



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

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

**Didactic resources to improve the writing of irregular verbs in the english  
past tense**

**AJILA FAREZ ANGEL JOEL  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**VELIZ AGUILAR ANA DALAY  
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2024**

# DIDACTIC RESOURCES TO IMPROVE THE WRITING OF IRREGULAR VERBS IN THE ENGLISH PAST TENSE

*por* ANGEL JOEL AJILA FAREZ

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**DEDICATION**

Angel Joel Ajila Farez

I dedicate this thesis to my siblings, parents, but especially to my mother my Flor who was always with me, supporting me.

Ana Dalay Veliz Aguilar

I dedicate this work to my parents, Neli Aguilar and Guido Veliz, who have been a constant support throughout my academic life and have instilled in me important values such as responsibility, perseverance, and honesty. Their teachings have shaped the person I am today, and therefore, I dedicate each of my achieved goals to them. Additionally, I have a special dedication to my cat Mishina, who accompanied me every day, night, and early morning that I devoted to this work, giving me the inspiration and strength needed to keep going.



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## RESUMEN

La presente investigación tuvo como objetivo principal implementar un sistema de clases utilizando recursos didácticos impresos para mejorar la escritura de verbos irregulares en pasado simple del idioma inglés en estudiantes de décimo año de educación básica, paralelo “J”, del colegio “Nueve de Octubre”. Para ello, se empleó un diseño experimental con alcance explicativo, enmarcado en un paradigma cuantitativo, en conjunto con métodos teóricos, tales como el histórico-lógico, donde se vio cómo han evolucionado cronológicamente el uso de recursos didácticos impresos; analítico-sintético, el cual recolecta y trata la información empírica, teórica y metodológica; hipotético-deductivo, el cual genera y confirma nuevas hipótesis para inferir conclusiones y realizar predicciones a partir del conocimiento existente; y sistémico, que consideró el sistema de clases como parte de un procedimiento. Los métodos empíricos utilizados fueron la medición y la experimentación. A través de ellos, se formuló una hipótesis que relacionó la implementación de los recursos didácticos con la mejora del desempeño de los estudiantes. A su vez se aplicaron pre-test, post-test, y una entrevista al docente encargado de la asignatura de inglés de ese paralelo, con el fin de diagnosticar la situación inicial y evaluar los avances logrados. Los resultados, respaldados por la prueba estadística chi-cuadrado, evidenciaron una mejora significativa en la escritura de verbos irregulares en pasado simple en los 30 estudiantes evaluados.

***Palabras clave:*** Recursos didácticos impresos, escritura, verbos irregulares, pasado simple.

## ABSTRACT

The main objective of this research was to implement a class system using printed didactic resources to improve the writing of irregular verbs in the simple past tense of the English language in students of the tenth year of basic education, parallel “J”, of the “Nueve de Octubre” high school. For this purpose, an experimental design with explanatory scope was used, framed in a quantitative paradigm, together with theoretical methods, such as the historical-logical, where it was seen how the use of printed didactic resources has evolved chronologically; analytical-synthetic, which collects and treats empirical, theoretical and methodological information; hypothetical-deductive, which generates and confirms new hypotheses to infer conclusions and make predictions from existing knowledge; and systemic, which considered the classroom system as part of a procedure. The empirical methods used were measurement and experimentation. Through them, a hypothesis was formulated that related the implementation of didactic resources with the improvement of student performance. At the same time, pre-test, post-test, and an interview were applied to the teacher in charge of the English subject of that parallel, in order to diagnose the initial situation and evaluate the progress achieved. The results, supported by the chi-square statistical test, showed a significant improvement in the writing of irregular verbs in the simple past tense in the 30 students evaluated.

**Key words:** Printed didactic resources, writing, irregular verbs, simple past.

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## INTRODUCTION

The teaching of the English language has undergone a significant evolution throughout the years, which has been influenced by various factors. All these changes did not arise suddenly but, when English became one of the most significant languages for international communication, commerce, and particularly, for access to knowledge and information its teaching-learning importance went beyond expectations (Peña, 2019). It is asserted that 75% of the scientific literature is written in English, as well as one-third of the books in the world and 80% of the electronic information stored (Quezada. 2011).

Furthermore, it is stated that English is not only an essential tool in the field of communication but also in other domains, such as science and technology. For that reason, most universities require proficiency in the English language as a requirement to be accepted or to graduate. Acquiring linguistic skills in this tongue is indispensable for effective engagement in academic pursuits and subsequently in professional endeavors (Peña, 2019).

In Ecuador, English language instruction is mandatory according to an agreement issued by the Ministry of Education in 2016, which aims for students to finish high school with a B1 level (Ponce et al., 2019). Despite this, the country continues to be in the lowest position concerning English proficiency, ranking 82<sup>nd</sup> out of 111 countries in the world (Sempértegui, 2022). To overcome that difficult situation, it is vital to incorporate meaningful methods, techniques, and resources to carry out the process of teaching this language properly. (Peña, 2019).

Indeed, teaching English is not a simple labor, as it involves a commitment to developing the language skills of each of the pupils. Besides, it is common that in the classroom there are students with different levels of English proficiency than others, either lower or higher. They all

learn at different paces, with different styles, and have their strengths embodied in different skills (Castro and Guzmán, 2005). Fortunately, enhancing student performance is possible thanks to the multiple learning strategies that exist, which are the product of several components such as educational research, teaching practice, the creation of pedagogical approaches, the advancement of technology, and the implementation of materials and resources.

This study will focus on the last-mentioned factor. Didactic resources are considered to be physical or virtual elements that help in the teaching-learning process. These resources should boost students' interest and adapt to their physical and mental characteristics, in addition to being a guide for teachers. They also have the advantage of being adaptable to any type of content. The importance of didactic material lies in the impact it exerts on the senses of the pupils, either directly or indirectly, by putting them in contact with the object of learning (Vargas, 2017). Materials and resources are fundamental within the school environment, as they directly deal with the effectiveness of the curriculum and the learning process of students (Madrid, 2001).

In other words, the use of didactic resources for teaching English is of paramount importance since it provides the necessary tools for students to learn efficiently. If the learning environment does not have any type of material, it will be very difficult for students to progress. Likewise, the teacher must know what type of resource or didactic material to use according to the content being taught and the objectives to be achieved.

Regarding writing skills, most students have difficulties developing them. Writing implies the inclusion of essential formal elements, such as coherence and cohesion, in the process (González, 2015). To perfect this skill, one can make use of didactic resources such as books, dictionaries, activity sheets, etc. Practice is also important; in fact, students who want to increase



their knowledge in regards to vocabulary must have meaningful reading habits to be able to understand and structure sentences in this language.

In addition, aspects such as grammar and spelling must be taken into account. These can be improved with the help of the teacher. The person responsible for instructing the language should earnestly commit to correcting errors made by students in any type of written task. Furthermore, instructors should provide feedback that assists pupils in learning from their mistakes to prevent them in the future (Espinosa, 2021).

Moreover, having a command of irregular verbs is crucial, as these words are frequently employed in various grammatical tenses in the English language. Learning them can be difficult since they do not follow a rule and students often classify them as tedious to learn, for that reason, teaching irregular verbs should be a priority. Auspiciously, there are many techniques that can be used to learn them, for instance, practicing with exercises, memorizing, reading, and using them in context (CIA Idiomas, 2023).

Taking into consideration the difficulties that pupils present when developing proficiency in writing irregular verbs in the English language, it was observed that in the 10<sup>th</sup> year of EGB parallel “J”, at “Nueve de Octubre” High School, the following **problems** are shown:

- Students show unwillingness to write.
- Students make many mistakes when writing.
- Students are easily distracted when they have to do writing activities.
- Students spend a lot of time on simple writing tasks.

This prompted the following **scientific problem** to be posed:

How to improve the writing of irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025?

The **subject matter** of this research is based on the teaching-learning process of the English language in basic general education.

The potential **causes that give rise to the scientific problem** are:

- Low level of interest in learning the English language.
- Lack of practical activities.
- Insufficient use of didactic resources to teach irregular verbs.
- Classes that fail to capture the attention of students.

The ongoing investigation has the following **overall objective**:

Implement a class system using printed didactic resources to improve the writing of irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

The **research field** of this study focuses on printed didactic resources.

The **specific objectives** are defined as follows:

1. To theoretically support the use of printed didactic resources to improve the writing of irregular verbs in the simple past tense of the English language.

2. To diagnose how proficient at writing irregular verbs in the simple past tense of the English language are students enrolled in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

3. To apply a class system through using printed didactic resources for writing irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

4. To verify the effectiveness of the application of the class system through using printed didactic resources for writing irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

For this reason, the **scientific hypothesis** is supported in this way: If a system of classes using printed didactic resources is applied, then it will improve students’ writing skills in regards to irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

Based on the foregoing, the following variables are studied:

**Independent Variable:** System of classes using printed didactic resources.

**Dependent Variable:** The improvement of students’ writing skills in regards to irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

In this research a quantitative **methodological paradigm** was applied, with an experimental **design** and explanatory scope.

The **population** is composed of 30 students in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.

For the development of the study, **theoretical methods** will be used, such as Historical-logical; Analytical-synthetic; Hypothetical-deductive; and Systemic. And **empirical methods**, such as Measurement and Experimentation (pre-test and post-test).

Thus, it is proposed that the **importance** of this scientific research lies in investigating whether there is an improvement of students’ writing skills in regards to irregular verbs in the simple past tense of the English language in the selected pupils caused by the application of a system of classes based on the use of printed didactic resources. This will allow the researchers to reach precise conclusions that will show the effectiveness or non-effectiveness of the process.

**Chapter 1** of this project will provide the historical, conceptual, and contextual background of the research. **Chapter 2** will specify the entire methodological process. Then, **Chapter 3** will present the intervention proposal, finally **Chapter 4** will show the discussion of results and conclusions.

The **practical contribution** of this research deals with the effectiveness of the use of printed didactic resources embodied in a system of classes that will enhance the writing skills of students who have difficulties in learning, identifying, and using irregular verbs in the simple past tense of the English language.

# **1 CHAPTER I. THEORETICAL FOUNDATION OF THE USE OF PRINTED DIDACTIC RESOURCES TO IMPROVE THE WRITING OF IRREGULAR VERBS IN THE ENGLISH PAST TENSE.**

This chapter provides a theoretical foundation for the chosen topic through the categorization of three main parts: Historical, Conceptual, and Contextual background. These categories will show subdivisions that will help organize and discern the information appropriately. It is important to emphasize that the main ideas written in this study are based on the rigorous search of scientific literature, which has been done throughout the whole investigative process.

## **1.1 Historical Background of the Use of Printed Teaching Resources for the Improvement of Writing in the English Language.**

In historical eras, such as Ancient Greece and the Middle age, the teaching process relied solely on the teacher's verbal explanation and oral exposition, who conveyed his personal knowledge and the wisdom acquired throughout his life (Area Moreira, 2011). In other words, the teacher did not use any materials to instruct the students; he used his speech to define and illustrate the topics taught in classes.

Moreover, the emergence of didactic resources within education is very ancient. In fact, the first text with the intention of generating some type of knowledge was the work *Orbis Sensalium Picus* by J.A., which took place in the 17th century. This manual combined written expression with graphic representations and included the vernacular language in its pages. Hence, it was considered didactic, as the integration of these elements made it suitable for teaching in that time since it was quite understandable material (Palacios and Bravo, 2022).

The use of various types of didactic materials, especially printed texts, evolved slowly and gradually over the centuries, approximately from the 16th to the 19th century. During this period,

printed works expanded in tandem with Western knowledge, since an argument emerged to theorize and systematize teaching processes (Area Moreira, 2011).

Despite this, didactic resources were not rigorously implemented until the emergence of the first school systems in the mid-19th century. Once institutionalized education for the entire population appeared in Europe, printed instructional material had a positive impact on the teaching and learning process of the time, contributing to all levels and modalities of education (Area Moreira, 2011).

Meanwhile, the teaching of the English language was already taking place since the 18th century, the grammar-translation method was the method employed for its instruction. This approach focused on specifically teaching the grammatical rules of the second language through sentence translation and the use of texts (Cañarte et al., 2013). From there, other types of methods with different focuses emerged.

English was no longer taught only to be written, but also to be understood and produced. Therefore, by the end of the 19th century, the behaviorist approach emerged, aimed at combining language structures with the study of language use. Subsequently, in the year 1900, the direct method was born, which argued that the language should be learned through direct contact, simulating scenarios like real-life situations. Later, in the 1940s, language educators adopted the audio-lingual method to develop oral expression through memorization, repetition, and pattern exercises (Cañarte et al., 2013).

