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Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Audio lingual method and improving English pronunciation
among second-year Bachillerato students at a public institution in
Loja city. School year 2021-2022.**

**El método audio lingual y el mejoramiento de la pronunciación
del inglés en estudiantes de segundo año de bachillerato de una
institución pública de la ciudad de Loja. Año escolar 2021-2022.**

Trabajo de Integración Curricular Previo a
la obtención del título de Licenciado en
Pedagogía del Idioma Inglés

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Dedication

I want to dedicate this thesis work to my beloved parents, Luis and Dora, for always giving me their unconditional support and helping me when I needed it most. To all my brothers and loved ones who were from the start to the end of it encouraging me, advising me, and reminding me of my goal.

Finally, I dedicate this thesis work to all the teachers who helped me, trained me, and transmitted all their knowledge to me throughout my learning.

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Index of Contents

Cover page	i
Certificación.....	ii
Autoría	iii
Carta de autorización	iv
Dedication	v
Acknolegement.....	vi
1. Title	1
2. Resumen.....	2
2.1 Abstract.....	3
3. Introduction	4
4. Theoretical Framework.....	6
4.1 Audio Lingual Method (ALM) Definition	6
4.1.1 <i>When to use the ALM</i>	6
4.1.2 <i>Advantages of ALM</i>	7
4.1.3 <i>Task to Teach in ALM.</i>	7
4.1.4 <i>Characteristics of the ALM</i>	7
4.1.5 <i>Procedure of ALM</i>	8
4.1.6 <i>Kind of Drills</i>	8
4.1.7 <i>Dialogues</i>	10
4.2 Definition of Pronunciation.....	10
4.2.1 <i>Approaches to the teaching of pronunciation.</i>	11
4.2.2 <i>Teaching Pronunciation: Methodological Variation</i>	11
4.2.3 <i>Aspects of Pronunciation</i>	11
4.2.4 <i>Groups of English Language Learners Who Need a High Level in Intelligibility</i>	13
4.2.5 <i>Problems with Pronunciation</i>	13
4.2.6 <i>Pronunciation as Spanish Speakers</i>	14
4.2.7 <i>How does student need to learn pronunciation?</i>	15

4.2.8	<i>What the Teacher Needs to Know When He Teaches Pronunciation</i>	16
4.2.9	<i>How to Teach Pronunciation</i>	17
4.2.10	<i>Role of Pronunciation in Speaking Skill</i>	18
4.2.11	<i>Suggestions for Improving English Pronunciation</i>	18
4.2.12	<i>Pronunciation According to English Ecuadorian Curriculum</i>	19
4.3	Minimal Pairs	20
4.4	Short /ɪ/ and Long /i:/ Vowel Sounds	20
4.5	Tag Question Intonation	21
4.6	Previous Studies	22
5.	Methodology	25
5.1	<i>Research Design</i>	25
5.2	<i>Data Collection Sources and Techniques</i>	25
5.3	<i>Data Analysis</i>	26
5.4	<i>Research Participants</i>	26
5.5	<i>Procedure</i>	26
6.	Results	28
6.1	<i>Pretest and Posttest Results</i>	28
6.2	<i>Interview Results</i>	31
7.	Discussion	33
8.	Conclusions	36
9.	Recommendations	37
10.	References	38
11.	Annexes	43

Index of Tables.

Table 1. Researching Audio Lingual Method to Improve Pronunciation	22
Table 2. Wilcoxon Test to Compare the Pre and Post Test Score Pronunciation	28
Table 3. Wilcoxon Ranks.....	29

Index of Figures.

Figure 1. Short /ɪ/ and Long /i:/ Vowel Sound Production.....	21
Figure 2. Posttest Comparison Before and After the Intervention Plan.....	30

Index of Annexes.

Annex 1: Certificado de Pertinencia y Coherencia	43
Annex 2: Oficio de Director de Tesis.....	44
Annex 3: Pre and Posttest for Pronunciation	45
Annex 4: Field Notes	50
Annex 5: Interview	51
Annex 6: Grading Scale.....	52
Annex 7: Lesson Plans	53

1. Title

Audio Lingual Method and Improving English Pronunciation among Second-year Bachillerato Students at a Public Institution in Loja City. School Year 2021-2022.

2. Resumen

El objetivo de esta investigación fue mejorar la pronunciación a través de método audio lingual en estudiantes de segundo año de bachillerato en la ciudad de Loja durante el año lectivo 2021-2022. Los participantes fueron 15 estudiantes, 6 mujeres y 9 hombres los cuales pertenecen al B1.1 en nivel de inglés. Este trabajo de investigación uso metodología mixta. Por una parte. Los datos cuantitativos fueron recolectados aplicando la entrevista a los estudiantes y con la ayuda de las notas de campos, estas fueron analizadas usando análisis temático. Por otro lado, los datos cuantitativos se recolectaron a través de la prueba que se les tomo a los estudiantes antes y después de la intervención. Estos datos fueron analizados usando formulas estadísticas de la prueba de Wilcoxon, cuya diferencia fue $p \leq 0.05$ la cual significa que los estudiantes mejoraron su pronunciación. Basado en los resultados, se encontró que el método audio lingual tuvo una mejorar significativa en la pronunciación de los estudiantes. Además, la entonación fue el aspecto que causo más impacto en ellos, así como el uso de los pares mínimos para distinguir el sonido de la /ɪ/ corta y la /i:/ larga.

Palabras Claves:

Comprensibilidad, entonación, inteligibilidad, sonido largo, sonido corto.

2.1 Abstract

The objective of this research work was to improve EFL pronunciation through the audiolingual method among second-year students at a public high school in the city of Loja during the 2021-2022 school year. The participants were 15 students, 6 women, and 9 men, framed in B.1.1 English level. This research project was carried out through a mixed methodology. On the one hand, qualitative data was collected through applying and interview to students and with help of field notes, they were analyzed thematic analysis. On another hand, quantitative data was collected through the administration of the pretest at the beginning of the intervention and posttest at the end of it, and for their analysis was done statistical formulas of the Wilcoxon test. Such difference was $p \leq 0.05$ which means that students improved their pronunciation. Based on the results, it was found that the audiolingual method had a significant improvement in students' pronunciation; the intonation was the aspect that caused more impact on them as well as the use of minimal pairs to distinguish the short /ɪ/ and long /i:/ vowel sound.

Key words:

Comprehensibility, intelligibility, intonation, long, short, sound.

3. Introduction

Yates (2002, as cited in Hikmah, 2016), stated that students with good pronunciation are more likely to be understood even if they make grammatical errors. On the contrary, those who are perfect in grammar and have bad pronunciation, tend to be less understood. That is why pronunciation is an important aspect of communication. According to Mineduc (2016), to teach pronunciation, teachers should expose students to the English language. It can be through dialogues, and songs, as a result, students develop pronunciation skills and are motivated to continue learning.

As an English Second or Foreign Language learner, you might feel nervous about speaking and participating in long conversations. When we are learning the English language, one of the aspects that is most difficult for us is learning to pronounce words correctly. Bad pronunciation can affect communication, and it can even affect us emotionally by being able to express the idea correctly. Pronouncing the English language may be more difficult than the mother tongue for the learners because they have different pronunciations. It can also be challenging because, in English, spelling is not a reliable guide to knowing how a word is pronounced (Hikmah, 2016).

Another problem that affects good pronunciation is related to the lack of interest in learning. Most cases of this can be influenced by the method or the technique that the teacher applies. The method may not be the appropriate one or it is simply not the most effective for the kind of students (Maesrina, 2009). The same author states that the audiolingual method trains students to attain conversational proficiency in a variety of foreign languages and emphasizes on behaviorism. As a consequence, by using this method, the teacher can control the student's behavior and student's pronunciation easier. He can serve as a model, give the stimuli, listens with a critical ear, and provide the language reinforcement to the stimuli presented.

This research work was carried out with the purpose to improve the EFL pronunciation through the audiolingual method among second-year students at a public high school in the city of Loja during the 2021 - 2022 school year. This brought the researcher to post the following questions: How does the audiolingual method improve of second-year high school students during 2021-2022 school year? and What audiolingual techniques affect the improvement of second-year high school students' pronunciation?

Some research done has reported the good results that have been obtained using the audio-lingual method to improve the pronunciation of words in students. The research done by

Imah (2018) shows that the audiolingual method had a positive result in improving the students' pronunciation ability. And based on the results they concluded that the use of the audiolingual method in pronunciation can improve the students' pronunciation ability. Other research completed by Eripuddin & Kasyulita (2019) mentioned that there was better teaching to the experimental group who were taught through the audiolingual method. As an attempt to improve students' pronunciation, and employing of the aforementioned research, the researcher applied the audiolingual method to identify the aspects that prevent student improvement in pronunciation. In addition, the researcher was able to identify whether or not teaching through the audiolingual method is effective to improve the pronunciation of words in students.

The general objective that guided this research work was to improve EFL pronunciation through audio lingual among second-year students at a public high school in the city of Loja during the 2021-2022 school year. Likewise, there were three specific objectives: to implement an intervention plan based on the audiolingual method to improve second-year students' pronunciation, to examine the effectiveness of the audiolingual method to improve second-year students' pronunciation, and to explain the second-year students' perception about the audiolingual method on the development of pronunciation.

The audiolingual methods should be used not only to improve students' pronunciation but also to reduce anxiety in them, however, it is necessary to seek a lot of information about this (Hasanah & Dahniar, 2017). Likewise, Kuni (2016) stated that audio lingual method is suitable for beginners in English but they also say that it is suitable for advanced students. Also, Hikmah (2016) noted that this method itself is good for improving pronunciation. Still, they said it would be better to be very creative and you can use media to teach and facilitate pronunciation.

The present study helped second-year high school students improve their pronunciation and thus reach the objectives in the national curriculum as well as the objectives set out in this research. As a result, it was able to generate new knowledge in the field of education. In addition, it contributed to train new English teachers with pedagogical techniques, as well as establishing new innovative teaching strategies using conceptual principles.

The audiolingual methods were applied to second-year high school students who are part of the B1.1 level according to the national curriculum in order to improve their pronunciation. However, during this process, there were certain limitations to its development. One of them is the consequence of online education due to the pandemic, this made students forget or lose how little or how much they knew. On the other hand, the lack of technological resources in the institution, as well as the small space, they were limitations that the researcher had.

4. Theoretical Framework

Pronunciation is one of the most important features of an individual's speech, but a lot of teachers do not explicitly teach it. For that reason, it is known that teaching pronunciation is one of the biggest challenges that language teachers have and that students face. The purpose of teaching pronunciation to EFL students is not just that they pronounce or speak like a native, but rather that they speak as understandably as possible, and in that way, they can be understood (Hasanah & Dahniar, 2017). Based on this, the following section contains all about audio lingual method like advantages, tasks, techniques and its drills. Furthermore, it also has information about pronunciation, pronunciation's aspects, how to teach pronunciation, strategies, and suggestions to improve students' pronunciation.

4.1 Audio Lingual Method (ALM) Definition

Maesrina (2018) mentions that the audio-lingual method trains students to attain conversational proficiency in a variety of foreign languages and emphasizes behaviorism. Also, she says it uses repetition, replacement, and answering the question to drill speaking skills, especially student pronunciation. Alemi & Tavakoli (2017) agree and mention that audio lingual method seeks to compress the chain of drills with the aim of mastering the target language through memorization and repetition, and also avoids the incorrectness of speaking. Basically, in audio lingual method speaking is taught by repetition drills that designed to familiarize students with the sounds and structural patterns of the language and also it gives no grammar rules and meaning comes first.

By audio lingual method, the teacher is easier to control the student's behavior and student's pronunciation. The teacher can serve as a model, give the stimuli, listen with a critical ear and provide the langue reinforcement to the stimuli presented. After that, the teacher can know the student's pronunciation error at the same time, memorization of short dialogues and oral repetition of controlled structural drills became the activities though which students gained phonological and syntactic habits.

4.1.1 When to use the ALM

Teachers usually are wondering when use certain method in class in order to improve a chosen ability or skills. That is why, the teacher uses the audiolingual method to teach a new language in this case the English language. For this, the teacher will work with real situations such as dialogues in which he/she will emphasize the spoken language due to it being an ideal method to work with a group of students. This method is focused on the development of speaking skills in which the teacher leads the class, modeling new structures which students

have to repeat and substitute them later. Making mistakes is unlikely since they just need to repeat the example or the model given by the teacher (Novillo, 2017).

4.1.2 Advantages of ALM

According to Ochoa (2011) in her study "The audiolingual method and meaningful activities to improve the productive skills" establishes the following advantages for this method.

- The audiolingual method implies many further opportunities for incidental lexical learning.
- In the part of the methodology of this method, the didactic and visual resources are of great help since it facilitates understanding and encourages the creation of mental images concerning what they are learning.
- Classes discourse in the target language, visual support, and provision of substantial oral input are the advantages that stand out the most in this method.
- Better pronunciation and increased participation as a result of the drilling exercises that were chosen.
- Using the audiolingual method all students practicing useful language from the very first class (Fluen U, 2022).

4.1.3 Task to Teach in ALM.

According to Jurmasari (2014) in the audiolingual method there are some specific tasks to teach a language and they are:

- **Imitation.** The objective is to teach the intonation and the stress of the words where the student has to repeat said words.
- **Substitution.** The goal of substitution is to show students how the structure is used with different words. The student has to replace one word at a time with the same elements of the sentence is to describe verb with verb, adjective with adjective and so on.
- **Memorization.** As its name says, students have to memorize the structure with all its components, due to it implies the grammatical structures and remembering the rules that it has.

4.1.4 Characteristics of the ALM

According to Prator and Celce-Murcia in Brown (2001, as cited in Alemi & Tavakoli, 2017), the audiolingual method has some characteristic that may be summed up in the following list.

- New material is presented in dialogue form
- There is dependence on mimicry, memorization of set phrases or words, and over-learning
- Structures are sequenced by means of contrastive analysis and taught one at the time
- Structural patterns are taught using repetitive drills
- There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation
- Vocabulary is strictly limited and learned in the context
- There is much use of tapes, language labs, and visual aids
- Great importance is attached to pronunciation
- Very little use of the mother tongue by teachers is permitted
- Successful responses are immediately reinforced
- There is a great effort to get students to produce error-free utterances
- There is a tendency to manipulate language and disregard content.

4.1.5 Procedure of ALM

As any method, audio lingual method has the following procedure according to Richards and Rodgers (1986, as cited in Jurmasari, 2014) he establishes these 5 steps to implement in class.

- Students hear a model dialogue.
- Students repeat each line of the dialogue.
- Certain key words or phrases may be changed in the dialogue.
- Key structures from the dialogue serves the basis for pattern drills of different kinds.
- The students practice substitutions in the pattern drills.

4.1.6 Kind of Drills

Drill is a technique used for many years which it emphasizes repeating the structural pattern through oral exercise. Hornby (1995, as cited in Hanan, 2019) states that this exercise thoroughly trains students through repetition. It also helps to develop quick and automatic responses using patterns or models given. That is why, teacher could use some of these drill in class.

- **Dialog Memorization.** It is typically used to start a new class. The student has to memorize lines of dialogue and practice them with the help of the teacher. They then

switch roles and memorize another line of dialogue and so on until they memorize the entire dialogue.

