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FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

LAS ESTRATEGIAS DE APRENDIZAJE COMPENSATORIAS EN EL DESARROLLO DE LA PRONUNCIACIÓN "ED"

MALDONADO ORDOÑEZ AARON FABRIZIO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES

BARREZUETA ANDRADE JULEYSI DEL CARMEN
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ESQUIVEL RIVERO YENNI

MACHALA
2024

COMPENSATORY LEARNING STRATEGIES IN THE DEVELOPMENT OF "ED" PRONUNCIATION

por Aaron Fabrizio Maldonado Ordoñez Juleysi Del Carmen Barrezueta Andrade

COMPENSATORY LEARNING STRATEGIES IN THE DEVELOPMENT OF "ED" PRONUNCIATION

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DEDICATION

Aaron Fabrizio Maldonado Ordoñez

I dedicate this work to God, who has been my guide and an inexhaustible source of wisdom and intelligence. Without his constant presence and blessings, I would not have been able to overcome challenges and achieve my academic goals.

I also want to dedicate this thesis to my dear grandmother Edda, whose unconditional support has been fundamental throughout my academic journey. To my aunt Valeria, for teaching me the value of perseverance and for her tireless encouragement throughout my entire career. Their love and motivation have been essential for the realization of this achievement.

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Aaron Fabrizio Maldonado Ordoñez

I want to express my deepest gratitude to God for being my source of wisdom and strength throughout my academic journey. To my grandparents, uncles, cousins and siblings, I am eternally grateful for their unconditional love, constant support and motivation at every stage of this academic path.

I also want to thank my friends Kevin, Berenice, Shelsi and Ana for their loyalty and companionship through both good and challenging times. A special thanks to my teachers, Lcda. Yazmin Pinto, Lcda. Kenia Santiesteban and Lcda. Odalia Ollerena, for their valuable guidance. A special mention to my advisor, Lcda. Yenni Esquivel, who, despite all the difficulties, always showed her support and commitment at every stage of this thesis.

RESUMEN

El presente estudio se centra en la implementación de estrategias de aprendizaje compensatorias orientadas al desarrollo de la pronunciación de los verbos en pasado "ed" de los estudiantes de 3ero de BGU del Colegio de Bachillerato "Nueve de Octubre", paralelo "I". En la investigación se emplearon métodos teóricos y empíricos para establecer el estudio y recopilar datos. Para alcanzar el objetivo propuesto, se realizó una investigación con un paradigma metodológico cuantitativo, con un diseño no experimental de tipo transversal-descriptivo, con el fin de comprobar una hipótesis científica que estudia la relación entre variables, la cual será analizada en detalle posteriormente. Además, se utilizaron instrumentos como pretest, rúbrica y post-test para medir el nivel de los 42 estudiantes de 3BGU y luego aplicar un sistema de clase basado en el uso de las estrategias antes mencionadas que aborde las deficiencias identificadas.

Palabras claves: *estrategias de aprendizaje compensatorias, pronunciación, proceso de enseñanza aprendizaje*

ABSTRACT

The present study is focused on the implementation of compensatory learning strategies aimed at developing the pronunciation of past tense verbs ending in "ed" for third-year BGU students at "Nueve de Octubre" high school, parallel "I". The research employed theorical and empirical methods to establish the study and gather data. To achieve the proposed objective, a quantitative methodological paradigm was utilized, with a non-experimental, cross-sectional descriptive design, aiming to test a scientific hypothesis that examines the relationship between variables, which will be analyzed in detail later. Additionally, instruments such as pre-test, rubrics and post-test were used to measure the level of the 42 third-year BGU students, followed by the implementation of a class system based on the aforementioned strategies to address the identified deficiencies.

Keywords: compensatory learning strategies, pronunciation, teaching-learning process

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INTRODUCTION

According to various studies, learning English or another language other than one's native language can stimulate certain areas of the brain, contributing to enhancing skills such as creativity, problem-solving, reasoning, and mental agility (Sprachcaffe, 2017). This implies that learning a new language can be beneficial for strengthening the brain, improving aspects such as creativity, information retention, and promoting an active and alert mind.

Pedro Hernández (2012) states that in Latin America, teaching and learning at least one language other than Spanish remains a challenge in professional education. There are still obstacles or slow progress in including language teaching in curriculum programs and ensuring that students graduate with knowledge and competencies in at least one foreign language.

It is worth noting that English is the language of international communication, commerce, and finance worldwide. Similarly, Sprachcaffe (2017) mentions that English is a lingua franca in many parts of the world and the official language of many international organizations such as the European Union, the United Nations, or UNESCO. This is due to historical and political reasons, stemming from the significance of the British Empire in the past, when it spread its language across continents, and the current power of the United States.

Research on teaching methods has emerged as one of the most productive areas in recent years in the field of school learning and its determinants. According to Entwistle and Marton (1991), studies on learning strategies, in conjunction with information processing theory, represent the most significant contributions of cognitive psychology to the analysis of learning in the school context.

Maldonado (2019) argues that it is essential for students to develop autonomous and self-

regulated learning skills, which are achieved through learning strategies. It is also emphasized that learning strategies are defined based on the decisions made by the student. The student decides and employs the necessary knowledge to meet both professional and personal demands, adapting to the specific conditions of the educational situation. On the other hand, the importance of learning strategies lies in encompassing the cognitive resources that the student uses during the learning process (Valle, 1998).

Learning strategies are considered as actions taken by second language learners to control and improve their own learning, in short, they are considered a set of steps, routines, plans that students use to facilitate the acquisition, retrieval, storage, and use of a foreign language.

Within the language skills and sub-skills, pronunciation is of great importance. Pronunciation in the English language is extraordinarily important, as it is closely related to the meaning of words, which in turn contain the information provided in oral discourse. It plays a significant role in listening comprehension, oral expression, and oral interaction. Hence, the relationship between pronunciation and communication in English teaching.

English language communication is not always effective, as sometimes the message loses communicative quality due to certain sounds transferred from the native language that affect or hinder the information that is intended to be conveyed, becoming a language barrier in teaching this language. Additionally, it should be noted that currently, pronunciation intelligibility is considered more suitable to guarantee communication.

It is often claimed that rhythm, intonation, and pronunciation strength are more important in intelligibility than sounds. When learning English as a foreign language, it is natural for students to make errors of any nature, but none interfere with communication as much as

pronunciation errors. Pronunciation is primarily a phenomenon in which sounds are produced when speaking. Therefore, it must be pronounced in such a way that, without the pronunciation being perfect, the message or information reaches the recipient(s) without interference. Pronunciation is essential both for understanding and for speaking and being understood.

During the pre-professional practices conducted by the authors of this present study, in the 3rd year of BGU at Nueve de Octubre High School, a series of deficiencies have been observed in English classes, such as:

- Low performance in the English subject.

- Insufficient application of didactic resources through classes.

- Non-compliance with homework.

- Methodological insufficiencies in organization of exercises for learning verbs.

- Low participation in oral activities in English.

- Low support from parents in the teaching-learning process.

- Limited mastery of the past tense of regular verbs in English by students.

This leads to posing the following **scientific problem**:

How to improve the pronunciation of regular past tense verbs in English among 3rd-year BGU students at Nueve de Octubre High School?

This problem manifests itself in the **object of study**: the English teaching-learning process in high school.

Among the possible causes of the problem are:

- Lack of didactic resources to apply to teaching activities of written expression, specifically concerning verbs.

- Absence of a conducive learning environment.

- Insufficiencies in guiding language-oriented methods and learning strategies.

The present research encompasses the following **general objective**: To develop a classroom system using compensatory learning strategies aimed at improving the pronunciation of regular past tense verbs in English among 3rd-year BGU students at Nueve de Octubre High School.

The field of study is compensatory learning strategies.

The present research work sets forth the following **specific objectives**:

- To determine the influence of compensatory learning strategies on the development of the "ed." pronunciation in the English language.

- To identify the level of development of "ed." pronunciation in the English language among students.

- To determine which compensatory learning strategies, promote the development of "ed." pronunciation.

In this regard, the **scientific hypothesis** posits that: Developing a classroom system using compensatory learning strategies will improve the pronunciation of regular past tense verbs in the English language among 3rd-year BGU students at Nueve de Octubre High School. Subsequently, the two variables that were the subject of the investigation are determined:

Independent Variable: Compensatory learning strategies.

Dependent Variable: Pronunciation of regular verbs in the past tense in English.

This scientific research is conducted within a **quantitative methodological** paradigm, employing an experimental cross-sectional-descriptive design. The **population** consists of 3rd-year BGU students at Nueve de Octubre High School.

Consequently, the significance of this research work is emphasized in the utilization of compensatory learning strategies in the development of "ed" pronunciation among 3rd-year BGU students at Nueve de Octubre High School, through a classroom system, which will aid in enhancing the pronunciation of regular past tense verbs in the English language.

