



UTMACH

FACULTAD DE CIENCIAS SOCIALES

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

**SISTEMA DE CLASES EMPLEANDO MÉTODO FONÉTICO PARA EL
MEJORAMIENTO DE LA PRONUNCIACIÓN DE VERBOS REGULARES.**

**MITE RIVERA KERLLY MERCEDES
LICENCIADA EN PEDAGOGIA DEL IDIOMA INGLES**

**VYRSTYUK OLHA
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**MACHALA
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CLASS SYSTEM USING PHONETIC METHOD FOR THE IMPROVEMENT OF THE PRONUNCIATION OF REGULAR VERBS.

por Vyrstyuk Mite

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DEDICATION

I dedicate this research to the most important person in my life, my mother, Marisol Rivera, for her love, effort and unconditional support. She is the reason why I have made an effort to reach this goal in my life. I also dedicate it to my family and friends, who have been great support in the process of my academic formation.

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First of all, I dedicate my thesis to God and my mother, who from heaven have been able to guide me to fulfill one more goal in this process of my life. To my beloved children, Ivan and Zamira, who have given me the daily strength to not give up. Also to my husband Javier, for his understanding, teachings and support. To my soul mates, Thayana, Monica and Kerlly for being more than a good team, for their moral support of "We'll Get to the End Together". To my sister Mariya and father Ivan, who despite the distance, have never let me feel alone. As well as all the teachers of Pedagogy of National and Foreign Languages career of the Technical University of Machala.

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ABSTRACT

This research work aims at improving the pronunciation of regular verbs in simple past tense in high school students through a system of classes using the phonetic method. Students mistakenly assimilate that the "ed" ending of regular verbs is the same pronunciation for each of the words, which is why applying phonetic symbols is fundamental for teaching oral production. The research is framed in a quantitative paradigm with a pre-experimental design; by which the researchers worked with data collection instruments such as observation and pedagogical tests that allowed us to collect the necessary information from the study population made up of third-year high school students of the Unidad Educativa Particular "Hermano Miguel". Positive results were then achieved by determining that the classroom system and phonics instruction enhance the pronunciation of regular verbs. Finally, it is recommended that English teachers use the phonetic method in their classes to strengthen the articulation of the sounds of regular verbs in the past tense and carry out didactic activities that foster interest, motivation and active participation in the students.

Key words: pronunciation, class system, phonetic method, articulation, teaching.

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INTRODUCTION

For decades, the English language has come a long way. In recent years, it has become the most widely used language in the world, regarded as a universal language and has greater relevance for the teaching-learning process in the field of education. According to Kathryn and Ariel (2017), English proficiency is progressively necessary for business and international communication; learning English to promote development and understanding as a second language has advantages on a personal, work or professional level (p. 3).

Teaching English *“ha llegado a ser un importante tema estratégico en América Latina. Los países han desarrollado estrategias nacionales, creando programas y realizando cuantiosas inversiones para expandir el acceso a las oportunidades de aprender inglés”* (Cronquist & Fiszbein, 2017, p. 2).

Peña (2019) alleges that “English was an optional subject in the education institutions in Ecuador. Still, in 2014 it had a significant advance because the government decided to prioritize the learning of foreign languages and proposed changes through ministerial agreements” (p. 17).

Learning the English language is a simple process when you start at an early age, and it becomes more complicated in adulthood for different reasons. The production of phonemes or sounds generally referred to as pronunciation is one of the main weaknesses among students (Real Poveda & Maridueña Macancela, 2016). For instance, pronunciation is one of the significant concerns of Spanish-speaking English learners.

Generalmente se reconoce que la mala pronunciación genera confusión en el momento de comunicar ideas. Esto genera situaciones tanto embarazosas como problemáticas. Además, si este problema lingüístico no se corrige con prontitud, habrá resultados negativos y consecuencias en términos de dominio del idioma. Por

esta razón, es relevante que los estudiantes aprendan la pronunciación de la lengua extranjera de forma adecuada (Ludeña, 2016).

Thus, this issue cannot be ignored when communicating; therefore, it is essential to have a good pronunciation of this language. Students need to master the pronunciation and intonation of the language; otherwise, there will be numerous communication problems between pupils and native speakers.

Pourhosein (2016) mentions that “English pronunciation is one of the most difficult skills to learn, and it should take a lot of time to practice and improve it little by little” (p. 2).

One of the first obstacles that students face in the language acquisition process is the mastery of verbs, and one of the most recurrent problems is the pronunciation of the regular verbs in simple past. The learning of the aforementioned verbs is characterized by their grammatical structure and how they are supposed to be pronounced and intoned.

At this point, taking into account the information mentioned above and based on the observations in the pre-professional practices, specific difficulties have been identified in regards to the pronunciation of regular verbs, causing the mispronunciation of them by the students of third of baccalaureate of the Unidad Educativa Particular “Hermano Miguel”.

Although students know the meaning and structure of verbs, they have the following difficulties:

- Insufficient perception of word sounds.
- Oral problems when producing the sounds of words.
- Insufficiencies in the articulation for the correct production of the sounds of the verbs.
- Difficulties intoning verbs when reading or expressing a past event.

Due to the difficulties described above, the following research question arises: How to improve the pronunciation in English of the regular /-ed verbs in past simple in the third of baccalaureate students of the Unidad Educativa Particular “Hermano Miguel”?

Having as an object of study: teaching-learning process of English in the baccalaureate.

The general objective of the research is: To implement a class system based on the phonetic method to improve the pronunciation of regular verbs in simple past tense in the students of third baccalaureate course "A" of the Unidad Educativa Particular “Hermano Miguel”.

The field of research is defined in the phonetic method for language teaching.

In order to achieve the overall objective, a number of specific objectives were implemented:

- To provide a theoretical basis for studying the pronunciation of regular verbs in simple past tense of the English language.
- To diagnose the current state of students' pronunciation of regular verbs.
- Develop a class system from the phonetic method oriented to improving the pronunciation of regular verbs in simple past of the English language.
- To evaluate the changes in the intonation and articulation of verbs in the students after implementing the class system from the elaborated phonetic method.

This educational research is carried out from a quantitative methodological paradigm, under an experimental design of the pre-experimental type, with a pre-and post-test design, with a single group. Accordingly, the following hypothesis is considered:

Implementing a class system through applying the phonetic teaching method will improve the pronunciation of regular /-ed verbs in simple past tense in the students of the third year of baccalaureate course "A" of the Unidad Educativa Particular "Hermano Miguel".

The research consists of a population the 30 third-year students of the baccalaureate course "A" of the Unidad Educativa Particular "Hermano Miguel" of the Machala city. Their ages range between 16 and 17 years.

The importance of the research lies in the phonetic teaching method that will allow students to identify the sound of the only three endings of regular verbs to improve pronunciation and oral expression when reading or engaging in conversation.

The practical contribution of the research is the classroom system to enhance the pronunciation of past verbs based on the phonetic method. Its change deals with the fact that, through practical activities of perception, articulation and sound production, students will identify the three verb endings and be able to relate past actions with the phonic functions.

The structure of this work is composed by an introduction where the theoretical design of the research is detailed, followed by chapter one where the theoretical substantiations that are necessary for the accomplishment of the research are shown. Subsequently, the methodological framework is structured, defining the type of research, the objectives pursued and the different methods used to collect the necessary information, in order to obtain results to support an answer for the problem of this research. Finally, the investigation finishes with the presentation of the conclusions and recommendations based on relevant bibliography.

CHAPTER 1. APPLICATION OF THE PHONETIC METHOD FOR THE CORRECT TEACHING OF THE PRONUNCIATION OF REGULAR VERBS.

This present chapter is focused on the theoretical foundation about the basic knowledge of phonetics, an essential factor for effective oral production of English verbs. It is necessary to generate more concise, clear, pertinent and adequate information regarding the background, concepts and characteristics that are indispensable for the development of pronunciation, which has become a fundamental sub-skill in the process of learning English.

1.1 Historical Background of the Phonetic Method for Teaching the Correct Pronunciation of Regular Verbs.

Pronunciation has undergone changes during various periods in the history of foreign language teaching. "Desde el Método de Gramática y Traducción, en el que no era tomado en cuenta porque solo se basaba en la lectura de textos y la pronunciación era irrelevante. Hasta que surge el Audiolingüismo, que desempeña un papel principal en virtud de que se basa en la repetición destacando la expresión oral y la pronunciación" (Viciedo, 2013).

Throughout the '70s and '80s, after the Audiolingual Method, interest in pronunciation declined and fell into oblivion. At that time, some methods appeared, such as Suggestopedia, Learning by Advice, Total Physical Response, among others, but they did not have acceptance or relevance in the teaching of pronunciation. Finally, the importance was recovered in the '90s with the Communicative Approach that gave more emphasis to oral communication.

Because of the search for methods and approaches, the Phonetic Teaching Method was developed. This method was born from the hand of Blas Pascal and the pedagogue Juan Amos Comenio and it is based on phonemes, learning simple sounds by combining them with different sounds and thus achieving the development of reading and writing skills.

