

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

ACTION RESEARCH

THE IMPLEMENTATION OF THE AUDIOLINGUAL METHOD TO ENHANCE THE ORAL PRODUCTION OF THE ENGLISH SUFFIXES “-S” AND “-ES” OF EIGHTH-GRADERS OF SECTION “A” AT CENTRO ESCOLAR GUADALUPE RETANA HERRERA IN THE PERIOD I AND II DURING THE YEAR 2017

TO ATTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLÉS: OPCIÓN ENSEÑANZA

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ABSTRACT

In this action research, “The Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of Section “A” at Centro Escolar Guadalupe Retana Herrera in the Period I and II during the Year 2017”, the research team endeavored to improve students’ oral production of the English suffixes by implementing a descriptive and experimental investigation supported and developed through quantitative and qualitative paradigms. Thus, throughout all the investigation, the researchers depicted clearly the variety of techniques that the team employed to refine and to enrich the eighth-graders’ oral proficiency.

The investigators used this method to ameliorate students’ speaking skills through developing Audiolingual techniques during the intervention process. Likewise, to achieve the expected results of the objectives, the researchers meticulously designed a plan of action which just included the most appropriate Audiolingual techniques that the team made use of during the whole intervention. Accordingly, the research team obtained the results to be analyzed to compare the collected data and to contrast the outcomes gathered from the plan of action and the baseline to verify the accomplishments of the objectives. Then, the outcomes, obtained during the intervention, demonstrated to what extent the eighth-graders improved their oral production. This provided a profitable aid to state the conclusions and to present some recommendations.

INTRODUCTION

In this action research project named “The Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of Section “A” at Centro Escolar Guadalupe Retana Herrera in the Period I and II during the Year 2017,” the investigators carried out a diagnostic study, stated the description of the problem, developed a plan of intervention, and built a deep analysis and discussion of the results by collecting data during the intervention process carried out from April to July in the present year. Thus, the research team could find accurate answers to the questions: How can the implementation of the Audiolingual Method enhance eighth-graders of section “A” oral production of the English suffixes “-s” and “-es” at Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017? To what extent the Audiolingual Method may foster eighth-graders oral production of the English suffixes “-s” and “-es” in the period I and II during the year 2017? Which are the most suitable Audiolingual techniques to enrich students’ oral production of the English suffixes “-s” and “-es” in the period I and II during the year 2017?

The first chapter of the research consists of the statement of the problem which intends to describe all the difficulties faced by eighth-graders when producing the English suffixes “-s” and “-es” orally. The factors affecting learners’ development of their English speaking skill are described to have a broad idea of the problematic situation. Likewise, in this chapter, the baseline is also established since the investigators needed this important tool to measure students’ development throughout the research work. In the second chapter, the investigators submitted the

state of art, which contains reliable information taken from outstanding books written by well-known theorists to support this investigation.

In chapter three, the research team presents the objectives established for this action research, the hypothesis and the independent and dependent variables with their corresponding indicators. In chapter four, the researchers portray the steps followed in order to complete this investigation; at the same time, they state the plan of action, which contains the lesson plans and activities to execute the intervention process. In chapter five, the investigators include the analysis and interpretation of the data obtained during the whole intervention process by means of observation checklists and some listening and speaking tests. Besides, a discussion of such results obtained is presented in this part of the research. In chapter six, the investigators provide the conclusions for the action research and some recommendations. In the last part, the research team displays all the appendixes used to carry out this action research project.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1. Description of the problem

Eighth-graders, section “A”, at Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017 are studying English as a foreign language, and most of them have difficulties in pronunciation as it was stated in the questionnaire administered to students (Appendix D) and in the interview administered to the teacher (Appendix C), especially when producing the English suffixes “-s” and “-es” that are one of the most important features of the English language, and the core of the topics of this level, as shown in Appendix N.

The allotted time to the learning of this language involves 3 hours per week (according to the English syllabus that The Ministry of Education of El Salvador provides, Appendix N); during this time, students have to internalize all the nuts and bolts of the language, particularly the production of the English suffixes “-s” and “-es” that requires the use of phonemes which are not present in their mother tongue, but it is really difficult for students to develop the utterance of those sounds in that little amount of time. The use of these suffixes is present in the third person singular of the simple present tense, plural nouns and possessive case.

In other words, these suffixes are present in everyday conversation and there lies the importance of producing and internalizing these sounds. However, having students produce these sounds accurately involves a series of varied activities, time, different types of resources, a variation in the methodology, the implementation of

new technologies, and so on. This represents a big challenge for the institution, teachers and students.

If words are mispronounced, the understanding of the ideas can be affected; in the interview, Appendix C, the teacher said “students have many learning difficulties, but pronunciation is one of the most noticeable because they don’t practice English outside the classroom and the time they have for classes is not enough to practice pronunciation”. This interview led the researchers to assume that pronunciation is one of the problems students encounter when learning English as a foreign language, and, in the questionnaire, (Appendix D), 87% of the students answered that they feel afraid or at some instances uncomfortable with their oral English production. In fact, it is reasonable to deduce that they have an insufficient level of English-sound production, specifically the sounds involved in the English suffixes “-s” and “-es” as it was revealed in the diagnostic tests (Appendixes E and F).

The inflection that the verbs suffer in the simple present tense represents a difficulty for most of EFL students not only for the grammar patterns that the simple present tense makes use of, but also for the production of sounds that the suffixes “-s” and “-es” incorporate. When students were asked (Appendix D) if they are able to recognize the verbs in the 3rd person singular of the simple present tense form, 9 students out of 21, which represent the 42%, answered that they do not recognize the 3rd person singular of the simple present tense, but when they were asked if they know the different sounds used in the production of the English suffixes “-s” and “-es”, 72% do not recognize or know about the different sounds /s/, /z/ and /ɪz/ of the

mentioned suffixes. In addition, the research team, by means of observation checklists (Appendix A) confirmed that students had difficulties to understand how the sound changes depending on the phonological context of the English sound patterns which are crucial to polish their articulatory capacity to create the inflection needed in the third person singular of the simple present tense.

The use of the possessive case may confuse students in voicing. Voicing refers to either the physical production of vibration by the vocal folds as part of articulation or the potential phonological distinction this allows; in other words, it specifies whether or not the vocal cords are vibrating. A sound like /z/ is voiced; the vocal cords vibrate throughout its articulation. By contrast, a sound like /s/ is unvoiced or voiceless. The difference between the units [z] and [s], or sibilants is defined as fricative consonant sounds, in which the tip of the tongue slides down behind the lower teeth, and the air is squeezed through a small channel between the area just behind the tip of the tongue and the tongue ridge. Likewise, the use of the /z/ sound, according to the last sound of the noun, may be troublesome if students do not understand features as voicing or what sibilants are, or why the shift in sounds occurs.

Another of the major problems is the inflection applied to the plural of nouns even though in most of the cases students are able to write the plural form of nouns. Nevertheless, when it is time for them to produce the inflections of sounds in their oral output, they are not aware of the linguistic context to cause inflection not only to the words in plural forms, but also in the 3rd person singular verbs of the simple present tense and the possessive case. The linguistic context refers to a specific

morphological, phonological or grammatical pattern which dictates how the different types of rules related to inflections must be used; in this case, the sounds that must be uttered are: /s/, /z/ or /ɪz/. Students tend to omit such environment as it was shown in the results of the diagnostic tests (Appendixes E and F) since they have internalized that every plural noun must end with a /s/ sound as they are accustomed to applying it.

Given the above situation, by means of this action research the researchers will attempt to answer the following questions:

How can the implementation of the Audiolingual method enhance eighth-graders of section “A” oral production of the English suffixes “-s” and “-es” at Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017? To what extent does the Audiolingual method foster eighth-graders oral production of the English suffixes “-s” and “-es” in the period I and II during the year 2017? Which are the most suitable Audiolingual techniques to enrich students’ oral production of the English suffixes “-s” and “-es” in the period I and II during the year 2017?

1.2. Baseline

During February 2017, the research team carried out observations to identify the problematic situation related to the English language in eighth-graders of section “A” at Centro Escolar Guadalupe Retana Herrera; the 25 hours of observation showed that students have difficulties when producing the English suffixes “-s” and “-es” in their oral output.

To develop an accurate intervention to deal with this problematic situation, the research team shared the findings of the observations and diagnostic tools

(Appendixes A, C and D) with students. In February 23rd, students were told about the problem they face in their oral production, and the researchers' intention of developing a series of activities, carefully and objectively planned by the investigators, in order to enhance their oral production.

By using different tools as checklists, observation guides, interviews, questionnaires and by taking notes of what happened in the class during 25 hours of observation, the researchers were capable of gathering many different factors affecting students' development of their oral production. The methodologies and activities focused on the development of the speaking skill were neither sufficient nor varied to achieve the expected competences at this level in the use of English as a foreign language, for the purpose of the majority of activities was to develop reading and writing skills which were intended to teach more grammar structures than pronunciation or oral production of the language.

After gathering all the required information during the 25 hours of observation and after carrying out the diagnostic tests, the investigators found out that the oral production of the English language, specifically the English suffixes “-s” and “-es”, was one of the major problems eighth-graders of section “A” presented. The research was led to the oral production of the English suffixes “-s” and “-es” and the correct utterance of sounds implicit in the mentioned suffixes such as /s/, /z/ and /ɪz/. A questionnaire (Appendix D) was carried out to gather general data about students' oral production in general and was referred specifically to the previously mentioned suffixes and sounds involved. The results demonstrated that students do have problems with their speaking skill, and they do not have the awareness of the

production of the English suffixes and aforesaid sounds and their specific context like the 3rd person singular of the simple present tense, plural nouns and possessive case.

When analyzing the data obtained in the questionnaire (Appendix D), the researchers identified that students' answers confirmed the poor development of their speaking skill and in particular the sounds /s/, /z/ and /ɪz/ used in the English suffixes "-s" and "-es"; in order to measure students' perception and production of these specific sounds, a listening and speaking test (Appendix E and F accordingly) were implemented to have a clear idea of the students' level of proficiency in perceiving and producing such suffixes. Appendix E and F were taken into account to measure and establish the starting point of students' oral production during this action research.

On March 13th, the listening test (Appendix E) was carried out. The test consisted of the identification of the sounds /s/, /z/ and /ɪz/; students were supposed to identify the sound they heard, and they had to check in which column the sound belonged to. The test had twenty words including the 3rd person singular of the simple present tense, plural nouns and the different sounds as /s/, /z/ or /ɪz/ with the purpose of measuring students' accuracy in their oral production. The results showed that 90% of students failed the test while the 10% was capable of answering enough questions to succeed in the listening test. These results also demonstrated that only 2 students out of 21 were able to recognize the sounds /s/, /z/ or /ɪz/ by using their listening comprehension skill.

On March 16th, the research team carried out a speaking test (Appendix F). The researchers decided to design ten different statements emphasizing the different sounds /s/, /z/ and /ɪz/ that were present in each of the statements either in the third person singular of the simple present tense, plural nouns or possessive case. Mainly, the sentences contained verbs in the simple present tense accompanied by plural nouns and the possessive case. The results were lower than expected; in this test, 100% of the students failed when producing orally the aforementioned sounds. It was clearly shown the poor development of the speaking skill that eighth-graders of section “A” presented.

After having obtained all these results, the researchers concluded to implement a 13-week course to enhance students’ oral production of these English suffixes and the sounds /s/, /z/ and /ɪz/.

1.2. Scope of the Work

The action research study, The Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of Section “A” at Centro Escolar Guadalupe Retana Herrera in the Period I and II during the Year 2017, encompasses two main aspects:

First, the research will focus on administering different Audiolingual techniques such as repetition, replacement, inflection, restatement drills and so forth, to refine eighth-graders of section “A” oral production of the English suffixes “-s” and “-es”. Through implementing these techniques, students will be able to perform a variety of speaking tasks related to the use of the previously mentioned suffixes in their different contexts the third person singular of the simple present

tense, plural nouns or possessive case either in classroom activities or in real communicative context.

Second, the research investigation will also improve eighth-graders acquisition of the different utterances of the English suffixes “-s” and “-es” by emphasizing the third person singular of the simple present tense, plural nouns and possessive case. If students learn the different forms of articulation of these English suffixes and are able to produce the sounds somehow in a natural way, they will show a better proficiency in their speaking skill, specifically when the before mentioned suffixes should be used.

The researchers will implement a variety of Audiolingual techniques to fulfill the poor of listening and speaking activities in the methodology given by the Ministry of Education of El Salvador (MINED). Twenty-five hours of observations were carried out by using checklists, interviews and diagnostic questionnaires, and this showed that the activities were mainly focused on the reading and writing skill in 75% of the classes observed; during the 25 classes, the researchers observed that the listening and speaking activities consisted of pronouncing sentences they have already written on the notebooks, and the teacher read only once those statements; then the teacher asked students to repeat the sentences. In the questionnaire administered to eighth-graders of section “A” (Appendix D), the researchers asked them about the major problems they faced and the possible causes of those problems; the majority of students agreed that the practices related to the suffixes and the sounds /s/, /z/ and /ɪz/ are not enough. Therefore, the time allotted to learn English as a foreign

language is insufficient to internalize all the nuts and bolts of the language and especially the oral production of these suffixes.

1.3. Justification

The main purpose of this action research project is to enhance eighth-graders, section “A”, oral production of the English suffixes “-s” and “-es” through the implementation of the Audiolingual method. The research investigation will foster students’ recognition and oral production of the different sounds /s/, /z/ and /ɪz/.

Besides, this investigation will demonstrate to what extent that the audiolingual method may enrich students’ oral production of the aforesaid suffixes. By involving students in the Audiolingual techniques as repetition, inflection, restatement, replacement drills and so on, the researchers will be able to describe the accuracy of this method to teach the English pronunciation of the sounds comprised in the suffixes “-s” and “-es”. Since the sound /z/ is not present in their mother tongue, it is important to describe the students’ acquisition of this unknown sound and to demonstrate how the Audiolingual method could provide the necessary tools to ease students’ internalization of the foreign language.

Finally, this research study will benefit eighth-graders, section “A” at Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017, for these students not only will ameliorate the oral production of those suffixes but also they will internalize certain English grammar constructions: the inflection of the verbs in the simple present tense that always occurs in the third person singular, the inflection of the plural nouns as well as the particularities of the grammatical rules for the possessive case.

1.4. Objectives

1.4.1. General Objective

- ✓ To enhance eighth-graders' oral production of the English suffixes “-s” and “-es” through the implementation of the Audiolingual Method at Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017

1.4.2. Specific Objectives

- ✓ To refine eighth-graders' oral production of the English suffixes “-s” and “-es” through Audiolingual techniques
- ✓ To make eighth-graders produce orally the English suffixes “-s” and “-es” by emphasizing the 3rd person singular of the simple present tense, plural nouns and possessive case

CHAPTER II STATE OF ART

2.1. Language Acquisition and learning

Language acquisition is the process in which humans acquire the capacity to perceive, produce and use words to understand and communicate (Oviedo, 2017). According to Yule (2014), a distinction is sometimes made between learning in a “foreign language” setting (learning a language that is not generally spoken in the surrounding community) and a “second language” setting (learning a language that is spoken in the surrounding community); in other words, if Japanese students in an English class in Japan were learning English as a foreign language (EFL) and, if those same students were in an English class in the USA, they would be learning English as a second language (ESL) (Yule, 2014). In either case, they are simply trying to learn another language. Therefore the expression Second Language Learning is used more generally to describe both situations.

