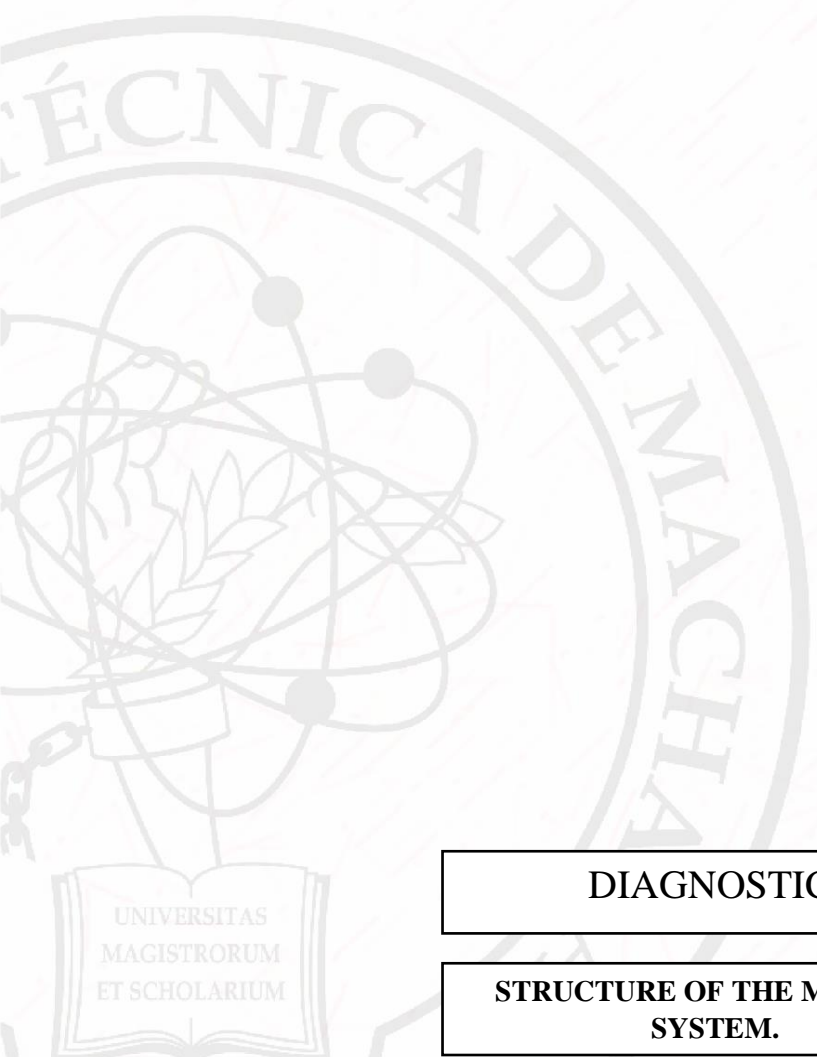
The method used in our research is pre-experimental because we carried out a before and after applying the instruments to evaluate the results obtained from the application of the class. That is to say; we carried out a pre-test as an initial diagnosis to know the state of the students about the pronunciation of the verbs and a post-test to measure how much they have learned after the class.

In the present system of phonic didactic methods, we used visual resources such as images of the phonetic symbols in the 3 categories of pronunciation of regular verbs in the past tense as well as auditory resources such as videos that demonstrate the correct articulation of the phonetic sounds so that the students can put them into practice during the class and reach a proper intonation.

The evaluation conducted meets the stated objectives of measuring the percentage of students who have been able to improve the comprehension of regular verb pronunciation. In



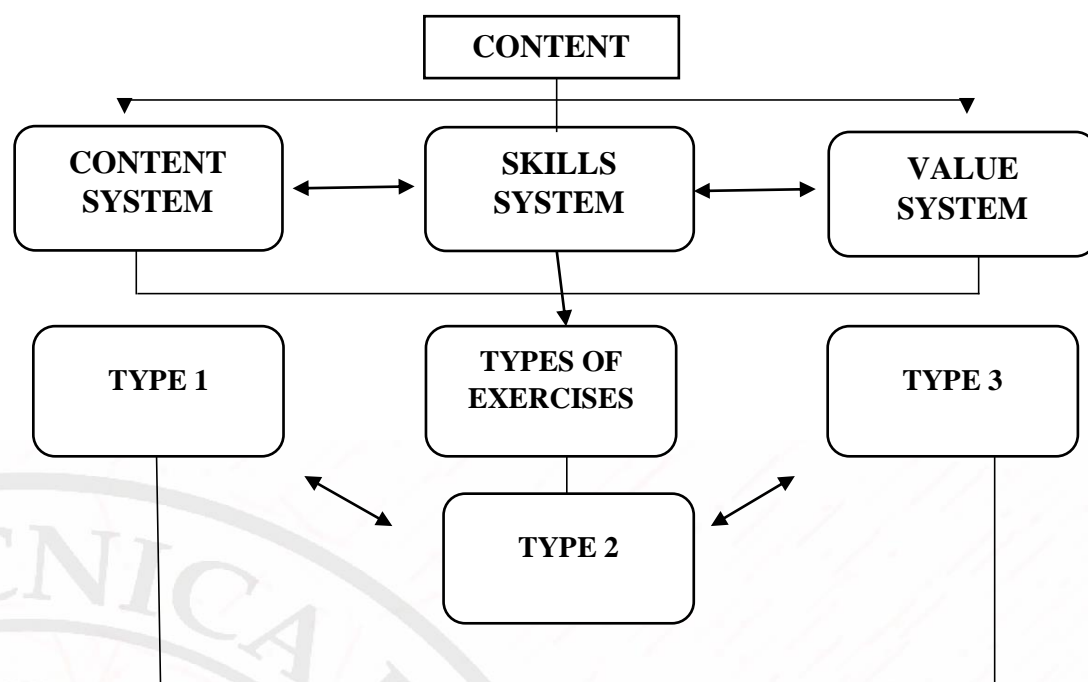
addition, the analysis of the results will help to encourage the use of more phonic teaching methods that can continue to support students' progress.



**DIAGNOSTIC.**

**STRUCTURE OF THE METHOD  
SYSTEM.**

The general objective of the research is to implement a system of phonic didactic methods for the improvement of the oral production of sounds in regular verbs in the past tense of the English language, in the students of 2nd year of Bachillerato of the Carmen Mora School in the year 2022.



**APPLICATION OF THE METHOD SYSTEM**

**EVALUATION OF THE METHODOLOGICAL SYSTEM**

**DEVELOPMENT OF COMMUNICATION SKILLS**

### 3.3. Description of the phonic teaching methods system.

In this section, we analyze in detail the planning of the class and the activities that the students had to carry out within the platform "Microsoft Teams" carried out in the subject of English in the 2nd B.G.U parallel "A" on Tuesday 18 and Thursday 20 January 2022. We describe both what was done in the class and the activities designed for the students to solve the exercise (role play), since the set of these two actions make up the system of activities.