In the 19th century, the sound representation of the language was standardized, due to the confusion between written and spoken. In collaboration with A.J. Ellis, Henry Sweet, Daniel Jones, Paul Passy, and Otto Jespersen created the international phonetic alphabet and after its publication in 1888, it was revised and replaced by another transcription system, thus it became more effective.

Abdessamad Saidi (2017) states that for a long time, teachers have long struggled to find ways to teach the sounds of a foreign language, which are different from those of the mother tongue, without using the orthographic alphabet. Among the proposed useful solutions is the use of the International Phonetic Alphabet (IPA). The IPA aims to provide visually distinctive symbols for all speech sounds that are phonologically distinct in any language.

As highlighted in the statement above, providing learners with symbols representing the sound of words is fundamental to developing correct pronunciation.

The phonetic method has been employed in numerous educational institutions over the years, adopted and chosen as the most appropriate for constructing sub-skills such as pronunciation.

At first sight, the phonetic method is considered an oral educational resource; then, it is used to teach students to recognize those phonemes when speaking and listening through the guidance provided by the teacher. After its application, the language's pronunciation began to be considered by the educational community since this method made it possible for the student to recognize the position and movements of the organs of speech.

“To simplify this task, many proponents of the Reform movement use phonetic symbols more or less intensively” (Gideon, 1909, p. 476). In other terms, the use of the phonetic method gradually becomes present in the classes of each foreign language teacher. After seeing its long-

term results, many educators assumed that the application of this method enhanced students' willingness towards expressing their ideas in the target language.

Thanks to the phonetic method, students learn to connect words when speaking and try to interact in dialogues and descriptions through oral and written utterances. Thus this method has become a necessary tool for foreign language classes, the scholar Gideon (1909) has confirmed that the attention is paid to the distinction between sounds and letters. There are only six vowel letters, but there are many more. You can have multiple sounds for the same letter, but you can represent the same sound with multiple letters. In practicing the sound, the student imitates the teacher. It takes a lot of repetition to learn to recognize accurately and reproduce clearly (p. 480).

Indeed, with the cooperative attention and guidance of the teacher, students can distinguish the written utterance from the sound part without underestimating that practice is the key to the precise and accurate reproduction of the sounds of the foreign language.

In any case, the scarce practice and participation in verbal activities cause deficient oral production that prevents the students from expressing ideas or communicating appropriately in English, and this process becomes a rote learning. Therefore, it produces a lack of knowledge of phonetics and hinders the development of oral production skills, making it difficult for learners to articulate the sounds of English.

1.2 Conceptual Characteristics of the Phonetic Method as a Didactic Strategy for the Correct Oral Production of Verbs.

Didactics are activities that study the principles and unique techniques for teaching different disciplines. It can be defined as a strategy that works for better student learning and a more valuable and effective exercise for the teacher when imparting knowledge. Didactics is also called the art of teaching; it is a type of instruction that teachers use in their classes accompanied

by didactic tools for fruitful learning. Theoretically, didactics is related to the teacher's wisdom to elaborate the teaching-learning process.

One of the characteristics of didactics deals with the practical intervention that improves the teaching-learning process. It is also related to technology because didactics uses it to better educational practices. This process requires a series of skills to solve everyday problems. In other words, teaching is seen as everything related to the daily life of the human beings and helps educators to be more efficient when teaching.

1.2.1 Didactic Methods for Teaching-Learning.

Klingberg (1972), stated that teaching method is “el principal camino que toman el maestro y el alumno para alcanzar los objetivos en el plan de enseñanza, para asimilar o impartir el contenido de dicho plan” (p. 275). The author highlights that students must be focused on the method and practices teachers use in class to teach content, thus they will be able to assimilate what is taught in the classroom.

The didactic methodology is the set of strategies, procedures and actions elaborated by teachers and designed to guide students. Those strategies mentioned will be planned intentionally to achieve objectives that have been set at the beginning of the educational practice (Polo, 2021).

In addition, it includes activities that teachers perform within the classroom, starting with those that are useful for an initial assessment of the knowledge that allows the measurement of content, reinforcement and the length of the lesson.

In the didactic method, there are three essential elements, and each one performs different teaching techniques and procedures:

- Didactic language is the teachers' means of communication and explanation to guide learning.

- Teaching aids and materials are the working tools teachers and students use to instruct, specify, and record what is being studied.
- The didactic action activates the study by performing exercises, demonstrations, tasks and other activities.

The effectiveness of a learning methodology depends on the combination of some factors:

- Previous knowledge and skills of the students.
- Place where the classes will be given.
- Characteristics of the subject to be taught: complexity, disciplinary area, more theoretical or practical character.
- Available resources: number of students, materials, time, classroom equipment, etc.

Implementing a type of methodology in the classroom requires effort, dedication and commitment from teachers. Moreover, technological advances are favorable for building more adapted and effective teaching methods.

In the past, teaching English was a matter of memorizing and repeating, but nowadays, using an appropriate methodology is very crucial. For this reason, in phonics teaching, when using the method in the classroom, it is essential to plan so that students can correctly articulate the sounds of English words.

1.2.2 Phonetics as a Teaching Method in Pronouncing Regular Verbs.

The phonics teaching method, also called phonics, is the recognition and pronunciation of simple sounds of letters and then merging several sounds to achieve literacy acquisition. It focuses on decoding new words through repetition, articulation and a combination of phonological and orthographic patterns.

Vega (2016) explains that through the phonetic method the recognition of phonemes in English pronunciation becomes easier. Furthermore, this method is considered as the auditory analysis of words, which deals with the ability of dividing words into syllables and sounds. The analysis is intended for students to learn to pronounce the vowel and consonant sounds well, so the teacher must require repetition and clearly show the phonetic pronunciation of each of the word elements.

Also, to facilitate phonetics learning, educators usually offer students an articulated description of the sound to be pronounced, accompanied by an image that is schematized.

The difference between this method and other methods focuses on the learning process rather than on the results; it also has significant advantages:

- ✓ The learning process is simpler, more natural and intuitive than in other methods.
- ✓ This method also enhances students' reading skills because pupils do not learn letters separately but instead form words and reinforce the reading process by interweaving the pronunciation of a term with its written form.
- ✓ It is a synthetic learning method because it adapts to the learner's level of understanding and builds a link between spoken language (phonemes) and written language (letters) naturally and spontaneously.

Greimas and Courtés (1991) in the dictionary of semiotics, describe phonetics as “la disciplina de la lingüística consagrada al estudio del plano de la expresión de las lenguas naturales”. Therefore, phonetics consists of studying speech sounds (phonemes), their acoustic properties, physiological production, physical characteristics and auditory perception.

Citing O' Grady, Dobrovolsky and Katamba (2005), phonetics as an object of study can be divided into three domains: articulatory, which deals with the physical production of speech

sounds; acoustic, that refers to the biological transmission of sounds from the speaker to the listener; and auditory, that is to say, it is the perception and reception of sounds by the listener.

Since this research aims at enhancing sound production, the focus will be on articulatory phonetics. Even so, it would be wrong to ignore auditory phonetics because to produce the sounds of a language accurately; it is desirable to distinguish and recognize them.

1.3 Contextual Features.

1.3.1 Contextual Background of the Phonetic Teaching Method in the Oral Production of Verbs.

In Ecuador, the teaching of English language began in 1912, but in the 1950s, the subject became part of the curriculum. The Ministry of Education of Ecuador has employed various measures to improve the teaching and learning of this language in educational institutions.

En 1992, a través de un convenio entre el MinEduc y el British Council una importante reforma curricular para la asignatura de inglés fue realizado para las instituciones educativas públicas. Esta acción realizada por el gobierno ecuatoriano a través del MinEduc, con apoyo foráneo, pudo ser entendida como una de las iniciativas gubernamentales más importantes para mejorar el proceso de enseñanza-aprendizaje del inglés en el sistema educativo del país. (Ortega & Auccahuallpa, 2017, p. 54)

In 2011 with the update of the Curricular Reform, there were changes in the curriculum structure in each of the subjects and the project called "It's time to teach English" started. The project tried to improve the teaching system of English as a foreign language and considered aspects of methodology and teaching competencies. Ministerial Agreement No. 0041-14, English was introduced into the formal curriculum with an hourly load of 5 hours starting in the eighth

year of basic education (Peña, 2017). This was intended to optimize students' language skills with the help of trained teachers in this field.

In summary, even though English is now taught in both public and private educational institutions in Ecuador, and despite all the efforts and changes that have been made since the 1990s, only a minimum number of students in the Unified General High School achieve the desired levels of English language proficiency by the end of their high school studies.

Paredes (2017) highlights that in educational institutions in Ecuadorian provinces *"Tradicionalmente, los profesores de lenguas extranjeras no han dado demasiada importancia a la enseñanza de una correcta pronunciación de la lengua objeto en estudio; porque se consideraba primordial el conocimiento de estructuras gramaticales y de vocabulario"* (p. 3).

The topic of oral production has not been a primary focus among teachers and theorists of language teaching. The purpose of teaching pronunciation is to get students to pronounce like natives of the country of the language being taught; however, learners become demotivated because of repetitive and not meaningful exercises carried out by them in class.