- **Backward Build-up (expansion).** In this drill, the teacher has to divide a dialogue into lines which the students must first repeat the final part. Then part by part until you repeat the entire line. It is used when the student has trouble repeating a long line of dialogue.
- **Repetition Drill.** This drill is one of the most common to teach the lines of a dialog. As its name says, the students should repeat the teacher's model as accurately and as quickly as possible.
- **Chain Drill.** The chain is started by the teacher who greets or asks a student and in turn, the student must answer and do the same with another classmate and so on until finishing with the rest of the students. This helps the teacher review each student's speech.
- **Single-slot Substitution Drill.** The goal of this drill is to have students find and fill in gaps in a sentence. The teacher says a line of the dialogue called the cue and then a word or phrase of that dialogue which the students must but must substitute the cue in the corresponding place.
- **Multiple-slot Substitution Drill.** It is similar to the single-slot substitution drill, but the difference is that the teacher here gives a key phrase, one at a time, which they fit into the dialog boxes. Students have to recognize where exactly each sentence goes and then say the lines of the dialogue.
- **Transformation Drill.** The teacher starts by giving them a type of sentence pattern to transform. For example, he could give them an affirmative sentence and the students have to transform it into a negative or a question. That is what the transformation is about.
- **Question-and -answer Drill.** This drill gives you a chance to practice answering questions. Students must answer the teacher's questions as quickly as possible as he can also tell them how to ask questions.
- **Use of Minimal Pairs.** First, the teacher selects the sounds to work on before carrying out contractive analysis, between a comparison of the mother tongue and the language they are studying. Minimal pairs are used for students to perceive the difference between the two words and then be able to say the two words.

- **Complete the Dialog.** In the dialogue, some words that the students have learned are deleted by the teacher and then they have to complete that dialogue with the missing words on it.
- **Grammar Game.** The games must be designed for the practice of grammar within a context. Students are able to express themselves but a limited way, and repetition will be an essential part of this game.

4.1.7 Dialogues

This method is centered on the developing of the speaking skill and uses a lot of substitution drills in which students realize how sentences were formed. However, it also uses dialogue memorization to teach and give them new vocabulary. (Richard, 2012) defines a dialogue as a literary technique in which writers employ two or more characters to be engaged in conversation with each other. The same author mentions that there are two types of dialogue which usually are used in audio lingual method in order to improve speaking skill ability in learners.

- **Inner Dialogue.** It is a dialogue in which the characters talk to themselves and reveal their personalities.
- **Outer Dialogue.** It is a simple conversation between two characters who can use fiction about any topic.

4.2 Definition of Pronunciation

Pronunciation is the aspect that influences the oral communication which requires a subject to respond to speech as well as to initiate it. Lumsden (2015) points out that pronunciation refers to the way in which we make the sound of words. It means the way students produce clearer language when they speak but also it deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in language (Maesrina, 2017).

Pronunciation is the key in which we can understand what the speaker is talking about. If someone has good pronunciation, thus, the communication process will go well, therefore the mistakes in pronunciation have to be minimized. It needs practice and reinforcement in each process to own (Hasanah & Dahniar, 2017).

4.2.1 Approaches to the teaching of pronunciation.

According to Celce-Mrucia, et, al. (2008) the teaching language field has developed two general approaches to the teaching of pronunciation. The first one intuitive-imitative approach and the second one is analytic-linguistic so let's dig deeper into each one.

- **Intuitive-imitative approach.** This was more widely used in the mid-19th century and depended on the learner's ability to hear and imitate the rhythms and sounds of the target language. It proposes good models such as the first phonographs, language laboratories, and in recent years videocassettes and compact discs.
- **Analytic-linguistic approach.** This is a more precise approach and gives utility to phonetic alphabets, explicit descriptions, and diagrams of the vocal apparatus. Through this, the student is guided and focused on the attention of the sounds of the target language.

4.2.2 Teaching Pronunciation: Methodological Variation

Undoubtedly, the term pronunciation encompasses much more than the way of producing sounds, that is why Catford (1989, as cited in Celce-Mrucia, et, al. 2008) points out that in many English courses they often try to teach each aspect of pronunciation or avoid teaching all of them together. The same author says that selecting appropriate items to focus on a specific group of students can be challenging. However, he mentions communicative methods such as audio-lingual and community among others, which have a precise focus on accuracy and fluency. Both methods emphasize the use of repetition as a technique for teaching pronunciation.

4.2.3 Aspects of Pronunciation

- ***Intonation***

It is a complex system of communicative meaning through the higher or lower of the voice of a speaker. It can reveal different types of meaning in a sentence as it can change the meaning of what a person wants to say. As well as the absence or wrong use of intonation can confuse the listener (University of Technology Sydney, 2022). On the other hand, Zulfugarova (2018) defines intonation as the melody of a sentence. It can be created by changes in the pitch of voice, that is, the voice can rise, fall, or remain in the same tone, it can be due to accentuation, strong stress in important words and weak stress for less important words, and it can also be due to rhythm. In addition, the same author says that intonation helps us to distinguish the types

of sentences (affirmative, negative, questions, tag question) and that the final tone is the most important to be able to identify them.

- ***Intelligibility***

Even though it is true that trying to sound like a native can be difficult due to the sounds in the English language that are not used in our first language. That is why Hornby (2010) mentioned intelligible pronunciation is not to sound like a native, moreover, means one's pronunciation is clear enough to be understood. As Wei and Zhou (2002) says that it helps us understand others' English and, therefore, enables us to communicate with English natives and non-natives. Therefore, it does not need to sound like a native speaker of English in order to build good communication but to be intelligible (Lynch and Anderson, 2012).

Moreover, Munro & Derwing (1997 as cited Joshi, 2013) consider that intelligibility is someone's ability to convey ideas clearly in which the listener understands the meaning without confusion. Therefore, it is the extent to which the speaker's message is understood by the listener. On the other hand, it is wrong to state the objective that students produce a native pronunciation in English class. That is why the same author cites that teacher should avoid teaching pronunciation by focusing on pronunciation like a native. Besides, they mention that there must be a realistic goal in their plans since learning process have many limitations to achieve it.

- ***Comprehensibility***

Derwing (1995, as cited in Thomson, 2018) defines comprehensibility as a measure of the effort that listeners make to understand utterances. Likewise, the same author argues that processing difficulty is important for comprehensibility scores. Shortly thereafter, Munro and Derwing (1995, as cited in Thomson, 2018) are much more explicit and describe this term as listeners' perceptions of the difficulty of understanding particular utterances.

Let's make both terms clear, intelligibility and comprehensibility are two aspects of pronunciation which mean the ability to understand and be understood. Therefore, intelligibility refers to the extent to which listeners can correctly identify the words they hear (output). On the other hand, comprehensibility deals with the listeners' perception of how easy or difficult it is to understand the speaker's meaning (input) (Derwing and Munro, 1997 as cited in Sheppard et. al, 2017).

4.2.4 Groups of English Language Learners Who Need a High Level in Intelligibility

Morley (1987 as cited in Celce-Murcia, et, al 2018) suggests that there are six groups of English language learners whose necessity in the language is high and who require a higher focus on intelligibility and assistance in their pronunciation.

- Foreign teaching assistants and sometimes professors in colleges and universities.
- Employees, merchants, and professionals in foreign businesses and industries.
- International foreigners and graduates who need to use the English language as their working language.
- Youth or adult refugees in English-speaking countries.
- Teachers of English as a foreign language who are not native speakers and who hope to serve as speaking models for students.
- People in non-English speaking countries who work as tour guides, waiters, or who use the English language with people who do not speak their language.

Keep in mind that the goal is not to make students speak like natives, the goal is to allow students to exceed their comfort level and make their pronunciation clear and understandable.

4.2.5 Problems with Pronunciation

Many teachers only focus on teaching grammar and vocabulary much longer than pronunciation. According to Celce-Murcia (2010) inevitably, the important one in teaching English as a foreign language is pronunciation because it influences language pronouncing patterns, but the fact like in a quotation following. Yates (2002) “Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect”. Being in line with the statement, Yates and Zielinski (2009, p. 11) state, “It does not matter how good a learner’s vocabulary or grammar is if no one can understand them when they speak. Nevertheless, it does not mean that grammar and vocabulary are not important.

According to James (2010, as cited in Pourhossein, 2016) acceptable pronunciation can be understood at three basic levels.

- **Level 1:** What the speaker says is not understandable and uses incorrect sounds when producing sentences in English. On the other hand, Hinofotis and Bailey (1880, as cited in Pourhossein, 2016) say that there is an initial level but if it falls below this level, the

speaker will not be able to communicate without paying attention to his knowledge of grammar and vocabulary.

- **Level 2:** What the speaker says can be understood but his pronunciation is not good or he has a strange or strong accent.
- **Level 3:** The speaker is understood and English is accepted to be heard. Acceptable English and clarity to be understood (Comfortable Intelligibility) should be the goal of English pronunciation.

Pronunciation is an essential part of communication and without good pronunciation, nobody can say that they know the English language perfectly. Harmer (2001, as cited in Pourhossein, 2016) says that the first thing native English speakers notice is pronunciation. That is why he emphasized that through pronunciation instruction, students learn sounds, its characteristics, and also learn their ability to speak. Likewise, the students concentrate on the sounds and this makes them realize where to emphasize as well as to achieve comprehension and intelligibility.

4.2.6 Pronunciation as Spanish Speakers

If you are Spanish speaker, you may probably find certain sounds in English more difficult than others (Hudson, 2013). According Case (2022) says that Spanish-speaking countries tend to focus much more on reading and grammar than listening and speaking skills so students struggle to produce English sounds. Pronunciation is one of the hardest things that is why teaching pronunciation will help balance English language learning. Nevertheless, there are some difficulties trying to master pronunciation as a second or foreign language and they are:

- ***Short and long vowels.*** This is one of the most common difficulties Spanish speakers face in their language is not distinguishing between the short and long vowel sounds. If speaker does not produce the sound correctly, the hearer will make misunderstand about the meaning of the utterance (Riadi *et al.*, 2013). Learner often stretches all vowel sounds out too much and confuse pairs of short and long English vowel sounds in examples like, ship and sheep or eat and it. This can happen because of wrong mouth position at the moment that try to produce it.
- ***Dropping final consonants at the end of words.*** It is a phonological process in the language where learners delete the final consonant of words (Speech Solutions, 2017). This is because in Spanish never end in a consonant cluster it means two or more

consonants are produced together with no vowels between them. That is why when they pronounce, they tend not to pronounce the last letters of the word and that makes the message not understood as well as confuse the listener. For example: /Mom I want ice cream/ dropping final consonants will be /mo I wan I crea/ .

- ***Different vowels are pronounced the same.*** In Spanish there are only 5 vowels (a,e,i,o,u) while in English there are 16 vowels and none of them really correspond to the sounds of English. Since most Spanish speakers are not familiar or comfortable with the pronunciation of vowels in English, they tend to merge vowels similar or closer to that of the Spanish language.
- ***Pronunciation in Spanish Is Exactly How It's Written.*** As you know, one of the facilities of Spanish is that words are read as they are written. Very probably in English, it is not like that. English has a lot of strange letters as well as letter combinations and this creates sounds that are different from how they are written and this greatly frustrates learners. It is normal that at the beginning you read English words as they are written. However, this can be overcome with lots of listening comprehension practice and pronunciation exercises (Aldana & Stimola, 2021).
- ***Adding E to S at the start of a word.*** For Spanish speakers, it is possible the need to add the letter "E" to the beginning of words that start with "S" like "story" and "spoon". This happens for the simple reason that they tend to become familiar with Spanish words that start with "ES" and not just with "S". Therefore, they default to saying "estory" and "espoon" (Ocon, 2021). On the other hand, they have no problem pronouncing isolated words correctly, but when they say complete sentences, they can make a mistake and add "E" accidentally.
- ***Replacing TH with T or D.*** The "TH" letter combination does not appear in written Spanish. For that reason, Spanish speakers at the beginning pronounce voiced "TH" as a "D", as in these examples "brother" to "broder" or the voiceless "TH" as "T" as in "math" to "mat" (Ocon, 2021).

4.2.7 How does student need to learn pronunciation?

What students need is to be taught pronunciation in a communicative method since this implies an approach to pronunciation. For this, the teachers have to be aware that the communicative methods satisfy their needs within the teaching (Gilakjani et al., 2011). In general, what students need is: Why is pronunciation so difficult to learn?

- **Conversation.** According Burns & Joyce (1997, as cited in Gilakjani et. al, 2011), what students want most and what would help them most is lots of authentic conversational practice, supplemented by expert guidance on how to understand and correct their mistakes Teachers can help their students with strategies on how to start and have a conversation in English, however, this should be done by the student on their own (Gilakjani et. al, 2011).
- **Drilling.** The students need to have a considerable number of exercises and repetitions that are developed in the speech that they use in real life. What type of practice teacher wants is useful as long as it is directly related in the students' minds to the speech you are about to deliver (Gilakjani et. al, 2011).
- **Expert guidance.** In order to learn to pronounce words in a new language, students must stop thinking in terms of their mother tongue and start thinking in terms of their target language. It is also necessary to know how to articulate what one does; it means to have a clear understanding of phonetics and phonology between languages. Lastly, students tend to have difficulty pronouncing because they need a satisfactory description of how to think about sounds in terms that they can understand them (Gilakjani et. al, 2011).
- **Critical Listening.** Students need to hear their speech and their peers as well. It is very difficult for the students to listen to their speech while they are talking, that is why both the teacher and the student can work with recorded voices to be able to refer to them objectively and without distortions. As a result, the student will be able to realize the mistakes made and, in that way, try to correct them in his next speech (Gilakjani et. al, 2011).

4.2.8 What the Teacher Needs to Know When He Teaches Pronunciation

According to Celce-Murci et. al, (2010 there are several things that the teacher has to take into consideration when he is going to teach pronunciation.

- Teacher has to know how our mouths produce the various sounds of language.
- Teacher has to know how stress, rhythm, continuous speech, and intonation work.
- Teacher needs to understand the problems her students may have with pronunciation.
- Teacher needs to know how to teach these things to his students and help them practice effectively.

- Teacher has to decide what to teach and what to leave aside. He has to cover only what is necessary.

Teachers do not teach pronunciation if they do not facilitate students' learning of pronunciation. The role of the teachers is like a coach, a speech coach, and a pronunciation coach. They have the critical function of monitoring and guiding English modifications at two levels (a) speech production and (b) speech performance (Morley, 1991, as cited in Pourhossein, 2016).

4.2.9 How to Teach Pronunciation

Intelligible communication is one of the necessary components of oral communication (Celce-Murcia, Brinton, & Goodwin, 2008). But how do teach learners to be intelligible? The same author mentions that techniques and materials from the communicative approach can be used for this since these have been used and continue to be used to improve pronunciation in learners.

- ***Listen and imitate:*** These techniques consist of students listening to the model given by the teacher and then repeating or imitating it. This is part of the direct method and has been improved with technology.
- ***Phonetic training:*** This uses an articulated description, articulated diagrams, and a phonetic alphabet that is phonetic transcription.
- ***Minimal pair drills:*** A very useful audio linguistic technique to help students distinguish similar sounds through auditory discrimination and oral practice. It is part of the minimal pairs drill in the audiolingual method.
- ***Contextualized minimal pairs:*** In this technique, students are trained to respond to a scenario or context established by the teacher. The teacher presents the key vocabulary for the students to respond according to the context of the sentence. That is to say, the use of contextualized minimal pairs.
- ***Visual aids:*** These are used to indicate the production of target sounds. That is, the description that the teacher uses to make students understand how sounds are produced, this can be through audiovisual aids such as sound-color charts, Fidel wall charts, rods pictures, realia, etc.
- ***Tongue twisters:*** This is a technique used by native speakers for speech correction. For example: "She sells seashells by the seashore."