Language learners must overcome many barriers to develop a high proficiency level in their L2. Yule (2014) establishes it in these words: “For most people, the experience with an L2 is fundamentally different from their L1 experience and it is hardly conducive to acquisition” (p. 187). He also points out that one of the main factors that affects language learning is age, which plays a fundamental role in their learning process. Moreover, students learning EFL have little or no opportunity to practice the language outside the class, so the teachers have to find different strategies to teach the use of the language as much as possible. The input received

in the classroom is rather artificial, no matter how talented the teacher is (Oxford and Shearin, 1994).

2.1.1. Language and acquisition

Many languages are acquired in all countries and societies. When a language is implemented without any practice, it is called native language or First Language. Children, for example, learn their First Language naturally. The acquisition of their mother tongue is one of the most amazing feats they perform in their whole life because they do it at an age when they can hardly complete any other systematic process. Language acquisition is an active process. Children take the clues available to them and use these clues to construct their own grammatical rules, which grow in sophistication as acquisition proceeds.

When a language is learned in a deductive form and with any systematic practice, then it is called acquisition. Jain and Patel (2008) state that learning a language requires the operation of an innate capacity possessed by all human beings, but in schools, many subjects are taught in their native language; notwithstanding, English has been always taught as a second language or as a foreign language because it has a particular practice which is given to the students to learn English. The mother tongue interferes in the acquisition of English. For Jain and Patel, the term “learning” can be defined as: the way through which the art of using a skill and practice is given to internalize it (p. 36).

2.2. Psychology of Language Learning

Psychologists often define learning as a relatively permanent change in behavior as a result of experience. The psychology of language learning focuses on a range of topics related to how people learn and interact with their environments. To understand the psychology of language, it is really important to define two main terms which are behaviorism and cognitivism.

- **Behaviorism**

Skinner (1957) argues that behaviorism is the theory that psychologists should invoke only observable and measurable phenomena. Behaviorism originated as a healthy reaction to this state of affairs; besides, it exercised a great influence over the linguists in accordance with Leonard Bloomfield. In 1957, Skinner published *Verbal Behavior* which was an attempt at interpreting language acquisition strictly in terms of behaviorism. It was the most radical attempt ever treating language in a behaviorist framework. "A behaviorist method of language teaching should embody at least the following principle: it should be firmly anchored in spoken language" (Skinner, 1957, p. 37). There are two main theories in the psychology of learning: the Theory of Classical Conditioning written by Ivan Pavlov and the Theory of Operant Conditioning written by B.F. Skinner.

The language teaching theoreticians and methodologists who develop Audiolingualism not only have a convincing and powerful theory of language to draw upon but there were also working in a period where a prominent school of American psychology – known as behavioral psychology – claimed to have tapped the secrets

of all human learning including language learning. To the behaviorists, the human being is an organism capable of a wide repertoire of behaviors. "The occurrence of these behaviors is dependent on three crucial elements in learning: A *stimulus*, which serves to elicit behavior; a *response* which triggers by a *stimulus*; and a *reinforcement* that serves to mark the response as being appropriate (or inappropriate) and encourage the repetition (or suppression) of the response in the future" (Richards and Rodgers, 1986, p. 56).

Classical conditioning: This theory is based on the habit formation. Pavlov (1926) noted that human or any creature gives response due to stimulus. Stimuli are those sensations which create excitation in creature. Pavlov noticed this stimulus-response phenomenon by carrying out an experiment on a dog. First, he rang a bell before the dog, and the dog heard it. Then, the dog was given food, and it dropped larva. Just after he rang the bell for the second time, it dropped larva again after having received food for the first time. It was notorious that the dog responded to the stimulus on the basis of some conditions.

In the learning context, it is possible to relate Pavlov's theory. When students are exposed to repetitive tasks, they will be able to produce the expected response only if they receive the necessary stimuli. In other words, if students perform a variety of activities related to the production of specific sounds, and the proper stimulus is given, they will condition their response, in this case, the oral production of such sounds. This is the expected reflex of the conditioning process. After students condition their response, and the teacher assumes their oral production of sounds as correct, they will not need any kind of stimuli to produce the sounds.

Operant conditioning: This theory is also based on the habit formation, and Skinner (1948, p. 37) affirms that “human or any creature gives response due to reinforcement”. He wanted to say that humans or any creature learns due to reinforcement; this author experimented on pigeons and rats. He put a pigeon inside a box. The box contained a pecking disk that was used as a way to elicit a behavior from the animal; after the pigeon pecked the sort certain periods of time, it was given food as a reward. By the end of the trail, Skinner was able to train the pigeon to peck repeatedly at the disk in anticipation of the reward. The experiment in rats consists of almost the same as the pigeons’ experiment because when they were reinforced, they got their target or food.

Applying this theory in the learning and teaching field, students can be taught very effectively if they are given on-target reinforcement. If the teacher gives proper feedback when students commit mistakes, their learning will be accurate and meaningful. It is important to create the necessary conditions to reinforce students to obtain the ideal task performing. For example, if students develop speaking activities, the teacher must select the most suitable methodology to give feedback in order to have students performing the activities in a precise form.

- **Cognitivism**

Piaget establishes that “cognitivism is the doctrine where the mind can be invoked in scientific investigation and even be made the object of study itself” (1972,

p. 38). Today most psychologists, philosophers and linguists are preferably interested to make use of invisible things like minds and purpose and even to make the mind itself the object of study.

The theory is based on the developmentally readiness of learner. "When a child is ready to learn, then he can be taught. He learns naturally" (Piaget, 1972, p. 38). This idea can be regarded as a starting point of the cognitivist idea. He emphasizes the importance of three things: meaning, knowing and understanding.

Pavlov (1926), Piaget (1972) and Skinner (1948) assume that learning is a meaningful process of relating new events or items to already existing cognitive concepts, and it is thought to include internal representations that guide performance. In the case of language acquisition, these representations are based on language system. That involves procedures for selecting appropriate vocabulary, grammatical rules and pragmatic conventions governing language use.

In short, the cognitivists establish that language acquisition can be automatically attained. Behaviorists favor the view that language behavior is one sided and somewhat superficial. According to cognitivists, there is something which mediates between the stimulus and the response and the cognitive function. A learner just does not behave in a mechanical manner. He uses his mind also. He not only perceives the whole phenomena but also develops in insight through which he solves a problem (Yule, 2014).

2.2.1. Learning English as a Foreign Language

Crystal (2003) considers that it is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication but a lingua franca which refers to any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option (Seidlhofer, 2011). English as a Foreign Language (EFL) corresponds roughly to the Expanding Circle described by the linguist Kachru (1985). ESL and EFL instructional approaches differ in significant ways. ESL is based on the premise that English is the language of the community and the schools, and those students have access to English models. EFL is usually learned in environments where the language of the community and the school is not English.

Samson and Collins (2012) argue that EFL teachers have the difficult task of finding access to and providing English models for their students, and more classrooms and schools have become more like EFL than ESL environments. The major goal of learning English as a foreign language is to fulfill the students' need of having both knowledge and skills that will allow them to be successful in a diverse, global society; therefore, teachers have a hard time finding the most suitable activities to reach such objective with their students. Having the appropriate methodology will provide the necessary techniques and knowledge to reach the expected proficiency in using English as a foreign language to teachers and students.

2.2.2. Barriers of Learning

The experience with a second language differs from how the first language is acquired. Learning a foreign language means that the learner encounters such language in teenage years or adulthood, and it is difficult to shape their articulatory organs to be able to utter the sounds needed. Besides, the target language is just studied for some hours per week and this time is not enough to assimilate all the grammar structures and pronunciation constructions implied in the language (McCaul, 2016).

Language acquisition is a constant interaction with the language to be learned, but language learning refers to the internalization of all the particularities of the language in a classroom by carrying out many different activities focused to enhance all the macro skills; Yule (2014, p. 188) claimed that:

Students have developed an unconscious commitment to the sounds and structures of an already known language that has been in use for most of their daily communicative requirements for many years. Despite the fact that insufficient time, focus and incentive undermine many L2 learning attempts, there are some individuals who seem to be able to overcome the difficulties and develop an ability to use the L2 quite effectively, though not usually sounding like a native speaker. However, even in ideal acquisition situations, very few adults seem to reach native-like proficiency in using an L2... There are individuals who can achieve great expertise in the written language, but not the spoken language. One example is Joseph Conrad (1857–1924), who wrote novels in English that became classics of English literature, but whose English speech retained the strong Polish accent of his L1. This might suggest that some features of an L2, such as vocabulary and grammar, are easier to learn than others, such as pronunciation. Indeed, without early experience using the sounds and intonation of the L2, even highly fluent and proficient adult learners are likely to be perceived as having an “accent” of some kind.

2.2.2.1. The Age Factor

“To learn a foreign language becomes more difficult depending on the age in which you acquire the language since it is easier for young learners than for adults” (Yule, 2014, p. 188). This assumption is sometimes taken as evidence that, after the

critical period for language acquisition has passed, around the time of puberty, it becomes very difficult to acquire another language fully. This process might be thought in terms of the inherent capacity human beings have for language being strongly taken over by features of the L1, with a resulting loss of flexibility or openness to receive the features of another language.

In the previous example of Joseph Conrad and many others, it might be noted that the dominance of the L1 is particularly strong in terms of pronunciation. Against this view, it has been demonstrated that students in their early teens are more effective L2 learners in the classroom than, for example, seven-year olds. However, the effective learning of an L2 requires a combination of factors. The optimum age for learning may be during the years from about ten to sixteen when the flexibility of the inherent capacity for language has not been completely lost, and the maturation of cognitive skills allows a more effective analysis of the regular features of the L2 being learned (Yule, 2014).

2.3. English Language Sounds

Clark (2003) establishes that nowadays, globalization has been a process of interaction and integration among people, cultures and specifically languages. Regardless of the number, humans naturally develop language even in those communities where people only speak one language; there will be different pronunciations, different words, and different styles of language.

One of the difficult parts of learning a foreign language is that language is so normal and natural that people take it for granted. Like eating or breathing, humans

use language every day. “Most of people focus their attention on talking or listening, not on dissecting how they speak, but as the biology of eating or breathing, the machinery behind language is complex, for language, what humans produce and perceive is beautifully sophisticated” (Hazen, 2015, p. 5).

Hazen (2015) explained that there are about 6,900 languages currently spoken on earth. Those languages can be grouped by similarities into around 128 different families. For good or for bad, and maybe for both, English has become a dominant world language; there are at least 355,000,000,000 speakers of English who learn it as their mother tongue. Depending on how learners restrict the English label, there are probably one billion speakers of some kind of English. The fact that there are many English speakers who introduce lot of variations to the language every day provides opportunities to examine how language works.

Language conveys meanings from one person to another through spoken sounds, written letters or gestures. Speakers know how to pronounce the words, sentences and utterances of their native language. According to Yule (2014), at one level, they can tell the difference in pronunciation between ‘drain’ and ‘train’, the sound patterns of the language; at another, they know the difference between ‘Fine’, ‘Fine?’ and ‘Fine!’, the intonation patterns in which the voice rises and falls. The phonologies of languages differ in terms of which sounds they use, in the ways they structure sounds into syllables, and in how they use intonation; this may be hard for many students to appreciate and difficult for teachers to teach.

2.4. Production of English Sounds

According to Collins & Mees (2013), the parts of the body which articulate the sounds for the oral output of the language are usually known as organs of speech or the speech mechanism. These organs are designed for purposes other than speech; for instance, the lungs are primarily intended for breathing, and the teeth and the tongue for chewing up food and passing it down to the stomach. This has sometimes led scientists to call speech an “overlaid function”. Nevertheless, the human being is uniquely a speaking animal, and in the course of evolution, all of the organs of speech have developed in various specialized ways often quite remote from their original purpose.

Collins and Mees (2013) consider that most of the sounds found in human language are produced by creating an egressive pulmonic airstream, for example, an outgoing stream of air produced by the lungs contracting (partially collapsing inwards) and thus pushing the air contained within them upwards. This airstream then passes through the larynx (known familiarly as the Adam’s apple) and along a tube of complex shape formed by the mouth and nose (called the vocal tract). A variety of muscles interacts to produce changes in the configuration of the vocal tract so as to allow parts of the speech organs to come into contact (or near contact) with other parts, i.e., to articulate sounds known as phonemes used in human speech.

Yule (2014) states that each language uses a certain number of sounds called phonemes that distinguish words and morphemes from one another. The spoken word ‘sin’ is different from the word ‘tin’ because one has the phoneme /s/, the other the phoneme /t/; ‘sin’ differs from ‘son’ in that one has the phoneme /l/, the other the

phoneme /ʌ/, and so on for all the words of the language – ‘bin’, ‘kin’, ‘din’, ‘gin’, ‘soon’, ‘sawn’, ‘seen’. Phonemes signal the difference between words and meanings: the spoken distance between ‘I adore you’ and ‘I abhor you’ is a single phoneme, /d/ versus /b/.

Any language only uses a small proportion of all the sounds available as phonemes; as stated by Collins and Mees (2013), English does not have the /x/ phoneme heard in German words like ‘buch’, or the click sounds used in South African languages; Japanese does not have two phonemes for the /l/ in ‘lip’ and the /r/ in ‘rip’, nor does French recognize a distinction between the short /ɪ/ in ‘bin’ and the long /i/ in ‘been’. Human languages have between 11 and 141 phonemes, and English is about average with 44 or so (depending on accent). As well as phonemes, there are allophones—variant pronunciations for a phoneme in different situations.

For instance, in English the phoneme /ɪ/ has two main allophones. At the beginning of a word such as ‘leaf’, it is a so-called ‘clear’ [i], sounding more like a front high vowel. At the end of a word such as ‘feel’, it can be pronounced as a ‘dark’ [ɪ̞], sounding lower and more like a back low vowel. For many British speakers it is nowadays pronounced as /w/, that is, ‘tell’ is pronounced /tew/. It is not going to affect the meaning if someone pronounces ‘leaf’ with the wrong dark /ɪ/ but it will certainly convey a particular foreign accent. The problem for foreign language learning is that each language has its own set of phonemes and allophones. Two phonemes in one language may correspond to two allophones of the same phoneme in another language, or may not exist at all; for example, the two English phonemes /θ/ ‘thigh’

and /ð/ 'thy' seem to be allophones of one phoneme to a Spanish speaker (Cook, 2008).