#### Class 1:

**Content:** Regular verbs in the past tense.

**Objective:** To learn the pronunciation and intonation of regular verbs in the past tense, applying their respective grammatical rules. /t/-/d/-/ed/

During the first lesson.

**Time:** 40 min.

- **Introduction:** 10 min

Explanation of the topic of the lesson

- **Development:** 25 min

Exercises related to the topic of the class

- **Conclusion:** 5 min

**Evaluation:** Students had difficulties when developing the past tense verb pronunciation activity.

#### Activity 1.

-A role play is applied to find out the initial state of the students' pronunciation.

-Students recognise regular verbs in the past tense.

## Activity 2.

-Students try to pronounce the past tense verbs in the exercise (role play) without knowing their respective rules.

Resources.

-Microsoft Word

-Power Point

-Microsoft Teams

-Images

## Class 2.

**Content:** Regular verbs in the past tense and use of phonetic symbols.

**Objective:** To use the correct pronunciation and intonation of regular verbs in the past tense, applying their respective grammatical rules: /t/-/d/-/ed/.

During the first lesson.

**Time:** 40 min.

- **Introduction:** 10 min

Explanation of the topic of the lesson

- **Development:** 25 min

Exercises related to the topic of the class

- **Conclusion:** 5 min

**Evaluation:** Most students had a better understanding of the use of phonetic symbols and achieved a better intonation of regular past tense verbs in their different endings.



**Activity 1.**

-A lesson was developed explaining the grammatical rules of regular verbs in the past tense.

-Students do an exercise, they put the verbs in the past tense with their corresponding endings.

**Activity 2.**

-The You Tube platform is used to play a video on the subject.

-Students are motivated by an informative video about the correct articulation of past tense verbs.

**Activity 3**

-The same exercise (Role play) from the previous class is taken again to find out how many students had an optimal development after the class.

**Resources.**

-Microsoft Word

- You Tube

- Microsoft Teams

After the application of the class through didactic methods, the students were able to obtain the necessary knowledge of each one of the verb endings; in addition, it was possible to encourage the participation of the students to achieve the adequate articulation of the phonic sounds of the regular verbs in the past tense.



## CHAPTER 4.

In this chapter, the results obtained once the application of the system of didactic methods in the Carmen Mora de Encalada School with the students of the 2nd B.G.U parallel "A" of high performance, which was applied on Tuesday, January 18 and Thursday, January 20, 2022, through the application of a pre-experiment, are detailed.

### 4.1. Description of the pre-experiment

#### Implementation of the pre-test

##### Class 1. Regular verbs in the past tense

This class was developed on January 19 with a duration of 40 minutes; in this class, the topic of regular verbs in the past tense was covered.

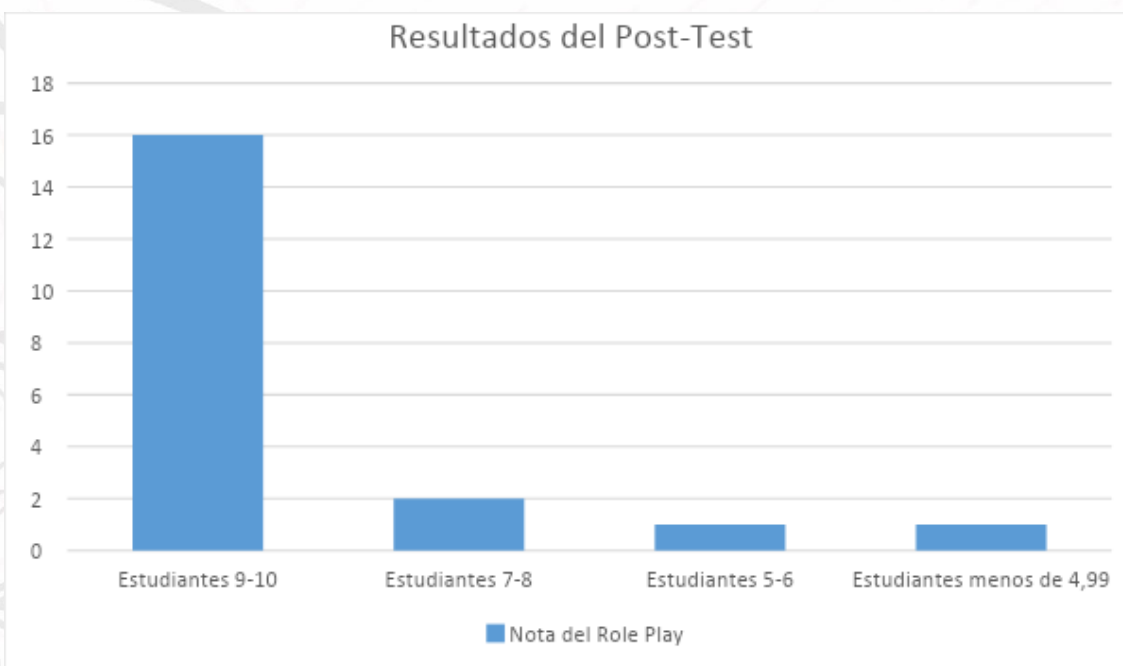
During the time of the class, we started by taking a role play to all the students present, which opened the topic we were going to deal with that day, regular verbs in the past tense; after this exercise, a brief explanation was made about these (APPENDIX 1) with the help of a presentation in Word where this topic was briefly explained.

At the end of the class, it was explained to the students that we performed the role-play exercise with the intention of knowing the initial state of knowledge of these verbs in the past tense and their correct intonation to explain to them in the next class the different rules that should be used for optimal oral production of these verbs.

#### Implementation of the post-test

During the second class (APPENDIX 4), the topic of regular verbs in the past tense was explained again, emphasizing their respective rules, when they are used and how they are pronounced, and it is here where it became evident that the students had more incredible difficulty. This aspect was also practiced with the students.

After the results were obtained by applying the pre-test tool (Figure 1), it was decided to give a class in which the appropriate methodology was applied to help students understand the correct intonation of regular verbs in the past tense in a didactic and motivating way. In the first activity, a class was developed, explaining the grammatical rules of regular verbs in the past tense (Annex 4). The students performed an exercise of placing the verbs in the past tense with their corresponding endings in a table in the Word presentation. Students were motivated by an informative video about the correct articulation of past tense verbs in the following activity. Again, the students were reinforced and engaged in what they had from the Word presentation. Finally, they performed the "Role-play" of the previous class again to know how many students improved their articulation of past tense verbs after the class was given.



**Figure 2.** Post-test results applied to 20 students.

For the application of the Role-play, the same 20 students participated, and the following was verified:

- 80% of the students improved intonation in the oral production of regular verbs in the past tense (Figure 2).
- Students learned the correct use of the categories corresponding to the rules of regular past tense verbs.
- Students learned a different way of recognizing the correct pronunciation to be intoned (voiced- voiceless).
- Students were more confident in using regular past tense verbs in interaction with their peers with the new knowledge.
- Twenty percent of the students continued to present the same difficulties in pronouncing verbs (Figure 2).