- ***Development approach drills:*** This is the technique in which the student is taught to go back steps to acquire sounds. Like children, they often acquire /w/, then /r/, or /y/, and then /r/, which is why students are encouraged to words that start with those sounds respectively.
- ***Practice of vowel shifts and stress shifts related by affixation:*** Technique used with intermediate or advanced students. The teacher proposes pairs of sounds in the same sentence as well as similar words with different stresses, this can be done as an oral practice.
- ***Reading aloud/recitation:*** This technique may involve memorization of text, typically passages, dialogues, and speaks. They have to read aloud, focusing on stress, timing, intonation to be spoken, such as speeches, poems, plays, and dialogues, lines, sentences and so on.
- ***Recordings of learners' production:*** Teacher can record audio or video for later playback, this technique offers opportunities for feedback, ask and answer questions from teachers and students.

(Celce-Murcia, Brinton, & Goodwin, 2008)

4.2.10 Role of Pronunciation in Speaking Skill.

Listeners judge about a speaker's English ability based on his/her own pronunciation. Based on that fact, a person with a good pronunciation even goes so far as to cause the listener to tolerate grammatical errors as this will judge the general linguistic ability to speak. According to Morley (1998), when speakers talk to other people, the first thing that can create a good impression about the quality of their language ability is their pronunciation. The pronunciation comes to play a very important role in speech, since being in a conversation this stands out more than other skills (Gilakjan & Sabouri, 2016).

4.2.11 Suggestions for Improving English Pronunciation

There are many useful suggestions for teachers to help improve their students' pronunciation.

- Teachers should receive precise training in pronunciation. Teachers should speak clearly and slowly in their pronunciation classes (Shazada, 2012 as cited in Pourhossein, 2016). Speaking clearly helps convince your students that your language is understandable. In addition, this can help students improve their pronunciation by listening carefully.

- The teacher should teach the student to speak slowly and correctly since it is better to speak slowly and correctly than to speak quickly and incorrectly (Kolokdaragh 2010, as cited in Pourhossein, 2016). Teachers should be aware of the problems of their students and in this way be able to present appropriate material to reduce those problems.
- Teachers should use information technologies such as computer programs in classes to help their students improve their pronunciation.
- Teachers should familiarize students with the English, American, and British accents so that they can understand both.
- Teachers should incorporate pronunciation into other language activities, this will help students adjust to the sounds of English. Teachers should set goals that are appropriate to the communication needs of students.
- Teachers should provide feedback to their students and encourage them to improve their pronunciation (Pourhossein, 2016).

4.2.12 Pronunciation According to English Ecuadorian Curriculum

According to the Mineduc (2016), pronunciation is related to curricular three 2: Communication (Listening and Speaking). That is why they say that it is recommended to expose the student to a variety of authentic material such as songs, dialogues, and computer information. This helps the student to develop pronunciation skills such as stress, rhythm, and intonation.

In addition, the development of tasks must be engaging for learning sounds as well as motivation since these play a very important role in this process. Through this, the student will gain confidence and feel motivated to continue learning. Likewise, this part includes the part of the speaking production in which it relates to pronunciation and intelligibility. In other words, students need to produce and practice individual English sounds as clearly as possible (Mineduc, 2016).

The purpose of this review was to view the importance of the audiolingual method and how it helps to improve pronunciation in students. Hornby (1995, as cited in Hanan, 2019) says that it is possible through drills that emphasize oral exercises. These drills help students develop quick responses and pronunciation through repetition. There has been much research conducted on the use of the audiolingual method and most of them highlight the usefulness and use of repetition to achieve learning objectives. Nevertheless, more research works should be carried

out using other features of this method such as conversations, lines, speech, dialogues and more.

4.3 Minimal Pairs

According to Bradley-Bennett (2010, as cited in Novarita et al. 2019), he mentions that a minimal pair consists of two words that sound almost the same, but differ in only one phoneme. The same author also mentions that the change of a sound causes the word to change its meaning. Likewise, Nilsen (1973, as cited in Trong 2010) considers that a minimal pair consists of two words that are pronounced the same except for one phonetic difference as well as phoneme is the smallest unit of a significantly distinctive sound but at least only sound the same but they do not.

Most educators agree that minimal pairs greatly facilitate the acquisition of discrete sounds (Avery and Ehrlic, 1995 as cited in Tuan, 2010). Baker (2006, as cited in Tuan, 2010) agrees with them and says that the minimal pair exercises create environments where these sounds are presented phonemically, which can be perceived easily and with high motivation. There are contexts in which a single phoneme works to denote the meaning of the word, these contexts demonstrate the importance of oral communication and encourage students to improve their production in pronunciation of the sounds chosen at the beginning (Baker, 2006 as cited in Tuan, 2010).

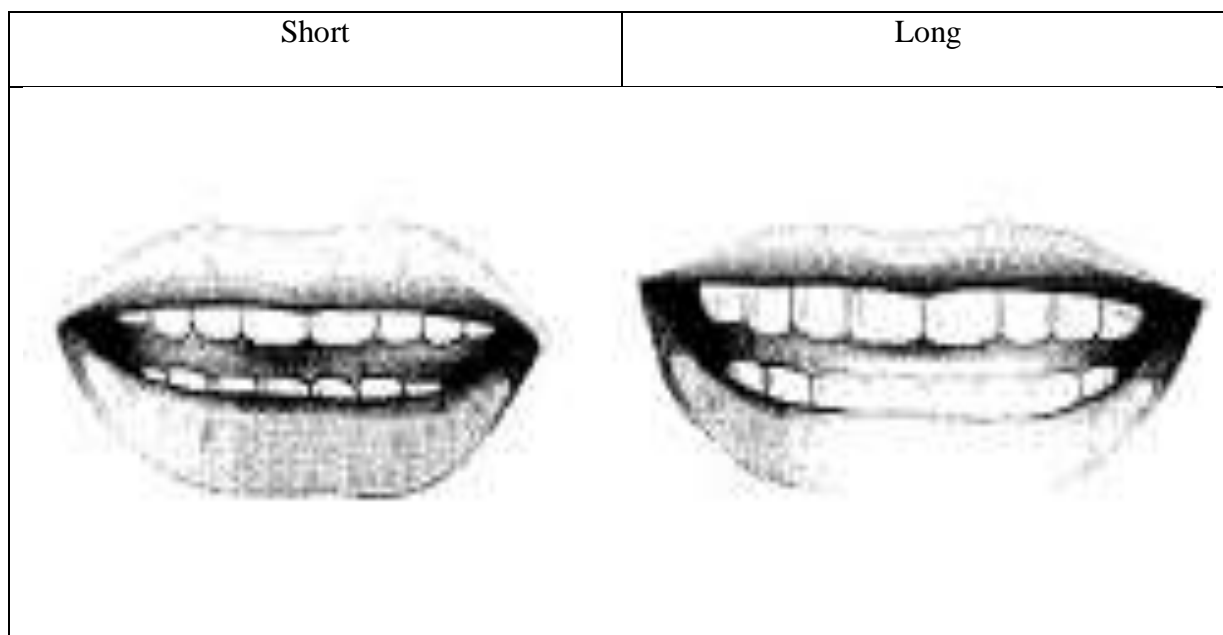
4.4 Short /ɪ/ and Long /i:/ Vowel Sounds

It is important to mention that for this research work only short /ɪ/ and long /i:/ vowel sounds were taken into account for the intervention plan. In order to produce these two sounds, it is required that the lips to be spread and that the corners of the lips are retracted to varying degrees (Erlinda, 2012).

Short vowels, as the name says, they are vowels that are produced in short form. In English RP, these sounds can be found in words like 'pet', 'pot', 'put', 'putt', 'pat', and 'pit', and the schwa sound (Teaching Englis Org, 2022). On the other hand, long vowels are those that are produced with their name, for example, A in the word "make", they are pronounced as in the alphabet (EC English Blog, 2017). In order to have a clearer idea, short and long vowel sounds can be compared using minimal pairs which you can notice the difference between both sounds. In the following figure, you can see the difference in the production and the movements of the lips and tongue position between both short /ɪ/ and long /i:/ vowel sound. It is important to mentions that both sounds are rounded.

Figure 1

Short /ɪ/ and Long /i:/ Vowel Sound Production



Note. Movements of the lips and tongue to produce short /ɪ/ and long /i:/

The figure above shows the movements of the lips in order to produce short /ɪ/ and long /i:/. In one hand, short /ɪ/ vowel sound is found in words like ship or hip and the production of this sound implies that lips are slightly spread as well as the tongue tip is raised slightly at the front towards the alveolar. On the other hand, long /i:/ vowel sound is found in words like sea or tea which the movements of the lips are spread and the tongue tip is raised higher than the short sound (Narula, 2022).

4.5 Tag Question Intonation

Tag question is one of the topics that help the teacher teaches students intonation. A tag question is added to a statement to make it into a question, it demonstrates the speaker's attitude regarding the meaning of what he is talking about. The purpose of a tag question is to ask the listener for confirming of the declarative sentence (Nordquist, 2019).

Therefore, the speaker can change the meaning of the question with the pitch of his voice. When the speaker raises her intonation in the question, it can be assumed that this statement is correct or he is sure about it. On the other hand, when the speaker's intonation falls in the question, it can be said that the speaker is not sure of the statement (The Sound of English, 2022).

4.6 Previous Studies

These previous studies were taken into account with the purpose of gaining knowledge, digging deeper into the variables, and establishing research bases. Each one of them deals with the effectiveness of the audiolingual method for improving pronunciation in English as a foreign language students.

As we can see in table 1, 6 studies were chosen and analyzed. Most of them take place in Indonesia and they date from 2009 to 2019. These had participants ranging from elementary school, high school, and university students. It should be noted that two of them do not specify the number of students but only the grade. Besides, five of them had a data analysis process through a mixed-method (qualitative and quantitative) and just one through a quantitative method. Finally, four studies were taken from journals as well as two were taken from research works.

Table 1

Researching Audio Lingual Method to Improve Pronunciation

Study	Country	Population	Method	Level of education	Type
Maesrina (2009)	Indonesia	23 students	Mixed	School	Thesis
Hidayati (2016)	Thailand	16 Students	Quantitative	Private school	Journal
Hasanah and Alauddin (2017)	Indonesia	Second grade	Mixed	School	Journal
Maaliah, et al. (2017)	Indonesia	Fifth grade	Mixed	School	Journal
Imah (2018)	Indonesia	34 students	Mixed	High school	Thesis
Eripuddin and Kasyulita (2019)	Indonesia	38 students	Mixed	University	Journal

Note. Previous studies taken from previous investigations

This classroom action research was conducted by Maesrina (2009) which aimed, to improve the student's pronunciation of vocabulary, pronounce words as their mother tongue, lack of practice and interest are the main problems that guided this research work. The researcher posed the following question: Does audio-lingual method improve student's pronunciation? In fact, pretest and posttest were applied to the experimental group to compare

the scores with the control group to see if the improvement was possible. After analyzing the results, the researcher concluded that the pronunciation of the students tended to improve by applying. Furthermore, audio lingual method through the use of drilling words activities proved to improve the students' speaking ability in producing imperative sentences.

Another hand, quasi-experimental research was done by Tuatul Imah (2018) which aimed to improve the pronunciation and learning of students. For that, the researcher identified the problems that students had such as pronunciation difficulties, word confusion, lack of confidence, and practice of pronouncing words. This research had a population of 34 students in eighth class to whom the pre and post-test were applied. In addition, field notes were used and the students were observed during all the classes given to get additional information. With the application of the audiolingual method, the researcher proved that this method achieved positive results in improving pronunciation. Finally, with the application of this method, the researcher proved that it achieved positive results in the improvement of pronunciation, and also, he said that it could be used as an alternative way of teaching pronunciation because the method was easy to use and very beneficial one.

The audiolingual method was chosen by Maaliah, et al. (2017) to know the effectiveness, advantages, disadvantages, strengths, and weaknesses in improving the speaking skill of the fifth-grade students in elementary school. The research question posed in this work was: how effective is the audiolingual method to improve the pronunciation? Some problems in students' pronunciation such as difficulty understanding that they even misunderstand their expression, shame to speak because they were afraid to make mistakes, those problems guided researchers to conduct this research work. In the end of this, the researchers concluded that this method was effective in improving pronunciation since the students were able to pronounce the words with good intonation.

Likewise, Eripuddin & Kasyulita (2019) developed quasi-experimental research to see the effectiveness of the audio-lingual method on students' pronunciation ability. Ignorance of the meaning of words, little collaboration in the use of learning strategies, and lack of understanding of the components in pronunciation were the main problems that led to this research. This research intended to research whether students who are taught by audio-lingual have better pronunciation ability than those who were taught traditionally at university students? Based on the results from the pretest and posttest, the use of the audiolingual method was really effective. Therefore, this helped the students to have a better pronunciation of specific words.

This research work done by Hasanah, Alauddin (2017) was designed for quasi experimental research with pre-test and post-test design. The problem that led to this research was pronunciation, as students had difficulty speaking with the correct pronunciation of words. For that reason, the researchers wanted to research the effectiveness of teaching English pronunciation by using the audiolingual method. The data collection process involved the pre and post-test, the first group was taught through the audio-lingual method and the second one received the usual class. Based on the results, the researchers concluded that the audio-lingual method is effective to improve pronunciation, first because this method helped to increase pronunciation, then because it became them into active students, and lastly, it focused them more on the pronunciation aspect.

Finally, Hidayati (2016) chose classroom action research to carry out this research work. The problem of this research is the need for intelligible pronunciation, it helps us understand the English of others and, therefore, allows us to communicate with native and non-native English (Wei and Zhou, 2002). Based on that, the researcher posed the following question: How can the use of the audio-lingual Method in the listening comprehension class improve the pronunciation ability of the Darul Mahdiah private school students in the academic year 2014/2015?

First of all, the researcher used the audio-lingual method and repetition drills technique which makes the students familiar with and use to pronounce the correct words in English. The process lasted two cycles: the first and the second, the process that consists of planning, acting, observing, and reflecting. At the end of these two cycles, applying the technique, the researcher applied the post-test and collected individual scores. Based on that score, the researcher concluded that the audio-lingual method was expected to improve your pronunciation ability to be intelligible as well as repetition drills is a technique that helps correct the pronunciation of words.

5. Methodology

5.1 Research Design

A mixed-method helped to develop this research in a better way. Mixed methods research combines elements of quantitative and qualitative research to answer your research question and it integrates the benefits of both methods (George, 2022). To have a clearer view of the benefits of both methods let's know what they imply to each of our variables.

Quasi-experiment is when the result is measured before and after intervention through pre and post test (Oxford Reference, 2022). As a result, the context was controlled and manipulated by the researcher through interventions that was based on the audio lingual method and its techniques in terms of pronunciation which is why quantitative research was necessary. Quantitative research is very important to understand the cognitive dimension of the students taking into consideration that the present study had no control group (Gay and Mills, 2017). On the other hand, the researcher also did a qualitative process through the use of the field notes. Field notes are an effective tool to keep track of components during research interactions that helped researchers learned and understood information about a certain social group (Allen, 2017).

5.2 Data Collection Sources and Techniques

The technique for the data collection was the paper and pencil method. “For this method, there are two categories, selection and supply, in which the researcher resorts to multiple-choice questions, true-false, matching, questions, and fill in the blanks in order to measure the cognitive dimension of the students” (Gay and Mills, 2017 p.154). To achieve it, it was necessary to apply the pre and posttest (*see Annex 1*), which measure cognitive performance such as thinking, memorizing, solving problems, analyzing, reasoning, and applying information (Gay and Mills, 2017). For the elaboration of this test, we should avoid confusion in the questions, as well as use an appropriate vocabulary and elaborate well-structured questions.

On the other hand, qualitative research was done through observation. This observation was a participant observation because the researcher collected data while observing, it also helped to understand the affective dimension of the students (Gay and Mills,2017). That is why the field notes (*see Annex 2*) were truly useful resource to achieve this since it helped to know the perceptions and behaviors of the students as well as to identify certain patterns in relation to the techniques of the audiolingual method.

5.3 Data Analysis

The data analysis in qualitative research was completed through coding and thematic analysis. Coding is a process of categorically marking or referencing text units to obtain data in a manageable format ideal for field notes (Gay and Mills, 2017). It was done in order to write well-elaborated questions in which students do not confuse or do not have problems to give the answers, as well as the research can manage the answers obtained. The thematic analysis involves reading a data set and identifying patterns in the meaning of the data. This can be used when it is required to identify patterns in the data, as well as help to interpret the information to emphasize it (Delve, 2006). Through that, the researcher was able to know which audiolingual method techniques helped, motivated, and made the student feel comfortable to improve his pronunciation.

In quantitative research, the pre and posttest were analyzed through descriptive statistics. The measures of central tendency were very useful to be able to analyze the data obtained, these can be analyzed using median, mode, mean. These gave us average values, it helped us to be able to better interpret our data, as well as it made it easier for us to know the effectiveness of the implementation of our independent variable. Also, it was through tabulation data obtained from the students' scores and frequency tables to illustrate more the result scores that students got from pre and posttest.

5.4 Research Participants

As pre-service teacher, the researcher did not have the opportunity or facility to choose specifically the group that he wanted to work with, so cluster sampling was used. Cluster sampling is the most feasible method to select the samples for research. This is used when you have a large population or when there is a wide geographic area of these people. This method makes it easy for the researcher to select all or only some participants as a random research sample (Gay and Mills, 2017).

Therefore, the target of this research work was 15 second-year students in high school, 6 women and 9 men ranging from 15 to 16 years old with a middle-class socioeconomic status. According to Ministry of education they are framed B1.1 English level described by the Common European Framework of Reference for Languages.

5.5 Procedure

This was consisted of the design and execution of the lesson plans which included the learning objectives, the activities to be developed for each topic, as well as practice activities, didactic resources, and finally, evaluations. The application of these lesson plans was for 8

weeks, it is important to say that these were based on the textbook given by the Ministry of Education. Moreover, the lesson plans were focus on the use of lingual methods to improve pronunciation in students, and also, we had the field notes to know the students' perspectives after the intervention. These were checked at the end of the study.

The process begun with the request addressed to the receiving institution for the acceptance of the intern. Once accepted, it was coordinated with the English teacher to define the conditions of participation of the intern as well as the delivery of the plan of activities to be carried out. The participants were chosen according to the teacher's schedule to later see which group was the one that would most benefit the researcher. Next, the pretest was designed and applied, and then the lesson plans were applied. At the end of their application, the researcher could apply the post test for data collection and subsequent analysis. The final result was the report and thesis that was presented at the end of the cycle.

6. Results

This section describes the results that were obtained through the application of the following data collection sources: Pretest and posttest that helped to measure the students' performance in pronunciation (Intelligibility, Comprehensibility, and Intonation). Besides, an interview to know students' perceptions and feelings toward the intervention and application of the audiolingual method and its techniques.

6.1 Pretest and Posttest Results

The average scores of the pretest and posttest helped the researcher to implement an intervention plan to know how and what techniques of the audio lingual helped to improve the students' pronunciation among second-year at a public school in the city of Loja during the 2021-2022 school year. The following scores were obtained by the students.

Table 2

Wilcoxon Test to Compare the Pre and Post Test Score Pronunciation

N°	Pretest	Posttest	Difference	Ranks
01SECBGU	3,34	3,98	-0,64	1
02 SECBGU	5,43	7,3	-1,87	2
03 SECBGU	2,33	7,31	-4,98	3
04 SECBGU	3,3	7,31	-4,01	4
05 SECBGU	4,33	7,34	-3,01	5
06 SECBGU	3,76	7,66	-3,9	6
07 SECBGU	3,1	8	-4,9	7
08 SECBGU	3,98	8,01	-4,03	8
09 SECBGU	4,77	8,62	-3,85	9
10 SECBGU	4,53	8,97	-4,44	10
11 SECBGU	4,68	9,31	-4,63	11
12 SECBGU	4,42	10	-5,58	12
13 SECBGU	2,64	9,33	-6,69	13
Media	3,79	8,00		

Note. SECBGU= Second Year Bachillerato General Unificado

Table 3*Wilcoxon Ranks*

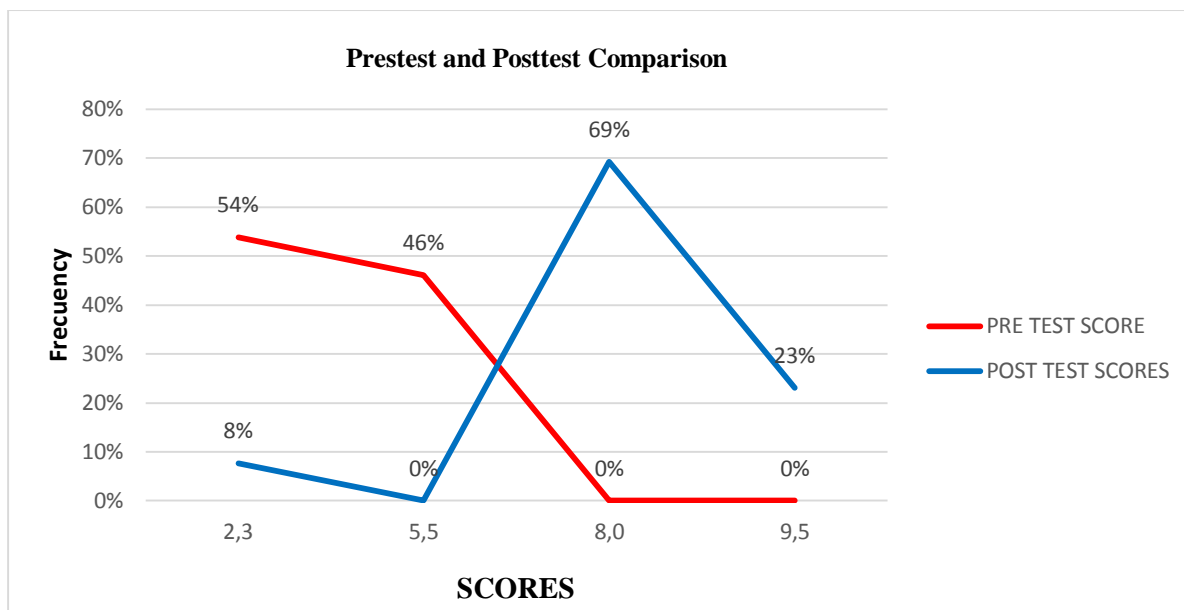
Pretest Scores	Ranks	N	Sum of Ranks
Posttest Scores	Negative	13	-91
	Positive	0	0
	Ties	0	
	Total Population	13	
	Critic Value	17	
	p≤ 0,05		

Note. Comparative table that summarizes the results

The *Table 2* above provides an overview of the measurement results for the pre and posttest scores. It gives some interesting data on the comparison of second-year students' performance before (Pretest) and after (Posttest) the intervention plan to improve pronunciation based on the audiolingual method and its techniques. But also, we can see from the data gathering that all participants had a significant level of pronunciation improvement after the treatment. Consequently, the Wilcoxon test demonstrated that this difference was statistically significant $p \leq 0.05$, which means there is a high probability of 95% that the intervention was effective. This effectiveness will be further substantiated with the interview done which explores students' perceptions towards the application of the audiolingual method as an effective process to improve their pronunciation.

Figure 2

Posttest Comparison Before and After the Intervention Plan



Note. Comparison pre and posttest scores

It can be seen from the data in Figure 1 that a pretest was administered to second-year students before the intervention plan in order to measure a starting point of their knowledge on pronunciation. Therefore, all the students did not reach the average level of 7, as expected by the national grading scale. They could not obtain scores higher than 5.5 points. This means that 100% of students had difficulty in intonation because they were not able to communicate sentences using high or low intonation in order to distinguish the meaning of short and long /I/ and avoid confusions to the hearer. Their pronunciation was not intelligible enough because they could not create a change in the pitch of voice. They could not pronounce words clear enough to be understood. Besides, their comprehensibility was low, since they struggled to understand particular sounds, specifically short and long /i:/ as well as they could not identify difference between them. Therefore, this means an issue for the researcher to carry out the research with these subjects.

On the contrary, in the same Figure 1, the posttest demonstrated a significant improvement in students' pronunciation after intervention. Based on the figure, they met the expectations according to the national grading scale since the majority of them (69%) obtained scores higher than 7 points. Second-year students improved their intonation because they were able to communicate sentences using high or low intonation giving to understand the meaning of the sentences, that is, they could create a change in the pitch of voice. Also, students increased intelligibility because they were able to pronounce words clear enough to be

understood, this was improved through repetition. Likewise, they increased comprehensibility since they were able to identify and understand particular sounds such as short and long /I/. It was made by dictation of minimal pairs which contains just those sounds. Additionally, they could produce those sounds with the correct mouth and lips position in order to make notice the difference between them. Moreover, it was noticeable that through this intervention they could acquire significant vocabulary words. Finally, it is important to mention that although the intervention indeed managed to improve the students' pronunciation, there is a margin of error, which did not affect the overall performance of the pronunciation.

Pronunciation is the key in which we can understand what the speaker is talking about. It needs practice and reinforcement in each process (Hasanah & Dahniar, 2017). Likewise, Harmer (2001, as cited in Pourhossein, 2016) emphasized that through pronunciation instruction, students learn sounds, its characteristics, and also acquire their ability to speak. In addition, the students concentrate on the sounds and this makes them realize where to emphasize as well as to achieve comprehension and intelligibility.

6.2 Interview Results

In the present section is described the students' perceptions about the implementation of the methods in their learning in order to improve their pronunciation. These perceptions were taken from the interview applied after the interventions which consisted of 4 open-ended questions.

Q. 1: How did the implementation of the audiolingual method help you improve your pronunciation?

Most of the interviewed students had the same perspective on this question. They said that the intervention using the audiolingual method and its techniques helped them to better understand the class. Likewise, they mentioned that before the intervention they had problems of understanding and comprehension of the class. However, strategies and techniques applied by the teacher in class made easier and facilitated learning.

Q. 2: Do you think the method helped to have an active and participatory class?

The results of this questions were significant because all the students interviewed mentioned that the classes were fully active and participatory. As matter of fact, they mentioned that in each class the teacher made them go to the blackboard to complete tasks or participate in front of the other students. For instance, they were asked to repeat the vocabulary words and then use them in a sentence.

Q. 3: Did the intervention give you more confidence to improve your pronunciation?

The most interesting answers were that all the students in this question said that with the intervention their confidence in speaking had improved a lot. Some of these answers were: *"My confidence improved a lot before I was ashamed to speak or pronounce a word wrong"*, *"Before I was shy when speaking or pronouncing but with practice in class I have improved"*. They also mentioned that confidence, motivation, and a good class environment helped make this possible.

Q. 4: Which audiolingual technique did you feel most comfortable with? Why?

In this last question, the interviewed students mainly mentioned three techniques. The main one was the use of minimal pairs through the Short and Long /I/ vowel sound. They mentioned: *"That helped me to differentiate between the two sounds, that is to say, at first I thought that they sounded the same, but in the end, I understood that they sounded different."* In the same way, they said about the repetition of words. One of the cases referred to the repetition of minimal pairs. *"I liked the activity of repeating the words that are almost the same, and by repeating I understood that they were a little different"*. Finally, they talked about intonation since they mentioned the use of high and low intonation to confirm or request for information. They mentioned *"The activity that I liked the most was about low and high intonation, since before I didn't know that the tone of voice sometimes changes depending the information"*.

7. Discussion

In the following section, we have the discussion part which contrasts and fit the findings with the previous studies and the theory. Besides, it is going to give answers to the central questions about how does the audiolingual method improve students' pronunciation? and what audiolingual techniques affect the improvement of students' pronunciation? Besides, it is going to mention the limitations found during the process as a consequence of this some suggestions will be given for further investigations.

The present research work called "Audio lingual method and improving English pronunciation among second-year Bachillerato students at a public institution in Loja city. School year 2021-2022" overcame limitations and achieved good results in improving pronunciation in students. This improvement can be seen reflected in the results obtained in the post-test with a total of 8/10 compared to the results of the pre-test of 3.7/10 as well as it is supported by the Wilcoxon test that showed a statistically significant difference of $p \geq 0,05$.

This remarkable improvement could be possible through the repetition drill that was implemented during the intervention and consequently the memorization of words, remaining that repetition is the main technique that the audiolingual method has. As a matter of fact, Alemi and Tavakoli (2017) considers that the audiolingual method aims the mastering the target language through memorization and repetition, this means, pronunciation is taught by repetition drills that are designed to familiarize students with the sounds and structural patterns of the language.

Furthermore, in order to test students, three aspects were taken into account and they are intelligibility, comprehensibility, and intonation. That is why, the findings showed that students were intelligible due to they could pronounce words enough clear to be understood because they recognize the sounds into words, however, that does not mean they sounded perfect. This finding is in agreement with Hidayati (2016) who mentions that through the audiolingual students accomplished the lack of intelligibility because students improve their ability in their pronunciation as well as made students familiar with words due to the repetition drill. Therefore, the present study confirms that Yates (2020) mentions, that intelligibility does not mean sounding like a native, but it is about understanding the message.

In another hand, Tuatul Imahs (2018) states that through audio lingual method students were able to overcome words' confusion and their lack of confidence, therefore, they improved their pronunciation. This has to deal with our research regarding comprehensibility results that showed that students were able to identify short and long /i/ vowel sounds so they showed that they put effort to understand these sounds. This was made by the use of minimal pairs, which

means, they overcame word confusion that faced. Therefore, this corroborates what Derwing (1995, as cited in Thomson, 2018) says about comprehensibility, which is the effort that the listener has to understand something specific.

Besides, intonation's finding demonstrated that students could use the right tone of voice in order to transmit the message with the correct meaning avoiding confusing the hearer. Likewise, in their research Maaliah, et al. (2017) found that due to misunderstanding their expression, shame to speak, and afraid to make mistakes presented a problem to enhance students' pronunciation, however, they overcame this problem through the audiolingual method and at the end the process they could able to pronounce better with good pronunciation. In accordance with the present work, the University of Technology Sydney, (2022) states that intonation is the communicative meaning through the higher or lower voice of a speaker which reveals different types of meaning in a sentence.

Nevertheless, it is interesting to identify that in the three aspects were a significant improvement after the intervention was applied. Therefore, based on the results, students enhanced their abilities and dealt with problems previously mentioned since the researcher could teach the aspects of pronunciation. In fact, it is noticeable that the audio-lingual method had satisfactory effects on the students' abilities and performance.

Furthermore, it is evidence that students changed their attitude positively during the process. They began to react in an efficient way to the implementation of this audiolingual method into their learning. Also, they improved their confidence when speaking, actively worked on the planned activities, paid more attention, and showed interest in class, due to, they became active and participatory students. Therefore, this is the answer to the question about how the audiolingual method improves second-year students' pronunciation.

The second question in this research was what audiolingual techniques affect the improvement of second-year high school students' pronunciation? In order to answer it, the researcher implemented the audiolingual method through techniques such as back-built, game, repetition, minimal pairs, and more. Nevertheless, based on the interviews done to the students, it can be said that two techniques were the most used for improving their pronunciation. The first one was repetition, they already mentioned that they liked it and it made it easier for them to pronounce certain words, and the second is the use of minimal pairs since with the help of the short and long /i/ vowel sound, they were able to understand and then pronounce certain words better.

Likewise, during the application of the method, some limitations arose. One of them was related to the time, more time was needed in order to get better results from the intervention

and for students master their pronunciation. As the research was a single group pretest-posttest that means there is not a control group for that reason the results are not 100% significant and we can generalize. That is why it is recommended to have a control group in order to get a better result in their performance.

8. Conclusions

Intonation was the aspect of pronunciation that caused more impact on students due to it allowed them to change the tone of their voice and use low and high intonation to distinguish the meaning of the speaker, it was done by repetition. Whereas, the comprehensibility aspect was difficult for them since they had trouble understanding and differentiating certain words and sounds completely.

The application of the audiolingual method allowed students to overcome their difficulties in pronunciation, since the repetition drill become students active and participatory during the class, and also allowed students to practice pronunciation enjoyably and more easily.

Students found the practice of minimal pairs as the most useful drill to enhance their pronunciation because it helped them to compare and contrast the target sounds like short /ɪ/ and long /i:/ vowel sounds.

9. Recommendations

Based on the conclusion stated above, the researcher can make the following suggestions.

The teacher should have a continued practice on the intonation of the students so that they will be able to produce a change in their pitch of voice to avoid confusion in the listener. Likewise, he or she should put more emphasis on the aspect of comprehensibility since this was the aspect that they showed the greatest difficulty in identifying certain sounds at the begging of the intervention.

The teacher should apply the audiolingual method in their class since it is demonstrated to be an effective method in order to students practice their pronunciation. Furthermore, it allows them to enhance their pronunciation through repetition drill, becoming them active and participatory as well as comfortable and gaining confidence in pronouncing words.

The teacher ought to identify which teaching technique or strategy the students like so that the teacher can implement it as part of their daily classes. In that way students will feel confident and motivated to practice their pronunciation.

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11. Annexes

Annex 1: Certificado de Pertinencia y Coherencia

Loja, 9 de mayo de 2022.

Mg.

Paola Moreno Ordoñez

DOCENTE DE LA CARRERA DE IDIOMA INGLÉS Y PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado **Audio Lingual Method and Improving English Pronunciation among Second-year Bachillerato Students at a Public Institution in Loja City. School Year 2021-2022**, de autoría de **LUIS ALEJANDRO TORRES AGILA**, estudiante del Ciclo 7 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, periodo académico Octubre/2021– Febrero/2022, en el que se ha podido evidenciar que el autor ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.



ESPINA
ALEJANDRO CELI
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Annex 2: Oficio del Directora del Trabajo de integración curricular.



UNL

Universidad
Nacional
de Loja

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE IDIOMA INGLÉS
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ofc.207-DC.III/PINE-NG-AEAC-UNL
Loja, mayo 13 del 2022

Licenciada M.Sc.

Karina Alexandra Celi Jaramillo,

DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;

Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **Audio Lingual Method and Improving English Pronunciation among Second-year Bachillerato Students at a Public Institution in Loja City. School Year 2021-2022.**, de autoría de **LUIS ALEJANDRO TORRES AGILA**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 8 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



ROSA PAOLA
MORENO
ORDÓÑEZ

Loda.M.Sc. Rosa Paola Moreno Ordóñez,
DIRECTORA ACADÉMICA

Elaborado por:

Dra.M.Sc. Nela Aguilera Asanza,

ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pre and Posttest for Pronunciation



1859

DATE COLLECTION SOURCE: PRE/POST TEST

Students' Code:

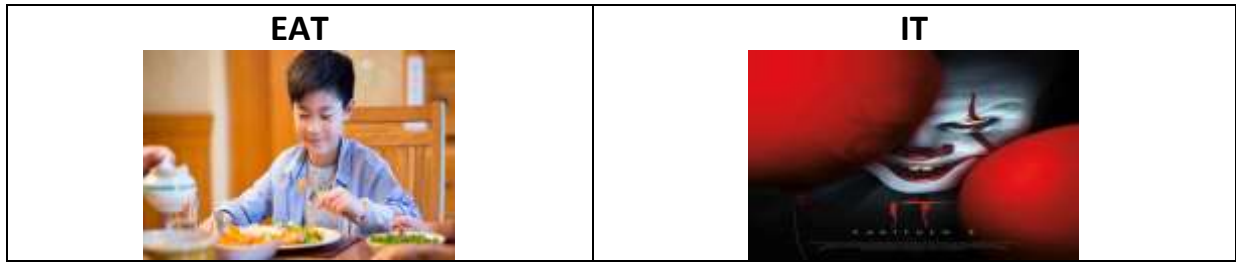
Course:

Date:

LISTENING

1. Circle the word that you hear. (Comprehensibility, 3.33 points)

<p>FEEL</p> 	<p>FILL</p> 
<p>SHIP</p> 	<p>SHEEP</p> 
<p>WIN</p> 	<p>WIG</p> 
<p>PAY</p> 	<p>PLAY</p> 



2. Listen the following tag question and place a tick if they are high or low intonation. (Intonation, 1,67 points)

Tag Question	High Intonation	Low Intonation
She learns very fast, doesn't she?	<input type="checkbox"/>	<input type="checkbox"/>
The trains are never on time, are they?	<input type="checkbox"/>	<input type="checkbox"/>
They broke my tablet, didn't they?	<input type="checkbox"/>	<input type="checkbox"/>
He isn't here, is he?	<input type="checkbox"/>	<input type="checkbox"/>
You haven't been here, have you?	<input type="checkbox"/>	<input type="checkbox"/>

READING

3. Read the following sentences as clear as possible. (Intelligibility, 3.33)

				
Vacation	Travel	Suitcase	Mystery	Princess
				
Emotions	Strong	Tent	Parking	Stop

4. Read the following tag question with the appropriate tone of voice. (Intonation, 1.67 points).

- You are going on vacation to Paris, **aren't you?**
- Lucas is studying English, **isn't it?**
- They will not help, **will they?**
- He should not tell her, **should they?**
- You have seen my shoes, **haven't you?**

**THANKS FOR
YOUR COLLABORATION**

INTELIGIBILITY				
3.33 points				
POOR	FAIR	GOOD	EXCELLENT	SCORE
>0 <0.83	>0,83 <1.66	>1.66 <2.49	>2.49 <3.33	
Student was unclear when pronounced the word.	Student was not clear enough when pronounced the word.	Student was clear when pronounced the word.	Student was very clear when pronounced the word.	


INTONATION				
1, 67 points				
POOR	FAIR	GOOD	EXCELLENT	SCORE
>0 <0.41	>0.41 <0.82	>0.82 <1.23	>1,23 <1.67	
The student did not have an adequate intonation, he did not highlight the key words.	Inadequate use of intonation, and little effort was made to recount key words.	Adequate use of intonation making the intelligibility of the message quite high. Even though he highlighted the wrong words.	Good use of intonation makes the speaker easy to follow. Intelligibility is almost never impeded by insufficient or misplaced prominence.	

ANSWER KEY

For questions 1 and 2.

Question	Answer	Score
1.1	Fill	0.66
1.2	Ship	0.66
1.3	Cap	0.66
1.4	Pay	0.66
1.5	Eat	0.69
2.1	High intonation	0.33
2.2	Low intonation	0.33
2.3	High intonation	0.33
2.4	Low intonation	0.33
2.5	Low intonation	0.35

Annex 4: Field Notes

 FIELD NOTES	
AUDIO LINGUAL METHOD TO IMPROVE PRONUNCIATION AMONG NINTH-GRADE STUDENTS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR.	
SETTING:	INDIVIDUAL OBSERVED:
N° OBSERVATION:	DATE:
DESCRIPTIVE NOTES	REFLECTIVE NOTES

Annex 5: Interview



INTERVIEW

Interviewer:

Interviewee number:

Date:

- How did the implementation of the audio lingual method help you improve your pronunciation?

- Do you think that the method helped to have an active and participatory class?

- Did the intervention give you more confidence to improve your pronunciation?

- Which audio lingual technique did you feel most comfortable with? why?

Annex 6: Grading Scale

Qualitative Scale	Quantitative Scale
A = Masters the necessary learning components	9,00 - 10,00
B = Understands the necessary learning components	7,00-8,00
C = Almost reaches the necessary learning components	4.01 - 6,99
D = Does not reach the necessary learning components	< 4

Annex 7: Lesson Plans

LESSON PLAN 1

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Adverbs
Date: May 9 th 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> To form adverbs of manner in sentences to demonstrate how something happens. 	<ul style="list-style-type: none"> Whiteboard Markets Flashcards (Adjectives)
Warm-up and Objective Discussion	
<p>Charades: Teacher divides the class into two groups, left and right and chooses 1 student from each group. Teacher gives them an adjective and they act out this adjective. The rest of the students guess what it is. This activity helps students to remember the meaning of the adjective to use it in the development of the activity.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows students the flashcards in which there are some adjectives and then explains the meaning of them. Teacher says the pronunciation of these adjectives one by one in order to students can repeat later. Teacher explains that adding “ly” to an adjective, it is transformed into an adverb.</p> <p>Model Teacher writes some adverbs on the board and then adds “ly” to transform them in adverb. Teacher says these adverbs to students notices what is the pronunciation of them.</p>	
Guided Practice	
<p>Teacher gives students some adjectives and says one by one. Students form adverbs from these adding “ly” at the end. Students say the adverbs that they form.</p>	
Independent practice	
<p>Students continue forming adverbs from the adjectives that students gave. Students think of their own adjectives in order to form adverbs from theses Students say the adjective first and the say the adverb that they formed. Students go to the boar to write the adverbs. Students take turns and repeat the adverbs after the teacher. (REPETITION DRILL)</p>	
Assessment	
<p>Students work on the worksheet. They match the adjectives with its corresponding adverb and then complete sentences using adverbs.</p> <hr/> <p style="text-align: center;">10min were taken to take the Pre Test.</p>	



1859

DATE COLLECTION SOURCE: PRE/POST TEST



Students' Code:

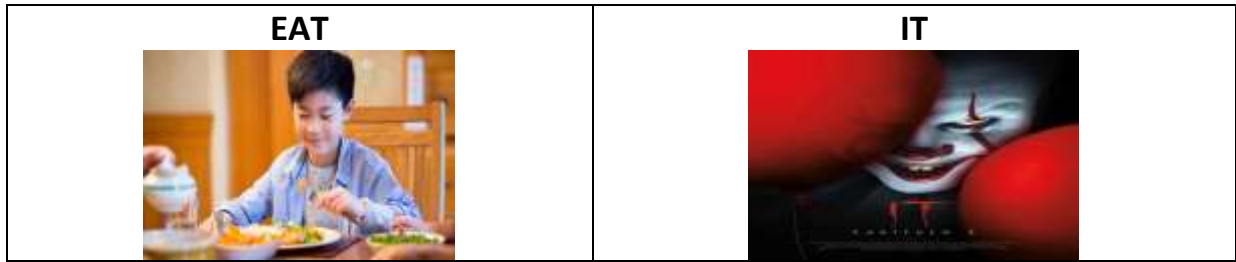
Course:

Date:

LISTENING

2. Circle the word that you hear. (Comprehensibility, 3.33 points)

<p>FEEL</p> 	<p>FILL</p> 
<p>SHIP</p> 	<p>SHEEP</p> 
<p>WIN</p> 	<p>WIG</p> 
<p>PAY</p> 	<p>PLAY</p> 




5. Listen the following tag question and place a tick if they are high or low intonation. (Intonation, 1,67 points)

Tag Question	High Intonation	Low Intonation
She learns very fast, doesn't she?	<input type="checkbox"/>	<input type="checkbox"/>
The trains are never on time, are they?	<input type="checkbox"/>	<input type="checkbox"/>
They broke my tablet, didn't they?	<input type="checkbox"/>	<input type="checkbox"/>
He isn't here, is he?	<input type="checkbox"/>	<input type="checkbox"/>
You haven't been here, have you?	<input type="checkbox"/>	<input type="checkbox"/>

READING

6. Read the following sentences as clear as possible. (Intelligibility, 3.33)

 Vacation	 Travel	 Suitcase	 Mystery	 Princess
 Emotions	 Strong	 Tent	 Parking	 Stop

7. Read the following tag question with the appropriate tone of voice. (Intonation, 1.67 points).

- You are going on vacation to Paris, **aren't you?**
- Lucas is studying English, **isn't it?**
- They will not help, **will they?**
- He should not tell her, **should they?**
- You have seen my shoes, **haven't you?**

**THANKS FOR
YOUR COLLABORATION**







Read and match the adjectives to their corresponding adverb.



- Slow
- Careful
- Quick
- Happy
- Good
- Dangerous

- Carefully
- Dangerously
- Well
- Slowly
- Happily
- Quickly

Look at the pictures and complete the sentences with adverbs from the previous activity.

1. It walks _____ 
2. He drives _____ 
3. She sings _____ 
4. She reads _____ 
5. He jumps _____ 
6. I do my homework _____ 

LESSON PLAN 2

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Past Perfect
Date: May 10 th 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila.	Schedule: 15h50 – 17h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> To form and use the past perfect in sentences correctly. 	<ul style="list-style-type: none"> Whiteboard Markets Worksheet Story
Warm-up and Objective Discussion	
<p>Writing Game: Students have to form 2 group. They have to participate on the board and write the past participle of the verbs that teacher says each group. The verbs are different for each one and help students to write examples in the first conditional later. The team who writes all the verbs correctly on time will be the winner and get an extra point.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher writes the time line on the board to figure out students the past perfect tense. Teacher explains the past perfect tense using the time line on the board as well as structuring the structure to form it. Teacher explains the difference between past simple and the past perfect tense.</p> <p>Model Teacher writes some sentences on the board using past perfect but he does not write the verb in past participle so he asks students for it.</p>	
Guided Practice	
<p>Teacher asks students for writing 4 sentences on their notebook using the structure given. Some students take turns and write one of these sentences on the board in order to teacher gives them feedback. Students read these sentences aloud after the teacher.</p>	
Independent practice	
<p>Teacher form groups of 3. Teacher gives them a story to read which have past simple and past perfect. Students read and then underline the past simple and the past perfect. -Less-Guided Practice Students classify in the T-Chart the past simple and the past perfect. Students divide the story in 3 parts and then each student read one part. Students change orders in order to read the whole story. (BACK BUILD-UP- DRILL)</p>	
Assessment	
<p>Students writes 3 sentences using past perfect and transform into negative and question.</p>	



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1. Read and underline the past simple and past perfect.

**Where were they? What happened?
What had they done?**

Last night, Dane and Emily danced in a competition. They danced a salsa dance. They had practiced for 6 months before they danced in the competition. They were very good.

Dane and Emily's friends were in the audience. Before that night, they had never seen Dane and Emily dance. In fact, Dane and Emily had never danced in front of anyone before the competition.

After everyone had danced, the judges announced the winners. Dane and Emily won! They were the best dancers in the competition. Emily said she had never practiced so hard before! She was glad they had practiced a lot.

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2. Classify the past simple and past participle tense in the T-chart.

PAST SIMPLE	PAST PERFECT

NAME: _____ DATE: _____

GRAMMAR WORKSHEET

PAST PERFECT

had not = hadn't

I			
You	had	eaten	(before the taxi arrived)
He			
She			
It			
We			
They			

I				
You	had	not	eaten	(before the taxi arrived)
He				
She				
It				
We				
They				

	I		
Had	you	eaten	(before the taxi arrived)?
	he		
	she		
	it		
	we		
	they		

		Yes,	No,		
I					
you	had.	I	you	had	
he					not
she					
it					
we					
they					

- Study the boxes above. Then, complete the sentences.

- A: Had Jim ever (fly) flown before his flight last week?
B: Yes, he _____
- A: _____ your sister (eat) _____ breakfast before she left?
B: No, she _____
- James said he _____ already (see) _____ the movie last year
- I got lost because I (forget) _____ to bring a map
- They (not study) _____ English before last year
- She (live) _____ in Leeds before she moved to London
- The baby (fall asleep) _____ before eight o'clock
- I (not think) _____ of that question before
- Sue got wet because she (not bring) _____ an umbrella
- He (own) _____ his car for a year before he sold it
- I didn't notice that the traffic light (turn) _____ red
- He (order) _____ rice but the waiter served him soup

LESSON PLAN 3

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: First Conditional
Date: Thursday, May 12 th 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 14h20 – 15h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> To identify, form and use the first conditional in sentences. 	<ul style="list-style-type: none"> Whiteboard Markets Flashcards
Warm-up and Objective Discussion	
<p>Brainstorming: Teacher asks students If they want to have a healthy lifestyle, what they have to do. Students will answer thing like do exercises, eat fruits, run, sleep well and so on. Teacher writes these ideas on the board.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher explains how first conditional is formed and when we use it. He also emphasizes “if and “will” in the clauses. Teacher uses the answers students gave in the brainstorming part in order to write some examples using the first conditional. For example, If I want to have a healthy lifestyle, I will do exercises. Teacher shows the flashcards in which students predict what will happened in this way they form the first conditional.</p> <p>Model Teacher writes the first one example on the board in order to exemplify what they have to do then.</p>	
Guided Practice	
<p>Students continue writing the first conditional on their notebooks based on the pictures that teacher showed. Some students take turns and write one of these examples on the board in order to teacher gives them feedback. Students read these the examples aloud after the teacher.</p>	
Independent practice	
<p>Students work in pairs. Students agree to divide example that they wrote. -Less-Guided Practice Each pair go to front of their classmates. One student says the first clause and the another says the second one.</p>	
Assessment	
<p>Students write 4 examples using the first conditional as the following. If I earn English, I will travel to USA.</p>	

CONDITIONAL SENTENCES 1

<p>1 If you _____ (have) your hair dyed, you _____ (look) much better.</p> 	<p>2 I _____ (learn) flamenco if I _____ (go) to Spain this summer.</p> 	<p>3 Tom _____ (go) sailing if the weather _____ (be) nice this weekend.</p> 	<p>4 If you _____ (not/brush) your teeth after meals, you _____ (have) cavities.</p> 
<p>5 John _____ (be) healthier if he _____ (lose) a few pounds and _____ (eat) less.</p> 	<p>6 The baby _____ (cry) if you _____ (not/want) to play with him.</p> 	<p>7 If Alice _____ (do) her homework before 6, her mum _____ (let) her go out to play.</p> 	<p>8 We _____ (not/visit) Paris if we _____ (not/save) enough money.</p> 
<p>9 It _____ (take) her three hours to get to Rome if Mrs. Dawson _____ (fly) by plane.</p> 	<p>10 Pete's parents _____ (be) very proud of him if he _____ (get) good marks.</p> 	<p>11 _____ (you/be) thrilled if you _____ (try) bungee jumping?</p> 	<p>12 If you _____ (go) to bed early, you _____ (not/be) tired tomorrow.</p> 
<p>13 If you _____ (have) toothache, you _____ (must) go to the dentist immediately.</p> 	<p>14 If it _____ (be) sunny, dad _____ (take) a nap in the garden.</p> 	<p>15 I _____ (make) a snowman if it _____ (snow) today.</p> 	<p>16 My boss _____ (be) furious if I _____ (be) late for work again.</p> 
<p>17 The blue whale _____ (die) out if we _____ (not/protect) it.</p> 	<p>18 I _____ (wash) up the dishes if you _____ (help) me with dinner.</p> 	<p>19 If it _____ (rain) on Saturday, we _____ (not/have) a picnic at the beach.</p> 	<p>20 If my parents _____ (allow) me to have a pet, I _____ (buy) a dwarf rabbit.</p> 
<p>21 _____ (he/come) to my birthday party if I _____ (invite) him?</p> 	<p>22 If you _____ (wait) patiently, you _____ (see) rare birds in their natural habitat.</p> 	<p>23 _____ (Liz/visit) The Opera House if she _____ (go) to Australia this summer?</p> 	<p>24 If Sue _____ (post) the letter today, they _____ (receive) it this week.</p> 



If it rains, you will get wet



If you don't hurry up, you will miss the bus



If you get late again, you will get fire.



If you train hard, you will be the winner.



If you are sick, you won't go to the party



If your computer doesn't work, you will take it to fix it

LESSON PLAN 4

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Minimal Pairs
Date: May 16 th 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila.	Schedule: 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To distinguish in which syllable the minimal pair vary. 	<ul style="list-style-type: none"> • Whiteboard • Markets • Worksheet • Flashcards (minimal pairs)
Warm-up and Objective Discussion	
<p>Tingo, tingo, tango: Teacher says tingo, tingo and students pass a pen until teacher says tango. Students who lose the game have to go first who participate in the exercise then.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows students some flashcards (minimal pairs) in order to get a brainstorming about that. Teacher explains what exactly are minimal pairs through the use of the flashcards. Teacher writes 3 examples on the board and underlines the sound in where they are different.</p> <p>Model Teacher says minimal pairs to students notice the different in sounds.</p>	
Guided Practice	
<p>Teacher gives them a list of minimal pairs and says to students listen and then repeat them. The teacher scrambles the minimal pairs and gives some to the students.</p>	
Independent practice	
<p>Students look for the corresponding minimal pair. Students take turns saying minimal pairs that they found. Some students write the minimal pair on the board and underline the only sound in which these words (minimal pairs) vary one from another. Students repeat all minimal pairs on the board after the teacher.</p>	
Assessment	
<p>Students match and write the appropriate minimal pairs.</p>	

4

four

Stopping



pour

Stopping

fan



Stopping



pan

Stopping



calf

Stopping

cap



Stopping

base



Stopping

vase



Stopping



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Name:

Course:

1. Match the correct minimal pair.



rice



make 制造



ice



rise



cake



juice



shoes



eyes

2. Listen to the teacher and write the correct minimal pair to complete the sentence.

- Your _____ are really lovely.
- I need 3 oranges to make the _____.
- Sandra will make a _____ tomorrow.
- The _____ is melting due to the high temperatures.
- Please, don't forget to bring my _____.



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SUE /su:/



ZOO /zu:/



WILL /wɪl/



WHEEL /wi:l/



SLAP /slæp/



SNAP /snæp/



COAT /kəʊt/



CODE /kəʊd/



BEET /bi:t/



BEAT /bi:d/



TOAST /təʊst/



MOST /məʊst/











More

Most

LESSON PLAN 5

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Short (I)
Date: May 17 th 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 15h50 – 17h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the short /I/ vowel sound. • To pronounce words with short /i/ vowel sound. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Examples (piece of paper) • Worksheets
Warm-up and Objective Discussion	
<p>Remembering Minimal Pairs: Choose, write and repeat the minimal pairs leaned last class in order to introduce the short (i).</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher explains about short /I/ vowel sound and says the sound. Teacher shows them minimal pairs with short (i) Teacher gives them some examples and underline the short /I/ vowel sound in each word.</p> <p>Model Teacher says the examples in order to students can notice that sound. All of these examples are supported by a picture to students know the meaning of the word.</p>	
Guided Practice	
<p>Students get a word in a piece of paper that teacher gives them. This word has the short /I/ vowel word.</p>	
Independent practice	
<p>Students analyze and underline in where the sound is. All Students say the word that they got and then go to the board to write it. All students copy these words in their notebooks in order to memorize them. Students write and repeat the word as correspond.</p>	
Assessment	
<p>Students choose the correct picture and put it where is appropriated and then read the whole sentence. They emphases the words with short /I/ vowel sound.</p>	


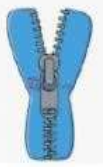
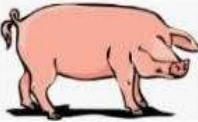








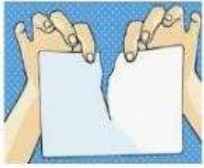
Short I Sounds

	bib
	rib
	big
	dig
	pig
	wig
	bin
	fin
	pin
	win

Short I Sounds

	dip
	hip
	lip
	fix
	milk
	six
	hit
	kit
	kid
	lid

Short i words

			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Match the word
to the picture
above



pin	lip	rip	dig
kid	fin	sit	zip
pig	win	bin	bib

Name: _____

Reading is Fun!



The pink pig is big.



He hid on the hill.



Did he win?



I can sing.



You can zip it up.

© lucky to be in first 2016



LESSON PLAN 6

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Long (I)
Date: May 19 th 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify the Long /i:/ vowel sound. • To pronounce words with long /i:/ vowel sound. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Worksheet • List of words
Warm-up and Objective Discussion	
<p>Writing Game: Teacher divides the class into 2 groups. He tells them a word (words with Short /I/ and they have to write it on the board correctly. The team who has more words written will be the winner.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher explains students about long /i:/ vowel sound and how it produced. Teacher gives them some examples and underline the long /i:/ vowel sound in each word.</p> <p>Model Teacher says the examples in order to students can notice that sound.</p>	
Guided Practice	
<p>Students get a word in a piece of paper that teacher gives them and then underline where the long /i:/ is.</p>	
Independent practice	
<p>All Students say the word that they got and then go to the board to write it. All students copy these words in their notebooks in order to memorize them. Student works on the paper writing the words as correspond and the repeat it.</p>	
Assessment	
<p>Students listen and choose the correct word to complete and give sense to the sentence. Students choose the correct word according to the picture that they can see on your paper</p>	

LONG /i:/ Practice

Name:

Date:

Course:

1. Listen to the teacher and then complete the sentences using correct word in the box.

SHEEP – CHEAP – FEEL- EAT - LEAK

When I went to USA I Bought a computer so _____.

It is raining and there is a _____ on the roof.



There is a _____ on the farm.

I will _____ Tacos when I travel to Mexico.

If she gets the job, She will _____ so happy.

2. Choose the correct word that you see and listen.

			
see	seed	bee	see

			
feet	meet	beef	bee

LIST OF WORDS

mEEK	bean
reek	seen
seek	teen
deal	beat
meal	peat
peal	feet
deep	seat
heap	heat
seep	ream
cheap	deem
beef	team
reef	leak
lead	peek

A. Say the name of each picture. Drag the correct word to match each picture.



she

tree

sea

bead

sheep

eat

knee

peel

we

me

feet

he

LESSON PLAN 7

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Reviewing short and Long (I)
Date: May 24, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 15h50 – 17h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To identify and produce the Long /i:/ vowel sound. • To identify and pronounce short /I/ vowel sound 	<ul style="list-style-type: none"> • Whiteboard • Markers • Flashcards • Flipchart • Worksheet
Warm-up and Objective Discussion	
<p>Walking around while the music is on: All students walk around the class while the music is on. When teacher turn music off students have to form groups with the number that teacher asks. The final group that they formed; they will work together later.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows the flipchart in which there are both short and long I vowel sounds. Teacher explains students about how each vowel sound is produced. Teacher produces each sound with the right position of the mouth in order to students try to do it.</p> <p>Model Teacher says the examples in order to students can notice that sound</p>	
Guided Practice	
Students repeat the examples for each sound after the teacher.	
Independent practice	
<p>Each student says the example with short I and immediately with long in order to students and teacher can notice each sound.</p> <p>Students copy the examples that are on the flipchart.</p> <p>Each group of students classify the flashcards into short and long I on the board.</p> <p>Students say the word as appropriate short or long and the copy them on their notebooks.</p>	
Assessment	
Students listen read, underline and then classify the short and long I vowel sound in the story.	

PRACTICE

Name:

Course:

Date:

1. Read, underline and then classify short and long vowels sounds in the story.

I live in the countryside



Living in the countryside is very beautiful. Everything is cool. The bee gives us honey, the pig gives us meat, the sheep gives us wool. We can put the seed so that big trees grow. The kid and his pets can play wherever. We always have an emergency kit, maybe he scrapes his knee. We also have tools to fix the roof leak when it rains. I eats the eggs that I pick up in the morning. We love living here.

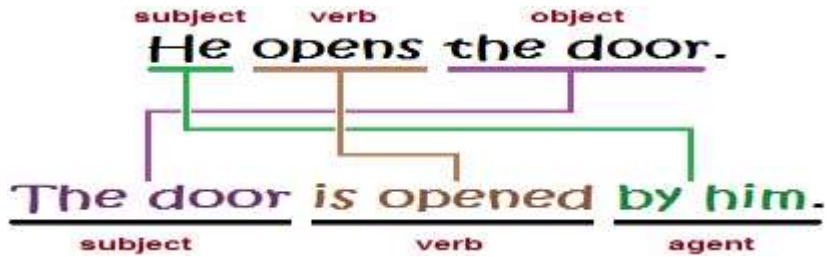
Short /I/	Long /i:/

LESSON PLAN 8

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Passive Voice
Date: May 26, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
To form passive voice using past and present tense.	<ul style="list-style-type: none"> • Whiteboard • Markers • Sentences • Worksheet
Warm-up and Objective Discussion	
Simon says: Teacher forms two groups and he says Simon says that... anything and immediately each group have to bring him or do it that. The first will be the winner.	
Instruct (Teach) and Model	
Instruct (explain) Teacher explains about passive voice, rules and usage. Teacher writes on the board the structure for passive voice. Model Teacher develops 3 examples on the board to students can notice how to do it.	
Guided Practice	
Students choose 4 sentences randomly. Students transform these sentences into passive voice sentences.	
Independent practice	
Students write one passive voice sentence on the board in order to check and give them feedback. Each student repeats the original sentence and then the passive voice sentence. (REPETITION DRILL) Students copy all the sentences in their notebooks.	
Assessment	
Students work on the worksheet. They complete sentences using past or present passive voice.	

PASSIVE VOICE PRACTICE

Name:
Course:
Date:



Simple Past Tense

The cat killed a snake.



COMPLETE

- a) The children _____ (catch) stealing chocolate from the pantry. Past
- b) A new car _____ (buy) by my parents last Christmas. Past
- c) I _____ (give) a new watch and a pair of trainers for my birthday. Present
- d) The fire _____ (put up) by the fire brigade. Present
- e) Alex _____ (allow) to stay out until ten o'clock. Past

LET'S EAT OUT!



Acknowledgements: <https://www.vecteezy.com/free-vector/clipart>

Present

Welcome to PIZZA LOCA! Enjoy the best pizza in the world!

Our kitchen _____ (clean) every day.
 All our pizzas _____ (serve) with a side salad.
 Our drinks _____ (bring) to your table with ice cubes.
 Children _____ (give) a gift toy when they order a Super-Kid Menu.
 English, Spanish and German _____ (speak) here.

Come and visit us. You won't regret it!

- . She accepted the job offer.
- . John visited his friend for a while and then
went home.
- . She cares of my dog.
- . I decorated my room.
- . She reads a horror book.
- . He rode his new bike.
- . We ate dinner.
- . She cooked a special dinner for my birthday.
- . The bird sings a cheery song every morning.
- . The teacher reads a book to the students.
- . They bought a new house.
- . My father paints the house.
- . He builds a house.
- . Javier solves the mystery.
- . Luis finds a blue crayon.

LESSON PLAN 9

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Used To
Date: May 30, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To form sentences using “used to” • To report what his/her partner did in the childhood. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Worksheet • Flashcards
Warm-up and Objective Discussion	
<p>Brainstorming: Teacher asks students for thinking of 3 things that they did when they were children. They will probably answer something like play with my friend, eat a lot of candies, play in the park, play hide and seek.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher explains on the board the structure and the rules for “used to”. Teacher shows flashcards with some activities that a child did in the childhood. Teacher says the activity on the flashcards in order to students notice the pronunciation.</p>	
Guided Practice	
<p>Students writes 2 sentences using used to.</p>	
Independent practice	
<p>Some students write one sentence on the board. Students work in pairs to ask him/her partner 2 things that his or her partner did in the childhood and they write them into sentences using used to. Students report what his/her partner says orally.</p>	
Assessment	
<p>Students work on the worksheet. They unscramble the sentences and also rewrite the sentences using used to.</p>	

USED TO PRACTICE

Name:

Course:

Date:

- Unscramble the following sentences.

JONH/ PLAY/USED TO/ FRIENDS/WITH/TENNIS/HIS

DOLLS/PLAY/ALICIA/USED TO/HER/WITH

USED TO/CARLOS AND HIS SISTER/EAT A LOT OF CANDIES

- Rewrite the following sentences using USED TO.

Before, I didn't cook by myself.


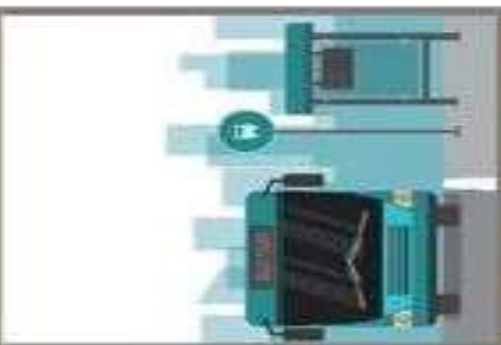

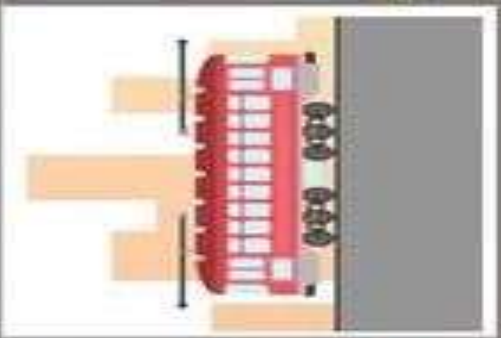
I ride my bicycle in the park.





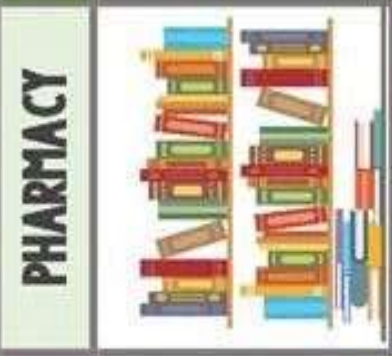
A long time ago. People didn't watch tv.

I go shopping with my parents.

LESSON PLAN 10

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Giving and receiving directions
Date: May 31th, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 15h50 – 17h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
To give and receive directions to get a specific place.	<ul style="list-style-type: none"> • Whiteboard • Markers • Map • Flashcards(places) • Flashcards (directions)
Warm-up and Objective Discussion	
<p>Let's know our city: Teacher gives students a flashcard in which there is a place of our city. Teacher gives 30secs to see and check what place student has in the flashcard. Then, teacher says: My city is big and has a hotel and show the flashcard. Student says the same telling the place that they have on the flashcard.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows a map in which there are many places then paste it on the board to students can see it. Teacher shows flashcards with the directions which students can use then. Teacher explains these directions.</p>	
Guided Practice	
<p>Teacher gives an examples a to get a place giving the directions on the flashcards. For examples He is in the school and wants to get to the bank. He has to turn left, go straight ahead 2 squares, and turn right.</p>	
Independent practice	
<p>Students repeat after the teacher all directions. Each student looks at the map on the board and based on it, he writes 2 directions on his/her notebooks to get a place. Students take turns to says only 1 direction aloud in order to the rest of the students can realize the place on the map. The rest of students try to guess what place he wants to get.</p>	
Assessment	
<p>Students work in pairs. One partner asks another one: Sorry how can I get to the hospital, hotel, etc? The another one answers giving him directions orally. Then, they change roles. (DIALOGUE DRILL)</p>	

	POST OFFICE		BUS STATION
	BANK		TRAIN STATION
	CAFE		HOSPITAL
	CHURCH		RESTAURANT
	PETROL STATION		

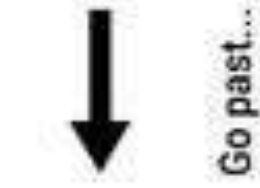
	PARK		MUSEUM		SCHOOL		UNIVERSITY		SUPERMARKET
	BOOKSTORE		BAKERY		PHARMACY		RIVER		FACTORY
	CATHEDRAL		POLICE		GROCERY STORE		LIBRARY		



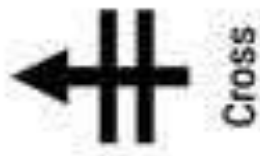
Turn left



Turn right



Go past...



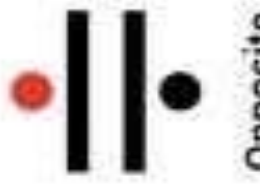
Cross



At the corner of



Next to



Opposite



Between



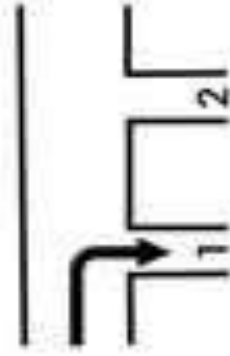
Go straight



U turn



Along



Take the first right

LESSON PLAN 11

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Phrasal Verbs
Date: June 2st, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 16h30 – 15h50 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To complete sentences using the correct phrasal verbs. • To describe common actions using phrasal verbs. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Worksheet • Flashcards(phrasal verbs) • Verbs and preposition
Warm-up and Objective Discussion	
<p>I know 5 countries: This game consists of all students making a circle. Teacher says a name of country and then he gives a student a ball to he or she does the same says a name of a country and pass the ball to a classmate.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows flashcards with some phrasal verbs. Teacher explains what phrasal verbs are and gives the meaning of them. Teacher says phrasal verbs and students repeat. Teacher gives some examples on the board putting phrasal verbs into sentences. Teacher gives them flashcards with verbs and prepositions.</p>	
Guided Practice	
<p>Students join the verb with the correct preposition to form phrasal verbs.</p>	
Independent practice	
<p>Some students take a flashcard randomly and act out this phrasal verb and the rest of students guess what it is. Students copy the phrasal verb in your notebooks. Students make 2 sentences using phrasal verbs describing common situations. Some students go front of the class and write and says one sentence.</p>	
Assessment	
<p>Students match phrasal verbs with the correct meaning of them and also choose the appropriate one from the box to complete the use sentences. Students see the picture and write a sentence using the appropriate phrasal verb according to describe this picture</p>	



Look after



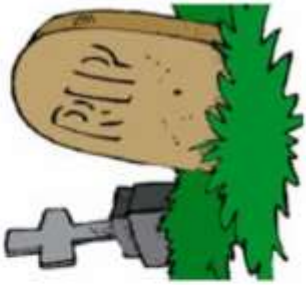
Go back



Look for



Wake up



Pass away



Run out



Carry on



Hold on



Tell off



Run away



Take off



Give up

LESSON PLAN 12

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Reinforcement Phrasal Verbs
Date: June 6th, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 13h00 - 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> To match phrasal verbs and then use them into sentences. 	<ul style="list-style-type: none"> Whiteboard Markers Worksheet Flashcards (phrasal verbs) Verbs and preposition
Warm-up and Objective Discussion	
<p>I know 5 countries: This game consists of all students making a circle. Teacher says a name of country and then he gives a student a ball to he or she does the same says a name of a country and pass the ball to a classmate.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows flashcards with some phrasal verbs. Teacher explains what phrasal verbs are and gives the meaning of them. Teacher says phrasal verbs and students repeat. Teacher gives them flashcards with verbs and prepositions.</p>	
Guided Practice	
<p>Students join the verb with the correct preposition to form phrasal verbs.</p>	
Independent practice	
<p>Students copy the phrasal verb in your notebooks. Some students go front of the class and write and say the phrasal verb.</p>	
Assessment	
<p>Students write 3 sentences using phrasal verbs in their notebooks.</p>	

CARRY	ON
PASS	AWAY
LOOK	FOR
LOOK	AFTER
HOLD	ON
RUN	OUT
WAKE	UP
GO	BACK
GIVE	UP
TAKE	OFF
RUN	AWAY
TELL	OFF

LESSON PLAN 13

Class: Second Year N° Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Indirect Questions
Date: June 7th, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 15h50 – 17h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To form and use indirect question in order to get information. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Worksheet • Flipchart • Exercises
Warm-up and Objective Discussion	
<p>Spelling game: Teacher ask students for forming 2 groups. He also divides the board into two parts in order to first group get one side and the next another side. They stay in 2 different lines in front of the board. Teacher tells each group words and then the write on the board. The group that wrote well all the words will be the winner.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows the flipchart and paste it on the board. Teacher explains about the indirect questions. Teacher explains the structure and the examples about indirect questions. Teacher asks students for doubts about the topic. Teacher gives students a piece of paper with exercise about indirect questions.</p>	
Guided Practice	
<p>Students complete the exercises on the paper that teacher gave them.</p>	
Independent practice	
<p>Some students go to the board and write the indirect question in order to check them as well as to teacher gives students feedback. Some students take turn to repeat the indirect question on the board. (REPETITION DRILL) Students copy indirect question on their notebooks.</p>	
Assessment	
<p>Students work on the worksheet. They choose the correct option as well as rewrite question using indirect questions correctly.</p>	

INDIRECT QUESTIONS PRACTICE

NAME:

COURSE:

DATE:

Choose the correct answer

1. I would like to know

- a. What is his name
- b. What his name is

2. Can you tell me

- a. If this restaurant is open
- b. If is this restaurant open

3. Can you explain

- a. How it works
- b. How does it work

4. I was wondering

- a. What do you like about museum
- b. What you like about museum

Rewrite the following questions using indirect questions correctly.

1. Where are you from?
Can you tell me _____
2. Does Robert Downey Jr. live here?
Could I ask you _____
3. Can we take one of these bikes?
Do you know _____
4. What time does the bus leave?
I'd like to know _____
5. Where is the nearest restaurant?
Would you tell us _____
6. How much do the tickets cost?
Do you know _____

Direct Questions	Indirect Questions
Where's the station?	Can you tell me where the station is _____ ?
Are you coming to the party?	Can you let me know if you coming to the party _____ ?
How does it work?	Can you explain how it works _____ ?
What's the matter?	Please tell me what the matter is _____ .
Where are you from?	I'd like to know where you are from _____ .
How long does it take to get there?	Do you know how long it take to get there _____ ?

Is the zoo open today?

Can you tell me _____

Do you speak English?

Could I ask _____

Where did you buy that cool hoodie?

I'd like to know _____

. What is your email address?

Would you tell me _____

LESSON PLAN 14

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Wishes
Date: June 9, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To use “wish” to wish ideal situation in past tense. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Worksheet • Flipchart • Flashcards
Warm-up and Objective Discussion	
<p>Tingo,tingo,tango: Students make a circle. Teacher says tingo, tingo, tingo while students pass a ball when teacher says tanto students stop passing the and who has the ball he/she has to do something.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows the flipchart and paste it on the board. Teacher explains about the usage of wish. Teacher gives them the structure as well as gives them some examples. Teacher asks students for doubts about the topic.</p>	
Guided Practice	
<p>Teacher shows students flashcards with situations which then students use them to write wishes.</p>	
Independent practice	
<p>Students see carefully the flashcards and check the example given. Students write sentences using wish based on the flashcards that they saw. Some students go to the board and write sentences using wish in order to check them as well as to teacher gives students feedback. Students take turn to repeat the sentences written on the board. (REPETITION DRILL) Students copy the sentences on their notebooks.</p>	
Assessment	
<p>Students work on the worksheet. They complete sentences using wish and also write the correct form of the verb to complete sentences</p>	

Look at the pictures and write what each person wishes, using the words given.

1



be / tall and strong

I wish I were tall and strong.
or I wish I was tall and strong.

texto

2



have / car

3



work / office

4



live / with my son

5



can / swim

6



not / live / city

7



be / helicopter pilot

8



not / have / short hair

WISH PRACTICE


NAME:
COURSE:
DATE:

When we use **wish+ past**, we speak about our wish in **the present**.

I **wish** I **were** a doctor.
I **wish** they **went** to the concert
I **wish** we **were** together.













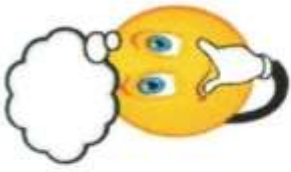
1. You're not here with me right now and I feel lonely.
I wish _____ with me right now
2. I don't have much free time.
I wish _____ more free time.
3. My best friend lives far away.
I wish _____ so far away.
4. My boyfriend is leaving tomorrow.
I wish _____ tomorrow.
5. It's raining heavily.
I wish _____ so heavily.

2. Fill in the verbs with the wishes in the present:

1. I wish he _____ (go) to the exhibition.
 2. She wishes Nick _____ (call) her.
 3. Tim wishes he _____ (write) the letter.
 4. Kate wishes Sally _____ (send) an SMS.
 5. I wish Tim _____ (arrive) in time.
 6. They wish they _____ (go) to the gym.
 7. We wish we _____ (buy) this computer.
 8. I wish Mona _____ (be) happy.
 9. Sam wishes he _____ (go) to Spain.
 10. They wish they _____ (win) the game.
 11. I wish I _____ (play) my computer.
 12. Paul wishes he _____ (take) his sister with him.
 13. I wish I _____ (buy) a new car.
- 

LESSON PLAN 15

Class: Second Year N^o Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Emotions and feelings
Date: June 13, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To use “wish” to wish ideal situation in past tense. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Worksheet • Flashcards
Warm-up and Objective Discussion	
<p>Tingo, tingo, tango: Students make a circle. Teacher says tingo, tingo, tingo while students pass a ball when teacher says tanto students stop passing the and who has the ball he/she has to do something.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows students flashcards about feelings and moods. Teacher explains each one of moods. Teacher says each mood and students repeat after him.</p>	
Guided Practice	
<p>Teacher writes on the board” Today, I am tired” as well as “Today, she is happy” exemplifying what students have to do Teacher gives some students the flashcards.</p>	
Independent practice	
<p>Students write the feeling or mood on the board that they have on the flashcard. Students write 2 examples like teacher on their notebooks. Students take turn to stand up and says their example that they wrote.</p>	
Assessment	
<p>Students work on the worksheet. They write the feeling according to the picture.</p>	

					
ANGRY	OKAY	HAPPY	ENERGETIC	HEALTHY	HUNGRY
					
ASHAMED	GOOD	SAD	TIRED	SICK	THIRSTY
					
BORED	BAD	SCARED	SURPRISED	SLEEPY	THOUGHTFUL



HOW ARE YOU TODAY?

Listen and write the emotion in the correct little face.

HAPPY

HUNGRY

SAD

THIRSTY

TIRED

SLEEPY

ANGRY

SICK

SCARED

FINE



I'M _____



I'M _____

I'M _____

I'M _____



I'M _____

I'M _____

I'M _____



I'M _____

I'M _____

I'M _____

LESSON PLAN 16

Class: Second Year Nº Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Healthy Habits, should and shouldn't.
Date: June 14, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 15h50 – 17h10 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> To identify healthy and unhealthy habits as well as using them with should and shouldn't in simple sentences. 	<ul style="list-style-type: none"> Whiteboard Markers Notebooks Worksheet Flashcards
Warm-up and Objective Discussion	
<p>Charades: Teacher gives students a feeling and mood and each student acts out them. The rest of the students have to guess what it is.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows flashcards with some good and bad habits. Teacher says the habit and then students repeat. Teacher writes a sentence using habits and should and shouldn't. For example: you should sleep well, and you shouldn't play videogames. Teacher divides the board in two parts and writes "healthy habits" in one and "unhealthy habits" in the another. Teacher gives the flashcards to the students.</p>	
Guided Practice	
Students see carefully the flashcards and think of it is healthy or unhealthy.	
Independent practice	
<p>Students writes the habit into healthy or unhealthy. Students write 2 sentences with should and shouldn't using habits given. Some students take turns to write one example on the board and then says it. (REPETITION DRILL) Students copy the sentences on their notebooks.</p>	
Assessment	
Students work on the worksheet. They number pictures with habits as appropriate, complete sentences using should or shouldn't as well as using the correct habit.	



WASH MY FACE



BRUSH MY TEETH



DO SPORTS



EXERCISE



RUN



DANCE



EAT HEALTHY FOOD



EAT VEGETABLES



EAT FRUIT



DRINK WATER



EAT JUNK FOOD



WATCH TV



PLAY VIDEOGAMES



READ A BOOK



TAKE A SHOWER



SLEEP WELL

PRACTICE

NAME:
 COURSE:
 DATE:

1. NUMBER EACH PICTURE WITH THE CORRECT HABIT.

1. Wash my hands.
2. Brush my teeth.
3. Exercise.
4. Eat fruits and vegetables.
5. Take a shower.
6. Comb my hair.
7. Sleep

2. FILL IN THE BLANKS USING SHOULD OR SHOULDN'T AND ONE VERB FROM THE BOX.

**DRINK (2) – EAT (2)
 –DO – WASH –
 SLEEP – PLAY –
 BRUSH- WATCH**

You _____
 some exercise every
 day.

You _____
 five fruits and
 vegetables every day

You _____
 too much alcohol.

You _____
 too many sweets.

You _____
 your teeth after every
 meal.

You _____
 your hands before
 every meal.

You _____
 eight hours every
 day.

You _____
 lots of water.

You _____
 too much tv.

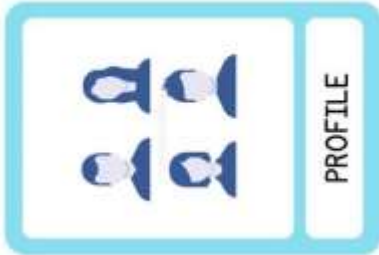
LESSON PLAN 17

Class: Second Year N^o Students: 15 Students	School year: 2021- 2022
Language Level: B1.1	Topic: Tag Questions and intonation.
Date: June 16, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 14h20 – 15h40 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To confirm information using tag question. • To use rising or falling tone of voice in tag question. (Intonation) 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Tag questions examples • Piece of paper (rules of intonation) • Flipchart
Warm-up and Objective Discussion	
<p>Simon says: Teacher forms two groups and he says Simon says that... anything and immediately each group have to bring him or do it that. The first will be the winner.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows the flipchart and paste it on the board. Teacher explains what are tag question and how to use them as well as the structure. Teacher gives them a piece of paper in which there are the correct use tone of voice in tag questions. Teacher gives students examples to understand better and then read them with the correct tone of voice. Teacher divides the class into two groups and gives them examples but they are cut. Sentences and mini-questions.</p>	
Guided Practice	
<p>Students join tag questions. The sentences with the correct mini-question.</p>	
Independent practice	
<p>Some students go to the board and write the complete tag question and say it. Students form pairs and tell each other 3 statements about them. 2 should true and 1 not true. Teacher models this activity taking an example of himself. Example: Alejandro is an English teacher, isn't he? (Rising), Alejandro likes swimming (rising). Alejandro doesn't eat broccoli (falling). Each student writes the examples in their note books.</p>	
Assessment	
<p>The couple of students go in front of the rest of students and says each other the tag questions rising or falling intonation to confirm the statements. (INTONATION)</p>	

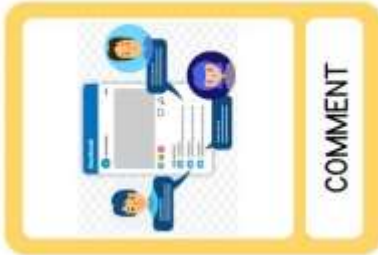
It's your birthday,	isn't it?
You don't play an instrument,	do you?
I'm helping you,	aren't I?
Moby doesn't want to read,	does he?
You're hungry now,	aren't you?
We have a gift for Nikki,	don't we?
They don't speak Spanish,	do they?
Our teacher's daughter walks to school,	doesn't she?
It isn't his letter,	is it?
You play baseball,	don't you?
We aren't going to the party,	are we?
The train goes fast,	doesn't it?
There aren't any pictures in the book,	are there?
I never do homework on Sunday,	do I?
Moby's very funny,	isn't he?
Ben's mom doesn't like rock music,	does she?

LESSON PLAN 18

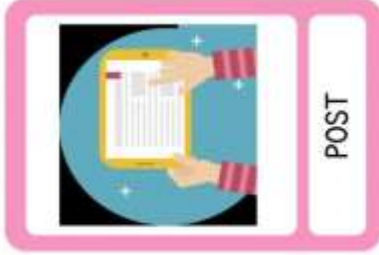
Class: Second Year N° Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Social Network
Date: June 20, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 15h00 – 15h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To say activities, they do on social networks. • To pronounce social networks vocabulary correctly. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Flashcards • Worksheet
Warm-up and Objective Discussion	
<p>Simon says: Teacher forms two groups and he says Simon says that... anything and immediately each group have to bring him or do it that. The first will be the winner.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows flashcards related to social networks. Teacher says the word and students repeat after him. Teacher gives some students the flashcards in order to write on the board.</p>	
Guided Practice	
Students copy on their notebooks what they write on the board.	
Independent practice	
<p>Students match activities which they can do on social networks. Students use some the activities that they matched to complete sentences correctly. Students think of their favorite social network and write the name on their notebooks. Students write sentences using at least 3 activities that they can do on the social network chosen.</p>	
Assessment	
Students go front of the class and say what they do on their favorite social network.	



PROFILE



COMMENT



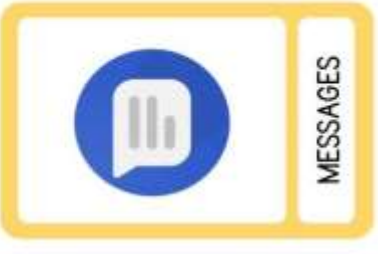
POST



CHAT



REACT



MESSAGES



SOCIAL NETWORKS



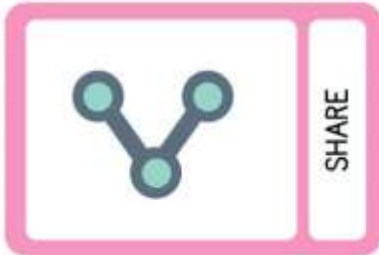
COMMUNICATE



WATCH



VIDEO CALL



SHARE



POST STORIES

PRACTICE

NAME:
COURSE:
DATE:

1. Match social networks activities correctly.

POST	TO POSTS
COMMENT	WITH OTHERS
CHECK	VIDEOS
WATCH	STORIES
REACT	MESSAGES
CHAT	OTHERS' POSTS

2. Complete the sentences using the activities above.

Alice likes _____ on YouTube.

I _____ with my friend from London.

Helen _____ about what she does in the day.

Most people _____ daily.

I really like to _____ like memes.

LESSON PLAN 19

Class: Second Year N° Students: 15 Students	School year: 2021- 2022
Language Level: B1.1	Topic: Teach users and common habits
Date: June 22, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule: 13h00 – 14h20 Time per lesson: 80 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To join and pronounce phrasal verbs related to teach users. • To differentiate the kind of teach users. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Flashcards • Worksheet • Piece of paper. (Some kind of users)
Warm-up and Objective Discussion	
<p>The captain orders. Teacher says that a ship is about to sink and the captain orders students to say and spell the name an occupation.</p>	
Instruct (Teach) and Model	
<p>Instruct (explain) Teacher shows flashcards related to digital tools Teacher says the word and students repeat after him. Teacher gives some students the flashcards in order to write on the board. Teacher gives the verb and the prepositions separably.</p>	
Guided Practice	
<p>Students form groups to join the verb with the correct preposition. They are part of the vocabulary.</p>	
Independent practice	
<p>Students take turns to write them on the board. Students copy on their notebooks what they wrote on the board. Students read and match as appropriate the piece of paper that teacher gave them which is about teach users.</p>	
Assessment	
<p>Students go front of the class and say what they do on their favorite social network.</p>	

PRACTICE

Name:
Course:
Date:

1. Write the correct word using the word bank.

Word Bank

- turn on / off
- plug in / unplug
- put on
- hook up
- turn up / down
- stay up
- take off
- sign in / out

a. *Unplug the phone charger.*
Don't waste energy.

b. _____ the computer. I finished doing my task.

c. _____ the volume. I can't hear the music.

d. _____ your headphones. We need to talk.

e. I need to _____ my glasses. I can't see.

f. Don't _____ late. You have to get up early.

g. To _____ your social network, you need your password.

h. _____ the TV to the camcorder. I want to see the recording.

2. Match the words with the synonyms.

UNPLUG
TURN ON
HOOK UP
TAKE OFF
SIGN IN

ENTER
SWITCH OFF
CONNECT
REMOVE
DISCONNECT

What kind of tech user are you?



c I'm a computer geek. I love to go online and **stay up** all night, you know, to browse the web and do cool stuff.



b I'm a music lover. As soon as I get up, I **plug in** to my iPod. I **put on** my headphones, **turn up** the volume and I just forget about the world.



c I'm a texter. I love texting. I **sign in** to my social network, or use the messenger and text all day. I wish I could do it in class, too.



d I'm a technophobe. I wish I didn't have to work with computers. When I get home, I **unplug**. You know, no TV, no computers. I just **take my shoes off**, sit down on the couch and read a book.

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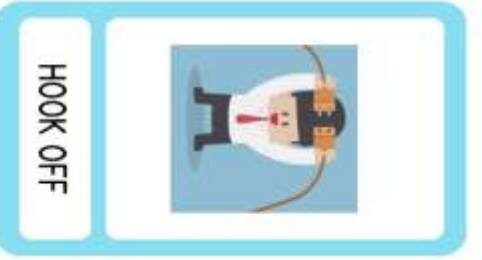
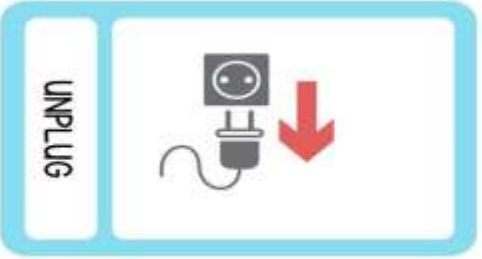
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LESSON PLAN 20

Class: Second Year N° Students: 15 Students	School year: 2021 - 2022
Language Level: B1.1	Topic: Posttest and Interview
Date: June 23, 2022	Type of institution: Public
Teacher Student: Luis Alejandro Torres Agila	Schedule 13h00 – 13h40 Time per lesson: 40 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • To take the test and interview. 	<ul style="list-style-type: none"> • Whiteboard • Markers • Notebooks • Test
Warm-up and Objective Discussion	
Brainstorming: Students make a brainstorming about minimal pairs, short /l/. long /i:/, intonation and some vocabulary words in order to review the content and take the test.	
Instruct (Teach) and Model	
Instruct (explain) Teacher gives the test and explain students question per question in order to clarify how to develop.	
Guided Practice	
Independent practice	
Students take the test. Interview. Some students are interviewed by the teacher to know what are their perspectives before, during and after the intervention.	
Assessment	



1859

DATE COLLECTION SOURCE: PRE/POST TEST









Students' Code:

Course:

Date:

LISTENING

3. Circle the word that you hear. (Comprehensibility, 3.33 points)

<p>FEEL</p> 	<p>FILL</p> 
<p>SHIP</p> 	<p>SHEEP</p> 
<p>WIN</p> 	<p>WIG</p> 
<p>PAY</p> 	<p>PLAY</p> 

EAT	IT
	

8. Listen the following tag questions and check if they are high or low intonation. (Intonation, 1,67 points)

Tag Question	High Intonation	Low Intonation
She learns very fast, doesn't she?		
The trains are never on time, are they?		
They broke my tablet, didn't they?		
He isn't here, is he?		
You haven't been here, have you?		

READING

9. Read the following words as clearly as possible. (Intelligibility, 3.33)

 Vacation	 Travel	 Suitcase	 Mystery	 Princess
 Emotions	 Strong	 Tent	 Parking	 Stop

**10. Read the following tag questions with the appropriate tone of voice.
(Intonation, 1.67 points).**

- You are going on vacation to Paris, **aren't you?**
- Lucas is studying English, **isn't he?**
- They will not help, **will they?**
- He should not tell her, **should he?**
- You have seen my shoes, **haven't you?**

**THANKS FOR YOUR
COLLABORATION**



INTERVIEW

Interviewer:

Interviewee number:

Date:

- How did the implementation of the audio lingual method help you improve your pronunciation?

- Do you think that the method helped to have an active and participatory class?

- Did the intervention give you more confidence to improve your pronunciation?

- Which audio lingual technique did you feel most comfortable with? why?