This interest in discovering the best teaching methodology for foreign languages led to the re-establishment of printed didactic materials. They transitioned from being simple texts with grammatical rules to teaching manuals with theory and practice sheets. Thus, this type of material became predominant during that period, evolving into various forms, such as: reading and culture

books, activity workbooks, study guides for exams, and complete courses aimed at different age groups (Carrera, 2019).

Later, after the Second World War in the 20th century, formalized education experienced significant growth, enabling a larger population to study the English language. Additionally, the rise of international business and travel increased interactions with other cultures, motivating individuals to learn the language. As a result, new teaching techniques emerged, that focused on instructing the language using contemporary didactic resources (Sánchez, 2021).

Subsequently, with the advent of computers in the 1960s, various researchers began working on incorporating this technology in the educational field, leading to the rise of Computer Assisted Language Learning (CALL). In the early 60s, this methodology was used for grammar, translation, and syntax activities through applications. After that, in the 1990s, computers incorporated video and audio functions, which represented a significant advancement in language instruction, like the impact of the emergence of the Internet.

Part of the progress mentioned above was the integration of technology into printed didactic material, for instance textbooks started to include DVDs, CDs, MP3 files and access to digital text through USB connections. The teachers eventually began to make use of the Internet and websites to search for different physical materials such as activity sheets, magazines and newspapers that are then printed and used as a complementary resource to English teaching (Carrera, 2019).

Nowadays, new technologies have benefited the language teaching-learning process since their use motivates students, engages them in their training, gives them autonomy and allows them to acquire knowledge according to their learning styles (Carrera, 2019). Furthermore, it is emphasized that the use of printed material should not be left aside by digital material; it would be

better to combine these two types of resources through using books, dictionaries and texts as well as technological tools such as videos, projectors, multimedia files, etc. (Area Moreira, 2011).

## **1.2 Conceptual Background of the Use of Printed Didactic Resources to Improve the Writing of Irregular Verbs in The English Past Tense.**

The conceptual background of this study provides a theoretical basis for the object, field and variable of this research. In other words, this section intends to characterize through bibliographic information the teaching-learning process of the English language, the printed didactic resources used in the teaching-learning process of the language already mentioned and the characterization of the writing of irregular verbs in the past tense of the English language. This is to have a broader and more detailed view of the scientific problem being addressed.

### **1.2.1 The Teaching-Learning Process of The English Language in Higher Basic Education.**

The teaching-learning process is defined as a communicative mechanism involving pedagogical methods to facilitate students' acquisition of knowledge (Osorio, et al., 2021). The main objective of this process is to favor the integral development of the student's personality, being a main way to acquire knowledge, behavioral patterns, values, and principles (Campos and Moya, 2011). It also has essential elements that are dynamically intertwined: teachers, learners, objectives, curricula, planning, syllabus, methodology and teaching methods, quantitative assessments and the educational framework (Osorio, et al., 2021).

Regarding the English language, the teaching-learning process is aimed at achieving a level of competence in communication skills that meets the standards to be used in different cultural contexts (Barreiro et al., 2021). Therefore, it is important to emphasize that the teacher must be trained to teach the language appropriately, using written, visual and auditory stimuli, so that not



only do they learn the structures and words, but also to use them in different everyday situations. At the same time, it is necessary to consider that these activities should be linked to the interests, likes and needs of the learners (Navarro & Piñeiro, 2008).

In the same way, the use of didactic materials plays an important role in education, which is why educational centers innovate more and more on them. In a classroom, visual attention must be considered when teaching English. Thanks to texts and materials whose content offers a variety of images, students are motivated, and the teaching-learning process is strengthened. Likewise, didactic material is crucial during the process because it helps students understand concepts and acquire skills more quickly and effectively (Palacios and Bravo, 2022).

Moreover, it is vital to mention that teaching the English language integrates two aspects according to the methodological perspective: the adaptation of linguistic skills and habits, and the attainment of language knowledge. All of this is determined by the pedagogical action regarding the manner the teacher structures the organizational and methodical content of the teaching aligned to the theoretical foundations related to the didactic, pedagogical, psychological, sociological, philosophical and linguistic aspects (Rodriguez, et al., 2021).

At the same time, teachers who are in charge of teaching the language to students in the upper sub-level of basic general education must enhance their students' confidence through constant assertive communication and by creating an environment to make them feel more comfortable, since their ages ranged between 12 and 14 years, and are going through the difficult stage of adolescence. Additionally, it is crucial to highlight that the tools used by the teacher, such as record books and lesson plans, are very important during the teaching-learning process, since they help educators organize the contents of the class in advance and keep track of the activities carried out (Magdaleno et al., 2021).

By the same token, teachers should select educational resources for students according to learners' interests. For instance, teenagers like the modern and innovative, so resources such as books, audio and video materials, and electronic devices will make them feel motivated. Jointly applying the appropriate strategies, tools and approaches in the English language teaching-learning process helps students at this level of education to concentrate better during classes and feel confident, thus improving their language skills (Magdaleno et al., 2021).

Furthermore, the English language teaching-learning process aims at helping students develop proficiency in the language through the application of various teaching strategies, resources, and materials. English instruction in high school has a slightly different vision since it involves teaching adolescents who are experiencing constant changes in their lives, so, it is essential to make them feel comfortable during classes through using innovative educational materials to catch their attention.

### **1.2.2 Printed Didactic Resources Used in the Teaching-Learning Process of the English Language.**

Teaching resources are tools, materials or media used by teachers to support the teaching and learning process in the classroom. These resources play a fundamental role in students' learning because they help them to understand and retain information in a more effective way. In addition, they can be creative, dynamic, flexible, engaging, easy to use and their purpose is to foster students' interest and motivation (Chavarría & Avalos, 2022).

Additionally, there are several types of didactic resources that should be selected according to the target group to ensure that their use is truly useful and appropriate. For this purpose, these resources can be classified into printed texts such as books, sheets, worksheets, etc.; audiovisual material for instance multimedia presentations including slides, videos, films; didactic boards for

example a blackboard; and new information and communication technologies (Ntic) like appropriate software, computer programs, among others (Vargas, 2017).

Printed texts are those manipulable instruments: textbooks, word cards, worksheets, among others. Their main objective is to facilitate and provide information on a specific topic. These materials present structured knowledge contents in order to be accessible to readers and allow them to acquire knowledge while reading them (Medialdea, 2019). For example, textbooks integrate the material to be worked on, provide information progressively in an orderly manner, and consider the different external and internal factors such as motivation, age, need, etc., of the students (Ansary, 2022).

In the context of learning a foreign language such as English, textbooks present a sequence of activities and exercises ranging from the most basic to the most complex, defined based on various criteria, thus facilitating progression in language learning (Rivera, 2022). Moreover, they include grammatical explanations and specific vocabulary, and most of them add audios of conversations, which help students develop both receptive and productive English language skills.

Likewise, word cards or flashcards are a versatile aid to English language learning. Their use encourages and promotes connections between pictures, writing, word forms and correct pronunciation. Those resources attempt to establish a close connection between the learner and the word to be taught through colors, sparkles and animations, which generate an incentive for vocabulary acquisition. Flashcards are especially useful for students whose learning relies heavily on sight, games, body language and classroom activities (Bolaños, 2021).

By the same token, worksheets are documents given to students by the teacher that detail the tasks they are to complete. In English language teaching, a worksheet typically focuses on a

specific area of learning and is often used to practice a particular topic that has been recently learned or introduced. It is important to assign a clear objective to each worksheet, so it is advisable to take the time to determine what you want students to accomplish by completing it (How to create good worksheets to use in the ESL classroom?, 2022).

In summary, it is important to implement and enhance the learning process in children using printed didactic materials in the subject of English. This can be carried out both theoretically and practically within the educational field. Besides, it aims to promote a positive and respectful relationship between learners and educators to improve learning and obtain satisfactory results along with the constant preparation and updating in education to be in line with the progress of educational models.

### **1.2.3 Characterization of the Writing of Irregular Verbs.**

Writing is defined as the "system of signs used for writing" (Real Academia Española, n.d., definition 2). Writing is a linguistic activity linked to achieving a certain objective through language and conceived as a static product (Vazquez, 2016). Likewise, it plays a fundamental role within communication, as this process provides benefits in everyday life since this tool is used to inform, educate, share thoughts directly, translate languages, etc. (Correa, 2007).

Developing writing in a foreign language is a constant process that requires a variety of strategies and theoretical support activities to achieve the skill's appropriation. Knowing how to write in English allows the learner to express ideas, build knowledge and broaden the vision of different cultures. For this reason, its instruction cannot be limited to the acquisition of vocabulary and grammar, but there must be a balance between this first aspect and its use to convey messages (Crespo & Pinto, 2016).

Furthermore, learning to write in English is a complicated process because it encompasses intellectual, psychological, theoretical, and critical elements. Hence, proficiency in grammatical structures is an important factor for the writer to create a coherent and creative text. To achieve this, it is imperative to employ verbs and their tenses accurately. In other words, when talking about a present event, the corresponding verb form should be utilized; when narrating past events, the verb should be used in the appropriate past form. This is where students often generalize and use the regular forms of the verb when they should use the irregular ones (Singh, 2008).

To emphasize the above statement, irregular verbs are defined as verbs whose conjugation is not delimited by the ending -ed in their past simple and past participle forms (Fernández, 2020). These verbs do conjugate the same as the regular ones when it comes to the third person singular e.g.: she does..., he runs...; and in the continuous tenses e.g.: she is doing..., he was running... However, challenges arise in tenses that involve the use of their past forms. For that reason, students tend to avoid their use and substitute them, even if sometimes the text may lack coherence (Singh, 2008).

Regarding the evaluation of writing skill, Ronda et. al (2021) establish a list of indicators that includes “Development of the topic. Unity, coherence, and cohesion. Fulfillment of the communicative intention. Register: varieties of vocabulary used according to the context and accuracy of the lexicon. Organizational patterns of grammatical means and the text. Spelling”.

Taking into account the aforementioned indicators, to evaluate the writing of irregular verb in the simple past tense in the English language, the following dimensions are used: accuracy, grammar, and spelling.

- Accuracy.

Accuracy in writing represents the clarity of a thought. Choosing the right words to form a concept is a task that the writer must undertake if he aspires to faithfully communicate what he truly thinks (Giraldo, 2021). There are some spelling errors in writing that prevent accuracy, such as repetition, omission, addition, or substitution of linguistic components (Paideia, 2017). Additionally, beginners in any language face difficulties in writing accurately, so they often try to guess the letters, syllables, or words that correspond (Vallés, 2017).

Therefore, accuracy in the writing of irregular verbs refers to the way of writing the verb, without omissions or additions of letters that do not belong, and in the correct order.

- Grammar.

Grammar is the structure that supports language; without grammar, language would be unintelligible chaos. People would not be able to express themselves accurately or understand what others are saying. In the case of a professional setting, having an advanced knowledge of grammar will help you work efficiently and easily with your colleagues, subordinates, and superiors, such as teachers, they follow an instructional grammar course when teaching English to students (Nordquist, 2020).

A clear example of the importance of grammar is the correct use of irregular verbs in English. These verbs, which do not follow the regular conjugation rules, are essential for effective communication. If not used correctly, they can lead to confusion and misunderstandings. For this reason, grammar is an indispensable dimension for evaluating irregular verbs in the past simple tense of the English language.

- Spelling.

Spelling is a writing system and a sequence of commands. This linguistic element can convey social meaning. It influences the formation of national and other social identities, the definition of languages, the authentication and stigmatization of speaker groups, standardization, and the written representation of paralinguistic features (Honkanen, 2023).

In the case of this research, the aim is for students to learn to correctly write irregular verbs in the English language, since this is the part of language learning that deals with letters and writing. In order to assess this dimension, questions will be posed where students will have to write irregular verbs and choose the correct way to do it.

### **1.3 Contextual Background of the Use of Printed Didactic Resources to Improve the Writing of Irregular Verbs in The English Past Tense.**

The proficiency level in the English language is determined by eight sub-levels of study according to the Common European Framework of Reference. Students can enter at level zero with no linguistic knowledge and progress to surpass level B2, which refers to an individual with independent language skills capable of communicating with native speakers and expressing opinions and thoughts naturally (Peña, 2019).

#### **1.3.1 The Teaching-Learning Process of the English Language in Ecuador.**

The process of teaching and learning the English language in Ecuador has had significant advancements since 2011. The Ecuadorian government implemented the project "Es hora de enseñar inglés" to promote early-age English language learning, considering teacher competence and employed methodologies. Under the agreement 0041-14, English was successfully integrated into the curriculum with an hourly rate of 5 hours in the eighth year of Basic General Education

(EGB). The aims of this initiative were for English teachers to undergo training and for students to improve their linguistic skills (Peña, 2019).