Therefore, Chapter 1 of this project will address the historical, conceptual, and contextual background, followed by the detailed process in Chapter 2 where the methodology will be presented. Subsequently, Chapter 3 will present the intervention proposal, which will consist of a classroom system, while Chapter 4 will comprise the discussion of results obtained, conclusions reached, and recommendations derived from the research.

CHAPTER 1. THEORETICAL FOUNDATION OF THE USE OF COMPENSATORY LEARNING STRATEGIESIN THE DEVELOPMENT OF "ED" PRONUNCIATION.

This chapter will provide a theoretical foundation on the use of learning strategies for improving pronunciation, covering various categories such as historical, conceptual, and contextual background, as well as the characteristics of the scope and object of study of this research.

This analysis will be supported by the work of several relevant authors, whose ideas will serve as a solid basis to substantiate the arguments presented throughout this research.

1.1 Historical background of the use of compensatory in English pronunciation.

Over the past years, studies focusing on learning strategies have emerged as a prominent line of research in school learning and its determinants. Various authors, such as Entwistle and Marton (1991), have emphasized the relevance of research on learning strategies and information processing theory as significant contributions of cognitive psychology to the analysis of the learning process in the school environment.

According to Weinstein and Underwood (1985), strategies refer to a set of thoughts or cognitive skills that are necessary to achieve proper encoding of information with the aim of promoting effective learning. Subsequently, Weinstein and Mayer (1986) conceptualize them as actions and thoughts that the student activates with the purpose of effectively carrying out the encoding process of the learning material. These can manifest themselves in various forms:

1. Cognitive strategies for information processing. Their purpose is to facilitate information processing, such as organization strategies, elaboration, etc.

2. Strategies for a more active study, whose function is to facilitate learning from various sources of information; for example, note-taking, summarizing, exam preparation, etc.

3. Supportive strategies whose function is to emotionally predispose the individual so they can process information with the best disposition and persist in the task. Attention control techniques, time planning, etc., stand out.

4. Metacognitive strategies: their purpose is to achieve knowledge, awareness, and control over one's own thought processes. This includes techniques to direct and control the learning of new information, detect discrepancies between what is known and unknown, etc.

In the same year, strategies are characterized as techniques employed during the learning phase, being cognitive behaviors or activities carried out during the process of knowledge acquisition with the purpose of impacting information processing. According to Cook and Mayer (1983), processing has four distinctive attributes

A- Selection: The process by which an active choice is made of a portion of the information that impacts sensory receptors and is incorporated into working memory.

B- Acquisition: The process by which information is actively transferred from working memory to long-term memory, with the purpose of storing it permanently.

C- Construction: The process of elaborating on information involves creating links between ideas that have reached working memory. To construct these internal connections effectively, the elaboration of a coherent schema or organization (Bransford, 1979) with the ideas comprising the received information is required.

D- Integration: The process of seeking prior knowledge in order to incorporate it into working memory. This procedure facilitates the formation of external connections (Mayer, 1984) between the new information received and previously acquired knowledge. The amount of learning is influenced by the cognitive processes of selection and acquisition, while the coherent organization of what is learned is linked to the processes of construction and integration.

Within the framework of learning strategies, compensatory learning strategies play a fundamental role by providing students with specific tools to overcome difficulties and maximize their academic performance. As Roeper (1990) asserts, "compensatory learning strategies are essential for addressing the individual needs of students and facilitating their success in learning."

This idea is reinforced by the words of Diamond and Hatie (2018), who suggest that "compensatory strategies allow students to effectively tackle cognitive challenges, thereby promoting more effective and enduring learning." Therefore, it is evident that compensatory learning strategies constitute an integral and indispensable part of the arsenal of tools available to educators and students in the pursuit of academic excellence.

Ljungberg (2011) characterizes compensatory strategies as direct approaches that students use to address a linguistic problem, making exclusive use of their linguistic and non-linguistic knowledge available at that moment. Tajeddin and Alemi (2010) argue that these strategies enable students to leverage linguistic cues to make additional guesses and use general L2-based resources to compensate for deficiencies in specific areas. However, Oxford (2003) indicates that these strategies help the student compensate for lack of knowledge, being more frequently employed in writing and speaking, such as through the use

of synonyms, gestures, mime, or pauses.

However, Oxford (2003) indicates that these strategies help students compensate for their lack of knowledge, being more frequently used in writing and speaking, such as through the use of synonyms, gestures, mimics, or pauses.

Therefore, compensatory strategies are considered direct approaches that assist students in acquiring a new language despite their knowledge limitations. These strategies involve the use of both linguistic and non-linguistic knowledge available at that moment, with the purpose of enhancing their cognitive functioning level.

1.2 Conceptual background of the use of compensatory learning strategies in the development of "ed" pronunciation.

After analyzing the historical part of the study, we move towards a theoretical justification of the object, field, and variable of the research. The aim of this section is to provide a detailed conceptualization of the elements that comprise the study, supported by exhaustive bibliographic research that includes primary, secondary, and tertiary sources.

1.2.1 The teaching-learning process of English in high school.

Education is seen as an intentional communication system that involves using different strategies to promote learning. Abreu et al. (2018) argue that this process involves the teacher presenting and discussing content with students, who in turn interact with each other and their environment to apply, debate, and verify what they have learned.

Teaching is defined as the guidance of learning within a group of students, which requires a clear understanding of both concepts before appreciating their direct and bidirectional relationship (Torres and Girón, 2009).

Abreu et al. (2018) argue that these processes merge to promote the comprehensive development of the student and facilitate the acquisition of various knowledge, skills, competencies, abilities, and values.

Similarly, learning is a reorganization of cognitive structures, as well as the result of adaptive processes to the environment, the assimilation of knowledge, and the accommodation of this knowledge into structures (Piaget, 1980).

This means that learning is a process through which the individual, through experience, manipulation of objects, and interaction with people, generates or constructs knowledge, actively modifying their cognitive schemas of the surrounding world (Rodriguez Arocho, 1999).

On the other hand, learning should occur through reception rather than discovery. The theory of Meaningful Learning emphasizes learning as the assimilation of new information from inclusive concepts (Ausubel, 1918-2008).

The teaching-learning objectives communicate what the course, subject, or educational unit expects the student to learn. In other words, what the student should be able to demonstrate at the end of a learning period. Identifying the competencies, concepts, and principles that the student must learn and acquire is commonly the first step in defining Learning Objectives.

According to Hernandez (2013), objectives should be expressed clearly to avoid possible deviations in the research process and must be achievable, as they will guide the study and should be kept in mind throughout its development. Clearly, the specified objectives must be consistent with each other.

With this contribution, it can be understood that objectives are of utmost importance in the teaching-learning process as they provide a clear and precise purpose when applying teaching

and learning. It is essential to emphasize that the objectives outlined in teaching and learning are highly relevant because they offer clear direction, motivate participants, and allow them to visualize the outcomes they can achieve. Additionally, they facilitate the evaluation of progress and the success of learning, both for participants and facilitators.

Similarly, this process involves the use of teaching methods, defined as the set of techniques and activities that a teacher uses to achieve one or more educational objectives. These methods make sense as a whole and respond to a designation known and shared by the scientific community.

According to Lores and Matos (2017), the teaching method is "a system of actions by the teacher aimed at organizing the practical and cognitive activities of the student with the goal of solidly assimilating the contents of education."

In short, this means that teaching methods are the most dynamic components of the teaching-learning process, as they are based on the actions performed by teachers and students, which in turn comprise a series of operations aimed at achieving the proposed objectives in this process.

The teaching-learning process of the English language is an open and flexible project that guides the activities of teachers and students for better academic performance. During the learning of a foreign language, the student progressively discovers and reconstructs the structures and rules of the language under study, thereby establishing parallels and relationships with their native language in a tacit manner (Basurto et al., 2021).

During this process, the teacher plays the role of facilitating the language learning process by identifying students' needs, organizing the didactic process, and providing guidance on the strategies necessary for communication.

According to Piaget (2023), the teacher should essentially be a guide and facilitator of the teaching and learning process. Due to their training and experience, they know which skills to require from students based on their level, and they should present various problem situations that challenge and disrupt students.

In line with the aforementioned by this author, it can be stated that the role of the teacher is that of a guide, mediator, and person who accompanies students in the construction of knowledge both individually and collaboratively.

1.2.2 Compensatory learning strategies.

Compensatory strategies allow students to understand or produce a clear message despite difficulties, limitations, or conceptual gaps in the foreign language. In other words, these strategies are an adaptation mechanism that involves acquiring behaviors to maintain cognitive processing efficiency and respond effectively to a loss.