Concluding with the research, it is essential to contrast the results obtained with previous research focused on the same topic of using virtual platforms in teaching and learning English.

After the results obtained in the application of the Post-test, it can be noted that the use of phonic sounds for the oral production of sounds to improve the pronunciation of regular verbs in the past tense contributed to enhancing the comprehension of the three grammatical endings that correspond to this intonation.

Author as Robayo (2015). define que la fonética permite al estudiante o aprendiz poder realizar una pronunciación adecuada sin caer en errores que perjudiquen el entendimiento del receptor (pag 31). This agrees with what has been investigated, that is, they clarify that phonetics helps the development of oral production and articulation of sounds effectively which is very



beneficial in the construction of a correct pronunciation, in other words, what is reflected in the activities performed.

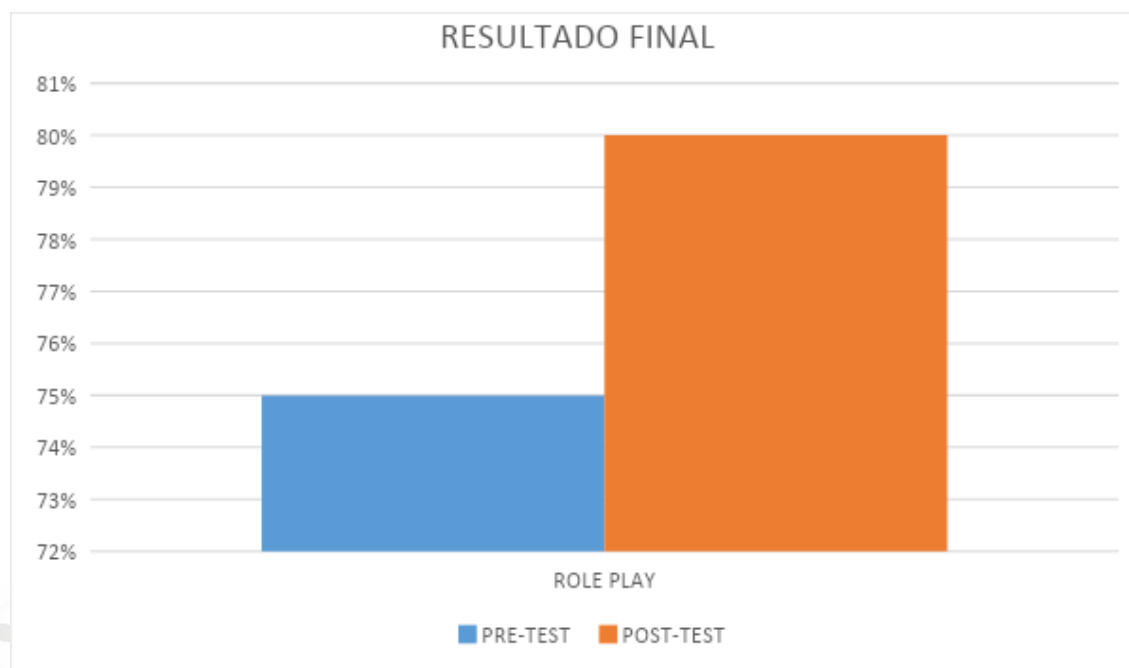
Using an illustrative video, students could better clarify the phonetic sounds used in the different verb endings. In addition, a pronunciation activity was carried out in Word to reinforce what was learned in the video, involving the students to participate in the location of regular verbs in different columns corresponding to their proper intonation. It was possible to verify the progress that many of them achieved after the explanation.

The subsequent exercise performed was the same role-play that was used in the pre-test, the results obtained were better, in which it was possible to verify that the learning was successfully acquired, 80% of the students pronounced the different sounds of the respective grammatical rules of the regular verbs in the past tense correctly. In comparison, 20% still had difficulties differentiating and articulating these sounds.

It was essential that students learn through didactic methods and have a better approach to past tense verbs' sounds; teaching a correct articulation of the sounds in past tense verbs does not help students be more prepared to communicate in this second language. The motivation that can be achieved effectively improves their ability to learn.



## ANALYSIS OF OVERALL PRE-TEST & POST-TEST RESULTS



**Figure 3.** The overall result of the pre-test and post-test.

### 4.2 Hypothesis testing.

Scientific hypothesis: If a system of phonic didactic methods based on the interactive relationship between the analytical phonic method and the synthetic phonic method is implemented, it will improve the oral production of sounds in regular past tense verbs of the English language in the students of the 2nd year of high school of Carmen Mora School in the year 2022.

#### 4.2.1 Table #1 Scale of students' values in the pre-test and post-test.

The margin of error: 0.05

	DEFICIENT	REGULAR	GOOD	TOTAL
PRE-TEST	15	2	3	20
POST-TEST	2	2	16	20
TOTAL	17	4	19	40

**H0:** Implementing a system of phonic didactic methods will NOT improve the oral production of sounds in regular past tense verbs of the English language.

**H1:** If a system of phonic didactic methods is implemented, YES, it will improve the oral production of sounds in regular verbs in the past tense of the English language.

#### 4.2.2 Table # 2 Observed and Expected Frequencies.

PRE-TEST	OBSERVED	FORMULA	EXPECTED	CHI-SQUARE
DEFICIENT	15	$17*20/40=$	8.5	4.970
REGULAR	2	$4*20/40=$	2	0
GOOD	3	$19*20/40=$	9.5	4.447

POST-TEST	OBSERVED	FORMULA	EXPECTED	CHI-SQUARE
DEFICIENT	2	$17*20/40=$	8.5	4.970
REGULAR	2	$4*20/40=$	2	0
GOOD	16	$19*20/40=$	9.5	4.447