One of the initial steps to achieve the aforementioned goals was to take the international TOEFL exam for English teachers, which evaluated their language competencies. The evaluation involved a group of 5022 educators, among whom 74% were classified as "basic users," despite the Ministerio de Educación stipulates teachers must have a high-intermediate level of English (B2). These findings revealed that 73.33% of schoolmasters have a low level of linguistic competence, which affects the students' teaching process (Peña, 2019).

Teaching practice is complemented by institutional organization at the school and teacher level for better student comfort and understanding. There are four stages to guide their work as teachers in the area of English such as: legal foundation, English language learning standards and supports that meet these standards, student performance measures, and teacher certifications. These points indicate what should be considered to improve the teaching and learning process for students (Gómez, 2021).

In addition, English immersion programs are promoted, where students are encouraged to actively participate in daily activities conducted exclusively in English. Such activities may include games, songs, dialogues and group tasks that allow students to become familiar with the language and practice it in real contexts. In the same way, we have begun to incentivize the continuing education of English teachers through constant training and updates. This seeks to ensure that teachers are updated on the latest teaching methodologies and can effectively transmit knowledge to their students (Peña and Sanchez, 2013).



Regarding students, specifically high school students (BGU), under the context of the subject of English, a university entrance profile with English proficiency level B1 is desired, according to the scale of the Common European Framework of Reference for Languages: Learning, teaching, assessment [CEFR]. Universities want entrants to handle a basic level of English, but accept their responsibility to help them learn foreign languages in the case of not having the profile of an Ecuadorian baccalaureate exit (Ministerio de Educación del Ecuador, 2016).

The information presented leads to the conclusion that various strategies are being implemented to strengthen the process of teaching and learning English in the Ecuadorian educational model. In addition, institutional organization at the school and teacher level is being improved to provide a better learning environment, but there are still challenges in terms of the level of competence of educators and the preparation of students to obtain a basic level of English upon entering university.

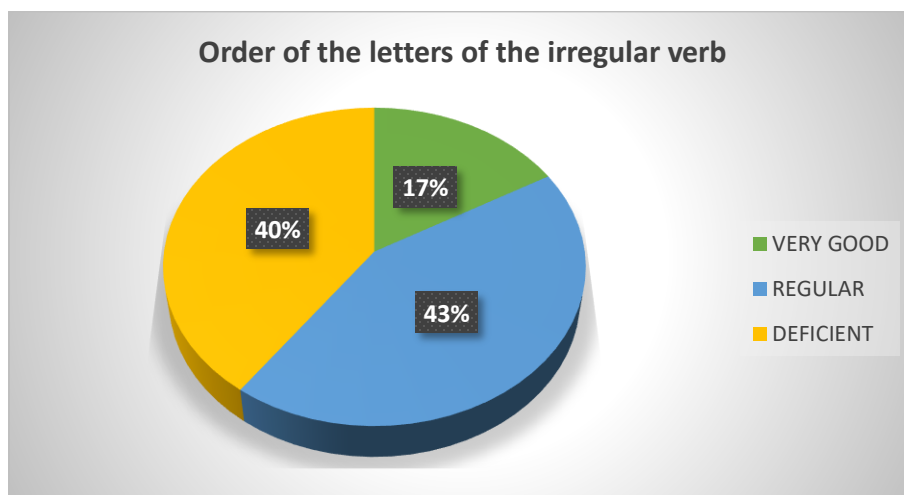
### **1.3.2 Current diagnosis of writing irregular verbs in the past simple in students of 10<sup>th</sup> year, parallel “J”.**

This section aims to present the data obtained to diagnose the performance in writing irregular verbs in the simple past tense among students of the 10h Year of EGB, parallel “J” at the “Nueve de Octubre” High School.

To carry out this process, a pedagogical test was applied to the selected population, and the data were processed using a rubric that employed a total of six synthesis categories to develop the diagnosis.

- **Indicator 1: Order of the letters of the irregular verb.**

Figure 1. Indicator 1: Order of the letters of the irregular verbs

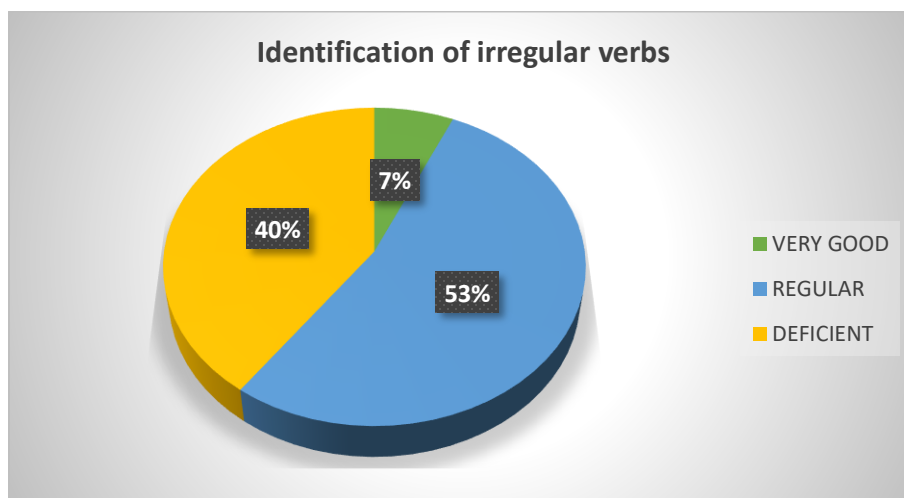


The presented graph shows that the majority of students (43%) have a regular proficiency when ordering the letters to write the irregular verb accurately. The next result is 40%, which implies that 12 out of the 30 students have deficiencies in this indicator. Finally, it shows that only 17% of the total population has a very good performance.

Analyzing the results, it can be established that in terms of the indicator “order of letters of the irregular verb”, pupils have an ability that ranges from regular to deficient, which demonstrates that they do not write irregular verbs accurately, even if given the letters to order. Amoc (2023) asserts that it is important to write accurately to produce a clear, concise, and correct text. Difficulties in this area may be due to the student either not knowing directly how to write the irregular verb and trying to guess, or knowing it but not doing it correctly.

- **Indicator 2: Identification of irregular verbs.**

Figure 2. Indicator 2: Identification of irregular verbs

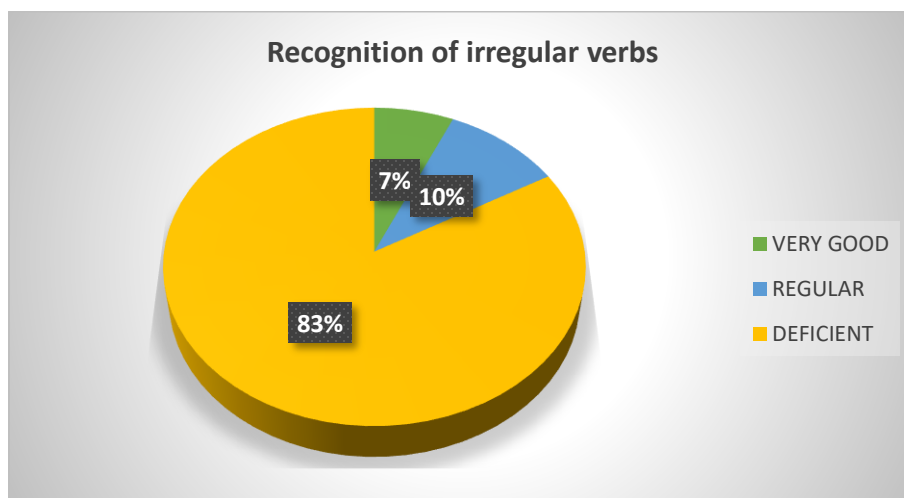


According to the graph, more than half of the students (53%) have a regular performance in identifying incorrectly written irregular verbs in a paragraph. Deficient performance ranks second with 40%, and very good performance ranks last with 7%. The results reflect that the majority of the population has a regular proficiency; however, it is important not to overlook the number of students with deficient results in recognizing the correct spelling of irregular verbs.

The difficulties revealed in this indicator may be due to the little attention students pay to the correct spelling of irregular verbs. According to Adrianova (2023), accuracy in written communication involves conveying the message correctly and avoiding erroneous interpretations. Therefore, if pupils do not write irregular verbs accurately, misunderstandings may arise when delivering a message.

- **Indicator 3: Recognition of irregular verbs.**

Figure 3. Indicator 3: Recognition of irregular verbs

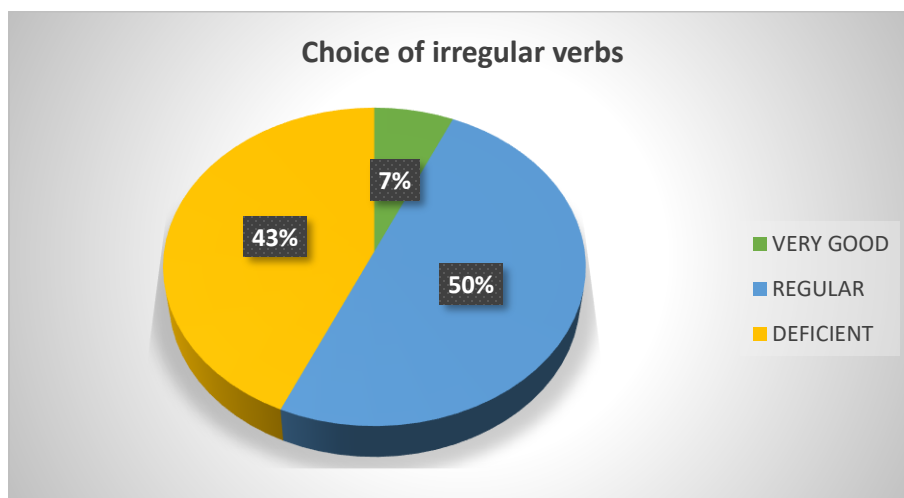


According to the data shown in the graph, 83% of the students exhibit deficient performance in recognizing irregular verbs in the simple past and writing them in the given spaces. This outcome indicates that the studied population has unsatisfactory results regarding the indicator that evaluates the grammar of irregular verbs.

The low academic achievement in this area may be caused by the lack of knowledge of the simple past form of irregular verbs or by the generalization that exists regarding verbs in the past, where students add the “ed” ending to irregular verbs. As explained by Fasikh (2020), the difficulties in forming the simple past are often caused by students’ confusion between the regular and irregular forms of the verb, as they do not recognize the verbs that change.

- **Indicator 4: Choice of irregular verbs.**

Figure 4. Indicator 4: Choice of irregular verbs

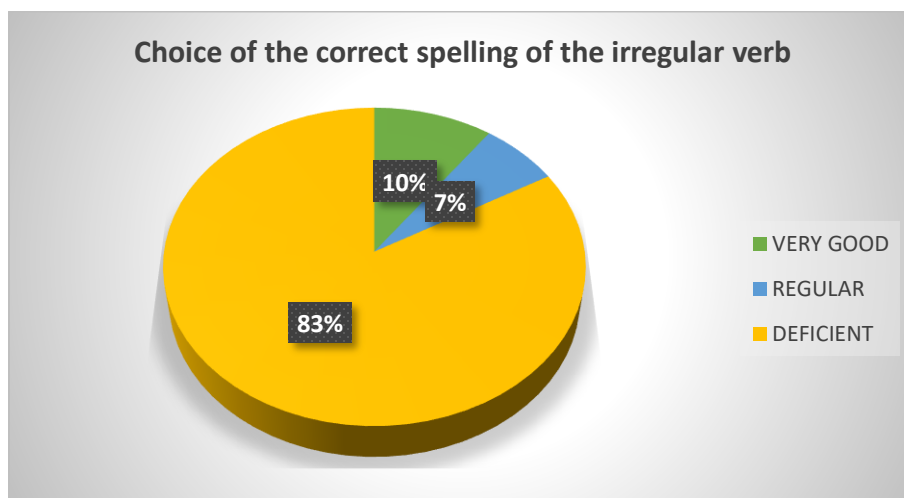


In the graph above, it can be observed that 50% of the students (15) are at a regular level with respect to the indicator of choice of the irregular verb, which shows that they know how to write certain irregular verbs in the past simple. On the other hand, 43% of the population (13) obtained a deficient score, which means that they do not know or do not remember certain irregular verbs in their past form.