Celce-Murcia, Brinton, and Goodwin (1996) point out that the twenty-five distinct consonant phonemes of North American English (NAE) can be distinguished along three main dimensions: voicing (whether the vocal cords are vibrating), place of articulation (where the sound is made), and manner of articulation (how the airflow is affected). Attention to these dimensions helps us to clearly describe the individual consonant phonemes and to distinguish them from each other. There are some secondary characteristics that enable these phonemes to be described more accurately. These include whether the sound is aspirated or nonaspirated, released or nonreleased, and whether it is produced with lip rounded. All of these dimensions are helpful to understand what distinguishes NAE consonants from the consonants of other languages and gives NAE its unique quality. Furthermore, they allow the distinction of the various allophones of a given phoneme of NAE.

2.4.1. Fricative Sounds

Birjandi and Salmani-Nodoushan (2005) define that a fricative is the type of consonant that is formed by forcing air through a narrow gap in the oral cavity so that a hissing sound is created. Typically air is forced between the tongue and the place of articulation for the particular sound. O'grady, Drovobosky and Aronof (1989) add that fricatives are made by forcing air through a narrow opening in the oral cavity, a process that creates audible turbulences in the airstream. The constriction may be made in different places of the mouth, as in the case of the stops. These sounds represent a difficulty for non-native speakers since some languages do not include

this type of sounds in their phonetic alphabet; a clear example can be the lack of the /z/ sound in Spanish, which causes difficulties for Spanish speakers to produce certain words in English.

Birjandi and Salmani-Nodoushan (2005) establish that the /s/ sound is a voiceless alveolar fricative. This apico-alveolar hisser is produced by bringing the end of the tongue close to the alveolar ridge. /s/ can be divided into three categories, according to the precise part of the tongue that comes into play: (a) coronal hissers which involve the front margin of the tongue (as in English), (b) apical hissers which involve the very tip or apex of the tongue (as in Castilian Spanish), and (c) post-dental hissers where the front part of the tongue body is involved (as in French). The quality of the sound is noticeably altered in these three types of hissers. The IPA uses diacritical marks to indicate distinctions of this magnitude. /z/ is a voiced alveolar fricative (and a hisser too). The same mechanism that produces /s/ also produces /z/ but with vibration of the vocal cords. In general, the remarks made for the voiceless sounds are equally valid for the voiced variants.

2.4.2. Alveolar Sounds

As stated by Orion (2008), alveolar sounds are produced by sliding the tip of the tongue slowly back from the upper teeth along the roof of the mouth as far back as it can be felt; just behind the teeth, there is a rough area that curves up and then becomes smooth. This area is called the tooth ridge or alveolar ridge. In English, the alveolar sounds are made with the tongue tip firmly pressing the tooth ridge and not the teeth. Celce-Murcia et al (1996) also share the fact that in the production of alveolar sounds, air passes through one or both of the two passage ways: the oral

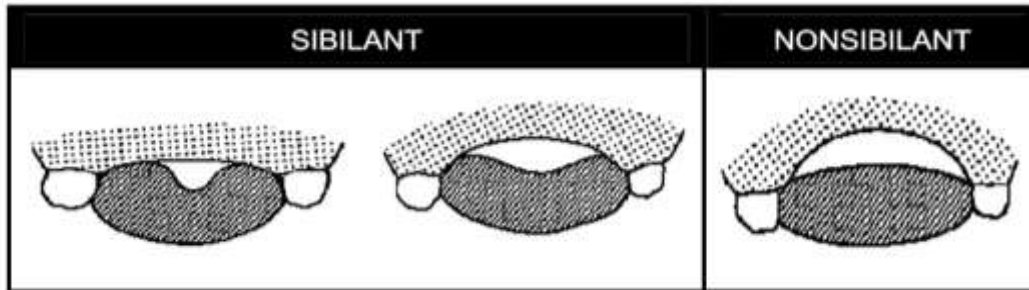
cavity (mouth) or the nasal passageway (nose), depending on whether the nasal passage is blocked off or not. It is useful to identify the point of articulation, which is where the contact with the articulators occurs. Usually the /s/ and /z/ alveolar sounds are made with the tongue tip down (behind the lower teeth), and the air is squeezed through a small channel between the area just behind the tip of the tongue and the tongue ridge (Dauer, 1993).

A place of articulation usually involves two types of articulators. One is a passive structure such as the alveolar ridge or the teeth; the other is the active articulator which is moved. For the alveolar sounds, the active articulator is part of the tongue. Fricatives /s/ and /z/ have the same place of articulation as /t/ and /d/; thus, /s/ is an alveolar fricative, whereas /t/ is an alveolar plosive (Radford, Atkinson, Britain, Clashes, and Spencer, 2009).

2.4.3 Sibilants

Sibilants are the sounds that make a hiss or a buzz. These sounds can be either voiced or voiceless (see figure 1). The voiceless consonants considered to be sibilants in English are the /s/, /ʃ/, and /tʃ/ sounds; on the other hand, the English voiced consonants considered as sibilants are the /z/, /ʒ/, and /dʒ/ sound. In addition to have the correct pronunciation of these individual consonants, sibilants are important because they tell how to pronounce the final “s” in English. If a word ends in a sibilant, you need to pronounce the plural as /ɪz/. This adds another syllable to the word. For example the word “class” is one syllable, but if you make it plural, “classes”, it is now two syllables: /klæs.ɪz/.

Figure 1: *Vocal cords when producing sibilants vs non sibilant sounds*

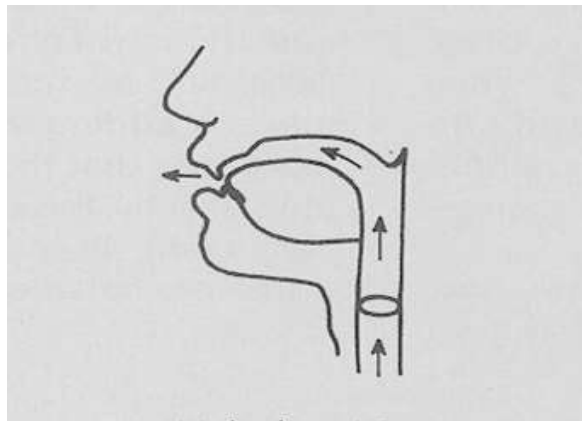


Source: *Birjandi & Salmani-Nodoushan (2005, p. 93)*

2.4.4. The /s/ Sound

Orion establishes that to produce the /s/ sound the front part of the tongue should be raised toward the front part of the hard palate, but it should not be touched; the tip of the tongue goes toward the upper gum ridge, but without touching it. The sides of the tongue must be pressed against the upper teeth; the sounds are produced by forcing air out over the tongue and through the narrow opening between the tongue and upper teeth while the air escapes with a hiss, and the vocal cords do not vibrate (2008, p. 250). (See Figure 2.)

Figure 2: *The production of the /s/ sound is made without using the vocal cords*

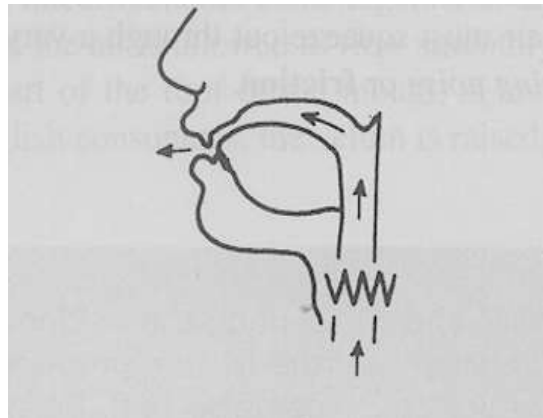


Source: *Dauer, Accurate English (1993, p. 121)*

2.4.5. The /z/ Sound

The /z/ sound is produced the same way as the /s/ sound except that the /z/ sound is voiced. The front part of the tongue should be raised toward the front part of the hard palate, but it should not be touched; the tip of the tongue goes toward the upper gum ridge, but without touching it. The sides of the tongue must be pressed against the upper teeth; the sounds are produced by forcing air out over the tongue and through the narrow opening between the tongue and upper teeth while the air escapes with a hiss, and the vocal cords should vibrate. (See Figure 3.)

Figure 3: The production of the /z/ sound by adding the vibration of the vocal cords and by creating turbulence in the air steam



Source: Dauer, Accurate English (1993, p. 121)

2.5. English Affixation

To understand affixation, the word affix must be defined. “An affix is a bound morpheme that is joined before, after or within a root or stem; words are combined with affixes and other words to form larger words and phrases” (Radford et al, 2009, p. 82). The English affixation comprises, for example, the word “governmental” which is long and also has several morphemes attached to it: *govern* + *-ment* + *-al*. The

original part of this word is called root. Here the root is *govern*, and it is the starting point from which the rest of the word is built. The syllable *-ment* is an affix. As it was said before, affixes are bound morphemes, and the full set contains prefixes, suffixes, and infixes. Stems are the root plus an affix. In the previous example, the word *government* is the stem for *-al*. Stems could be much longer and include multiple morphemes: for *governmentally*, for instance, the stem for *-ly* is *governmental*.

2.5.1 English Morphemes

According to Payne, “a morpheme is a minimal structural shape or piece that expresses meaning. Some words consist of just one morpheme. For example, the word *dog* cannot be divided into smaller meaningful pieces (e.g., the *d-* at the beginning does not express a meaning itself). Therefore, *dog* is a morpheme—a minimal shape. On the other hand, some words are made of more than one morpheme. The word *dogs*, for example, consists of two morphemes: *dog*, which expresses the main lexical meaning of the word, and *-s*, a grammatical morpheme which expresses the meaning of plurality (more than one)” (2011, p.83). There are two types of morphemes: free morphemes and bound morphemes. To have a better understanding on morphemes Payne (2011, p. 83) explains that:

Free morphemes are minimal shapes that can be used in discourse with no other forms attached to it. For example, the form “*flex*”, as in “*flex your muscles*” is a full pronounceable and usable word on its own. More roots of English belong to free morphemes. The free morphemes can generally be identified as the set of separate English word forms such as basic nouns, adjectives, verbs, etc. *Bound morphemes* are those forms that cannot normally stand alone, and a bound morpheme must be attached to some other morpheme in order to be used naturally in discourse; for example, the morphemes *-less*, *-ness* and *-ed*. It is possible to say that all affixes (prefixes and suffixes) in English are bound morphemes. Bound morphemes can be divided into two types which are derivational and inflectional. First, derivational morphemes are used to form new words or to make new words of a different

grammatical category from the stem. For example, the addition of the derivational morpheme *-ness* changes the adjective *good* to the noun *goodness*. Second, the inflectional morphemes do not create new words in the language, but rather it indicates aspects of the grammatical function of a word. Inflectional morphemes show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.

2.5.2. Prefixes

Kerl (1868) argued that prefixes are bound morphemes placed at the front of a free morpheme. In English, they range from *a-* in *agnostic* (not knowing) to *zoo-* in *zootoxin* (a toxin derived from animals.) Also, prefixes in English rarely change the part of speech. They change the sense in the meaning of words; for instance, the word *un-respectful* means the opposite of *respectful*. The meaning changes, but the word is still an adjective.

According to Honing, Diamond, and Cuthlohn (2008), the four most common prefixes are: *dis-*, *in-*, *un-*, and *re-*. These four make up 97% of prefixed words in “printed school English.” Three of the four most common prefixes are to make their root words negative; apparently, printed school English is a fairly negative realm. There is a variation even for those top four: the *in-* prefix actually comes in a few different forms, such as *im-* and *il-*.

2.5.3. Infixes

An infix is a morpheme that appears within another morpheme. Yu (2003) showed that, typologically, there are several phonological units to which infixes can be adjacent: first consonant, first vowel, final syllable, final vowel, stressed syllable, stressed vowel, and stressed root. The reason why an infix tends to be close to the boundary of the base to which it attaches is because it has been either a prefix or a

suffix historically. The infixes are a third type of affixes that are not normally used in English, but are found in some other languages. “It is possible to see the general principle at work in certain expressions, occasionally used in fortuitous or aggravating circumstances by emotionally aroused English speakers: Hallebloodylujah!, Absogoddamlutely! and Unfuckinbelievable!” (Yule, 2014, p.57).

An infix constitutes at least one full-blown segment, being a vowel or consonant. Infixes then, unlike morphemes, generally, have a minimal size. The minimal form of an infix, then will be a single segment. As with other bound morphemes, infixes tend to be short, but there seems to be no clear phonotactic upper limit on size. A unique feature of infixes is that by definition; there must be a specification in their lexical form of their precise infixation site with respect to the base where a prefix aligns with the beginning of a base, and a suffix with the end (Lieber and Stekauer, 2014).

2.5.4. Suffixes

Zandvoort (1975) claimed that suffixes are bound morphemes that attach to the end of the root or stem of a word. There are more suffixes than prefixes in English, but their greater number does not matter much. Only a few suffixes are used most of the time.

In English, suffixes are a more diverse group than prefixes, and their ranks are divided into content and function morphemes. For example: learners might wonder why a suffix like *-able* is a suffix at all and not just the free morpheme *able* as in “*The chef was able to prepare the whole dinner in time.*” Why are they not the

same lexical item? Both of their meanings are related with “able” (the morpheme), which has a host of meanings from “having capacity” to “strong enough” to “decent wealth”, and “-able” (the suffix), which means “to have capacity to do whatever depending on the verb which it is attached to.” Both were borrowed into English from Norman French around 1,300 and have been in English ever since. The difference is how they work. Suffixes bring meaning to their attached stems while others establish relationships. The bound suffixes with the function of changing the meaning of words are derivational suffixes while the bound suffixes which change the function of words are inflectional (Hazen, 2015).

2.5.4.1. Oral Production of The English Suffixes “-s” and “-es”

Celce-Murcia, et al (1996) explain that the regular plural inflection, the third-person singular present-tense inflection, and the possessive inflection all share the same set of pronunciation rules despite the differences in spelling and punctuation for possessive:

- When the noun or verb ends in a sibilant consonant (i.e., /s/, /z/, /ʃ/, /tʃ/, or /dʒ/), the inflection has an epenthetic vowel (the insertion of one sound in the middle of a word), and is realized as unstressed /ɪz/.
- When the noun or verb ends in a voiced *nonsibilant* sound, the inflection involves progressive assimilation (a preceding sound has an effect on a following one), and is realized as /z/.
- When the noun or verb ends in a voiceless *nonsibilant* consonant, the inflection also involves progressive assimilation and is realized as /s/. (See table 1.)