The learning of English is the acquisition of its structure and knowledge of aspects based on the language system, such as phonetics, the same that allows pupils to learn the correct production of sounds to achieve accurate and effective communication.

Concerning the teaching of phonetics in Ecuador, this field has not been prioritized in recent years, thus oral exercises that deal with the recognition of the three endings of verbs in English past were not considered neither.

Accordingly, the present research work is at the Unidad Educativa Particular "Hermano Miguel". This institution began as a kindergarten and complete school in 1987-1988, legally authorized by the resolution of the Provincial Directorate of Education of El Oro, according to

Agreement No. 1352 of 15 April 1988. Its first premises were located on 9 de Mayo and Arizaga streets, and it began its work with 200 students and nine teachers.

In the 1992-1993 academic year, the diversified cycle began with the science baccalaureate in the speciality of chemical-biological sciences, with the first graduating class of this speciality in the 1994-1995 academic year with the first 12 graduates that the "Hermano Miguel" school delivered to the country. In the 1993-1994 academic year, the science baccalaureate in the computer science major was created, with the first graduating class of 30 in 1995-1996.

Currently, the institution offers the following educational levels: Initial 2 for three and 4-year-olds; preparatory, General Basic Education and Baccalaureate. The High School has about 1000 students and 55 teachers, including seven foreign language teachers. English is taught in this institution. The research is carried out on third-year high school students.

1.3.2 Diagnosis of the Current State of Pronunciation of Regular Verbs in Students of the 3rd Year of Baccalaureate.

This excerpt shows the results of the diagnosis carried out on the students' specific pronunciation after the pre-experiment, which consisted of a pre-test for the students of the 3rd year of baccalaureate course "A" of the Unidad Educativa Particular "Hermano Miguel". Two instruments were used to collect information: observation and a pedagogical test.

Analysis of results.

As a first step, an observation guide (APPENDIX 1) was used as a classroom evaluation tool to assess the initial state of the students' pronunciation and to check whether the teacher was working with methods and activities related to this topic.

Pre- test

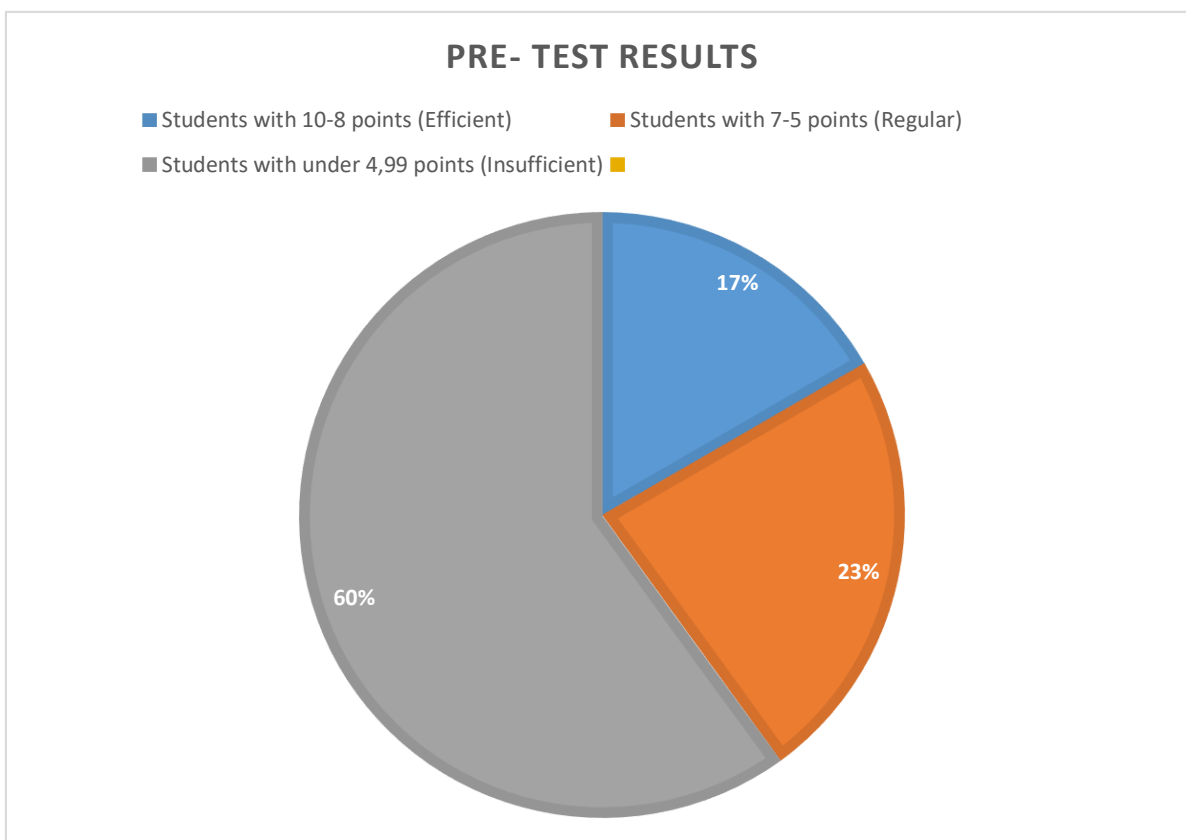
In addition, a pedagogical test (role-play) with its respective rubric (APPENDIX 2) was developed to determine the percentage of students who have grammatical knowledge and pronunciation of the different endings of regular verbs in the past. It was worked with 30 students who belonged to the population of this research, and the general characteristics that the researchers collect the results below.

- The teacher does not use any method in teaching the pronunciation of regular verbs.
- The students do not know the phonetic symbols along with their correct pronunciation.
- All the students know the ending (ed) of regular verbs. However, not all of them know the three rules of pronunciation.
- 70% of the students do not know the pronunciations of the three -ed endings of regular verbs.
- 30% of the students are aware of the pronunciations of the three -ed endings of regular verbs.
- The students do not identify the correct pronunciation of the -ed phonemes of regular verbs according to their endings.
- 17% of the students can pronounce, articulate and intonate regular verbs.
- 23% of the students can pronounce, articulate and intonate some regular verbs.

- 60% of the students have problems pronouncing, articulating and intoning regular verbs in the simple past.

Figure 1. Pre-test Notes

As observed in Figure 1, most of the students lack good pronunciation of regular verbs. Sembergman and Tatis (2020) reaffirmed in their educational thesis that "one aspect of English pronunciation that is very difficult for the learner is related to the pronunciation of regular verbs in the past tense" (p. 20). Accordingly, it is advisable to promote classroom actions for improvement.



CHAPTER 2: METHODOLOGICAL FRAMEWORK

This chapter establishes the methodological procedures that allow the execution of research that focuses on improving students' pronunciation. It involves the selection of the paradigm and type of research, the design, the theoretical methods, the sample, the chosen population, as well as the techniques and instruments to generate a solution to the problem posed.

2.1 Research Paradigm

This section deals with quantitative research based on the positivist paradigm since it collects and analyzes information on variables using statistical tools to quantify the research problem.

“Quantitative research, also known as positivism, concentrates on the measurable phenomena or events studied. It uses data collection to test hypotheses based on numerical measurements to test theories” (Villar Bustos & Meijome Sánchez, 2019).

2.2 Research Design

In order to respond to the problem statement, a specific research design is developed. The term design is related to the plan or strategy created to obtain the intended information. This research is formed through an experimental design of the pre-experimental type, with a pre-and post-test.

2.3 Population and Sample

The selected population comprises 30 students from the third year of baccalaureate course “A” of the Unidad Educativa Particular "Hermano Miguel", with an age range between 16 and 17 years.

2.4 Research Methods

This research work has included theoretical and empirical level methods.

2.4.1 Theoretical Level Methods

In most research works, theoretical and empirical methods are dialectically related. Theoretical methods play a gnoseological role since they promote the conceptual interpretation of the empirical data. When using theoretical methods in the construction and development of theories, they form the conditions to go beyond the superficial characteristics of reality and discover fundamental qualities and relationships of processes that are not directly observable (Dihigo & Gutiérrez, 2005 cited in Quesada & Medina, 2020).

Among the theoretical methods proposed in the research, the following stand out:

✓ Analytical-Synthetic Method.

Within the research, this method is implemented to study the behaviors related to the research topic, starting with separating their parts or elements to individually observe the causes and effects and then integrating these parts with the object of study. On this occasion, it targets the students and their behavior within the classroom.

✓ Historical-Logical Method

The historical analysis proposed by Lissabet (2017) is the theoretical reproduction of the object of research in thought, in all its objectivity and concreteness; thus, it means to understand, explain and interpret the development that the applied phonetic method has had. The chronological succession will be determined through the historical-logical analysis to know the evolution and progress of the pronunciation (p. 5).

✓ Systemic Method

Kogan (2017) indicates that "the systemic approach has as a fundamental point the concept of the system, which is composed of several interrelated elements under a common objective".

This method used in research represents the linear sequence of events; in this case, it alludes to the organization, formulation, or activities that relate to each other to achieve desired results.

2.4.2 Empirical Level Methods

In this method, a hypothesis is formulated, dedicated to collecting information obtained through observation and experience and then reaching a conclusion by implementing scientific instruments.