This indicator focuses on the area of sentence comprehension, structure, composition or grammar, as it is also called. This is conceived as a set of structuring rules that allow the transmission of a clear and coherent message (Gómez, 2013). Therefore, in the interpretation it can be seen that students fail to master grammar correctly, this may be due to a lack of interest in learning grammatical rules or the material was not presented in an attractive way for the student.

- **Indicator 5: Choice of the correct spelling of the irregular verb.**

Figure 5. Indicator 5: Choice of the correct spelling of the irregular verb

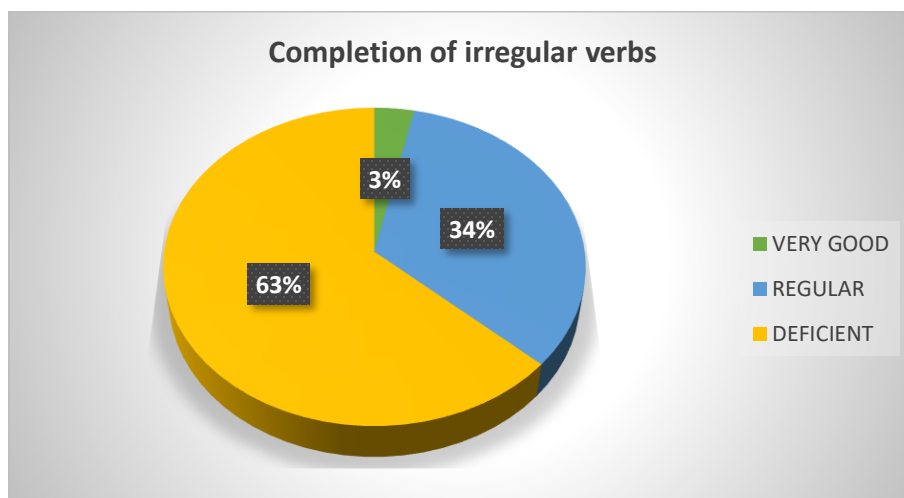


Considering the results presented in the graph, it is evident that most 83% of students (25) present deficiency when choosing correctly the irregular verb in simple past, in its counterpart, with 10% of students (3) present a good performance, which represents a good understanding and are able to recognize irregular verbs in simple past, and as a final part 7% of pupils (2) were obtained in the regular category, this means that they have some knowledge but need academic reinforcement.

This graph can be interpreted those certain students obtained very little information and/or tend to generalize that all irregular verbs change their base form into a different one, which makes them unable to recognize irregular verbs in the past simple tense.

- **Indicator 6: Completion of irregular verbs.**

Figure 6. Indicator 6: Completion of irregular verbs

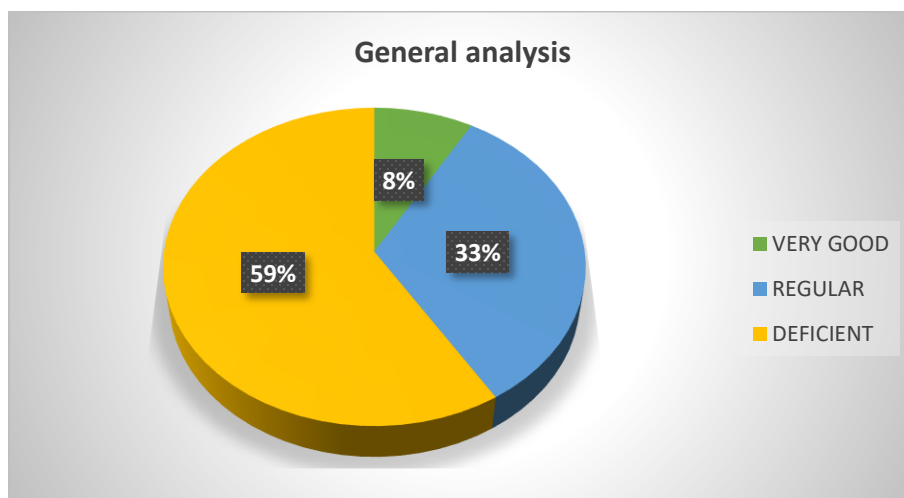


Regarding the indicator of completion of irregular verbs, very few students got their answer right, having 3% in the category of very good, while 28% obtained a regular score, which refers to an almost good understanding, on the other hand, the majority with 69% of the students, have very little knowledge about the spelling of certain irregular verbs in past simple tense.

This implies that learners are almost entirely lacking in spelling understanding. Brea-Spahn et al. (2003) argue that as spelling learning progresses significantly, students will show increasing proficiency in various elements of the writing process. However, the results of this indicator show deficiencies in this area, which may be caused by students interpreting each word to be completed at their own discretion or not recognizing irregular verbs in the simple past tense.

### **General analysis:**

Figure 7. General analysis (pre-test)



The present graph illustrates the general results of all the indicators evaluated. Based on this, it is evident that students present deficiencies in the areas of writing, spelling, grammar and accuracy regarding the use of irregular verbs in the simple past tense.

To reinforce the results obtained in the post-test, an interview was conducted with the English teacher, and the following responses were gathered for each item.

Regarding the indicator “order of the letters of the irregular verb”, the teacher stated that “students often have difficulty remembering and accurately writing irregular verb in the past simple due to their irregular nature and the lack of consistent patterns”. This confirms that students experience challenges in this area, which may be because these verbs do not follow a predictable pattern. However, the lack of exposure and repetition to internalize these verb forms is also a contributing factor.

In regard to the indicator “identification of irregular verbs”, the interviewee stated that it can be a challenge for students to identify these types of verbs written in a paragraph because they need a better understanding of the topic and comprehension skills. This is evidenced in the post-



test results, where the pupils were unable to identify the irregular verbs that were incorrectly written. From this, it can be inferred that the group is not familiar with the forms of irregular verbs when they are embedded in a text.

On the other hand, in the indicator “recognition of irregular verbs”. The teacher declared that “students frequently have trouble differentiating between regular and irregular verbs and may incorrectly apply the ‘ed’ ending to irregular verbs”. This shows that the group is not able to grammatically recognize that a verb is irregular and write it correctly, suggesting an insufficient understanding of the grammar used in this case.

In the indicator "choice of irregular verb" the teacher in charge said that "pupils not only struggle with writing, but also with visual recognition of the correct forms, because they find it difficult to learn irregular verbs". It is evident that this could be due to a lack of practice in pattern recognition activities and exercises that reinforce the visual form of irregular verbs.

In the next item "choice of the correct spelling of the irregular verb" the teacher was able to say that "the students are not yet fully familiar with the correct spelling of irregular verbs in the past tense, because they do not memorize when the teacher is explaining on the board". The difficulty in this aspect suggests that the students have not had enough repeated exposure to these verbs in various contexts, such as the flashcards, which are striking and useful in learning new words.

For the last indicator "completion of irregular verbs" the teacher expressed that "Students mostly do not have good spelling when writing irregular verbs in past simple". This goes without saying that the lack of familiarity and constant practice with these verbs is the main cause of

incorrect spelling, therefore activities such as dictations, writing exercises on printed material and the use of spelling correction tools can help improve this skill.

From the results obtained, it is justified the implementation of a class system based on the use of didactic resources oriented to improve the writing of irregular verbs in past simple tense in the students of the tenth year of General Basic Education of the "Nueve de Octubre" High School.

## **2 CHAPTER II. STUDY OF THE WRITING OF IRREGULAR VERBS IN THE SIMPLE PAST TENSE OF THE ENGLISH LANGUAGE. A METHODOLOGICAL FRAMEWORK.**

This chapter consists of elements related to the methodology applied in this research work. It details aspects such as: the paradigm and type of research, type of design, population, theoretical and empirical methods, data collection techniques, and instruments

### **2.1 Paradigm and type of research.**

This research was developed under the quantitative methodological paradigm and has an explanatory scope. The study's paradigm follows a deductive analysis process, meaning it moves from the general to the specific, and tests the established hypothesis through the collection of data based on statistical measurement or counting (Jiménez, 2020). Additionally, its scope is explanatory because it focused on seeking explanation of phenomena through the formulation of a hypothesis, which determined the cause-and-effect relationship of the variables (Ramos, 2020).

### **2.2 Type of design.**

The type of design in this study is experimental. According to Hernández et al. (2014), investigations of this kind aim to determine the possible effect of a manipulated cause, that is, they conduct experiments where the independent variable stimulates, intervenes, or influences the dependent variable to observe its effects in a controlled environment (p. 129). Within the categories of this design is the pre-experiment, which was utilized through a pretest/posttest design that allowed diagnosing the group's level in the dependent variable before the intervention and comparing the results with the application of the posttest (Hernández et al., 2014, p. 142).

### 2.3 Population.

The study consists of a group of 30 students from the 10<sup>th</sup> year of EGB, parallel “J”, at the “Nueve de Octubre” High School located in the city of Machala, El Oro province.

Table 1. Population

Population (30 students)					
Sex	Men	Women	Age	13 years old	14 years old
		8		22	

### 2.4. Research Methods.

The approaches utilized in this study represent the steps that the researchers followed to gather the necessary information about their field of inquiry. To ensure the scientific validity of the investigation and, consequently, the acquired knowledge, the following theoretical and empirical methods were employed.

#### Theoretical Methods

**Historical-Logical:** In scientific background, the history and evolution of the object of study are presented through the historical-logical method. This involves guiding the reader through the chronological development of science, exploring both historical events and the underlying logic behind them. In this way, the historical aspect is integrated with the study of real facts and phenomena presented in the classroom. Additionally, applying logic in the analysis of the laws governing the development of events constitutes an effective method that fosters interest and learning (Piñas et. al, 2022).

**Analytical-Synthetic:** For analyzing data collected from the population, this method is highly useful in gathering and processing empirical, theoretical, and methodological information.

Through data analysis, information can be broken down to identify essential aspects related to the object of study, while synthesis allows for generating generalizations that progressively contribute to solving the scientific problem, forming part of the necessary series of investigations (Quesada & Medina, 2020).

**Hypothetico-deductive:** The hypothetico-deductive method starts from the elaboration of a hypothesis based on principles, laws or empirical data, and then employs logical deduction to validate it. Its importance lies in its ability to generate and confirm new hypotheses, as well as to infer conclusions and make predictions from existing knowledge (López and Ramos, 2021). The present study established a scientific problem and a hypothesis based on the difficulties observed in a classroom and used deduction to verify or refute the hypothesis.

**Systemic:** The systemic approach to research sees reality as a system in constant operation within a whole, where even the slightest disturbance can have a significant impact on change, from the micro or immediate level to the macro or mediated level of the context (Ortega et. al, 2021). The field of the study presented is the English language teaching-learning process, which integrates a set of components that can be modified to bring about change. In this case, the aim is to improve this process by means of a classroom system that uses printed didactic resources.

### **Empirical Methods**

**Measurement:** Measurement is the process of obtaining numerical data about a specific characteristic of an object or phenomenon through comparison with known and quantifiable magnitudes (Ramos, 2018). This research used a pedagogical test as a measurement instrument to collect data from the studied population regarding their knowledge of irregular verbs in the simple past tense of the English language.

**Experimentation:** The method of experimentation was used in this research, since it focuses on: controlling the phenomenon to be studied (in this case the exposure of printed didactic resources) and measuring the impact it has on the students; using hypothetical-deductive reasoning to test them through experiments; also the representative samples, in this case the students of tenth year parallel "J" of the school "Nueve de Octubre", and the use of quantitative methodology, which standardized tests or writing exercises are used to measure the learning of irregular verbs and analyze the data, in the case of this research will be done through graphs (Guevara, Verdesoto & Castro, 2020).

#### **2.4 Description of techniques and instruments for data collection.**

The research techniques and instruments comprise a set of standards and steps that help achieve the research objectives and solve the stated problem. Next, the instruments to be used are detail in a consistency matrix, doing the respective work with variants.