#### 4.2.3 Table #3 Chi-square calculation results.

PRE-TEST	POST-TEST	TOTAL AMOUNT
9.417	9.417	18.834

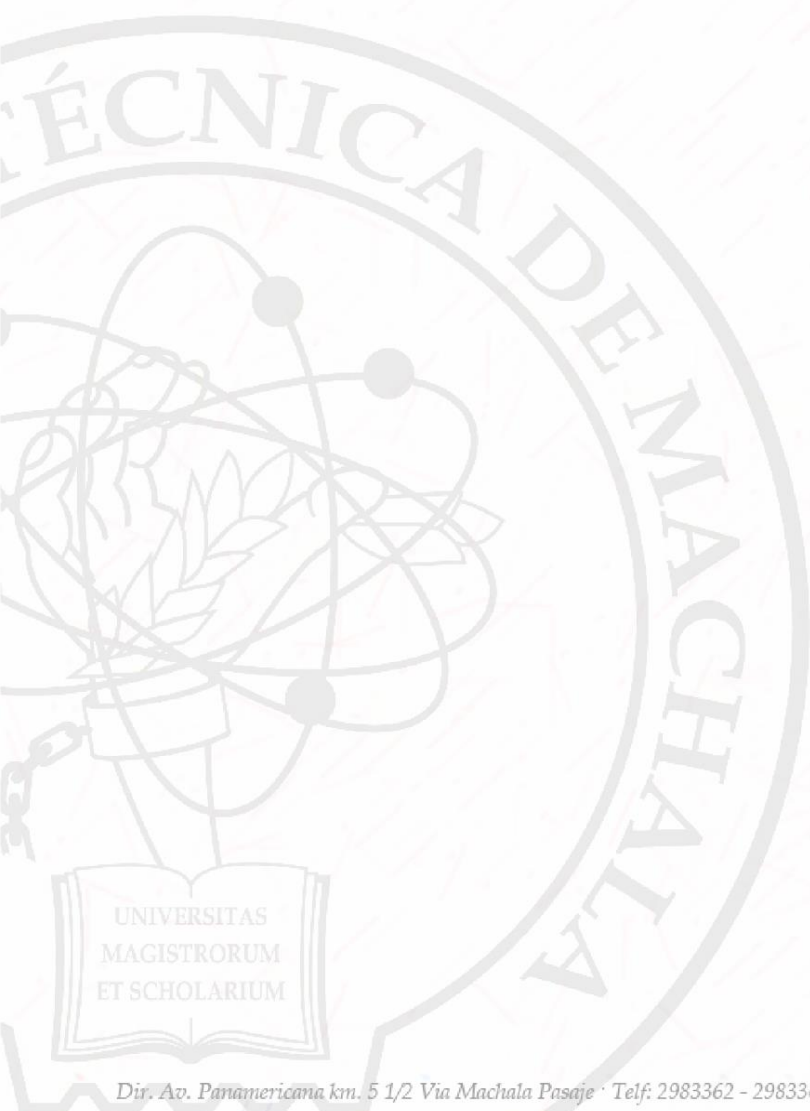
Tabla Distribución Chi Cuadrado  $\chi^2$

V/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2 →	13,815	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,266	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,017
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,666	19,0228	16,919	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,307	15,9872

V: grados de libertad

**Figure 4:** Chi-Square distribution table.

In the Chi-square distribution table (FIGURE 4) is established the value of 5.9915 due to the degree of freedom and the margin of error of 0.05, on the other hand the calculated Chi-square (Table # 3) based on our information, observed and expected data was: 18. 835; therefore, if the calculated Chi-square is greater than the value established in the chi-square distribution, the null hypothesis is rejected, which means that, if there were changes in the oral production of sounds in regular past tense verbs of the English language after the implementation of a system of phonic didactic methods, the null hypothesis is rejected.

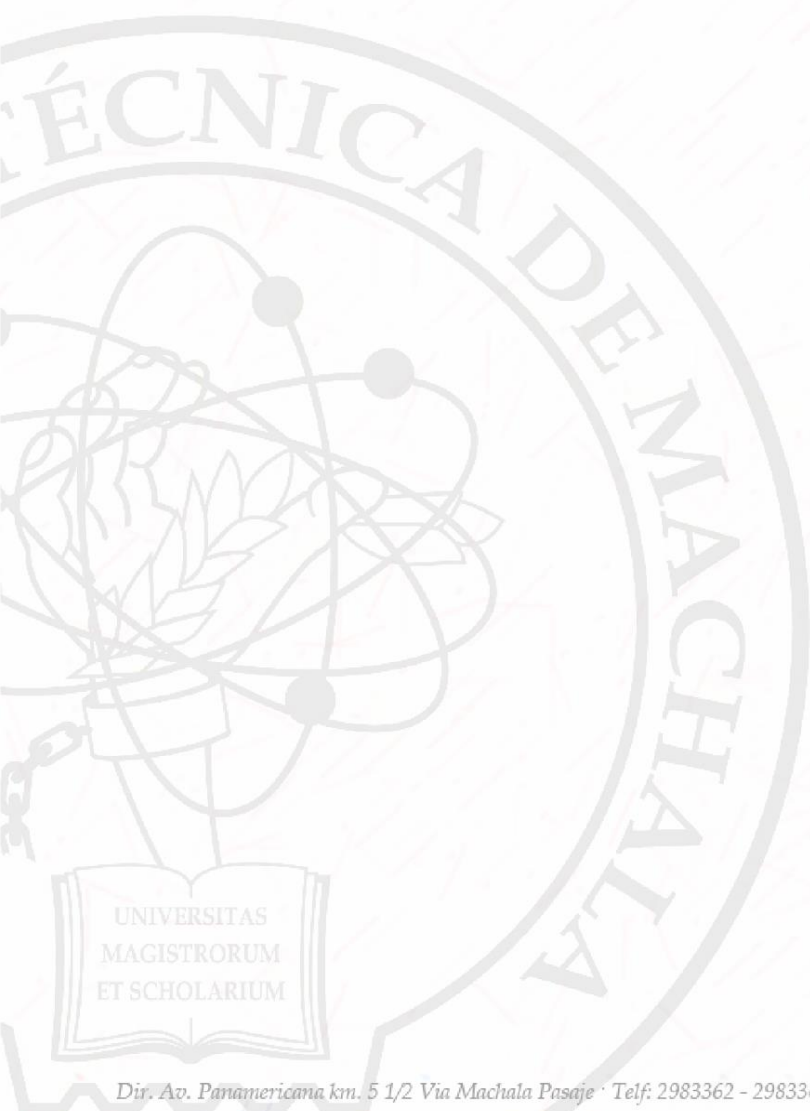


## CONCLUSIONS

- Regarding the phonic didactic method for improving the ability of oral production of sounds, it could be verified that its implementation is necessary for the achievement of the students' abilities in the pronunciation of regular verbs in the past tense.
- The improvement of the oral production of sounds in regular verbs in the past tense, it is necessary to know the theoretical basis of the same, to achieve through the resources that favor the student's understanding, since, for the teaching of the phonic sounds and adequate articulation of the verbs, the pronunciation of the 3 grammatical categories was fundamental.
- It was evidenced, through the role-play, the deficiencies presented by the students in terms of oral production skills of regular verbs in the past tense.
- By implementing the interaction between the analytical phonic method and the synthetic phonic method, the pronunciation of regular verbs in the past tense improved in the students of the 2nd year of high school of the Carmen Mora School 2022.
- The system of phonic didactic methods effectively improves the oral production of sounds in the regular verbs in the past tense of the English language in the students of 2nd year of Bachillerato of the Carmen Mora School in the year 2022.

## RECOMMENDATIONS

- It is advisable to use didactic methods that involve student participation, which contribute to improving the pronunciation of regular verbs in the past tense. It is essential to plan this type of activity together with the curriculum to increase the importance of pronunciation. Even after the intervention, a percentage of students could not understand the different phonic sounds.
- It is recommended to use the phonic didactic method to improve the oral production of sounds in regular verbs in the past tense.