“Empirical research methods suppose a chain of practical procedures with the object of investigation that allow discovering the essential characteristics of the object; that is flexible to the sensory contemplation” (Cobas, Romeu & Macías, 2010, p. 8).

The empirical methods applied in this research are:

- Direct Observation

Observation is a primary factor in any research process; it is defined as a method that helps collect data, and that lies in using the senses and logic to acquire a detailed analysis of the facts and realities that make up the object of study, in other words, it refers to everyday actions that contain data for the researcher.

- Experimental

Through this method, researchers manage one or more study variables to control the increase or decrease of them and their effect on observed behaviors. It consists of changing the value of a variable and observing its effect on another variable. This is done under severely controlled conditions, to define how the pronunciation of regular verbs is produced.

2.5 Techniques and Instruments

In an experimental research design, it is appropriate to test hypotheses by performing the following techniques:

- **Observation:** In this aspect, during English lessons, it was observed what procedure is included in the pronunciation of regular verbs to the students and thus decide which learning process will be able to improve the pronunciation.

- **Pedagogical Test:** It is an instrument that is used to diagnose and measure the proficiency of students' pronunciation skills and knowledge, it also aims at discovering their shortcomings at the time of producing the regular verbs in the past, and even if they recognize the phonetic symbols and relate them to the verbs mentioned. Likewise, this test measures the level of individual progress by putting into practice a solution that ensures an improvement in pronunciation and identification of sounds.

2.6 Working with the Study Variables.

To continue with the development of the research, it is relevant to identify the following hypothesis:

Implementing a class system through applying the phonetic teaching method will improve the pronunciation of regular /-ed verbs in simple past tense in the students of the third year of baccalaureate course "A" of the Unidad Educativa Particular "Hermano Miguel".

Then, the hypothesis studies the relationship between two variables:

Dependent Variable is the pronunciation of regular verbs in simple past tense, representing the production, perception of sounds and intonation of words.

Independent Variable integrates the phonetic method which is the teaching of phonemes, carrying out a system of classes focusing on practice to improve the pronunciation of regular verbs.

Analysis Unit	Categories	Indicators	Definición de Indicadores	Questions
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Dependent Variable: Pronunciation of regular verbs in simple past.	Sound Production	<ul style="list-style-type: none"> • Phoneme Production. 	A phoneme is a minimal phonological unit resulting from the abstraction or theoretical description of the sounds of language.	Do students know the phonic sounds of regular verbs in the past tense?
	Sound Perception	<ul style="list-style-type: none"> • Identification and understanding of sounds. 	It allows for the interpretation of the sounds received.	Do students identify the differences in sounds between the three endings of regular verbs?
	Articulation	<ul style="list-style-type: none"> • Movements of the articulatory organs. 	Articulatory organs are parts of the human body, such as the lips and tongue, that are involved in producing sounds..	Do they correctly articulate the three rules of regular verb pronunciation: /t/, /d/ and /id/?
	Intonation	<ul style="list-style-type: none"> • Rhythm, speed and accent patterns. 	It is the frequency of vibration of the vocal folds.	Do students express variation in tone of voice when pronouncing regular past simple verbs?

In this chapter, the methodological framework supports the research procedure and specifies the steps to follow to develop the study proposal that solves the problem.

CHAPTER 3. INTERVENTION PROPOSAL

This section shows the contribution that the researchers provide to the educational community; the elaboration and application of a system of classes using the phonetic method for the improvement of the pronunciation of regular verbs in the students of 3rd BGU of the Unidad Educativa Particular “Hermano Miguel”:

3.1 The Theoretical Foundation of the Class System Using the Phonetic Method to Improve the Pronunciation of Regular Verbs.

Texidor, Reyes and Echevarría (2017) detail that for an effective communication in the English language, pronunciation is crucial and should not be considered as something extra or as content to be neglected; it should simply be taught like grammar, vocabulary or any other aspect of the language (p. 272).

However, this area has long been underdeveloped. Nowadays, some teachers still do not believe that practicing pronunciation explicitly in the classroom is especially necessary. English educators should teach pronunciation at the phoneme level, and before students can produce a given phoneme, they need to be able to hear it.

Consequently, it is of paramount importance a class system applying the phonetic method that contributes to pronunciation development, specifically in regular verbs in simple past tense, so that students can pronounce them correctly and communicate effectively.

The class system involves a set of classes with different topics and related content, in addition to making lesson plans to organize activities sequentially and coherently. Cazas (2018) substantiates that "planning involves teachers bringing a certain order to a set of curriculum components by occupying some method, strategy, or technique to obtain a given result" (p. 60).

Therefore, each lesson plan is different, depending on the teachers and the content to teach the students. La Escuela Virtual ESE (2021) details the steps for the preparation of the class to make it successful as follows:

- Objectives and learning outcomes: Determine what students need to learn and be able to do by the end of the class. Objectives should be ranked according to their importance and help manage class time.
- Develop the introduction: Develop an introduction creatively to stimulate interest, motivate students and encourage thinking. Various approaches can be employed to engage students (e.g., short videos, application of activities or practices, probing questions, etc.).
- Plan specific learning activities: Prepare different ways of explaining the material: e.g., visual or auditory resources. To plan examples and activities, estimate the time spent on each.
- Plan to check to understand: It is necessary to check the student's understanding through specific activities or questions.
- Develop a conclusion: Students are asked to summarize, or can even ask what they think were the lecture's main points were. Then, review the answers to gauge their understanding of the topic and return to explain more clearly in the next class.
- Evaluate the objectives and expected learning outcomes.

Neuner (1981, as cited in Navarro and Samón, 2017) defines the "teaching method as a system of teacher actions aimed at organizing the learner's practical and cognitive activity with the goal of sound assimilation" (p. 28). In a sense, using methods in the classroom involves a specific way of teaching that is used to transmit content and is relevant in acquiring knowledge.

International School logos (2021), in a blog post, states that when implementing an educational method, it is of vital importance to take into account the following aspects:

- Previous contents of the students.
- Application to daily life.
- Ease of application.
- Resources available.
- Application time.

The phonetic method is used, taking as a reference the Rivas definition (2019) "phonetics studies the phonic elements of a language and allows students to improve their production, acoustic articulation and perception of phonic sound" (p. 12). The phonetic method enhances students' abilities to identify sounds with different grammatical structures and enable them to improve their oral production and correct articulation and intonation.

There is a need to teach phonics explicitly and purposefully. "Phonetic symbols are a very useful tool that serves to perfect pronunciation and the oral part of any language" (Más Nativa, 2018). In teaching pronunciation, the intervention of phonetic symbols is indispensable, and it is considered paramount that students become familiar with the phonetic representation to make pronunciation much more direct, quicker and easier.

The system of classes using the phonetic method consists of didactic and participative activities that guarantee the student a clear understanding of the identification of the three rules of pronunciation; it is educational and coherent because, through phonetic practice, the students adapt to the authentic sounds of the verbs, encouraging easy assimilation and use of regular verbs in the past tense in a natural way, which will help develop their communicative skills.

3.2 A Class System Using the Phonetic Method for Improving the Pronunciation Regular Verbs in Third-Year High School Students of the Unidad Educativa Particular "Hermano Miguel".

Key concepts of the functional structure of the class system using the phonetic method to improve students' pronunciation of regular verbs are presented, where the components of the pedagogical process aimed at fulfilling the objective of the problem studied are conceived.