Table 1. Different sounds involved in the production of the English suffixes “-s” and “-es”

	/z/	/s/	/ɪz/
Regular Plural	bo <u>ys</u> bag <u>s</u>	boat <u>s</u> lake <u>s</u>	bus <u>es</u> church <u>es</u>
3rd person singular simple present tense	see <u>s</u> run <u>s</u>	make <u>s</u> hit <u>s</u>	use <u>s</u> catch <u>es</u>
Possessive	Ray's Marvin's	Mike's Mr. White's	Rose's Dr. Leech's

Source: Celce-Murcia et al (1996, p. 247)

When the noun is both plural and possessive, the following rules of pronunciation must be applied:

- a) When the plural form of the noun ends in –s, an apostrophe is placed after the plural inflection to indicate the possessive in writing; for example, *I like my brothers' rooms more than mine*. Notice that with regular plural nouns, there is no phonetic difference between the singular possessive and the plural possessive modifier. The girls' books sounds like the girl's book; the neighbors' house sounds like the neighbor's house.
- b) When the plural form of the noun is irregular and does not end in -s or -es, the regular possessive inflection rule is applied and the form is spelled with an apostrophe + -s: the children's toys, the men's clothing.

These rules assume that students are familiar with a phonemic alphabet. Dickerson (1990) shows how the pronunciation of the final –(e)s or –'s can be cued orthographically rather than phonemically when students are low proficient and have not yet learned a phonemic transcription system: e.g. witnesses' testimonies, agencies' rules and heroes' awards.

Celce-Murcia et al (1996) claimed that students frequently depend on spelling alone when they pronounce plural endings. As a result, many believe that all regular plurals in English should be pronounced /s/ or /ɪz/. Whenever such morphological inflections are introduced or practiced in an ESL/EFL class, sufficient attention and practice should also be given to the pronunciation and spelling rules that complement the morphological ones.

The inflectional –s sounds (/s/, /z/, and /ɪz/ for plural nouns, third-person singular of the simple present tense, and possessives) would not normally be presented or practiced at the same time. However, once the three endings for the plural have been taught, the same endings can easily be recycled when presenting or practicing the simple present tense (third-person singular) or when presenting or practicing possessives.

2.5.5. Phonetic Environment of the Conditioned Allomorph

Allomorphs are a variant form of a morpheme when a unit of meaning varies in sound without changing the meaning. The English allomorphs of the plural morpheme provide a good example of phonologically conditioned allomorphs; therefore, English plural allomorphs show three-way variation in its allomorphs: /-s/, /-z/, and /ɪz/. These are distributed in a systematic manner. (See table 2.)

Table 2. The three allomorphs of the English suffixes “-s” and “-es” and their specific environment

Allomorph: /-s/		Environment
tops	/tɒps/	Stems end in a voiceless consonant that is not either strident or coronal.
mitts	/mɪts/	
pufs	/pʌfs/	
baths	/bæθs/	

backs	/bæks/	
Allomorph: /-z/		Environment
bums	/bʌmz /	Stems end in a vowel or a voiced consonant that is not strident or coronal
lids	/lɪdz/	
lads	/lædz/	
doves	/dʌvz/	
teas	/tiz/	
Allomorph /ɪz/		
hisses	/'hɪsɪz/	Stems end in a consonant that is both strident and coronal.
buzzes	/'bʌzɪz/	
crutches	/'krʌtʃɪz/	
judges	/'dʒʌdʒɪz/	
wishes	/'wɪʃɪz/	

Source: Celce-Murcia et al (1996 p. 248)

The phonetic form of these allomorphs is determined by the segment that precedes them. Stems that end in a strident coronal (sibilant) consonant always appear with the /-ɪz/ allomorph. Stems, that end in a vowel or a voiced consonant that is not either strident or coronal take the /-z/ allomorph, or stems that end in a voiceless consonant that is not either strident or coronal, take the /-s/ allomorph. A fundamental strategy of the linguists in selecting the underlying form of an allomorph is to choose the one with the widest distribution. Since the /-z/ allomorph occurs after all vowels as well as after most voiced consonants, it is chosen as basic (Celce-Murcia et al, 1996).

- **Derivation**

Once the underlying representations have been set up, the phonetics forms (PFs) can be derived. Linguists can account for the allomorph /ɪz/ by noting that whenever the underlying /-z/ appears after a stem that ends in a strident coronal consonant, a schwa /ə/ is present. This reflects a general phonotactic constraint. This means that a word cannot contain a sequence of strident coronals in the same

syllabic coda (the last sound (s) of a word). Such a sequence may occur across word boundaries in compound forms, such as watches or kisses /wɑ:tʃɪz/ or /kɪsɪz/. It may even occur across syllable boundaries, as in posture /'pɑ:s.tʃə/. But when a sequence of two coronal stridents occurs in a coda, it is broken up by the epenthesis of a schwa (in effect, a new syllable is created.). It is possible to write a rule that inserts a schwa and breaks up the succession of a stem-final strident coronal consonant and the strident coronal /-z/ of the underlying representation, At this point, linguists can derive forms such as “matches”, “judges”, and so on (O'grady, Drovobosky, and Aronof, 1989).

2.6. Speaking Skill

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is used as a means of communication, the English speaking skill should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Because of the significant role of speaking in action, Bailey (2005) and Goh (2007) detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment.

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are regarded to be the two productive skills necessary to be integrated in the development of effective communication. Zaremba (2006) explains that students who study English as a

foreign language (EFL) usually have limited opportunities to speak English outside the classroom. Zhang (2009) also shares the fact that the limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

According to Hornby (1974), as cited in Aymane Sbai (2015), five factors play an important role in the production of an appropriate speech: (1) Pronunciation, which includes the segmental features—vowels and consonants and the stress and intonation patterns, (2) Grammar, i.e., that produces the correct form of sentences, (3) Vocabulary, which has to do with appropriate word-choice with respect to its context, (4) Fluency that is the ease and speed of the flow of speech, and (5) Self-confidence, which is seen as a crucial affective factor in the speaking competence. By mastering these five components, learners become able to produce a comprehensible, appropriate and correct oral output.

2.6.1 Teaching the Speaking Skill

“Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting adult learners' oral communication, the

components underlying speaking proficiency, and the specific skills or strategies used in communication” (Richards and Renandya, 2002, p. 204).

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. In addition, “there is a tremendous variation cross-culturally and cross-linguistically in the specific interpretations of gestures and body language” (Brown, 1994, p. 241).

“EFL learners need explicit instruction in speaking like in any language skill, and generally it has to be learned and practiced. However in practice, it is too often assumed that spoken language skills can be developed simply by assigning students general topics to discuss or by getting them to talk on certain subjects. Evidently, not enough attention is given to the factors that inhibit or facilitate the production of spoken language” (Richards and Renandya, 2002, p. 205). There are some factors that also affect EFL learners’ oral communication: age or maturational constraints, aural medium, social cultural factors and affective factors.

- **Age or Maturational Constraints**

Age is one of the most common cited determinant factors of success or failure in L2 or foreign language learning. Krashen, Long, and Scarcella (1982) argue that

learners who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginners as adults; they also show that many adults fail to reach nativelike proficiency in a second language. Their progress seems to level off, at a certain stage, a phenomenon which is called “fossilization”, the permanent cessation of second language development.

- **Aural Medium**

Richards and Renandya state that the real importance of listening comprehension in the acquisition process in L2 or foreign language has not been completely accepted by teachers or institutions since during the development of speaking ability, listening is not seen as effective or necessary. Although, speaking is a cyclical process, for listening precedes it; for example, in a conversation, both speakers do not talk at the same time, but for certain moments, one of them interacts by means of the listening process. In this cyclical process, each speaker performs a double role which is both a listener and a speaker (2002).

- **Sociocultural Factors**

Dimitracopoulou (1990) points out that many cultural characteristics of a language affect L2 or foreign language learning. From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated.

- **Affective Factors**

The affective side of the learner is probably one of the most important influences on language learning success or failure (Oxford, 1990). Yule (2014, p. 188-189) explained that:

“During the process of learning a L2 or foreign language, there may exist an acquisition barrier of quite a different kind. Teenagers are typically much more self-conscious than younger children while they are learning a language. If there is a strong element of unwillingness or embarrassment in attempting to produce the different sounds of another language, then it may override whatever physical and cognitive abilities there are. These negative feelings or experiences are effective factors that can create a barrier to acquisition. In essence, if students are stressed, uncomfortable, self-conscious or unmotivated, they are unlikely to learn very much.”

2.7. The Audiolingual Method

The word method refers to the general principles, pedagogy and management strategies used for classroom instruction. The choice of a method for teaching depends on what feeds the teacher and students, the educational philosophy, classroom demographic, subject areas, and school mission statement. Then, the important task of teaching methodology that according to Tamura (2006), is the process to enhance teaching English by empowering and facilitating teachers to work proficiently. Teaching involves a continuing analysis of one's own work, the experience of other teachers and the search for means to improve teaching. Methodology includes the study of the nature and language skills (as listening, speaking, reading and writing,) and the procedures for teaching them. In the specific case of this research which intends to enhance the speaking skill, it is really necessary to evaluate the effectiveness of the Audiolingual Method, and how this method, that is based on drills, encourages students to produce the expected output until it is well-produced.

The Audiolingual Method is a teaching method that developed in the United States in 1940's during World War II. At that time, there was an urgent need for people to learn foreign languages rapidly for military purposes. That is why, it was also referred to as the Army method. Sbai (2016) highlighted that the Audiolingualism appeared as a reaction to The Grammar-Translation Method, which did not prepare people to use the target language for communicative purposes as it focused on the writing skills at the expense of the speaking skills.

The Audiolingual Method intends to develop the listening and speaking skill. And as it is widely known, it is based on repetition; the usage of this method is worthy since according to Skinner (1998) language learning is a process of habit formation and it is a mechanical skill and no intellectual process is involved in it. The more often something is repeated, the stronger the habit and the greater the learning. Even though this method is not new, it is still effective in the teaching of the listening and speaking skill; that is why, this method is suitable to be implemented.

This method was similar to another earlier method called the Direct Method. Like the Direct Method, the Audiolingual Method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the Direct Method, the Audiolingual Method did not focus on teaching vocabulary, rather, the teacher drilled students in the use of grammar (Richards and Rodgers, 1986).

Applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and

the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In Audiolingualism, there is no explicit grammar instruction. Everything is simply memorized in form. In fact, the idea is for the students to practice the particular construction until they can use it spontaneously.

Of all the styles, the Audiolingual most blatantly reflects a particular set of beliefs about L2 learning, which is often referred to as “habit formation”. Language is a set of habits, just like driving a car. A habit is learnt by doing it repeatedly. The dialogues concentrate on unconscious “structures” rather than the conscious “rules” of the academic style. Instead of trying to understand every word or structure, students learn the text more or less by heart. Learning means learning structures and vocabulary, which together add up to learning the language (Cook, 2008).

In this manner, the lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response, and not providing it will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching (Richards and Rodgers, 1986).

In the early 60s, the Audiolingual Method had raised hopes of ushering in a new age of language learning and teaching. Its major contributions are evident. First, it recommended the development of a language teaching theory on the basis of linguistic and psychological principles. Second, it attempted to make possible language teaching to large numbers of ordinary learners outside the classroom.

Third, it stressed syntax while previous methods had only been preoccupied with vocabulary and morphology. Fourth, it led to the development of simple teaching techniques; lastly, it separated the language skills for teaching purposes (Cardoza, Férman, and Lopéz, 2012).

As mentioned above, Audiolingualism emphasizes speech as the primary mode of expression. Brown (2001) states that the structural approach (another term for ALM) was primary based on a linguistic and a psychological theory, as it is derived from the theory of teaching, the structuralism and the Skinnerian theory of learning, behaviorism.

2.7.1 Characteristics of the Audiolingual Method

Rhalmi (2009) points out that the objective of the Audiolingual Method is focused on the acquisition of accurate pronunciation, grammar, the ability to respond quickly and accurately in speech situations, and the knowledge of sufficient vocabulary to use with grammar patterns. Particular emphasis was laid on mastering the building blocks of language and on learning the rules for combining them. It was believed that learning structure or grammar was the starting point for the student. These are some characteristics of this method:

- language learning is habit-formation,
- mistakes are bad and should be avoided, as they are considered bad habits,
- language skills are learned more effectively if they are presented orally first, then in written form,

- analogy is a better foundation for language learning than analysis,
- the meanings of words can be learned only in a linguistic and cultural context.

The main activities include reading dialogues, repetitions already structured sentences, and drilling. In this method, the main structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct repetition of what the teacher says by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected to be reached, no explicit grammatical instruction is given. Furthermore, the target language is the only language to be used inside the classroom (Brown, 2001).

- **Advantages**

It aims at developing listening and speaking skills which is a step away from the Grammar Translation Method. The use of visual aids has proven its effectiveness in vocabulary teaching. Likewise, students spend more time on the features of the foreign language which contrast with those already familiar to them, and less time on areas in which their native-language habits cause interference to their learning. The principal objectives of the Audiolingual Method are to polish oral proficiency with accurate pronunciation and grammar and the ability to respond quickly and accurately in a speech situation; in addition, it fosters students' production in the phonological features of the target language.

- **Disadvantages**

The method is considered to be old-fashioned, and teachers do not feel attracted to implement it. Students take for granted all the rules since they are not exposed to the employment of the grammatical patterns in a deep form; mastering a language relies on acquiring the rules underlying language performance that involves the linguistic, sociolinguistic, and discourse competences, but the Audiolingual Method does not rely on those principles.

2.7.2 Audiolingual Techniques to Teach the Speaking Skill

Brown (2001) says that the Audiolingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Accordingly, dialogues are relevant in the sense that they provide students with the appropriate structure and an idea about how to use the different types of patterns in the right situations because dialogues usually illustrate socio-cultural situations of the target language, i.e., speech acts, such as greetings, showing approval or disapproval, opinion exchanges or discussion of standard topics (weather, hobbies...etc.). This actually helps students recognize which utterance is suitable for each situation. In addition to this, by repeating and memorizing the whole dialogue or at least some specific parts of it, learners, in the ALM, should focus on proper pronunciation, intonation, stress and rhythm usage. “The ALM advocates the habit-formation model of learning which is perfectly married with the mimicry drills and repetition” (Brown, 2001, p. 23).

For the sake of more practicality of this action research, the following points provide expanded descriptions of some techniques, introduced by Larsen-Freeman (2000), that are closely associated with the Audiolingual Method:

- a) Dialogs memorization: Students memorize an opening dialog using mimicry and applied role playing.
- b) Backward Build-up (Expansion Drill): Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.
- c) Repetition drill: Students repeat teacher’s model as quickly and accurately as possible.
- d) Chain drill: Students ask and answer each other one by one in a circular chain around the classroom.
- e) Single-slot Substitution drill: Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place.
- f) Multiple-slot Substitution drill: Same as the single slot drill, except that there are multiple cues to be substituted into the line.
- g) Transformation drill: Teacher provides a sentence that must be turned into something else, for example, a question to be turned into a statement, affirmative to be turned into negative, active voice to be turned into passive, and so on.
- h) Question and Answer drill: Students should answer or ask questions very quickly. (Enhance fluency, reduce inhibition).