- **Consistency matrix. Working with variables.**

Table 2. Consistency matrix

THEME: DIDACTIC RESOURCES TO IMPROVE THE WRITING OF IRREGULAR VERBS IN THE ENGLISH PAST TENSE.						
SCIENTIFIC PROBLEM	GENERAL OBJECTIVE	SCIENTIFIC HYPOTHESIS	VARIABLES	DIMENSIONS	INDICATORS	INSTRUMENTS
How to improve the writing of irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025?	Implement a class system using printed didactic resources to improve the writing of irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.	If a system of classes using printed didactic resources is applied, then it will improve students’ writing skills in regards to irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel “J”, at “Nueve de Octubre” High School, school period 2024-2025.	<p>Dependent Variable: The improvement of students’ writing skills in regards to irregular verbs in the simple past tense of the English language.</p> <p>Independent Variable: System of classes using printed didactic resources.</p>	<p>Irregular verbs are defined as verbs whose conjugation is not delimited by the ending -ed in their past simple and past participle forms (Fernández, 2020). Writing is the way to graphically represent a language, and its evaluation, according to Ronda et al. (2021), is comprised of six indicators, which were objectively condensed into: accuracy, grammar, and spelling, to assess the writing of irregular verbs in the simple past tense of the English language.</p> <p>Dimensions: 1. Accuracy. 2. Grammar. 3. Spelling.</p>	<p>1. Accuracy. - Order of the letters of the irregular verb. - Identification of irregular verbs.</p> <p>2. Grammar. - Recognition of irregular verbs. - Choice of irregular verbs.</p> <p>3. Spelling. - Choice of the correct spelling of the irregular verb. - Completion of irregular verbs.</p>	<p>Pedagogical test (pre-test y post-test).</p> <p>Interview.</p>

- **Description of techniques and instruments.**

**Pedagogical test:** Pedagogical tests are commonly used in educational research to diagnose the state of students' knowledge, habits and skills at a specific time. In addition, they allow evaluating the effectiveness of teaching, controlling the educational process and measuring students' performance in a given discipline (Fiallo et. al, 2004). For this reason, this tool was applied to 10th grade students of the "Nueve de Octubre" School.

**Interview:** The purpose of this research technique is to obtain detailed information and specific opinions on a topic through direct communication between the interviewer and the interviewee (Medina et al., 2023). In this study, this qualitative technique was used to supplement the data obtained in the pedagogical test. Surowiec (2015) mentions in her publication that the use of qualitative techniques helps explain the findings of quantitative research as it can add critical information and descriptions that enhance the collected data. However, the use of this technique does not make the research mixed, since it is only being used as a supplement.

## **2.5 Data processing techniques.**

- **Descriptive statistics.**

The objective of all research is to provide detailed evidence of each piece of data collected, in order to support or refute the hypothesis put forward. The information obtained through a research instrument must be transformed into data or numerical figures. This systematization makes it possible to integrate and give coherence to the results, facilitating their understanding and interpretation by the researcher, other researchers, and readers in general. Therefore, in this study we chose to use the descriptive statistical technique, which provides a set of procedures that allow



summarizing and synthesizing data in an organized and visually attractive way, such as in tables or charts, graphs or figures (Rendón et. al, 2016).

**- Analysis of the information.**

In order to evaluate the writing of irregular verbs in the simple past tense, it is important to take into account three essential dimensions: accuracy, grammar and spelling. The indicators included in this evaluation rubric were selected based on these dimensions. This instrument was used to process the data obtained in the pedagogical test and to make the respective analysis.

Table 3. Evaluation rubric

<b>EVALUATION RUBRIC</b>			
<b>Indicators</b>	<b>Performance Levels</b>		
	Very Good 2,6 - 3	Regular 2 - 2,5	Deficient 0 – 1,9
<b>Order of the letters of the irregular verb.</b>	They observe the images and correctly order the letters of all the irregular verbs in the past simple tense.	They observe the images and correctly order the letters of almost all irregular verbs in the past simple tense.	They observe the images and incorrectly order the letters of all or almost all of the irregular verbs in the past simple tense.
<b>Identification of irregular verbs.</b>	They identify all irregular verbs in the past simple tense that were misspelled in a paragraph.	They identify almost all irregular verbs in the past simple tense that were misspelled in a paragraph.	They identify one or no irregular past simple verbs that were misspelled in a paragraph.
<b>Recognition of irregular verbs.</b>	They recognize the simple past tense of all irregular verbs and write them correctly in the blanks.	They recognize the simple past tense of almost all irregular verbs and writes them moderately well in the blanks.	They recognize the simple past tense of one or no irregular verbs and misspell or fail to write them in the blanks.
<b>Choice of irregular verb.</b>	They choose the irregular verb according to the context in all sentences in the simple past.	They choose the irregular verb according to the context in almost all sentences in the simple past tense.	They choose the irregular verb according to the context in one or none of the sentences in the simple past tense.
<b>Choice of the correct spelling of the irregular verb.</b>	They correctly underline the irregular verb in the past simple tense in all the options presented.	They correctly underline the irregular verb in the past simple tense in almost all the options presented.	They incorrectly underline the irregular verb in the past simple tense in all or almost all of the options presented.
<b>Completion of irregular verbs.</b>	They correctly fill in the missing letters in all the blanks of the irregular past simple verbs.	They correctly fill in the missing letters in almost all the blanks of irregular past simple verbs.	They incorrectly fill in the missing letters in all or most of the blanks of irregular past simple verbs.

In general, the following performance levels were established for writing irregular verbs in the past simple:

- High performance level: All or at least 5 out of the 6 indicators achieved an excellent result (from 2.6 to 3 points).
- Intermediate performance level: All or at least 5 out of the 6 indicators fall into the regular evaluation category (from 2 to 2.5 points).
- Low performance level: All or at least 5 out of the 6 indicators show deficiencies as they are within a range of 0 to 1.9 points.

Identifying the performance levels plays a crucial role when analyzing the collected data. To analyze this data, a meticulous and rigorous process was carried out with the aim of uncovering the patterns and trends that emerged in the collected information. This process was essential in this research as it helped identify students' shortcomings regarding the writing of irregular verbs and, directly, provided the necessary information to improve performance in the indicators with a low level of achievement.

In summary, the research was based on a quantitative paradigm with explanatory scope, employing a deductive analysis process that went from the general to the specific to test the established hypothesis. In addition, an experimental design was used to determine the effect of a manipulated cause on the study population. The methodology included theoretical methods such as historical-logical, analytical-synthetic, hypothetical-deductive and systemic, added to empirical methods such as measurement and experimentation. And in the final part, the techniques and instruments that were selected were detailed, according to the variables and objectives of the research.

### **3 CHAPTER III. DIDACTIC RESOURCES FOR IMPROVING THE WRITING OF IRREGULAR VERBS IN THE ENGLISH PAST TENSE.**

This chapter presents the theoretical foundation for the use of didactic resources to improve the writing of irregular verbs in the past tense of the English language, supported by sciences such as pedagogy, didactics, and psychology. Additionally, it characterizes the intervention proposal with its respective objectives and development plan.

#### **3.1 Theoretical foundation of the use of didactic resources for improving the writing of irregular verbs in the English past tense.**

Writing is one of the essential language skills that needs to be developed for effective communication in a foreign language (Thaqi & Dagarin, 2019). Writing is a process that requires students to use various cognitive subfunctions to coherently express their ideas in a text (Abdullah, 2019). This process even more complicated when it involves a foreign language. The lack of writing practice, insufficient language proficiency, and low motivation are factors that can significantly hinder students' ability to write in English (Yundayani et al., 2019).

In this context, it has been observed that students of 10<sup>th</sup> year, parallel "J", at Nueve de Octubre school, have difficulties with their writing skills. This was evident from the pretest results. To address these challenges, a class system based on the use of printed didactic resources will be implemented to improve the writing of irregular verbs in the simple past tense.

In the planning of said system, pedagogical, didactic and psychological aspects have been considered, all of which are grounded in this section. The pedagogical aspect covers the essential elements of the teaching-learning process. The didactic aspect, on the other hand, encompasses the general principles, practical norms, and evaluative criteria implemented by the teacher (Addine et

al., 2020). Conversely, the psychological aspect is related to the cognitive development of the student during the learning process.

To begin with, printed didactic resources are those that primarily use words, texts, and graphics generated by some type of printing system. Their main feature is the use of written language and symbolic images to organize information on sheets of paper (Roquet & Gil, 2006).

Thus, in the pedagogical field, the use of didactic is an important component of the educational process. Freré and Saltos (2013) state that using different types of teaching materials facilitates the acquisition of new knowledge, as it adopts an active pedagogy focused not only on content but also on action. This promotes interactive and flexible processes, adapted to specific learning situations. Every material, no matter how simple, plays a crucial role as an educational tool.

In line with the above, the class system implemented will be based on the active pedagogy generated from the use of printed didactic resources, which became facilitators of knowledge due to their versatile way of presenting information and applying the learned concepts.

On the other hand, the didactic aspect of using these resources is linked to the meticulous development of materials. Roquet and Gil (2006) assert that for printed material to be didactic, it must be structure according to the criteria that guide and support the educational process. This means it should include an initial introduction, clear learning objectives, practical exercises, formative assessments or self-assessments, supplementary bibliographies, etc. Therefore, the printed didactic resources to be used in the proposed class system will be presented in a structured, engaging manner with clear purposes.

Regarding the psychological aspect, Freré and Saltos (2013) state that the use of didactic material aids in cognitive, psycho-affective, and psychomotor processes of students, since it promotes creativity, increases motivation, and fosters the development of positive student attitudes. Hence, it is crucial to choose materials carefully, considering the interests and needs of students, as well as the social and cultural context of each group.

In addition to that, the authors indicated that didactic resources can be categorized according to three developmental areas: creative – expressive; cognitive; motor. This demonstrates that the use of tools and materials also has psychological support in student learning, as it relates to the cognitive development. For that reason, the didactic resources to be used will aim to foster students' creativity and motivation to achieve significant intellectual development, thereby benefiting their ability to write correctly.

In summary, the proposed class system in this chapter is supported on a pedagogical basis because it will facilitate the teaching-learning process through interactive and flexible materials; on a didactic basis because it will present structured tool with specific objectives, and on a psychological basis because it will aid in the cognitive development of the student, enhancing their enthusiasm and creative capacity.

### **3.2 Characteristics of the printed didactic resources to improve the writing of irregular verbs in the English past tense in the tenth year of EGB of the "Nueve de Octubre" school.**

Writing is one of the skills of English, which allows expressing ideas clearly and accurately in a written context. In order to achieve an optimal learning of writing in English, it is crucial to use adequate didactic resources that facilitate the comprehension and mastery of the language. In this sense, teaching materials play a fundamental role in the teaching-learning process. Most

classes are based on some type of resource, whether visual, auditory or printed. These resources make lessons more dynamic, capture students' attention and facilitate the assimilation of concepts.

To teach irregular verbs in the past tense, some printed teaching resources that can be used are:

**Textbooks:** it is a support material for the teacher's methodological strategies and improves the teaching-learning process.

**Worksheets:** it is a sheet of paper on which the student performs a work, where they come in many forms, it is commonly associated with school work assignments.

**Flashcards:** are cards containing key ideas related to a topic, which will serve to synthesize the most important concepts to be studied.

For the implementation of a didactic resource, Caamaño et al (2021) mention that before using them in the classroom, it is necessary for the teacher to become familiar with the material, thoroughly understand the learning objectives to be achieved and carefully plan the activities to be carried out with the students.

Likewise, it is crucial to provide students with the necessary guidance to make proper use of the printed material, guiding them in the understanding of the contents and promoting the development of skills such as information analysis. This is achieved through interaction with these materials, where students actively and meaningfully construct their own knowledge, exploring and directly manipulating the concepts addressed.

The use of printed didactic resources for the improvement of writing irregular verbs in the past tense of the English language is characterized by the performance it has in the teaching-

learning process. Their main function is to facilitate and provide information on a given topic, in this case irregular verbs in the simple past tense, allowing students to acquire knowledge autonomously and at their own pace. Likewise, such materials constitute one of the many methodologies for classroom work and can be used in various ways to promote and encourage active and meaningful learning (Medialdea, 2023).

In conclusion, printed didactic resources, when properly implemented, can become valuable allies for the teacher in the task of facilitating student learning, thus ensuring that the resources contribute to the achievement of the proposed educational objectives.

### **3.3 Description of the printed didactic resources to improve the writing of irregular verbs in the English past tense in the tenth year of EGB of the "Nueve de Octubre" school.**

This section describes the classroom system implemented to improve the writing of irregular verbs in the past tense of the English language in tenth grade students of EGB parallel "J" of the Nueve de Octubre School. This system consisted of four face-to-face sessions developed on June 21, 26 and 28 and July 3, 2024. The activities focused on the use of printed didactic resources and had the purpose of motivating students to develop this skill effectively with the support and guidance of teachers.

General objective:

- To improve the writing of irregular verbs in the English past tense in students of tenth year of EGB parallel "J" of the school "Nueve de Octubre" through the implementation of printed didactic resources.

Specific objectives:



- To identify and select didactic resources suitable for learning irregular verbs in the English past tense.

- To design and implement teaching strategies that promote the effective use of the selected didactic resources to improve the writing of irregular verbs in the English past tense.