Class system components

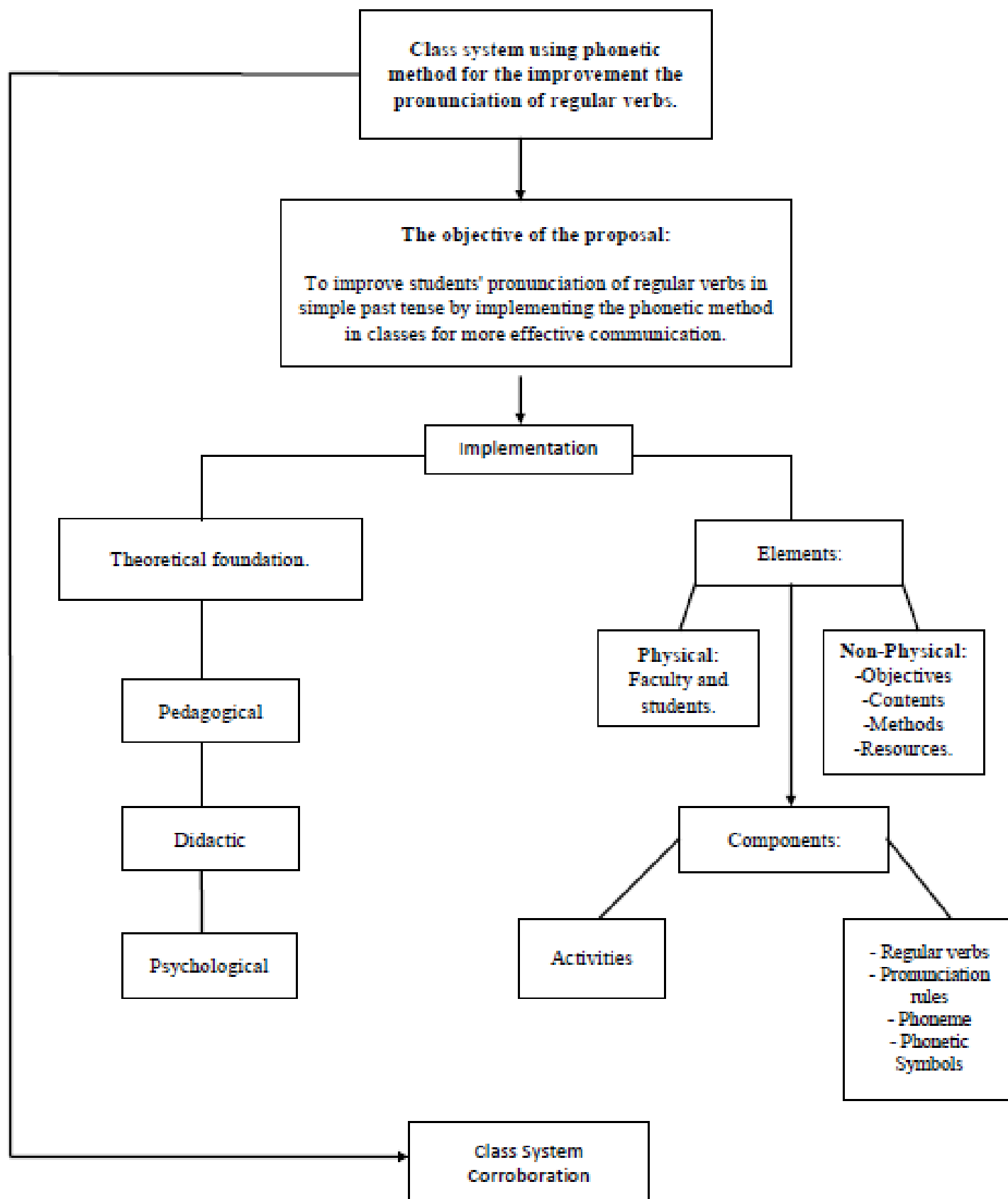
The class contents are selected based on the students' need to orally produce regular verbs, in addition to working in the classroom with activities that enhance the students' willingness to produce the sounds and their awareness of how to use them in different communicative situations.

The research also presents objectives that define the educational intentions and they are an essential reference for evaluating results in terms of the student's competencies and skills. *“El objetivo es un enunciado de forma sucinta que resume la idea central y la meta a alcanzar. Apunta a solucionar el problema general determinado en el planteamiento del problema. Es el resultado final que quiere alcanzarse”* (Bautista, 2020). In fact, an objective means focusing on what the researcher wants to achieve in the students and the reason for the intervention in this investigation.

The method to be used depends on the interests and needs of the students, the context, and the content. Guerrero (2020), in his blog, pointed out that a “teaching method is a set of decisions regarding the procedures to be followed and resources to be used to achieve educational objectives”. In concrete terms, it is how particular pedagogical model practices are exercised to promote student learning.

In addition, the classroom system has included visual didactic resources such as images of phonetic symbols of the categories of pronunciation of regular verbs. The teacher reviews and

evaluates the student's performance on the contents that should have been acquired to meet the objectives set and measures the percentage of students who improved in the pronunciation of regular verbs.



3.3 Description of the Class System Employing the Phonetic Method.

This section details the planning that the researchers propose through a system of classes applying the phonetic method for the improvement of the pronunciation of regular verbs in the students in the third year of high school course "A" of the Unidad Educativa Particular "Hermano Miguel" with a total of 3 classes specifically on Wednesday 13th, Thursday 21st and Thursday 28th July 2022.

Class System

The classes were conducted using the phonetic method so that students learn the rules of pronunciation, proper articulation, and the correct intonation of regular verbs in a playful, motivating, and didactic way.

In the first class (APPENDIX 6), activities were developed about the grammatical rules of regular verbs in the simple past tense. In the next class (APPENDIX 7), the three rules of pronunciation of regular verbs were implemented using phonetic teaching with their correct articulation and even carrying out practical activities. In the last class (APPENDIX 8), the whole content from previous classes was reinforced through individual and group activities involving the students.

Class 1

Topic: Regular verbs in past tense.

Objective: To analyze students' knowledge of regular verbs in simple past tense with their three respective endings.

Content:

Regular verbs in past simple tense

Resources:

-Pictures

-Cardboard

-Markers

Class duration:

Time: 40 minutes

• **Introduction:** 10 minutes

The class begins by greeting and introducing ourselves to the students. The topic and objective of the class is presented. Also, a warm-up is used: "Guess", through an introductory activity, students identify the action of a regular verb by performing the mime game.

• **Development:** 25 minutes

First, students identify regular verbs in simple past tense in a role-play. Then, all students read the role-play in pairs before the class, trying to pronounce the verbs.

• **Conclusion:** 5 minutes

Evaluation: Students struggle to recognize the grammatical endings of regular verbs in the simple past tense.

Class 2

Topic: Pronunciation of regular verbs in the past tense using phonetic symbols.

Objective: To generate knowledge of pronunciation rules in regular verbs and phonetic symbols for correct articulation and intonation.

Contents:

Pronunciation of regular verbs in past tense.

Phonetic Symbols

Resources:

-Markers

-Papelograph

-Sheets

Class duration:

Time: 40 minutes

• **Introduction:** 10 minutes

Students are greeted and the topic and objective of the class is presented. Also, a “warm-up” is applied, it is about "questions and answers". Students are asked questions about the rules of regular verbs and their pronunciation.

• **Development:** 25 minutes

First, students are taught the description and importance of Phonetics and phonemes in teaching pronunciation. Second, students are explained and taught the pronunciation rules of regular verbs in the past tense using phonetic symbols with their proper articulation. Then, students complete a worksheet activity where they choose the correct sound for each -ed ending (APPENDIX 10).

• **Conclusion:** 5 minutes

Evaluation: At the end of the class, questions are asked about the lesson and the students demonstrate that they understand pronunciation rules and manage the phonetic subject with difficulty.

Class 3

Topic: Evaluation of pronunciation, articulation and intonation of regular verbs in the past tense.

Objective: To enhance the pronunciation, articulation, and intonation of regular verbs with reinforcement activities for their evaluation.

Contents:

Reinforcement activities

Evaluation of students' pronunciation

Resources:

-Cardboard

-Sheets

-Markers

Class duration:

Time: 40 minutes

• **Introduction:** 10 minutes

Students are greeted and the topic and objective of the class is presented. Also, a "warm up" is performed. Each student was assigned a regular verb on the board according to the correct pronunciation of the -ed ending (APPENDIX 11).

• **Development:** 25 minutes

First, the "repetition drill" activity is performed to develop auditory perception and intonation to help identify the sounds of regular-ed verbs (APPENDIX 12). Then, students reread the role-play in pairs to assess how many students had optimal development in the pronunciation of regular verbs.

• **Conclusion:** 5 minutes

Evaluation: Most students achieve better pronunciation, articulation, and intonation of regular verbs in their different endings.

Subsequently, the implementation of the class system using the phonetic method improved the students' pronunciation of each regular verb ending with its proper articulation of the phonic sounds by intoning them correctly. Also, it enhanced the interest and active participation of the students in the classroom.

CHAPTER 4. RESULTS DISCUSSION

Based on the results obtained in the present research regarding the study on the improvement of the pronunciation of regular verbs in the simple past in English, this chapter details the effectiveness achieved by the implementation of the class system using the phonetic method in third-year students of the course "A" of the Unidad Educativa Particular "Hermano Miguel".

4.1 Pre-Experiment Description

Pre-Test Implementation

Class 1 covered the topic of regular verbs in the past; the class was held on July 13th and lasted 40 minutes.

At the end of the class, a role-play's script was given to all students. First, they underlined the verbs they found within the conversation; then, the students went in pairs to the front of the class to perform the exercise (APPENDIX 4) with the help of a printed sheet handed out to each of them.

The purpose of the role-play exercise was to determine the initial state of the students' knowledge and pronunciation of verbs in the simple past tense to implement a class system and explain the different rules to be used for optimal production, articulation, and intonation of these verbs.

Post-Test Implementation

After the class system in which the appropriate method was applied to students, the aforementioned role-play was performed again (APPENDIX) to know how many students improved their pronunciation of regular verbs in the past tense. In the application of the post-test, the same participation of the 30 students was counted, verifying the following:

- Students learned the three categories of regular verb pronunciation rules in the past tense.
- Students acted in class in a participatory and collaborative manner.
- Students demonstrated understanding and proficiency in phonics instruction.
- Students could identify the correct sound of regular verbs.
- 80% of students improved their pronunciation, articulation, and intonation of regular verbs.
- 13 % of students showed minor problems pronouncing, articulating, and intoning regular verbs.
- 7 % of students still had problems pronouncing, articulating, and intoning regular verbs.