- i) Use Minimal Pairs: Teacher selects a pair of words that sound identical except for a single sound that typically possesses difficulty for the students to pronounce and to differentiate the two words.
- j) Complete the dialog: Selected words are erased from a line in the dialog—students must find and insert.
- k) Grammar games: Various games are designed to practice a grammar point in context, using lots of repetition.

CHAPTER III

HYPOTHESIS OF CHANGE / VARIABLES AND INDICATORS

General Objective	Specific Objectives	Hypothesis	Units of Observation	Variables	Indicators
<p>✓ To enhance eighth-graders' oral production of the English suffixes "-s" and "-es" through the implementation of the Audiolingual Method at Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017</p>	<p>✓ To refine eighth-graders' oral production of the English suffixes "-s" and "-es" through Audiolingual techniques</p> <p>✓ To make eighth-graders produce orally the English suffixes "-s" and "-es" by emphasizing the 3rd person singular of the simple present tense, plural nouns and possessive case</p>	<p>✓ "If eighth-graders of section "A" at Centro Escolar Guadalupe Retana Herrera are exposed to the implementation of the Audiolingual Method, they will enhance the oral production of the English suffixes "-s" and "-es" in the period I and II during 2017."</p>	<p>✓ Eighth-graders of Section "A" at Centro Escolar Guadalupe Retana Herrera</p>	<p>INDEPENDENT</p> <p>✓ the implementation of the Audiolingual Method</p> <p>DEPENDENT</p> <p>✓ eighth-graders' oral production of the English suffixes "-s" and "-es"</p>	<p>Indicators of the Independent Variable</p> <p>✓ Audiolingual techniques</p> <p>✓ Repetition technique</p> <p>✓ Inflection technique</p> <p>✓ Restatement technique</p> <p>✓ Replacement technique</p> <p>✓ activities developed during the intervention</p> <p>Indicators of the Dependent Variable</p> <p>✓ students' oral production of the different sounds involved in the English suffixes "-s" and "-es" such as /s/, /z/ and /ʒ/</p> <p>✓ students' identification of the environments in which the mentioned suffixes appear as in the case of third person singular of the simple present tense, plural</p>

					<p>nouns and possessive case</p> <ul style="list-style-type: none"> ✓ students' understanding of the inflection suffered by the sounds and of the way in which they change depending on the preceding sound by taking into account voicing ✓ students' clear legibility of the production of the three ending sounds /s/, /z/ and /ɪz/ ✓ students' proficiency in the oral production of the aforesaid suffixes in real communication tasks either in the 3rd person singular of the simple present tense, plural nouns or possessive case form ✓ students' fluency in the speaking skill at producing the different sounds which are present in these suffixes
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CHAPTER IV

METHODOLOGICAL DESIGN

In this chapter, the researchers describe all the steps followed to carry out the project “Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of Section “A” at Centro Escolar Guadalupe Retana Herrera in the Period I and II during the Year 2017” in order to achieve the objectives previously stated for this research.

4.1. Paradigm and Design

The research team focused this action research on identifying eighth-graders of section “A” major difficulties when learning English as a Foreign Language and on giving solutions to such situations. For these purposes, the researcher used the qualitative and quantitative paradigms to gather the necessary data through the implementation of different tools such as observation checklists (Appendix A and B), an interview (Appendix C), a questionnaire (Appendix D) and some tests (Appendix E and F). Based on these paradigms, the investigators intended to enhance students’ oral production of the English suffixes “-s” and “-es” and to determine to what extent the Audiolingual Method helped these students at Centro Escolar Guadalupe Retana Herrera refine the usage of those suffixes in real communication.

The qualitative paradigm allowed the researchers to describe all the data gathered in the observations, an interview and a questionnaire related to students’ difficulties in their learning and development of the oral production of the English suffixes “-s” and “-es” while the quantitative paradigm aided the researchers to

measure the improvement of eighth-graders' oral production of the suffixes described previously.

Intending to foster students' oral production of these English suffixes, the investigators designed an action research project; this project consists of, first, identifying the major factors affecting students development of their oral production, and second, implementing the Audiolingual Method to ameliorate students' oral production of the aforesaid suffixes. To implement such method, the researchers executed a plan that involves a number of class-sessions in which meaningful techniques, principles and strategies taken from the Audiolingual Method were applied to enhance eighth-graders' oral production. These classes were taught from April to July 2017.

4.2. Population and Setting

The population for this study is a group of 22 students of eighth grade of section "A" at Centro Escolar Guadalupe Retana Herrera during the year 2017. These students are learning English as a foreign language, so it means they do not practice the language in a deep context. Eighth-graders have three hours per week, but for the development of this action research and the syllabus that the teacher must complete, the research team taught two hours every week, one on Tuesday from 2:15 to 2:55 p.m. and another on Thursday from 3:10 to 3:50 p.m. The researchers taught 25 classes in total; in other words, they executed a 13-week course pretending to foster students' oral production of the English suffixes "-s" and "-es" through the implementation of the Audiolingual Method.

4.3. Preliminary Phase

In this phase, the researchers provided a careful description of how they approached the phenomenon and the target population to be studied in this research as well as how they got the preliminary diagnosis and how they intended to implement the plan of intervention.

4.3.1. Approaching the Field of Study

In January 2017, the investigators interviewed the English teacher of eighth grade section “A” at Centro Escolar Guadalupe Retana Herrera to gather data about the main factors affecting the students development of the oral production of the English suffixes “-s” and “-es”, and to learn if the activities carried out in class were designed to develop the speaking skill of students. The investigators also administered these students a diagnostic questionnaire, whose information helped the research team identify the problematic situation and its possible causes. To obtain information through class observations without any problem, the researches asked the teacher in charge of the eighth grade for permission to be present in the English classes during 4 weeks.

This observation provided a lot of valuable information related to the reasons students face a difficulty in the development of their speaking skill in general and their oral production, in particular, of the above-mentioned suffixes. After administering the interview (Appendix C) to the teacher and the questionnaire (appendix D) to the students, the researchers figured out that the main difficulties affecting students’ oral production of the previously mentioned suffixes were the poor development of their speaking skill, their insufficient level of English, the poor

development of speaking activities in the classes and the poor practice of the English language inside and outside the classroom.

4.3.2. Diagnostic Study

To delimit the problem at Centro Escolar Guadalupe Retana Herrera, the researchers made use of a variety of tools to have an accurate perspective of the causes that hindered the problematic situation eighth-graders faced. The research team administered an interview to the teacher (Appendix C), some observation checklists (Appendix A and B), a questionnaire directed to students (Appendix D), a listening test (Appendix E) to measure students' perception of the English sounds, a speaking test (Appendix F) and a rubric to evaluate students' proficiency in speaking (Appendix K).

The observation checklist (Appendix A) administered during the observation of classes consisted of 10 statements measured in the following scale: never, rarely, sometimes, most of the time and always. The first statement helped the research team discover if students were able to develop actively all the listening and speaking activities. The second statement tried to state if students were capable of modeling the appropriate use of language when asked to do so. The third statement attempted to discover if students showed dislike when the teacher asked them to speak in class. The fourth statement had the purpose to determine if students participated in the speaking activities during the class. The fifth statement was useful to know if students could follow simple instructions. In the sixth statement, the investigators intended to discover if students produced easily the different sounds of the English suffixes “-s” and “-es”. The seventh statement was aimed to determine if the teacher

encouraged students to use the English suffixes “-s” and “-es”. The eighth statement guided researchers to establish if the teacher used a variety of listening and speaking activities to instruct the English suffixes “-s” and “-es”. In the ninth statement, the research team realized if students spoke English at least 60% of the class. The last statement of the observation checklist was useful to determine if students recognized the different sounds of the English suffixes “-s” and “-es”. This observation checklist intended to have a general perspective about the factors that hindered eighth-graders’ of section “A” oral production.

The other observation checklist (Appendix B) consisted of the types of activities developed in classes and the materials used in every class. This checklist differs from the previous one in that this one was focused on the methodology used in class in order to determine if the activities were related to the target topic. The different activities and materials were checked as observed or non-observed. The first part took into account: if students participated in the learning process, and if the teacher used group work, individual work, speaking and listening activities and speaking or listening drills. The second part included the type of material used in class such as technological resources (CD-player, television, projector, computer or LCP, flash cards, charts, dynamics to explain a topic, worksheets or books) to explain any topic or carry out any activity.

The interview (Appendix C) administered to the teacher consisted of eleven questions to have a broad idea about the teacher’s point of view. The first statement intended to find out if the teacher thought that students faced difficulties in any of the four macro skills when learning English as a foreign language. The second statement

was helpful to state the most common difficulties students faced according to the teacher. The third question had the purpose to determine if students had problems with English pronunciation and the causes of such problems. The fourth statement was orientated to describe which specific problems students had with English pronunciation. The fifth question intended to figure out if the teacher asked students to speak the target language during the whole class. Question number six helped researchers know if the teacher spoke English all the time in classes. The seventh item consisted of asking the teacher if he considered that speaking Spanish during the class affected students' English pronunciation acquisition. The eighth question was useful to know if the teacher considered the speaking skill as essential to reach language proficiency in EFL students. The ninth question had the objective to assert if the teacher knew about the Audiolingual Method and its techniques. The tenth statement was aimed to know if the teacher considered that the Audiolingual Method would enhance the oral production of students. In the last statement, the investigators attempted to figure out if the teacher assumed that the use of the Audiolingual Method would be meaningful for both students and teachers to enhance the oral production.

The questionnaire (Appendix D) addressed to eighth-graders of section "A" contained twelve statements directed to gather relevant data for this research. The first question had the objective to point out if students recognized they had problems when learning English. The second statement was helpful to identify if students felt confident to give opinions in English. The third question was orientated to determine if the teacher asked students to participate actively in classes. The fourth statement had the purpose to show if students participated even if the teacher did not ask them

to do it. The fifth question guided researchers to state if being accustomed to attending only Spanish classes is a possible cause of the problematic situation students faced. With the sixth statement, the research team discovered how proficient students thought they were when producing the English sounds. The seventh question was aimed to realize if students were aware of the different pronunciation of the English suffixes “-s” and “-es”. The eighth statement was useful to discover if students practiced the –s ending words and its pronunciation in the activities developed in classes. The ninth statement had the purpose to point out how often students developed this type of activities by using this scale: always, most of the time, sometimes or rarely. In question number ten, the investigators attempted to determine if the time allotted to learn English was enough to internalize the sounds involved in the suffixes /s/, /z/ and /ɪz/. The eleventh statement guided researchers to realize if students were able to recognize the different sounds included in the suffixes mentioned above. The twelfth question was targeted to discover if students felt confident and easy when producing the sounds /s/, /z/ and /ɪz/.

A listening test (Appendix E) was administered to measure students' perception of the sounds involved in the English suffixes “-s” and “-es” and in the different environments where they appear as the third person singular of the simple present tense verb form, plural nouns and possessive case. The test consisted of 20 words containing the /s/, /z/ and /ɪz/ sounds; students were asked to match the word with the corresponding sound.

The speaking test (Appendix F) consisted of 10 sentences; every sentence contained either plural nouns, verbs in the third person singular of the simple present

tense form or possessive case. Students were supposed to pronounce the sounds correctly in the whole sentence; researchers took special attention to the sounds /s/, /z/ and /ɪz/ which are present in the English suffixes “-s” and “-es”. The rubric (Appendix K) presented in the appendix section was used to grade students’ results in this test.

4.3.3. Definition of the Problem

The results from the two observation checklists (Appendix A and B), the interview (Appendix C), the questionnaire (Appendix D) and the diagnostic tests (Appendix E and F) provided sufficient data that assisted researchers to define the problematic situation and its possible causes. By interviewing the teacher in charge of eighth grade, the researchers found out that the pronunciation and the oral production of the target language were not accurate or proficient. Then, the questionnaire administered to students (Appendix D) showed that they considered they faced some difficulties in the pronunciation of most of the English sounds.

Later, when the investigators carried out the two diagnostic tests to obtain specific data related to the production of the sounds involved in the English suffixes “-s” and “-es”, they learned that the results clearly demonstrated that the eighth-graders of section “A” had difficulties when perceiving and producing the sounds /s/, /z/ and /ɪz/. When all these data were obtained and analyzed, the research team defined the oral production of the English suffixes “-s” and “-es” as the problematic situation students faced.

4.4. Planning Phase

After analyzing the data obtained in the diagnosis tests and after defining the problematic situation, the researchers designed a plan to build a consistent state of art which took into account all the information needed to prove the researchers' point of view. Once all the necessary information was collected, the researchers defined the different variables and indicators to be measured, and the research team built a set of tools to carry out the observation and to identify the problematic situation. These tools were validated with the purpose of being objective and credible to find out to what extent the Audiolingual Method enhanced students' oral production of the English suffixes and the previously mentioned sounds.

4.4.1. Literature Review

First, the investigators brought off the diagnosis of the main difficulties that eighth grade students confronted when producing the English language orally; thus, for the purpose of making a deeper analysis and providing a veracious statement, the researchers had to collect significant information about the troubles and challenges students went through when learning and internalizing how the English language is spoken. Afterwards, the research team stated which were the dominant factors that hindered students' competence; consequently, the researchers showed the information to the assigned tutor for further advising and assessing. All the results were obtained through administering tools (Appendix A, B, C, D, E and F) that were purposely aimed to evaluate students' knowledge and speaking performance of the English suffixes "-s" and "-es". Then, the investigators searched for trustful information and findings related to the problematic situation. Principally,

most of the beneficial information accumulated was acquired from outstanding books concerning with Linguistics, Morphology, Phonology, Phonetics, Pronunciation, Methods and Thesis works. Finally, the profitable information which was gathered exhaustedly was included in the state of art to support, reinforce and improve the research.

4.4.2. Operationalization of the Variables

To operationalize the variables, the investigators identified the hypothesis. Then, the variables were meticulously selected and verified so that they could be measured and observed. This was beneficial to discard information that was not necessary for the advancement of the work. After this, each variable was operationalized by coming up with different indicators that were favorable to create the tools for collecting data. In essence, all the indicators associated to the dependent variable were the oral production of the English suffixes “-s” and “-es” of eighth-graders. The research team accorded that the indicators for the independent variable were the Audiolingual techniques and drills used by the investigators to enhance students’ oral production of the English suffixes “-s” and “-es”. At long last, each of the variables was then standardized so that the concepts treated in the whole investigation were defined and understood in the same way throughout the process.

4.4.3. Data collection Instruments

The researchers used six data gathering tools (Appendix A, B, C, D, E, F and K): two observation checklists (Appendix A and B). The first observation checklist (Appendix A) administered during the observation of classes consisted of 10 statements measured in the following scale: never, rarely, sometimes, most of the

time and always. Some examples of the statements were: “students are able to develop actively all the listening and speaking activities”. “Students can follow simple instructions”. “The teacher encourages students to use the English suffixes “-s” and “-es”.