- Evaluate the impact of the teaching resources on students' learning and writing of past irregular verbs.

## **LESSON 1**

**Content:** The simple past and a short list of irregular verbs to get students interested in learning irregular verbs in the past tense.

**Objective:** Students will be able to understand the simple past through written practice activities based on printed teaching resources.

### **Resources:**

- Fact sheet (printed sheet with information about the topic structure of the simple past).
- List of verbs (printed sheet with a list of fifteen irregular verbs in present and past simple tense).
- Worksheet (printed sheet with exercises according to each dimension).

**Duration:** 40 minutes.

### **Activities:**

- Introduction: 5 minutes.

- Class development: Introduce some irregular verbs in the simple past and review the past simple affirmative, negative and interrogative: 20 minutes.

- Final activity: sharing didactic material where children should fill in the blanks with the correct irregular verb: 15 minutes.

**Assessment:** An average of half of the students did not know a large part of the list of irregular verbs, but at the end a better understanding and performance was observed.

## **LESSON 2**

**Content:** Conjugation in simple past tense of common irregular verbs.

**Objective:** Students will be able to conjugate common irregular verbs in simple past tense through written practice activities.

### **Resources:**

- Flashcards (flashcards with irregular verbs in simple past tense).
- Verb list (printed sheet with fifteen irregular verbs in present and simple past tense).
- Images (printed illustrations showing actions in the past tense).
- Worksheet (printed sheet with exercises according to the topic sentences in simple past tense).

**Duration:** 40 minutes.

### **Activities:**

- Introduction: 5 minutes.

- Class development: Explain the correct use of irregular verbs in the past simple tense using theory and images: 20 minutes.

- Final activity: sharing didactic material in which students must choose the correct conjugation of the irregular verb in simple past tense. 15 minutes.

**Assessment:** Students were able to conjugate irregular verbs in simple past tense, where a better understanding about the topic was observed and they produced sentences on their own.

### **LESSON 3**

**Content:** Accuracy in writing irregular verbs.

**Objective:** Students will be able to accurately write irregular verbs in the simple past tense through written practice activities.

#### **Resources:**

- Flashcards (flashcards with irregular verbs in simple past tense).
- Verb list (printed sheet with fifteen irregular verbs in present and simple past tense).
- Worksheet (printed sheet with exercises according to the accuracy dimension).

**Duration:** 40 minutes.

#### **Activities:**

- Introduction: 5 minutes.
- Class development: Show the accuracy of writing irregular verbs in the past simple tense.

In addition, ask student volunteers to write on the board the correct form of the verb that appears on the card: 20 minutes.

- Final activity: share teaching material in which students will have to arrange the letters to form an irregular verb in the simple past tense: 15 minutes.

**Assessment:** Students were able to accurately order most irregular verbs in simple past tense.

## **LESSON 4**

**Content:** Describing actions in the past.

**Objective:** Students will be able to write what they did in the past in sentences.

**Resources:**

- Dictionary (printed didactic resource that facilitates the translation of words in English or Spanish).

- Verb list (printed sheet with fifteen irregular verbs in the present and simple past).

- Notebook (printed resource for students to take notes).

**Duration:** 40 minutes.

**Activities:**

- Introduction: 5 minutes.

- Class development: students have to write sentences in simple past tense using irregular verbs and time expressions, with the help of the dictionary: 10 minutes.

- Posttest, the teacher will make a test to evaluate the writing of irregular verbs: 25 minutes.

**Assessment:** Students were able to describe what they did in the past using the irregular verbs that were on the list, and along with that in the test was reflected an improvement in terms of writing irregular verbs in simple past.

#### **4 CHAPTER IV. CLASS SYSTEM USING PRINTED DIDACTIC RESOURCES FOR WRITING IRREGULAR VERBS IN SIMPLE PAST TENSE**

The following chapter will present the results obtained from the application of the class system using printed didactic resources for the writing of irregular verbs in simple past tense in the students of tenth grade parallel “J” of the “Nueve de Octubre” school.

##### **4.1 Description of the application of the class system using printed didactic resources for writing irregular verbs in the simple past tense.**

This section of the study focuses on the implementation process of the didactic proposal with tenth grade parallel “J” students. The class system was divided into four sessions planned for June 21st, 26th and 28th and July 3rd. An experimental design of explanatory scope was used. The application of the printed didactic resources is described below:

**Lesson 1:** Explaining the simple past and then applying the pre-test by means of printouts.

The first class was held on Friday, June 21st from 13:00 to 14:20. To begin with, the researchers applied a six-question pre-test focused on irregular verbs in the simple past. The first question consisted in ordering letters to form an irregular verb, the second in identifying misspelled irregular verbs within a reading, the third in correctly writing the irregular verb in blank spaces, the fourth in choosing the correct irregular verb within a sentence, the fifth in underlining the correct spelling of the irregular verb, and the sixth in filling in the missing letters in an irregular verb.

The objective of the pre-test was to know the level of knowledge in writing irregular verbs in the past simple, and how to make them interested in learning irregular verbs through printed didactic material.

Then, it proceeded to the explanation of the simple past, its three forms, positive, negative and interrogative; this with the support of an information sheet, a printed list of 15 irregular verbs in their present and past form.

**Lesson 2:** Explanation of the simple past tense conjugation of common irregular verbs.

The second session was held on Wednesday, June the 26th from 1:00 pm to 1:40 pm. At the beginning of the class, a brief review of the simple past was given. Afterwards, the past tense conjugation of irregular verbs of everyday use was explained. For this purpose, various printed didactic materials were used, such as cards with irregular verbs, a printed list with 15 irregular verbs, printed images representing actions in the past tense and exercise cards related to the topic. On these cards, students had to choose the correct past simple conjugation of the corresponding irregular verb. The objective of this activity was to evaluate students' progress in writing irregular verbs in the past simple tense

**Lesson 3.** Activities to improve accuracy when writing irregular verbs.

This class was held on Friday, June 28<sup>th</sup>, 2024, from 1:00 PM to 1:40 PM. A brief introduction to the topic was made using word cards that contained irregular verbs, which were written in their base form. Then, the word cards were placed on the whiteboard so that students who wanted to participate could write the correct simple past form of those irregular on the side. To conclude the class, a worksheet was handed out where they had to arrange the letters that formed the irregular verb, thus developing accuracy in writing this type of verbs.

**Lesson 4:** Description of actions in the past and application of the post-test.

This class took place on Wednesday, July 3<sup>rd</sup>, 2024, from 1:00 PM to 1:40 PM. During this sesión, an activity was guided where students had to write eight sentences in the simple past tense

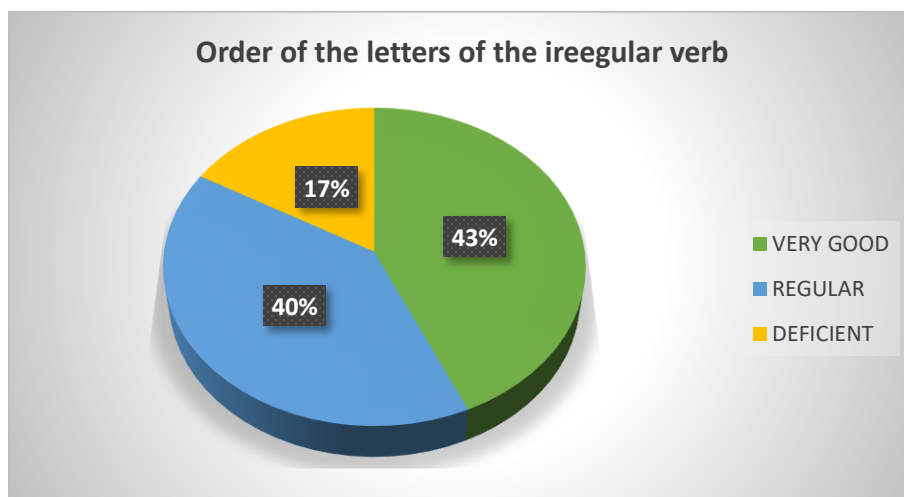
using the irregular verbs that had been taught. In the first class, they were given reinforcement to the structure of simple past tense sentences, so the group was able to complete this task successfully. In addition, they used a dictionary for assistance. Finally, a post-test was administered to evaluate the improvement in writing irregular verbs in the simple past tense of the English language.

#### 4.2 Application results (post-test).

Once the class system based on the use of printed didactic resources was implemented, a post-test was administered to the selected population in order to evaluate the mastery of the writing skill regarding irregular verbs in the simple past. For data collection, the six indicators and the three performance levels described in the evaluation rubric were taken into account. Additionally, a general analysis of the collected information was conducted.

##### - Indicator 1: Order of the letters of the irregular verb.

Figure 8. Indicator 1: Order of the letters of the irregular verb



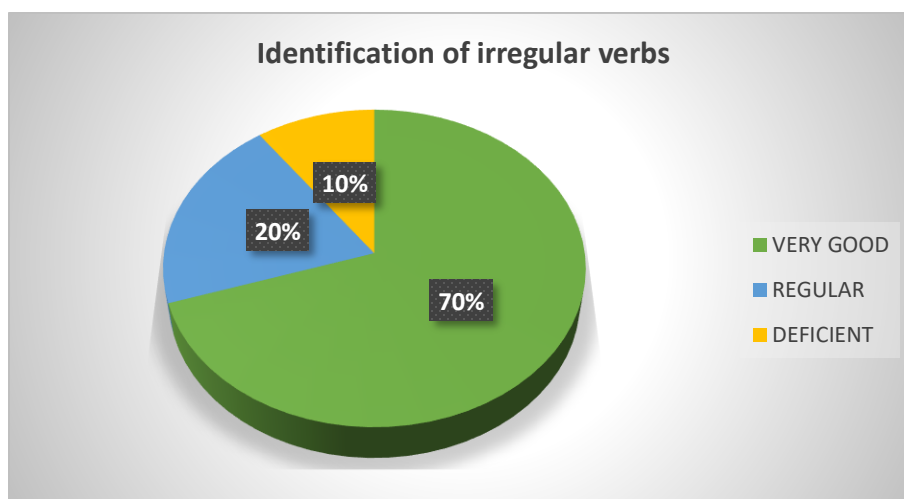
In the indicator “order of the letters of the irregular verbs”, the post-test application to 30 students showed that 43% of the group (13 pupils) achieved very good performance in ordering



the letters to correctly write an irregular verb. 40% of the students, that is, 12 of them, obtained regular outcomes. Finally, only 17% (5 students) presented deficient performance.

- **Indicator 2: Identification of irregular verbs.**

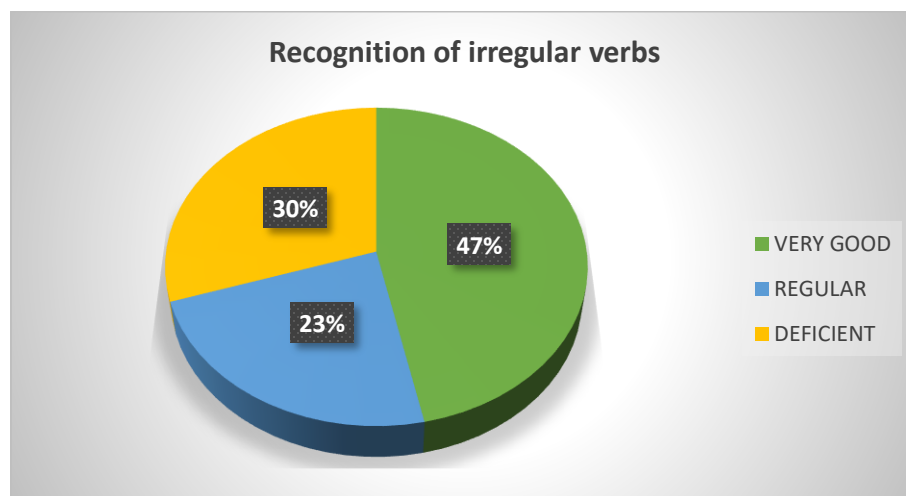
Figure 9. Indicator 2: Identification of irregular verbs



Regarding the indicator “identification of irregular verbs”, the post-test results applied to 30 students showed that 70% (21 learners) achieved very good outcomes. Secondly, 20% (6 students) reached regular performance, and lastly, 10% of the group (3 pupils) had a deficient level.