According to Monereo (2001), compensatory learning strategies are processes involved in decision-making where the student selects and retrieves, in a coordinated manner, the knowledge needed to achieve each objective, depending on the characteristics of the educational situation in which the action takes place.

With this contribution from the author, it is agreed that compensatory learning strategies are of utmost importance as they impact the teaching and learning process for students.

Additionally, it should be noted that these compensatory strategies enable students to understand or produce a message despite difficulties, limitations, or conceptual gaps in the

foreign language, such as limited vocabulary, poor grasp of grammatical structures, or incorrect pronunciation.

It is important to emphasize that incorporating compensatory strategies is necessary to support the development of oral skills and to enable students to be more autonomous, participative, and creators of their own communication process.

According to Palapanidi (2016), compensatory learning strategies do influence the development of oral skills in English. When applied, these strategies allow students to perform in communicative events despite their knowledge limitations, using both their available linguistic and non-linguistic knowledge.

1.2.3 Pronunciation of regular verbs ending in "ed" in English.

The development and management of pronunciation in English focus on the specific pronunciation of verbs, vocabulary, and grammar taught by the teacher to the student in the classroom. Incorrect pronunciation can hinder effective communication, while good pronunciation facilitates understanding by others. In many cases, it can reduce misunderstandings, as you can accurately pronounce the word you intended rather than another by mistake.

Pronunciation supports the transmission of oral information and, therefore, is a key element that affects the intelligibility of the message. Pronunciation conveys the oral message in a way that can either facilitate or hinder the listener's recognition of words.

According to Boyer (2008), pronunciation is conceptualized as an essential part of speaking (oral communication) that includes three important elements: producing the correct sounds of a particular language, understanding how to stress words appropriately, and using proper intonation.

According to the aforementioned author, pronunciation is a fundamental part of communication and culture in terms of how a word is vocalized, the specific sounds used to articulate a word, and how these sounds combine to form a sentence. It is important because it determines how spoken language is understood and used.

On the other hand, verbs in English are a crucial element for learning the language. This is true for any language, as verbs are the words that describe actions. They are essential for learning and mastering the language.

In the same context, developing the pronunciation of verbs ending in "-ed" in English is fundamental as it helps in understanding the tense being discussed. The ending is the same for all verbs, but the pronunciation is not always the same, and the "-ed" ending can be pronounced in three different ways:

- **Pronunciation /ID/**: when the pronunciation of the verbs ends with /d/ or /t/, as in visited, wanted, or tested.

- **Pronunciation /D/**: when the pronunciation of the verbs ends in /r/, /n/, /i/, or /l/, as in cleaned, played, or canceled.

- **Pronunciation /t/**: for the remaining verbs, such as worked, walked, or talked.

Some authors, such as Seidlhofer (2001), expand this definition by asserting that pronunciation involves the production and perception of verb sounds, stress, and intonation specific to each verb. Similarly, Cantero (2023) refers to pronunciation as the production and perception of speech (Cantero, José, 2023).

In other words, stress and intonation are responsible for organizing speech into phonetic blocks. Stress functions at the word level (paradigmatic level): it highlights a vowel (the stressed vowel) compared to the other unstressed vowels, or it can emphasize a stressed vowel (with tonal

inflection) relative to other stressed vowels within the same phonetic group, which is known as syntagmatic stress (Cantero, 2022).

On the other hand, Hernández (2013) emphasizes that fluency is crucial, as it is the ability to use words correctly and in an appropriate context, and the aptitude to express oneself orally or in writing in a swift and precise manner, regardless of the setting.

- **Ideative Area**: This refers to the ability to create original ideas of one's own.

- **Linguistic Area**: This is the capacity to produce, relate, and express words quickly and concisely.

- **Semantic Area**: This involves the understanding of the meaning of the words we wish to use.

However, Lang (2009) emphasizes that vocabulary is the repertoire of words that a person has for communication. On the other hand, Nation (2001) suggests three types of categories involved in the knowledge of a word, both at receptive and productive levels.

- **Word Form**: Includes both the spoken and written forms of the word, as well as the parts of the word (suffixes, prefixes).

- **Word Meaning**: Encompasses the ways in which the word is connected and its meaning.

- **Word Use**: Includes grammatical functions, derived words, and usage restrictions.

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The conjugation of verbs in the past tense in English, specifically those ending in "-ed," is a fundamental aspect of English grammar. According to Quirk et al. (1985), this form of conjugation is characteristic of regular verbs in English, which make up the majority in the language. By adding "-ed" to the base form of the verb, the past tense and the past participle are indicated, which facilitates the formation of compound and passive verb tenses (Quirk,

Greenbaum, Leech, & Svartvik, 1985).

1.3. Contextual background on the use of compensatory learning strategies in the development of "ed" pronunciation.

In the context of Ecuador, learning English as a foreign language presents particular challenges, especially concerning the pronunciation of specific sounds like "ed." According to Brown (2007), Ecuadorian students of English often face difficulties in pronunciation due to phonetic differences between Spanish and English.

Additionally, Celce-Murcia, Brinton, and Goodwin (2010) point out that variability in the pronunciation of the "ed" sound can further complicate the learning process. In this context, it is crucial to consider how compensatory learning strategies can assist Ecuadorian students in overcoming these challenges and enhancing their proficiency in English pronunciation.

1.3.1 Teaching and learning process of English in Ecuador.

According to the research by Ponce et al. (2019), "Current Reality of English Teaching in Higher Education in Ecuador" from the State University of South Manabí, the public education system introduced a specific number of hours for foreign language instruction from second to seventh grade in basic general education, at the elementary and intermediate levels, as established by the Ministry of Education in the Curriculum Reform dated February 17, 2016.

The School of Languages at the University of the Americas indicates that existing gaps in access to education that ensures English learning are due to the limited number of schools offering it effectively in their curricula, the lack of teacher preparation, and the continuity and dynamism required to master a new language. When students enter Higher Education Institutions, they face significant challenges in linguistic competence required for graduation. The lack of continuity and motivation are among the challenges to address in order to improve.

Based on this conclusion, it can be deduced that lack of continuity and motivation are significant challenges to address for improvement. English should be seen as a crucial tool for both students and teachers. The age at which one starts learning a second language does not have a determining influence on its acquisition.

Similarly, the research conducted by Calle et al. (2012), "English Teachers and Their Teaching Practices: A Case Study of Public Schools in Cuenca, Ecuador," reveals that the primary reason for the limited knowledge and use of English by students graduating from schools is related to the absence of effective teaching strategies. This issue is prevalent in a large number of public schools in Cuenca.

To assess the extent of this issue and identify the reasons behind the low English proficiency of these students, an exploratory study was conducted. The research included a printed survey with a questionnaire answered by 168 English teachers, classroom observations of 92 teachers, and interviews with 54 teachers out of a total of 215 English teachers from public schools in Cuenca.

The results indicate that the low performance of secondary school students in English is negatively impacted by the use of traditional teaching strategies, such as teacher-centered learning, lack of interaction among students in the target language, and confusion among teachers when trying to employ different communicative strategies.

Based on this, it can be deduced that teachers are using traditional methods for teaching English without motivating students. Additionally, teachers are lacking up-to-date knowledge, such as current methods and learning strategies, which could improve their teaching practices.

1.3.2 Current diagnosis of "ed" pronunciation development in third-year high school students, parallel "I".

In this section, the results of the diagnostic assessment on the development of "ed" pronunciation among Third-Year BGU students, Parallel "I" at the Colegio de Bachillerato "Nueve de Octubre", are presented.

To observe the progress of the student population, a pedagogical test was administered. The data were processed using a rubric, with a total of four categories.

- **Indicator 1: Pronunces the forms of "ed".**
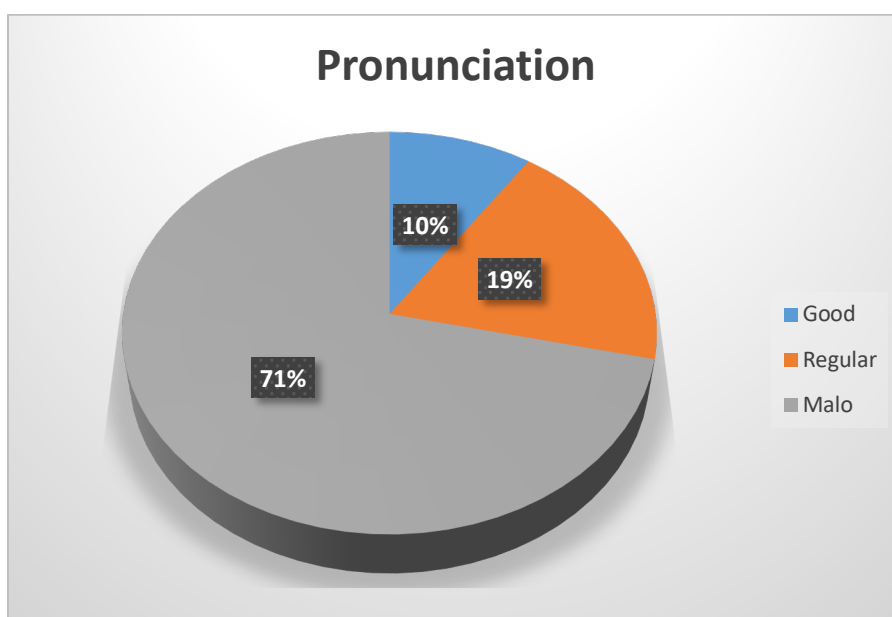
In the following graph, it is evident that the majority of students (71%) exhibit deficiencies in pronouncing regular past tense verbs, considering there are three different pronunciation forms: /t/, /d/, and /ɪd/. The next result, at 19%, represents 8 out of 42 students, while only the remaining 10% of students demonstrate good performance.