The second observation checklist (Appendix B) consisted of the types of activities developed in classes and the materials used in every class. This checklist was different from Appendix A since this one was focused on the methodology used in class in order to determine if the activities were related to the target topic. The different activities and materials were checked as observed or non-observed.

The interview (Appendix C) administered to the teacher consisted of eleven questions to have a broad idea about the teacher’s point of view. Some examples of the statements were: “Do you think your students have difficulties when speaking in English?” “Which are the main pronunciation problem students present?” “How would the Audiolingual Method help EFL students to reinforce their oral production?”

The questionnaire (Appendix D) addressed to eighth-graders of section “A” contained twelve statements directed to gather relevant data for this research. Some of the questions of this Appendix were: “Do you feel confident to give opinions in class?” “Do you consider that you face problems when learning a second language after being accustomed to attending just Spanish classes?” “Is the time allotted to teach you English enough for you to learn the pronunciation of the suffixes “-s” and “-es”?” “Do you know the different pronunciation of the suffixes “-s” and “-es” of verbs in 3rd person singular of the simple present tense, plural nouns or possessive case?” “Do you feel easy to produce the different sounds of the suffixes “-s” and “-es”?”

To determine students perception of the sounds involved in the English suffixes “-s” and “-es” and in the different environments where they appear as the third person singular of the simple present tense verb form, plural nouns and possessive case, a listening test (Appendix E) was administered to eighth-graders. The test consisted of 20 words containing the /s/, /z/ and /ɪz/ sounds; for example, the test contained words such as “houses, buses, runs, tomatoes, churches, notebooks, watches, etc”

The researchers needed to measure students’ production of the different sounds involved in the English suffixes “-s” and “-es”, so they made use of a speaking test (Appendix F) that consisted of 10 sentences; every sentence contained either plural nouns, verbs in the third person singular of the simple present tense form or possessive case. The researchers took special attention to the sounds /s/, /z/ and /ɪz/ which are present in the English suffixes “-s” and “-es”. Some of the sentences were: “Susan speaks Spanish at school.” “My sister’s cat sleeps all day near the window.” “Mr. Johnson sometimes plays golf in the afternoons.” “My brother usually watches TV in the evenings.”

A rubric (Appendix K) was used to grade students’ results in the speaking tests. In order to have a clear and accurate idea, some of the following statements were used in the rubric: “Speech is clear all the time.” “Can generally produce the sounds of the possessive case in the text.” “Can generally produce the sounds of plural forms of nouns in the text.” “Can generally produce the sounds of the 3rd person singular of the simple present tense.”

4.4.4. Validation of Data collection Instruments

After operationalizing the variables, setting the indicators to be measured and taking into account the hypothesis, the research team designed the instruments. To validate these instruments, the researchers looked for some experts of the Language Department and provided them with a validation sheet (Appendix M) which contained the aspects that were taken into account to make the necessary changes to the data collection instruments.

The experts provided valuable comments that were of great importance to the development of this research since they helped the investigators change and fulfill the needs of the instruments. It was important to have accurate instruments in order that the information can be reliable for the purposes of this action research.

4.4.5. Validity and Reliability

To guarantee the validity of tools, the researchers elaborated them based on three main validity criteria: “construct validity” which has traditionally been defined as the experimental demonstration that a test measures the construct; “face validity”, which is the extent to which a test is subjectively viewed as covering the concept it purports to assess; and “content validity” that refers to the extent to which the items of a test or procedure are in fact a representative sample of that which is to be measured. Besides, the researchers designed the instruments in a very carefully manner to make sure that they did not skip any important detail.

To make the results reliable, the investigators intended to have a positive atmosphere and good rapport so that students felt comfortable whenever they were addressed. By doing so, the researchers got the information that was required for

the study. The researchers made sure that the conditions for carrying out each activity was suitable not only for just one person but for the whole population that took part of the study.

4.4.6. Ethical Aspects

The researchers respected the norms of ethics of a research study as well as the students “expectation of confidentiality”. Whenever there was an evaluation, the researchers were respectful with students and did not mention students’ names and grades, and provided them with feedback individually. Also, the researchers respected students’ free willing to be part of the process of intervention, which was of four months long; they did not force students to attend every intervention but persuaded them to improve their oral production.

4.5. Execution Phase

In this phase, the research team comprised a nitty-gritty description of the intervention process. To execute this intervention, the researchers decided to teach 25 classes from April to July, on Tuesday and Thursday. They taught two forty-minute classes per week. They started on April 18 and finished on July 13. Besides they presented the procedure they followed to collect reliable data during each intervention, and the way they interpreted and analyzed the data.

4.5.1. Data Collection Procedures

The researchers used a variety of tools such as one observation checklist and 4 tests to collect the data all along the intervention process. Meanwhile in the interventions, all the observers took notes during the classes. After each class, the research team met and checked what they had to improve, or which activities were

suitable for the development of students and which not. The team did this to avoid data that were not useful, and to get relevant data to measure the indicators described in this research work.

The research team, by means of observation, used a checklist, a tape recorder, and a camera to gather information from the classes with the purpose of measuring the indicators for the independent variable “the implementation of the Audiolingual method.” To assemble the necessary data for the dependent variable “oral production of the English suffixes “-s” and “-es” of eighth-graders”, the researchers implemented an observation checklist to see how suitable the Audiolingual Method was to enhance their oral production.

4.5.2. Implementation Plan

To continue with the action research study, the implementation of the execution plan contained a thorough description of the intervention process. The research team taught for three weeks in the first period, and ten weeks in the second. In this part, the researchers made use of a lesson plan as a guide to teach the class (APPENDIX O).

The classes were carried out at Centro Escolar Guadalupe Retana Herrera with eighth-graders of section “A”, and they were described in the following way:

The first week of the interventions was taught by Fernando Linares and Rafael Magaña. The interventions took place on Tuesday 18th and Thursday 20th, April 2017. In the first class, the researcher Fernando Linares taught the objects of the classroom, also the sounds included in the suffixes “-s” and “-es”. To fulfill these activities, he used the following Audiolingual technique: Repetition. During this class,

the researchers Jacqueline Ardón and Rafael Magaña were observing by taking pictures, recording, videotaping the class and using an observation checklist (Appendix L). The second class was taught by Rafael Magaña; in this class, he taught the topic “furniture” by using the following technique: Transformation; this technique was useful to help students improve their speaking and listening skill and to enhance the sounds /s/, /z/, and /iz/. The investigators Jacqueline Ardón, and Fernando Linares were gathering data by using the instruments mentioned above.

During the second week from Tuesday 25th to Thursday 27th, April 2017, the researchers, Jacqueline Ardón and Fernando Linares, were in charge of teaching. Jacqueline Ardón taught the topic “peoples’ appearance”; students had to make use of their speaking and listening ability. To achieve this, she used the Dialogs-memorization and the Repetition drill. All along the class, the researchers Fernando Linares and Rafael Magaña were taking notes, taking pictures and filling in the observation checklist to evaluate how profitable the Audiolingual techniques were. In the next class, Fernando Linares taught the parts of the house. He developed some listening and speaking activities; in these activities, he used the Repetition and Question and Answer technique to reinforce students’ oral production of the sounds /s/, /z/, and /iz/. The investigators, Jacqueline Ardón and Rafael Magaña, were observing by using the proper data gathering tools.

In the third week, Rafael Magaña and Jacqueline Ardón were in charge of teaching. This was executed on Tuesday 2nd and Thursday 4th, May, 2017. The first class was taught by Rafael Magaña, and he made use of two audiolingual technique: Substitution and Chain technique. By implementing these techniques, students were able to identify personal objects and equipment at school as well as to describe

school's activities. During this class, Fernando Linares and Jacqueline Ardón were observing, taking notes and pictures, and filling in the checklist. The following intervention was carried out by Jacqueline Ardón. In this intervention, she developed some speaking activities which included two audiolingual techniques such as Repetition and Question and Answer. Along all this class, students could grasp vocabulary and improve their oral production. While she was teaching, Fernando Linares and Rafael Magaña were gathering data by using an observation checklist, a camera and a tape recorder.

In the fourth week of intervention, the researchers Fernando Linares and Rafael Magaña taught on Tuesday 9th and Thursday 11th, May, 2017. Fernando Linares put into practice the following Audiolingual techniques: Transformation, and Question and Answer techniques. During this class, students practiced their listening and speaking skill. Rafael Magaña and Jacqueline Ardón were observing and gathering data. The second class was taught by Rafael Magaña. Rafael made use of Question and Answer, and Transformation techniques, which were profitable to develop the use of the 3rd person singular of the simple present tense and plural nouns, and to practice students' oral production of the sounds /s/, /z/ and /iz/. While Rafael Magaña was teaching, Jacqueline Ardón and Fernando Linares were taking notes and using the proper data gathering tools.

The researchers Jacqueline Ardón and Fernando Linares were teaching during the fifth intervention week on Tuesday 16th and Thursday 18th, May, 2017. Throughout the first intervention during this week, Jacqueline Ardón administered the Repetition technique, which made students able to create sentences, identify adjectives and implement the simple present tense in their oral and written form.

While she was teaching, the instructors, Fernando Linares and Rafael Magaña were responsible for taking notes that were valuable to gather information. The second class was taught by Fernando Linares who executed three Audiolingual techniques which were Chain, Multiple-slot Substitution, and Question and Answer. These drills helped the researchers measure the students' grasp of the topics which were taught during his class and the classes before. Jacqueline Ardón and Rafael Magaña were gathering data by filling in the observation checklist (Appendix L), and by taking notes and pictures.

The investigators Rafael Magaña and Fernando Linares were in charge of the sixth intervention week. The interventions were carried out on Tuesday 23th and Thursday 25th May, 2017. Rafael Magaña developed the following Audiolingual drills, Repetition and Transformation that improved students' listening and speaking skills by using different topics such as demonstrative adjectives, and demonstrative pronouns. Fernando Linares and Jacqueline Ardón were gathering data by using the same tools. Fernando Linares taught two different Audiolingual techniques: Repetition and Transformation. Students could improve their knowledge about the simple present tense by using the demonstrative pronouns, and they could practice their speaking skill by creating sentences and by drilling with a classmate. Rafael and Jacqueline were gathering trustworthy data by taking notes and pictures.

In the seventh week, the class was taught by Fernando Linares. In order to make students play and get to know new vocabulary about clothing and personal items, the researcher developed a choral Repetition drill activity, so the students could get familiar with the new lexicon. Afterwards, he made use of Grammar drilling activities so that students could be aware of how nouns are implemented in real life

conversations and how they function in context while the two other investigators were observing and taking notes and pictures. On Thursday from 3:10 p.m. to 3:50 p.m., Jacqueline Ardón began the class with a listening-speaking activity by using Repetition drills which made students practice their speaking skill and enrich their vocabulary. Lately, she had students talk about their favorite food through pair-work. This boosted students' capacity of memorizing and speaking. As a result, through repeating, students were able to produce sounds that were difficult for them to articulate previously. On the other hand, Fernando and Rafael were filling in the observation checklist, taking notes and pictures.

The eighth week took place on Tuesday, June 6th and Thursday, June 8th, 2017. Rafael Magaña imparted the class; he started the class by implementing a Flash card drilling activity which motivated students to participate by their own. This increased students' knowledge of vocabulary and their ability to respond quickly and accurately. Subsequently, through Grammar drilling, grammar notes were given, so the students could properly decline and accept invitations using the third personal singular of the simple present tense. Meanwhile, the other two investigators were collecting data notes and pictures. On Thursday, Fernando was in charge of giving the class and at the same time, the rest of the investigators had to take notes and observations. He started the class with a listening-speaking activity using Transformation drills. In that way, students could discuss about their likes and dislikes, applying the third person singular of the simple present tense.

The next week of intervention was carried out on Tuesday, June 13th and Thursday, June 15th, 2017. Jacqueline Ardón developed some Grammar drills; she

made students recognize the phonemes /s/, /z/ and /ɪz/ for the third person singular verb endings. At the beginning, it was difficult for them since the last two sounds /z/ and /ɪz/ do not exist in their mother tongue. Nevertheless, the students demonstrated a significant progress in the internalization of these sounds. While at the same time, the rest of the researchers were collecting information. On Thursday, it was Rafael Magaña's turn to teach the class through the implementation of Question and Answer activities. The students were able to talk about exercise and sports, and to recognize vocabulary related to food, sports and fitness activities orally. Finally, it was necessary to practice choral Repetition before performing pair activities so that students were reminded of the proper pronunciation of the vocabulary; meanwhile other researchers were in charge of gathering information.

During the 10th week, the researchers, Jacqueline Ardón and Fernando Linares, were in charge of the classes, which took place on July 14th and on July 16th, 2017. The lesson plans used for these classes contained different types of drills such as Repetition, Restatement, Inflection or Replacement and listening activities to expand students' perception of the sounds; the use of this type of activities was aimed to polish students oral production since the previous weeks of the intervention, these activities gave positive results. In the class taught by Jacqueline Ardón, the lesson plan was aimed to develop a listening activity and some Repetition drills in order to have students practice the correct utterance of the sounds /s/, /z/ and /ɪz/. On the other hand, the observation process was in charge of Fernando Linares and Rafael Magaña, so they filled in the observation checklist and took notes to have a clear idea of how the intervention was carried out. Fernando Linares was in charge of teaching the second class of this week, and he developed some activities that

included Restatement. Here, students were supposed to change some sentences containing the possessive case to repeat the correct oral production of the English suffixes “-s” and “-es”. Jacqueline Ardón and Rafael Magaña carried out the observation; they gathered important data by taking notes and recording some parts of the class.

For the 11th week of intervention, Rafael Magaña taught the first class. He developed Restatement and Transformation techniques to increase students’ oral production as well as speaking and writing activities to increase students’ awareness of some grammar rules for comparative and superlative adjectives. At this point of the intervention, it was important to have students practice the sounds involved in the English suffixes “-s” and “-es” as much as possible; the development of the Audiolingual techniques was accurate since it mainly involved the speaking skill. The data collection procedure was in charge of Jacqueline Ardón and Fernando Linares, who filled in the observation checklist and used some devices such as a camera and a tape recorder to obtain relevant data of this class. The second class of this week was primarily focused on having students create their own oral output. The researcher, Fernando Linares used Restatement drills, speaking activities and some other Repetition drills to show students the correct pronunciation of the /s/, /z/ and /ɪz/ sounds. Rafael Magaña and Jacqueline Ardón collected the data in this class, and the data showed that students were getting accustomed to using the English suffixes “-s” and “-es” since most of the activities were carried out eagerly and accurately.