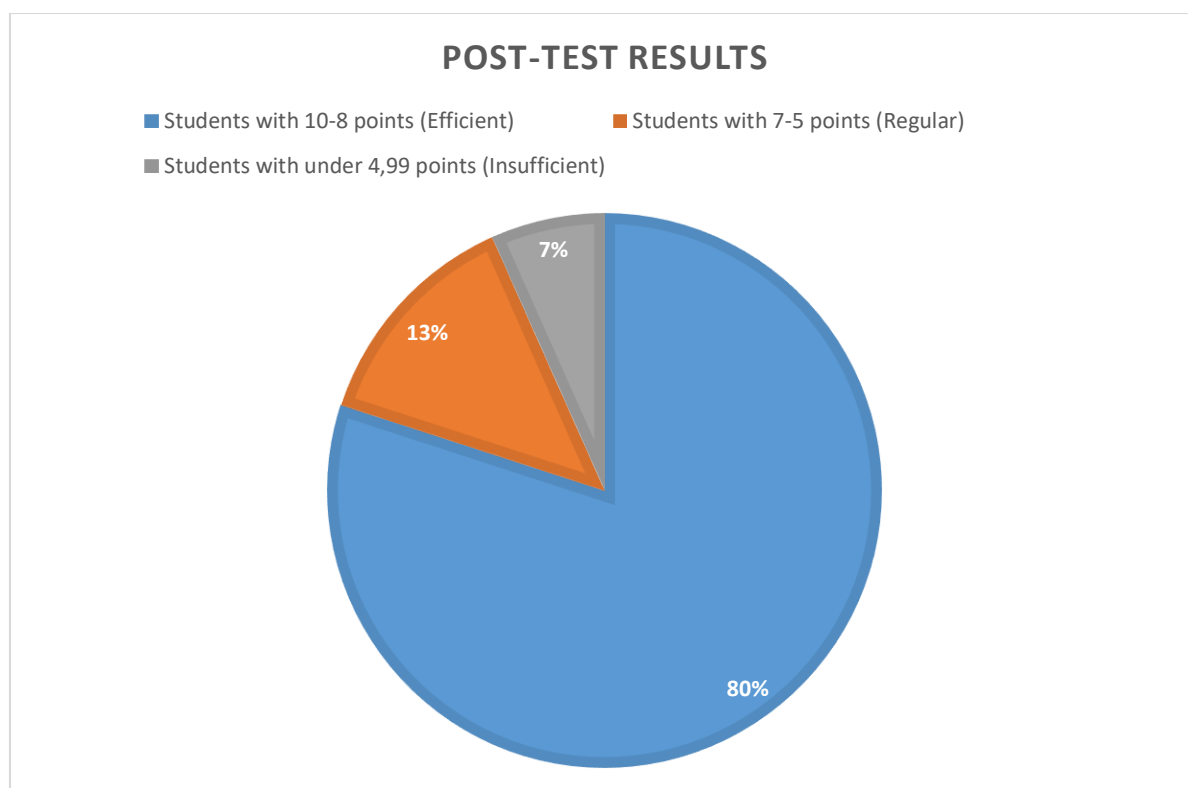


Figure 2. Post- Test Results

Pre-test and Post-test General Result Analysis

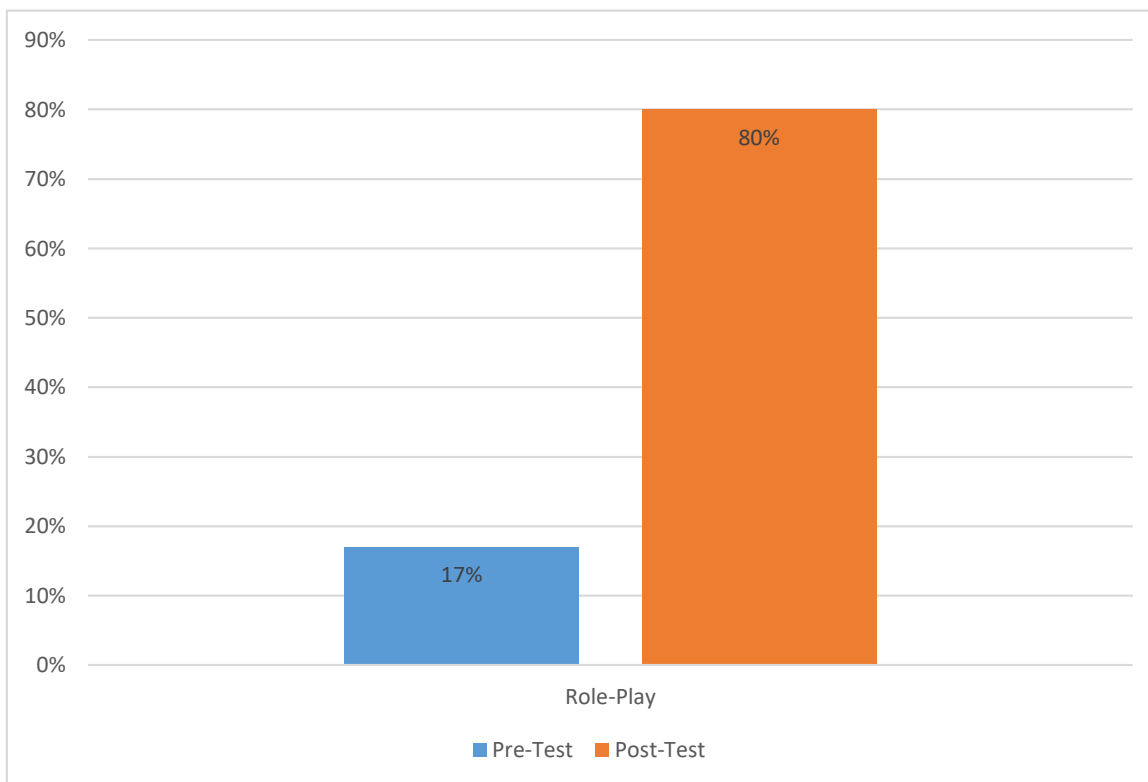


Figure 3. Pre-test and Post-test General Result

Once the research is finished, it is essential to contrast the general results obtained after the Pre-Test and Post-Test applications; the results will be analyzed to find out if the use of the phonetics contributed to improving the pronunciation and articulation of the three grammatical endings of regular verbs with their intonation.

Alvarez and Pari (2018), pointed out in their research work that “if students learned the phonetic sounds, they will improve their oral production and will not make mistakes when pronouncing. Errors are part of learning, but with proper methodologies and techniques, students can correct themselves and achieve correct pronunciation” (p. 54). Similarly, in the present research results, the implementation of phonetics had a positive effect on the development of

pronunciation and articulation of the sounds of regular verbs in the students and was evidenced in the activities carried out.

Group and individual didactic activities, such as the "repetition drill," reinforced the learning of identification and intonation of sounds. In another activity, students participated in placing the sound of regular verbs in different columns that belong to their proper ending. Also, didactic resources such as cardboard and flip charts were used, and they helped students understand the class' content more clearly.

The same Role-play exercise was performed in the pre-test and post-test, and the results showed that students improved their pronunciation. Thus, it can be assumed that the knowledge acquired in the class system was successful; 80% of the students pronounced the three endings of regular verbs correctly in the past tense, while 20% showed some difficulties in pronouncing and articulating these sounds.

It was fundamental for students to learn through a method to have a better approach to know how to produce sounds of verbs in the simple past as well as a correct articulation; this helps students be more prepared at the time of communicating in the target language.

4.2 Hypothesis Testing

Scientific Hypothesis: Implementing a class system through applying a phonetic teaching method will improve the pronunciation of regular /-ed verbs in the students of the third year of baccalaureate course "A" of the Unidad Educativa Particular "Hermano Miguel".

H₀: Implementing a class system through applying the phonetic teaching method, it will NOT improve the pronunciation of regular verbs.

H₁: Implementing a class system through applying the phonetic teaching method, YES, it will improve the pronunciation of regular verbs.

4.2.1 Scale of Students' Values in the Pre-test and Post-test.

Margin of error: 0.05

	INSUFFICIENT	REGULAR	EFFICIENT	TOTAL
PRE-TEST	18	7	5	30
POST-TEST	2	4	24	30
TOTAL	20	11	29	60

4.2.2 Observed and Expected Frequencies.

PRE-TEST	OBSERVED	FORMULA	EXPECTED	CHI-SQUARE
INSUFFICIENT	18	$20 \cdot 30 / 60$	10	6.4
REGULAR	7	$11 \cdot 30 / 60$	5,5	0.409
EFFICIENT	5	$29 \cdot 30 / 60$	14,5	6.224

POST-TEST	OBSERVED	FORMULA	EXPECTED	CHI-SQUARE
INSUFFICIENT	2	$20 \cdot 30 / 60$	10	6.4
REGULAR	4	$11 \cdot 30 / 60$	5,5	0.409
EFFICIENT	24	$29 \cdot 30 / 60$	14,5	6.224

4.2.3 Chi-square Calculation Results.

PRE-TEST	POST-TEST	TOTAL AMOUNT
13.033	13.033	26.066

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

V: grados de libertad

Figure 4. Chi-square Distribution Chart

The Chi-square value between the degree of freedom row and the margin of error column is 5.9915, but the value obtained by calculating the Chi-square according to the research data is 26.066. These two values are compared, and if the calculated Chi-square is greater ($>$) than the Chi-square in the table, the null hypothesis (H_0) is rejected. In contrast, the alternative hypothesis (H_1) is accepted. This means that the pronunciation of regular verbs improved after implementing the class system by applying the phonetic method.

