



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

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

**A SYSTEM OF DIDACTICS ACTIVITIES TO DEVELOP THE SUB-SKILL  
PRONUNCIATION OF PAST TENSE REGULAR VERBS IN ENGLISH  
LANGUAGE**

**SOLIS COROZO MAITE NICOLE  
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**JIMENEZ CUELLO ANDREA KARELYS  
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**PINTO SANCHEZ YAZMIN LISSETH**

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*por* Jimenez Cuello Andrea Karelys - Solis Corozo Maite Nicole

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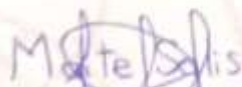
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0707314415



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0750538944







## **DEDICATORY**

I dedicate this work to the creator of the heavens, to the King of kings and Lord of lords, for his great mercy in allowing me as his daughters to achieve every goal proposed in my life, I thank my parents for being that fundamental guide throughout my 22 years of age, I can't fail to thank all the teachers who have helped to build all the knowledge taught all round my college career, to my friends, for being a great support and help during this journey.

Maite Nicole Solis Corozo

I dedicate this research work to my greatness and awesome God for giving me the strength when mine was over. Without him I would have not made it till today. To my mother and father for believing in me even when I did not even trust in myself. To my two sisters for their loving support.

Andrea Karelys Jimenez Cuello

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I want to give my deep thank you to MY GOD for helping me and making me love the English language. My family, friends and our research tutor Yazmin Pinto, Mgs.For guided me and my partner and being patience.

Andrea Karelys Jimenez Cuello

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Maite Nicole Solis Corozo

0707314415



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Andrea Karelys Jimenez Cuello

0750538944



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## Resumen

El presente estudio se realizó con el objetivo de mejorar la pronunciación de los verbos regulares del idioma inglés en tiempo pasado en los estudiantes de 7mo Año de educación básica paralelo "A" de la escuela Dr. Camilo Gallegos, ubicada en la Ciudadela Roldos, parroquia Machala en el año lectivo 2022-2023 mediante la implementación de un sistema de actividades usando recursos didácticos Audiovisuales. Si bien es conocido, la tecnología ha avanzado a pasosagigantados, sin embargo, estos recursos tecnológicos no son aprovechados completamente en lasaulas de clase, puesto que hacen uso de los mismos sistemas de educación tradicionales (memorización y repetición) de palabras y reglas gramaticales lo que no llama la atención ni despierta interés en los estudiantes.

Por consiguiente, la propuesta de intervención es esta investigación, fue hecha paraincentivar a los futuros docentes, a cambiar aquel paradigma tradicional por un sistema de actividades de clases modernas, implementando recursos tecnológicos, logrando captar la atención máxima de los estudiantes.

Esta investigación se llevó a cabo mediante un tipo de investigación cuantitativa con undiseño investigativo experimental, haciendo uso de diferentes técnicas para la obtención de los resultados, tales como observación, encuesta, pre test para el diagnóstico de aprendizaje y finalmente post test para verificar los resultados de las actividades didácticas implementadas enclase. Por último, se muestran los resultados obtenidos, donde se señala el porcentaje de estudiantes que lograron mejorar en su aprendizaje y pronunciación.

**PALABRAS CLAVE:** Actividades didácticas, pronunciación, herramientastecnológicas, aprendizaje.

## Abstract

This research was developed with the aim of improving the pronunciation of regular English verbs in the past tense in students of 7th year of basic education parallel "A" of the school Dr. Camilo Gallegos, located in the Ciudadela Roldos, parish Machala in the school year 2022- 2023 through the implementation of a system of activities using audiovisual didactic resources.

Although it is well known that technology has advanced by leaps and bounds, however, these technological resources are not fully exploited in the classroom, since they make use of the same traditional education systems (memorisation and repetition) of words and grammatical rules, which does not attract attention or arouse interest in students.

Therefore, the intervention proposal of this research was made to encourage future teachers to change that traditional paradigm for a system of modern class activities, implementing technological resources, and managing to capture the maximum attention of students.

This research was carried out through a quantitative type of research with an experimental research design, making use of different techniques to obtain the results, such as observation, survey, pre-test for learning diagnosis and finally post-test to verify the results of the didactic activities implemented in class. Finally, the results obtained are shown, indicating the percentage of students who managed to improve their learning and pronunciation.

**KEY WORDS:** didactic activities, pronunciation, technological tools, learning

## INTRODUCTION

The English language is recognized as one of the most accepted languages globally. In other words, so-called “universal language.” Nowadays the need to learn this language, and speak it at an advanced level, making correct use of its pronunciation, enhances the academic level of a person in the learning process.

The personal and collective interest in learning English as a second or foreign language has increased in the last decade. Because of the personal and professional opportunities that are available in today’s world. Allowing an accurate and correct way of communication between people from different places around the world, giving way to this so-called globalization. Communication in the foreign language English is closely related to the technology era. This is the reason why educational institutions from around the globe have chosen to include this subject in their educational curriculum.

Consequently, the Ecuadorian government has included English as a foreign language as a mandatory subject within the national curriculum. In Ecuador some years before English used to be considered an optional subject, which means, each school had the right to add it or not to the syllabus. Besides, they had the chance to pick the number of hours they will offer them.

However, this reality significantly changed in 2014, by the time the government was concerned through the Ministry of Education channeling the learning process of foreign languages, especially English. For which was decided to propose changes using ministerial agreements. (Ministry of Education, 2022)

One of these was N. 0052-14, que entró en vigencia en el año lectivo 2016-2017 en el régimen Sierra y durante el período 2017-2018 en el régimen Costa, por lo que aún no existen resultados medibles de cambio. El acuerdo (Peña, 2019) se aplica en centros educativos regentados por el Ministerio de Educación, que corresponden a los diez años de Educación General Básica y los tres años de Bachillerato (Peña, 2019)

Despite this, Ecuador is making enormous changes from now by giving English the real importance that it requires, leading to becoming aware of the four essential macroskills that allow the development of competencies within the language; they are: Listening and Reading (receptive skills) same as Writing and Speaking (productive skills) each of them has micro skills like pronunciation inside Speaking.

Speaking skill is disclosed as the most important ability in the English language. According to Penny Ur, speaking is one of the most important skills of all four language skills because individuals who learn a language are referred to as speakers of that language (1996 as cited in Leong and Ahmadi, 2018). Besides, speaking is the hardest skill for students because of the differences between writing and pronunciation, showing that phonetics characteristics are completely different from their mother tongue. Thus, the difficulty with speaking and vocabulary is known, putting aside the deployment of didactic resources when teaching them this language.

Just as Trujillo, Pineda, and Muñoz (2018), explained that to get an appropriate pronunciation is an essential aim for a person in the process of learning a new language, considering that having a good pronunciation provides self-confidence, high self-esteem

and self-satisfaction, because it gives them the faculty to communicate with fluency, allowing them to talk with native speakers, classmates and educators.

It is fundamental to emphasize that, if errors are not taught or corrected from the beginning or an early stage, then in a later stage the mistakes will be focused and can be more difficult to suppress. Due to the incidence and repetitions that occurred in the initial stage, this allows a poor development of pronunciation sub-skill.

The great difficulty in teaching English in different educational institutions reflects that educators do not count on innovative teaching strategies that solve the pronunciation problem from a very early stage of the English learning process of a person, that is if a child from the beginning of his formative process with this language starts without the correct pronunciation and not give the proper attention to the mistakes made by many teachers, who are continuing with the process, leaving this bad practice conditioning in the children.

In textual words of (Trujillo, Pineda, & Muñoz, 2018):

*Se dimensiona entonces la enseñanza de una lengua extranjera como un proceso de instrucción informal, es decir, sin enfatizar en los elementos gramaticales, dando relevancia al significado, a las estrategias de aprendizaje y al aprendizaje en contexto y relevante para las necesidades de los estudiantes (Aprendizaje Incidental).*

In the Seventh year of Basic Education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year the next limitations were able to be seen:

- Students do not have previous knowledge of the English language and the skills for learning.
- Lack of vocabulary.
- Absence of fluency and deficit of consistency at the moment of speaking the English language.

Concerning the statements described before, the next **research question** is posed: How to develop the sub-skill pronunciation of past tense regular verbs in English language in the students in the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year?

As possible causes of the problem the following ones were detected:

- Lack of responsibility and compromise from the students.
- Indifference and lack of motivation at the moment of acquiring the knowledge.
- Teachers do not have enough or necessary preparation and skills to teach English as a foreign language.
- The poor management of didactic resources in the classroom by teachers when developing classes.

The **hypothesis** in the present research establishes that, the application of a system of didactics activities through use of audiovisual didactic resources develops the pronunciation of past tense regular verbs in English language in the students in the



seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year

This research work has as **subject matter** the teaching-learning process of the English language in basic general education thus raising several objectives to respond to the problem.

**The General Objective** to improve the sub-skill pronunciation of past tense regular verbs in the English language in the students from the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year through the implementation of a set of activities using audiovisual didactic resources.

Therefore, the **field of study** of the research work is the audiovisual didactic resources.

The **specific objectives** are geared towards:

- To substantiate from a theoretical point of view the use of didactic resources to improve the sub-skill pronunciation of past tense. regular verbs in the English language.
- To diagnose the current level pronunciation of past tense regular verbs in the English language in the students from the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in 2022-2023
- Implement a system of didactic activities with the usage of audiovisual didactic resources to enhance the pronunciation of past tense. regular verbs in the English

language in the students from the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in 2022-2023

- To verify the effectiveness of the system of didactics activities proposed about the pronunciation of past tense regular verbs in the English language.

In the **hypothesis** the relation between the two variables:

The **independent variable** is a system of didactic activities using audiovisual didactic resources. According to (Williams, Loor, Carrera, Véliz, & Maldonado, 2018), una forma de fácil aprendizaje y pronunciación del idioma inglés es la implementación de recursos audiovisuales, tanto en el salón de clases, como en sus respectivos hogares y así pueden aprender inglés tanto dentro como fuera del centro educativo y reforzar los conocimientos que le brindan los docentes.

The **dependent variable** is the development of the sub-skill pronunciation of past tense regular verbs of the English language in the. this is defined as the “production of the sounds with the tongue with a determine rhythm, accent and intonation” (Silveiro, 2014)

Educational research subject to a quantitative methodological paradigm is developed, with an experimental design of the pre-experimental type, of a single group with pre-and post-test.

Taking into account the **population** the 37 students of the seventh year parallel “A” of general education from Dr. Camilo Gallegos School for the 2022-2023 school year.

The methods at a theoretical and empirical level in the present study are:

**Theoretical methods:**

**Historical-logical** is based on explaining the several facts that have occurred towards the line of research, so that the events from the different stages of the subject matter may be developed chronologically. Accomplish to know its evolutions and fulfill the purpose of the objectives.

**Analytical-synthetic** enhancement to separate each of its parts to observe the initiation, possible causes, and effects of the investigation.

**Hypothetic deductive:** Is the intervention of trying to give an answer to all stated problems in the different research in the Science using the hypotheses that are chosen as true, besides even though there is no certainty that this is the case, to verify it within the investigation at a certain defined time.

**Systemic:** Is a process that consists in connecting apparently isolated facts and developing a theory that unites the different elements.

**Empirical methods:**

**Tests** allow determining students' strengths and weaknesses based on their previous knowledge. By applying a pre and post-test to evaluate the results obtained through evaluations.

Scientific **observation** provides for attentive and close study of the students together all kinds of information or data and record them in the research.

**Experimental method** to be able to observe the effects and consequences of applying the set of activities with the usage of audiovisual didactic resources, thus testing our hypothesis of a causal relationship.