From the analysis, it can be observed that in the "pronunciation" indicator, students'

ratings range from average to poor, indicating a lack of knowledge in the pronunciation of regular past tense verbs.

- **Indicator 2: Fluency in connecting verbs.**
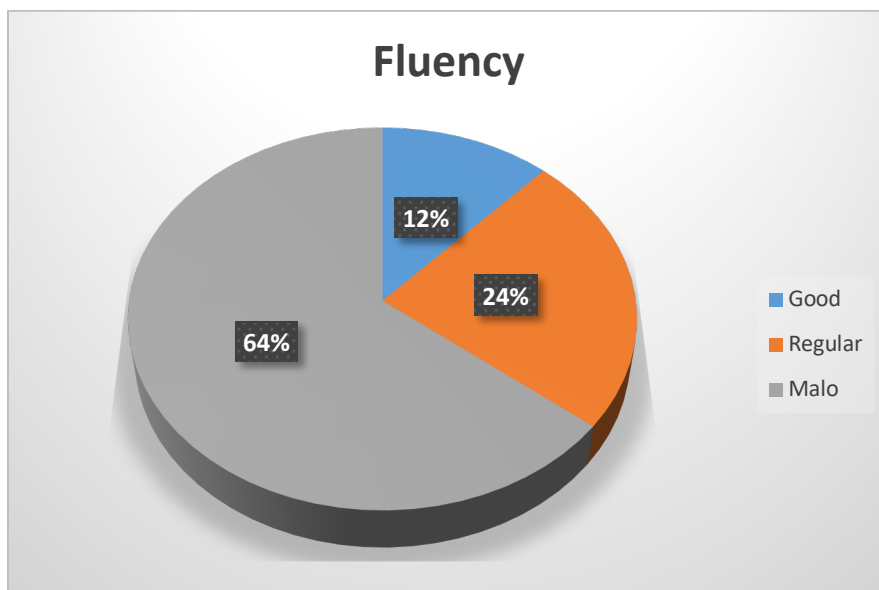
According to the data presented in the graph, 64% of the students exhibit poor performance in terms of fluency when reading regular past tense verbs briefly. This result suggests that the studied population has an unsatisfactory performance in fluency with regular past tense verbs.

As a final analysis for this indicator, we observe that only 12% of students perform well in reading these verbs fluently, indicating that the majority make numerous specific errors during reading.

- **Indicator 3: Use of past tense verbs.**

Vocabulary
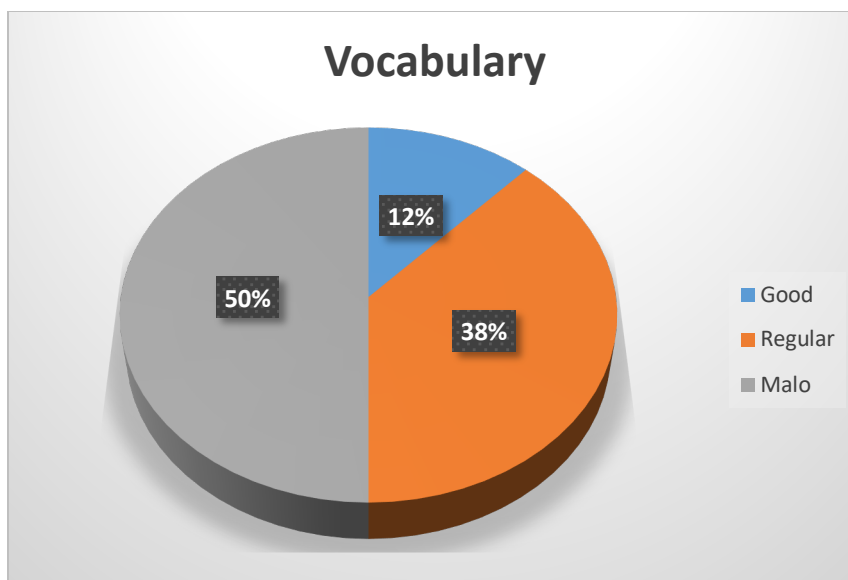
According to the graph, 50% of students demonstrate poor performance in recognizing and using regular verbs in the simple past tense. Additionally, 38% of students exhibit an average performance, indicating basic but not fully fluent knowledge of regular verbs. Finally, 12% of students show good performance in this aspect, standing out for their ability to correctly recognize and use verbs in the past simple context.

These data reveal that nearly half of the students face substantial difficulties in the correct application of specific verb forms in both oral and written situations.

- **Indicator 4: Conjugation of past tense verbs.**
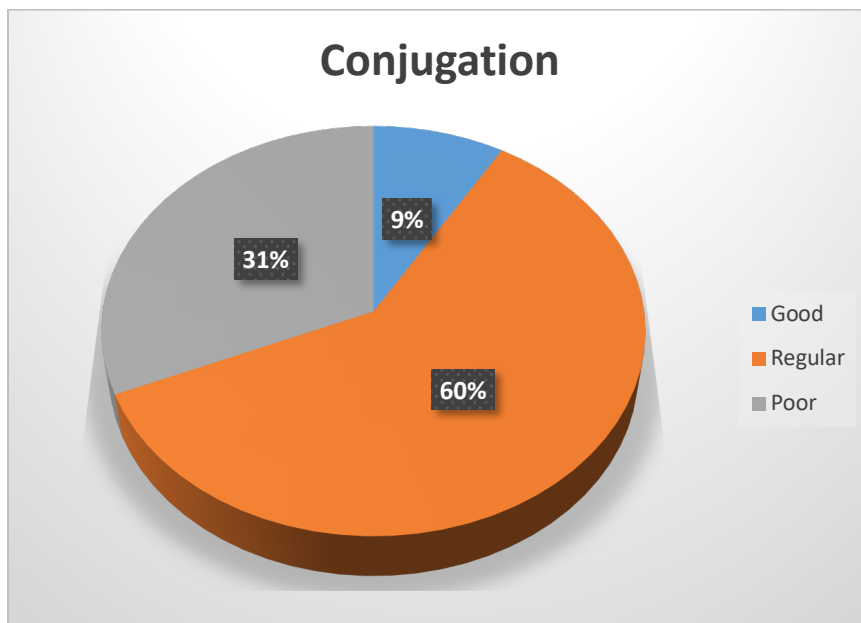
In the present graph, it can be observed that 60% of the students are at a regular level, indicating that they have some knowledge of conjugating regular verbs in the past simple tense. The poor performance, at 31%, ranks second, while the good performance, at 9%, shows that only a small proportion of students use past simple verbs excellently.

The analysis indicates that most students' performance falls into the regular and poor categories, suggesting there is room for improvement in the use of past tense verbs within the given context.

-    **General analysis:**
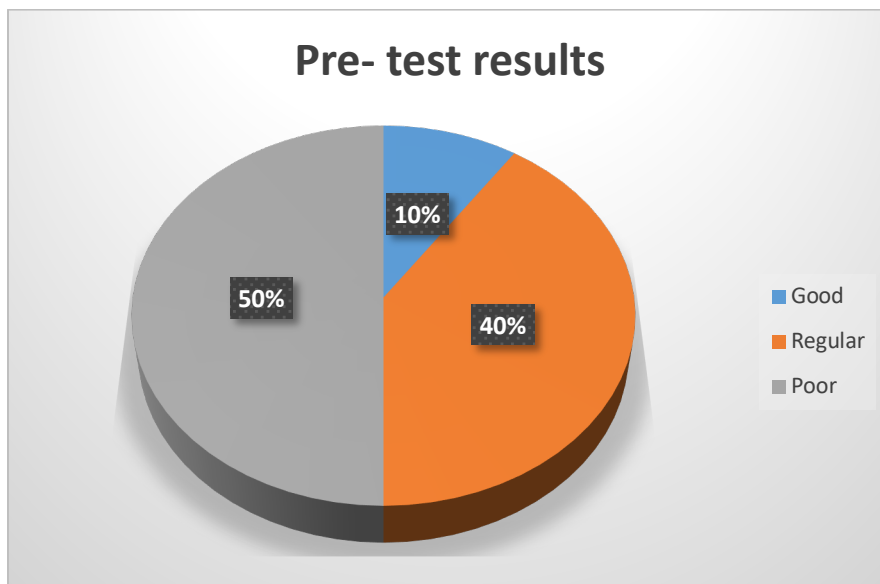
The following graph presents the overall results of the evaluated indicators. Considering this, third-year high school students have poor pronunciation of regular verbs in the simple past tense, making errors in fluency, vocabulary, as well as in the correct conjugation and usage of the verbs. Based on the justification of these results, the implementation of a class system based on the use of compensatory learning strategies for developing the "-ed" pronunciation in the students of Third-year BGU parallel "I" at Colegio Nueve de Octubre will proceed.