- **Indicator 3: Recognition of irregular verbs.**

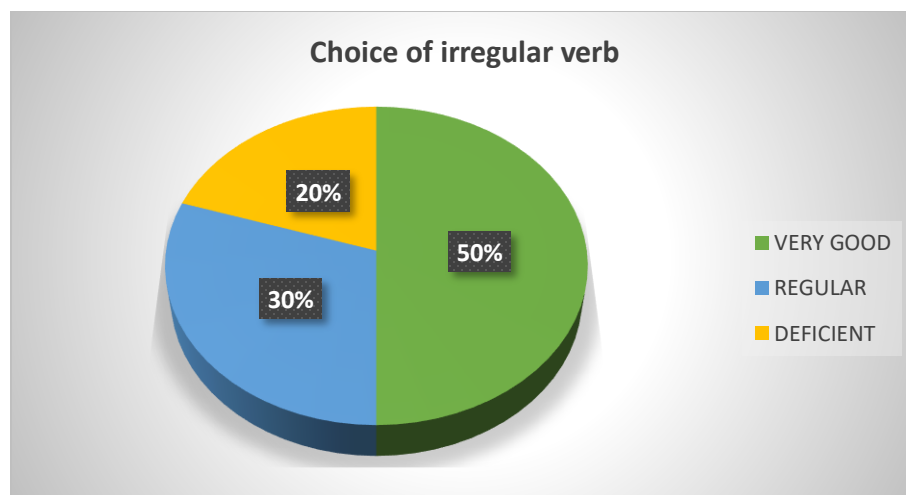
Figure 10. Indicator 3: Recognition of irregular verbs



Concerning the indicator “recognition of irregular verbs”, the results of the test applied to 30 pupils evidenced that 47% (14 students) achieved very good outcomes in recognizing the past simple of irregular verbs. 30% of the group (9 learners) presented deficient proficiency, and 23% (7 students) obtained regular performance.

- **Indicator 4: Choice of irregular verb.**

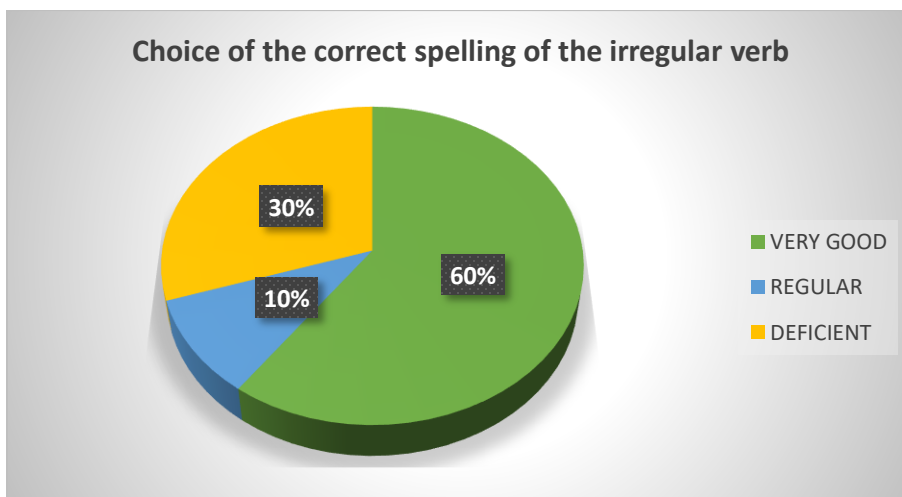
Figure 11. Indicator 4: Choice of irregular verbs



In the dimension “choice of irregular verb”, the results obtained from the post-test that was applied to 30 students shows that 50% of the population (15) have a very good performance, while 30% of students (9) obtained a regular rating, and in contrast of the two, with 20% of population (6) had a deficient performance.

- **Indicator 5: Choice of the correct spelling of the irregular verb.**

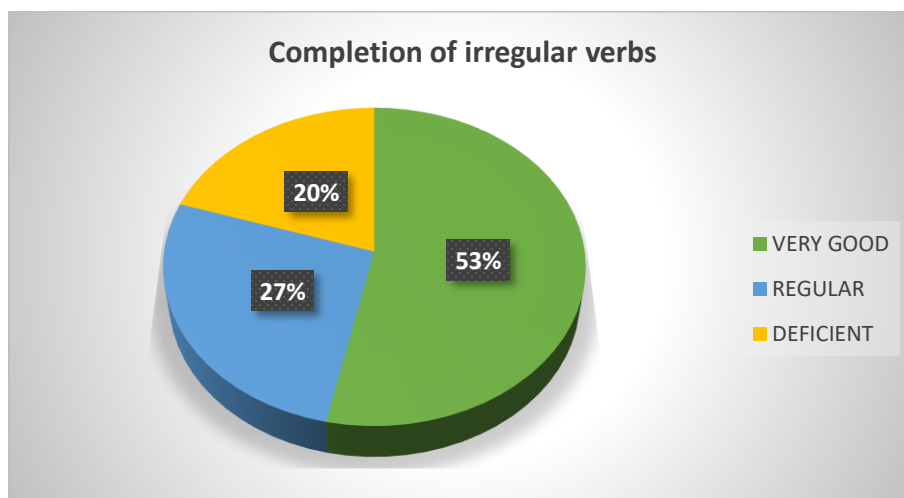
Figure 12. Indicator 5: Choice of the correct spelling of the irregular verb



In the section “choice of the correct spelling of the irregular verb”, the evaluation of 30 students yielded the following results: 60% of the students (18) obtained a very good grade, 10% (3) obtained a regular grade and 30% (9) obtained a deficient grade.

- **Indicator 6: Completion of irregular verbs.**

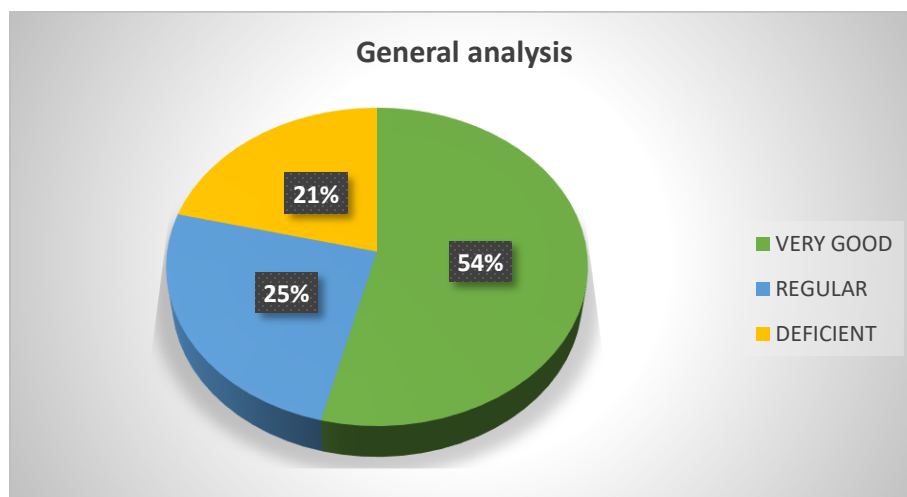
Figure 13. Indicator 6: Completion of irregular verbs



Finally, in the dimension of “completion of irregular verbs”, the results of the post-test applied to 30 students indicate that 53% of the population (16) exhibit a very good performance, while 27% of the students (8) obtained a regular score. In contrast, 20% of the population (6) presented a deficient performance.

### General analysis.

Figure 14. General analysis (post-test)



The general results of the post-test indicate that, of the total of 30 students, 21% of the population, reach a deficient level. On the other hand, 25% obtained a regular level. Finally, 54% reached a very good level. When comparing the results of the post-test with those of the pre-test, where most of the students were in the deficient level, a clear tendency towards improvement is observed after the implementation of the printed didactic resources.

### 4.3 Hypothesis testing.

#### **Scientific hypothesis:**

If a system of classes using printed didactic resources is applied, then it will improve students' writing skills in regards to irregular verbs in the simple past tense of the English language.

#### **Statistical hypothesis:**

**H0:** If a system of classes using printed didactic resources is applied, it will not improve students' writing skills in regards to irregular verbs in the simple past tense of the English language.

**H1:** If a system of classes using printed didactic resources is applied, it will improve students' writing skills in regards to irregular verbs in the simple past tense of the English language.

#### **Degrees of freedom:**

$$DF = (\text{number of rows} - 1) (\text{number of columns} - 1)$$

$$DF = (2 - 1) (3 - 1) = 2$$

**Margin of error:**

$$\alpha = 0.05$$

**Results scale.**

Table 4. Results scale

	<b>Very Good</b>	<b>Regular</b>	<b>Deficient</b>	<b>Total</b>
<b>Pre-test</b>	2	10	18	30
<b>Post-test</b>	17	7	6	30

**Observed frequencies.**

Table 5. Observed frequencies

<b>Observed</b>	<b>Very Good</b>	<b>Regular</b>	<b>Deficient</b>	<b>Total</b>
<b>Pre-test</b>	2	10	18	30
<b>Post-test</b>	17	7	6	30
<b>Total</b>	19	17	24	60

**Expected frequencies.**

Table 6. Expected frequencies

<b>Expected</b>	<b>Very Good</b>	<b>Regular</b>	<b>Deficient</b>	<b>Total</b>
<b>Pre-test</b>	$19 \cdot 30 / 60 = 9.5$	$17 \cdot 30 / 60 = 8.5$	$24 \cdot 30 / 60 = 12$	30
<b>Post-test</b>	$19 \cdot 30 / 60 = 9.5$	$17 \cdot 30 / 60 = 8.5$	$24 \cdot 30 / 60 = 12$	30
<b>Total</b>	19	17	24	60

### Chi-square.

Table 7. Chi-square

Chi-square	Very Good	Regular	Deficient	Total
<b>Pre-test</b>	5.921	0.2647	3	9.1857
<b>Post-test</b>	5.921	0.2647	3	9.1857
<b>Total (X<sup>2</sup>)</b>				18.3714

### Hypothesis validation.

Table 8. Hypothesis validation

Chi-square	Critical value
18.3714	5.99

Starting from 2 degrees of freedom and a margin of error of 0.05, the critical value is 5.99. If the chi-square test yields a number greater than critical value, the null hypothesis (H<sub>0</sub>) is rejected. By observing the table, the chi-square calculation resulted in 18.3714 and the critical value is 5.99, thus the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypothesis (H<sub>1</sub>) is accepted. This means that if a system of classes using printed didactic resources is applied, it will improve students' writing skills in regards to irregular verbs in the simple past tense of the English language in the 10th year of EGB parallel "J", at "Nueve de Octubre" High School, school period 2024-2025.

#### **4.4 Discussion results.**

The use of printed didactic resources in the teaching of irregular verbs in English has proven to be an effective tool to facilitate their comprehension and memorization. These tangible materials allow students to have a constant reference during the learning process, favoring the internalization of irregular verb forms. According to Freré and Saltos (2013), the diversity of didactic materials promotes an active pedagogy that focuses students on the construction of their own knowledge, adapting to their needs and learning styles.

Therefore, the present work aims to implement a system of classes using printed didactic resources for the improvement of the writing of irregular verbs in the past simple tense of the English language, and to favor the understanding and familiarization with the language in the students of the 10th “J”, of the “Nueve de Octubre” School, school year 2024-2025.

This section presents the results of the study, analyzing the data obtained in the pre-test and post-test. The main objective was to determine whether implementing a classroom system using printed didactic resources will significantly improve students' writing of irregular verbs in the simple past tense.

The results of this research in conjunction with the chi-square evidenced a significant change in the development of students' ability to write irregular verbs in the simple past tense. As for the analysis of the results of the hypothesis, the answer is in favor, therefore, when a class system is implemented using printed didactic resources, students improve their writing since they show more interest in learning.



## 5 CONCLUSIONS

- The review of scientific literature provided valuable information on the historical and conceptual background of the use of printed didactic resources in teaching the English language. Its importance has been highlighted from ancient times to the present, demonstrating that their use facilitates knowledge acquisition in an engaging and affective manner.

- In the diagnosis carried out, it was revealed that the students had notable deficiencies in writing irregular verbs in the simple past tense, since they obtained unsatisfactory results when evaluating accuracy, grammar, and spelling. In addition, when interviewing the teacher in charge of the English subject, these results were corroborated.

- A class system based on the use of printed didactic resources was implemented to improve the writing of irregular verbs in the simple past tenses, characterized by the inclusion of accessible, dynamic, and structured materials such as information sheets, worksheets, printed images, word cards, flashcards and dictionary.

- From the results obtained in the post-test, a significant improvement was evident in the writing skill regarding irregular verbs. This suggests the effectiveness of the class system based on printed didactic resources that was implemented in the 10th year of EGB parallel "J", at "Nueve de Octubre" High School. In this way, the importance of using these resources in teaching the English language was demonstrated, especially if the goal is to improve writing skills.