The elaboration of this research will leave as **a practical contribution**, a system of activities accompanied by the respective didactic resources that contribute to the increase of lexicon and continue with the legacy of good pronunciation of this language, eradicating the bad practices that were evidenced in the population under study.

The **importance of this research work** consists in the development of sub-skill pronunciation of past tense regular verbs in English language, through the applications of a system of activities and the use of the audiovisual didactic resources with the aim that students acquired knowledge and develop their skill related to the articulation of sounds through speaking, improving the acquisition of itself.

The research is structured in an introduction that presents the general outline of the research. The first chapter describes the historical, conceptual, and contextual background of the problem in order to have a broader understanding of how it has developed throughout history, with an approach that starts from the general (macro) to the particular (micro conceptual).

Chapter two details the methodological structure followed in the research. The third chapter details the pedagogical proposal together with the results of its application. Chapter four concludes with the conclusions, recommendations, and bibliographical support, together with the annexes and evidence of the research.

## **CHAPTER I. DIDACTIC RESOURCES TO DEVELOP THE PRONUNCIATION OF PAST TENSE REGULAR VERBS IN ENGLISH LANGUAGE**

The investigative work is presented as the theoretical basis for the implementation of didactic resources for the development of sub-skill pronunciation in the teaching-learning of the English language. Within the use of didactic resources, there is a great variety that can be carried out for the teaching of English, which can be through didactic systems or guides that enhance learning, in the didactic resources we can find story-telling, podcasts, recordings, graphic playbooks, game books, and other didactic resources. The application of audiovisual resources in the classroom as a didactic strategy would improve students' pronunciation.

### **1.1. Historical background of the audiovisual didactic resources in the teaching-learning process of English as a foreign language.**

In the last decades, the appearance of new information technologies communications (ITC) in education has increased progressively. The incorporation of ITCs into the educational context is due to the emergence of the information society and school attempts to adapt to itself.

From this point (Botía & Marín, 2019) explains that:

*Ante las nuevas necesidades que se presentan con la incorporación de herramientas digitales en la vida cotidiana de las personas, las tecnologías digitales suponen un reto para la educación, que se ve abocada a hacer uso de las mismas, tratándose de posibilitar la adquisición de las competencias necesarias para su uso en el alumnado.*

It is certain that, by using these tools and resources to make information in a close environment such as the classroom has increased significantly and permits the act of showing images or playing sounds. (Reyero, 2019). However, ITCs by themselves do not suppose an educational improvement.

As César Coll (2008) said dated in (Botía & Marín, 2019)

*“Lo que sucede es que la capacidad de transformación y mejora de la educación de las TIC debe entenderse más bien como un potencial que puede o no hacerse realidad, y hacerse en mayor o menor medida, en función del contexto en el que estas tecnologías son efectivamente utilizadas” (p. 1).*

Aguaded (2005) said dated in (Diaz & Montes, 2018) states that “el discurso de la modernidad tecnológica y audiovisual, sin lugar a dudas, ha modificado el ámbito educativo” (p.27) i.e., Audiovisual elements such as videos, series, short films and movies allow for better learning, going beyond the classroom, as they are more everyday activities.

## **1.2 Theoretical characterization of the use of didactic resources to develop English pronunciation in the teaching-learning process.**

### **1.2.1 Characteristics of the English language teaching and learning process.**

The education of the present century is oriented to demonstrate, since some time ago, the progress it has had until today, both inside and outside the classroom to know and understand the changes in the teaching and learning process, since it is considered to be the secret to creating effective pedagogical action.

To develop meaningful learning for the student community, the teaching staff must have answers to these three questions: Who learns? How do they learn? and What, when, and how to evaluate? If teachers are clear about these three points, they will be able to solve an adequate teaching-learning process that will help solve the educational challenges.

The process of learning is a characteristic of the continuous evolution regarding ideology, behavior and above everything else students' qualities; thus, generating unique experiences and experiences; It is also involved in personal and professional development. (Nima, 2018)

El aprendizaje se define como el proceso mediante el cual se transmite conocimientos y posteriormente se mide la adquisición de los mismos con la finalidad de desarrollar las capacidades de los estudiantes en un marco educativo y formativo. (Aymara, Uvillus, Cañizares, & Constante, 2018)

The aforementioned author, emphasizes that throughout life, there is information that all individuals acquire, little by little, according to their past experiences, and that becomes a constant learning process, which transfers knowledge, to expand the competencies of students within the educational system and form students capable of having an observable behavior based on what they have learned, that is where the role of the teacher is essential both in teaching and in the development of the cognitive abilities of students.

*En la actualidad, muchos docentes se esfuerzan por innovar las distintas técnicas de enseñanza-aprendizaje, con el fin de brindar mejores oportunidades de aprendizaje a*

*sus estudiantes. Esto motiva el desarrollo de este artículo, en el que se promueve el aprendizaje significativo como estrategia didáctica de enseñanza-aprendizaje. (Baque &Portilla, 2021)*

Therefore, when reference is made to the people involved in the teaching-learning process, it can be analyzed that the main actor in the learning process is the student, with the teacher taking the role of guide and facilitator of all the associated subjects that need to be observable or measurable with sequence and continuity. It should also be clarified that the coexistence between teacher-students should be respected despite individual differences.

As educators, we must understand that the teaching-learning process is based on meeting the objectives of the planning, therefore the teacher's guidance and perseverance are needed to achieve what is proposed and to have a good connection between the actors involved in this process.

The teaching-learning process is composed of many elements, whose elements have influences from greater to lesser depending on the importance of each one;

The educator must know and have a domain of the elements that are part of the learning - teaching process so that it can be managed based on the purpose that follows the most appropriate pedagogy paradigm. Within these elements, it is possible to emphasize implied subjects, objectives, the curriculum, competences, contents, learning strategies, resources, organization forms, the infrastructure and the evaluation. (Osorio, Vidanovic, & Finol, 2021)



### 1.2.2. Didactic resources in the teaching and learning process.

The definition of didactic resources is difficult to specify because it has many meanings, but we can start with the etymological origin of these two words. According to the Real Academia de la Lengua, the word resource comes from the Latin word *recursus* which means “Medio de cualquier clase que, en caso de necesidad, sirve para conseguir lo que se pretende.”, while didactic, originally from the Greek word *didaktikós*, means the arte de enseñar.

Didactic resources are understood as the set of tools that help during the teaching process, making learning much more meaningful, easy, and productive. These didactic resources are designed or created by teachers according to the needs of their students. Seeking to motivate and awaken the interest of students.

Over the years, didactic resources have been given different names, such as teaching aids, teaching media, teaching aids, teaching aids, or teaching materials. However, all these terms refer to the materials used in the teaching and learning process.

When teaching English as a foreign language, most educators have to apply didactic resources. (Vargas, 2018), mention that:

*Los recursos educativos didácticos son el apoyo pedagógico que refuerzan la actuación del docente, optimizando el proceso de enseñanza-aprendizaje. Entre los recursos educativos didácticos se encuentran material audiovisual, medios didácticos informáticos, soportes físicos y otros, que van a proporcionar al formador ayuda para desarrollar su actuación en el aula.*

The didactic resources are designed or created by teachers according to the needs of their students, seeking to motivate and awaken the students' interest in the English language through the stimulation of the senses.

On the other hand, (Williams, Loo, Carrera, Véliz, & Maldonado, 2018) confirm these concepts stating that:

*Los recursos didácticos se consideran como una ayuda pedagógica que maximiza el desenvolvimiento del docente, ya que las mayores dificultades que los docentes que imparten la enseñanza de esta lengua en la actualidad en la enseñanza de idiomas está en el dominio inadecuado de los medios didácticos y audiovisuales, además la poca motivación del estudiante por el estudio independiente y enseñarles a estudiar en las nuevas exigencias que demanda la educación actual.*

The didactic resources of manipulative materials are those that should be available to students and are made up of an extensive list of materials. They allow students to become much more interested in learning through the manipulation of these materials. Examples of this type of resource are maps, boxes, the globe, rulers, and plasticine, among others.

Printed didactic resources refer to all manuscripts or printed documents, such as books, which are the most used resource in the classroom. In addition, this has had a great evolution to keep up with the new generations. Turns the book into a more didactic resource by implementing images that attract much more attention in the infantile stage. Some examples are stories, novels, atlases, newspapers, comics, etc.

“La relación entre el problema, el objeto y el objetivo permite determinar el campo de investigación la importancia de la utilización de recursos audiovisuales como apoyo para estimular e incrementar el interés en el aprendizaje del idioma en los estudiantes.” (Williams, Loor, Carrera, Véliz, & Maldonado, 2018)

Concerning to this, (Martínez, 2020) mentions that besides of the existence of audiovisual or didactic resources for learning there are different platforms across internet to learn English these days, which have its own themes, levels and tools through this the user learn the language according to its rhythm and tempo.

### **1.2.2 1. Audiovisual didactic resources to develop the pronunciation of regular verbs of the English Language in the past tense.**

Dike (1993) defines “Audiovisual resources are materials that do not rely solely on reading to convey meaning, but present information as a spoken asset, either through hearing or a combination of both senses.” An audiovisual resource is one that, as its name implies, is seen and heard by learners (viewers). “En primer lugar, debemos situar los recursos audiovisuales como materiales de almacenamiento de contenido visual y sonoro (considerando principalmente los sentidos auditivo y visual) que tienen la función de facilitar la transmisión de información.” (Botía & Marín, 2019)

Audiovisual resources are elements that facilitate and reinforce learning. Through these resources, teaching and learning will be conceived in an interactive and dynamic way, seeking to instruct in a meaningful way, in which teaching is done with clarity, speed, and simplicity.

According to Salas (2017), they are and will be a great working tool for teaching any subject. As is the teaching of the pronunciation of regular verbs in the past tense in English. The great challenge is to manage to be assertive; to motivate students to carry out in a didactic way teaching-learning process.

Audiovisual resources are present in all types of education because of homeschooling, informal education, everyday activities of our day-to-day, and much more in formal education at all educational levels. The use of audiovisual resources achieves didactic teaching. It is essential for the acquisition of knowledge, especially in the acquisition of a foreign language. This type of resource produces in the student an attitude toward knowing new learning of the English language and becoming familiar with the linguistic and cultural terms. (Díaz and Montes, 2018).

There are several types of audiovisual resources, which are mentioned below:

- **Audio materials:** refer only to listening in this category are radio, podcasts, recordings, audiobooks, and songs.
- **Visual materials:** these are those that just by looking at them you can understand the content, for example, illustrated books, flashcards, projectors, posters, and slides.
- **Audiovisual materials:** these are those that combine the material with the auditory, such as music videos, movies, television, and computers, among others.

The importance of the use of this type of resource that contributes to the development and improvement of speech skills in students has been increasing in recent years thanks to the development of technology.

The impact they have in the classroom is so great that it allows:

- Provide a unique learning experience that could not be achieved with traditional methods.
- To convert traditional reading material into material that reaches all students in the classroom in an attractive and effective way.
- It allows the teacher to reach students with a realistic vision and experience.
- It creates in students a greater awareness of the world they are living in.

To improve the pronunciation of English past tense regular verbs in the experimental group for this research. Resources such as videos, songs, social networks, and software and computer-assisted programs. The most important criterion when choosing videos in the language classroom is that they are consistent between images and audio because they should clarify and reinforce the language used.

(García, 2019) sustains that the use of songs is a great stimulus to engage students in the learning process, due to the fact that they speak directly of their emotions, while they allow their minds to assimilate what they are learning. The versatility of social

networks such as Twitter, TikTok is precisely what encourages teachers to make use of them.