CHAPTER 2. METHODOLOGY OF USING COMPENSATORY LEARNING

STRATEGIES IN THE DEVELOPMENT OF "-ED" PRONUNCIATION.

This chapter will present the aspects related to the methodology and its employed elements: type and design of the research, methodological paradigm, population, methods and techniques, instruments, and description for data analysis.

2.1 Type of desing, methodological paradigm and type od research.

This research is based on a quantitative paradigm, with a non-experimental cross-sectional-descriptive design because it aims to observe and describe the characteristics of a population or phenomenon based on a hypothesis.

According to Hernández et al., 2014, this type of study allows for "describing the variables and analyzing their distribution in a population at a given time." Cross-sectional-descriptive studies are essential for identifying patterns and trends, as well as generating hypotheses for future research.

2.2 Population and sample.

The population consists of a group of 42 third-year B.G.U students from the Colegio de Bachillerato "Nueve de Octubre" in the city of Machala, province of El Oro, with an age range between 17 and 18 years.

2.3 Research methods and techniques.

To carry out this quantitative research, several theoretical and empirical methods will be used, thereby employing a series of techniques.

2.3.1 Theoretical level method.

Theoretical methods aim to identify fundamental relationships in the object of study that are not directly observable. These characteristics are crucial as they allow for the conceptual

interpretation of the empirical data collected, contribute to the development and formulation of theories, and establish the necessary conditions for the characterization of phenomena.

The following methods are employed:

Historical and Logical Analysis Method:

In scientific research, the historical and logical method becomes an essential tool. This approach helps the researcher track the development of the research object. On one hand, the logical method focuses on the data provided through the historical method in a way that avoids purely speculative reasoning.

According to the Latin American and Caribbean Institute of Education (1997), the historical method examines the real evolution of phenomena and events throughout history, while the logical method focuses on the general laws that govern the functioning and development of these phenomena (p. 15).

Moreover, the historical-logical method promotes deeper learning by connecting the past with the present, thereby facilitating better knowledge retention and a more comprehensive understanding of the material. This approach is particularly useful in disciplines such as history and social sciences, where the evolution of ideas and events is crucial for a complete understanding of the content (Johnson & Brown, 2023).

Analytical-Synthetic:

The analytical-synthetic method is a research approach that involves breaking down a whole into its parts or elements to examine their causes, properties, and effects. Then, the investigated phenomena are re-integrated as a whole, relating each reaction in the process.

This method can also be described as used for analysis and systematization, aiming to understand all the parts, causes, and consequences of the phenomenon under study.

According to Hernández et al. (2014), this method is defined as a research process where a whole is decomposed into its parts and then reintegrated into a complete set. This method is characterized by:

Dialectical Nature: It integrates analysis and synthesis in a continuous and interdependent process.

Flexibility: It is adaptable to various types of research and objects of study.

Scientific Rigor: It facilitates the attainment of reliable and valid results.

2.3.2 Empirical level methods and techniques:

Empirical level methods and techniques focus on describing and understanding the object of study to obtain detailed information about it. They also allow us to analyze and collect data systematically.

The following methods and techniques are detailed:

Non-Participatory observation:

In science, observations must contain precise, objective, valuable, and reliable information, characterized by achieving the set objectives, systematic planning and management, and the ability to be tested.

Cobas et al. (2011) defines this method as "the direct understanding of the research object." Observation facilitates learning about reality through the direct perception of objects and phenomena and can be employed in various ways.

The observation guide is essential for collecting, processing, and evaluating information, adapting to the particularities of the studied context. This allows for a better understanding of the environment in which the students are involved.

2.4 Data processing techniques.

Data processing techniques play a crucial role in academic research and project management, facilitating the organization, analysis, and presentation of information. A fundamental technique in this context is the consistency matrix, which allows researches and managers to ensure coherence and alignment between research objectives, questions, hypotheses, and methods used (Hernández, Fernández & Baptista, 2022)

The consistency matrix helps verity that all elements of the research design are aligned and that each component is clearly linked to the main objectives of the study, thereby facilitating a more effective assessment of the project's quality and validity (Méndez & Ruiz, 2021).

The following section details the analysis and interpretation of the data obtained from each of the instruments used in this research. A consistency matrix has been created in this section, which details the variables and parameters that have been calculated up to the implementation of the tools used in this research.

Thus, the data processing technique in this quantitative research was exploratory-descriptive analysis, as this approach allowed for a better understanding of the data reading. It is important to note that exploring the data helps to better detect erroneous or incorrect data, thereby allowing for the selection of the most appropriate statistical method for the next stage, where we can obtain valid positive conclusions.

MATRIZ DE CONSISTENCIA

TEMA: LAS ESTRATEGIAS DE APRENDIZAJE COMPENSATORIAS EN EL DESARROLLO DE LA PRONUNCIACIÓN "ED"

PROBLEMA DE INVESTIGACIÓN	OBJETIVO GENERAL	HIPÓTESIS CIENTÍFICA O PREMISAS DE INVESTIGACIÓN	VRIABLES DE INVESTIGACIÓN (CATEGORÍAS)	DEFINICIÓN Y OPERACIONALIZACIÓN	INSTRUMENTOS DETERMINAR INDICADORES	HACER ÍTEMS O PREGUNTAS	EVALUACIÓN O CALIFICACIÓN (CATEGORÍAS O SINTESIS)
¿Cómo mejorar la pronunciación de los verbos regulares en el pasado del inglés en los estudiantes de 3ero de BGU del Colegio de Bachillerato Nueve de Octubre?	Elaborar un sistema de clase con el uso de estrategias de aprendizaje compensatorias que mejoren la pronunciación de los verbos regulares en el pasado del inglés en los estudiantes de 3ero de BGU del Colegio de Bachillerato Nueve de Octubre.	La elaboración de un sistema de clase con el uso de estrategias de aprendizaje compensatoria mejorará la pronunciación de los verbos regulares en el pasado del idioma inglés en los estudiantes de 3ero de BGU del Colegio Nueve de Octubre.	**Variable Independiente:** Estrategias de aprendizaje compensatorias. **Variable Dependiente:** Mejora la pronunciación de los verbos regulares en el pasado del idioma inglés	Según Boyer (2008) la pronunciación se conceptualiza como una parte necesaria de hablar (comunicación oral) que incluye tres elementos importantes tales como: hacer sonidos correctos de un idioma en particular, la comprensión de cómo indicar la mayor intensidad en la pronunciación de las palabras y cómo utilizar la entonación adecuada.	Guía de observación escala de Iker, test y rubrica. **Indicadores:** 1. Pronuncia las formas de"ED". 2. Fluidez al conectar los verbos. 3. Uso de verbos en pasado. 4. Conjugación de verbos en pasado.	1. Does the verb "liked" fall under the /t/ pronunciation category for past tense endings? 2. Is "jumped" the past tense form of the verb "jump"? 3. Are there three types of pronunciations for the past tense endings of verbs in English? 4. Is "talked" the past tense form of the verb "talk"? 5. Is it correct to say "She eated dinner last night"? 6. Is "-ed" used to form the past tense of all verbs in English? 7. Is the word "wanted" the correct past tense form of the verb "want"? 8. Is the "-ed" ending always pronounced as an extra syllable, like in "wanted"? 9. Is "goed" the correct past tense form of the verb "go"? 10. **Reading Exercise (Include a reading passage or instructions for a reading task related to pronunciation)**	Se medirá una escala del 1 al 5 en el cual será una escala cuantitativa con su respectiva prueba. **Rangos:** • Bueno • Regular • Malo

Thus, the data processing technique in this quantitative research was exploratory-descriptive analysis, as this approach allowed for a better understanding of the data reading. It is important to note that exploring the data helps to better detect erroneous or incorrect data, thereby allowing for the selection of the most appropriate statistical method for the next stage, where we can obtain valid positive conclusions.