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## ANNEXES

## ANNEX 1

## Observation Form

**Date:** Wednesday, January 19, 2022

**Topic:** Oral production of sounds in regular past tense verbs of the English language.

N°	Indicators	Yes	No
1	The teacher applies specific teaching methodologies for pronunciation.		✓
2	Materials are used to encourage students to improve their pronunciation.	✓	
3	The teacher conducts activities that involve improving students' oral skills.	✓	
4	Students actively participate in the class.		✓
5	The teacher includes the presentation of phonetic sounds before the explanation of word pronunciation.		✓
6	Students recognize the different phonetic sounds of the English language.		✓

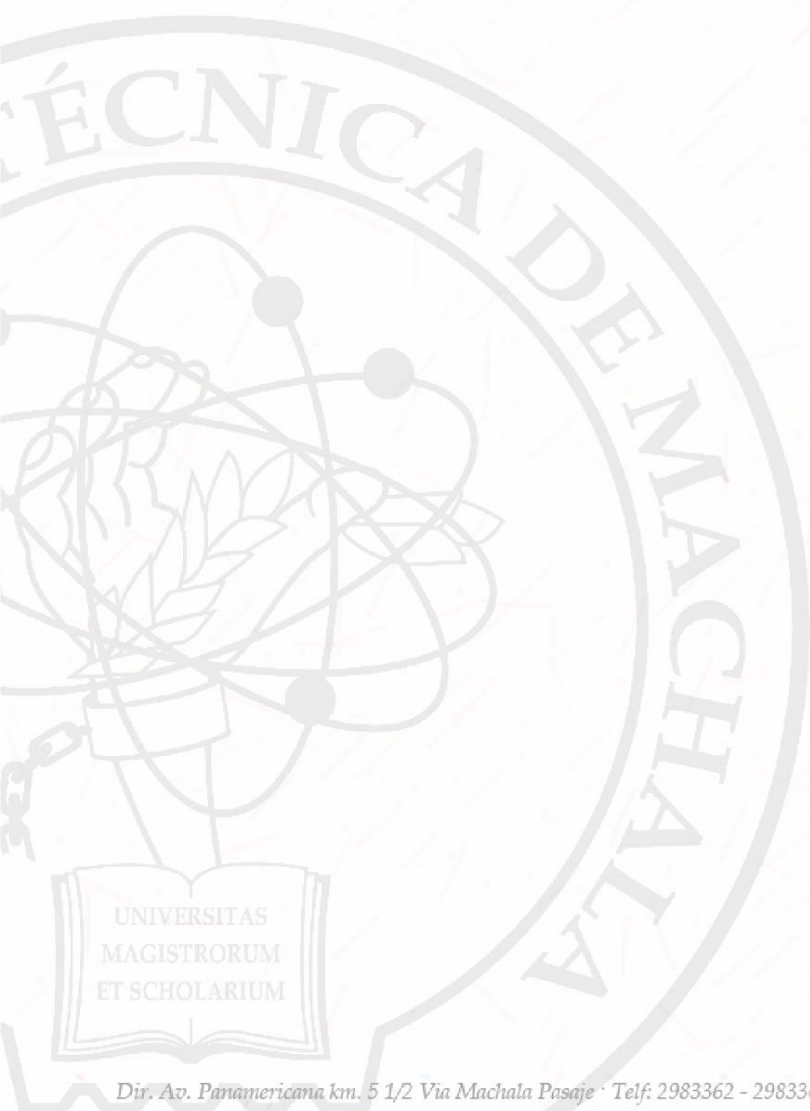
7	Students know that regular verbs end in d and ed.	✓	
8	Students know the pronunciation of the 3 endings of regular verbs in the past tense.		✓

## ANNEX 2

### RUBRIC


Escale	Name	Description
10-9 points	Advanced/ Excellent	Evidence comprehension in the assigned exercise. Expresses him/herself correctly in English on the indicated topic with ease and spontaneity. Effectively uses regular verbs in their past form and demonstrates knowledge of the stated use of different grammatical structures. Participation is balanced concerning their partner.
8-7 points	Intermediate/ Outstanding	Evidence comprehension in the assigned exercise. Expresses him/herself adequately in English on the indicated topic with a certain degree of ease and spontaneity. Effectively uses verbs in their past form and demonstrates knowledge of the stated use of different grammatical structures. Participation is balanced concerning their partner.

6-5 points	Medium / Acceptable	Evidence partial comprehension of the assigned exercise. Expresses him/herself correctly in English on the indicated topic with some ease and spontaneity. Uses appropriate and varied vocabulary. Demonstrates knowledge of the indicated use of the different grammatical structures of regular verbs in the past tense. Participation is not balanced concerning their partner.
Less than 4.99 points	Basic / Deficient	Shows little understanding of the assigned exercise. Expresses him/herself with difficulty in English on the indicated topic. Uses limited vocabulary and grammatical structures. Participation is focused on one person.



## ANNEX 3

## Plan de clase

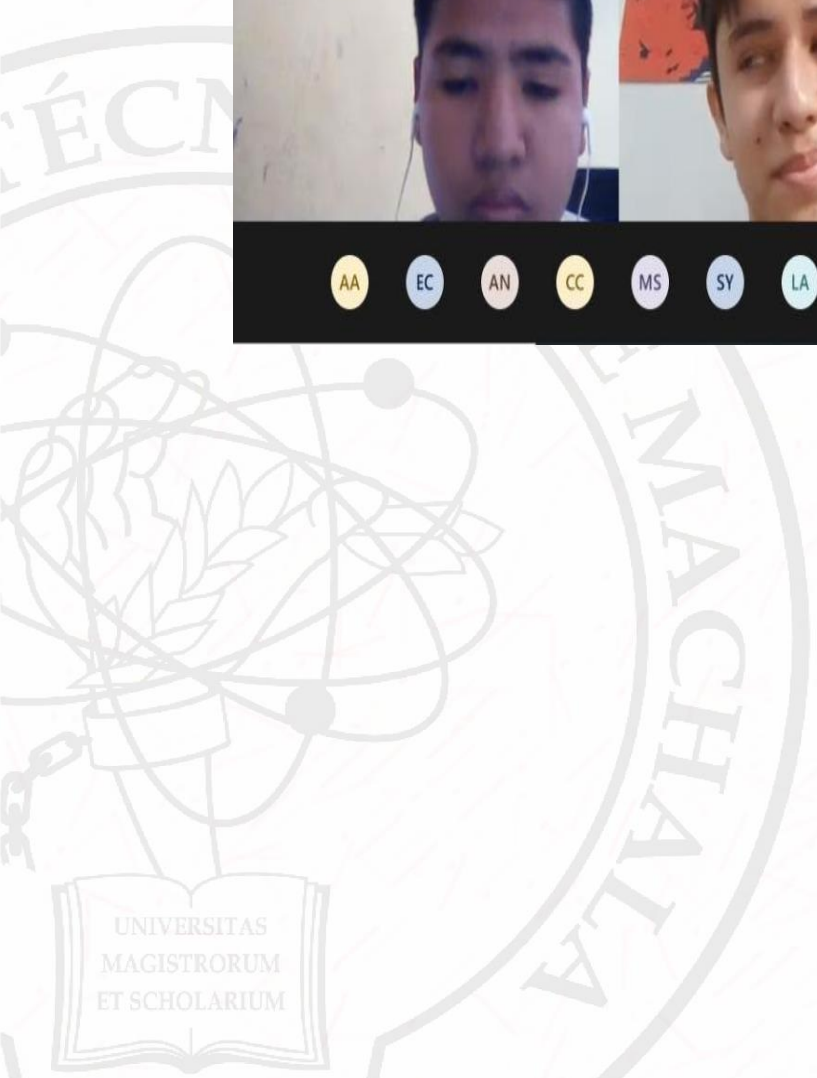
 <b>UNIVERSIDAD TÉCNICA DE MACHALA</b> <b>UNIDAD ACADÉMICA CIENCIAS SOCIALES</b> <b>Class Plan No. 1</b>		
<b>Pedagogical career of national and foreign languages</b>	<b>SUBJECT: ENGLISH</b>	<b>PERIOD: 2022</b>
<b>TEACHER: LCDS. Diego Loayza.</b> Kenny Noblecilla	<b>CLASS DURATION: 40 minutes</b>	<b>TEACHING FORM: Theoretical practical class</b>
<b>OBJECT:</b> to implement a phonic didactic method for the improvement of oral sound production in regular verbs of the English language in students from Carmen Mora High School in baccalaureate in 2022.		
<b>PRIOR KNOWLEDGE:-----</b>		<b>DATE: 19/01/2022-20/01/2022</b>