The last week of intervention took place on July 25th and 27th, 2017. Jacqueline Ardón taught the first class of this week, and she used many different activities such as listening, speaking and writing activities and some Repetition and Restatement drills with the purpose of having students practice their oral production. For example, students listened to an audio that contained sentences in the simple present tense, and they worked in pairs repeating the script of the audio to their partners. The data collection procedure was in charge of the other members of the research team, Rafael Magaña and Fernando Linares. The last class of the intervention took place on July 27th, and Fernando Linares had to teach it. At this time, students showed an improvement of their oral production of the English suffixes “-s” and “-es”, and the researchers decided to use more speaking activities and drills to reinforce students’ oral output. For instance, students were given a set of sentences containing verbs in the third person singular of the simple present tense, plural nouns or possessive case, and they were asked to restate the sentences by using other verbs, plural nouns or possessive case patterns depending on the sentences. Rafael Magaña and Jaqueline Ardón checked if the class resulted as expected and they could notice some important aspects that were really helpful to the analysis of the data.

4.5.3. Data Processing

To collect, prepare, process, interpret and storage the data, the research team used Microsoft word and Miscrosoft Excel 2013. These programs helped researchers organize information as they generated tables and graphs to analyze, interpret, and compare the results obtained, and the different assessments that the students went through during the intervention process.

4.5.4. Data Analysis and Interpretation

The researchers classified, interpreted, and analyzed the collected data to make sure the results obtained through the tools were reliable by using the quantitative and qualitative paradigms. The tables and graphs showed if there was a progress or not during the intervention process.

4.6. Expected Results

By developing the research project “The Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of Section “A” at Centro Escolar Guadalupe Retana Herrera in the Period I and II during the Year 2017,” the researchers intended to reinforce Eighth-graders oral production of the English Suffixes “-s” and “-es”.

CHAPTER V ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the research team basically incorporated the analysis and interpretation of data which was thoroughly collected through implementing one observation checklist, three listening tests, three speaking tests and one rubric to grade the speaking tests (Appendixes E, F, G, H, I, J, K and L). These tools, specifically Appendix E, F and K were specially directed to students to set the boundaries and limits that facilitated investigators to state the starting point of the action research. Therefore, the gathered data were consequently used to facilitate the diagnosis of the problem and accordingly to develop the baseline. Initially, the

investigators preferably integrated the analysis of data to fix their attention steadily toward the indicators of the research. Second, Appendixes G, H, K and L embodied the analysis with the outcomes of the observation checklists administered to eighth-graders with the purpose of assessing the effectiveness of the Audiolingual techniques applied in the intervention process to enhance the oral production of the English suffixes “-s” and “-es”. Furthermore, the researchers incorporated in the analysis the results of the listening and speaking tests employed to evaluate eighth-graders’ progress in their listening-speaking area through implementing Audiolingual activities. Third, the research team enveloped the outcomes gathered through the last listening and speaking tests, the rubric and the observation checklist (Appendixes I, J, K and L) which were executed at the end of the intervention procedure.

5.1. Students’ Proper Use of the Oral Language in the Simple Present Tense, Plural Nouns and Possessive Case

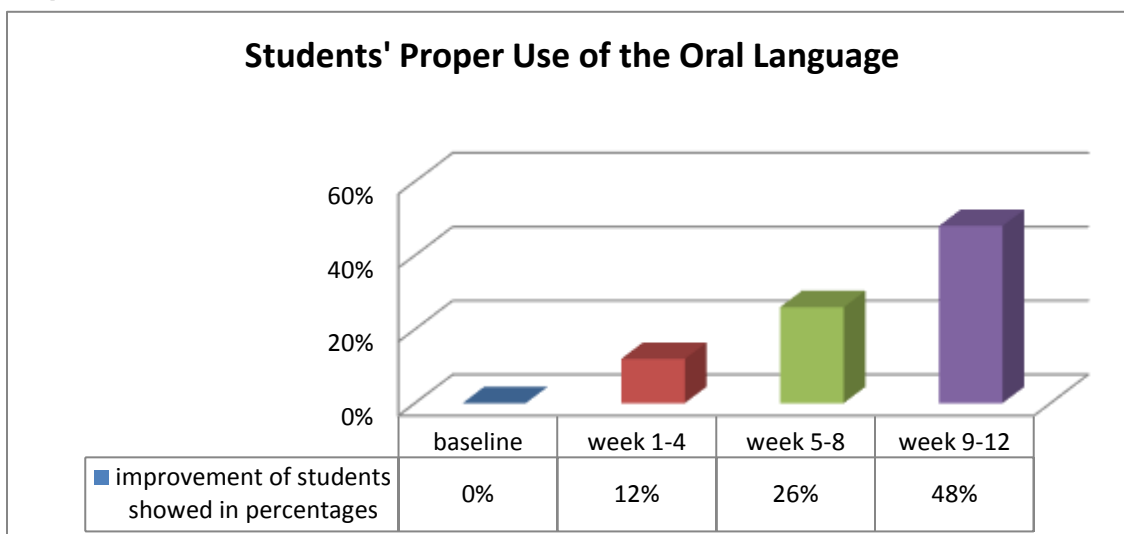
After the first four weeks of intervention, the researchers could see the improvement students had through the implementation of the Audiolingual Techniques such as repetition and replacement. These techniques helped students to develop the proper use of the oral language in the simple present tense, plural nouns and possessive case in a 12%.

From week 5 to 8, the researchers used Inflection and Restatement drills. By using these techniques, students increased their ability to grasp sufficient vocabulary to be used in grammar patterns; therefore, students were able to respond quickly

and accurately in speech situations. The preliminary results showed that students had increased the usage of the oral language in a 26% during eight weeks of intervention.

In the last part of the intervention, week 9 to 12, students enhanced the proper use of the oral language in the simple present tense, plural nouns and possessive case because the activities included important grammar rules and structures; students learned the inflection suffered by verbs in the third person singular of the simple present tense, the use of plural nouns and the possessive case. These grammar rules were introduced by implementing dialogues and repetition drills. The dialogues and drills were mainly based on the mechanical use of the language; it referred to how the students learned the structures unconsciously. “The usage of the Audiolingual Method is worthy since language learning is a process of habit formation, it is a mechanical skill” (Skinner, 1998, p.78). By implementing this method, the research team guided students to acquire and internalize structures which are essential to employ the language accurately. The final results showed a development of students’ proper use of the oral language related to the simple present tense, plural nouns and possessive case in a 48% as shown in graph 1.

Graph 1



Source: Observation Checklist (Appendix L) administered during the intervention process

5.2. Correspondence of the Audiolingual Techniques to Students' Needs

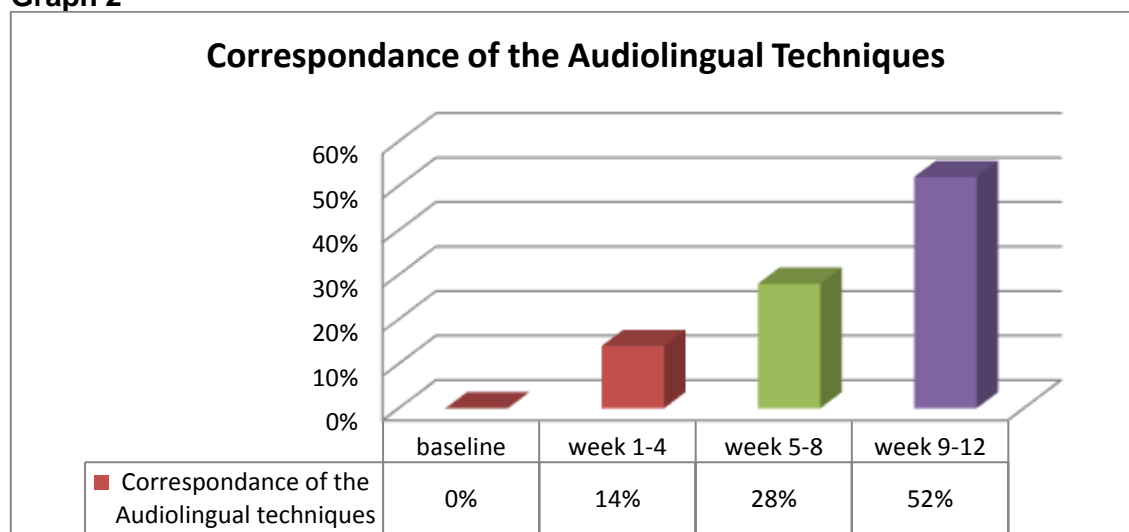
To begin with the implementation of the Audiolingual Techniques, the researchers checked out if the techniques such as repetition, replacement, restatement and inflection drills corresponded to students' needs. By means of an interview (Appendix C) addressed to the teacher, a questionnaire (Appendix D) administered to students and two observation checklists (Appendix A and B), the researchers could observe the following factor affecting students' learning: students were afraid of participating in most of the activities, especially in the speaking activities because they did not know the proper pronunciation, intonation, stress and rhythm; consequently, their speaking skill was poorly developed. The researchers used sentences in which students had to listen to, repeat and memorize speech acts such as greetings (showing approval or disapproval) and opinion exchanges or discussion of standard topics (weather, hobbies and so on). The correspondence of the Audiolingual Techniques to the students' needs showed an improvement of 14% during four weeks of intervention.

In the following weeks of intervention, the researchers developed more activities that included transformation drills. These were meaningful to students because they could practice the provided model of how to pronounce the sounds. For instance, sentences that had to be turned into other kind of sentences: questions to be transformed into affirmative statements, affirmative sentences toward negative ones, first person singular into third person singular of the simple present tense, and so forth, were used to enhance their production. This led to a significant improvement in students' language learning because they increased their lexicon and achieved a better proficiency in their oral output. Besides, the researchers replanned the techniques that caused students more difficulties; for example, the repetition drill made students feel afraid of saying a word during this part of the intervention, for they were uncomfortable with their oral production. After replanning the techniques, students made a progress, and were more attentive, confident and eager about learning. Therefore, the implementation and reinforcement of these techniques increased the correspondence of the Audiolingual Techniques in a 28%. The research team observed that these techniques were profitable to develop students' speaking skill problems and, in particular, the oral production of the sounds involved in the English suffixes "-s" and "-es".

During the last weeks of the intervention process, the investigators made some changes in both the visual aids and the listening activities. These changes had their effectiveness in vocabulary teaching, and were fruitful to polish eighth-graders' oral proficiency with accurate pronunciation, grammar and fluency. Then, the investigators used the activities related to the above-mentioned techniques, and they included the Inflection and Restatement drills to see if those helped students

enhance their production of the language. Students grasped more vocabulary and gained courage to give opinions, to repeat and to participate in all the activities based on the techniques and drills of the Audiolingual Method. Even though students still had some difficulties in their pronunciation, these difficulties were diminished compared to the ones presented at the beginning of the intervention. The results of the intervention process demonstrated an increase of 52% of the correspondence of the Audiolingual Techniques to the needs of students as it is shown in graph 2.

Graph 2



Source: Observation Checklist (Appendix L) administered during the intervention process

5.3. The use of the Audiolingual Techniques

At the beginning of the process, the investigators realized that the use of assortment of the Audiolingual Techniques was not providing the expected results because students were not accustomed to working with these types of techniques and drills. Students did not have the ability to participate inasmuch as their low level of English did not permit them to develop some of the activities and drills that the researchers carried out during the first weeks of the intervention.

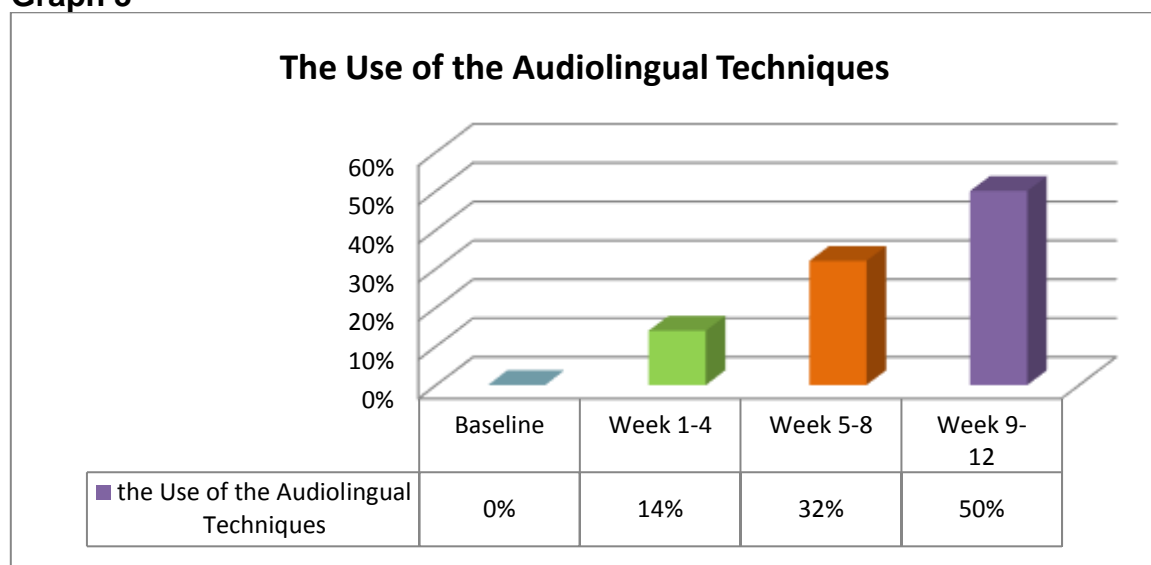
After some weeks of the intervention, students worked hard, and the results obtained were impressive. They incorporated themselves into the activities that the investigators presented; for example, the repetition techniques were easier to them because they acquired the production of some sounds such as the /z/. Students wanted the research team to give them more material and to apply new techniques and drills, so the investigators introduced more activities from the Audiolingual Method such as the backward build-up or expansion drill. Here, students wrote several lines and had to repeat each part of the sentences by starting at the end, “expanding” backward through the sentence, and adding each part in sequence. The single-slot substitution drill was also introduced to students. In this drill, the teachers stated a line of the dialogue and then used a word or phrase as a “cue” to repeat each line and put the word or phrase in the correct place. This last drill caused students many problems since they felt confused during the activity, but through constant practice, they got better results in the usage of this technique and it enriched their oral production. Students’ dedication was obvious as their oral production grew from 14% to 32% making the assortment of the Audiolingual Techniques beneficial for their English development.

During the last weeks of intervention, more Audiolingual techniques were introduced such as fill-in the dialogue and some grammar games. In the first drill, students had to find the words that were not in the dialogues, and had to write them down. In the second drill, grammar games, the research team tried to join both drills by having a lot of repetition. This made students participate more and enhance their grammar knowledge and vocabulary. Students showed an improvement of 50%

during this part of the intervention proving that the Audiolingual techniques and drills were suitable to foster their oral production of the English Suffixes “-s” and “-es”.

The following graph shows how students’ oral production of the English suffixes “-s” and “-es” improved through the use of the Audiolingual techniques and drills.