2.5 Description of techniques and instruments for data collection:

Instruments are the resources that the researcher can use to address problems and phenomena and extract information from them. Therefore, the instruments employed for obtaining each piece of data in this research are detailed as follows:

Oral Evaluation Rubric: Pronunciation of English Verbs Ending in "ed"

RÚBRICA DE EVALUACIÓN		
Indicadores	**Niveles de desempeño**	
	Bueno	Regular	Malo
	5 - 4	2 - 3	0 – 1
Pronuncia las formas de "ed".	Pronuncia correctamente todas las formas de "ed" (/t/, /d/, /ɪd/).	Pronuncia correctamente la mayoría de las formas de "ed", con pocos errores menores.	Pronunciación incorrecta o difícil de entender de la mayoría de los verbos en pasado "-ed".
Fluidez al conectar los verbos.	Fluidez natural al conectar los verbos en pasado "-ed".	Fluidez adecuada con algunas pausas o titubeos al conectar los verbos en pasado "-ed".	Dificultades significativas para mantener la fluidez al conectar los verbos en pasado "-ed".
Uso de verbos en pasado.	Uso adecuado y variado de verbos en pasado "-ed".	Uso limitado pero correcto de verbos en pasado "-ed".	Uso pobre y limitado de verbos en pasado "-ed".
Conjugación de verbos en pasado.	Conjugación precisa y correcta de la mayoría de los verbos en pasado "-ed".	Conjugación correcta de algunos verbos en pasado "-ed", con algunos errores.	Errores frecuentes en la conjugación de los verbos en pasado "-ed".

In general, the following performance levels were defined to measure some parameters of the pronunciation of regular verbs in the simple past tense:

- **High:** All or at least 3 of the 4 indicators achieved a good average.

- **Intermediate:** All indicators are within the range of 2-3 points, and if none are within this range, at least 2 indicators are present (pronunciation and verbs).

- **Low:** All indicators are below 2 points, with 3 levels being low.

In summary, data analysis has become an indispensable tool today, allowing us to extract valuable insights from complex and diverse data sets. By applying rigorous and precise analysis strategies and methods, it is possible to uncover hidden patterns, understand emerging trends, and generate innovative ideas that promote the progress of students in using compensatory learning strategies for the development of "-ED" pronunciation.

CHAPTER 3. THE USE OF THE CLASS SYSTEM FOR THE DEVELOPMENT OF COMPENSATORY LEARNING OF "-ED" PRONUNCIATION.

This chapter presents the foundations and essential characteristics of using compensatory learning strategies for the development of "-ed" pronunciation. Based on the pedagogical, didactic, and psychological principles of the school environment, it details the purpose and specifics of the proposal and its proper implementation.

3.1 Theoretical foundation of the class system based on compensatory strategies for developing "-ed" pronunciation

The correct pronunciation of the "-ed" ending in regular English verbs is a common challenge for non-native students, and addressing this challenge requires effective teaching strategies. According to Derwing and Munro (2015), explicit pronunciation instruction can help students improve their intelligibility and reduce their foreign accent. This includes teaching the specific phonetic rules for the pronunciation of "-ed," which varies between /t/, /d/, and /ɪd/ depending on the final sound of the base verb (Derwing, T. M., & Munro, M. J., 2015).

In this context, it has been observed that third-year high school students in parallel "I" at Colegio Nueve de Octubre have difficulties with pronunciation. This was evidenced by the results obtained from the pretest. To address these difficulties, a class system will be implemented that uses compensatory strategies with the aim of developing "-ed" pronunciation in regular verbs.

In the development of this class system, pedagogical, didactic, and psychological approaches were considered. According to Celce-Murcia (2021), a comprehensive pedagogical approach that combines explicit instruction with contextualized practice is crucial for success in teaching pronunciation. This approach allows students to understand the phonetic rules behind "-ed" pronunciation and apply them effectively in their daily speech.

On the other hand, from a didactic perspective, Derwing and Munro (2015) emphasize the importance of using compensatory strategies that include auditory and production exercises. These

strategies may incorporate minimal pair practice, active listening activities, and the use of audio recordings to help students distinguish and produce the different sounds of "-ed" (/t/, /d/, /ɪd/). These activities not only improve phonetic accuracy but also enhance students' phonological awareness.

In line with the above, the implemented class system will be based on active teaching, promoted through the use of auditory didactic materials. These resources act as facilitators of knowledge by presenting information orally and allowing for practical application of what has been learned.

Regarding the psychological approach, student motivation and confidence are key factors for effective pronunciation learning. Dörnyei (2001) argues that a positive and supportive learning environment can significantly increase students' motivation to practice and improve their pronunciation. Positive feedback and constructive reinforcement are essential for maintaining motivation and helping students overcome anxiety associated with pronunciation.

Furthermore, it is crucial to consider individual differences in pronunciation learning from a psychological perspective. Trofimovich & Isaacs (2012) point out that factors such as age, motivation, and exposure to the language significantly influence pronunciation acquisition. A flexible and adaptive approach that takes these individual differences into account can improve learning outcomes and promote greater confidence in using English.

In summary, the class system proposed in this chapter is supported by a pedagogical foundation by facilitating the teaching-learning process through the use of didactic and flexible materials; a didactic foundation by offering structured tools with clear objectives; and a psychological foundation by fostering the cognitive development of the student, thereby allowing them to enhance their creativity.

3.2 Planning the use of the class system for developing "-ed" pronunciation

This section describes the pedagogical proposal to enhance the pronunciation of past tense verbs ending in "-ed" for third-year high school students through the use of compensatory learning strategies. This strategic approach has been chosen to strengthen and expand students' knowledge during the educational process through sequential activities where each topic is

explained and related to the taught content.

Therefore, the following general objective has been proposed to be achieved by the end of each intervention:

- Improve the pronunciation of regular past tense verbs ending in "-ed" by employing a compensatory strategy of "listening games" with the aim of recognizing, differentiating, and strengthening.

Specific Objectives:

- Provide feedback to students to correct common errors in the pronunciation of the "-ed" ending.
- Implement teaching sessions focused on the pronunciation of the "-ed" ending, using audiovisual resources and practical activities.

Compensatory learning strategies are educational tools designed to help students overcome specific learning difficulties. They are characterized by their adaptive and flexible approach, which allows for adjusting the teaching-learning process according to the individual needs of the students.

Additionally, they often integrate multiple learning modalities, such as visual, auditory, and kinesthetic, to maximize understanding and retention of the content. In the case of "-ed" pronunciation, this might involve using audiovisual resources such as word lists with examples of each "-ed" sound, along with auditory exercises that allow students to listen to and correctly repeat the different sounds.

The implemented class system is considered flexible as it can be adapted to the topic being taught. This class system includes specific and structured activities that address common

difficulties in the pronunciation of the sounds /t/, /d/, and /ɪd/. Cooperative activities, such as mutual dictations and pronunciation circles, not only reinforce individual learning but also promote collaboration and knowledge exchange among peers.

The content was selected considering the topics covered during the academic year, the educational needs of the students, the results of the pretest, and the objectives to be achieved. The methodology of the class system focuses on how to impart knowledge for the teaching and learning of English as a second language, using compensatory strategies based on what has been learned and the experiences gained throughout the educational process.

Through the class system and predefined teaching methods, students will be able to practice both inside and outside the classroom, as well as self-evaluate and share information with each other. The specific topics will allow them to acquire general knowledge of English while improving their pronunciation. These strategies not only enhance phonetic accuracy but also increase students' confidence and communicative competence in English.

3.3 Description of the Class System

The following presents the planning of the activity system as an intervention proposal to improve the pronunciation of the third-year high school students in parallel "I" at Colegio Nueve de Octubre.

The system includes 3 pre-designed lesson plans based on topics such as: "time expressions in the past," "simple past tense," and "short stories in context," to be taught by the instructor to the third-year high school students.

Lesson 1

Topic: Time expressions in past.

Class duration: 40 min

Objective: Improve the pronunciation of regular past tense verbs ending in "-ed" by employing a compensatory strategy of "listening games" with the aim of recognizing, differentiating, and strengthening.

Introduction: (10 min) Present the topic and its importance in constructing coherent sentences. Explain that the focus will be on the correct pronunciation of regular past tense verbs, especially those with the /t/ ending.

Procedure: (20 min)

Listening and repetition activity:

- Students will listen to a recording containing sentences with time expressions and regular past tense verbs ending in /t/.

- They will repeat the sentences aloud, paying attention to the correct pronunciation of the /t/ sound.

Identification Activity:

- Provide a list of incomplete sentences where students must select a correct time expression and the regular past tense verb.

- Students will compare in pairs and simultaneously practice pronouncing the

sentences.

Conclusion: (10 minutes) Review the activities presented and provide feedback on the pronunciation of the verbs used in class.