<b>CONTENT SYSTEM</b>	<b>PHASE</b>	<b>ACTIVITIES</b>	<b>METHODS AND TECHNIQUES</b>	<b>RESOURCES</b>	<b>EVALUATION INDICATORS</b>
<b>KNOWLEDGE:</b> <b>Definition.</b> <b>Various authors,</b> <b>Confrontation of</b> <b>Importance</b> <b>theories</b> <b>ABILITIES:</b>	INTRODUCTION (10 MIN)	<ul style="list-style-type: none"> <li>• Greeting and organization of the class</li> <li>• Attendance record</li> <li>• Initial diagnostic</li> <li>• Explain the topic about regular verbs in the past tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Questions and answers</li> <li>• Role-play</li> <li>• Group discussion</li> </ul>	Microsoft Word Computer Slideshow	

<p>Learn about the pronunciation of Regular verbs in the past tense, how to recognize different endings.</p> <p><b>VALUES:</b></p>	<p>DEVELOPMENT (25 MIN)</p>	<p>- Activity 1 <i>Diagnostic test on verbs in the past tense to recognize the state of knowledge on the subject</i></p> <p>-Activity 2 <i>explains how regular verbs in past tense have different pronunciations. They have to put correct verbs according to the column.</i></p> <p>-Activity 3 <i>everything learned in class is evaluated</i></p>	<ul style="list-style-type: none"> <li>• Joint elaboration</li> <li>•Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Microsoft Word</li> <li>• Slides</li> <li>• Phonemic Chart</li> </ul>	<p>- That 80% of the students characterize the verbs in the past tense</p>
<p>Responsibility Ethics Honesty Warmth respect</p>	<p>CONCLUSION (5 MIN)</p>	<p>Evaluation about learning about regular verbs in the past tense through role-playing.</p>	<ul style="list-style-type: none"> <li>• Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> </ul>	<p>That 80% of students recognize verbs in the past tense</p>
<p>ACTIVITIES FOR SELF-EMPLOYED LEARNING</p>		<p>Review class notes Students will be able to demonstrate what they have learned in classes.</p>			

ANNEX 4

Classroom Application





## ANNEX 5

## Pronunciation of regular verbs in the past tense.

# Pronunciation of ED



The pronunciation of words ending in ED depends on the final consonant (sound). There are three ways to pronounce ED:

## /ɪd/

T wanted  
D needed

**Voiced Sound**  
= uses the vocal cords and they produce a vibration or humming sound in the throat.

*(Touch your throat to feel it)*

## /t/

P helped  
K looked  
SH washed  
CH watched  
GH laughed  
TH breathed  
SS kissed  
C danced  
X fixed

VOICELESS

## /d/

L called  
N cleaned  
R offered  
G damaged  
V loved  
S used  
W followed  
Y enjoyed  
Z amazed

VOICED

[www.grammar.cl](http://www.grammar.cl)

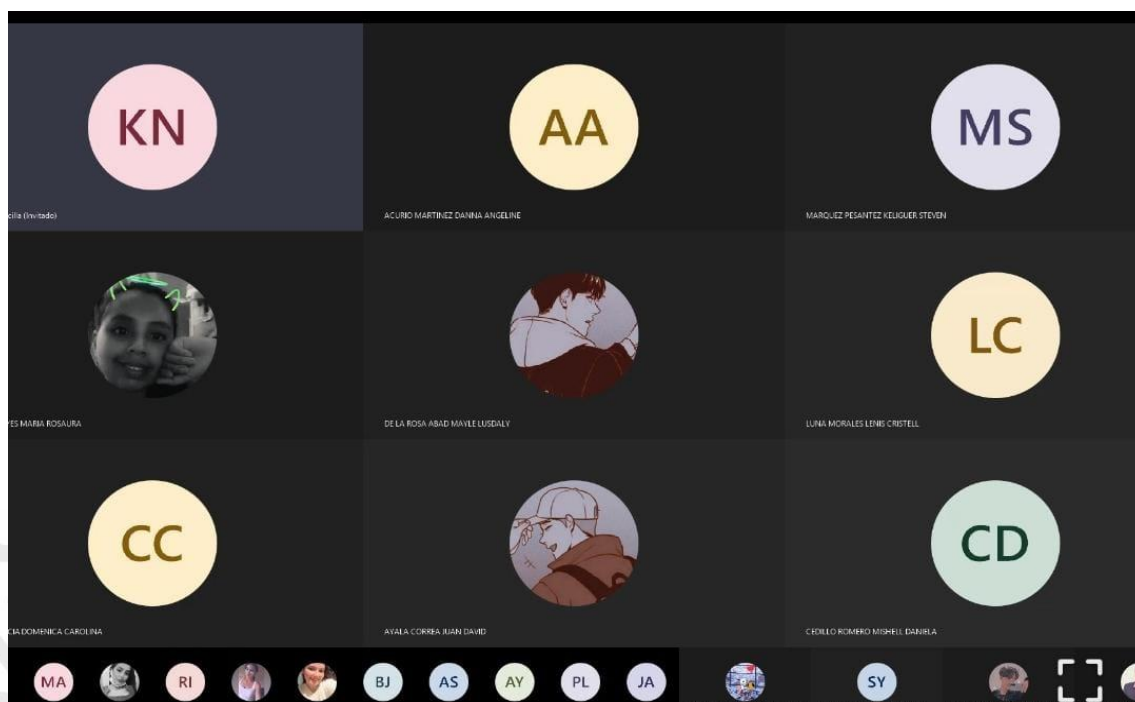
[www.woodwardenglish.com](http://www.woodwardenglish.com)

[www.vocabulary.cl](http://www.vocabulary.cl)



## ANNEX 6

## During the class



## ANNEX 7

**Role - Play**

**Maria:** Hello, how about your weekend.

**Juan:** Hi Maria, I could tell you what I did if you want.

**Maria:** Of course, I'd like to hear you.

**Juan:** On Saturday, I watched a movie with my sister, we liked it a lot.

**Maria:** I imagine you enjoyed the film a lot.

**Juan:** Yes, and we decided to watch another movie the following weekend.

**Maria:** Tell me what else you did.

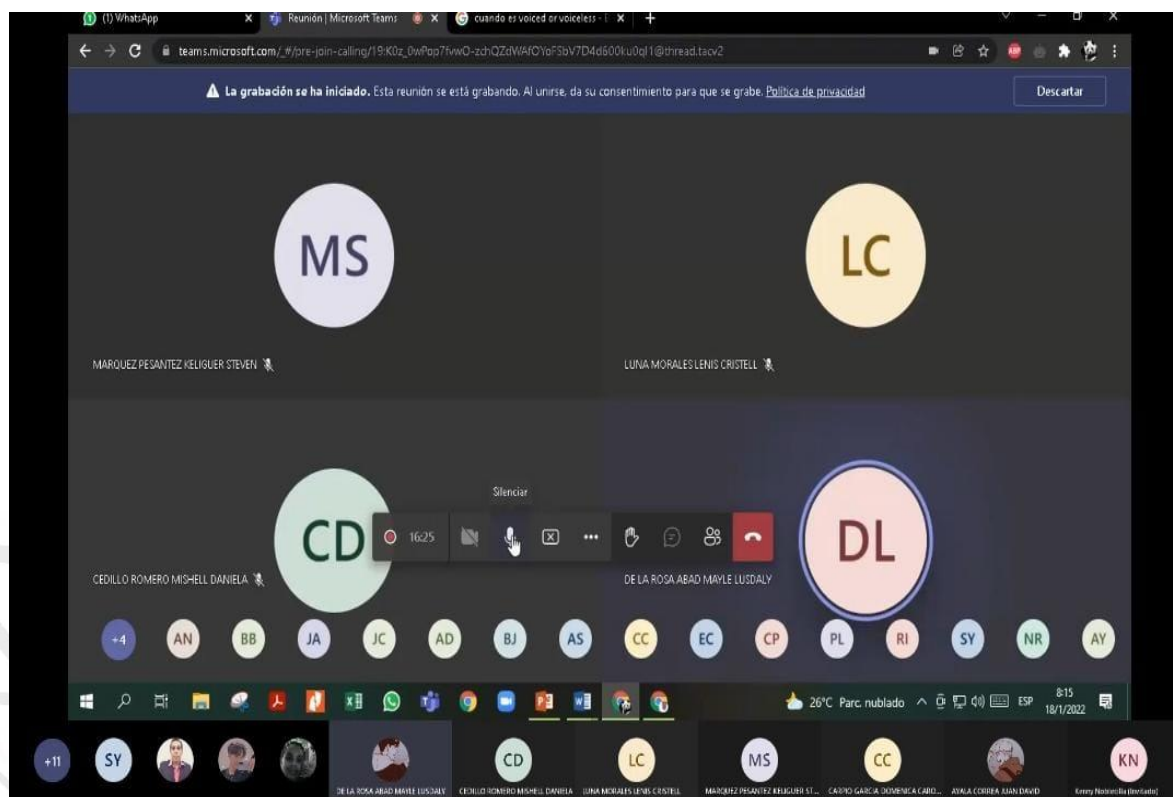
**Juan:** I also played some video games with friends in my house. It was incredible.

**Maria:** Wao!! I planned the same thing with my friends, but they never came.

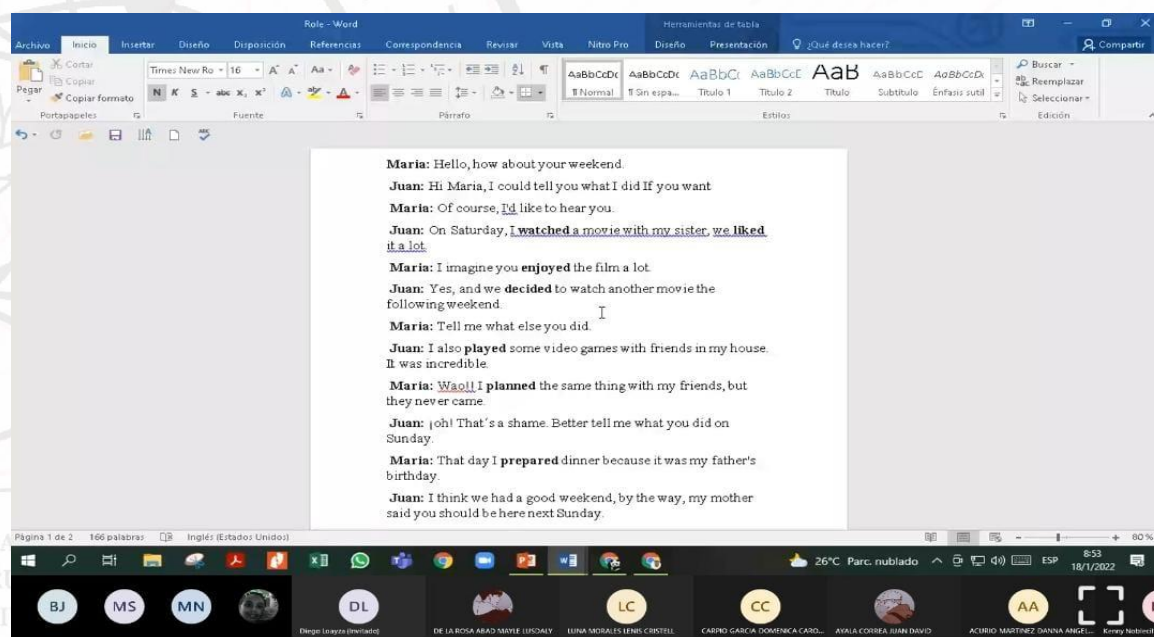
**Juan:** Ah! That's a shame. But tell me what you did on...