### **1.2.3 Characteristics of the pronunciation sub-skill. The pronunciation of the regular verbs of the English language in the past tense.**

The term pronunciation comes from a Latin parable and describes one of the most important elements of any language. According to Llisterri, 2003 as dated in (Igarreta, 2021) Pronunciation can be defined as a concept of “teaching pronunciation”, “teaching phonetics” and “phonetic correction”, this author adds said that these terms tend to be confused between them, however, each of them has different meanings.

**Teaching phonetics:** Referred directly to the perspective, acoustic and articulatory characteristics of the suprasegmental and segmental components of the language. (Igarreta, 2021)

**Teaching pronunciation:** This characteristic is the main skill that must be mastered by those who study a foreign language, and it must be integrated into the curricular content, that is, in the educational activities. (Igarreta, 2021)

**Phonetics correction:** A necessary characteristic with regards to oral production, given that the objective is to figure out errors and fix them to improve pronunciation. To achieve this, it is necessary for the teacher to implement procedures and strategies. (Igarreta, 2021)

Those are functional fragments of utterances separated by pauses and accents. The combination of words and their corresponding meanings forms a phrase or sentence. The

sum of several words in a particular expression creates its own meaning and produces the corresponding pronunciation. For example, it is easy to distinguish a U.S. resident's English by pronunciation. Considered one of the most important sub-skills of speech ability, it is defined as the way in which a word, phrase, or sentence is expressed and the manner in which it is produced to convey a message to the receiver, generating the pronunciation of the message correctly.

The teaching of a foreign language includes four communication skills: reading comprehension, listening comprehension, written expression, and oral expression. The latter includes variables that affect communication and interaction between people. One of them is pronunciation.

Pronunciation in second language teaching is the factor that allows learners to communicate more effectively and quickly with each other. Therefore, pronunciation is not only a carrier of lexical-semantic content of the linguistic units, but it brings the communicative value of enormous importance to the message because it conveys attitudes, intentions, and expressions. (Blanco, 2012, as cited in Sepúlveda et al., 2018)pg 110

It is essential to mention that not only writing or reading is important in the English language but also speaking because if people do not have fluency, a good lexicon, and little shyness when communicating, they will never be able to make use of the communicative competencies that evaluate oral skills and there will be no assertiveness in the message.

Pronunciation, according to Kissova (2019) is characterized by “objectives for learners to develop their pronunciation and speak better English in second language acquisition:

1. Functional intelligibility
2. Developing spoken English that is easy for listeners to understand;
3. Functional communicability
4. Develop spoken language that serves communicative needs effectively; -Increased self-confidence.
5. Development of a positive self-image;
6. Speech control skills and speech modification strategies that will enable students to develop intelligibility, communicability, and confidence outside the classroom.

In English, pronunciation effectively relates to the meaning of words and transforms them into information to facilitate speech and oral conversation. It plays an important role in comprehension, interaction, and verbal expression.

One of the important aspects of pronunciation is communicative competence which can be defined as the ability to make use of the language with confidence and property when speaking, Hymes (1971, as cited in Bermudez, 2018) states that the ability to formulate statements not only correct at the grammatical level (syntax, lexical, semantics and phonetics) but concordant to the social, historical and cultural context in which communication is established. In other words, it is knowing when, how, about whom, and about what to speak.



(Texidor, Reyes, & Echevarría, 2018) state that, when pronunciation problems exist and in order for the student to be aware of the difference between sounds, the most appropriate techniques are demonstration, association, and explanation. It is suggested that pronunciation be taught in isolation only to practice specific sounds, using different types of exercises such as repetition or imitation of words, phrases, or sentences containing the sounds, so that the student makes a contrast between sounds and is able to identify the difference between them, later practice through combination or integration exercises and, finally, to produce the sounds correctly or acceptably and thus pronunciation and communication will speak the same language.

#### **1.2.3.1 The rhythm within the pronunciation sub-skill. Pronunciation of regular verbs in the past tense.**

Rhythm is defined as a movement that is controlled or measured, either visually or audibly. With a defined time, interval in which it repeats sound patterns. Characterized by stress, number of syllables and tense.

Rhythm is intrinsically linked to language production. “All languages have their own rhythm but not all of them use it in the same way. In many languages among them Spanish, Turkish and French take approximately the same amount of time to pronounce each syllable pronounced”. (Centro de Autoacceso Coatzacoalcos, 2023)

### **1.2.3.2 The stress within the pronunciation sub-skill. Pronunciation of regular verbs in the past tense.**

The stress is the emphasis on some syllables when pronouncing them either more intensely, more slowly or more clearly. The stress refers to the way in which a word is pronounced according to the characteristics of a social group in which belonging to a country, region or social class is demonstrated. These characteristics affect the stress in pronunciation.

The accent is an essential aspect of pronunciation in which accentuation is emphasized. Until the age of 20 a person's accent is flexible, conditioned to social or cultural reality, after 20's a person's accent tends to be defined. (S.F, 2020)

### **1.2.3.3 Intonation within the pronunciation sub-skill. Pronunciation of regular verbs in the past tense.**

Within the oral production of the language intonation is about the variation of the pitch or volume of words. It is characterized by voice timbre, intensity and pitch.

Intonation, then, becomes the "melody of speech". (Ramos, 2019)

## **1.3 Characterization of the teaching-learning process of the English language in relation to the pronunciation of regular verbs in the past tense in the students of seventh-grade parallel "A" of the Camilo Gallegos school.**

### **1.3.1 The teaching-learning process of the English language in basic general education in Ecuador.**

In Ecuador, it is established by the Ministry of Education in the latest curriculum design proposed by the National Curriculum Directorate in 2016 to meet the educational needs of Ecuadorian students. For students from 2nd to 10th grade of General Basic Education and from 1st to 3rd grade of General Unified Baccalaureate, whose mother tongue is not English.

Ecuador is a country with great linguistic and cultural diversity, therefore the framework for learning English as a foreign language has a flexible curriculum, which facilitates the inclusion of all students, regardless of their mother tongue.

The educational curriculum provided by the Ministry of Education is divided into sublevels, in which there are five curricular blocks that are aligned with the graduation profile.

By including English as a foreign language as a compulsory subject, the Ecuadorian government set several objectives in which students develop personal, social, and intellectual skills so that they can actively participate in society. That students develop a greater understanding of the world around them and create a love for language learning. (The Ministry of Education, 2022).

It is worth noting that, with the inclusion of English from the initial level, when Ecuadorian children finish their basic elementary education, they are expected to conclude with an A2 level, that is, by the end of the 7th year of general basic education. This means that they should be able to give basic information about themselves and their family, understand sentences and have a command of frequent expressions related to specific topics.

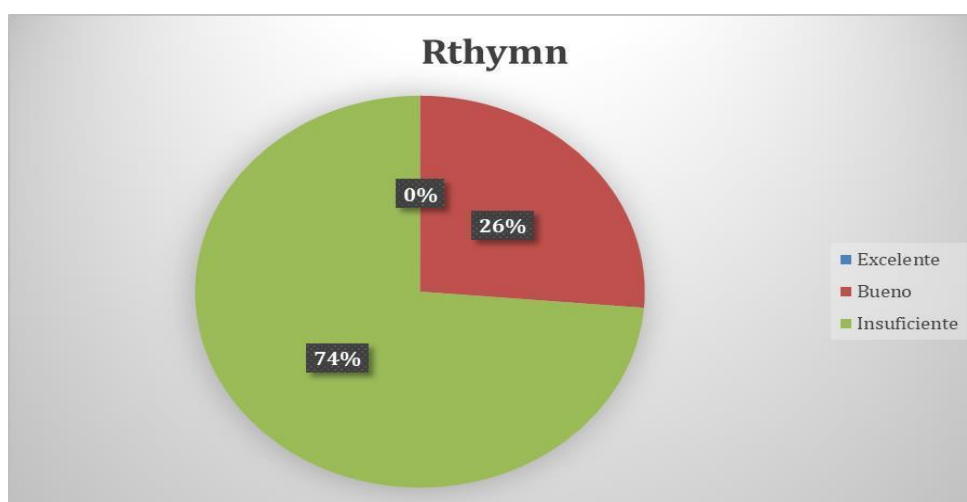
### 1.3.2 Diagnosis of the current state of pronunciation of regular verbs in the past tense of the English language.

In this section the current state of pronunciation of regular verbs in the past tense of the English language is set out. To get to know the current state of the students' instruments and techniques were applied to an amount of 36 students of the 7th year of general basic education parallel A of Camilo Gallegos Dominguez School.

A pedagogical test was applied in which the dimensions of the variable under study were evaluated.

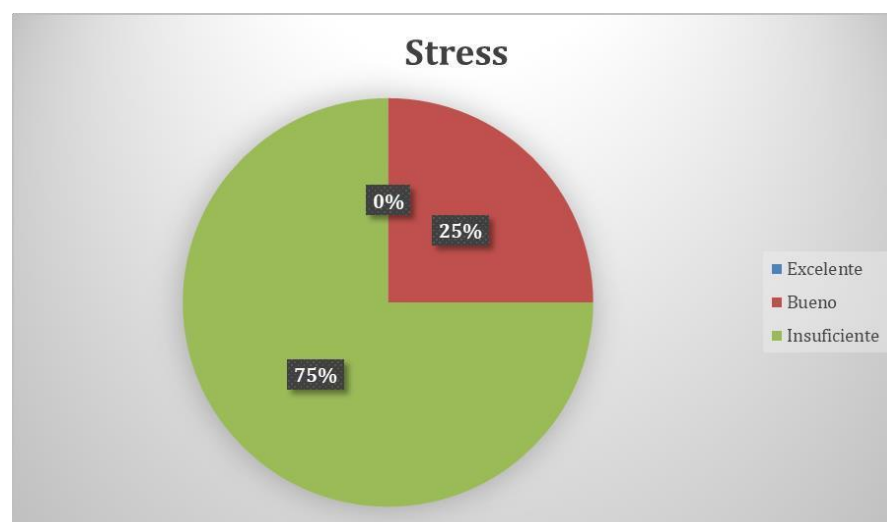
### 1.4. Analysis of results

Before applying any English learning tool to the students, a previous test was applied in order to examine the level of pronunciation of regular verbs in past tense. The parameters of the oral evaluation consisted of rhythm, stress and intonation, which were graded as (I) Insufficient, G (Good) and E (Excellent).



Graph 1. Dimension rhythm

The rhythm is the periodic and regular repetition of an event. English is a language of accentual isochrony. Rhythm in the English language is marked by the accentual foot. (Centro de Autoacceso Coatzacoalcos, 2023). That means the most important words (content words) receive greater stress than those that do not give much meaning (function words). This research is focused on the “pronunciation of regular verbs in past tense”. When the pedagogical test (pre-test) was applied the approach was the periodic and regular repetition of the verbs. The results of this dimension shown in the graph below indicate that students have problems of insufficiency in the dimension mentioned above. (0% of students have an **excellent** rhythm, 26% of students have a **good** rhythm and 74% of students have an **insufficient** rhythm).