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## ANNEXES

### Annex 1.

#### Teacher Interview

##### Objective:

To gather accurate and relevant information to support the implementation of a class system based on the use of the printed didactic resources to improve the writing of irregular verbs in the simple past tenses in the English language.

##### Questions:

1. Do you believe that students are able to write irregular verbs in the simple past tense accurately?
2. Do you believe that students are able to identify irregular verbs in the simple past tense when they are in a paragraph?
3. Do you believe that students are able to grammatically recognize that a verb is irregular, meaning it does not have the “ed” ending, and write it correctly?
4. Do you believe that students are able to distinguish the correct form of the verb in the simple past tense?
5. Do you believe that students are able to identify the correct spelling of irregular verbs in the simple past tense?
6. Do you believe that students have good spelling when writing irregular verbs in the simple past tense?

## Annex 2.

## Pedagogical test: pre-test.



**UNIVERSIDAD TÉCNICA DE MACHALA**  
**FACULTAD DE CIENCIAS SOCIALES**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS**  
**NACIONALES Y EXTRANJEROS**



**ENGLISH TEST**

<b>Institución Educativa</b>	Colegio de Bachillerato “Nueve de Octubre”	<b>Jornada</b>	Vespertina
<b>Curso</b>		<b>Paralelo</b>	
<b>Estudiante:</b>		<b>Edad:</b>	

1. Look at the pictures and arrange the letters to form an irregular verb in the past simple.



a. lpetS \_\_\_\_\_

b. roteW \_\_\_\_\_



c. etA \_\_\_\_\_



2. There are three verbs that are misspelled in the following paragraph. Circle them.

Last year, Maria **made** a model about healthy food, she **cutte** each piece by hand to assemble it. Everyone amazed, she **haded** the best model. She **felt** very happy about that, so she **buoght** an ice cream.

3. Put the correct form of the following irregular verbs in the blanks (use simple past).

Last month, I \_\_\_\_\_ (go) to my grandmother's house, I \_\_\_\_\_ (have) to clean her yard, I \_\_\_\_\_ (cut) her yard and it was very clean.

4. Choose the correct form of the irregular verb (use past simple).

- They (went / gone) to their mother's house last month.
- He (was / were) with his girlfriend in the supermarket.
- I (ate / eaten) a chocolate cake yesterday.

5. Correctly underline the verb in past simple tense.

- **Base form of the verb: HURT**  
**Simple past form of the verb:**
  - a. HAURT
  - b. HURT
  - c. HURTH
  
- **Base form of the verb: PUT**  
**Simple past form of the verb:**
  - a. PUT
  - b. PHUT
  - c. PUTH
  
- **Base form of the verb: HIT**  
**Simple past form of the verb:**
  - a. HITT
  - b. HITH
  - c. HIT

6. Complete the words with the correct letters.

Base form	Past Simple
go	w _ _ _
do	_ _ d
cost	_ _ s _

## Annex 3.

## Pedagogical test: post-test.



**UNIVERSIDAD TÉCNICA DE MACHALA**  
**FACULTAD DE CIENCIAS SOCIALES**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS**  
**NACIONALES Y EXTRANJEROS**



**ENGLISH TEST**

<b>Institución Educativa</b>	Colegio de Bachillerato “Nueve de Octubre”	<b>Jornada</b>	Vespertina
<b>Curso</b>		<b>Paralelo</b>	
<b>Estudiante:</b>		<b>Edad:</b>	

1. Look at the pictures and arrange the letters to form an irregular verb in the past simple.



d. lpetS \_\_\_\_\_

e. roteW \_\_\_\_\_



f. etA \_\_\_\_\_



2. There are three verbs that are misspelled in the following paragraph. Circle them.

Last year, Maria **made** a model about healthy food, she **cutte** each piece by hand to assemble it. Everyone **amazed**, she **haded** the best model. She **felt** very happy about that, so she **buoght** an ice cream.

3. Put the correct form of the following irregular verbs in the blanks (use simple past).

Last month, I \_\_\_\_\_ (go) to my grandmother's house, I \_\_\_\_\_ (have) to clean her yard, I \_\_\_\_\_ (cut) her yard and it was very clean.

4. Choose the correct form of the irregular verb (use past simple).

- They (went / gone) to their mother's house last month.
- He (was / were) with his girlfriend in the supermarket.
- I (ate / eaten) a chocolate cake yesterday.

5. Correctly underline the verb in past simple tense.

- **Base form of the verb: HURT**  
**Simple past form of the verb:**
  - d. HAURT
  - e. HURT
  - f. HURTH
  
- **Base form of the verb: PUT**  
**Simple past form of the verb:**
  - d. PUT
  - e. PHUT
  - f. PUTH
  
- **Base form of the verb: HIT**  
**Simple past form of the verb:**
  - d. HITT
  - e. HITH
  - f. HIT

6. Complete the words with the correct letters.

Base form	Past Simple
go	w _ _ _
do	_ _ d
cost	_ _ s _



## Annex 4.

**PROCEDURE SHEET****COLEGIO DE BACHILLERATO “NUEVE DE OCTUBRE”**

<b>STUDENT TEACHER’S NAME:</b>		Joel Ajila and Ana Veliz	
<b>DATE:</b>	Friday, June 21 <sup>st</sup> , 2024	<b>TIME FRAME:</b>	40 minutes
<b>AGE RANGE:</b>	13 – 14 years old	<b>COURSE:</b>	Décimo J
<b>THEME:</b>	Simple past tense		
<b>OBJECTIVE:</b>	Students will be able to understand the past simple tense through written practice activities based on printed didactic resources.		
<b>RESOURCES:</b>	<ul style="list-style-type: none"> <li>○ Information sheet</li> <li>○ Verb’s list</li> <li>○ Worksheet</li> </ul>		
T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).			
<b>TIMING AND INTERACTION</b>	<b>STAGE NAME AND AIMS</b>	<b>PROCEDURE</b>	<b>TUTOR’S COMMENTS</b>
5’ T-S S-T	a. Lead-in <ul style="list-style-type: none"> <li>• To introduce the topic.</li> </ul>	<i>T</i> asks if they know the verbs in past simple tense. <ul style="list-style-type: none"> <li>• The teacher announces the topic and also giving a list of irregular verbs in the past simple.</li> </ul> <i>RB/SS</i> share their answers and <i>T</i> clarifies doubts.	
20’ T-S S-T	b. Teach vocabulary and review <ul style="list-style-type: none"> <li>• To teach some irregular verbs in the simple past to produce sentences and make a review.</li> </ul>	<i>T</i> Introduce some irregular verbs in the past simple and make a review of affirmative, negative and interrogative simple past.	
15’ T-S S-T	c. Didactic activity <ul style="list-style-type: none"> <li>• They will recognise and locate the correct use of irregular verb.</li> </ul>	<i>T</i> will introduce the dynamic; the teacher will share didactic material where the children must fill the blanks with the correct irregular verb:	

**PROCEDURE SHEET****COLEGIO DE BACHILLERATO “NUEVE DE OCTUBRE”**

<b>STUDENT TEACHER’S NAME:</b>		Joel Ajila and Ana Veliz	
<b>DATE:</b>	Wednesday, June 26 <sup>th</sup> , 2024	<b>TIME FRAME:</b>	40 minutes
<b>AGE RANGE:</b>	13 – 14 years old	<b>COURSE:</b>	Décimo J
<b>THEME:</b>	Conjugation in simple past tense of common irregular verbs		
<b>OBJECTIVE:</b>	Students will be able to conjugate common irregular verbs in the past simple tense through written practice activities.		
<b>RESOURCES:</b>	<ul style="list-style-type: none"> <li>○ Flashcards</li> <li>○ Verb’s list</li> <li>○ Worksheet</li> </ul>		
T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).			
<b>TIMING AND INTERACTION</b>	<b>STAGE NAME AND AIMS</b>	<b>PROCEDURE</b>	<b>TUTOR’S COMMENTS</b>
5’ T-S S-T	d. Lead-in <ul style="list-style-type: none"> <li>• To introduce the topic.</li> </ul>	<i>T</i> asks if they know conjugate the irregular verbs in past simple tense. <ul style="list-style-type: none"> <li>• The teacher announces the topic through images of people doing actions.</li> </ul> <i>RB/SS</i> share their answers and <i>T</i> clarifies doubts.	
20’ T-S S-T	e. Teach to conjugate <ul style="list-style-type: none"> <li>• To teach the conjugation of irregular verbs.</li> </ul>	<i>T</i> Explain the correct use of irregular verbs in the simple past. As the images are shown, <i>SS</i> write in their notebooks the descriptions of them using the simple past.	
15’ T-S S-T	f. Didactic activity <ul style="list-style-type: none"> <li>• They will choose the correct conjugation of irregular verbs in the simple past.</li> </ul>	<i>T</i> will introduce the dynamic; the teacher will share didactic material where the children must choose the correct conjugation of irregular verb in simple past. Two options will be presented: past simple and past participle.	

**PROCEDURE SHEET****COLEGIO DE BACHILLERATO “NUEVE DE OCTUBRE”**

<b>STUDENT TEACHER’S NAME:</b>		Joel Ajila and Ana Veliz	
<b>DATE:</b>	Friday, June 28 <sup>th</sup> , 2024	<b>TIME FRAME:</b>	40 minutes
<b>AGE RANGE:</b>	13 – 14 years old	<b>COURSE:</b>	Décimo J
<b>THEME:</b>	Writing accuracy of irregular verbs		
<b>OBJECTIVE:</b>	Students will be able to write accurately irregular verbs in the simple past tense through written practice activities.		
<b>RESOURCES:</b>	<ul style="list-style-type: none"> <li>○ Wordcards</li> <li>○ Verb’s list</li> <li>○ Worksheet</li> </ul>		
<p>T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).</p>			
<b>TIMING AND INTERACTION</b>	<b>STAGE NAME AND AIMS</b>	<b>PROCEDURE</b>	<b>TUTOR’S COMMENTS</b>
<b>5’</b> T-S S-T	g. Lead-in <ul style="list-style-type: none"> <li>• To introduce the topic.</li> </ul>	<i>T</i> asks if they know to write accurately the irregular verbs in past simple tense. <ul style="list-style-type: none"> <li>• The teacher announces the topic through wordcards and their meaning.</li> </ul> <i>RB/SS</i> share their answers and <i>T</i> clarifies doubts.	
<b>20’</b> T-S S-T	h. Teach the writing accuracy <ul style="list-style-type: none"> <li>• To teach the writing irregular verbs using wordcards.</li> </ul>	<i>T</i> Show the writing accuracy of irregular verbs in simple past. Also, <i>T</i> ask to voluntary students write on the whiteboard the correct form of the verb shown on the wordcard.	
<b>15’</b> T-S S-T	i. Didactic activity <ul style="list-style-type: none"> <li>• They will order the letters to form an irregular verb in the simple past.</li> </ul>	<i>T</i> will introduce the dynamic; the teacher will share didactic material where the students have to order the letters to form an irregular verb in simple past.	

**PROCEDURE SHEET****COLEGIO DE BACHILLERATO “NUEVE DE OCTUBRE”**

<b>STUDENT TEACHER’S NAME:</b>	Joel Ajila and Ana Veliz		
<b>DATE:</b>	Wednesday, July 3 <sup>rd</sup> , 2024	<b>TIME FRAME:</b>	40 minutes
<b>AGE RANGE:</b>	13 – 14 years old	<b>COURSE:</b>	Décimo J
<b>THEME:</b>	What did you do yesterday?		
<b>OBJECTIVE:</b>	Students will be able to write what they did through sentences.		
<b>RESOURCES:</b>	<ul style="list-style-type: none"> <li>○ Dictionary</li> <li>○ Verb’s list</li> <li>○ Notebook</li> </ul>		

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

<b>TIMING AND INTERACTION</b>	<b>STAGE NAME AND AIMS</b>	<b>PROCEDURE</b>	<b>TUTOR’S COMMENTS</b>
5’ T-S S-T	j. Lead-in • To introduce the topic.	<i>T</i> asks if they know to describe past actions. • The teacher announces the topic using the whiteboard. <i>RB/SS</i> share their answers and <i>T</i> clarifies doubts.	
10’ T-S S-T	k. Didactic activity • <i>SS</i> will write sentences in the simple past tense.	<i>T</i> will introduce the dynamic; <i>SS</i> have to write sentences in simple past using irregular verbs and time expressions, with support of dictionary.	
25’ T-S S-T	l. Post test • To take a test.	<i>T</i> will give a test to evaluate the writing of irregular verbs.	

Annex 5.