## ANNEX 8

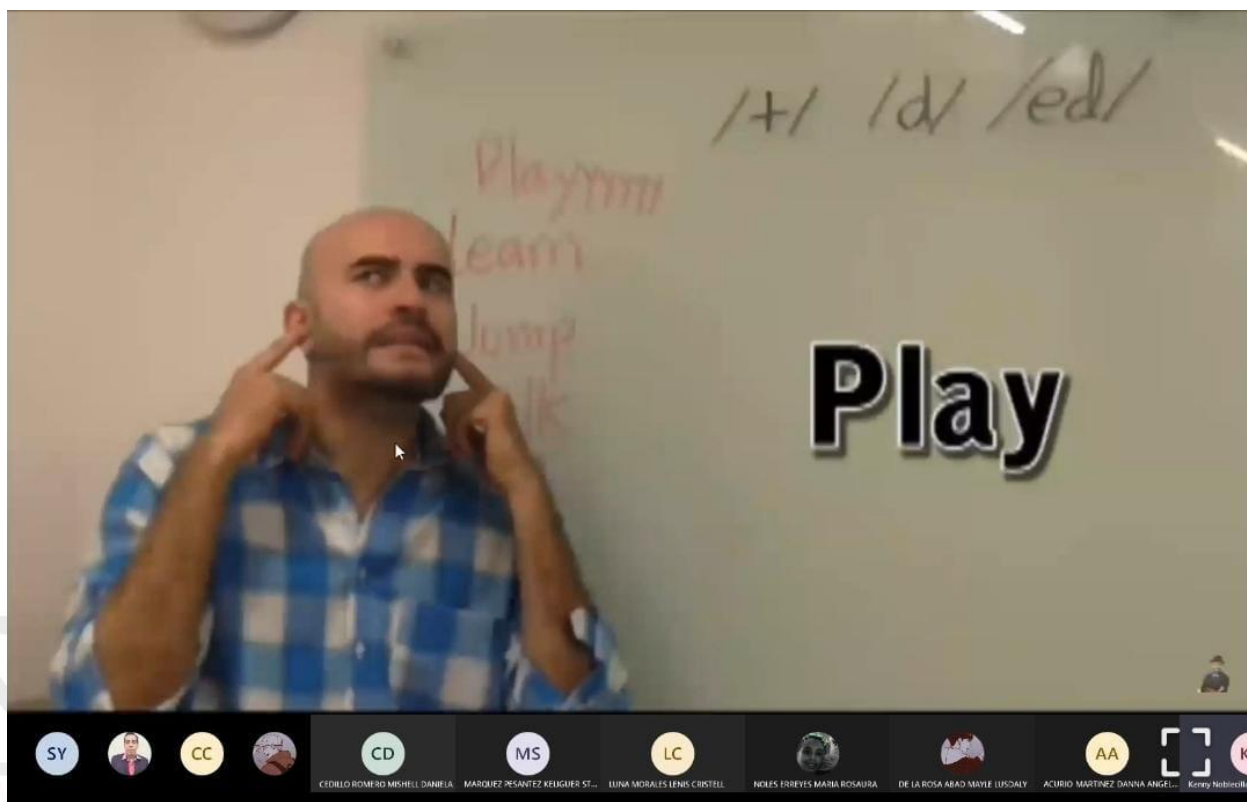
## Second class.



## ANNEX 9



## ANNEX 10

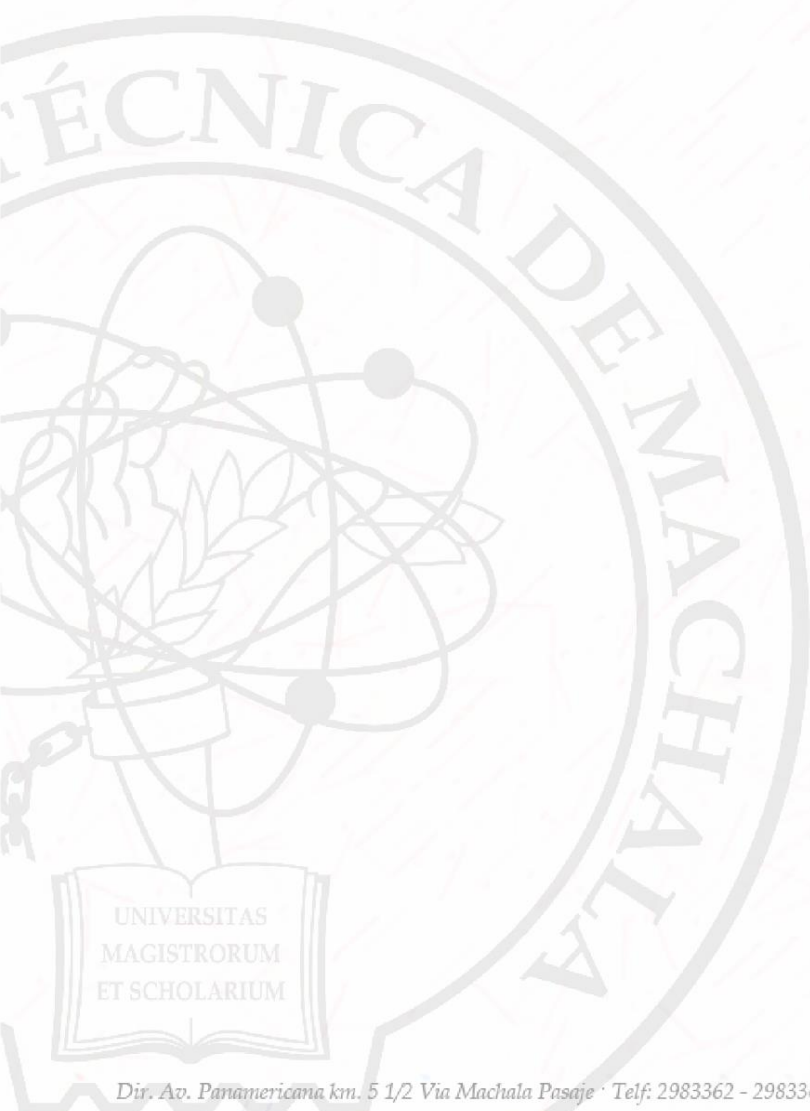


## ANNEX 11

A screenshot of a Microsoft Word document. The title is "Regular verbs in Past Tense." Below the title is a table with three columns: "t (no vibration)", "d (vibration)", and "ed (t-d)". Below the table, there is a list of verbs with their past tense forms: "Watch/ed", "Lik/ed", "Enjoy/ed", "Decid/ed", "Interest/ed", "Play/ed", and "Plann/ed". The document is open in Microsoft Word, and the Zoom interface is visible at the bottom.

t (no vibration)	d (vibration)	ed (t-d)

Watch/ed  
 Lik/ed  
 Enjoy/ed  
 Decid/ed  
 Interest/ed  
 Play/ed  
 Plann/ed



Dir. Av. Panamericana km. 5 1/2 Via Machala Pasaje · Telf: 2983362 - 2983365 - 2983363 - 2983364