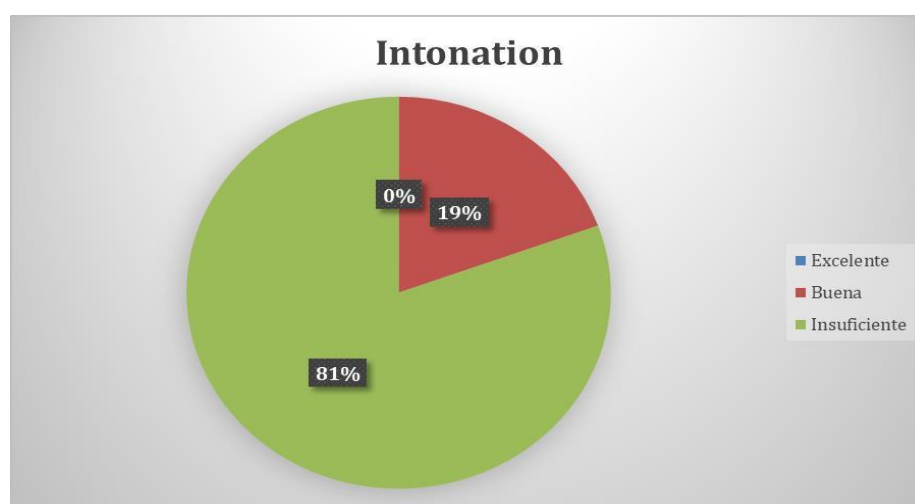


*Graph 2. Dimension stress*

English stress is the emphasis placed on a particular syllable in a word or on a specific word in a sentence. According to Collins y Mees, 2013 as dated in (Vaca, 2021), “One of the functions of stress occurs when the speaker highlights or enhances important and significant information by stressing words”. From this perspective there may be many words that require an accent, however, there will only be one main idea in a phrase

or sentence. “A veces, el hablante tiende a elevar el tono de la voz cuando entrega nueva información, y algunos autores afirman que las palabras acentuadas generalmente ocurren al final de un enunciado.” (Vaca, 2021)

In this research, the focus was on the stress on a specific word. The results obtained show that 0% of the students have **excellent** accentuation, 25% of the students have **good** accentuation, and 75% of the class has an **insufficient** level of stress.



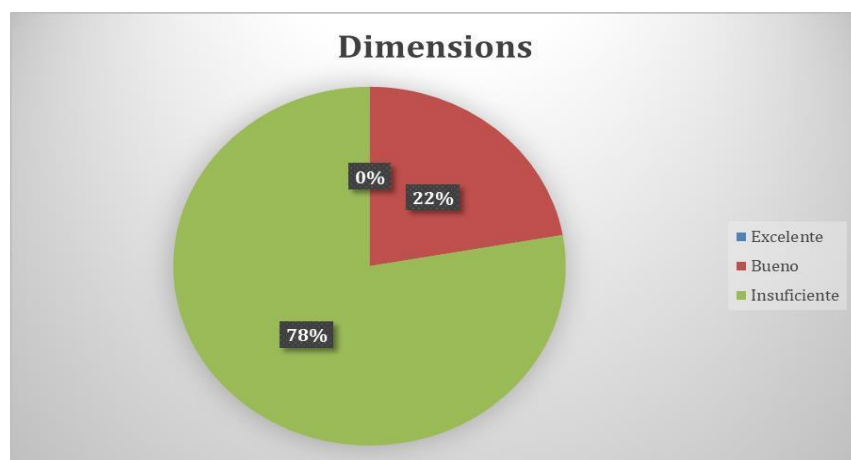
*Graph 3. Dimension intonation*

In the next graph the results related to the third dimension are shown. Intonation refers to the changes in the pitch of voice, the rises and falls of intensity that demonstrate a certain musicality. A variety of studies have confirmed that this parameter is not taken into account in many institutions because the methodological tools to promote intonation do not seem to be sufficient. (Nikolić, 2018)

One of the main reasons for the existence of this fails in the intonation of the students is due to the lack of conscience of itself (Vaca, 2021), that is, these errors can unconsciously present themselves, however, having noticed them, it is possible to correct

them with practice. From this point of view, the author stated that “it is not necessary for people to know the sound system of the language to communicate. Rather, it is important to develop the characteristics of suprasegmentals, such as intonation, because it has a social meaning implicit”.

In the pre-test it was detected that 0% of the students have an excellent level of intonation. While 19% have a good level and 81% have an insufficient level.



*Graph 4. Overall dimensional results*

From what is shown in the previous graphs, the seventh year parallel A students of the Camilo Gallegos Domínguez school with respect to the first dimension: rhythm, in the pronunciation of regular verbs in the past tense of the English language. They are at an insufficient level.

Concerning dimension 2: accent, within the pronunciation of regular past tense verbs of the English language it was confirmed that 73% of the students are at the lowest level (insufficient) and in the last dimension: intonation, within the pronunciation of regular past tense verbs of the English language, also 71% of the students denote a high

level of insufficiency. It is fundamental to note that the overall grade is obtained from the equal sum of two parameters, even if one is different, e.g., if a student gets "B" for accent and intonation and "I" for rhythm, the overall grade will be "B".



## CHAPTER II

In this chapter the methodological approach is presented to achieve the objectives set throughout this research work, the paradigm is determined, the type and design of research, and the methods executed at the theoretical and empirical level, the population selected, according to the aspects and characteristics to be studied. The techniques for the analysis of the instruments established for the advance of the research work were defined.

### 2.1 Methodological propose

The present investigative work is framed within a quantitative methodological paradigm. Which is looking to show reality in the most objectively possible way with the social cause and effect field. Focusing on measurable data of statistics which seeks to find the accuracy of the obtained results proving the possibility to achieve the objectives and hypothesis proposed in the research, taking into account Neill y Cortez (2018) argument:

“Esta hipótesis debe ser demostrable por medios matemáticos y estadísticos, constituyéndose en la base alrededor de la cual se diseña todo el experimento”.

The purpose of the methodological approach in this research work is to explain and predict the different factors and variables observed that have been carried out in the study object. As mentioned, (Cárdenas, 2018) quantitative research implies discovering patrons and causative relationships, by identifying and predicting the phenomena that were studied. It means that the main objective is to formulate and prove the theory.

## **2.2 Type of research and design.**

To carry out this research an experimental design was used, because of the pretest done to know the level of pronunciation of regular verbs in past tense. and a posttest to evaluate students' knowledge to know if the methodologies proposed in the educational institution are effective and help to improve pronunciation.

The design of the research must promote the use of all resources that contribute to the solutions of limitations. With the purpose of getting positive results. And the compliance of objectives and verification of the hypothesis of the research work. In the experimental design the type of research can be found which helps to redirect the system created in this research.

This design aims to demonstrate the accuracy of the hypothesis in the context and to seek evidence for decision making, along with the strategies employed. Therefore, the experimental design of this degree work is explanatory with an experimental type of research.

As mentioned by (Ramos C, 2021):

“La investigación experimental se caracteriza por la manipulación intencionada de la variable independiente y el análisis de su impacto sobre una variable dependiente”.

## **2.3 Population**

The population for the research is seventh grade students. It is composed of 36 students, 17 of whom are boys and 19 girls. They belong to School Camilo Gallegos Dominguez school.

## 2.4 Research Methods

To the development of the presented research has been taken into account the theoretical methods such as: synthetic analytical, historical logical, hypothetical deductive and the systemic method.

### – Theoretical methods

#### *Synthetic Analytical Method*

This method was used because it allows to reach out a result through the separation of an element, which enables to analyze in a clear and concise manner the causes of the research work. The causes involved in the pronunciation of English regular verbs in the past tense.

The synthetic analytical method begins with the comprehension of analysis. As a mental process that breaks everything down into parts and qualities and makes separation possible.

combining with openings such as connections between, analyzed parts, relationships and common features among them. (Delgado & Romero, 2021).

Throughout this research the analysis helped to examine different aspects studied and the synthesis as the possible results of analysis and self-understanding.

#### *Historical Logical*

“El método histórico estudia la trayectoria real de los fenómenos y acontecimientos en el decursar de su historia. El método lógico investiga las leyes generales del funcionamiento y desarrollo de los fenómenos " Torres" (2020).

Through the application of the historical method the valuation of some social historical contexts was allowed and thus to know which processes, objects or phenomena are required to analyze the reconstruction of events. Describing its beginnings, middle age until today. In order to indicate the chronology of the historical evolution of the object of study. Along with the logical method it was posed to understand the structure of scientific knowledge. Which helped in this research to move forward in the dialectical logic emphasizing the analysis of the contents and the understanding of the same.

#### *Hypothetical Deductive*

The hypothetical deductive method was used to develop a hypothesis which was formulated by means of premises through scientific observation. Which will test its validity with the compilation and analysis of data.

#### *Systemic Method*

To study, organize and improve the issues that might arise during human interaction in a specific environment is the main objective of this method. which has contributed to govern patterns and rules that allow communication between participants, and thus to achieve the objectives established in the research. This is done by developing a dynamic that ensures a good relationship between them and promotes their natural continuity.

“Un sistema es un conjunto de elementos en interacción dinámica, organizados en

función de un objetivo”. Ferreras (2020)

### **Empirical Methods**

#### ***Test***

Tests are used to evaluate aspects such as characteristics of the tests or a relation between punctuation of tests and other variables, with the objective to improve the scientific knowledge, the comprehension and the use. Hernández, Fernández y Baptista (2010) dated in (Benavente, 2018)

According to the International Committee of test, the tests applied in the research work had helped to know the different levels of knowledge the students of seventh year parallel “A” have and therefore to get to establish the pretest and posttest and then to reach out a conclusion at the end of the intervention.

#### ***Scientific Observation***

Observation is a fundamental element of any research process; the researcher relies on it to obtain as much data as possible. “This is a process of decomposition-composition of information obtained through perception. According to the scientific purposes established in the modes of observation constructed.” (López, and others, 2019)

According to Diaz, with the help of this method it was possible to analyze the different aspects and specific situations that are related to each other in order to gather the necessary information for the development of the research.

#### ***Experimental Method***

This method was applied from the beginning of the research to identify the variables and state the hypothesis. It will be applied when the validity of the hypothesis is proven, with the results obtained from the application of the system of activities.

According to (Melo, López, & Melo, 2020), in a scientific investigation it is important that the experimental design is applied, as in this way the different causes of the phenomenon being studied can be determined.

### ***Measurement method***

When the theoretical part of this research is over, this method comes into action because it is essential inside this investigative method by requiring numeric data about the instruments applied which have to be measurable and known.

### **2.5 Data processing techniques**

Analysis of content is a categorization technique which codifies variables that helps to summarize the problem for which this research was held in the first place.

Allowing to construct an organization of data, finding answers through the analyses, inside the statistics making it safer and more reliable.

### **2.6 Work with variables**

#### **Variable under study:**

Variables are researcher-created representations of reality provided by the researcher as needed. The necessities include not only the researcher reality, but also the researcher goals, that are reflected in the objectives.

More precisely, it is understood by variables for any property of the subject matter in a research project that can take different values.

- The development of the pronunciation of the regular verbs in past tense.
- System of activities using audiovisual resources.