Resources:

- Recordings

- Worksheets

- Markers

- Whiteboard

Lesson 2

Topic: Simple past tense.

Class duraction: 40 min

Objetive: Improve the pronunciation of regular past tense verbs ending in "-ed" by employing a compensatory strategy of "listening games" with the aim of recognizing, differentiating, and strengthening.

Introduction: (10 minutes) Present the topic of the simple past tense and its basic structure in English. Explain the importance of correct pronunciation of past tense verbs, with a focus on the /d/ sound.

Procedure: (20 minutes)

Role-Play Activity:

- In small groups, students will create dialogues using regular past tense verbs, incorporating those ending in /d/.

- Each group will present their dialogue to the rest of the class.

Conclusion: (10 minutes) Review the dialogues presented and provide feedback on the verbs discussed in class. Emphasize the importance of continuous practice to improve pronunciation and fluency in using the simple past tense.

Resources:

- Worksheets

- Markers

- Whiteboard

- Dictionary

Lesson 3

Topic: Short stories in context.

Class duration: 40 min

Objective: Improve the pronunciation of regular past tense verbs ending in "-ed" by employing a compensatory strategy of "listening games" with the aim of recognizing, differentiating, and strengthening.

Introduction: (10 min) Introduce the topic and its use, explaining that the focus will be on the /ɪd/ ending. Highlight the importance of these practices for improving pronunciation, fluency in reading, and speaking.

Procedure: (20 min)

Listening activity:

- Students will listen to a recording of a short story containing several regular past tense verbs ending in /ɪd/.

- They will repeat the key sentences from the story aloud, focusing on correct pronunciation.

Identification Activity:

- Provide students with a transcript of the story.

- Students will identify and underline all regular past tense verbs ending in /ɪd/.

- Practice pronouncing the verbs in pairs.

Conclusion: (10 min) Review the group presentations, highlight improvements in pronunciation, and provide feedback. Emphasize the importance of continuing practice and using the learned strategies in daily life.

Resources:

- Worksheets

- Markers

- Whiteboard

- Recordings

CHAPTER 4: RESULTS OF THE APPLICATION OF COMPENSATORY LEARNING STRATEGIES IN THE DEVELOPMENT OF "-ED" PRONUNCIATION

This chapter presents the results obtained from the application of compensatory learning strategies in the development of "-ed" pronunciation among third-year high school students at Colegio Nueve de Octubre.

4.1 Description of the application of compensatory learning strategies in the development of "-ed" pronunciation

This section focuses on the procedure carried out to implement the educational proposal for the third-year students in parallel class "I". The work was distributed over 3 scheduled sessions on July 1st, 8th, and 15th.

The first class took place on July 1st, 2024, lasting 40 minutes. Before starting the topic, a brief brainstorming session was held to check if the students understood the 3 types of differences in the "-ed" ending. The topic, "Time Expressions in the Past," was introduced, and a short recording was played for the students. They needed to repeat and recognize which verbs had "-ed" with the /t/ sound. Following this, a list of incomplete sentences was provided for students to complete correctly. They then paired up to compare their answers.

To conclude, a short group reinforcement was conducted to recognize, differentiate, and emphasize the correct pronunciation of past tense "-ed" verbs, especially focusing on the /t/ ending.

The second class was held on July 8th, 2024. The class began with a 10-minute feedback session on the previous lesson. The new topic, "Simple Past Tense," was introduced, with a focus on past tense verbs ending in /d/. To enhance teamwork, a role-play activity was conducted in

groups of 3.

The activity involved creating dialogues using regular past tense verbs, particularly those ending in /d/. Each group received supervision from the teacher, and groups presented their dialogues to the class. The last few minutes were used to correct errors in pronouncing past tense verbs.

The third class took place on July 15th, 2024, lasting 40 minutes. The first 10 minutes were used for feedback on the previous two classes. The new topic, "Short Stories in Context," was explained, with a focus on past tense verbs ending in /ɪd/. Following a brief explanation, a listening and identification activity was carried out. Students listened to a short story containing several verbs with the /ɪd/ ending, and then worked in pairs with a transcript of the story to identify and underline the corresponding verbs.

To conclude the class, pairs practiced pronunciation, and the final 10 minutes were used for a review of the three lessons. Emphasis was placed on recognizing and pronouncing verbs, encouraging students to use the strategies learned in their daily lives.

4.2 Results of the Application

A post-test was administered to the third-year students in parallel class "I" at the "Nueve de Octubre" school, aiming to evaluate their performance in using compensatory learning strategies for the development of "-ed" pronunciation. This was done using a rubric, where different dimensions were assessed and grouped into categories of good, regular, and poor based on the students' performance. This allowed for an overall assessment of their pronunciation management. The following are the specific findings for each dimension and the general results.

Indicator 1: Pronunciation of "-ed" Forms
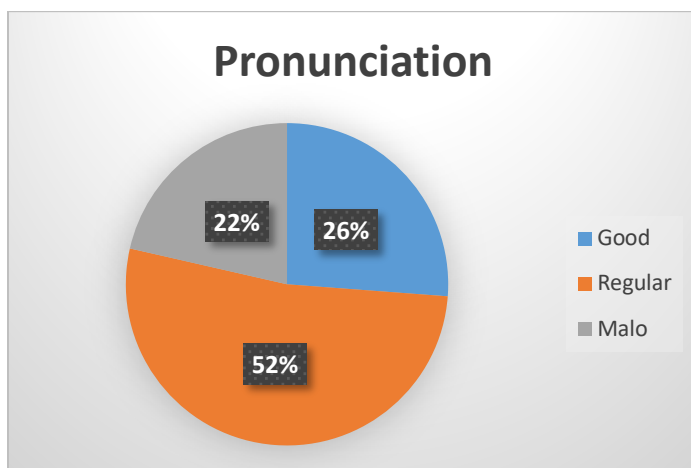
In the pronunciation indicator, the evaluation results show that 9 students, equivalent to 22%, present a poor level. On the other hand, 22 students, representing 52%, are at a fair level. Finally, 11 students, corresponding to the remaining 26%, achieve a good level in this indicator.

**Indicator 2: Fluency in Connecting Verbs**
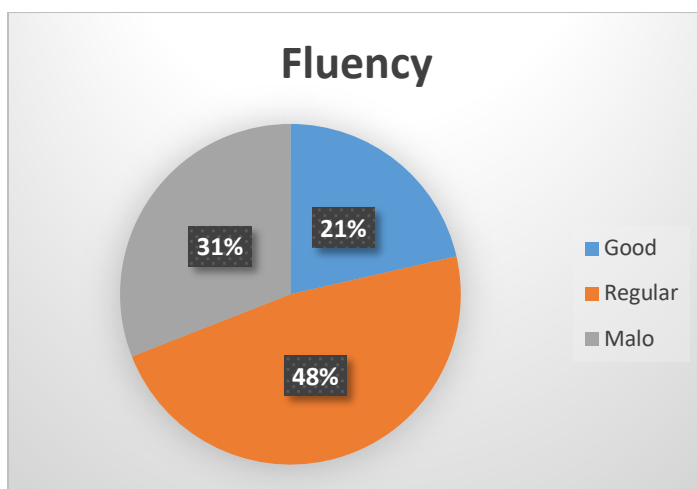
In the fluency indicator, the current results show that 13 students, equivalent to 31%, are at a poor level. On the other hand, 20 students, representing 48% of the population, are at a fair level. Finally, 9 students, corresponding to the remaining 21%, achieve a good level.

Indicator 3: Use of Past Verbs
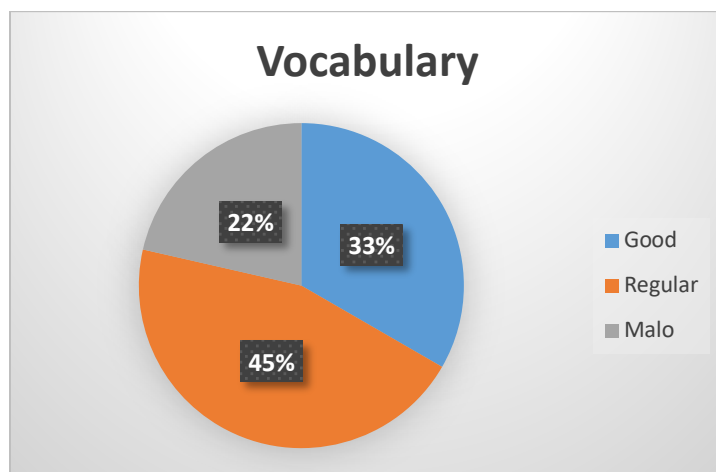
In the vocabulary indicator, the evaluation results show that 9 students, representing 22%, are at a poor level. On the other hand, 19 students, or 45% of the population, are at a fair level. Finally, 14 students, accounting for the remaining 33%, achieve a good level.