CONCLUSIONS

- The main conclusion is that teaching English pronunciation is an aspect that still needs improvement in Ecuadorian educational institutions, both in private and public schools.
- The bibliographic search provided information on teaching English pronunciation throughout its history and within the Ecuadorian context. Based on the theoretical, conceptual and contextual foundations, the research focused on improving oral production, specifically in regular verbs in the simple past tense, in third-year high school students.
- The initial diagnosis determined that third-year high school students had poor pronunciation of regular verbs due to the absence of a teaching method in English classes.
- The implementation a class system that includes the definition of phonics, phoneme concept and phonetic symbols improves the pronunciation of regular verbs of the English language.
- The research results corroborated that the phonetic method used in the classroom system generated a significant change in the articulation and intonation of regular verbs in the simple past tense in the students in the third year of baccalaureate course “A” of the Unidad Educativa Particular “Hermano Miguel”.

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APPENDIX

Appendix 1

Observation Guide

Date: Wednesday, July 06th, 2022

Theme: Pronunciation of regular verbs in the simple past tense.



Objective: To observe class development by analyzing the performance of the students of the third baccalaureate course "A" in pronunciation.

N°	Indicators	Yes	No
1	The teacher applies a specific methodology for pronunciation.		X
2	The materials used are appealing enough to encourage students to improve the pronunciation of verbs.		X
3	The teacher presents and teaches the phonetic sounds before explaining the pronunciation of verbs.		X
4	Students continually participate in class.	X	
5	Students know the ending -d or -ed of regular verbs when conjugated.	X	
6	Students recognize the difference in sounds of regular verbs.		X
7	Students know the phonetic pronunciation of the three regular verb endings.		X

Appendix 2: Pedagogical Test Rubric

Range	Level	Description
10-8 points	Efficient	Students demonstrate understanding of the exercise set. They are fluent in English on the phonetic topic. They show knowledge of the three rules of pronunciation. They pronounce, articulate and intonate regular verbs correctly in their past form.
7-5 points	Regular	Students demonstrate comprehension in the exercise set. They are fairly fluent on the phonetic topic. They show some knowledge of the three rules of pronunciation. They pronounce, articulate and intonate some regular verbs in their past form.
Under 4,99 points	Insufficient	Students demonstrate poor comprehension in the exercise set. They are not fluent in English on the phonetic topic. They do not show knowledge of the three rules of pronunciation. Pronounce, articulate and intonate regular verbs incorrectly in their past form.

Appendix 3: Role-Play


TECHNICAL UNIVERSITY OF MACHALA
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 ACADEMIC UNIT OF SOCIAL SCIENCES


PEDAGOGY IN THE NATIONAL AND FOREIGN LANGUAGES.

Pedagogical Test - Roleplay

Name: KARA ARIAGA león Date: 13th / July / 2022 Course: 3^{era} "A"

- Underline the regular verbs you find in the conversation. And then, reading the conversation.

-A: Hi, how are you?

-B: I'm fine, thanks, What about you?

-A: I'm great. I asked you something yesterday, remember?

-B: Yes, I remember. You asked me if you could borrow my garage.

-A: Can you?

-B: Of course. You can come over tonight to visit my house if you want.

-A: That's a good idea. It has been a long time since I have been there.

-B: Sure. By the way, I really enjoyed this class. And you?

-A: It was interesting! I liked it. Are you going home by bus?

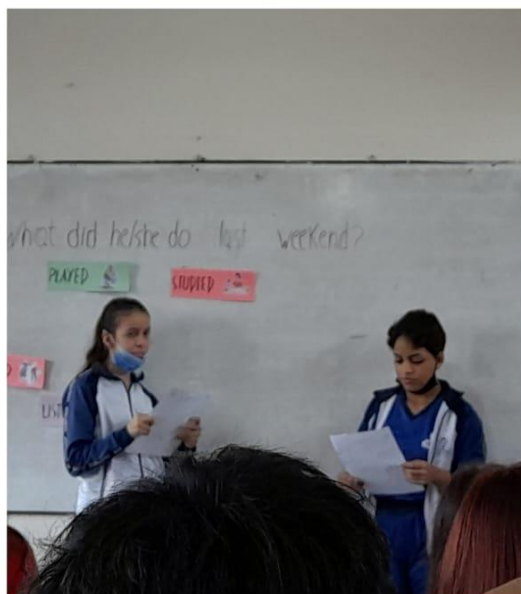
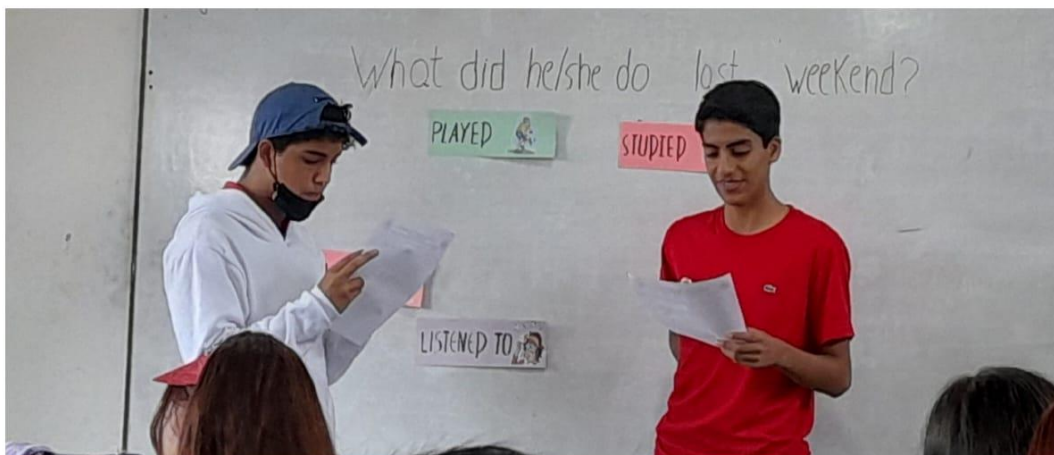
-B: I wanted to take the bus, but my mum's coming to pick me up in the car because she only worked in the morning.

-A: Ok! I decided to go home by bus today. I'll see you later.

-B: Bye, Take care!

Deficient	<input checked="" type="checkbox"/>	Regular	<input type="checkbox"/>	Insufficient	<input type="checkbox"/>
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Appendix 4: Pre-Test



Appendix 5: Lesson Plans



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



Lesson plan N° 1

School: Particular Educational Unit "HERMANO MIGUEL".	Subject: English.	Grade: 3 rd baccalaureate "A"	Academic period: 2022-2023
Teaching form: Theoretical practical class.	Topic: Regular verbs in past simple tense	Time: 40 minutes.	Date: Wednesday, 13th July, 2022

Teacher: Kerlly Mite and Olha Vyrstyuk

Objective: To assess the students' knowledge about regular verbs in past simple tense with their three respective endings.

Contents	Phases/Time	Activities	Techniques and strategies	Resources	Evaluation-Indicators
Regular verbs in past simple tense	INTRODUCTION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up: "Guess". Students identified the action of a regular verb performing the mimicry game.	<ul style="list-style-type: none"> • Gamification of learning 	<ul style="list-style-type: none"> • Pictures • Cardboards • Markers 	All the students know the ending (ed) of regular verbs.
	DEVELOPMENT 20 min	<ul style="list-style-type: none"> - Students identify regular verbs in simple past in a role-play. - Students read the role-play in pairs in front of the class trying to pronounce the verbs in simple past. 	<ul style="list-style-type: none"> • Role-play • Work in pairs. 		

	CONCLUSION 10 min.	- Evaluation of students' difficulties in pronouncing regular verbs	• Questions and answers		70% of the students do not know the pronunciations of the three –ed endings of regular verbs.
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EXTRANJEROS



Lesson plan N° 2

School: Unidad Educativa Particular “Hermano Miguel”	Subject: English.	Grade: 3 rd baccalaureate “A”	Academic period: 2022-2023
Teaching form: Theoretical practical class.	Topic: The pronunciation of regular verbs in the past with the use of phonetic symbols.	Time: 40 minutes.	Date: Thursday, 21st July, 2022

Teacher: Kerlly Mite and Olha Vyrstyuk

Objective: To generate knowledge of the pronunciation rules in the regular verbs of the simple past along with phonetic symbols for correct articulation and intonation.

Contents	Phases/Time	Activities	Techniques and strategies	Resources	Evaluation-Indicators
Pronunciation of regular verbs in past tense. Phonetic Symbols	INTRODUCTION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up: “questions and answers”. Students answered questions regarding the rules of regular verbs and their pronunciation. 	<ul style="list-style-type: none"> • Questions - answers • Joint Elaboration. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Papers • Flipchart 	80% of students learned the three categories of regular verb pronunciation rules in the past tense.
	DEVELOPMENT 20 min	<ul style="list-style-type: none"> - Students are taught the description and importance of Phonetics and Phoneme towards the teaching of pronunciation. - Students were explained and taught the pronunciation rules of regular verbs in the past using phonetic symbols with their proper articulation. - Students carry out a worksheet activity where they choose the right sound for each ending –ed. 			

	<p>CONCLUSION 10 min.</p>	<p>- Evaluation about the understanding of pronunciation rules and management of the phonetic subject.</p>			<p>80% of students demonstrated understanding and proficiency in phonics instruction.</p>
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Lesson plan N° 3

School: Unidad Educativa Particular "Hermano Miguel"	Subject: English.	Grade: 3 rd baccalaureate "A"	Academic period: 2022-2023
Teaching form: Theoretical practical class.	Topic: Evaluation of the pronunciation, articulation and intonation of regular verbs in the past.	Time: 40 minutes.	Date: Thursday, 28th July, 2022

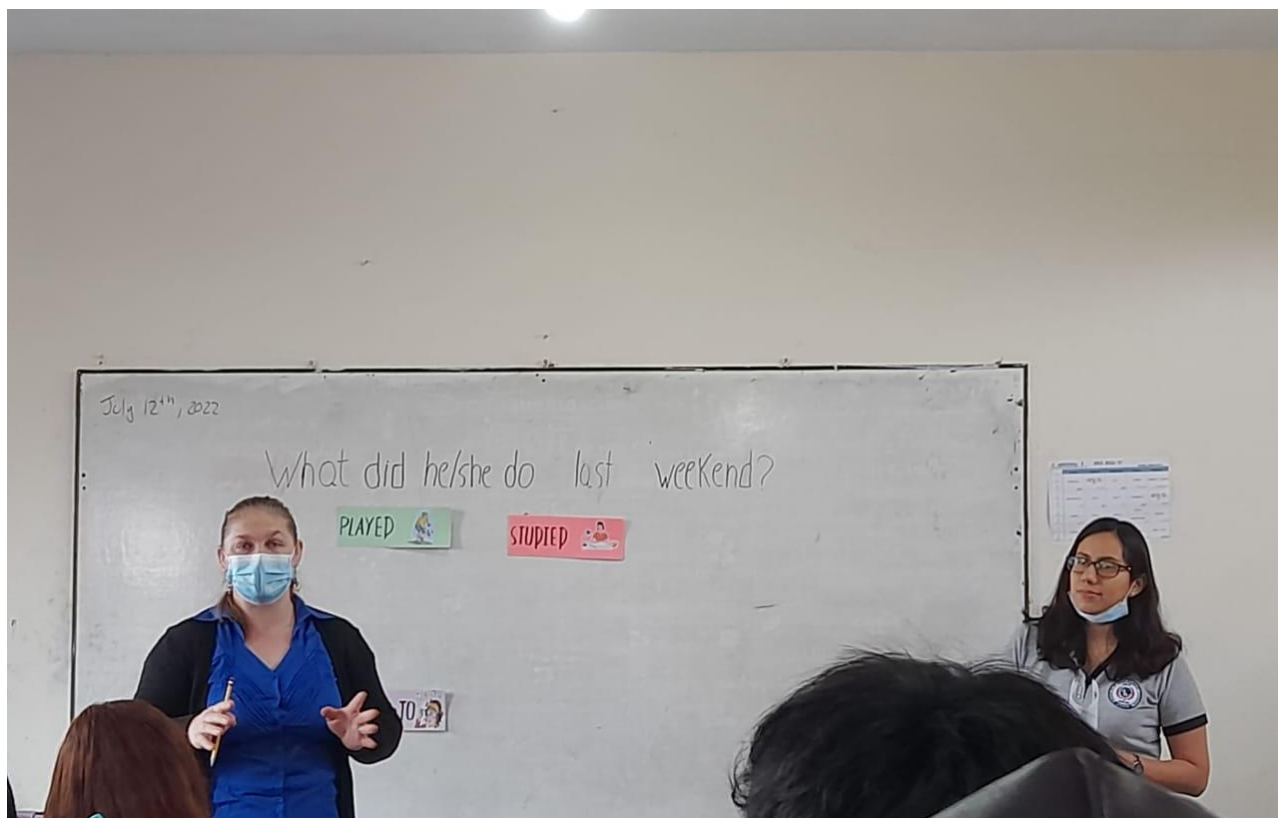
Teacher: Kerlly Mite and Olha Vyrstyuk

Objective: To enhance the pronunciation, articulation and intonation of regular verbs with reinforcement activities for their respective evaluation.

Contents	Phases/Time	Activities	Techniques and strategies	Resources	Evaluation-Indicators
Reinforcement activities Evaluation of students' pronunciation	INTRODUCTION 10 min.	<ul style="list-style-type: none"> - Greetings - Warm up Each student was assigned a regular verb to place on the board according to the correct pronunciation of the ending –ed.	<ul style="list-style-type: none"> • Gamification of learning. 	<ul style="list-style-type: none"> • Pictures. • Cardboards. • Markers. 	80% of students could identify the correct sound of regular verbs.
	DEVELOPMENT 20 min	<ul style="list-style-type: none"> - Students repeat and practice the pronunciation of sounds of regular verbs -ed. - Students re-read the role-play in pairs to assess how many of them had optimal development in the pronunciation of regular verbs. 	<ul style="list-style-type: none"> • Repetition Drill. • Joint elaboration. • Role-play 		

	CONCLUSION 10 min.	- Evaluation about pronunciation, articulation, and intonation of regular verbs in the simple past tense in their different endings.	Questions and answers		80% of students improved their pronunciation, articulation, and intonation of regular verbs in the simple past tense.
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Appendix 6: First Class



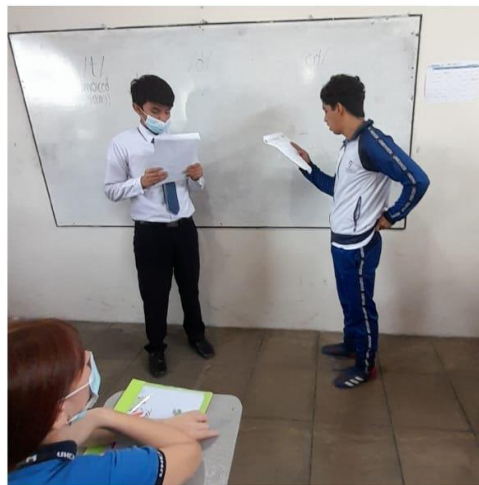
Appendix 7: Second Class



Appendix 8: Third Class



Appendix 9: Post-Test



Appendix 10: Worksheet



English-Zone.Com **Pronunciation Worksheet** final -ed: [t] [d] [əd] NAME: _____ DATE: _____

unvoiced final sounds h), f (sh), θ (th)	2. Use /d/ after voiced final sounds b, g, ʒ(d), l, m, n, ŋ, r, ð(th), v, z, + vowels	3. Use /əd/ at final /d/ or /an
push - pushed (t) watch - watched (t) dress - dressed (t)	sob - sobbed (d) believe - believed (d) enjoy - enjoyed (d)	roam - roamed (d) judge - judged (d) wait - waited (d)

Choose the correct sound for each underlined -ed below.

marked /markt/	② [d] hugged /həgd/	③ [əd] painted
Ex.1. love / lov <u>ed</u>	21. play / play <u>ed</u>	①
Ex. 2. repeat / repeat <u>ed</u>	22. watch / watch <u>ed</u>	①
1. dish / dish <u>ed</u>	23. page / pag <u>ed</u>	①
2. like / lik <u>ed</u>	24. walk / walk <u>ed</u>	①
3. add / add <u>ed</u>	25. depend / depend <u>ed</u>	①
4. laugh / laugh <u>ed</u>	26. fax / fax <u>ed</u>	①
5. stop / stop <u>ed</u>	27. bug / bug <u>ed</u>	①
6. rub / rub <u>ed</u>	28. kiss / kiss <u>ed</u>	①
7. end / end <u>ed</u>	29. believe / believ <u>ed</u>	①
8. mix / mix <u>ed</u>	30. dance / danc <u>ed</u>	①
9. box / box <u>ed</u>	31. ask / ask <u>ed</u>	①
10. call / call <u>ed</u>	32. part / part <u>ed</u>	①
11. study / stud <u>ed</u>	33. date / dat <u>ed</u>	①
12. point / point <u>ed</u>	34. decide / decid <u>ed</u>	①
13. stay / stay <u>ed</u>	35. enjoy / enjoy <u>ed</u>	①
14. present / present <u>ed</u>	36. investigate / investigat <u>ed</u>	①
15. marry / marr <u>ied</u>	37. romance / romanc <u>ed</u>	①
16. work / work <u>ed</u>	38. dream / dream <u>ed</u>	①
17. dress / dress <u>ed</u>	39. pat / pat <u>ed</u>	①
18. create / creat <u>ed</u>	40. wage / wag <u>ed</u>	①
19. talk / talk <u>ed</u>	41. finish / finish <u>ed</u>	①
20. continue / continu <u>ed</u>	42. wait / wait <u>ed</u>	①

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Appendix 11: Warm Up



Appendix 12: Repetition Drill