**DEFINITION OF VARIABLE:**

As (Igarreta, 2021) defined this “a linguistic competence, where it can be distinguished the orthoepic and phonology competence, and it compose in the perception and the production of sounds and phonetics features, composition and phonetic reduction, and phonetic of the sentences”

Table 1. Consistency Matrix

| PROBLEM   | VARIABLE<br>UNDER<br>STUDY  | DIMENSIONS   | INDICATORS  | ITEMS   | INSTRUMENT                                | SCALES   |
|---|---|--|---|---|---|--|
| How to develop the sub-skill pronunciation of past tense regular verbs in English language in the | The development of the sub-skill pronunciation of past tense regular verbs of the English | RHYTHM within the pronunciation of regular verbs in the past tense of English language | Movement that is controlled or measured, whether visual or auditory. With a defined time, interval in which sound | Does he/she manage to keep a steady rhythm when speaking?<br><br>Does he/she repeat sound | Pedagogical test<br><br>Observation Guide | Ordinal scales of 3 levels<br><br><b>Excellent</b> (9-10):<br><br>Students show a total domain of the indicators related to the pronunciation of |



|  |   |  |                               |                            |  |  |
|--|---|--|-------------------------------|----------------------------|--|--|
| <p>students in the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-</p> | <p>language in the. this is defined as the “production of the sounds with the tongue with a determine</p> |  | <p>patterns are repeated.</p> | <p>patterns correctly?</p> |  | <p>regular verbs in past tense in the English language.</p> <p><b>Good (7-8):</b> Students show a partial domain of the indicators</p> |
|--|---|--|-------------------------------|----------------------------|--|--|

|                   |   |  |  |   |  |  |
|-------------------|---|--|--|---|--|--|
| 2023 school year? | rhythm, accent and intonation” (Silveiro, 2014) | STRESS within the pronunciation of regular verbs in the past tense of English language | The stress is the emphasis on some syllables when pronouncing them either more intensely, more slowly or more clearly. | Does he/she emphasize the pronunciation with greater intensity, clarity and serenity?<br><br>Does he/she blend and integrate phonetic sounds appropriately? |  | related to the pronunciation of regular verbs in past tense in the English language.<br><br><b>Insufficient</b> (less than 7): Students do not show any domain of the indicators related to the pronunciation of regular verbs in past |
|-------------------|---|--|--|---|--|--|

|  |  |   |  |  |                                       |
|--|--|---|--|--|---------------------------------------|
|  | <p>INTONATION</p> <p>within the pronunciation of regular verbs in the past tense of English language</p> | <p>Variation of pitch or volume of words.</p> | <p>How does the pitch or volume of the pronunciation of words vary when speaking?</p> <p>Can he/she demonstrate the difference between the phonetic t/ed/d sounds of regular verbs</p> |  | <p>tense in the English language.</p> |
|--|--|---|--|--|---------------------------------------|

|  |  |  |  |                       |  |  |
|--|--|--|--|-----------------------|--|--|
|  |  |  |  | in the past<br>tense? |  |  |
|--|--|--|--|-----------------------|--|--|

### CHAPTER III

This chapter was designed in order to know the different aspects taken into account to carry out this research and it will help the educational community through the application of a system of didactics activities by the use of audiovisual didactic resources developing the pronunciation of past tense regular verbs in English language with students from seventh year of basic education parallel "A" from Dr. Camilo Gallegos school in the 2022-2023 school year.

#### **3.1 Theoretical foundation of the system of activities through audiovisual resources to develop the pronunciation of regular verbs in the past tense of the English language.**

According to different authors, to be able to speak English is necessary to know verbs. To domain English verbs means to speak English. If you have the knowledge, you would have fluency while speaking and a greater domain of the acquired language. However, within the academic process of a student, to know verbs in base form is not enough, but also grammar, vocabulary, the correct pronunciation, etc.

Pronunciation of regular verbs in past tense has been and is a step that as much as students and educators have skipped and still doing till today. Whether teachers do not have knowledge of the topic or they skip it due to the lack of time inside the classroom or the differences between the mother tongue and the foreign language. It does not matter the reason, in the long term the only affected are the students who during the next levels in their academic formation face the consequences of not being taught regarding pronunciation.

For this reason, through a system of activities, the authors of this research intend to provide a solution to this problem. According to (Aguilera, 2020), the methodological work as a system of activities is carried out constantly by and with educators in order to guarantee the changes aimed to the effective application of the pedagogical process and, in conjunction of the various forms of professional formation and master's degree allows the adequacy of the teaching and pedagogical staff.

A system of activities is related logically and structured with the purpose of reaching the stated objectives. Valle (2012) dated in (Pérez, García, & Cuní, 2018), these form a unit that leads to fulfill the general objective which consists to improve the pronunciation of regular verbs in past tense in English and therefore to reach the answer to the scientific problem. In the application of the system of activities the audiovisual resources are used to better adapt the necessities with students from seventh year of basic education parallel "A" from Dr. Camilo Gallegos school in the 2022-2023 school year.

Audiovisual resources are really necessary to acquire a language in any aspect because of the objective of this research is to improve the pronunciation of regular verbs in past tense in English, the students must listen to native speaker for which they have to talk and imitate a correct pronunciation and at the same time they have to observe how the consonant phonemes are produce.

As Lukman (2021) said in his web page "Any device which by sight and sound increases the individual s' practice outside that attained through reading is labeled as an audio-visual aid"

Just as the quote justify, it has proceeded to choose audiovisual resources for learning and improvement of regular verbs pronunciation in past tense, this will allow teachers/students to reach a teaching-learning process more dynamic and entertaining, through audios, slides, pictures and other elements that will facilitate writing and pronunciation.

### **3.1.1 Pedagogical and didactic foundations of the system of activities.**

The didactic pedagogical foundation is focused on formative progress to strengthen the attitudes, knowledge and feelings of the educational agents. To raise awareness of the use of audiovisual didactic resources in a responsible and rational way, for the external manifestation of the environment.

Ríos (2019) states that the main pedagogy is to be an innovator for teaching because it implies to have intention, planning and effort for education quality. By resorting to the use of new technologies and methodologies related with the formation that the student must receive at any educational level is very necessary, since innovation is associated with methodological changes in learning through technology to improve teaching.

The activities system of this research is based on transforming traditional classes into modern classes as a new school method, with a new methodological perspective to induce the didactics to the students so that there is an interest in learning what is taught in class.

This research is based on the constructivism, “en la educación permite preparar al alumno para dar respuesta a las transformaciones complejas de la sociedad del conocimiento” (Guerra, 2020)

The system of activities has the following characteristics:

- They help to present concepts in an objective, clear and accessible manner.

- Provides different ways of learning.
- Stimulate student interest and motivation.
- Renew attention span
- Helps to retain ideas for a longer time.

It is necessary to mention that Didactics without Pedagogy is not integrated as a pedagogical and collective vision, and that Pedagogy without Didactics either, both perspectives work hand in hand so that a unification of both teaching perspectives can be achieved.

### **3.1.2 Characteristics of the system of activities through audiovisual resources to develop the pronunciation of regular verbs in past tense in the English language.**

The system of activities proposed in the research has a structural-functional approach, which comprehends the elements of the pedagogical system and the components that form the organization of abilities and its implementation for the development of communication skills in the layout of the activity process. It is necessary to consider that the pedagogical test is a system that determines the level and potential of students as individuals or as a group taking into account the limitations that may exist in these communication skills.

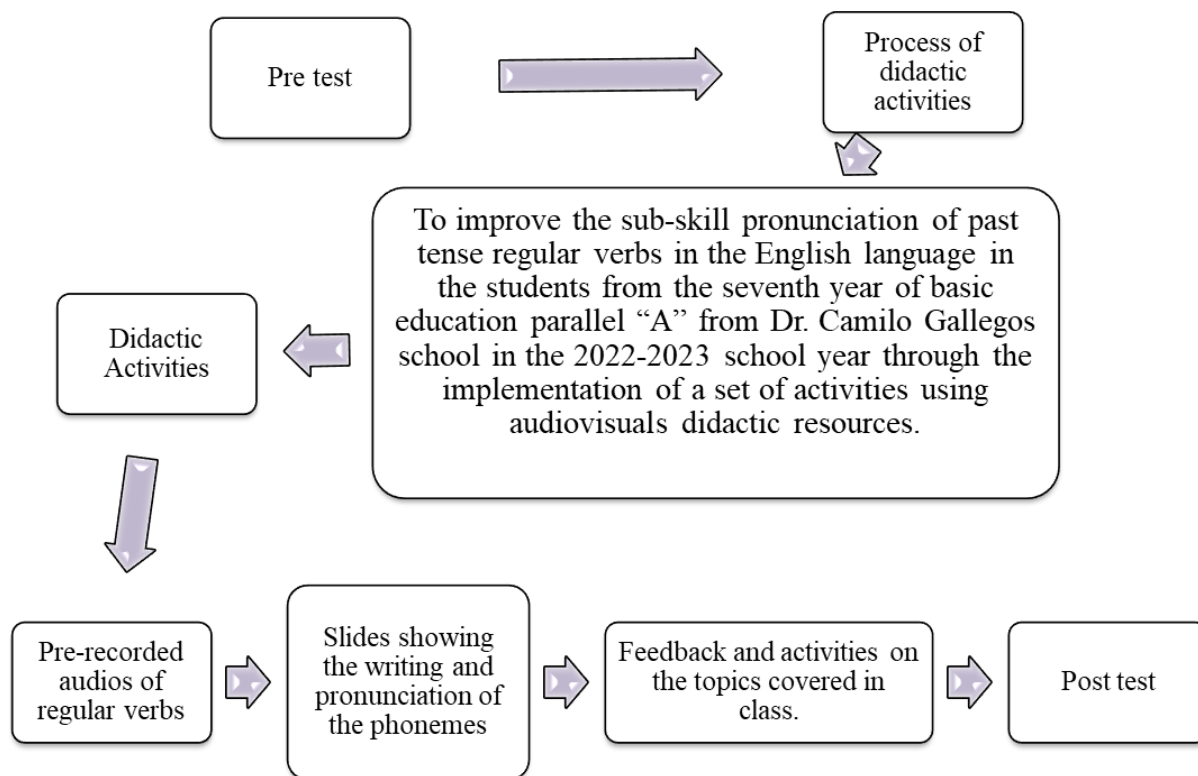
Besides, it shows a general objective which consists of many communicative skills and the contents are connected: level of systematicity, assimilation, educational intentionality, and contents that tutors will use to achieve the proposed objective.



Structuring a didactic methodology based on high conditions that enable the educational bridge between the teacher and the student is not simple, nor is achieving the main objective to be achieved. However, the student must be allowed to be an active, communicative agent, and owner of the construction of his own learning, in which the formation of knowledge is centered on the student, and the use of audiovisual technological resources is a means to enhance the students' communicative skills, thus making it an active part of their meaningful knowledge.

A system of activities is made with the purpose of solve problems in the learning process, structuring direct methodology for the teacher's help to the students, allowing the teacher to have a proven guide for the improvement of his classes and making possible for the teacher to transform his classes to a new perspective greater to the one he used to have and achieving agreed targets with the objective that the students will acquire useful knowledge.

On the other hand, Escamilla and others (2020) declare that, to begin an activity established on a system is pretended from the very first moment to offer students general information based on the theme and general objective and the reason why they have to learn it and which is the structure, in this form student's attention will be increased, in order to motivate them to develop the activities posed in the system of classes.



*Graph 5. Process of didactic activities. Prepared by the authors*

### 3.2 Description of the System of activities.

In this section the planning of the system of activities is detailed with the activities that were performed by the use of audiovisual resources. For this is important the usage of digital platforms of video and the creation of didact material applied to this class.

**General objective of the system:** To plan a system of didactic activities with the implementation of audiovisual resources to the development of the pronunciation of regular verbs in past tense in English in the students of seventh year parallel ‘A’ from Dr. Camilo Gallegos in the school year 2022-2023.

**Week 1.** This week is fundamental to lead students to remember what verbs are, their classification and their functions. For this the resources that were used in this class were: Laptop, Slides and Projector which are fundamentally proposed.

Is fundamental for the educator to take a diagnostic test through the rubric proposed. In this section each student was tested. In this way the teacher will know if the student has consciously or unconsciously knowledge when they are pronouncing some regular verbs in past tense. and therefore, to evaluate each dimension according to the mentioned rubric in order to identify the real state of students in the skill of speaking called pronunciation.

### **Class 1 and 2**

**Theme:** Regular Verbs

**Objective:** To explain to students what regular verbs are, their functions, classification and its importance.

### **During first class**

**Time:** 40 minutes

**Introduction:** 5 minutes

- Application of Diagnostic Test (10 minutes)

Before applying the system of activities, the initial partial observation of the students has to be done, in order to have a register before and after of itself.

- Explanation of the topic class:

During the explanation of the class, the teacher would have to teach students theoretically what regular verbs are, for what and why they are important to learn. Regarding the improvement of regular verbs pronunciation, they will know its classification and in which verbs /d/ or /ed/ are added.

- Development of the class (20 minutes)

Exercises related to the class

to execute a short revision of what the verbs are and if they recognize them in infinitive form, making emphasize in the verbs students know in order to teach them later that their different categories of verbs in English, however, the ones they will study for the next weeks are regular verbs in past tense.

The teacher will classify a group of common regular verbs in past tense with the use of the internet and is planned to be solved during the class. the teacher would choose a list of regular verbs already organized from a web page as a resource. In this way the students would have significant learning at the moment of solving exercises.

- conclusion (5 minutes)

### **Activity 1.**

Students comprehend what regular verbs are and its functions, importance and classification. Students answered questions about it.

### **Activity 2**

Students list as many verbs as they know.

### **Class 2**

**Time:** 40 minutes

### **Activity 1.**

The teacher shows regular verbs in present tense in English. Then students had to write them down on paper. And turn the verb into past tense form and read aloud them.

### **Activity 2.**

Students participate in the board adding **-ed or -d** to regular verbs in present tense to turn them into past tense.

As is mentioned throughout the intervention proposal the use of audiovisual resources is one of the most important strategies to encourage the student to learn in a modern way rather than in a disinterested and unconventional way.

During the course of this week, we will use audiovisual resources such as:

Resources:

- **Laptops:** The use of a laptop is fundamental in the teaching process with the use of audiovisual resources to proceed to teach the classes in a fun and dynamic way.

- **Projector:** The usefulness of this resource is essential to be able to expand and explain the relevant information and keep the attention of the students.

- **Slides:** Through this resource, the teacher has to be creative to create or use templates that attract the attention of the students and thus explain all the theoretical information of regular verbs in the past tense of the English language.

- **Board:** The blackboard will be used to show by means of slides the verbs classified by the teacher, getting the students to visualize and write down in their notebooks, in order to solve the exercises proposed throughout the class.

- **Markets:** they will be used in the board to write on the board some verbs classified by the teacher and students will have the opportunity to participate on the board and write the corresponding classification of each of the regular verbs in the past tense of the English language.

**Week 2** In the second week of the application of system of activities it is necessary for students to be very clear about the theory of regular past tense verbs in the English language in order to proceed to teach them the proper pronunciation and how they should use these phonetic sounds through speech throughout the lessons.

After this, in this same week the students will learn the pronunciation rules that the English language has when pronouncing correctly the phonetic sounds of regular verbs in the past tense, for example: How to know the pronunciation when the verbs end in the consonant phonemes /t/ /d/ /ed/.

### **CLASS N° 3**

**Theme:** Regular Verbs Pronunciation

**Objective:** At the end of class students will be able to know the rules to improve their pronunciation of regular verbs in past tense.

**Time:** 40 minutes

**Introduction:** A brief review of what was studied in the previous class will be given by means of a dynamic or a game (the teacher can choose which of them is better for student's necessities) Afterwards, students will be elicited in order to force them to remember what they have learned or to review their notes from the previous class.

- Review last class and warm up (5 minutes)

### **Explanation of the topic class.**

Explain how the phonetics consonants sound /t/ /d/ /ed/ what the voiced and unvoiced are for a better comprehension, for which will be used resources as speakers, flashcards and recordings, The 3 fundamental rules for identifying how to pronounce each regular verb in the past tense according to its classification will then be presented, if the verbs end with the consonants (L,N,R,G,V,S,Z,V,M) which are voiced sounds, they will be pronounced with the phoneme /d/ e.g. Called /calld/ or Loved /lovd/. If the verbs end with the following consonants (P, K, F, GH, SH, CH, SS, C, X) which are unvoiced sounds, they would be pronounced with the phoneme /t/ for example: Washed /washt/ or Fixed /fixt/. If the verbs end with the consonants (t) or (d), they would be pronounced with the phonemes /id/ /ed/ for example: Wanted /id/ or needed /ed/.

- Development of the class (15 minutes)

Exercises related to the class (10 minutes)

The teacher will be in charge of the distribution of regular verbs in the past tense to reinforce the class, and in this way the students will understand the classification and how they should pronounce each verb depending on which rules they are in.

- Conclusion (10 minutes)

### **Activity 1.**

- Students will classify regular verbs in the past tense depending on the rules.
- Students will practice to reinforce the topic.

### **Activity 2**

- Students listen to a recorded voice and write down in a paper which phoneme they are listening to.

**Resources:** In the second week, fundamental audiovisual resources will be used to improve the pronunciation of regular verbs in the past tense of the English language.

- **Flashcard:** The use of this resource is important because through it, students will pay more attention to the movement of the hands and they must be contrate to raise up the correct flashcard when the teacher produces one of the three phonemes.

- **Recordings:** The teacher will play a recording showing the classification of the phonemes taught, eliciting students to use their auditory function and then proceed to perform the phonemes taught.

- **Speakers:** the use of this resource cannot be left aside, since it is an instrument for students to be able to hear in a correct way the phonetic sounds already taught in class.



## CHAPTER IV. ANALYSIS OF RESULTS

This chapter details the results obtained after the application of strategies and didactic activities for better learning and pronunciation of past tense regular verbs in the English language in the students of the seventh year of basic education parallel "A" from Dr. Camilo Gallegos school in the 2022-2023 school year carried out on January 12th, January 19th, and January 26th, through the experimental method.

### 4.1 Description of the system application

On the first day of class, a pre-test was administered to the students together with the use of the rubric as a research instrument to assess their level of knowledge and pronunciation, inside of the dimensions assigned in our Pre and Post Test. Which had a duration of 10 minutes, to get a before and after. The research started on Thursday, January 12th, 2023, the class lasted 40 minutes, and before starting the activities the students were given a short introduction to what the project would be about, and an explanation of the topic to be discussed. During the first 20 minutes an explanation was given about what regular verbs are, what they are for and why it is important to learn them, the classification of regular verbs, and which verbs have /d/ and /ed/ added to them. Finally, the class was concluded by implementing phoneme completion exercises.

The second class was held on Thursday January 12th, 2023 and lasted 40 minutes, with a brief review of what was studied in the previous class, the students were then shown the regular verbs in the present tense, which they then wrote on a sheet of paper and converted into the past tense, and read aloud. An evaluation of the student's difficulties in pronouncing regular verbs was also carried out. It is important

to note that in this class use was made of didactic material, such as a projector (slides) and audio.

The third class took place on Thursday, January 19th, 2023, and lasted 40 minutes. Before starting with new topics, we proceeded to recapitulate what was learned in the previous class, after which we proceeded to carry out an exercise with the students which consisted of classifying regular verbs in the past tense according to the rules. Then a recording of previously recorded phonemes was played, the aim was to explain what the phonetic sounds /t/ /d/ /ed/ sound like, which are the sonorous sounds, and which are the non-sonorous sounds for a better understanding, and for the students to write them down on a sheet of paper. Finally, the class concluded with a brief explanation of the whole class.

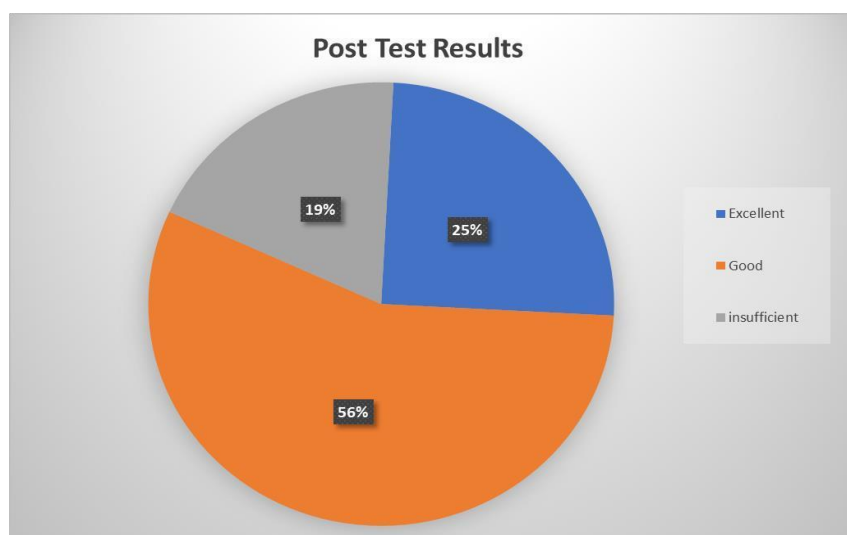
The fourth lesson took place on Thursday, January 19th, 2023, and lasted 40 minutes. Before starting a new explanation, a Choral Drill of the past tense verbs of the English language already learned with the students was performed, so that the knowledge they built up has more durability in the long term and becomes meaningful learning. For a better understanding, we proceeded to play an audio with different phonemes so that the students would be able to recognize them. Exercises related to the first classes were also applied for better learning. Finally, the class concluded with a brief explanation of the day's lesson.

The fifth class was developed on Thursday 26 January 2023 and lasted 40 minutes, the first 10 minutes, as an introduction was a quick explanation of all the topics that have been discussed previously, since until this day the classes ended, after

this we proceeded to perform an activity that included all the topics previously seen, to reinforce all learning. Finally, it was explained to the students that in the next class, each of them would be evaluated orally.

The sixth and last class was held on Thursday, January 26th, 2023, and was used to take the post-test and measure the students' knowledge, allowing us to know if the strategies, activities, and tools were helpful for better learning and pronunciation. A mobile phone was used to record the post-test where regular English verbs in the past tense were evaluated, considering different dimensions such as accent, intonation, and rhythm of each student.

## 4.2 Results of the application



Graph 6. Post test results.

### Post-test

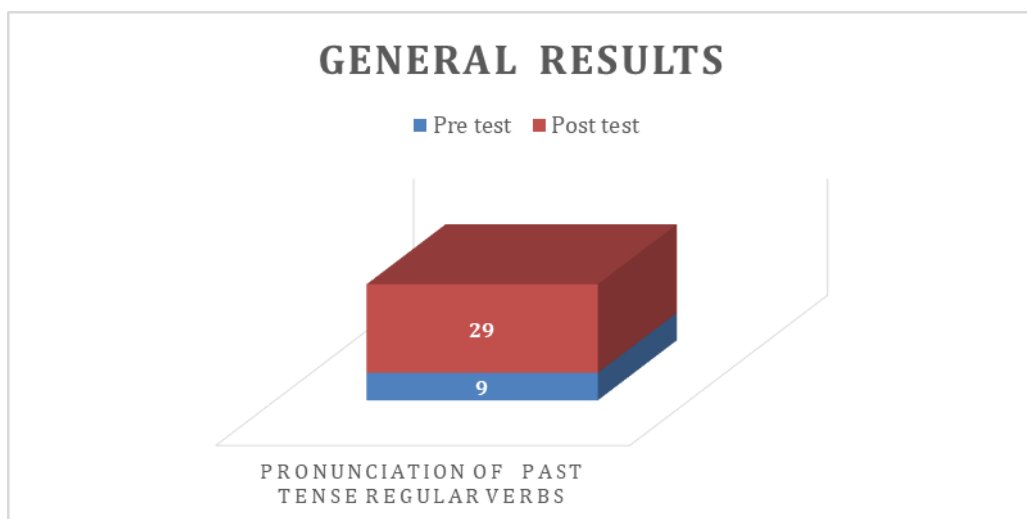
The sixth and last class was held on Thursday, January 26th, 2023, and was used to take the post-test and measure the students' knowledge, allowing us to know if

the strategies, activities, and tools were helpful for better learning and pronunciation. A mobile phone was used to record the post-test where regular English verbs in the past tense were evaluated, taking into account different dimensions such as stress, intonation, and rhythm of each student.

The results showed that 25% got an E (Excellent), which means that 9 students managed to recognize and pronounce the regular English verbs in the past tense, which confirms that the didactic activities applied in the classroom helped to improve both knowledge and pronunciation.

And finally, 19% obtained I (Insufficient), which means that 7 children failed to recognize and pronounce regular English verbs in the past tense, had a high degree of difficulty in recognition and pronunciation, and had disinterest in the activity.

At the end of the research, it was possible to compare the results of the pre-test and the post-test, and it was possible to verify that the use of the didactic system was of great help since at the beginning 28 children were detected with level I (Insufficient), but in the post-test they were quite favorable, reducing 9 children. Out of 8 children who got B (Good), after the application of the didactic system 20 children improved in their learning and pronunciation, i.e., 12 children got a clear improvement. Out of 0 children with level E (Excellent), after the implementation of the didactic system 9 children got E (Excellent) in the post test, being an evident result of improvement of skills.



Graph 7. General results.

### 4.3. Hypothesis testing

Scientific hypothesis: If a system of didactic activities is implemented in the 7th grade English classes of Dr. Camilo Gallegos School, it will contribute to improve learning and pronunciation.

Range of error: 0.05

|           | EXCELLENT | GOOD | INSUFFICIENT | TOTAL |
|-----------|-----------|------|--------------|-------|
| Pre test  | 0         | 8    | 28           | 36    |
| Post test | 9         | 20   | 7            | 36    |
| Total     | 9         | 28   | 35           | 72    |

Table 2. Hypothesis testing

H0: The implementation of a system of didactic activities using audiovisual resources is related to the development of the sub-skill pronunciation of past tense regular verbs in the English language in the students in the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year?

H1: The implementation of a system of didactic activities using audiovisual resources is not related to the development of the sub-skill pronunciation of past tense regular verbs in the English language in the students in the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year?

#### 4.2.1 Observed and Expected Frequencies.

| Pre test     | Observed | Formula          | Expected | Chi Squared |
|--------------|----------|------------------|----------|-------------|
| Excellent    | 0        | $9 * 36 / 72 =$  | 8.5      | 4.5         |
| Good         | 8        | $28 * 36 / 72 =$ | 3.5      | 14          |
| Insufficient | 28       | $35 * 36 / 72 =$ | 8        | 17.5        |

Table 3. Observed and expected frequencies.

Table 4. Post test chi square

| Post test    | Observed | Formula              | Expected | Chi Square |
|--------------|----------|----------------------|----------|------------|
| Excellent    | 9        | $9 \cdot 36 / 72 =$  | 8.5      | 4.5        |
| Good         | 20       | $28 \cdot 36 / 72 =$ | 3.5      | 14         |
| Insufficient | 7        | $35 \cdot 36 / 72 =$ | 8        | 17.5       |

#### 4.2.2 Chi-square calculation graph. Chi-square calculation.

| Pre test | Post test | Total amount |
|----------|-----------|--------------|
| 36       | 36        | 72           |

Table 5. Chi square calculation

The chi-square calculated with the data obtained in the research was 36, with a significance level of  $p \geq 0.05$ , being the  $X^2 = 36 >$  than the initial value obtained, 17.5, then the hypothesis  $H_0$  is accepted which means that there is a significant relationship between the application of the system of didactic activities and the development sub-skill pronunciation of past tense regular verbs in the English language in the students

in the seventh year of basic education parallel “A” from Dr. Camilo Gallegos school in the 2022-2023 school year

### **4.3. CONCLUSIONS**

- The revision of the literature and the construction of a theoretical framework made it possible to specify that pronunciation in second language teaching is the factor that enables people to communicate more effectively and quickly with each other. Pronunciation is therefore not only part of the lexical-semantic content of linguistic units but also brings an extremely important communicative value to the message because it conveys attitudes, intentions, and expressions.

- The applied research showed that the majority of 7th-grade students in the Dr. Camilo Gallegos Educational Unit have insufficient English pronunciation skills.

- To overcome the shortcomings in pronunciation identified through the diagnosis, a system of didactic activities was developed with the use of audiovisual resources, the use of which was effective and helped to improve the pronunciation of regular verbs in English in the past tense.

- The application of the post-test made it possible to verify the hypothesis according to which there is a significant relationship between the application of the system of activities and the improvement of pronunciation, which confirmed that audiovisual resources are important for the improvement of pronunciation.



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## ANNEXES 1

|                                       |  |   |  |                           |
|---------------------------------------|--|---|--|---------------------------|
| <p><b>Evaluation<br/>criteria</b></p> | <p><b>Excellent (9.1-10):</b></p> <p>The student shows a total domain of the indicators related to the pronunciation of regular verbs in past tense in the English language.</p> | <p><b>Good (7.1-9):</b></p> <p>The student shows a partial domain of the indicators related to the pronunciation of regular verbs in past tense in the English language</p> | <p><b>Insufficient (menos de 7.0):</b></p> <p>The students do not show any domain of the indicators related to the pronunciation of regular verbs in past tense in the English language.</p> | <p><b>FINAL SCORE</b></p> |
|---------------------------------------|--|---|--|---------------------------|

|        |  |  |   |  |
|--------|--|--|---|--|
| RHYTHM | <ul style="list-style-type: none"><li>- Maintains a constant rhythm when speaking.</li><li>- Repeats sound patterns correctly.</li></ul> | <ul style="list-style-type: none"><li>- Maintains a rhythm for short periods of time while speaking.</li><li>- Strives to repeat sound patterns correctly.</li></ul> | <ul style="list-style-type: none"><li>- Cannot maintain a constant rhythm when speaking.</li><li>- Does not repeat sound patterns correctly</li></ul> |  |
|--------|--|--|---|--|



|        |   |   |   |  |
|--------|---|---|---|--|
| STRESS | <ul style="list-style-type: none"> <li>- Emphasizes pronunciation with greater intensity, clarity and serenity.</li> <li>- Blends and integrates phonetic sounds appropriately</li> </ul> | <ul style="list-style-type: none"> <li>- Try to emphasize the pronunciation with greater intensity, clarity and serenity.</li> <li>- Strives to blend and integrate phonetic sounds appropriately.</li> </ul> | <ul style="list-style-type: none"> <li>- Do not emphasize pronunciation with greater intensity, clarity and serenity.</li> <li>- Does not blend and integrate phonetic sounds appropriately.</li> </ul> |  |
|--------|---|---|---|--|

|                   |  |  |   |  |
|-------------------|--|--|---|--|
| <p>INTONATION</p> | <p>- Vary the pitch or volume of the pronunciation of words with precision when speaking.</p> <p>- Recognize the difference between the phonetic t/ed/d sounds of regular verbs in the past tense.</p> | <p>Try to vary the tone or volume of the pronunciation of words when speaking.</p> <p>- Strives to recognize the difference between the phonetic t/ed/d sounds of regular verbs in past tense.</p> | <p>- Do not vary the tone or volume of the pronunciation of words when speaking.</p> <p>- Do no Recognize the difference between the phonetic t/ed/d sounds in regular verbs in past tense.</p> |  |
|-------------------|--|--|---|--|

### Observation's Guide

**Date:** Thursday, January 12<sup>nd</sup>, 2023

**Theme:** Regular verbs in past tense

**Objective:** To analyze the class development by looked the achievement of the students of the 7th course "A" in the Regular verb's pronunciation in past tense.

| N° | Indicators  | Yes | No |
|----|---|-----|----|
|    | The teacher applies a specific methodology for pronunciation.   |     |    |
|    | The materials used are sufficiently attractive to encourage pupils to improve their pronunciation of verbs. |     |    |
|    | The teacher introduces and teaches the phonetic sounds before explaining the pronunciation of the verbs.    |     |    |
|    | Students participate continuously in class.   |     |    |
|    | Students know the -d or -ed ending of regular verbs when they are conjugated.                               |     |    |
|    | Students recognize the difference in the sounds of regular verbs.   |     |    |
|    | Students know the phonetic pronunciation of the three regular verb endings.                                 |     |    |

### Observation's Guide

**Theme:** Regular verbs in past tense

**Objective:** To analyze the class development by looked the achievement of the students of the 7th course "A" in the Regular verb's pronunciation in past tense.

| N° | Indicators  | Yes | No |
|----|---|-----|----|
|    | The teacher applies a specific methodology for pronunciation.   |     |    |
|    | The materials used are sufficiently attractive to encourage pupils to improve their pronunciation of verbs. |     |    |
|    | The teacher introduces and teaches the phonetic sounds before explaining the pronunciation of the verbs.    |     |    |
|    | Students participate continuously in class.   |     |    |
|    | Students know the -d or -ed ending of regular verbs when they are conjugated.                               |     |    |
|    | Students recognize the difference in the sounds of regular verbs.   |     |    |
|    | Students know the phonetic pronunciation of the three regular verb endings.                                 |     |    |

## Lesson Plans



**UNIVERSIDAD TÉCNICA DE MACHALA**  
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 D.L. No. 69-04 DE 14 DE ABRIL DE 1969 PROVINCIA DE EL ORO – REPUBLICA DEL ECUADOR  
**UNIDAD ACADÉMICA DE CIENCIAS SOCIALES**  
**CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS**



### Lesson plan N° 1

|  |                             |                                     |   |
|--|-----------------------------|-------------------------------------|---|
| <b>School:</b> Dr. Camilo Gallegos Domínguez.      | <b>Subject:</b> English.    | <b>Grade:</b> 7 <sup>th</sup> Basic | <b>Academic period:</b> 2022-2023         |
| <b>Teaching form:</b> Theoretical practical class. | <b>Topic:</b> Regular verbs | <b>Time:</b> 40 minutes.            | <b>Date:</b> Thursday, 12nd January, 2023 |

**Teacher:** Andrea Jimenez and Maite Solis

**Objective:** To explain to students what regular verbs are, their functions, classification and its importance.

| Contents                           | Phases/Time            | Activities   | Techniques and strategies  | Resources  | Evaluation-Indicators |
|------------------------------------|------------------------|--|--|--|-----------------------|
| Regular verbs in past simple tense | INTRODUCTION<br>5 min. | <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Application of Diagnostic Test</li> </ul>  | <ul style="list-style-type: none"> <li>• Gamification of learning</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Silides</li> <li>• Board</li> <li>• Markets</li> </ul> |                       |
|                                    | DEVELOPMENT<br>20 min  | <ul style="list-style-type: none"> <li>• Students comprehend what regular verbs are and its functions, importance and classification. Students answered questions about it</li> <li>• Students list as many verbs as they know.</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge acquisition</li> </ul>    |  |                       |

|  |                      |   |                            |  |  |
|--|----------------------|---|----------------------------|--|--|
|  | CONCLUSION<br>5 min. | - Assessment of pupils'<br>difficulties in pronouncing regular<br>verbs | • Questions and<br>answers |  |  |
|--|----------------------|---|----------------------------|--|--|