Indicator 4: Conjugation of Verbs in the Past
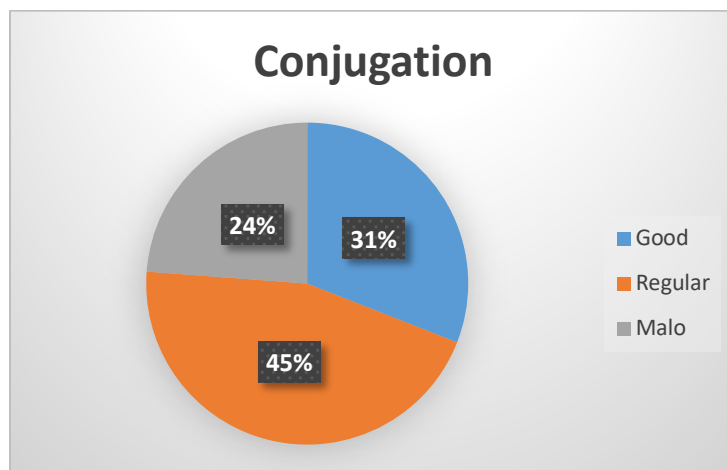
In the conjugation indicator, the results show that 10 students, representing 24% of the population, have a poor level. On the other hand, 19 students, which is 45%, are at a regular level. Finally, 13 students, accounting for the remaining 31%, reach a good level.

General analysis:
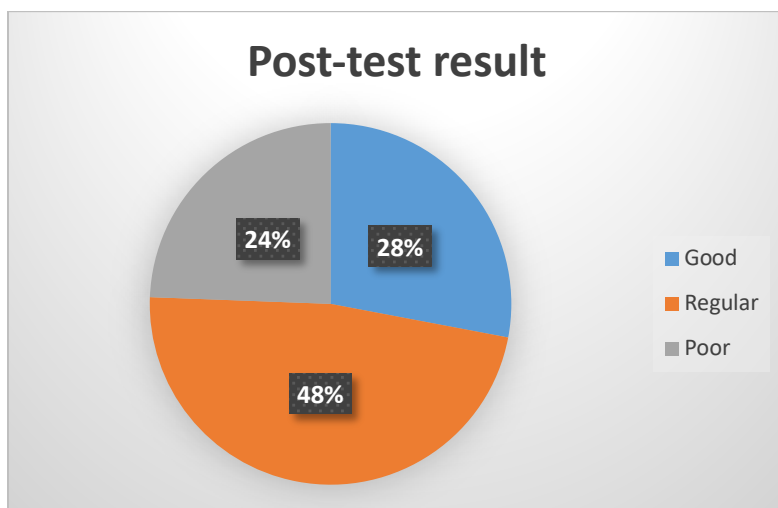
The general results of the post-test indicate a varied distribution in student performance. 24% of the students are at a poor level, suggesting that nearly a quarter of the students face significant difficulties. On the other hand, 48% of the students are at an average level, representing almost half of the population and indicating acceptable performance. Finally, 28% of the students achieve a good level, demonstrating a solid and competent handling of the evaluated content.

4.3 Hypothesis Testing

Scientific Hypothesis: The development of a lesson system using compensatory learning strategies can improve the pronunciation of regular past tense verbs in English among third-year students at Nueve de Octubre high school.

Statistical Hypotheses:

- **H0 (Null Hypothesis):** Developing a lesson system using compensatory learning strategies will not improve the pronunciation of regular past tense verbs in English among third-year students at Colegio Nueve de Octubre.

- **H1 (Alternative Hypothesis):** Developing a lesson system using compensatory learning strategies will improve the pronunciation of regular past tense verbs in English among third-year students at Nueve de Octubre high school.

Step by step solution:

Instrument	Good	Regular	Poor	Total
Pre-test	4	17	21	42
Post-test	21	11	10	42

Observed Frequencies

Observed	Good	Regular	Poor	Total
Pre-test	4	17	21	42
Post-test	21	11	10	42
Total	25	28	31	84

Chi-square calculation chart

Observed	Good	Regular	Poor	Total
Pre-test	25*42/84=12	28*42/84=14	31*42/84=16	42
Post-test	25*42/84=12	28*42/84=14	31*42/84=16	42
Total	25	28	31	84

Chi-square (x2)

Observed	Good	Regular	Poor	Total
Pre-test	5.78	0.64	1.95	8.37
Post-test	5.78	0.64	1.95	8.37

Total				16.74

Hypothesis testing

Chi-squared	Critical Value
16.74	5.99

Conclusions

There is sufficient evidence to conclude that the 3rd year BGU students at the Nueve de Octubre High School improved their pronunciation after the implementation of a class system that uses compensatory learning strategies for the development of the "ed" pronunciation.

These results support the alternative hypothesis (H1) and suggest that the intervention had a positive effect on the students' pronunciation.

CONCLUSIONS

The theoretical framework of this research analyzes the historical evolution and various approaches to independent work as a teaching-learning strategy, conceptualizing it as a tool to promote self-management and student responsibility in their own learning process. Furthermore, the importance of these strategies in teaching the English language is highlighted, given their capacity to enhance linguistic competencies such as pronunciation through autonomous learning.

The implementation of independent work orientation allows for evaluating the effectiveness of this educational strategy in the development of the pronunciation of "ed", thus meeting the stated objectives. Additionally, this study provides a theoretical basis for understanding the relationship between independent work orientation and the development of pronunciation skills. The pronunciation abilities of students were assessed through two pedagogical tests (pre-test and post-test), which allowed for the development and testing of a compensatory learning strategy to improve these skills.

The research examined the effectiveness of independent work orientation using hypothesis testing and chi-square analysis. The implemented strategy showed a significant improvement in students' pronunciation skills, as evidenced by the test results. This study also underscores the importance of independent work in the teaching-learning process and offers insights for improving pronunciation skills among students.

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ANEXOS:

Annex 1:

DIAGNOSTIC TEST

Name:
Course:
Date:

Section A: Phonetic Recognition

1. **Question 1:** Does the verb "liked" fall under the /t/ pronunciation category for past tense endings?

2. **Question 2:** Is "jumped" the past tense form of the verb "jump"?

3. **Question 3:** Are there three types of pronunciations for the past tense endings of verbs in English?

4. **Question 4:** Is "talked" the past tense form of the verb "talk"?

5. **Question 5:** Is it correct to say "She eated dinner last night"?

6. **Question 6:** Is "-ed" used to form the past tense of all verbs in English?

7. **Question 7:** Is the word "wanted" the correct past tense form of the verb "want"?

8. **Question 8:** Is the "-ed" ending always pronounced as an extra syllable, like in "wanted"?

9. **Question 9**: Is "goed" the correct past tense form of the verb "go"?

10. **Question 10: Reading Exercise**
(Include a reading passage or instructions for a reading task related to pronunciation)

Annex 2:

VERBS IN PAST

Complete the sentences by selecting a correct time expression and the regular past tense verb "ed"

- Yesterday, she ____ (walk) to the park.
- Last week, they ____ (start) a new project.
- Two days ago, he ____ (visit) his grandparents.
- On Monday, I ____ (work) late at the office.
- A month ago, we ____ (talk) about the upcoming event.
- This morning, she ____ (decide) to join the class.
- In 2022, they ____ (list) their house for sale.
- Last summer, we ____ (plan) a trip to the beach.
- A few hours ago, he ____ (need) some help with his homework.
- At the end of the meeting, she ____ (present) her ideas.

Annex 3:

/id/

Chosse the correct verb with /id/ pronunciation

The Adventure of the Old Map

Last summer, Mia and her friends <u>discovered</u> an old map in her grandfather's attic. They <u>decided</u> to follow it, believing it led to a hidden treasure. Early on Saturday morning, they <u>prepared</u> their backpacks and <u>visited</u> the local library to gather information about the area.

As they <u>walked</u> through the forest, they <u>noted</u> the landmarks <u>described</u> on the map. They needed to cross a small river, so they <u>built</u> a makeshift bridge from fallen branches. The journey was challenging, but they <u>enjoyed</u> every moment.

Eventually, they <u>arrived</u> at a mysterious cave. Inside, they <u>searched</u> carefully and <u>found</u> an old chest. Excitedly, they <u>opened</u> it and <u>discovered</u> old coins and artifacts from a bygone era. They <u>celebrated</u> their successful adventure and <u>shared</u> their findings with everyone back home.

That summer day <u>marked</u> an unforgettable experience for Mia and her friends, one they would always remember with fondness.

Annex 4:

-ed Classify the verbs according to -ed pronunciation

played	helped	listened	worked
jumped	enjoyed	watched	needed
visited	cooked	started	stayed

/d/

/id/

/t/

Annex 5:

Annex 6:

Annex 7: