



Universidad
Nacional
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Universidad Nacional de Loja

Facultad de la Educación, el Arte y la Comunicación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Lesson study and improving the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year

El estudio de clase y el mejoramiento de la pronunciación de las terminaciones -ed de los verbos regulares en alumnos de noveno año en una escuela pública en la ciudad de Loja durante el año lectivo 2021-2022

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

AUTOR:

Cristian Fernando Romero Labanda

DIRECTORA:

Lic. Miriam Eucevia Troya Sánchez Mg. Sc.

Loja - Ecuador

2022

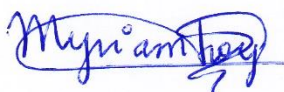
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DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR.

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Firma:



Cédula de Identidad: 1150722229

Fecha: 08 de septiembre del 2022

Correo electrónico: cristian.romero@unl.edu.ec

Teléfono o Celular: 0984778571

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Firma



Autor: Cristian Fernando Romero Labanda

Cédula: 1150722229

Dirección: Loja-Loja, Ecuador

Correo Electrónico: cristian.romero@unl.edu.ec

Celular: 0984778571

DATOS COMPLEMENTARIOS:

Directora del Trabajo de Integración Curricular: Lic. Miriam Eucevia Troya Sánchez
Mg. Sc.

Dedication

To my parents, Telmo Romero and Melania Labanda, who, with their support, have allowed me to fulfill one of my dreams, thanks to them for instilling in me the love, dedication, and respect that I put in everything I do. To all my family, brothers, sisters, and sisters-in-law for always being by my side and giving me words of encouragement and admiration. Thanks to them for accompanying me in all my goals and dreams. Additionally, I want to dedicate my thesis to all my friends and university classmates, especially to my friend Alicia, who has been my support and inspiration throughout my major. Thanks to her for her love, words of encouragement, and for staying by my side in good and bad times. Lastly, I want to thank Cristofer for the long talks that helped me grow up and keep up the hard work; Thanks to him for seeing me as a warrior who could stand against any adversity.

Cristian Fernando Romero Labanda

Acknowledgment

First of all, I would like to thank the Universidad Nacional de Loja and all the teachers and administrators who are part of the Pedagogía de los Idiomas Nacionales y Extranjeros department. Special thanks to the teacher and thesis tutor, Miriam Troya, who was a fundamental part of my training and essential for developing my work. Additionally, thanks to the host institution where I carried out my degree project, thanks for the openness and support from the director and all the teachers; who are part of the English Language area of the prestigious institution located in the city of Loja.

Cristian Fernando Romero Labanda

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1. Title

Lesson Study and Improving the Pronunciation of -ed Endings of Regular Verbs Among Ninth-Graders at a Public School in the City of Loja during the 2021-2022 School Year

2. Resumen

El presente estudio tuvo como objetivo mejorar la pronunciación de las terminaciones -ed de los verbos regulares en alumnos de noveno grado a través del “estudio de clase” en un colegio público de la ciudad de Loja durante el año escolar 2021-2022. Se consideró que el uso del estudio de lecciones como medio para el desarrollo del lenguaje es el más adecuado, ya que proporciona beneficios a los alumnos y al profesor. Además, en este estudio se aplicó una metodología mixta. Así, los instrumentos para la recogida de datos cuantitativos y cualitativos fueron un pretest y posttest, un cuestionario aplicado a los alumnos de noveno año y notas de campo elaboradas por el investigador y tres colaboradores. Los datos del pretest y posttest fueron analizados mediante fórmulas estadísticas presentadas en gráficos con escalas y análisis temáticos presentados en una narrativa. Finalmente, se concluyó que el uso del estudio de la lección ayudó a los estudiantes a mejorar sus conocimientos de pronunciación relacionados con los sonidos finales de las terminaciones del -ed (/d/, /t/, /id/), ya que los estudiantes pasaron de una pronunciación ineficaz o parcialmente eficaz a una buena pronunciación. Además, fue beneficioso para el investigador ya que contribuyó a su apertura a nuevas estrategias de enseñanza, a las opiniones dadas por los colaboradores y a trabajar en colaboración, lo que ayudó al investigador a desarrollar planes de clase más eficaces utilizando los nueve eventos de instrucción propuestos por Gagné. Además, entre las cuatro estrategias utilizadas para el desarrollo de la pronunciación (Audacity, canciones, diálogos y simulacros), los estudiantes expresaron que las canciones eran las más eficaces para mejorar su pronunciación.

Palabras clave:

Estudio de clase, planes de lecciones, pronunciación, terminaciones -ed, verbos regulares.

2.1. Abstract

The present study aimed to improve the pronunciation of -ed endings of regular verbs in ninth-graders through lesson study at a public school in the city of Loja during the 2021-2022 school year. The usage of lesson study as a means for language development was considered the most suitable as it provides benefits for learners and the teacher. Besides, a mixed method was applied to this study. Thus, the instruments for quantitative and qualitative data collection were a single group pretest and posttest, a questionnaire applied to 35 students from ninth-grade, and field notes developed by the researcher and three collaborators. The pretest and posttest result were analyzed by using statistical formulas presented in graphs with scales and thematic analysis presented in a narrative. Finally, it was concluded that the usage of lesson study helped students improve their pronunciation knowledge related to -ed ending sounds (/d/, /t/, /id/) as students moved from ineffective or partially effective pronunciation to good pronunciation. Moreover, it was beneficial for the researcher as it contributed to his openness to new teaching strategies, opinions given by collaborators, and to work collaboratively, which helped the researcher develop more effective lesson plans using the nine events of instruction proposed by Gagné. Furthermore, among the four strategies used for pronunciation development Audacity, songs, dialogues, and drillings; students expressed that songs was the most effective for their pronunciation improvement.

Key Words:

-Ed endings, lesson study, lesson plans, pronunciation, regular verbs.

3. Introduction

According to the Ministry of Education (2016), Ecuadorian students in the 9th year of primary education are expected to have intelligible pronunciation to produce and recognize individual words and short phrases vividly enough to be clearly and easily understood. According to Pourhosein (2016), one of the fundamental components of language proficiency is pronunciation, which makes it one of the most critical aspects of language training.

Regarding Spanish and English, we can say that they share almost all vowels and consonants; however, their pronunciation represents a real issue for Ecuadorian students due to the sound combinations and the variety of sounds given to them, a single vowel or consonant. Unfortunately, as mentioned by Correa et al. (2020) and Rodríguez (2017), students struggle to pronounce -ed endings of regular verbs in context and isolation because, for Spanish native speakers, it is difficult to produce two voiced consonant sounds (consonant clusters) together. Additionally, not emphasizing pronunciation teaching and correction is what leads students to pronunciation fossilization. Thus, the researchers concluded that learners struggle to pronounce the -ed endings due to the limited emphasis on teaching pronunciation and the phonetic simplicity of the Spanish language in contrast to the English language.

Based on the mentioned above problematic, this research aimed to improve the pronunciation of -ed endings of regular verbs among 9th-year students during the 2021-2022 school year in a public school in the city of Loja. To carry out the research project, a general question was formulated: How does lesson study influence English pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?

Previous studies conducted in lesson study and pronunciation of -ed endings of regular verbs conclude that lesson study is beneficial for improving students' language skills. It is because teachers can learn from their practices, verify their effectiveness, and create a proper teaching lesson instead of relying on others to prove what works. Uştuk and De Costa (2021), defines lesson study as a process for collaborative professional development for peer observation and teaching reflection. On the other hand, researchers agreed that pronunciation is a subskill that must not be neglected in teaching practices because it helps students develop different skills, such as; listening, speaking, reading, and writing. Pourhosein & Banou (2016), say that pronunciation is the usage of the speech organs for articulating sounds to produce words and, therefore, meanings (Correa et al., 2020; Hendrawaty et al., 2017; Thayyib & Syam, 2015).

Even though these studies had worked on pronunciation and lesson study, none have taken both as their main variables. Furthermore, they have not been applied in the Ecuadorian context, not even in the English language subject at the 9th year level. Therefore, using lesson study in the Ecuadorian context and the English language subject can impact students' academic performance.

Additionally, it can be stated that the application of this research study helped ninth graders enhance their pronunciation knowledge related to -ed endings of regular verbs. Thus, it contributed to students achieving the goal established by the Ministry of Education (2016), which says that students should develop clear pronunciation and recognition of individual words and short phrases for personal interests and routine contexts.

Furthermore, it is worth mentioning that the application of this study was helpful for the novice teacher as it contributed to the researcher's professional development. Moreover, these investigations can be a starting point for future inquiries into pronunciation improvement through lesson study. Researchers and teachers may benefit and find it a helpful resource that might help them in their investigations and professional development.

In addition, this paper is aligned with line 5 of the article "Agentes, procesos, saberes e innovación de la educación" established by the Universidad Nacional de Loja (2021), which mentions that investigations should contribute to and generate new knowledge about reality and problems of education in Ecuador. Furthermore, in objective 7 of the Sustainable Development Objectives (ODS) established by the "Secretaría Nacional de Planificación" (2021), it is mentioned that research works should be innovative and solve problems in the Ecuadorian educational context. So, it can be said that this project is aligned with it for two factors. One is the use of lesson study in the Ecuadorian context since it is a brand-new methodology. The second is the improvement of the English language pronunciation in ninth graders, which, as mentioned by Rodríguez (2017) and Correa et al. (2020), pronunciation is a skill that has been neglected in Ecuadorian classrooms.

The general objective that guided the investigation was: To improve the pronunciation of -ed endings of regular verbs in ninth-graders through lesson study at a public school in the city of Loja during the 2021-2022 school year. Additionally, three specific objectives were also essential for the investigation; they are: To identify the most suitable pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs; To implement an intervention plan based on lesson study to improve ninth-graders pronunciation of -ed endings of regular verbs, And to explore teachers' and students' perceptions about the

effectiveness of lesson study to improve ninth-graders pronunciation of -ed endings of regular verbs.

Finally, after two months of the application of the proposal, which sought the improvement of the pronunciation of regular verbs in the -ed form in 35 ninth graders during the 2021-2022 school year through lesson study in the city of Loja; the researcher could identify that there were some limitations for the investigation. They include; a large number of students, which limited the researcher to make all students participate orally, and a lack of technological tools like speakers, which are chief materials for teaching pronunciation. Further investigations are suggested on implementing longer interventions for full pronunciation development.

4. Theoretical Framework

English language pronunciation may be seen as a problem for Spanish native language speakers. According to Benitez et al. (2020), in the Ecuadorian context, pronunciation teaching is one of the skills that has been neglected, and such a lack of teaching leads to students' pronunciation fossilization. Even though English and Spanish languages share many vowels and consonant sounds, some do not exist in Spanish, or certain sound combinations are hard to produce for Spanish learners. Thus, many factors make Spanish native speakers struggle with English language pronunciation.

As Dudley (2012) and Yalcin (2018) suggested, lesson study can be seen as a potential tool or technique to help improve students' performance and teachers' professional development. Throughout history, lesson study applications have yielded excellent results in Asia, America, and Europe countries.

Thus, this literature review analyzes lesson study and its view from a sociocultural theory. Furthermore, we will look at the benefit of lesson study to students' pronunciation and teachers' professional development. Finally, pronunciation, its importance in the Ecuadorian curriculum, and strategies for teaching will be discussed.

4.1. What is Lesson Study?

Lesson study is a translation of the Japanese words *jogyo*, which means Instruction or lessons, and *kenkyo*, which means research or study. Johnson (2009, as cited in Uştuk & De Costa, 2021), argues that *Jogyo kenkyo* or lesson study is a collaborative professional development cycling model for peer observation and reflection on micro-level teaching practice.

In this model, a group of teachers with shared professional interests agrees to teach and observe lessons interchangeably to collect data on students' learning. Afterward, teachers use their observations for a deep reflection to externalize, (re)conceptualize, and refine their teaching practices for adequate teaching that may improve students' educational performance (Stepanek et al., 2007). Thus, teachers get involved in a cycling process to learn more about practical lessons that can result in students' academic improvement and teachers' professional development.

Additionally, Soto and Pères (2015), summarize that lesson study is a cycling process where teachers cooperatively design, implement, observe, analyze and revise a lesson plan. In this cyclic process, teachers get together to create lessons based on their experiences or

knowledge and then refine the lessons by taking into account the information gathered through observations. Additionally, every group member takes it, in turn, to teach the lesson while the others observe to continue collecting valuable data. Moreover, the classes are modified and taught as many times as necessary.

Furthermore, Soto and Péres (2015), see LS as a set of practices, habits, interpersonal relationships, structures, and tools that help them work collaboratively and improve teachers' practices. This is not a process that only teachers benefit from; students do as well. The main focus of this process is learners, as the advanced teaching lessons will help them acquire the knowledge effectively. Therefore, the benefits of LS can be seen in both teachers and students.

4.1.1. Lesson Study (LS) Scope

It is a process that has been implemented in many countries worldwide. First, it was implemented in Japanese schools in the 1870s, and since then in countries of Asia like China, Singapore, Malaysia, Indonesia, and Thailand. Furthermore, in the Americas and Europe countries such as; the United States, Canada, Sweden, and the United Kingdom. Such countries began to join in and incorporate this strategy to improve student learning (Soto & Péres, 2015).

As Soto and Péres (2015) mentioned, lesson study is a method that has attracted international attention for improving teaching and learning in educational institutions. To illustrate, in North America, in 1999, the lesson study model was implemented in more than 32 states in 335 American schools. It became the focus of dozens of conferences and published articles because of the incredible results it yielded. Thus, nowadays, LS is getting more and more popular all over the world (Lewis et al., 2006).

To sum up, this fascinating method (lesson study) began in Japanese land and is spreading worldwide to help the educational system be more effective. LS applications and the positive results obtained in many countries uphold the effectiveness of lesson study in the teaching and learning process.

4.1.2. Lesson Study Pedagogical Principles

Purwanti and Dwi (2019), mention that the lesson study is an effective method for educational improvement, mainly for its principles. There are six main principles underlined by Stigler and Hiebert (1999, as cited in Elliott, 2019). They are: Expect improvement to be continual, gradual, and incremental; maintain a constant focus on student learning goals; focus on teaching, not teachers; make improvements in context; make improvements in the work of teachers; and build a system that can learn from its own experience.

- **Expect Improvement to Be Continual, Gradual, and Incremental**

As suggested by Elliott (2019), it is widely believed that improvement cannot be seen overnight; it requires constant practice. The participants participating in the lesson study process build and gain new insights for refining a lesson and for life-long improvement. Furthermore, LS is a school-wide or district-wide process that must be applied many times to obtain profitable results. Thus, lesson study is done not for a few hours but for several weeks.

- **Maintain a Constant Focus on Student Learning Goals**

In the lesson study process, the first stage is setting goals, and as mentioned by Purwanti and Dwi (2019), the learning goals must be reviewed and recalled throughout the whole LS process. Therefore; to ensure the quality of learning, teachers must: Give students constructive targeted feedback; help students make connections between new knowledge and their previous knowledge; help students to become self-directed learners to be aware of their education to monitor and adjust their learning; allow students to use their ability to make connections with concepts, old information, big ideas, and general principles for a deeper understanding and for solving real problems; and to provide students with opportunities to make them aware of the importance of what they are learning.

- **Focus on Teaching, not Teachers**

As lesson study is a process that requires constant observation and reflection, observers may fall to the error of judging teachers and not the teaching. LS study is not about judging the teacher but supporting and guiding them. It is a process in which more experienced and knowledgeable teachers get together to share their knowledge and expertise with other (novice) teachers. As mentioned by Purwanti and Dwi (2019), LS supports teachers with little or no experience in teaching to become more confident and effective in their teaching practices.

- **Make Improvements in Context**

As mentioned by Soto and Péres (2015), LS has its beginning in Japan; however, as LS has globalized, its application is adapted based on the educational contexts. Such adaptations will depend on the country and institutions' principles related to education. To illustrate, in Japan, lesson study is carried out for five weeks minimum; whereas, in the USA, it is done in one day. Although lesson study may suffer some modifications, it must not be far from its chief principles. To sum up, when it comes to LS and student learning, it is essential to consider the context in which we teach (Purwanti & Dwi, 2019).

- **Make Improvements in the Work of Teachers**

Even though teachers are curriculum implementers, they should also be considered curriculum designers. Teachers need to be supported and encouraged to take the active role of critical decision-makers for curriculum design (Purwanti & Dwi, 2019).

- **Build a System that Can Learn from Its Own Experience.**

Excel teachers learn and share their experiences about teaching to keep constant improvement in education. When it comes to lesson study, teachers share a report about experiences and results during the LS process at the end of the process and after collecting and analyzing data. In Japan, the pedagogical knowledge developed by a lesson study group is shared with fellow professionals at school, district, and even national levels and may even influence the reconstruction of curriculum texts. Thus, the teachers' experiences help not only them but the whole school, country, and worldwide (Purwanti & Dwi, 2019).

4.1.3. Benefits for Students

As mentioned by Stepanek et al. (2007), lesson study is a practice that would lead to improvements in students' learning and, thus, performance. Many Japanese teachers agree that LS can bring stunning benefits to students. Some of the most noticeable benefits are mentioned above:

- Improved instruction.
- Improved insights into the subject.
- A strong connection between their daily work and long-term goals.
- Student-centered classroom.
- Engaging lessons and units.
- View the value of life-long learning.

4.1.4. Benefits for Teachers

On the other hand, the benefits that LS can provide to teachers are significant and of great relevance, too. Additionally, the positive impact that can bring all the benefits may be more substantial when working collaboratively with other teachers. As mentioned by Wahman et al. (2020) and Stepanek et al. (2007), the chief benefits of LS for teachers are the following:

- Helps teachers collaborate and develop a common language and shared vision of effective teaching.
- Helps teachers to be more receptive to new ideas and opinions.

- Guides students to transform their informal knowledge into professional knowledge that can be public, shareable, and verifiable.
- It is a means for teachers to identify the gaps they may have in the area, giving them the motivation for constant learning.
- Provides opportunities to become enquirers and problem-solvers.
- Helps teachers become more aware of the students' learning and how to meet the students' needs.

4.1.5. The LS Process

According to Stepanek et al. (2007), lesson study undertakes five stages: (1) setting goals, (2) planning the lesson, (3) teaching, observing, and debriefing, (4) revising and reteaching, (5) reflecting and sharing results. During the whole LS process, teachers work collaboratively in a cyclical process of lesson planning, teaching, reflecting, and revising, and they focus on the students and their learning (Erbilgin & Arıkan, 2020).

- **Setting Goals**

As suggested by Erbilgin and Arıkan (2020) and Stepanek et al. (2007), in the first stage (setting goals), researchers define the research theme/long-term goal to conduct the research. The goal is often focused on the students, placing them as the main center of the inquiry. The goal is beneficial not only to have a track of lesson study but for professional and academic development.

After deep reflection and discussion, teachers agree on goals for student achievement and select an academic and content focus. The focus may be chosen by considering two things; students' academic standards and topics that are consistently difficult for them to master and issues that are hard for teachers to teach (Berg, 2008).

Additionally, as the research lessons are real and executed in a natural context, researchers must set realistic goals that impact students' learning (Stepanek et al., 2007). Indeed, setting goals is the starting point that will guide the research.

- **Planning the Lesson**

As mentioned by Berg (2008), in this stage, teachers brainstorm the different methods and strategies employed to teach the identified topic. In this stage, the researcher, collaborators, and experienced teachers work collaboratively to develop a lesson plan called also as research lesson. Inquires consider the main general goal established in the first stage to create specific lesson goals.

Researchers spend a great deal of time searching for helpful information and material that can be used for the research lesson. Also, they can reflect on their previous practices and remember what they have read/seen that other teachers use and implement. The center is more often than not on lessons that will bridge the gap between where learned are presently and where they ought to be. This lesson plan includes an instructional plan, design, and goals for student learning (Stepanek et al.,2007).

Moreover, it must be a well-organized and detailed research lesson with anticipated responses from students. It is a guide for the teacher and a communication tool for the team to clarify goals and ideas being tested (Berg, 2008).

Thus, in this stage, teachers work on several ways that can be used to teach a lesson. The research lesson is well structured and will focus on teachers' and students' weaknesses, which were determined when setting the goals. The lessons must be planned by using different perspectives and anticipating the answers and behavior of students.

- **Teaching, Observing, and Debriefing**

During the *teaching*, observing, and debriefing stage, the research lesson is taught by one teacher, and the rest of the colleges are data collectors. Frequently, the lesson is continually taught to new students by the other members of the group so as to get a very refined lesson. If necessary, other educators with expertise in pedagogy can be invited to observe the class (Stepanek et al., 2007).

According to Berg (2008), during the observation phase, data about how the teacher is teaching is collected, along with evidence of students' thinking. Observing is not about judging the teacher but gathering information about the usefulness and effectiveness of the lesson. Data collected are, as a rule, within the shape of note-taking and may incorporate the percent of learners that raise hands, body language, the quality of students' work, students' responses based on the asked questions, the number of times that students base their responses on others' comments, number of verbal reactions, and the students' reaction about the impact of wait-time given to them.

The different perspectives about how the lesson was carried out will be discussed in the *debriefing* stage with the whole group of teachers. The team of teachers conducts a post-lesson discussion that includes the teacher who taught the lesson speaking first, detailing the difficulties and successes of the lesson. After that, the observers will include their observations and perspectives and will not repeat what the teacher has already pointed out but add their observation patterns (Berg, 2008).

Furthermore, based on the information, some frequent questions that teachers may ask are the following: “Should we refine and re-teach the lesson in another classroom? What should be changed? What did the student work samples show us? How did the students respond when we...? What went well in our lesson study effort, and what will we change next time we do this one?” (Berg, 2008, p. 74).

- **Revising and Reteaching**

This stage can be carried out more than once to make changes to the research lesson using previous evidence. Slight or considerable changes might occur; they may address students' misunderstanding, information gaps, and all that was observed in the presentation. The lesson that has been modified is taught to new students, and the same process for observing and debriefing is used for the second teaching (Stepanek et al., 2007).

- **Reflecting and Sharing Results**

The research team shares the research lessons that they developed; moreover, they publish a report of work, including their experience and discussion of the process of lesson study. The report about lesson study addresses the teachers' experiences, achievements, and problems found in the teaching and learning process. It is essential because it will help facilitate future research. As a result of the study, teachers will use the acquired knowledge to teach more effective lessons (Stepanek et al., 2007).

4.2. Gagné's Nine Events of Instruction

In order to create meaningful learning for students, well-designed lesson plans are needed. Therefore, with the aim of carrying out this research project efficiently, Gagné's nine events of instruction were used. As mentioned by Gagné et al. (1992), his nine events address the conditions of learning, which allow teachers to take students from their actual level of knowledge to the target objectives.

- **Gaining Attention**

As mentioned by Baba et al. (2017), learning is a process that requires attention. Thus, in a classroom, students' attention should be gathered with material that provokes students to be motivated and curious. Therefore, provoking questions, interesting facts, pictures, videos, music, news, polls, and more can be used to help the teacher break the ice and create an engaging environment for learning. Moreover, the activities should be aligned with students' interests to succeed in gaining their attention (Gagné et al., 1992).

- **Informing the Learner of the Objective**

As mentioned by Gagné et al. (1992), setting objectives and informing them to students motivates them to complete the lesson and accomplish all the activities. Furthermore, the authors believe that sometimes these objectives are obvious, and there is no need to express them to the learners. However, more elaborated or complex objectives should be informed as students are not expected to guess what is on the teacher's mind. Besides, notifying clear and reachable objectives help students not to try to meet other objectives they may formulate themselves.

- **Stimulating Recall of Prerequisite Learned Capabilities**

Associating new information with old one can facilitate the learning process. An excellent strategy to help students recall essential and valuable information is by asking them some provoking questions about previous experiences. The answer will aid students to retrieve information and being prepared for the new content (Gagné et al., 1992).

- **Presenting the Stimulus Material**

In the event of instruction, the teacher presents the content to the learner. The content is selected and organized meaningfully. Furthermore, students' learning styles, a variety of examples, and a variety of media are considered to present the content most appropriately. Besides, the content that is expected to master by the teacher should be included in the performance that shows the learning (Gagné et al., 1992 & Baba et al., 2017).

- **Providing Learning Guidance**

In order to help learners to keep the information in their long-term memory, extra guidance is needed. In this stage, teachers help students to learn how to learn. Strategies like mnemonics, concept mapping, role-playing, and visualizing can be helpful. Moreover, the teacher can use examples and non-examples. Examples are the things that students have to do. On the other hand, non-examples are about the things students must not do (Gagné et al., 1992 & Baba et al., 2017).

- **Eliciting the Performance**

Students apply and put to the test their knowledge so as to reinforce and reaffirm concepts, ideas, and knowledge. Students do things well when they practice them; in this way, students start to increase durability in learning. At this stage, with the activities, students do

not need not only to try to convince the teacher that they can do things well but to convince themselves that they can do it properly (Baba et al., 2017).

- **Providing Feedback**

As students perform newly acquired behaviors, the teacher must provide immediate feedback so that they can improve it, do it accurately, or to get more motivated. The feedback is not only presented in a spoken way but with actions like a nod, a smile, etc. (Gagné et al., 1992 & Baba et al., 2017).

- **Assessing Performance**

Students are evaluated to demonstrate their insights into a specific topic. The teacher can provide learners with different activities to solve like quizzes, projects, presentations, and more. This performance is not made with the aim of receiving immediate feedback from the teacher but to evaluate learners' acquired abilities. In order to define if the exhibited performance is valid, the teacher needs to identify if the performance demonstrates the objective planned for that content; furthermore, the teacher needs to determine if the performance is not disturbed, in other words, if the performance is done genuinely (Gagné et al., 1992 & Baba et al., 2017).

- **Enhancing Retention and Transfer**

Retention relates to preventing learners from forgetting the content and improving students' capability to recall information at the appropriate time. On the other hand, transfer is about presenting new tasks that require applying what has been learned in other contexts apart from those used for the learning process (Gagné et al., 1992).

4.3. Lesson Study from a Sociocultural Theory

The sociocultural theory has been developed within Lev Vygotsky's research of the formal and informal levels of development and their intersection with educational practice terms (Dawson, 2013). The sociocultural term has been taken in different fields and is often used with slightly different meanings. Fields like anthropology, applied linguistics, psychology, and education have taken this term for several usages.

However, no matter how or when it is applied, it can be concluded that the sociocultural approach is a "human learning dynamic social activity that is situated in physical and social contexts and is distributed across persons, tools, and activities" (Johnson, 2009, p.1). Furthermore, as mentioned by the same author, higher levels of cognition or knowledge result

from the individual being exposed to social life, thus, to the culture, context, language, and social interaction.

In the field of education, based on a sociocultural perspective, teachers' learning is shaped and has its beginnings in the social activities in which they got involved. Therefore, teachers' beliefs and knowledge are constructed by the different forms of thinking, talking, and acting that are historically and culturally embedded in a particular place in which teachers develop. Furthermore, teachers acquire their knowledge by using their experiences as students and teachers (Johnson, 2009).

Additionally, the sociocultural approach has much to offer to educational professional development. As mentioned by the same author, teachers' instruction is mainly of teachers being learners of teaching. In other words, having teachers involucrate/interacting in the existing education system is fundamental for them to gain deep insights into their field (education) for accurate professional development.

Considering the sociocultural theory, which establishes that higher levels of cognition are acquired by social interaction, it can be said that those lesson study principles are highly related to it. In the lesson study theory, teachers got involved in a cycling process of constant learning in a real social education context. Teachers or novice teachers construct their knowledge using their context: Colleges, observations, and more.

4.4. Pronunciation

The term pronunciation refers merely to how we produce sounds to communicate. To pronounce words, we use our speech organs like lips, vocal cords, teeth, and more. We utilize the muscles of our mouth, tongue, and lips to control the shape of our mouth and the flow of air. When we can maintain the shape of our mouth and the flow of air accurately, at that point, our pronunciation is understandable, and people can comprehend our speech effortlessly. Thus, all the speech organs help people produce accurate sounds to express themselves (Pourhosein & Banou, 2016).

Furthermore, as suggested by Pourhosein and Banou (2016), with excellent pronunciation, students can be understood even if they make mistakes in other areas of the language, like grammar or vocabulary. So, it does not matter how proficient students are in other areas of the language. If they lack intelligible pronunciation, it will be hard for them to understand and make themselves understood.

In English, pronunciation skill is divided into segmental and suprasegmental features. The segmental aspect compromises vowels and consonants. On the other hand, the

suprasegmental features are; intonation, stress, accent, and connected speech, which, used together or alone, can help to develop an accurate pronunciation (Ministry of education, 2016). For the purpose of this research, two suprasegmental aspects will be used: Word stress and connected speech.

4.4.1. Word Stress

According to Celce-Murcia et al. (1996), those syllables inside an utterance that are stressed are most commonly characterized by being longer, louder, and higher in pitch in words or complete sentences. Stress involves the usage of much more muscular energy as the speaker exhales air from the lungs to articulate syllables, this increased muscular energy and respiratory activity is undoubtedly what allows the native speaker to pace syllables rhythm within a word or words within an utterance.

As mentioned by the same author, there are three types of syllable stress in the English language: Primary stressed, secondary stressed, and unstressed syllables. When it comes to the representation of these three levels on an orthography basis, they are represented by large capital letters, small capital letters, and lowercase letters—for instance, JAPANESE. However, by taking a look at the International Phonetic Alphabet (IPA), the stress of syllables is represented by ['] and [,], where ['] stands for primary stress and [,] for secondary stress.

As mentioned by Fudge (2015), when longer, louder, and higher pitch is put in a syllable within a word, reference is made to word stress. Additionally, it is believed that the correct usage of stress in a word contributes to accurate speaking in a person and helps individuals to become later more fluent in the language.

4.4.2. Connected Speech

Hieke (1987, as cited in Alameen & Levis, 2015), defines connected speech as the changing process of the pronunciation of conventional or isolated words to spontaneous and casual speech. Additionally, connected speech is a connection of sounds that may result in modifications to pronunciation that are quite dramatic, including deletions, additions, and changes of sounds into other sounds, or combinations of words in a given context (Alameen & Levis, 2015). Furthermore, they point out that words articulated in isolation differ a lot from those articulated in context (connected speech), because in connected speech, some vowel and consonant sounds are left relatively intact.

Dickerson and Kachru (1994), mention the essential characteristics of connected speech, which are:

(1) more frequent assimilation, in which the distinctiveness among adjacent sounds is lost;(2) a blurring of boundaries and a reorganization of phonetic material;(3) lenition, or a lesser degree of closure in the vocal tract, (4) vowel reduction, by which is meant vowel centralization and short vowel duration, as well as possible vowel loss leading to the syllabification of consonants, (5) a shorter duration of long sound segments, and (6) the deletion of consonants and consonant clusters. (p. 32)

In other words, the distinction of individual sounds is lost and replaced by a common sound between two letters, which could be vowel length and the elimination of consonants or clusters.

4.4.3. Comprehensibility and Intelligibility

Additionally, as mentioned by Uzun (2022), comprehensibility and intelligibility are also crucial in pronunciation. Students need to be able to recognize and discriminate what they hear as well as produce their utterances correctly.

According to Munro and Derwing (1997, as cited in Joshi, 2013), intelligibility regards the extent to which the speaker can clearly convey ideas concerning to sounds production and make him/herself understandable. The listener can comprehend the speaker effortlessly and with almost zero confusion.

Furthermore, intelligibility refers to two types, the one in which the speaker can clearly produce individual words in the stream of speech (related to pronunciation) and the other in which the speaker can accurately produce the language so that the listener decodes the meaning of the utterance (related to grammar) (Joshi, 2013). Thus, intelligibility refers to comprehensible production and satisfactory interpretation of the language.

On the other hand, as pointed out by the same author, comprehensibility refers to the action of recognizing word sounds and assigning them to a specific category or specific referent in the world so that they can make sense in an utterance. In other words, comprehensibility is the listeners' judgments that rate how easy or difficult a statement is understood. Furthermore, based on Sheppard et al. (2017) view, comprehensibility refers to the extent to which the speaker's utterances can be comprehended by the listener.

Finally, as mentioned by various studies (Uzun. 2022; Sheppard et al., 2017; & Joshi, 2013), comprehensibility and intelligibility are widely agreed to be the goal for spoken language production since the accurate execution of them involve essential aspects of the language like context, pronunciation, and more.

4.4.4. Teaching pronunciation

As described by Gilbert (2008) and Benitez et al. (2020), English pronunciation teaching is one of the aspects that has been neglected in the classroom for several reasons. Some teachers argue they do not have enough time to address this language aspect properly. Moreover, teachers believe that other aspects that affect effective teaching pronunciation are frustrations, boredom, and speech rhythms of students' first language.

The same author makes two suggestions to help teachers and students overcome those barriers. The first one focuses on instruction on listener-friendly pronunciation and not a like-native English pronunciation. The second one is that lessons must not be focused only on developing the pronunciation of a list of words but also on helping students make their thoughts understood in contexts.

The modern methods for teaching pronunciation have developed two general approaches to teaching. The first approach is intuitive-imitative, and the second is an analytic-linguistic approach.

Regarding the intuitive-imitative approach, Celce-Murcia et al. (1996), define it as the approach in which students have no intervention of explicit information. Students imitate the rhythms and sounds by following a model. This model can be the teacher, and he/she makes use of sources like CDs and any type of recordings that students can follow or imitate.

On the other hand, the analytic-linguistic approach refers to the usage of explicit information for teaching pronunciation. Teachers may present phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production (Celce-Murcia et al., 1996). Thus, the analytic-linguistic approach explicitly informs L2 learners and draws significant attention to the sounds and rhythms of the L2.

As mentioned by the Ministry of Education (2016), EFL instruction must find a balance between implicit and explicit teaching to develop students' four language skills (listening, speaking, reading, and writing). However, previous studies suggest that analytic-linguistic is more suitable for pronunciation teaching since it makes students more aware of how to learn second language pronunciation (Hashemian & Fadaei, 2011).

4.4.5. The Importance of Pronunciation in Language Teaching and Learning in the Ecuadorian Curriculum

According to the Ministry of Education of Ecuador (2016), pronunciation is a skill that must be developed by the end of 3th of Bachillerato since its general goal is that “by the end

of high school learners will demonstrate at least a CEFR Level B1 and have an effective command of the spoken language” (p.880). Regarding pronunciation, students should develop a confident and intelligible one on everyday topics with great attention to personal interests and routine contexts.

Additionally, the Ministry of Education (2016), mentions that spoken production (one of the sub threats of the oral communication curricular threat) is closely related to pronunciation and intelligibility. It is noted that students should practice individual sounds of English and have speaking strategies aimed to enhance their accurate expression.

4.4.6. The -ed Inflectional Endings

The past and past participle regular verbs can be used in tenses like simple past, simple past perfect, simple future perfect, and conditional perfect. All of these tenses denote different actions, conditions, and expressions executed in different circumstances.

Verbs need to be conjugated to be used in all of these tenses. In English, two types of verbs need to be conjugated: Regular and irregular. The regular verbs are the ones that follow a rule to shift into the past or past participle, the -ed rule. On the other hand, irregular verbs do not have a specific rule, and they need to be learned almost by heart.

When it comes to -ed endings pronunciation, it is widely believed that they are not common in Spanish since it requires the pronunciation of two consonants together, So, native Spanish speakers struggle when pronouncing the -ed rule for the past and past participle of regular verbs (Holguín, 2019).

As for the pronunciation of -ed sounds, there are three ways in which the -ed endings can be pronounced (/ɪd/, /t/, and /d/). The proper pronunciation of each sound is a verb mainly depends on the ending sounds of each verb. The first -ed ending sound is /ɪd/ it is produced in regular verbs that end in the voiceless /t/ and the voiced /d/ sound. Example: Wanted /'wɑ:n.tɪd/. The second -ed sound is /t/ and it is pronounced in regular verbs that end in voiceless sounds like /p/, /k/, /f/, /s/, /tʃ/, /ʃ/, etc. Example: Fixed /fɪkst/. Finally, the third -ed sound is /d/ which is pronounced in verbs that end in voiced sounds such as; /b/, /v/, /g/, /z/, /j/, /ð/, /l/, /m/, /n/, /r/, /ɹ/, etc. Example: Closed /kloʊzd/ (Celce-Murcia et al., 2010 as cited in Correa et al., 2020).

4.5. Strategies to Improve Pronunciation Skill

Pronunciation regards the correct production of individual sounds in isolation or context. When it comes to the teaching and learning process of pronunciation, suitable

strategies must be identified. The Ministry of Education (2016) establishes that some strategies that can benefit students' spoken production are imitation (drillings), dialogues, songs, tongue twisters, and recording devices.

4.5.1. The Audiolingual Method (AM)

As defined by Imah (2017), the audiolingual method is a foreign language teaching methodology mainly used for teaching pronunciation. This methodology offers constant drilling and dialogues, and the result that might be expected is that students are able to comprehend particular sounds of a foreign language.

The AM is based on behavioral theory, which establishes that certain traits of living things, and in this case humans, could be learned through a reinforcement system. Furthermore, it is mentioned that the correct use or production of a trait would receive positive feedback, while incorrect use of that trait would receive negative feedback. (Imah, 2017)

Thus, the audiolingual method basis is the constant use of different drillings and dialogues to construct or produce an appropriate behavior on students for the correct production of certain sounds.

Kelly (2000, as cited in Basuki, 2018), mentions that drilling is one of the primary manners used to practice pronunciation in a classroom. Furthermore, it is said that drilling is one of the most suitable strategies to teach pronunciation. And what can help students enhance their pronunciation skills is the effective recognition of sounds to replicate them using drilling.

Furthermore, drilling will help students go from a receptive skill (listening) to a productive skill (pronunciation). Learners will master their pronunciation by repeating the sounds until they resemble the original ones. Therefore, in pronunciation, there is only one correct answer, and the main focus is on getting it right (Basuki, 2018). One of the types of drilling is the following

- **Word – Association Drill**

In this type of drilling, the teacher pronounces some vocabulary items, and students are requested to practice them. After that, the teacher produces some phonemes, and students must identify which of the vocabulary items those phonemes are. Example: In which of the words, as follows, do we have the sound /æ/? a. Bed b. bad c. but d. bear e. Beer (Imah, 2017).

- **Dialogues**

Apart from drilling, dialogues are meant to be accurate for pronunciation practice. The usage of dialogues in the classroom can help learners be more aware of their pronunciation and make it understandable for the listener. Also, it helps learners use specific sounds in context and become more aware of them, which will later contribute to their fluency. Dialogues may be used in various ways; to fill in the gaps, for dictations, for recreating scenes, etc. These dialogues can be used from a coursebook or created by the teacher based on specific vocabulary items (Izzah & Sukrisno, 2017).

4.5.2. Computer-Assisted Pronunciation Training

Computer-Assisted Pronunciation Training (CAPT) is about using technology for learning and teaching the features of the language sound system (Correa et al., 2020). CAPT can be a beneficial tool for language learners since it creates a private and stress-free environment where they can access unlimited input. Learners can practice and internalize the knowledge in their peace. A CAPT program can provide learners with individualized and spontaneous feedback, as well as evaluation and instruction of the different aspects of pronunciation (Neri et al., 2002).

- **Audacity Program**

According to Correa et al. (2020), Audacity is a powerful tool for Computer-Assisted Pronunciation Training. This is a free-open software that is used for recording and editing sounds. This program allows learners to upload audio, cut it, select specific parts of it, and repeat it as many times as necessary. Also, it allows learners to record their voice, listen to it, and will help students to reflect on their pronunciation.

Furthermore, the audacity program is also helpful for teachers since they can provide feedback after listening to students' audio. Additionally, Teachers can use this program for group drill practice in the classroom as it allows students to quickly select specific parts of the audio and repeat it for the whole class thousands of times. Finally, this program is suitable for practicing pronunciation because it can be used outside or inside the classroom, as it does not require an internet connection (Correa et al., 2020).

4.5.3. Songs

Teaching pronunciation may be a challenging task, and the usage of songs can help teachers make the process more enjoyable. Apart from being an excellent tool for motivating

students, it is also appropriate for learning not only general pronunciation but many features of it like stress, intonation, connected speech, and more. Using songs in language learning and teaching gives students a better understanding of a native-like pronunciation (Supeno, 2018).

According to the same author, everyone has ever listened to an English song, even those who are not interested in learning English or see it as an existing task. People listen to songs to create desired moods to make themselves happy. Thus, they consider that songs are an essential part of their life; however, it is not often used as they are busy at work or school. This is why songs can be a perfect strategy to be implemented in schools for language learning and teaching.

4.6. Previous Studies

The primary purposes of these studies were; to develop students' competency in pronunciation, speaking, and EFL general skills. As well as help teachers reflect on their practices to refine their teaching techniques through lesson study.

A selection of 6 studies were analyzed (table 1); the studies focusing on English language pronunciation improvement through lesson study are scarce. The studies selected have a wide range of contexts, including Indonesia, Ecuador, El Salvador, and Turkey. All studies presented limitations in their implementation. Most settings where they were applied are universities; Turkey and El Salvador are the exceptions since the studies were carried out at high schools. Studies gave high preference to qualitative data analysis and mixed methods; only one of them had qualitative analysis.

Table 1

Previous Studies that have Researched Lesson Study and Pronunciation

Study	Country	Population	Method	Level of instruction
Benitez et al. (2020)	Ecuador	30 students	Mixed	University
Hendrawaty et al. (2017)	Indonesia	2 courses	Quanti	University
Hernández et al. (2019)	El Salvador	20 students	Quali	High school
Remzi et al. (2019)	Turkey	24 students 5 teachers	Mixed	High school
Satriani et al. (2020)	Indonesia	42 students	Quali	University
Thayyib & Syam (2015)	Indonesia	6 students	Quant	University

Note: This table shows the previous studies that have researched lesson study and pronunciation

These studies were also selected because most of them had as their dependent variable pronunciation. Pronunciation is seen as a skill that must be mastered for further language skills development. Moreover, as only one of the studies was quantitative, students' and teachers' opinions of lesson study could be clearly seen to determine whether LS was enjoyable and effective in students' learning process so as to establish further applications.

A mix approach conducted by Benitez et al. (2020), had as its primary objective the implementation of Audacity as a means to improve the past tense pronunciation of regular verbs of 30 EFL undergraduate students in Ecuador. As mentioned by the authors, students struggle to pronounce regular verbs in the past tense in context and isolation because, for Spanish native speakers, it is difficult to produce two voiced consonants together. In order to carry out the study, researchers formulated the following question: "What are students' pronunciation problems regarding past tense of regular verbs?" (p.4). For qualitative and quantitative data collection, surveys, tests, and audio recordings were used. Surveys to gather general data from the participants, tests, and audio recordings to measure students' performance. The posttest results revealed a significant improvement in students' pronunciation of -ed endings of regular verbs compared to the pretest results.

An action research study conducted by Thayyib and Syam (2015), studied the development of learning activities in pronunciation practice class through lesson study in two students in the sixth semester of the English education study program. This work emphasized the development of learning activities (physical and psychic activity) since a problem faced by education in Indonesia is the weak learning process. For this study, observation sheets were used to measure students' learning activities and documentation to show the performance of students and teachers through some photos and videos. After data analysis, researchers concluded that the implementation of lesson study was beneficial in helping students to improve their learning activity in the pronunciation practice class. Moreover, it could make the lecturer understand the students' problems and innovate their teaching to enhance students' learning activity.

Hendrawaty et al. (2017), carried out qualitative research in order to study the use of the Protatik application (phonetic table program) along with lesson study to improve students' pronunciation. The methodology was applied to students from three universities attending the second semester of an English education program. As mentioned by the authors, students need to be able to communicate accurately and naturally using correct pronunciation not only of vowels and consonants but also of diphthongs, connected speech, stress, and intonation. When

it comes to data collection, an observation sheet about lesson study (plan, do, and see) was implemented to collect information about the practices to conduct a reflection later and arrange the subsequent measures. Moreover, documentation comprising recordings and photos taken of the class was used for the same purpose. The result demonstrated that the lesson study ran well and helped researchers improve learning activity from the observation result.

Portillo et al. (2019), conducted research to improve ninth-graders pronunciation of -ed endings in simple past regular verbs through the audiolingual method in El Salvador. The author mentioned that the Ministry of Education of El Salvador establishes that ninth-graders should learn the regular verbs in all their forms and produce them in oral and written form; however, most students have no clear idea about the use of the regular verbs in the past, and neither is able to distinguish the different pronunciation of the simple past regular verbs. In line with that, the researchers formulated a question to carry out the study "To what extent does the implementation of the Audiolingual Method improve the ninth-year section "A" students' pronunciation of the -ed endings in simple past regular verbs" (p.15). Researchers used observation checklists to evaluate the class environment before and during the whole intervention process; an interview addressed to the teacher to help researchers have vast knowledge about students' pronunciation problems, a questionnaire, and a post and pretest directed to the students to determine the level of improvement of students' pronunciation. At the end of the intervention, it was concluded that the implementation of the audiolingual method helped students gradually improve the pronunciation of -ed endings in past regular verbs.

Satriani et al. (2020), carried out a study for improving pedagogical skills, especially in teaching English for public speaking, with the help of lesson study. As mentioned by the authors, education needs a lot of methods for adequate language teaching, along with deep experience and understanding of them to define which one is suitable to teach a particular group of students. Researchers sought to answer how lesson study influenced English for public speaking. Classroom observation was used to see the students' behavior and the teacher's strategy in teaching. After data analysis, it was concluded that lesson study in teaching English for public speaking positively impacted both teacher and students.

Kincal et al. (2019), conducted a mix-research in order to increase English as a foreign language learning level with the help of lesson study in twenty-four students in the 9th year. The authors outlined that Turkey's PISA results revealed that there is not a statistically significant positive development in Turkey's education. Thus, researchers sought to answer

whether or not lesson study could increase students' English as a foreign language learning level significantly. The English achievement test was used as a pretest and posttest to define students' starting point along with improvement, and a semi-structured interview form to define teachers' perspectives about lesson study practice. Results revealed that students significantly improved their English language level, and lesson study implementation was highly beneficial and positively affected teachers' professional development.

This theoretical framework was presented to showcase the most important aspect of the study "Lesson study and improving the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year". As for lesson study, the relation with the sociocultural theory was presented, as well as the pedagogical principles, which were chief for an appropriate application of this model. Furthermore, previous studies on Lesson study suggest that it can be used for professional development and improve students' language skills. On the other hand, the importance of teaching pronunciation and the problematic that surrounds it was presented. Pronunciation is a skill that has been neglected in language classrooms; however, its teaching is important for holistic language development. This is why the application of lesson study on improving the always neglected skill, pronunciation, is relevant to be applied. Not only for the student's language development but also for the novice teacher professional development.

5. Methodology

This study aimed to improve the pronunciation of -ed endings of regular verbs in ninth-graders through the use of lesson study at a public school in the city of Loja during the 2021-2022 school year. Thus, formulated researcher's questions for this study were: General question: How does lesson study influence English pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? Sub questions; What are the most suitable pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?; How does lesson study contribute to improving the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?; How effective is the application of pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?

5.1. Research Setting

The research was carried out in the city of Loja, which is located in the south American county, Ecuador. Loja is placed at the latitude of -3.99313 and the longitude of -79.20422; furthermore, it is in the southern hemisphere of the country.

5.2. Procedure

5.2.1. Research Methods

This research implemented a mixed methodology, which according to Gay et al. (2011), a mixed method is present in studies where there is a combination of the quantitative and qualitative methodology to gather and analyze data. Moreover, the purpose of the mixed methodology is to dig deeper into phenomena to fully understand it.

Additionally, this was quasi-experimental research since, as mentioned by Rose and McKinley (2020), in quasi-experimental research, there is not a control group nor a random selection of participants; however, there is a manipulation of the independent variable, which in this case was lesson study to improve pronunciation of -ed endings of regular verbs. During this intervention, which lasted eight weeks, two data types were collected: Quantitative and qualitative. The quantitative information was gathered through pretest and post-tests applied by the researcher to students aimed to determine learners' knowledge of pronunciation of -ed endings of regular verbs. Also, a questionnaire was applied to see the students' perceptions of

the teaching and learning of pronunciation. On the other hand, the qualitative data was collected by field notes to get the teacher's perceptions about the lessons.

The intervention plan, which goal was to improve the pronunciation of the -ed forms of the regular verbs, lasted forty hours divided into eight weeks. The schedule carried out by the researcher was as follows; Tuesdays from 15:55 p.m. to 16:30 p.m, Wednesdays from 13:15 p.m. to 14:25 p.m., and Fridays from 14:25 p.m. to 15:35 p.m. Overall, the researcher performed 24 classes by following the schedule presented previously.

Thus, aimed to reach a considerable improvement on students' pronunciation of -ed endings of regular verbs, the researcher and collaborators developed and applied lesson plans/research lessons, which included the nine elements for instruction proposed by Gagné et al. (1992), they are; Gain students' attention, inform learning objectives, stimulate recall of prior knowledge, present the content, provide learning guidance, elicit performance, provide feedback, assess performance, and enhance retention and transfer.

The nine events for instructions can be divided into four stages of learning; opening, presentation, practice, and closing/production. As mentioned by Gagné et al. (1992), in the opening stage, three elements of instruction should be considered; they are. Gaining students' attention, inform learning objectives, and stimulate recall of prior knowledge. In order to get students' attention, the researcher implemented warm-up activities like the hangman, songs, bingo, etc. Those activities included new and old information on the English language subject. For the presentation stage, the following two elements of instruction are included, they are: Present the content, and provide learning guidance. The lessons were delivered with explicit and implicit teaching and by considering the different intelligences of students. Such as; musical, linguistic, spatial, etc. In the four-stage (practice), elicit performance and provide feedback are included. The teacher made students correct their mistakes by doing self or peer-assessment in their works. Finally, assess performance and enhance retention and transfer are part of the last stage (practice and closing/production). Students developed activities in classes or as homework so as to determine if the content was clearly understood.

In order to carry out this research, the enquirer first approached a public school to obtain permission from the principal and the in-service teacher of the institution. After being approved, among all the grades available to work with, the 9th year of primary school was selected using cluster sampling. Moreover, as the past tense and the perfect tenses were some

of the topics that students in the 9th year should cover during the school year, it was considered the most suitable grade for the investigation.

As a starting point, a pretest was applied to the students in the first intervention week, which helped the researcher determine students' weaknesses and strengths to elaborate purposive material to help students improve their pronunciation skills. After that, the application of the lesson plans, which were aligned to Gagne's nine elements for instruction, was done. Throughout the whole intervention, the qualitative pieces of information were collected through field notes developed by the researcher (after the lessons) and the collaborators (during the lessons).

Finally, the researcher took the posttest in the last intervention week. The result gathered in the posttest helped the enquirer determine the level of improvement of students' pronunciation after the intervention process. Furthermore, a questionnaire was applied to obtain students' perceptions about the application of specific activities for their pronunciation improvement.

5.2.2. Data Collection Sources and Technique

As was aforesaid, the present study used quantitative and qualitative techniques to get and analyze information about the phenomena under study. Regarding the quantitative technique, it encompassed numerical pieces of information; and the qualitative technique mainly narrative ones.

Thus, for the quantitative technique, the researcher used a paper and pencil method to measure students' cognitive dimensions about the pronunciation of -ed endings of regular verbs. Therefore, a pretest and posttest (see annex 3) was developed to recognize students' weaknesses and strengths to draw conclusions for the intervention plan. Moreover, a questionnaire (see annex 4) was applied to students to evaluate their perceptions of the teaching and learning process that was carried out.

Additionally, the qualitative data was gathered from active observations to emphasize teachers' perceptions and beliefs throughout the whole intervention process in which participative and non-participative observers participated. The field notes (see annex 5) were made during the lessons by non-participative observers, and the researcher, the participant-observer, developed field notes after the lessons. It is essential to mention that the number of field notes depended on the working hours the institution and the in-service teacher assigned to the researcher.

5.2.3. Research Participants

The participants for this research were a group of 35 students (16 men and 19 women) between the ages of 13-15 in the ninth year of a public school located in the city of Loja during the 2021-2022 school year. According to the Ministry of Education (2016), these students corresponded to the A1.2 English proficiency level. When it comes to the selection of the participants was done through cluster sampling, which according to Gay et al. (2011), a cluster sampling consists of a random selection of an intact group at any location but with similar characteristics. Additionally, collaborators actively took part in this research work during the entire intervention process to design and refine lesson plans for improving pronunciation.

5.3. Data Analysis

The data analysis was done with the aid of statistical formulas to measure the effectiveness of the intervention. Thus, the Wilcoxon test was used, which provided simple summaries of the sample and the measures for a better understanding of the data. It was mainly used to measure the pretest and posttest/criterion-referenced test data. Furthermore, the data was compared to the educational Ecuadorian quantitative grading scale provided by the Ministry of Education (see annex 6) to determine students' proficiency level on pronunciation. Moreover, the researcher tabulated the data, presented it in a frequency table, and used the most appropriate measurement method to present the central tendency of the information. Furthermore, for the data collected through the questionnaires and field notes, the researcher used a thematic analysis, which is a mere identification of patterns derived from the answers to determine shared experiences from the participants (Gay et al., 2011). Moreover, for the questionnaires, the researcher used graphs with scales to present the results gathered from students.

6. Results

The outcome of the data collecting tools is shown in this section. Students' performance on a pretest and posttest relating to the pronunciation of the -ed ending sounds in regular verbs (comprehensibility, intelligibility, word stress, and connected speech). The students' perceptions on the usage of lesson study for enhancing pronunciation of the -ed ending in regular verbs that were gathered via a questionnaire. Finally, the teacher's perceptions about lesson study that were collected through field notes.

6.1. Pretest and Posttest Results

In order to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021–2022 academic year, the researcher used the pretest and posttest instruments to implement an intervention plan and identify the most appropriate pronunciation strategies within the framework of lesson study.

Table 2

Comparison of Pretest and Posttest Score on Pronunciation Through the Wilcoxon Test

No.	Pretest	Posttest	Difference (pretest- posttest)	Rank
9NOEGB001	4,75	8,3	-3,55	13
9NOEGB002	2,27	4,42	-2,15	5,5
9NOEGB003	3,32	8,71	-5,39	30
9NOEGB004	3,96	8,95	-4,99	27
9NOEGB005	3,97	9,16	-5,19	29
9NOEGB006	0,97	4,12	-6,67	34
9NOEGB007	4,41	6,89	-2,48	8
9NOEGB008	2,29	5,13	-4,37	20
9NOEGB009	4,36	9,36	-5	28
9NOEGB010	1,43	4,57	-3,14	11
9NOEGB011	3,31	7,94	-4,63	24
9NOEGB012	2,92	6,66	-3,74	14
9NOEGB013	2,47	9,34	-6,87	35
9NOEGB014	3,32	4,6	-1,28	2
9NOEGB015	4,53	9,14	-4,61	23
9NOEGB016	3,94	4,78	-0,84	1
9NOEGB017	2,91	5,64	-2,73	9
9NOEGB018	3,51	6,88	-3,37	12
9NOEGB019	2,89	3,55	-1,49	3
9NOEGB020	3,68	5,83	-2,15	5,5
9NOEGB021	3,55	5,83	-2,28	7
9NOEGB022	3,33	8,09	-4,76	25

9NOEGB023	3,74	5,65	-1,91	4
9NOEGB024	1,85	6,2	-4,35	19
9NOEGB025	3,73	6,84	-3,11	10
9NOEGB026	1,66	5,74	-6,62	33
9NOEGB027	2,68	5,9	-4,17	17
9NOEGB028	1,86	6,02	-4,16	16
9NOEGB029	3,14	7,03	-3,89	15
9NOEGB030	1,45	7,24	-5,79	31
9NOEGB031	2,69	8,55	-5,86	32
9NOEGB032	2,9	7,85	-4,95	26
9NOEGB033	2,25	6,47	-4,22	18
9NOEGB034	3,11	7,55	-4,4	21
9NOEGB035	3,91	8,33	-4,42	22
MEAN	3,06	7,05		

Note: This table shows the statistical analysis of the pretest and posttest. 9NOEGB = Ninth year of Educación General Básica 001 = students' code

Table 3

Wilcoxon Ranks

	Rank	N	Sum of ranks
Pretest scores	Negative rank	35	630
Posttest scores	Positive rank	0	0
	Ties	0	
	Total population	35	
	Critic value	195	
$P \leq 0,05$			

Note: This table shows the Wilcoxon ranks

The Table number 3, Wilcoxon Ranks, offers important details regarding the overall findings for the intervention concerning the pretest and posttest. Moreover, it compares the performance of ninth-graders before and after implementing an intervention plan based on lesson study to help students pronounce regular verbs with -ed ends accurately. Additionally, it can be seen that the whole population (35 students) had a higher level of pronunciation skills after the treatment. Based on the data above, it can be said that according to the Wilcoxon test, after the intervention plan, there was a statistically significant improvement in students' pronunciation $P \leq 0.05$, which means that there is a higher probability of 95% that the treatment was effective. Such effectiveness will be corroborated with the questionnaire answers, in which the students' perceptions towards lesson study to improve the pronunciation of -ed endings in regular verbs were gathered.

Figure 1

Pretest and Posttest Comparison



Note: This figure shows the comparison of the pretest and posttest scores

Figure 1 illustrates the results of the pretest, which was administered to ninth-year students prior to the intervention plan in order to establish a baseline of their insights into the pronunciation of the -ed endings of regular verbs. On the whole, 100% of the population could not reach the average score (7/10) proposed by the Ministry of Education on the national grading scale. That showed that all students could not reach the necessary learning components related to pronunciation and recognition of the -ed endings sounds (/ɪd/, /t/, and /d/) in regular verbs.

In regards to “comprehensibility”, students’ recognition of the -ed endings in regular verbs was not as effective as expected. This exhibited that the listener (students) could not comprehend the speaker’s utterances.

Moreover, when it comes to “word stress”, students’ production and recognition of regular verbs in the -ed form were partially effective. When pronouncing, students performed intonation with many pauses and/or hesitations based on the syllables and stress/unstressed part of words. We can add that during the pronunciation of regular verbs in the -ed form, students put more emphasis on the -ed endings, thus failing to pronounce verbs accurately.

As for “connected speech”, students’ recognition and pronunciation of -ed sounds from consonants to consonants and consonants to vowel sounds were partially effective. Thus, when pronouncing, students had an inaccurate pronunciation of the -ed form of regular verbs and a lack of connection in pronunciation with the preceding words. Besides, learners made many pauses and/or hesitations, which interfered with comprehensibility.

Finally, when it comes to “intelligibility”, students’ production of regular verbs in the -ed form was ineffective. Students produced major inaccuracies with the pronunciation of individual sounds, which caused significant problems in intelligibility. Furthermore, students made significant pauses or hesitations, which interfered significantly with comprehensibility. Consequently, it can be said that students’ pronunciation severely impeded communication. It was observed that the poor pronunciation of the -ed ending sounds was mostly for the negative interference of the Spanish language, as students are not accustomed to pronounced consonant clusters in their mother tongue. So, students pronounced the -ed endings as /ed/ and not as /t/, /d/, or /id/. There are some similarities between the pronunciation problems of the participants in this study and those described in studies of Correa et al. (2020) and Rodríguez (2017).

To sum up, students’ lowest performance was seen in “intelligibility”, which refers to the correct production of sounds. On the other hand, the highest performance was seen in “comprehensibility”, which stands for accurate recognition of sounds. Thus, it can be deduced that students could somewhat understand or recognize sounds. However, the pronunciation of the sounds was the real issue that helped the researcher decide to carry out the intervention plan in this population.

On the other hand, after the intervention, a posttest was applied to students to measure their pronunciation knowledge of regular verbs in the -ed form. Accordingly, from the graph above, we can see that 48% of students reached and exceeded the average score proposed by the ministry of education (7/10). Furthermore, it can be seen that 52% of students were about to reach the necessary learning components in comparison to the pretest, where they did not reach them.

Regarding “comprehensibility”, after the intervention plan, students could more accurately identify the -ed endings sounds in regular verbs. Thus, this time, the speaker’s production was understood by the students. Even though students have improved their recognition of sounds, they still need to master it, especially the /t/ and /d/ sounds.

Respecting “word stress”, learners’ production and recognition of sounds passed from partially effective to good word stress. Consequently, when pronouncing, students performed intonation based on the syllables and stress/unstressed part of words, which helped students understand and make their utterances more comprehensible or understood.

Concerning “connected speech”, students showed significant improvement in the production and recognition of the connection of the -ed ending sounds, whether with consonants or vowels. So, students passed from partially effective to good connected speech, which showed that learners had a clear pronunciation of the -ed forms of regular verbs and a clear connection in pronunciation with the preceding word. Besides, students produced occasional pauses and/or hesitations that did not interfere with comprehensibility.

Last but not least, regarding “intelligibility”, students significantly improved their production of sounds. Thus, students passed from ineffective to good pronunciation, which demonstrated that learners had a clear pronunciation of individual sounds and produced occasional pauses and/or hesitations that did not interfere with comprehensibility, and therefore pronunciation rarely impeded communication.

Overall, it can be said that students’ pronunciation improvement was seen in the four components of pronunciation (comprehensibility, intelligibility, word stress, and connected speech). However, students still need more training to master the pronunciation and become active language users. So, it is recommended that further investigations conduct longer interventions when it comes to pronunciation.

6.2. Questionnaire Results

The present information presented in the following tables and graphs aided the researcher in exploring teachers’ and students’ perceptions about the effectiveness of lesson study to improve ninth-graders’ pronunciation and to identify the most suitable pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year. The data is presented using thematic analysis; thus, the questionnaire questions were divided into 4 sets of questions: Teaching-learning Activities and Sources from Rating Scale Questions, Teaching-learning Sources from Open-ended Questions, Teacher’s Assistance, and Teacher’s Guidance.

Table 4*Teaching-learning Activities and Sources from Rating Scale Questions*

	A lot	Enough	A little	Not at all
2. Do you think that the constant practice of pronunciation (drillings) helped you to improve this skill?	34%	49%	17%	0%
3. Did you like the use of dialogues in the classroom?	31%	40%	29%	0%
6. How useful was the use of the verb list in differentiating the pronunciation of -ed in regular verbs?	49%	43%	9%	0%

Note: This table shows the questions from the questionnaire related to the activities and sources applied in the intervention.

As for the activities carried out during the intervention, we can say that from Table 4, all the activities and sources (repetition/drillings, dialogues, list of verbs) were helpful for students. Furthermore, it can be said that the “list of verbs” was the source that appeared to be the most exciting and valuable for students, as 49% of them selected “a lot” to express their preferences. Additionally, 34% of students expressed that “drillings” was also useful for their pronunciation improvement. On the other hand, we can say that the least preferred activity was “dialogues”. It is visible that it has the lowest percentage of students (31%) that selected “a lot” in this category. This means it was the least preferable activity for students to develop their pronunciation skills.

Table 5*Teaching-learning Sources from Open-ended Questions*

	A lot	Enough	A little	Not at all
1. Did you like the use of audios in class?	17%	60%	23%	0%
4. Was the use of songs interesting to you?	46%	37%	17%	0%
8. Do you think that the topics covered in class about holidays were relevant to your daily life?	37%	43%	17%	3%

Note: This table shows the questions from the questionnaire related to the teaching-learning sources in the intervention

As shown in Table 5, the activity that students liked the most was “songs” 46% of the students selected that the activity was “a lot” interesting for their learning. Along with it, it can be said that the topics covered in classes were relevant to students’ daily life as 37% of them designated “a lot” for this category. Alternatively, 17% of students expressed that they liked

audios “a lot” for their pronunciation learning, which reveals that it was the least preferred activity as it is the lowest percentage of preference compared to the previous items.

Question one: Did you like the use of audios in class?

“Because through the use of audios, we have learned the correct pronunciation of words.”

“Because we learn a lot and we prove what we know.” (Own translation)

“Hearing something new and how the pronunciation is in English is interesting to me.” (Own translation)

“Because with the use of audios you can learn better the pronunciation of verbs and thus pronounce better.” (Own translation)

As seen in the previous fragments for question number one “Did you like the use of audios in class?”, where students had to justify their selections, students expressed that the usage of audios was useful for them as they learned the correct pronunciation of words. Furthermore, they expressed that listening to audios was a great activity as they could verify what they knew and acquire new knowledge. Also, as English is a relatively new language, its pronunciation and sounds seemed interesting to them. This means that the usage of audios can help students get accustomed to the pronunciation of the English language and test their knowledge, thus learning new things. Finally, some fragments from students are presented:

However, students that selected “enough” or “a little” mentioned that as their classmates were making noise and it was hard for them to listen to the audios. Furthermore, it seems that the speed of the audios was not adequate for students. As for further verification, during the intervention, in his field notes, the researcher noticed that most of the students tried to pronounce the verbs correctly; however, some students were making noise as they did not feel like pronouncing them. Therefore, the teacher stopped the audio to scold students. To conclude, based on the students’ responses below, we can say that the audios could be presented at a slower speed, and the teacher could have better control of the classes.

“Some classmates were making noise, which made it difficult to understand very well.” (Own translation)

“Because sometimes the audios tend to be fast.” (Own translation)

Question Four: Was the use of songs interesting to you?

When it comes to question four, “Was the use of songs interesting to you? “. Students expressed their support for their selection by saying that the usage of songs was interesting as it relaxed them, helped them to pay more attention to the classes, and the repetition/drilling of the song helped them to see improvement in their pronunciation of single words and even long paragraphs. Besides, the same information can be seen in the notes taken by the researcher, where students mentioned that they like English songs and that they listen to certain ones; however, they do not know their meaning. Moreover, they mentioned that they listen to those English songs as the beat is great and it relaxes them. In contrast, a few participants also noted that the songs were not of their liking as they do not use songs to study and that sometimes they did not understand the lyrics, which made them feel frustrated. Some extracts from students’ responses are presented below.

“Because it helps to pronounce large paragraphs.” (own translation)

“Because music relaxes me.” (Own translation)

“The use of music was efficient during my learning and helped me to pay much more attention to the class.” (Own translation)

“Because my pronunciation was terrible, now that I repeat and imitate the pronunciation of the songs, it has been much better.” (Own translation)

“Because I do not use music to study and the English songs are not my favorites.” (Own translation)

Thus, these answers show that the usage of songs and the constant repetition of them has being helpful for the overall development of students’ pronunciation. Moreover, it has helped the teacher create a better learning environment. Finally, it has helped students enhance their pronunciation in long phrases, where connected speech was needed.

Question Eight: Do you think that the topics covered in class about holidays were relevant to your daily life?

Finally, for question eight, “Do you think that the topics covered in class about holidays were relevant to your daily life?” students mentioned that all the topics were motivating for them and that those themes were beneficial as they learned new things to put into practice in their daily life, which will help them for their future. On the other hand, a small percentage of students mentioned that some of the topics were irrelevant for them and that they did not think

they would use them in the future. However, as a whole, by looking at the extract of students' responses below, we can say that students felt that the usage of topics related to their lives was interesting as they were able to find new ideas to put into practice in their lives.

“Because this way we learn a little more, and it could help us in the future.” (Own translation)

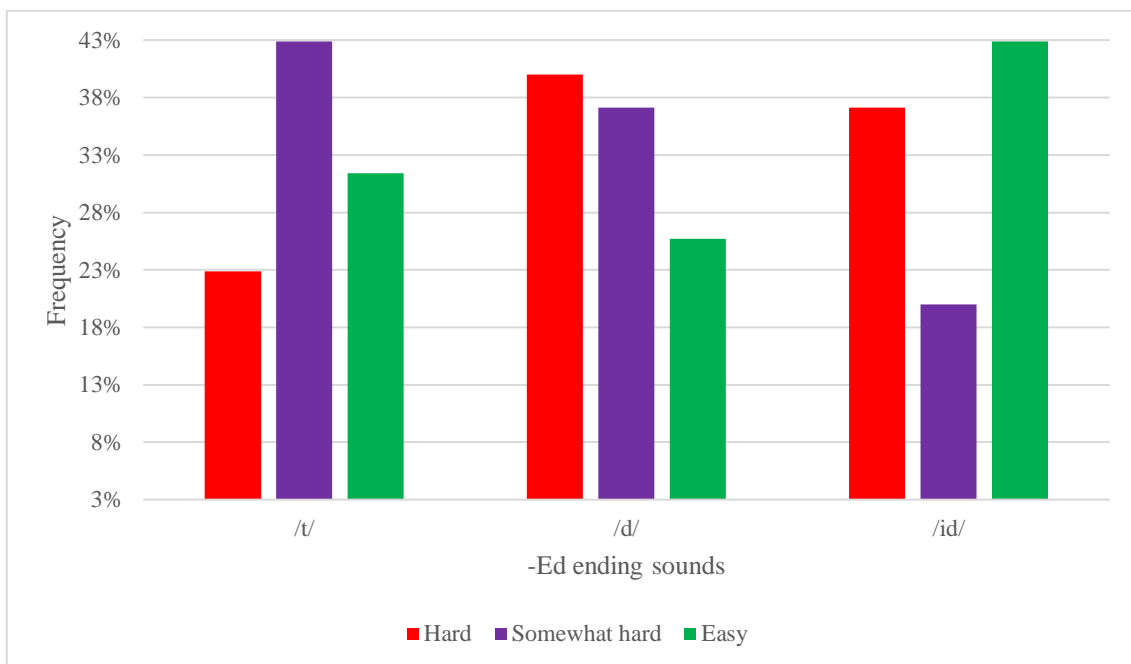
“All the topics we saw in class were of great help for our daily life since we learned new things and we can put them into practice to improve our lives.” (Own translation)

“Because it helps to learn English in a fun way.” (Own translation)

“The topics were good, but I do not think I will use them in the future. (Own translation)

Figure 2.

Level of Difficulty Regarding -ed Ending Sounds



Note: This figure shows the question from the questionnaire related difficulty of pronunciation of the -ed endings

As can be seen in figure 2, the perceptions of students about the pronunciation of the -ed sounds are presented. Thus, 40% of students selected that the most complex sound to pronounce was the /d/ sound, and 43% of learners agreed that the easiest was the /id/ sound. This can be validated with the observations during the intervention and the pretest application done by the researcher. Accordingly, students presented problems pronouncing the /d/ sound, as in some verbs, they used to avoid the pronunciation of this consonant cluster since it was difficult for them. On the other hand, the /id/ sound was the most accessible pronunciation for

students as this sound combination resembles sounds produced in some Spanish words like the verb *comido*. In fact, students used to pronounce the sound /id/ as a safe alternative for those verbs that they did not know the exact ending sound.

Table 6

Teacher's Guidance

	A lot	Enough	A little	Not at all
5. How did you like the teacher's guidance in correcting your pronunciation?	71%	17%	11%	0%

Note: This table shows the question from the questionnaire related to the teacher's guidance

Table 7

Teacher's Practices

	Excellent	Good	Regular	Bad
7. How useful were the lessons for differentiating the pronunciation of -ed in regular verbs with the sounds /t/ /d/ /id/?	74%	20%	6%	0%

Note: This table shows the question from the questionnaire related to the teacher's guidance

As shown in Table 6, the teacher's guidance related to pronunciation seemed to like students a lot as 71% of them selected so in the questionnaire. Furthermore, almost the same result can be seen in Table 7, which is related to the usefulness of the lesson imparted to students for differentiating the -ed ending sounds. Indeed, 74% of the learners classified the researcher's practices as excellent. Thus, the results show that the teacher's assistance and execution of the activities planned for the intervention were carried out efficiently to help students overcome their weaknesses in pronunciation related to -ed endings sounds in regular verbs.

6.3. Teacher's perceptions

This section is aimed to explore teachers' perceptions about the effectiveness of lesson study to improve ninth-graders pronunciation of -ed endings of regular verbs at a public school in the city of Loja during the 2021-2022 school year. In order to collect data, field notes were used.

As it was proposed in the theoretical references, carrying out the lesson study process can bring many benefits for teachers and students. This is why I decided to implement lesson study as a means for my professional development and to help learners improve their

pronunciation skills. The lesson study process was carried out with the help of 4 collaborators, three novice teachers, and one experienced teacher, which contributed to this research with theoretical and practical knowledge for knowing the theories behind lesson plans, creating, and improving them.

Thus, the fifth stages of lesson study (setting goals; planning the lesson; teaching, observing, and debriefing; revising and reteaching; reflecting and sharing results) were developed. In the stage of setting goals, I worked collaboratively with the four collaborators on realistic goals for the enhancement of the pronunciation of night-graders. The different topics, such as present simple, present perfect, etc., and the pronunciation skill, were considered for a proper settlement of learning goals.

After that, in planning the lesson stage, the collaborators and I brainstormed the most suitable methods and teaching activities that can be used to improve the learners' pronunciation. Thus, songs, drillings, dialogues, and the Audacity program were selected along with other extra activities that could gain the students' interest. Consequently, lesson plans or research lessons were elaborated using the lesson study principles and the nine events of instruction proposed by Gagné.

In the teaching, observing, and debriefing stage, the collaborators, observed my teaching practices. They collected information to share in the debriefing phase, along with suggestions they may use to refine the lesson plans. Thus, in this stage, the collaborators helped me to realize that there were some mistakes that I was making, like not using action verbs in the objective and not connecting those objectives to the assessment part of the lesson plans. As it is mentioned by Gagné et al. (1992), the learning objectives, activities, and assessments must be strongly related to each other. Finally, collaborators gave me some suggestions about the manner, the extent, and the order in which some activities were presented. All the tips gave me more confidence to create purposeful activities considering the students' learning needs and interests.

As for revising and reteaching, in the fourth stage, I had to consider and include the suggestions made by the collaborators in the lesson plans. Therefore, changes in the objectives, activities, and assessments were. For instance, on the topic of the pronunciation of the -ed endings sounds, I changed the assessment part, which was not aligned with the objective. In the assessment part, I described that students had to write and classify sounds and not pronounce them, which was the correct one. Therefore, the activities were changed as well.

Thus, the students' reactions to these modifications made me realize that those changes were efficient. As a matter of fact, changing the topics to topics that were more interesting and providing rewards like candies and extra points for their participation helped me to create a more active classroom environment. For example, I changed the topic "discoveries throughout history" to "My latest holiday" which appeared to be more interesting for students.

Last but not least, for the reflecting and sharing results stage, I developed this research work with all the information gathered and my perceptions about lesson study, which may help new researchers to carry out more effective investigations into lesson study.

To conclude, based on the observations, field notes, and experiences gathered from the investigation. It can be said that the execution of lesson study has helped the researcher grow professionally in a pedagogical, group work, and investigative sense. The researcher gained more insight into classroom management as well as in lesson planning. So, I improved the selection of activities to create more interactive and stress-free classroom environments. Furthermore, it helped me be more open regarding observations and recommendations of my teaching practices.

7. Discussion

In this section, the discussion is presented where the main findings of this research are contrasted with the theoretical framework, and some limitations and suggestions are presented to aid new investigations on pronunciation and lesson study. As for the development of this investigation, a general question and three specific questions were elaborated. Thus, the general question was: How does lesson study influence English pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? Sub questions; What are the most suitable pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?; How does lesson study contribute to improving the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?; How effective is the application of pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year?

Regarding the general question: How does lesson study influence English pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? It can be said that by looking at the results gathered in the pretest posttest, the usage of lesson study for improving students' pronunciation of -ed endings of regular verbs was beneficial as the population showed better proficiency in the skill after the intervention, compared to the pretest. These outcomes demonstrate that what was mentioned as a result of previous studies developed by Satriani et al., (2020); Hendrawaty et al., (2017) and Thayyib & Syam (2015), is true for this study as well. Lesson study is a methodology that can be used in the English language for improving students' learning activities. Additionally, even though students demonstrate great improvement in their pronunciation. It is suggested that new investigations carry larger interventions and implement a control group so that generalizations can be made on lesson study for improving pronunciation of the past tense regular verbs.

Besides, for the first specific question of the study: What are the most suitable pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? We can reflect that among the four strategies that were used for the development of the lesson plans; drillings, dialogues, Audacity program, and songs, the most suitable

strategy was songs. As mentioned by Supeno (2018), and the results found in this study, students find the usage of songs as a motivating, interesting, and stress-free activity for pronunciation mastery. Furthermore, the usage of songs helped students get an actual approach to a native-like pronunciation and thus improve relevant features of pronunciation like stress, intonation, connected speech, and more.

On the other hand, one of the limitations that were found in the application of the strategies was the lack of technological tools for the application and usage of the Audacity program for students. The present study could not carry out the program Audacity as presented in the study developed by Benitez et al. (2020), where students recorded their voices and the teacher compared, analyzed, and provided feedback on students' recordings. It was only used by the teacher to help students recognize and familiarize themselves with the English pronunciation. Notwithstanding, audios played by the teacher with the aid of Audacity seemed to be beneficial for students' recognition of sounds connection in connected speech. This is why further investigations are suggested on using the Audacity program to record students' voices to provide individualized feedback.

The second specific question for this research was: How does lesson study contribute to improving the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? As for the presented question, it was found that the usage of lesson study contributed student to develop their overall pronunciation skills. Thus, as mentioned by the author of this study the analysis, and upgrade of the lesson plans, aligned to Gagné's nine events of instruction, helped students expand their pronunciation skills and see learning as a long lifelong process. Moreover, the benefits mentioned by Wahman et al. (2020) and Stepanek et al. (2007), about lesson study were also seen in this investigation. Therefore, lesson study contributed to the teacher being more receptive to new ideas and opinions, becoming enquirer and problem-solving, and being more aware of the students' learning.

Finally, on the third specific question; How effective is the application of pronunciation strategies through lesson study to improve the pronunciation of -ed endings of regular verbs among ninth-graders at a public school in the city of Loja during the 2021-2022 school year? This study found that the effectiveness of the application of the pronunciation strategies could be seen in the four pronunciation components comprehensibility, intelligibility, word stress, and connected speech. The yielded results demonstrated that students could enhance these four skills in a considerable way. Moreover, the skill that students improved the most was

“intelligibility”, thus moving from ineffective pronunciation to good pronunciation. This means that at the beginning of the intervention students could not pronounce the -ed ending sounds correctly and after the intervention, students showed improvement in the pronunciation of the /t/, /d/, and /id/ sounds in regular verbs. Furthermore, these activities helped students improve the pronunciation of two sounds that were the hardest for them, the /d/ and /t/ sound. Finally, it can be said that what was mentioned by Correa et al. (2020) and Rodríguez (2017), was also an actual problem for these Hispanic learners. Therefore, the pronunciation of consonant clusters is hard for Spanish native speakers as they are not part of their pronunciation corpus of their mother tongue.

8. Conclusions

The usage of lesson study was beneficial for students' pronunciation development of the -ed ending sounds as the analysis and reflection of the lesson plans helped the researcher to align the activities and different phases of the class so that students can be provided with purposeful and refined activities and tools for the development of the pronunciation skill. Although students exhibited significant improvement in the pronunciation of the consonant clusters, they still need to master the /t/ and /d/ sounds.

Lesson study was advantageous for improving the four components of pronunciation comprehensibility, intelligibility, word stress, and connected speech. However, the skill that showed the most improvement was "intelligibility" since after the intervention students could pronounce the consonant clusters more accurately. On the other hand, the skills were students presented little improvement were "word stress", and "connected speech".

As for the best activities to implement for pronunciation improvement of the -ed ending sounds, "songs" was preferable for students. The application of lesson plans with the use of songs helped the researcher to create a more interactive, interesting, and stress-free environment which was beneficial for students to involucrate more in an active learning process.

When it comes to the novice teacher experiences, we can say that lesson study was beneficial as it guided the researcher to create more effective lesson plans with the aid of the nine events of instruction by Gagné. Thus, the researcher created lesson plans where the objectives, activities, and assessments had to be correlated to each other for the proper development of the classes and enhancement of the students' language skills.

9. Recommendations

It is recommended that new researchers use lesson study as it helps expert teachers and novice-teachers create and tailor activities that have a positive impact on students learning. The constant improvement of lesson plans provides learners with purposeful lessons that contribute to their pronunciation development.

We can also recommend that new investigations are carried out on improving words stress and connected speech. Students showed more difficulty in improving those skills as they are seen to be more advanced for their level since students showed limited knowledge in pronunciation before the intervention. Additionally, new researchers are suggested on carrying out longer interventions since pronunciation is a skill that requires practice to master.

Among drillings, songs, dialogues, and Audacity; the usage of “songs” is recommended for students’ pronunciation development as it provides them with an interactive, interesting, and stress-free classroom environment, which leads students to be more participative and active in their learning.

Lesson study is recommended as it helps teachers enhance teachers’ professional knowledge as the cooperation with other colleagues gives them new ideas and helps them be open to new teaching strategies and activities. Furthermore, using lesson study within a framework like the nine events of instruction of Gagné can help teachers be more aware of the stages for accurate teaching.

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11. Annexes

Annex 1: Certificado de Coherencia y Pertinencia



Loja, 21 de abril de 2022

Mg.

Paola Moreno Ordoñez

**DIRECTORA DE LA CARRERA DE IDIOMA INGLÉS Y
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DE LA UNL**

De mi consideración:

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado, **Lesson Study and Improving the Pronunciation of -ed Endings of Regular Verbs Among Ninth-Graders at a Public School in the City of Loja during the 2021-2022 School Year** a cargo de Cristian Fernando Romero Labanda, 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. Motivo por el cual, el estudiante puede continuar con el desarrollo de la tesis, salvo su más ilustrado criterio.

Al informar el particular, aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

MIRIAM EUCEVIA
TROYA SANCHEZ

Firmado digitalmente por MIRIAM
EUCEVIA TROYA SANCHEZ
Fecha: 2022.04.25 09:30:15 -05'00'

Mg. Sc. Miriam Eucevia Troya Sánchez
**DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS
IDIOMAS NACIONALES Y EXTRANJEROS**

Annex 2: Oficio de Director de Tesis



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

Ofc.086-D.CII/PINE-NG-AEAC-UNL
Loja, abril 26 del 2022

Licenciada M.Sc.
Miriam Eucevia Troya Sánchez,
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: **LESSON STUDY AND IMPROVING THE PRONUNCIATION OF -ED ENDINGS OF REGULAR VERBS AMONG NINTH-GRADERS AT A PUBLIC SCHOOL IN THE CITY OF LOJA DURING THE 2021-2022 SCHOOL YEAR**, de autoría de **CRISTIAN FERNANDO ROMERO LABANDA**, 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 9 /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**



Lcda.M.Sc. Rosa Paola Moreno Ordoñez,
DIRECTORA ACADÉMICA

Elaborado por:
Dra.M.Sc. Nela Aguilera Asanza,
ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA

Annex 3: Pretest and Posttest for Pronunciation of Regular Verbs



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRETEST POSTTEST

Course: 9th “A” EGB

Teacher: Cristian Romero

Date:

Student’s code: UEDMBV9A0 __ __

Objective: To establish the level of knowledge about the pronunciation of -ed endings of the regular verbs in the A1.2 level of English from a public school in the city of Loja.

LISTENING-

Comprehensibility: *To recognize the /d/, /id/, and /t/ sounds in isolation.*

1. You will listen to an audio with 12 regular verbs. Place a tick (✓) in only one of the boxes to show the -ed ending sound for each verb /t/ /d/ or /id/. (2,5 pt.)

Verb	/t/	/d/	/id/	Verb	/t/	/d/	/id/
A. Liked				B. Hated			
C. Played				D. Waited			
E. Talked				F. Injured			
G. Invited				H. Worked			
I. Happened				J. Studied			
K. Laughed				L. Needed			

Word stress: *To recognize regular verbs in the -ed form with the correct stress.*

2. You will listen to an audio with 6 regular verbs. You have circles above each word, paint only one of them to show where the word has the higher pitch. (1,25 pt.)

O O A. Be-lieved	O O O B. Re-mem-bered	O O C. Prom-ised
O O D. Wan-ted	O O O E. De-ci-ded	O O O F. In-tro-duced

Connected speech: *To recognize the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

3. Listen to the audio and circle the word that you hear in each sentence. (1,25 pt.)

- A. In fact, we **cook** / **cooked** a couple of meals.
- B. And what we **learn** / **learned** during the course of the pandemic.
- C. We **use** / **used** a similar kind of technology.
- D. Then they **start** / **started** winning championships.
- E. I got **call** / **called** to the principal's office.
- F. We **celebrate** / **celebrated** it at the White House.

READING-

Intelligibility: To pronounce the /d/, /id/, and /t/ sounds in regular verbs.

4. Get ready to read the following verbs to your teacher and make sure you use the correct -ed ending sound. (2,5 pt.)

A. Remembered	B. Planned	C. Wanted
D. Danced	E. Loved	F. Stopped
G. Finished	H. Created	I. Added
J. Tried	K. Fixed	L. Decided

Word stress: To pronounce regular verbs in the -ed form with the correct stress.

5. Read the following verbs to your teacher and make sure you use the correct stress. (1,25 pt.)

A. Arrived	B. Visited	C. Ended
D. Practiced	E. Imagined	F. Established

Connected speech: To pronounce the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.

6. Get ready to read the following sentences to your teacher and make sure to use the correct connected speech. (1,25 pt.)

- A. She **Painted a** butterfly on the wall.
- B. I have **traveled to** Quito three times so far.
- C. The food was great! I really **enjoyed it!**
- D. We **decorated the** house with lots of lights.
- E. I have only **walked one** mile so far.
- F. I **helped my** mother wrap the presents.

Intelligibility Rubric

This rubric will be used for question number four. If the sum of all the points gathered is more than 2.00, but less than 2.50 means that the student has *Excellent pronunciation*. If the student gets more than 1.50, but less than 2.00 means that the student has *Good pronunciation*. If the student gets more than 1.00, but less than 1.50 means that he/she has *Satisfactory pronunciation*. If the student gets more than 0.50, but less than 1.00 means that he/she has *Partially effective pronunciation*. If the student gets more than 0.00, but less than 0.50 means that he/she has *Ineffective pronunciation*. And the student gets 0 when he or she does not respond.

Parameters	Score
<p>EXCELLENT PRONUNCIATION</p> <ul style="list-style-type: none"> ● Accurate pronunciation of individual sounds ● speaks smoothly without hesitation and with ease. ● Pronunciation does not impede communication 	>2.00 <2.50
<p>GOOD PRONUNCIATION</p> <ul style="list-style-type: none"> ● Clear pronunciation of individual sounds. ● Occasional pauses and/or hesitations that do not interfere with comprehensibility. ● Pronunciation rarely impedes communication 	>1.50 <2.00
<p>SATISFACTORY PRONUNCIATION</p> <ul style="list-style-type: none"> ● Fairly accurate pronunciation of individual sounds ● Some pauses and/or hesitations sometimes interfere with comprehensibility. ● Pronunciation occasionally impedes communication. 	>1.00 <1.50
<p>PARTIALLY EFFECTIVE PRONUNCIATION</p> <ul style="list-style-type: none"> ● Inaccurate pronunciation of some individual sounds, which interfere with comprehensibility. ● Many pauses and/or hesitations can interfere with comprehensibility. ● Pronunciation impedes communication 	>0.50 <1.00
<p>INEFFECTIVE PRONUNCIATION</p> <ul style="list-style-type: none"> ● Major inaccuracies with the pronunciation of individual sounds which cause significant problems in intelligibility ● Significant pausing or hesitations which interfere significantly with comprehensibility. ● Pronunciation severely impedes communication 	>0.00 <0.50
<p>NO RESPONSE</p>	0.00

Word stress rubric

This rubric will be used for question number five. If the sum of all the points gathered is more than 1.00, but less than 1.25 means that the student has *Excellent word stress*. If the student gets more than 0.75, but less than 1.00 means that the student has *Good word stress*. If the student gets more than 0.50, but less than 0.75 means that he/she has *Satisfactory word stress*. If the student gets more than 0.25, but less than 0.50 means that he/she has *Partially effective word stress*. If the student gets more than 0.00, but less than 0.25 means that he/she has *Ineffective word stress*. And the student gets 0 when he or she does not respond.

Parameters	2 syllable word	3 syllable word	Score
<p>EXCELLENT WORD STRESS</p> <ul style="list-style-type: none"> ● Perform intonation clearly and accurately based on the syllables and stress/unstressed part of words. 			>1.00 <1.25
<p>GOOD WORD STRESS</p> <ul style="list-style-type: none"> ● Perform intonation clearly based on the syllables and stress/unstressed part of words. 			>0.75 <1.00
<p>SATISFACTORY WORD STRESS</p> <ul style="list-style-type: none"> ● Perform fairly accurate intonation with some hesitation based on the syllables and stress/unstressed part of words. 			>0.50 <0.75
<p>PARTIALLY EFFECTIVE WORD STRESS</p> <ul style="list-style-type: none"> ● Perform intonation with many pauses and/or hesitations based on the syllables and stress/unstressed part of words. 			>0.25 <0.50
<p>INEFFECTIVE WORD STRESS</p> <ul style="list-style-type: none"> ● Perform intonation with major inaccuracies based on the syllables and stress/unstressed part of words, which makes it hard to comprehend. 			>0.00 <0.25
NO RESPONSE			0.00

Connected Speech (CS) Rubric

This rubric will be used for question number six. If the sum of all the points gathered is more than 1.00, but less than 1.25 means that the student has *Excellent connected speech*. If the student gets more than 0.75, but less than 1.00 means that the student has *Good connected speech*. If the student gets more than 0.50, but less than 0.75 means that he/she has *Satisfactory connected speech*. If the student gets more than 0.25, but less than 0.50 means that he/she has *Partially effective connected speech*. If the student gets more than 0.00, but less than 0.25 means that he/she has *Ineffective connected speech*. And the student gets 0 when he or she does not respond.

Parameters	CS with Vowels	CS with Consonants	Score
<p>EXCELLENT CONNECTED SPEECH</p> <ul style="list-style-type: none"> ● Accurate pronunciation of -ed form of regular verbs and effective connection in pronunciation with the preceding word. ● Pronounce without hesitation and with ease. 			>1.00 <1.25
<p>GOOD CONNECTED SPEECH</p> <ul style="list-style-type: none"> ● Clear pronunciation of -ed form of regular verbs and clear connection in pronunciation with the preceding word. ● Occasional pauses and/or hesitations that do not interfere with comprehensibility. 			>0.75 <1.00
<p>SATISFACTORY CONNECTED SPEECH</p> <ul style="list-style-type: none"> ● Fairly accurate pronunciation of -ed form of regular verbs and fairly good connection in pronunciation with the preceding word. ● Some pauses and/or hesitations sometimes interfere with comprehensibility. 			>0.50 <0.75
<p>PARTIALLY EFFECTIVE CONNECTED SPEECH</p> <ul style="list-style-type: none"> ● Inaccurate pronunciation of -ed form of regular verbs and lack connection in pronunciation with the preceding word. ● Many pauses and/or hesitations that interfere with comprehensibility. 			>0.25 <0.50
<p>INEFFECTIVE CONNECTED SPEECH</p> <ul style="list-style-type: none"> ● Major inaccuracies of -ed form of regular verbs and inexistence of connection in pronunciation with the preceding word. ● Significant pausing or hesitations which interfere significantly with comprehensibility. 			>0.00 <0.25
NO RESPONSE			0.00

Answer Key

For questions 1,2, and 3.

Question	Answer	Score
1. A	/t/	0,21
1. B	/id/	0,21
1. C	/d/	0,21
1. D	/id/	0,21
1. E	/t/	0,21
1. F	/d/	0,21
1. G	/id/	0,21
1. H	/t/	0,21
1. I	/d/	0,21
1. J	/d/	0,21
1. K	/t/	0,20
1. L	/id/	0,20
2. A	<input type="radio"/> ● Be-lieved	0,22
2. B	<input type="radio"/> ● <input type="radio"/> Re-mem-bered	0,20
2. C	● <input type="radio"/> Prom-ised	0,20
2. D	● <input type="radio"/> Wan-ted	0,20
2. E	<input type="radio"/> ● <input type="radio"/> De-ci-ded	0,20
2. F	<input type="radio"/> <input type="radio"/> ● In-tro-duced	0,23
5. A	Cooked	0,21
5. B	Learned	0,22
5. C	Used	0,20

5. D	Start	0,22
5. E	Called	0,20
5. F	Celebrated	0,20

Annex 4: Questionnaire for Students



Universidad
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de Loja

Universidad Nacional de Loja
Facultad de la Educación, el Arte y la Comunicación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Data collection source: Questionnaire

Teacher: Cristian Romero

Code: UEMBV9A _ _ _

1. ¿Te gustó el uso de audios en clase?

- a. Demasiado
- b. Mucho
- c. Poco
- d. Nada

¿Por qué? Justifica tu elección:

2. ¿Crees que la práctica constante de la pronunciación (drillings) te ayudo a mejorar esta habilidad?

- a. Demasiado
- b. Mucho
- c. Poco
- d. Nada

3. ¿Te gustó el uso de diálogos en el aula?

- a. Demasiado
- b. Mucho
- c. Poco
- d. Nada

4. ¿El uso de canciones fue interesante para ti?

- a. Demasiado
- b. Mucho
- c. Poco
- d. Nada

¿Por qué? Justifica tu elección:

5. ¿Qué tal te pareció el acompañamiento del profesor para corregir tu pronunciación?

- a. Excelente
- b. Bueno
- c. Regular
- d. Malo

6. ¿Cuán útil fue el uso de la lista de verbos para diferenciar la pronunciación del -ed en verbos regulares?

- a. Demasiado

- b. Mucho
- c. Poco
- d. Nada

7. ¿Cuán útiles fueron las clases para diferenciar la pronunciación del -ed en los verbos regulares de los sonidos /t/ /d/ /id/?

- a. Demasiado
- b. Mucho
- c. Poco
- d. Nada

8. ¿Crees que los temas que se abordaron en clase sobre las vacaciones fueron relevantes para tu vida diaria?

- a. Demasiado
- b. Mucho
- c. Poco
- d. Nada

¿Por qué? Justifica tu elección:

9. Enumera las actividades preferidas de acuerdo al orden de preferencia considerando 1 como la más preferida y 7 como menos preferida.

- ___ Diálogos
- ___ Músicas
- ___ Sopa de letras
- ___ Dibujar
- ___ Fichas de actividades
- ___ Tingo tingo tango
- ___ Bingo

Tomando en cuenta la actividad que elegiste como número uno, indica las razones por que es la más preferida:

10. Enumera la pronunciación de los siguientes sonidos /t/ /d/ /id/ acorde al nivel de dificultad que tuviste para pronunciarlos. Considerando 1 como el más fácil y 3 como el más difícil.

- ___ /t/
- ___ /d/
- ___ /id/

Thank you for taking the time to talk to me.

Annex 5: Field Notes



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

DATA COLLECTION SOURCE: FIELD NOTES

Setting: Individual Observed: Observation #:	Observer Involvement: Date/Time: Place: Duration of Observation:
Descriptive Notes	Reflective Notes

Annex 6: Grading Scale for Student Learning

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: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Pretest administration
Date: May 03 rd , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Pretest administration. 	<ul style="list-style-type: none"> -Bingo tables -Pretest
Warm-up and Objective Discussion	
<p>Bingo: Students play the “Bingo Game” to help the teacher know a little about them, their backgrounds, and interests. Students put an “X” on the Bingo game table. When two students yell “Bingo” they come to the front of the classroom and read the phrases in which the other classmate marked the “X” and so vice versa. Example: Carlos loves music. This helps teacher get a brief overview of their pronunciation knowledge.</p> <p>The teacher explains to students that they will develop the first part of the pretest (listening); they must listen to some audios and answer the questions.</p>	
Instruct (Teach) and Model (presentation)	
NA (pretest administration)	
Guided Practice	
NA (pretest administration)	
Independent practice	
Students develop only the listening questions of the pretest.	
Assessment	
NA (pretest administration)	

Annex 1: Bingo tables

Bingo Card ID 017

All about me!

Loves black ❤️	Loves dancing 🕺	Can't swim 🏊
Plays soccer ⚽	My name is:	Plays the guitar 🎸
has a celebrity autograph	Can cook 🍳	is vegetarian 🌱

myfreebingocards.com

Bingo Card ID 018

All about me!

Can't swim 🏊	loves music 🎵	Can cook 🍳
Loves black ❤️	My name is:	Plays the guitar 🎸
has a celebrity autograph	is vegetarian 🌱	Loves writing ✍️

myfreebingocards.com

Bingo Card ID 019

All about me!

is vegetarian 🌱	Loves writing ✍️	Has a pet 🐶 🐱
has a celebrity autograph	My name is:	loves music 🎵
Plays the guitar 🎸	Loves black ❤️	Loves dancing 🕺

myfreebingocards.com

Bingo Card ID 020

All about me!

Loves writing ✍️	Can cook 🍳	Plays soccer ⚽
Can't swim 🏊	My name is:	Plays the guitar 🎸
is vegetarian 🌱	loves music 🎵	Has a pet 🐶 🐱

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: PRE TEST

Grade: 9th “A” EGB

Teacher: Cristian Romero

Date:

Student’s code: UEDMBV9A0 __ __

Objective: To establish the level of knowledge about the pronunciation of -ed endings of the regular verbs in the A1.2 level of English from a public school in the city of Loja.

LISTENING-

Comprehensibility: *To recognize the /d/, /id/, and /t/ sounds in isolation.*

1. You will listen to an audio with 12 regular verbs. Place a tick (✓) in only one of the boxes to show the -ed ending sound for each verb /t/ /d/ or /id/. (2,5 pt.)

Verb	/t/	/d/	/id/	Verb	/t/	/d/	/id/
A. liked				B. Hated			
C. played				D. Waited			
E. Talked				F. Injured			
G. Invited				H. Worked			
I. Happened				J. Studied			
K. laughed				L. Needed			

Word stress: *To recognize regular verbs in the -ed form with the correct stress.*

2. You will listen to an audio with 6 regular verbs. You have circles above each word, paint only one of them to show where the word has the higher pitch. (1,25 pt.)

O O A. Be-lieved	O O O B. Re-mem-bered	O O C. Prom-ised
O O D. Wan-ted	O O O E. De-ci-ded	O O O F. In-tro-duced

Connected speech: *To recognize the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

3. Listen to the audio and circle the word that you hear in each sentence. (1,25 pt.)

- A. In fact, we **cook** / **cooked** a couple of meals.
- B. And what we **learn** / **learned** during the course of the pandemic.
- C. We **use** / **used** a similar kind of technology.
- D. Then they **start** / **started** winning championships.
- E. I got **call** / **called** to the principal's office.
- F. We **celebrate** / **celebrated** it at the White House.

READING-

Intelligibility: *To pronounce the /d/, /id/, and /t/ sounds in regular verbs.*

4. Get ready to read the following verbs to your teacher and make sure you use the correct -ed ending sound. (2,5 pt.)

A. Remembered	B. Planned	C. Wanted
D: Danced	E. loved	F. Stopped
G. Finished	H. Created	I. Added
J. Tried	K. Fixed	L. Decided

Word stress: *To pronounce regular verbs in the -ed form with the correct stress.*

5. Read the following verbs to your teacher and make sure you use the correct stress. (1,25 pt.)

A. Arrived	B. Visited	C. Ended
D. Practiced	E. Imagined	F. Established

Connected speech: *To pronounce the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

6. Get ready to read the following sentences to your teacher and make sure to use the correct connected speech. (1,25 pt.)

- A. She **Painted** a butterfly on the wall.
- B. I have **traveled to** Quito three times so far.
- C. The food was great! I really **enjoyed it!**
- D. We **decorated the** house with lots of lights.
- E. I have only **walked one** mile so far.
- F. I **helped my** mother wrap the presents.

LESSON PLAN 2

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Pretest and regular verbs (-ed form)
Date: May 04 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 14h25 Time per lesson: 70 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Pretest administration • At the end of the lesson and after explaining to students the rules to form the past simple of regular verbs, they will be able to write past tense regular verbs accurately. 	<ul style="list-style-type: none"> -Pretest -Cellphone -Projector -Computer -Markers -The word search game -Powerpoint presentation -List of regular verbs
Warm-up and Objective Discussion	
<p><u>Word search game:</u> Students are handed out a piece of sheet where they have to find ten verbs that will be used in today’s class. The first ten students who complete the game the fastest get a reward. After that, the teacher says to students that today they will learn how to write regular verbs in past tense and that they are expected to change a list of regular verbs to past tense correctly at the end of the lesson. The teacher explains to students that they will develop the second part of the pretest (reading); they must read some verbs and sentences to the teacher.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach)</p> <p>The teacher teaches the rules to form the past simple of the regular verbs using a PowerPoint presentation and the blackboard.</p> <p>Show slide 1 of “Past tense regular verbs” Explains that in English, there are two types of verbs (regular and irregular).</p> <p>Show slide 2 explains the first rule and gives examples. If the regular verbs end in -e, add -d.</p> <p>Show slide 3 explains the second rule and gives examples. If the regular verbs end in a consonant and “Y” cut the “Y” and add -ied.</p> <p>Show slide 4 explains the third rule and gives examples. If the regular verbs end in a single vowel and consonant, double the consonant and add -ed.</p> <p>Show slide 4 explains the fourth rule and gives examples. If the regular verbs end in a single vowel and consonant, double the consonant and add -ed. With almost all regular verbs, expect the previous rules, add -ed to the verbs.</p> <p>The teacher hands out a list of regular verbs to students and asks students to tell him some verbs that follow the three rules.</p>	

Model (presentation)

The teacher writes past tense regular verbs with wrong spelling on the board and models how they should be written. Furthermore, the teacher explains to students the mistakes that each verb has.

Guided Practice

The teacher writes six regular verbs on the board and asks students to identify which rule they will use for each verb. The teacher helps students to identify the rule that best works for the verbs. Students write the verb in past tense on the board.

Independent practice

In groups, students complete the first ten verbs of the list.

Assessment

For the next class, students will fill the list of verbs with the correct past tense of each verb and the meaning.

Note:

One hour was used for pretest administration.

Annex 1: Word search game

NAME: _____ COURSE: _____

C	R	I	Y	N	N	Q	F	Y	W
D	E	Q	K	N	Q	A	L	A	Q
D	E	L	P	R	H	E	N	L	M
A	T	C	E	Z	J	T	Z	N	K
N	L	A	O	B	D	D	J	D	B
C	E	B	L	R	R	K	J	E	H
E	V	W	C	K	A	A	L	J	G
K	A	T	O	T	N	T	T	J	U
S	R	J	Y	A	L	P	E	E	A
A	T	E	K	I	L	M	A	Q	L

FIND THE FOLLOWING WORDS:

DANCE
 CELEBRATE
 PLAY
 WANT
 LIKE
 TALK
 ASK
 DECORATE
 LAUGH
 TRAVEL

Annex 2: Pretest



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DATA COLLECTION SOURCE: PRE TEST

Grade: 9th "A" EGB

Teacher: Cristian Romero

Date:

Student's code: UEDMBV9A0 __ __

Objective: To establish the level of knowledge about the pronunciation of -ed endings of the regular verbs in the A1.2 level of English from a public school in the city of Loja.

LISTENING-

Comprehensibility: *To recognize the /d/, /ɪd/, and /t/ sounds in isolation.*

1. You will listen to an audio with 12 regular verbs. Place a tick (✓) in only one of the boxes to show the -ed ending sound for each verb /t/ /d/ or /ɪd/. (2,5 pt.)

Verb	/t/	/d/	/ɪd/	Verb	/t/	/d/	/ɪd/
A. liked				B. Hated			
C. played				D. Waited			
E. Talked				F. Injured			
G. Invited				H. Worked			
I. Happened				J. Studied			
K. laughed				L. Needed			

Word stress: *To recognize regular verbs in the -ed form with the correct stress.*

2. You will listen to an audio with 6 regular verbs. You have circles above each word, paint only one of them to show where the word has the higher pitch. (1,25 pt.)

O O A. Be-lieved	O O O B. Re-mem-bered	O O C. Prom-ised
O O D. Wan-ted	O O O E. De-ci-ded	O O O F. In-tro-duced

Connected speech: *To recognize the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

3. Listen to the audio and circle the word that you hear in each sentence. (1,25 pt.)

- A. In fact, we **cook** / **cooked** a couple of meals.
- B. And what we **learn** / **learned** during the course of the pandemic.
- C. We **use** / **used** a similar kind of technology.
- D. Then they **start** / **started** winning championships.
- E. I got **call** / **called** to the principal's office.
- F. We **celebrate** / **celebrated** it at the White House.

READING-

Intelligibility: *To pronounce the /d/, /id/, and /t/ sounds in regular verbs.*

4. Get ready to read the following verbs to your teacher and make sure you use the correct -ed ending sound. (2,5 pt.)

A. Remembered	B. Planned	C. Wanted
D. Danced	E. loved	F. Stopped
G. Finished	H. Created	I. Added
J. Tried	K. Fixed	L. Decided

Word stress: *To pronounce regular verbs in the -ed form with the correct stress.*


5. Read the following verbs to your teacher and make sure you use the correct stress. (1,25 pt.)

A. Arrived	B. Visited	C. Ended
D. Practiced	E. Imagined	F. Established

Connected speech: *To pronounce the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

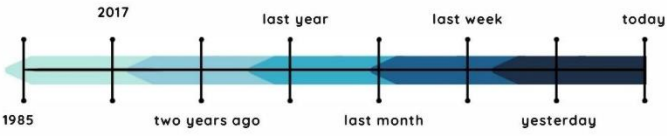
6. Get ready to read the following sentences to your teacher and make sure to use the correct connected speech. (1,25 pt.)

- A. She **Painted** a butterfly on the wall.
- B. I have **traveled to** Quito three times so far.
- C. The food was great! I really **enjoyed it!**
- D. We **decorated the** house with lots of lights.
- E. I have only **walked one** mile so far.
- F. I **helped my** mother wrap the presents.



Past Tense

Regular Verbs



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Regular Verbs

Rule 1

If a regular verb ends in **e**,
just add **-d**.

like → **liked**

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+ d

like



liked

www.Games4esl.com



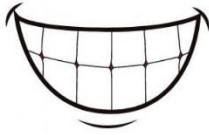
+ d

close



closed

www.Games4esl.com



+ d

smile



smiled

www.Games4esl.com



+ d

care



cared

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Regular Verbs

Rule 2

If a regular verb ends in a consonant and **-y**,
take off the **y** and add **-ied**.

consonant → cry → cried

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+ ied

cry



cried

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+ ied

fry



fried

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+ ied

try



tried

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+ ied

study



studied

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Regular Verbs

Rule 3

If a regular verb ends in a single vowel and a single consonant, **double the consonant** and add **-ed**.

vowel → stop → stopped
consonant ↗

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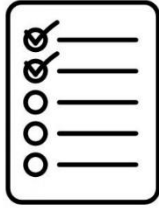
+ consonant + ed

stop



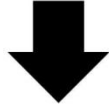
stopped

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+ consonant + ed

plan



planned

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+ consonant + ed

clap



clapped

www.Games4esl.com



+ consonant + ed

jog



jogged

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Regular Verbs

Rule 4

To make the past tense with most regular verbs, add **-ed**.

watch → watched

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watch



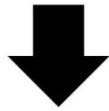
watched

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+ ed



play



played

www.Games4esl.com

+ ed



+ ed

talk



talked

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+ ed

start



started

www.Games4esl.com

Annex 4: List of regular verbs

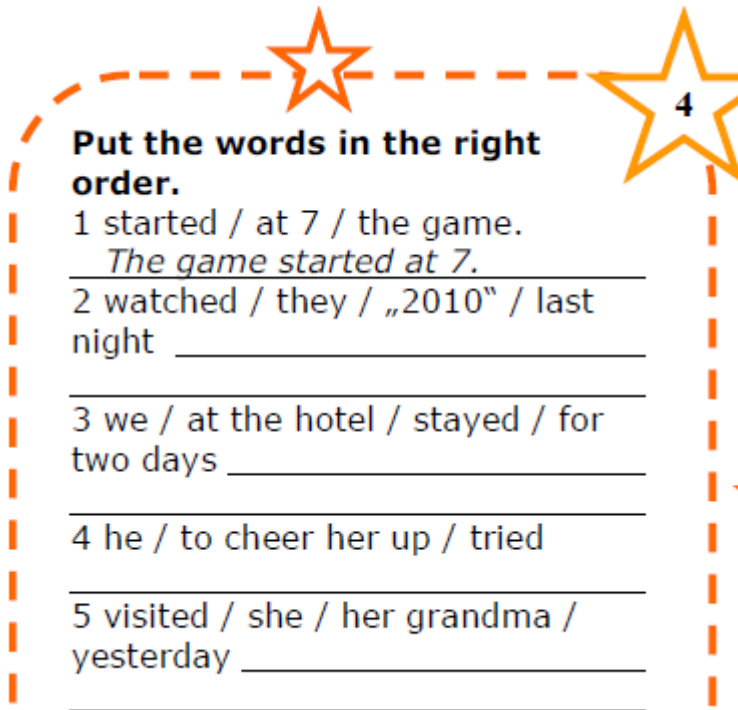
REGULAR VERBS				
Student's name: _____		Class: _____		
<i>Verb</i>	Past simple	Past participle	Meaning	/id/ /d/ /t/
1. Like				
2. Play				
3. Talk				
4. Hate				
5. Wait				
6. Injure				
7. Invite				
8. Practice				
9. Work				
10. laugh				
11. Happen				
12. Start				
13. Believe				
14. Want				
15. Promise				
16. Cook				
17. Decide				
18. Help				
19. Paint				
20. Introduce				
21. Remember				
22. Arrive				
23. Study				
24. Walk				
25. Decorate				
26. Need				
27. Travel				
28. Enjoy				
29. Visit				
30. End				
31. Learn				
32. Use				
33. Call				
34. Celebrate				
35. Imagine				
36. Establish				
37. Cry				
38. Dance				
39. Finish				
40. Try				
41. Plan				
42. Love				
43. Create				
44. Add				
45. Stop				

LESSON PLAN 3

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Past simple (affirmative structure)
Date: May 17 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, and after explaining the affirmative structure of the past simple, students will be able to write correctly positive sentences in the simple past tense. 	<ul style="list-style-type: none"> - Markers - Board - Worksheet
Warm-up and Objective Discussion	
<p>Gartic Phone: The teacher divides the class into two groups. Each group receives a sentence in past simple, which students say to the member of the group one by one. Once the last student gets the sentence, they say it out loud. The group with the most exact sentence wins the game.</p> <p>The teacher tells students that as in the previous class, they were learning about the past tense regular verbs; today, they will learn how to use them to write positive sentences in the simple past tense.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains the positive structure of the past simple by using the board (structure and usage) The teacher presents the essential time expressions that they can use to express past simple in sentences (yesterday, and last week/year) The teacher asks students to tell him any activity they did yesterday.</p> <p>Model (presentation) The teacher exemplifies and models by telling students the activities he did yesterday.</p>	
Guided Practice	
<p>Some students try to write sentences on the board about what they did yesterday. Students use the list of regular verbs. If the sentence is incorrect, another student comes to the board to correct it. The teacher helps students and corrects any mistakes.</p>	
Independent practice	
<p>Learners complete the worksheet in which they unscramble some sentences.</p>	
Assessment	

Pupils write five sentences in the simple past about their latest vacation. Moreover, they bring a flipchart and pictures according to those sentences to construct their final project presentations.

Annex 1: Worksheet



Put the words in the right order.

1 started / at 7 / the game.
The game started at 7.

2 watched / they / „2010“ / last night _____

3 we / at the hotel / stayed / for two days _____

4 he / to cheer her up / tried _____

5 visited / she / her grandma / yesterday _____

LESSON PLAN 4

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Past simple (Negative and interrogative structure)
Date: May 18 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 14h25 Time per lesson: 70 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, and after explaining the negative and interrogative structure of the simple past tense, students will be able to accurately write sentences in the past tense. 	<ul style="list-style-type: none"> - Markers - Board - Dialogue
Warm-up and Objective Discussion	
<p>Two truths and a lie: The teacher randomly asks two students to say to the class two things they did yesterday and one that they did not. The whole class tries to guess the one that is the lie. The winner gets a prize.</p> <p>The teacher tells students that today they will finish learning all about the past tense and its three structures. And that the positive structure was already explained in the previous class.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach)</p> <p>The teacher helps students to recall what they learned in the previous class (positive structure of past simple).</p> <p>The teacher uses the board to explain the negative and interrogative structure of the past simple.</p> <p>The teacher asks students the time expressions they learned yesterday and explains to them that they can be used in any structure (yesterday, last week/year).</p> <p>Model (presentation)</p> <p>The teacher exemplifies and models by telling students the activities he did or did not do on his last vacation time. The sentences had some mistakes, and students had to find them.</p>	
Guided Practice	
<p>The teacher forms groups, and students unscramble a dialogue. After that, in each group, two students read the dialogue out loud.</p>	
Independent practice	
<p>Students choose one sentence of the dialogue and change it to affirmative, negative, and interrogative forms of the past simple.</p>	
Assessment	

Students work on their final project presentation. They paste the pictures and write sentences on their flipcharts about what they did or did not do on their latest vacations.

JACK: Hey Carlos! **Did** you like your last vacation?

CARLOS: Absolutely, last Christmas I **celebrated** at my grandmother' house. I **cooked, danced, and talked** to new people.

JACK: Wow! I **did not travel** on Christmas, but I **cooked, and danced** all night, as well!

CARLOS: I **invited** you to come over but you were busy.

JACK: Yes, I couldn't join you because I **invited** my mother over.

CARLOS: **Did** you bring your mother to the new mall?

JACK: Yes, **I did**. But she **did not** buy anything.

LESSON PLAN 5

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Pronunciation of /t/, /id/, and /d/ sounds.
Date: May 20 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 14h25- 15h35 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, students will be able to produce accurately past tense regular verbs in isolation. 	<ul style="list-style-type: none"> - Pronunciation flipchart - List of regular verbs - Song lyrics - Speakers - Cellphone - Computer - flashcards -Rubber ball
Warm-up and Objective Discussion	
<p>Tingo tingo tango: the student that keeps the ball after the teacher has said “tango” answers one of the following questions: What do you think about the English language pronunciation to Spanish? Do you believe that pronunciation is essential when learning a language?</p> <p>The teacher mentions to students that pronunciation is an essential aspect of English. This is why they will learn how to pronounce past tense regular verbs in isolation today.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach)</p> <p>The teacher presents the pronunciation flipchart about the pronunciation of the /t/, /id/, and /d/ sounds in past tense regular verbs.</p> <p>The teacher gives some tips for accurate pronunciation of regular verbs in past simple.</p> <p>The teacher hands out flashcards to students and is asked to give some verbs they consider hard to pronounce.</p> <p>Model (presentation)</p> <p>The teacher writes the verbs on the board. The teacher models students on how to catch each verb’s last sound, pronounce it, and the rule to which each verb belongs.</p>	
Guided Practice	
<p>Students define which -ed sounds have the verb that each one has on the flashcard. Each student writes the verb on the board in the correct column.</p> <p>The whole class repeats the pronunciation of the verbs after the teacher and the audio in the Audacity program. Students repeat until the pronunciation is perfect or considerably good (intelligibility).</p>	

Independent practice

Students finish classifying the [list of verbs](#) according to their -ed ending sound (/t/, /d/, and /id/).

Assessment

One by one, the teacher asks students to pronounce one of the verbs on the list.

PRONUNCIATION OF REGULAR VEBRS (-ED FORM)

	VERBS THAT END IN SOUNDS:	ARE PRONOUNCED WITH:
RULE 1	/t/, /d/	/ɪd/
RULE 2	/p/, /k/, /f/, /s/, /ʃ/, /θ/	/t/
RULE 3	/b/, /v/, /g/, /z/, /ʒ/, /ð/, /l/, /m/, /ʒ/, /ŋ/ /n/, /r/, /ŋ/	/d/

TIPS:

- ❖ Never pronounce the "ed" as if you were reading in your first language.
- ❖ Never pronounce the letter "E" at the end of verbs.
- ❖ The letter "S" sounds as /z/ and /s/at the end of verbs. Be careful!
- ❖ The "C" or "CE" at the end of verbs are pronounced as "/S/"
- ❖ Regular verbs do not end in vowel sounds (exceptions: cry, play, etc.)

Annex 2: list of regular verbs

REGULAR VERBS				
Student's name: _____		Class: _____		
<i>Verb</i>	Past simple	Past participle	Meaning	/id/ /d/ /t/
1. Like				
2. Play				
3. Talk				
4. Hate				
5. Wait				
6. Injure				
7. Invite				
8. Practice				
9. Work				
10. laugh				
11. Happen				
12. Start				
13. Believe				
14. Want				
15. Promise				
16. Cook				
17. Decide				
18. Help				
19. Paint				
20. Introduce				
21. Remember				
22. Arrive				
23. Study				
24. Walk				
25. Decorate				
26. Need				
27. Travel				
28. Enjoy				
29. Visit				
30. End				
31. Learn				
32. Use				
33. Call				
34. Celebrate				
35. Imagine				
36. Establish				
37. Cry				
38. Dance				
39. Finish				
40. Try				
41. Plan				
42. Love				
43. Create				
44. Add				
45. Stop				

HATE



/ˈheɪt/

LESSON PLAN 6

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Pronunciation of /t/, /id/, and /d/ sounds (reinforcement).
Date: May 24 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, students will be able to produce the /d/, /id/, and /t/ sounds in regular verbs in isolation. 	<ul style="list-style-type: none"> -Song -Markers -List of regular verbs -Sticky notes -Blackboard
Warm-up and Objective Discussion	
<p>Song: The teacher hand out the lyrics of an extract of the song "Say You Won't Let Go" by James Arthur, the teacher plays the music, students fill in the gaps, and the whole class sings the song.</p> <p>The teacher tells students that today they will keep learning the pronunciation of regular verbs in isolation.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach)</p> <p>The teacher gives a short explanation of the pronunciation of regular verbs in the -ed form.</p> <p>The teacher chooses three volunteers to explain the rules for pronouncing the -ed form of regular verbs; students may use the teacher’s flipchart.</p> <p>Model (presentation)</p> <p>The teacher pronounces the verbs in the list of verbs and asks students to listen carefully.</p>	
Guided Practice	
<p>The teacher introduces the game “Run and choose” where students listen to and discriminate sounds.</p> <p>The teacher chooses verbs from the list of verbs and pronounces them with the three -ed ending sounds. Example: “love” /lovd/, /lovt/, and /lovid/</p> <p>All students come to the back of the classroom; when the teacher pronounces the verbs with the three -ed ending sounds, only two students run to the blackboard. They choose the sticky note with the numbers 1,2, and 3 according to what they think is the correct verb pronunciation.</p>	
Independent practice	
<p>The student who chooses the correct verb pronunciation says the verb out loud, and the whole class repeats after them.</p>	
Assessment	

Students are asked to send an audio pronouncing 6 of the most challenging verbs to recognize in the “run and choose” game.

Annex 1: Song

James Arthur Lyrics

"Say You Won't Let Go"

Then you _____ over your shoulder
For a minute I was stone-cold sober
I _____ you closer to my chest
And you _____ me to stay over
I said, I already told you
I think that you should get some rest

I knew I _____ you then
But you'd never know
'Cause I _____ it cool when
I was _____ of letting go
I knew I _____ you
But I never _____
But I wanna stay with you
Until we're grey and old
Just say you won't let go
Just say you won't let go

PRONUNCIATION OF REGULAR VEBRS (-ED FORM)

	VERBS THAT END IN SOUNDS:	ARE PRONOUNCED WITH:
RULE 1	/t/, /d/	/ɪd/
RULE 2	/p/, /k/, /f/, /s/, /ʃ/, /θ/	/t/
RULE 3	/b/, /v/, /g/, /z/, /ʒ/, /ð/, /l/, /m/, /ʒ/, /ŋ/ /n/, /r/, /l/	/d/

TIPS:

- ❖ Never pronounce the "ed" as if you were reading in your first language.
- ❖ Never pronounce the letter "E" at the end of verbs.
- ❖ The letter "S" sounds as /z/ and /s/at the end of verbs. Be careful!
- ❖ The "C" or "CE" at the end of verbs are pronounced as "/S/"
- ❖ Regular verbs do not end in vowel sounds (exceptions: cry, play, etc.)

Annex 3: list of regular verbs

REGULAR VERBS				
Student's name: _____		Class: _____		
<i>Verb</i>	Past simple	Past participle	Meaning	/id/ /d/ /t/
1. Like				
2. Play				
3. Talk				
4. Hate				
5. Wait				
6. Injure				
7. Invite				
8. Practice				
9. Work				
10. laugh				
11. Happen				
12. Start				
13. Believe				
14. Want				
15. Promise				
16. Cook				
17. Decide				
18. Help				
19. Paint				
20. Introduce				
21. Remember				
22. Arrive				
23. Study				
24. Walk				
25. Decorate				
26. Need				
27. Travel				
28. Enjoy				
29. Visit				
30. End				
31. Learn				
32. Use				
33. Call				
34. Celebrate				
35. Imagine				
36. Establish				
37. Cry				
38. Dance				
39. Finish				
40. Try				
41. Plan				
42. Love				
43. Create				
44. Add				
45. Stop				

LESSON PLAN 7

Class: 9no EGB “A” Nº Students: 35	School year: 2022
Language Level: A1.2	Topic: Final projects presentation
Date: May 25 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 14h25 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, students will be able to demonstrate their pronunciation knowledge of past tense regular verbs by narrating a story. 	<ul style="list-style-type: none"> - Say the color and not the word game -Markers -Blackboard
Warm-up and Objective Discussion	
<p>The hangman: the teacher writes some verbs on the board but with some blanks. Students, try to guess and pronounce the verbs. The teacher tells the students that they will present their final projects today.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher gives students a brief explanation of the pronunciation rules of the verbs.</p> <p>Model (presentation) The teacher gives a short example of how to present the projects.</p>	
Guided Practice	
<p>The teacher pronounces some verbs that were identified to be hard to pronounce for students.</p>	
Independent practice	
<p>In groups, students help each other to see if the past tense regular verbs' pronunciation is correct.</p>	
Assessment	
<p>Students present their flipchart and start to narrate their previous vacation time, their activities, and what they liked about it.</p>	

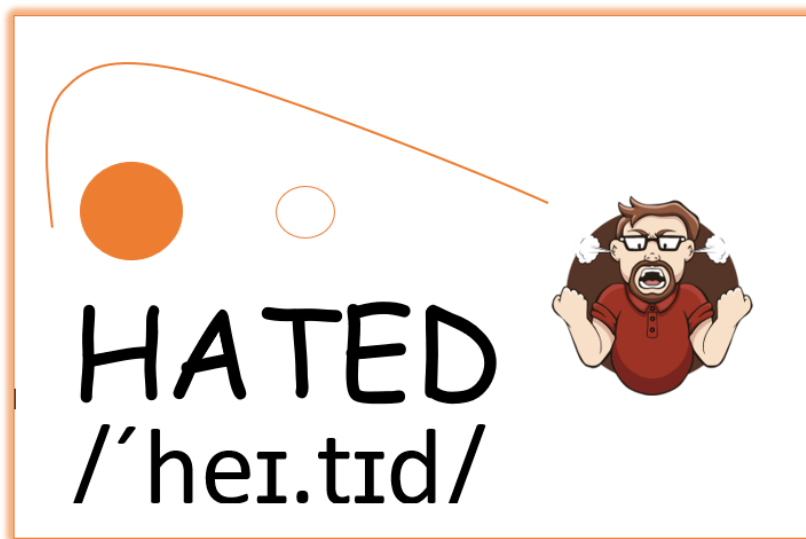
LESSON PLAN 8

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Feedback on students’ project presentations
Date: May 27 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 14h25- 15h35 Time per lesson: 70 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson and after using tongue twister, students can produce past tense regular verbs accurately. 	<ul style="list-style-type: none"> - Markers - Board - Tongue twister - Audacity - Speaker - computer - Flashcards
Warm-up and Objective Discussion	
<p>Hangman: students try to guess the past tense verbs that can fit the spaces on the board. The teacher explains to students that today they will correct some pronunciation mistakes they made in their project presentations.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains the pronunciation rules of the past tense regular verbs using the flipchart. The teacher hands out some verbs flashcard to students, and students tell the teacher why that verb has the /t/, /d/, or /id/ ending sound.</p> <p>Model (presentation) The teacher writes on the board the verbs in which students struggled the most and pronounces them.</p>	
Guided Practice	
<p>The teacher plays the pronunciation of those verbs in the audacity program, and students identify the -ed ending sound for each verb. Students repeat the pronunciation of the verbs.</p>	
Independent practice	
<p>The teacher presents students a tongue twister, and the teacher pronounces it. In groups, students practice and help each other to see if the pronunciation of the tongue twister is correct.</p>	
Assessment	
<p>Students say the tongue twister as fast as they can.</p>	

Annex 1: Tongue twister

**Before David started school he
traveled, danced, and cooked.**

Annex 2: Flashcards



LESSON PLAN 9

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Syllables
Date: May 31 st , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, students will be able to identify the number of syllables in regular verbs. 	<ul style="list-style-type: none"> - Markers - Board - Computer - Speaker
Warm-up and Objective Discussion	
<p>Tap your name: students say their names aloud, tapping their desks to mark each syllable. Students join with classmates that have the same number of syllables in their names. In each group, students say their names out loud.</p> <p>The teacher tells students that today they will learn to identify and count syllables in regular verbs.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach)</p> <p>The teacher explains what a syllable is.</p> <p>The teacher explains to students how to identify and count the number of syllables in verbs; the teacher uses the board.</p> <p>The teacher writes some verbs on the board and models students how to identify one, two, and three-syllable verbs.</p> <p>The teacher reads the verbs and uses claps to count the syllables.</p> <p>Model (presentation)</p> <p>Students clap and count syllables in regular verbs with the teacher.</p>	
Guided Practice	
<p>Students look at some verbs the teacher wrote on the board and try to identify how many syllables the verbs have.</p>	
Independent practice	
<p>Students listen to those verbs in the audacity program and are asked to clap to count the syllables.</p> <p>Students repeat the pronunciation of the verb and clap as they pronounce them.</p>	
Assessment	
<p>Students classify the list of verbs in their notebooks according to the number of syllables.</p>	

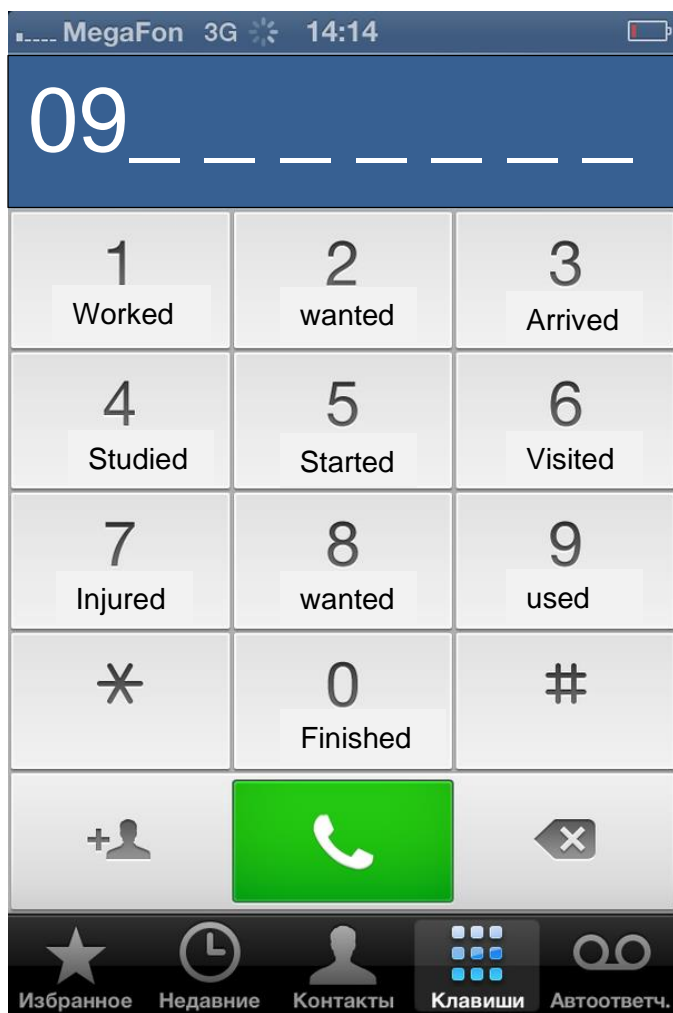
LESSON PLAN 10

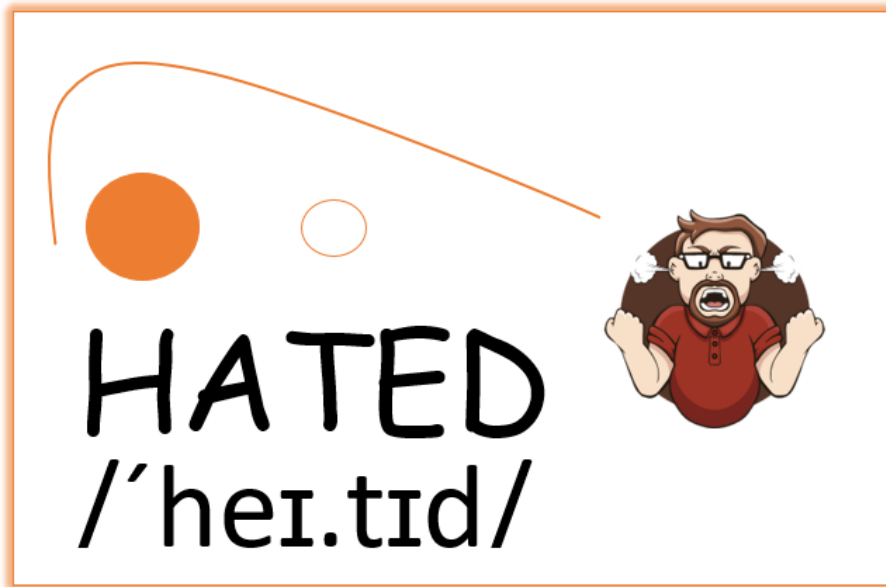
Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Regular verbs (word stress)
Date: June 01 st , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 14h25 Time per lesson: 70 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, students will be able to produce the correct stress in past tense regular verbs. 	<ul style="list-style-type: none"> - Telephone number table - Board - Markers - Flashcards - Computer - Speaker - List of verbs
Warm-up and Objective Discussion	
<p>Telephone Number: Students relay their telephone number to their partner using a code with verbs (see annex 3). For example, if their phone number were 0985765864, they would say "finished, used, wanted, started, visited, injured, started, wanted, visited, studied" The other student listens and writes down the number they hear. The teacher mentions to students that today they will learn about word stress, which will help them pronounce regular verbs in the -ed form more precisely.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains the stress rules to pronounce the regular verbs.</p> <p>Model (presentation) The teacher exemplifies and models the rules using the board, where he writes some verbs and uses points to highlight the primary stress. Students are asked to repeat the pronunciation of those verbs after the teacher.</p>	
Guided Practice	
<p>Students listen to the pronunciation of the verbs that they have in the list of verbs in the audacity program.</p> <p>The teacher hands students out flashcards and asks them to identify why the verb has the stress in that syllable. Students should answer according to the stress rules explained previously.</p>	
Independent practice	
<p>In their notebooks, students write three verbs with the stress in the first, second, and third syllables. Students paint the stress in each verb,</p>	
Assessment	
<p>One by one, students say one of the verbs with the correct stress.</p>	

Annex 1: List of verbs

REGULAR VERBS				
Student's name: _____		Class: _____		
<i>Verb</i>	Past simple	Past participle	Meaning	/id/ /d/ /t/
1. Like				
2. Play				
3. Talk				
4. Hate				
5. Wait				
6. Injure				
7. Invite				
8. Practice				
9. Work				
10. laugh				
11. Happen				
12. Start				
13. Believe				
14. Want				
15. Promise				
16. Cook				
17. Decide				
18. Help				
19. Paint				
20. Introduce				
21. Remember				
22. Arrive				
23. Study				
24. Walk				
25. Decorate				
26. Need				
27. Travel				
28. Enjoy				
29. Visit				
30. End				
31. Learn				
32. Use				
33. Call				
34. Celebrate				
35. Imagine				
36. Establish				
37. Cry				
38. Dance				
39. Finish				
40. Try				
41. Plan				
42. Love				
43. Create				
44. Add				
45. Stop				

Annex 2: Telephone number table

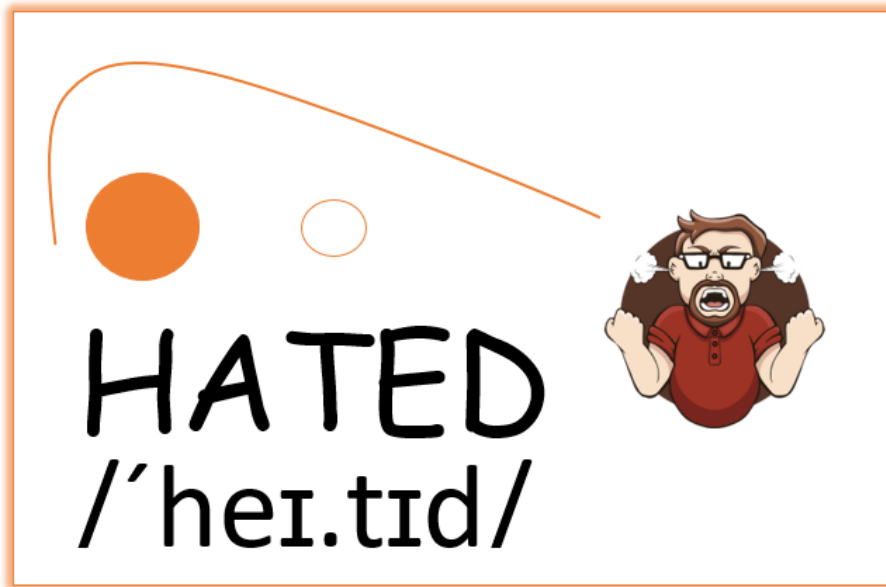




LESSON PLAN 11

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Regular verbs (word stress) reinforcement
Date: June 03 rd , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 14h25- 13h35 Time per lesson: 70 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, students will be able to identify and produce the correct stress in past tense regular verbs. 	<ul style="list-style-type: none"> - Markers - Board - Flashcards - Worksheet - Computer - Speaker
Warm-up and Objective Discussion	
<p>Rock, Paper, Scissors: Students choose a paper and find a partner with the same verb. In couples, students play “Rock, Paper, Scissors” and the person that loses writes on the board the verb and paint a circle over the verb to show the stress. The teacher says to students that today they will reinforce their knowledge about word stress.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains to students with flashcards where the word has the stress, how many syllables it has, and how to pronounce it. The teacher draws a table on the board to provide all the information about the verb.</p> <p>Model (presentation) The teacher plays the pronunciation of the words in the audacity program and asks students to help him follow with their fingers the rhythm of the words that they have in the flashcards.</p>	
Guided Practice	
<p>Students and the teacher repeat the pronunciation of the verbs after it is played in the audacity program.</p>	
Independent practice	
<p>The teacher pronounces some verbs, and students write the stress for each verb on their notebooks.</p>	
Assessment	
<p>In groups, students play the game “Who wants to be a millionaire” they have to choose one flashcard that is pasted on the board and decide the following:</p> <ul style="list-style-type: none"> A) how many syllables it has B) where the stress is C) how to pronounce the word D) give another verb that has the same stress pattern <p>If the group answers incorrectly, the other groups may decide to steal the points or not by providing the information about the verb.</p>	

Annex 1: Flashcards



LESSON PLAN 12

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Present perfect (affirmative structure)
Date: June 07 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, and after explaining the affirmative structure of the present perfect, students will be able to write sentences in the present perfect tense correctly 	<ul style="list-style-type: none"> - Paragraph warm-up - Flipchart - Board - Markers - worksheet
Warm-up and Objective Discussion	
<p><u>Disappearing text:</u> The teacher divides the class into five groups, then writes a short paragraph on the board and gradually erases it. In the groups, students will try to remember the paragraph and write it in their notebooks. The group that comes closest to the original paragraph wins.</p> <p>The teacher mentions to students that they will learn to write sentences in present perfect in this class.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach)</p> <p>The teacher explains the positive structure of the present perfect by using a flipchart. The teacher presents the basic usage of the present perfect (recently completed actions and the result of actions in the past is important in the present)</p> <p>Students are asked about what they understand for completed actions and actions in the past that are important in the present. Students try to give some examples.</p> <p>Model (presentation)</p> <p>The teacher exemplifies by telling sentences according to the two usages (I have just entered the classroom, etc.).</p>	
Guided Practice	
Some students try to write sentences on the board by using the list of regular verbs.	
Independent practice	
If the sentence some students wrote is incorrect, another student comes to the board to correct it.	
Assessment	
Students complete the worksheet in which they have to complete some sentences.	

Annex 1: Disappearing text

After she has planned her trip, she made her plane flights and she has reserved hotel rooms. Mary hasn't had to pay for her plane tickets because she worked at the travel agency for so long.

Annex 2: Flipchart

Structure:

Subject + Have/has + verb in past participle + complement.

POSITIVE	I	}	have seen her.
	You		've seen her.
	We		
	They		
	He	}	has seen her.
	She		's seen her.
	It		

Usages:

1. result of actions in the past is important in the present

I have cleaned my room.
(It is clean now.)

2. recently completed actions

He has just played handball.
(It is over now.)

Name: _____

1. Complete the sentences with the words in brackets

A. result of actions in the past is important in the present (5p)

I _____ (wash) my face.

They _____ (finish) their homework.

B. recently completed actions (5p)

He _____ (just/ arrive) home.

I _____ (just / cook) dinner.

LESSON PLAN 13

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Present perfect (negative and interrogative structure)
Date: June 08 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 14h25 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> At the end of the lesson, and after explaining the negative and interrogative structure of the present perfect, students will be able to correctly write sentences in the present perfect tense. 	<ul style="list-style-type: none"> - Markers - Board - dialogue - flipchart
Warm-up and Objective Discussion	
<p>The bottle: Students make a circle so the teacher can turn the bottle over. The one who the bottle is pointing to answers the teacher’s questions:</p> <ul style="list-style-type: none"> In the present perfect, we use the main base of the verbs? The present perfect is not used for recently completed actions? Etc. <p>The teacher mentions to students that today they will continue learning the present perfect but the negative and interrogative form.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains the negative and interrogative structure of the present perfect by using a flipchart.</p> <p>Model (presentation) The teacher exemplifies by telling sentences according to the two usages (I have not just entered the classroom, etc.).</p>	
Guided Practice	
Students complete a dialogue in groups. After that, in each group, two students read the dialogue out loud to verify.	
Independent practice	
Students work in pairs; each student takes turns to write one question in the past and ask their classmates.	
Assessment	
Students choose one of the sentences of the dialogue and change it to the affirmative, negative, and interrogative form of the present perfect.	

Annex 1: dialogues

Dialogue: Visiting Paris

A: _____ (You/ just/ arrive) to this hotel?

B: No, I haven't. Actually, _____ (I /stay) here for the past few nights.

A: Oh really? What tourist attractions _____ (you /see) so far?

B: I walked through the Champs-Elysees and saw the Arc de Triomphe, but _____ (I/not/travel) to the Notre-Dame.

A: Nice. You've been busy. But it is a pity _____ (you/ not/ see) the Notre-Dame yet.

B: We can go there together if you like.

A: Really? _____ (you /already /visit) the place?

B: Yes, I have.

Annex 2: flipchart

Structure:
Subject + Have/has + not + verb in past participle + comple.

NEGATIVE	I	} have not seen her.
	You	
	We	
	They	} haven't seen her.
	He	
	She	
	It	
	He	} has not seen her.
	She	
	It	} hasn't seen her.

Usages:

1. result of actions in the past is important in the present

I have not cleaned my room.
(It is clean now.)

2. recently completed actions

He has not just played handball.
(It is over now.)

Structure:
Have/has + Subject + verb in past participle + complement+?

INTERROGATIVE	I	} SEEN HER ?
	You	
	We	
	They	} Answer: Yes, I have. No, I haven't.
He		
She		
It		
	He	} SEEN HER ?
	She	
	It	} Answer: Yes, He has. No, he hasn't.

Usages:

1. result of actions in the past is important in the present

Have I cleaned my room?
(It is clean now.)

2. recently completed actions

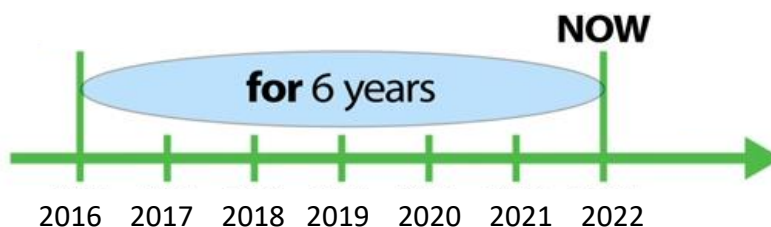
Has he just played handball?
(It is over now.)

LESSON PLAN 14

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Present perfect (for and since)
Date: June 10 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 14h25- 13h35 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • At the end of the lesson, and after explaining the usage of for and since with the present perfect, students will be able to write sentences talking about: • Actions that happened at a specific point in time • Actions that happened in a specific period of time. 	<ul style="list-style-type: none"> - Markers - Board - Worksheet - flipchart
Warm-up and Objective Discussion	
<p>Tingo, tingo, tango: the student that keeps the ball after the teacher says “tango” writes on the board the positive, negative, and affirmative for the present perfect tense. The teacher mentions to students that today they will learn to use since and for with present perfect.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains the usage of for and since with the present perfect with a flipchart. The teacher exemplifies the usages by using a timeline.</p> <p>Model (presentation) The teacher exemplifies by telling sentences according to the two usages (I have been for 10 minutes, etc.). Also, students provide some examples.</p>	
Guided Practice	
<p>Students are asked to think of their examples by using since and for. Students write four sentences.</p>	
Independent practice	
<p>In pairs, students share their examples with their classmates, and they will evaluate each other’s work. Students rectify their work by using their classmates’ observations.</p>	
Assessment	
<p>Students work on a worksheet. Students work on their final project presentation, a magic book.</p>	

Annex 1: flipchart

<p>FOR + period of time + number + time word</p> <p>When we measure the duration of something or how long it lasts. It has a start point and an end point and can be used in different tenses.</p>	<p>SINCE + starting point + a time / a date</p> <p>When something started in the past and continues until now. Since is mostly used in the present perfect and perfect progressive tense.</p>
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Examples

<ul style="list-style-type: none">• I have studied English <i>for</i> 6 years.• I have not exercised <i>for</i> 15 minutes yet.	<ul style="list-style-type: none">• I have studied English <i>since</i> 2016.• I have not exercised <i>since</i> Monday.
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Annex 2: Worksheet

Present Perfect — since/for

Fill in **since** or **for**.

1. They have lived here _____ July.
2. She has been a teacher _____ 2015.
3. I have worked on this project _____ 2 years.
4. The street has changed a lot _____ I was a child.
5. We have been married _____ 10 years.

LESSON PLAN 15

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Connected speech (vowels)
Date: June 14 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
At the end of the lesson, students will be able to produce the connection of consonant sounds to vowel sounds correctly.	<ul style="list-style-type: none"> - Markers - Board - Computer - Speaker - Song lyrics - Flipchart - Past tense endings maze
Warm-up and Objective Discussion	
<p>Past tense ending maze: Students find the correct way to get out of the maze using the -ed ending sounds. The teacher says to students that today they will learn to connect sounds in English to sound like a native speaker.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains to students the connected speech related to consonants to vowels by using a flipchart. The teacher plays an audio with some examples. The teacher helps students identify the two words that are connected. Students are asked to repeat the pronunciation.</p> <p>Model (presentation) The teacher models the connection of the sounds by writing the two words joined.</p>	
Guided Practice	
In song lyrics , students identify the sentences that fit the previous rule.	
Independent practice	
The teacher randomly asks students to say the rules that each sentence follows; the teacher corrects if it is necessary.	
Assessment	
<p>Students are asked to pronounce the two connected words in the sentence. Example; Danced in / da:nst.ɪn/ (comprehensibility). The teacher plays the song, and students correct their mistakes.</p>	

Annex 1: Song Lyrics

"Say You Won't Let Go"

Then you **smiled over** your shoulder
For a minute, I was stone-cold sober
I **pulled you** closer to my chest
And you **asked me** to stay over
I said, I already told ya
I think that you should get some rest

I knew I **loved you** then
But you'd never know
'Cause I **played it** cool
when I was scared of letting go
I know I **needed you**
But I **never showed**
But I wanna stay with you
until we're grey and old
Just say you won't let go
Just say you won't let go

Annex 2: Flipchart

CONNECTED SPEECH VOWELS (VERB-ED)

LINKING

ENDS IN CONSONANT + STARTS IN VOWEL = one word

/t/, /d/ /ə/, /e/, /i/, /o/, /u/

Example:

- ❖ We **cooked a** couple of meals.
/kʊktə/
- ❖ We **celebrated it** with her.
/ˈsel.ə.breɪ.tɪdɪt/
- ❖ I never **believed it**.
/brˈliːvdɪt/

Annex 3: Past tense endings maze

PAST TENSE ENDINGS MAZE

The maze consists of 7 rows and 5 columns of cells. The start and end points are marked with 'ed=' and a slash followed by the ending sound: /t/ or /ɪd/. The path through the maze is indicated by a series of small black squares.

ed= /t/	tried on	checked in	passed out	ed= /ɪd/
switched on	booked up	turned off	saved up	
pulled up	sorted out	headed off	kicked off	waited in
loaded up	moved in	heated up	called off	
mixed up	washed up	helped out	looked up	wanted out
pointed out	signed in	handed in	stayed up	
stopped off	edited out	closed off	cleaned up	added up
packed up	walked out	acted up	started off	
ed= /ɪd/	ended up	locked up	worked out	ed= /t/

LESSON PLAN 16

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Connected speech (consonants)
Date: June 15 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 14h25 Time per lesson: 35 minutes
Lesson Objectives	Resources
At the end of the lesson, students will be able to produce the connection between consonant sounds to consonant sounds correctly	<ul style="list-style-type: none"> - Markers - Board - Computer - Speaker - Dialogue. - Flipchart
Warm-up and Objective Discussion	
<p>The shopping game: Students should add words according to the teacher’s categories. Example: “yesterday I went to the market, and I bought past regular verbs that end in /t/ sound” Each student adds one verb.</p> <p>The teacher mentions to students that today they will learn to connect consonant sounds to consonant sounds.</p>	
Instruct (Teach) and Model (presentation)	
<p>Instruct (Teach) The teacher explains to students the connected speech related to consonants to consonants with the past simple regular verbs. The teacher uses a flipchart.</p> <p>Model (presentation) The teacher plays an audio with some examples. The teacher helps students identify the two words that are connected. Students are asked to repeat the pronunciation.</p>	
Guided Practice	
<p>In a dialogue, students identify the sentences that fit previously explained rules. □ The teacher reads the dialogue so that students can identify the correct connection.</p>	
Independent practice	
<p>Students repeat the two connected words in each sentence until the pronunciation is good. Example: Helped to /helptu:/</p>	
Assessment	
<p>In pairs, students read the dialogue.</p>	

Annex 1: Dialogue

Carlos: Hey Danny! Have you ever **cooked pork**?
 Danny: Hi! Yes, yesterday I **helped** to my mother.
 Carlos: I **wanted** to cook some last week, but I **decided not** to.
 Danny: When I **learned** the art of cooking, I **tried** **dozens** of times. You should, too.

Annex 2: Impchart

CONNECTED SPEECH CONSONANTS (VERB-ED)	CONNECTED SPEECH CONSONANTS (VERB-ED)
<p style="text-align: center;">GEMINATES</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> ENDS IN CONSONANT + STARTS IN CONSONANT = one word </p> <p style="text-align: center;"> /ɪd/, /t/, /d/ /t/, /d/ </p> <p style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">Pronounce only one /t/ or /d/ sound.</p> <p>Example:</p> <ul style="list-style-type: none"> ❖ What we learned ^X during the pandemic. /lɜːndʌrɪŋ/ ❖ I painted ^X doors with blue color. /peɪntɪdɔːrs/ ❖ I danced ^X two songs at the party. /dɑːnstuː/ 	<p style="text-align: center;">ELISION</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> ENDS IN CONSONANT + STARTS IN CONSONANT = one word </p> <p style="text-align: center;"> /t/, /d/ ALL CONSONANTS </p> <p style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">Do not pronounce /t/ or /d/ sound.</p> <p>Example:</p> <ul style="list-style-type: none"> ❖ They started ^X winning championships. /staːtɪwɪnɪŋ/ ❖ I got called ^X to the principal's office. /kɑːlɪd/ ❖ I helped ^X my mother wrap the presents. /helpmɑː/

LESSON PLAN 17

Class: 9no EGB “A” Nº Students: 35	School year: 2022
Language Level: A1.2	Topic: Final projects presentation
Date: June 17 th , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 14h25- 15h35 Time per lesson: 35 minutes
Lesson Objectives	Resources
To measure students pronunciation knowledge about: stress, ed endings sounds /t/, /d/ /id/, and connected speech by reading a dialogue in present perfect.	- Say the color and not the word game -Markers -Blackboard
Warm-up and Objective Discussion	
Hangout man: the teacher writes some sentences with some spaces, and students have to guess the missing parts by looking at the structure. Example: _____ I j__s__ _____ b__ __ k__ __b__ __ l ?	
Instruct (Teach) and Model (presentation)	
Instruct (Teach) The teacher explains the two aspects he uses to grade the final project presentation. One is the magic book with the pronunciation rules, and the other is their pronunciation of regular verbs.	
Model (presentation) The teacher gives a short example of how to present the projects.	
Guided Practice	
The teacher pronounces some verbs that were identified to be hard to pronounce for students.	
Independent practice	
In pairs, students help each other to see if the pronunciation is correct.	
Assessment	
Students present their magic books and start to read the dialogue with their partners.	

LESSON PLAN 18

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Posttest administration
Date: June 21 st , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 15h55- 16h30 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Posttest administration. 	-Posttest
Warm-up and Objective Discussion	
<p>Tongue twister: students say a tongue twister, and the one that says it the fastest and well pronounced gets a reward. “I screamed, you screamed, we all screamed for ice cream”</p> <p>The teacher explains to students that they will develop the first part of the posttest (listening). They have to listen to some audios and answer the questions.</p>	
Instruct (Teach) and Model (presentation)	
NA (Posttest administration)	
Guided Practice	
NA (Posttest administration)	
Independent practice	
Students develop only the listening questions of the Posttest.	
Assessment	
NA (Posttest administration)	



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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
DATA COLLECTION SOURCE: POSTTEST

Course: 9th “A” EGB

Teacher: Cristian Romero

Date: 21/06/22

Student’s code: UEDMBV9A0 ____

Objective: To establish the level of knowledge about the pronunciation of -ed endings of the regular verbs in the A1.2 level of English from a public school in the city of Loja.

LISTENING-

Comprehensibility: *To recognize the /d/, /id/, and /t/ sounds in isolation.*

1. You will listen to an audio with 12 regular verbs. Place a tick (✓) in only one of the boxes to show the -ed ending sound for each verb /t/ /d/ or /id/. (2,5 pt.)

Verb	/t/	/d/	/id/	Verb	/t/	/d/	/id/
A. Liked				B. Hated			
C. Played				D. Waited			
E. Talked				F. Injured			
G. Invited				H. Worked			
I. Happened				J. Studied			
K. Laughed				L. Needed			

Word stress: *To recognize regular verbs in the -ed form with the correct stress.*

2. You will listen to an audio with 6 regular verbs. You have circles above each word, paint only one of them to show where the word has the higher pitch. (1,25 pt.)

O O A. Be-lieved	O O O B. Re-mem-bered	O O C. Prom-ised
O O D. Wan-ted	O O O E. De-ci-ded	O O O F. In-tro-duced

Connected speech: *To recognize the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

3. Listen to the audio and circle the word that you hear in each sentence. (1,25 pt.)

- A. In fact, we **cook** / **cooked** a couple of meals.
- B. And what we **learn** / **learned** during the course of the pandemic.
- C. We **use** / **used** a similar kind of technology.
- D. Then they **start** / **started** winning championships.
- E. I got **call** / **called** to the principal's office.
- F. We **celebrate** / **celebrated** it at the White House.

READING-

Intelligibility: *To pronounce the /d/, /id/, and /t/ sounds in regular verbs.*

4. Get ready to read the following verbs to your teacher and make sure you use the correct -ed ending sound. (2,5 pt.)

A. Remembered	B. Planned	C. Wanted
D. Danced	E. Loved	F. Stopped
G. Finished	H. Created	I. Added
J. Tried	K. Fixed	L. Decided

Word stress: *To pronounce regular verbs in the -ed form with the correct stress.*

5. Read the following verbs to your teacher and make sure you use the correct stress. (1,25 pt.)

A. Arrived	B. Visited	C. Ended
D. Practiced	E. Imagined	F. Established

Connected speech: *To pronounce the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

6. Get ready to read the following sentences to your teacher and make sure to use the correct connected speech. (1,25 pt.)

- A. She **paint**ed a butterfly on the wall.
- B. I have **trav**eled to Quito three times so far.
- C. The food was great! I really **enjoy**ed it!
- D. We **decor**ated the house with lots of lights.
- E. I have only **walk**ed one mile so far.
- F. I **help**ed my mother wrap the presents.

LESSON PLAN 19

Class: 9no EGB “A” Nº Students: 35	School year: 2021-2022
Language Level: A1.2	Topic: Posttest administration
Date: June 22 nd , 2022	Type of institution: Public
Teacher Student: Cristian Romero	Schedule: 13h15- 13h50 Time per lesson: 35 minutes
Lesson Objectives	Resources
<ul style="list-style-type: none"> • Posttest administration. 	-Posttest
Warm-up and Objective Discussion	
<p>Favorite music: The teacher plays some songs for the class. Students can give the name of their favorite songs to play them.</p> <p>The teacher explains to students that they will finish the second part of the posttest today.</p>	
Instruct (Teach) and Model (presentation)	
NA (Posttest administration)	
Guided Practice	
NA (Posttest administration)	
Independent practice	
Students develop the reading questions of the Posttest.	
Assessment	
NA (Posttest administration)	



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DATA COLLECTION SOURCE: POSTTEST

Course: 9th “A” EGB

Teacher: Cristian Romero

Date: 21/06/22

Student’s code: UEDMBV9A0 ____

Objective: To establish the level of knowledge about the pronunciation of -ed endings of the regular verbs in the A1.2 level of English from a public school in the city of Loja.

LISTENING-

Comprehensibility: *To recognize the /d/, /id/, and /t/ sounds in isolation.*

1. You will listen to an audio with 12 regular verbs. Place a tick (✓) in only one of the boxes to show the -ed ending sound for each verb /t/ /d/ or /id/. (2,5 pt.)

Verb	/t/	/d/	/id/	Verb	/t/	/d/	/id/
A. Liked				B. Hated			
C. Played				D. Waited			
E. Talked				F. Injured			
G. Invited				H. Worked			
I. Happened				J. Studied			
K. Laughed				L. Needed			

Word stress: *To recognize regular verbs in the -ed form with the correct stress.*

2. You will listen to an audio with 6 regular verbs. You have circles above each word, paint only one of them to show where the word has the higher pitch. (1,25 pt.)

O O A. Be-lieved	O O O B. Re-mem-bered	O O C. Prom-ised
O O D. Wan-ted	O O O E. De-ci-ded	O O O F. In-tro-duced

Connected speech: *To recognize the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

3. Listen to the audio and circle the word that you hear in each sentence. (1,25 pt.)

- A. In fact, we **cook** / **cooked** a couple of meals.
- B. And what we **learn** / **learned** during the course of the pandemic.
- C. We **use** / **used** a similar kind of technology.
- D. Then they **start** / **started** winning championships.
- E. I got **call** / **called** to the principal's office.
- F. We **celebrate** / **celebrated** it at the White House.

READING-

Intelligibility: *To pronounce the /d/, /id/, and /t/ sounds in regular verbs.*

4. Get ready to read the following verbs to your teacher and make sure you use the correct -ed ending sound. (2,5 pt.)

A. Remembered	B. Planned	C. Wanted
D. Danced	E. Loved	F. Stopped
G. Finished	H. Created	I. Added
J. Tried	K. Fixed	L. Decided

Word stress: *To pronounce regular verbs in the -ed form with the correct stress.*

5. Read the following verbs to your teacher and make sure you use the correct stress. (1,25 pt.)

A. Arrived	B. Visited	C. Ended
D. Practiced	E. Imagined	F. Established

Connected speech: *To pronounce the -ed endings of regular verbs when the word that follows it starts with a consonant or vowel sound.*

6. Get ready to read the following sentences to your teacher and make sure to use the correct connected speech. (1,25 pt.)

- A. She **paint**ed a butterfly on the wall.
- B. I have **trav**eled to Quito three times so far.
- C. The food was great! I really **enjoy**ed it!
- D. We **decor**ated the house with lots of lights.
- E. I have only **walk**ed one mile so far.
- F. I **help**ed my mother wrap the presents.