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**EXTRANJEROS**



**Lesson plan N° 2**

|  |                             |                                     |   |
|--|-----------------------------|-------------------------------------|---|
| <b>School:</b> Dr. Camilo Gallego Domínguez.       | <b>Subject:</b> English.    | <b>Grade:</b> 7 <sup>th</sup> Basic | <b>Academic period:</b> 2022-2023         |
| <b>Teaching form:</b> Theoretical practical class. | <b>Topic:</b> Regular verbs | <b>Time:</b> 40 minutes.            | <b>Date:</b> Thursday, 12nd January, 2023 |

**Teacher:** Andrea Jimenez and Maite Solis

**Objective:** To explain to students what regular verbs are, their functions, classification and its importance.

| Contents                           | Phases/Time            | Activities  | Techniques and strategies  | Resources   | Evaluation-Indicators |
|------------------------------------|------------------------|---|--|---|-----------------------|
| Regular verbs in past simple tense | INTRODUCTION<br>5 min. | <ul style="list-style-type: none"> <li>- Greetings</li> <li>- The teacher tells regular verbs in present tense in English. Then students had to write them down on paper. And turn the verb into past tense form and read aloud them.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Gamification of learning</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Projector</li> <li>• Slides</li> <li>• Board</li> <li>• Markets</li> </ul> |                       |
|                                    | DEVELOPMENT<br>20 min  | <ul style="list-style-type: none"> <li>• Students participate in the board adding -ed or -d to regular verbs in present tense to turn them into past tense.</li> <li>• The teacher shows regular verbs in present tense in English. Then students had to</li> </ul> | <ul style="list-style-type: none"> <li>• Interaction in class</li> </ul>     |   |                       |

write them down on paper.  
And turn the verb into past  
tense form and read aloud  
them.



|  |                      |   |   |  |  |
|--|----------------------|---|---|--|--|
|  | CONCLUSION<br>5 min. | <ul style="list-style-type: none"><li>• Assessment of pupils' difficulties in pronouncing regular verbs</li></ul> | <ul style="list-style-type: none"><li>• Questions and answers</li></ul> |  |  |
|--|----------------------|---|---|--|--|



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**EXTRANJEROS**



**Lesson plan N° 3**

|  |   |                                     |   |
|--|---|-------------------------------------|---|
| <b>School:</b> Dr. Camilo Gallego Domínguez.   | <b>Subject:</b> English.                  | <b>Grade:</b> 7 <sup>th</sup> Basic | <b>Academic period:</b> 2022-2023         |
| <b>Teaching form:</b> Theoretical practical class.   | <b>Topic:</b> Regular Verbs Pronunciation | <b>Time:</b> 40 minutes.            | <b>Date:</b> Thursday, 19th January, 2023 |
| <b>Teacher:</b> Andrea Jimenez and Maite Solis   |   |                                     |   |
| <b>Objective:</b> At the end of class students will be able to know the rules to improve their pronunciation of regular verbs in past tense. |   |                                     |   |

| Contents                                      | Phases/Time             | Activities   | Techniques and strategies  | Resources   | Evaluation-Indicators |
|---|-------------------------|--|--|---|-----------------------|
| Pronunciation of regular verbs in past tense. | INTRODUCTION<br>10 min. | <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Review last class and warm up</li> <li>- Dynamic or game</li> </ul>  | <ul style="list-style-type: none"> <li>• Gamification of learning</li> </ul> | <ul style="list-style-type: none"> <li>• Flashcards</li> <li>• Recording</li> <li>• Speakers</li> </ul> |                       |
|   | DEVELOPMENT<br>20 min   | <ul style="list-style-type: none"> <li>• Students will classify regular verbs in the past tense depending on the rules.</li> <li>• Students will practice to reinforce the topic.</li> </ul> | <ul style="list-style-type: none"> <li>• Interaccion in class</li> </ul>     |   |                       |

- Students listen to a recorded voice and write down in a paper which phoneme they are listening to.

|  |                       |   |                            |  |  |
|--|-----------------------|---|----------------------------|--|--|
|  | CONCLUSION<br>10 min. | - Assessment of pupils'<br>difficulties in pronouncing<br>regular verbs | • Questions and<br>answers |  |  |
|--|-----------------------|---|----------------------------|--|--|



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**EXTRANJEROS**



**Lesson plan N° 4**

|   |   |                                     |   |
|---|---|-------------------------------------|---|
| <b>School:</b> Dr. Camilo Gallego Domínguez.  | <b>Subject:</b> English.                  | <b>Grade:</b> 7 <sup>th</sup> Basic | <b>Academic period:</b> 2022-2023         |
| <b>Teaching form:</b> Theoretical practical class.  | <b>Topic:</b> Regular Verbs Pronunciation | <b>Time:</b> 40 minutes.            | <b>Date:</b> Thursday, 19th January, 2023 |
| <b>Teacher:</b> Andrea Jimenez and Maite Solis  |   |                                     |   |
| <b>Objective:</b> At the end of class students will be able to recognize the phonemes /t/ /d/ /ed/ to the pronunciation of regular verbs in past tense. |   |                                     |   |

| Contents   | Phases/Time             | Activities  | Techniques and strategies  | Resources   | Evaluation-Indicators |
|--|-------------------------|---|--|---|-----------------------|
| Classification;<br>Pronunciation of regular verbs in past tense. | INTRODUCTION<br>10 min. | <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Review last class and warm up</li> <li>- Choral drill through examples of each phoneme /t/ /d/ /ed/</li> </ul>                      | <ul style="list-style-type: none"> <li>• Gamification of learning</li> </ul>       | <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Games in the web</li> <li>• Papers and pencils</li> </ul> |                       |
|  | DEVELOPMENT<br>20 min   | <ul style="list-style-type: none"> <li>• Exercises related to the class</li> <li>• Listen to a record text and recognize the phoneme and the tense of the verbs mentioned in the text.</li> </ul> | <ul style="list-style-type: none"> <li>• Choral Drill</li> <li>• Elicip</li> </ul> |   |                       |

|  |                       |   |                            |  |  |
|--|-----------------------|---|----------------------------|--|--|
|  | CONCLUSION<br>10 min. | - Assessment of pupils'<br>difficulties in pronouncing<br>regular verbs | • Questions and<br>answers |  |  |
|--|-----------------------|---|----------------------------|--|--|



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**UNIDAD ACADÉMICA DE CIENCIAS SOCIALES**  
**CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y**  
**EXTRANJEROS**



**Lesson plan N° 5**

|  |   |                                     |   |
|--|---|-------------------------------------|---|
| <b>School:</b> Dr. Camilo Gallego Domínguez.   | <b>Subject:</b> English.                  | <b>Grade:</b> 7 <sup>th</sup> Basic | <b>Academic period:</b> 2022-2023         |
| <b>Teaching form:</b> Theoretical practical class.                                     | <b>Topic:</b> Regular Verbs Pronunciation | <b>Time:</b> 40 minutes.            | <b>Date:</b> Thursday, 26th January, 2023 |
| <b>Teacher:</b> Andrea Jimenez and Maite Solis   |   |                                     |   |
| <b>Objective:</b> To reinforce all the acquired knowledge into a significant learning. |   |                                     |   |

| Contents                                      | Phases/Time             | Activities  | Techniques and strategies  | Resources   | Evaluation-Indicators |
|---|-------------------------|---|--|---|-----------------------|
| Pronunciation of regular verbs in past tense. | INTRODUCTION<br>10 min. | <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Feedback and warm up</li> <li>- Activities as a worksheet to remind the rules, and improve the pronunciation.</li> </ul>  | <ul style="list-style-type: none"> <li>• Gamification of learning</li> </ul> | <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Games in the web</li> <li>• Papers and pencils</li> </ul> |                       |
|   | DEVELOPMENT<br>20 min   | <ul style="list-style-type: none"> <li>• Exercises to reinforce the topic related to the class</li> <li>• The students will write a list of all regular verbs learned in class and pronounce them correctly to finish the content.</li> </ul> | <ul style="list-style-type: none"> <li>- Elicip</li> </ul>                   |   |                       |

|  |                       |   |                            |  |  |
|--|-----------------------|---|----------------------------|--|--|
|  | CONCLUSION<br>10 min. | - Assessment of pupils'<br>difficulties in pronouncing<br>regular verbs | • Questions and<br>answers |  |  |
|--|-----------------------|---|----------------------------|--|--|





**UNIVERSIDAD TÉCNICA DE MACHALA**  
*"Calidad, Pertinencia y Calidez"*  
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**CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y**  
**EXTRANJEROS**



**Lesson plan N° 6**

|   |   |                                     |   |
|---|---|-------------------------------------|---|
| <b>School:</b> Dr. Camilo Gallego Domínguez.  | <b>Subject:</b> English.                  | <b>Grade:</b> 7 <sup>th</sup> Basic | <b>Academic period:</b> 2022-2023         |
| <b>Teaching form:</b> Theoretical practical class.  | <b>Topic:</b> Regular Verbs Pronunciation | <b>Time:</b> 40 minutes.            | <b>Date:</b> Thursday, 26th January, 2023 |
| <b>Teacher:</b> Andrea Jimenez and Maite Solis  |   |                                     |   |
| <b>Objective:</b> To evaluate students' knowledge about the pronunciation of regular verbs in past tense. |   |                                     |   |

| Contents   | Phases/Time             | Activities   | Techniques and strategies  | Resources  | Evaluation-Indicators |
|--|-------------------------|--|--|--|-----------------------|
| Classification;<br>Pronunciation of regular verbs in past tense. | INTRODUCTION<br>10 min. | <ul style="list-style-type: none"> <li>- Greetings</li> <li>- Review last class and warm up</li> <li>- Revision</li> </ul> | <ul style="list-style-type: none"> <li>• Gamification of learning</li> </ul> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Records</li> <li>• Flashcards.</li> </ul> |                       |
|  | DEVELOPMENT<br>20 min   | <ul style="list-style-type: none"> <li>• Post Test</li> </ul>  | <ul style="list-style-type: none"> <li>• Assessment</li> </ul>               |  |                       |

|   |   |  |  |
|---|---|--|--|
| <ul style="list-style-type: none"><li>- Assessment of pupils' difficulties in pronouncing regular verbs</li></ul> | <ul style="list-style-type: none"><li>• Questions and answers</li></ul> |  |  |
|---|---|--|--|



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D.L. No. 69-04 de 14 de Abril de 1969  
*Calidad, Pertinencia y Calidez*

OFICIO nro. UTMACH-FCS-PINE-2022-0081-OF  
Machala, 8 de diciembre del 2022

Distinguida Licenciada  
Adriana Romero Roman  
Escuela de Educación Básica "Camilo Gallegos Domínguez"  
Machala. -

De mi consideración:

Reciba el cordial saludo a nombre de la carrera Pedagogía de los Idiomas Nacionales Extranjeros de la Facultad de Ciencias Sociales al tiempo que aprovecho la oportunidad exponer y solicitar lo siguiente:

Los estudiantes de Octavo Semestre están culminando el periodo académico de la Carrera y como no escapará de su conocimiento, previo a la obtención de su título docente, ellos deben cumplir con el requisito de graduación con un trabajo de titulación.

Las estudiantes, **Andrea Karelys Jimenez Cuello** y **Maite Nicole Solis Corozo**; han escogido el establecimiento de su regencia para desarrollar su investigación.

Con este antecedente, solicito a usted autorice a nuestras estudiantes, realizar su trabajo de investigación con los estudiantes de Séptimo año paralelo "A", les brinde las facilidades para ese fin.

Agradezco de antemano su gentil atención.

ATENTAMENTE,



LIC. JONH CHAMBA ZAMBRANO, MGS.

COORDINADOR DE LA CARRERA DE PEDAGOGIA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS

Recibido 08/12/2022  
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