Graph 3



Source: Observation Checklist (Appendix L) administered during the intervention process

5.4. Students' comprehension of the different environments related to the English Suffixes "-s" and "-es"

At the beginning of the intervention, the investigators both observed and gathered information regarding if the students, at first glance, produced the sounds /s/, /z/, and /ɪz/ accurately. The research team analyzed if the students could develop an understanding of the inflection suffered by the sounds and the way in which they change depending on the preceding sound by taking into account voicing. The main factor was that students did not comprehend features as voicing, sibilants or the occurrence of shift in sounds. The researchers determined that the students required more time to get involved in more speaking and listening activities to develop a better

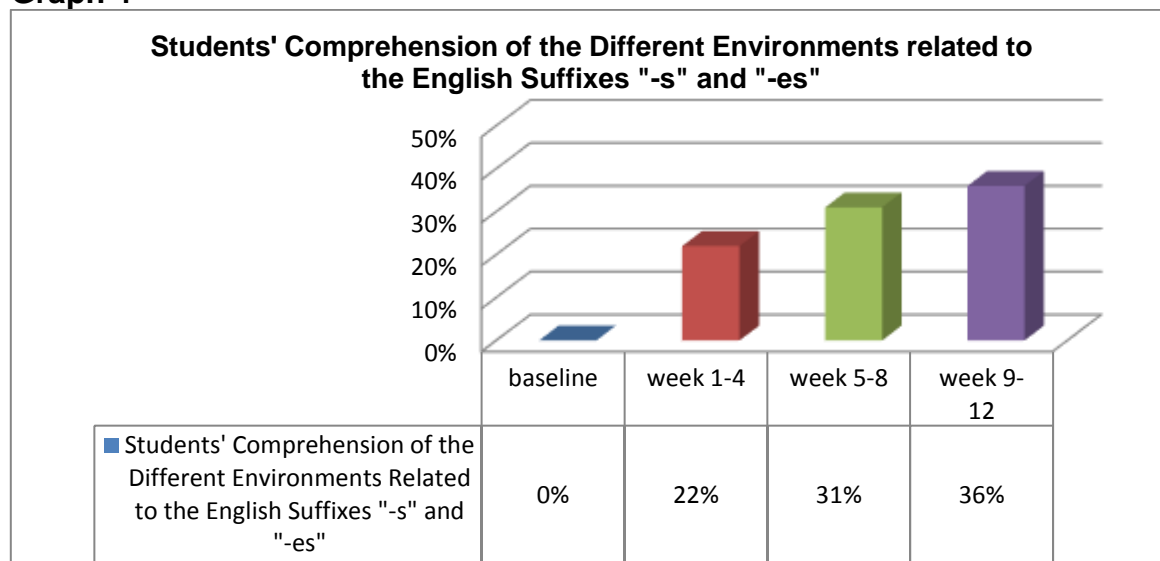
recognition of the inflection suffered especially by the sounds involved in the English suffixes “-s” and “-es”. In the first four weeks of the intervention, students showed a development of 22% in their understanding of the inflection suffered by these sounds.

Thus, the research team decided to implement and develop Audiolingual techniques as repetition drills by using dialogues that intended to enhance and facilitate eighth-graders’ comprehension of how these previously mentioned sounds work. In some activities, for example, students were able to identify the sounds and to employ the inflection needed in specific situations in speech tasks. In the middle of the intervention, from week 5 to 8, the investigators concluded that by applying methods and techniques guided to improve specific areas, students could easily reinforce these aforesaid areas. Indeed, the results demonstrated that students improved their recognition of the environments in a 31%.

In the last part of the intervention, to achieve better results, the research team developed a variety of Audiolingual techniques like chain, substitution, question and answer drills. This led the students to show a better proficiency of the recognition of the environments related to the English suffixes “-s” and “-es”. Likewise, the use of speech acts in which students were supposed to create their own dialogues by taking into account the given situations were beneficial to reach a more adequate understanding of the environment that affect the oral production of the English suffixes “-s” and “-es”. Students eagerly participated in the activities without making the same mistakes or showing dislikes. As a result of all the intervention process and the planning of the activities, students’ comprehension of the environment

related to the English suffixes “-s” and “-es” was increased in 36% as shown in graph 4.

Graph 4



Source: Observation Checklist (Appendix L) administered during the intervention process

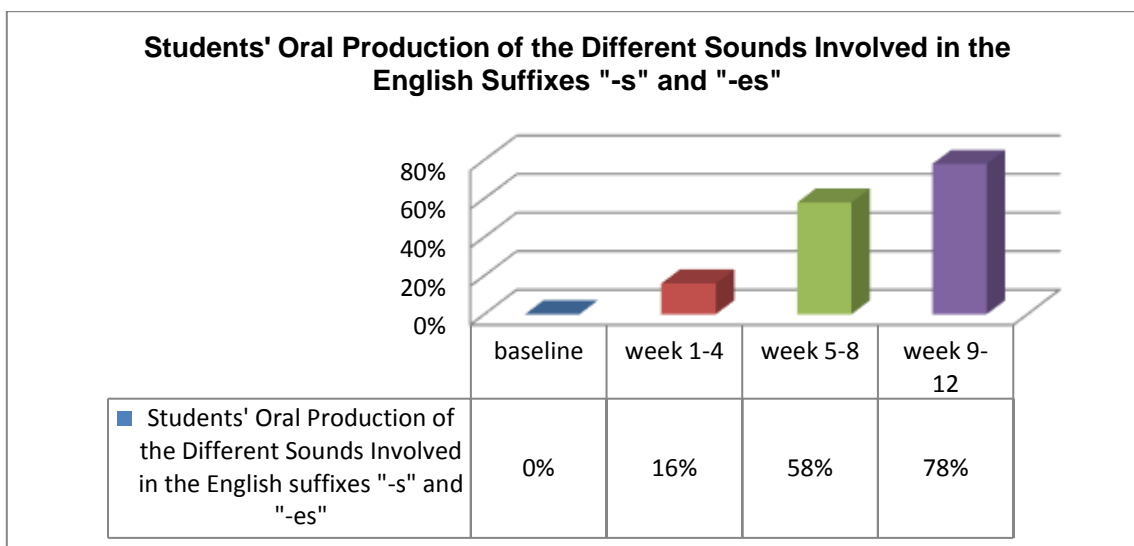
5.5. Students Oral Production of the Different Sounds involved in the English Suffixes “-s” and “-es”

During the first part of the intervention, the research team identified some difficulties students faced when producing the English suffixes “-s” and “-es” orally. One of these difficulties was the use of phonemes which are not present in Spanish as the /z/ and /ɪz/ sounds. The activities were specifically directed to practice the oral production of these sounds. For example, students were asked to complete a chart that contained words including the /s/, /z/ or /ɪz/ sounds, and they barely answered the third part of the words correctly. From the beginning to the fourth week, students demonstrated that they had improved their oral production of these sounds in 16%.

In the following weeks, the activities developed in the intervention were mainly based on practicing these different sounds. Sentences were written in the simple present tense, and they included either plural nouns, possessive case or both. The use of repetition drills to make students repeat and perceive the correct utterance of the sounds was helpful to polish students perception of the different sounds involved in the English suffixes above-mentioned as students could identify the sounds in a more proficient way. After eight weeks of the intervention, the accuracy of students to identify and perceive the sounds had shown an improvement of 58%.

The last part of the intervention went through some changes; the activities were replanted, and their difficulty was increased. The research team carried out more dialogues expecting to obtain better results. Students clearly showed that they were able to identify the sounds in an easier form, and they could distinguish the sounds used in different dialogues or listening activities. Students were able to develop different situations in speaking activities where they recognized and used the sounds accurately most of the time. At the end of the intervention process, students were able to recognize the sounds included in the English suffixes “-s” and “-es”, and the results of the tests and the observation checklist showed an improvement of 78% in students’ perception and production of the sounds.

Graph 5



Source: Observation Checklist (Appendix L) administered during the intervention process

5.6. Students' Identification of the Environments and Understanding of the Inflection Suffered by the Sounds

At first glance, the investigators determined on the baseline that the young learners could barely identify the environments in which the inflection of the sounds occurs. Though they had received English classes the previous years, they were not able to use the simple present tense, the plural nouns and the possessive case. The first weeks of the intervention were difficult for students because they were not accustomed to these types of activities as in the case of the Audiolingual techniques and drills. The investigators needed to introduce these grammar patterns as well as phonetic features like voicing, sibilants or shift in sounds to students before teaching the oral production of the English suffixes “-s” and “-es”. Consequently, in the beginning of the intervention, students just reached an advancement of a 6%.

In the middle point of the intervention, the researchers explained and emphasized the different environments such as the 3rd person singular of the simple present tense, plural nouns and possessive case where the sounds suffered the

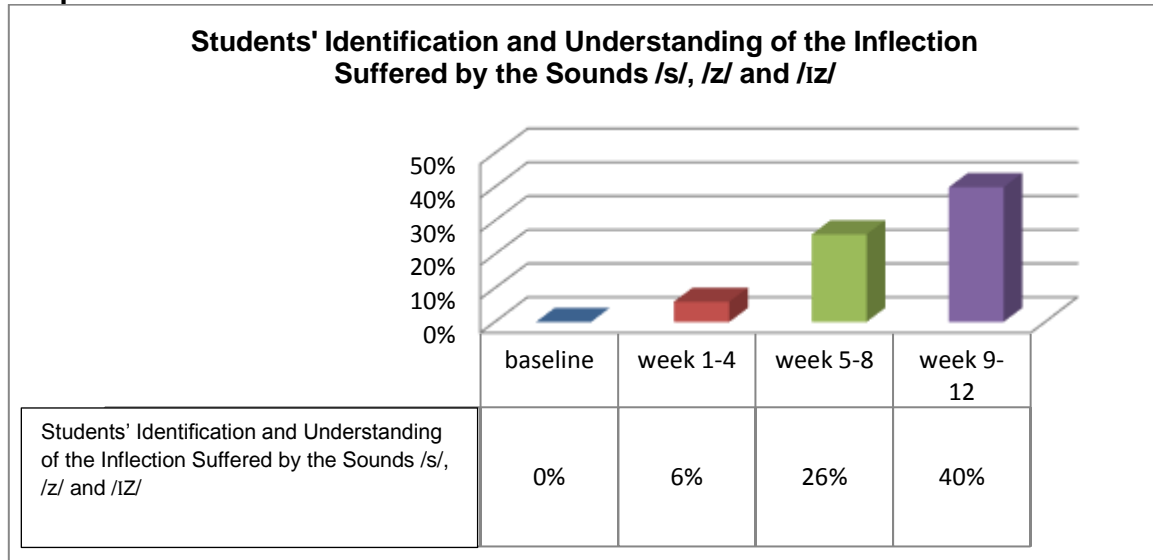
inflection. At this time, students were able to develop replacement and restatement drills in which they changed some parts of the sentences; they could create new sentences by changing the main verbs or by inflecting words from singular to plural, and they seemed to be more proficient in identifying the environments and the inflection suffered by the /s/, /z/ or /ɪz/ sounds. Likewise, students were taught some voicing features in a brief way so that they did not get confused. The activities contained different words to help students recognize how the voiced or voiceless sounds at the end of words affect the oral production of the English suffixes “-s” and “-es”. It was difficult to teach eighth-graders topics like voicing, sibilants or other phonetic rules, but the research team tried to exemplify the sounds’ occurrence in order to help students pronounce the sounds as accurate as possible. The results of the tests and the observation checklists showed that students had an improvement of 26% in the identification of these environments until this part of the intervention.

The last weeks of the intervention were focused on polishing students’ distinction of the different environments that affected the oral production of the /s/, /z/ and /ɪz/ sounds. Although students did not understand voicing as broad as it is, they had the sufficient level to produce and understand the inflection suffered by the English suffixes “-s” and “-es”. For example, when they were asked to produce a word containing whichever of the sounds included in the English suffixes mentioned before, they could proficiently utter the sounds most of the time. At the end of the intervention process, the inflection that causes the appearance of the /z/ sound did not present the same major problem for students to perceive and create such sound, contrasting with the starting point of the intervention process. The final results of the observation checklist, the listening and speaking tests proved that students

distinguished in a 40% the different environments where the inflection of the sounds occurs.

Graph 6 portrays students' identification of the environment and understanding of the inflection suffered by the sounds /s/, /z/ and /ɪz/.

Graph 6



Source: Observation Checklist (Appendix L) administered during the intervention process

5.7. Students' Legibility and Proficiency in the Production of the sounds /s/, /z/ and /ɪz/

At the beginning of the first weeks of the intervention, the investigators identified that the eighth-graders demonstrated an impoverished legibility in the production of the three ending sounds /s/, /z/, and /ɪz/, for the students showed a low learning habit during the classes and their poor development of the speaking skill. These elements were evidently indicating why the eighth-graders had a low proficiency and legibility during the first week of the observation process. The same situation occurred when the students endeavored to produce the English suffixes “-s” and “-es” either in the third person singular of the simple present tense, plural

nouns, or the possessive case. The improvement showed by students in the very beginning of the intervention was 14%.

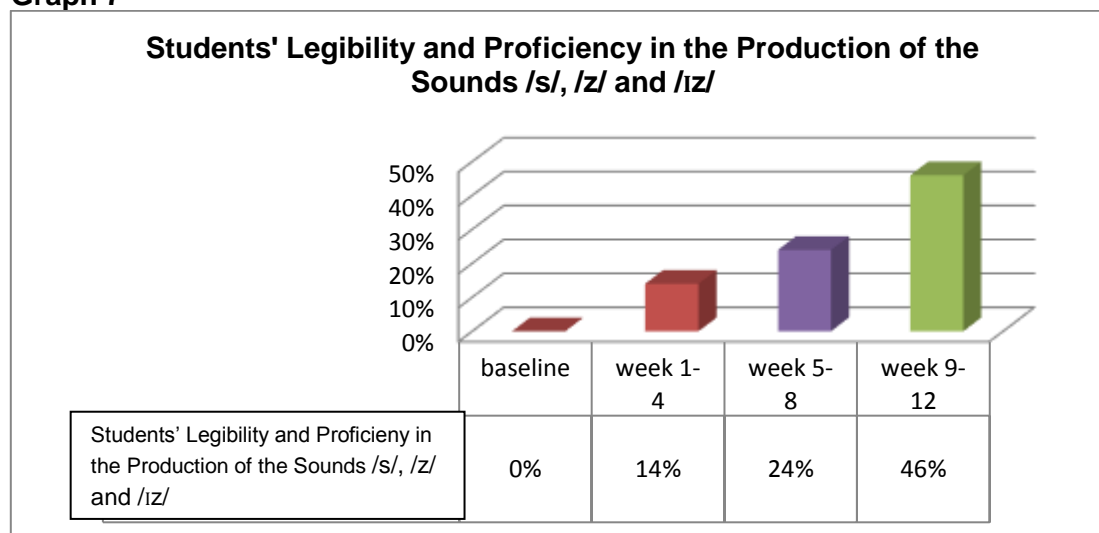
After week four, the eighth-graders were gradually obtaining better results in the classes and the activities taught by the investigators. During the intervention, the students were suddenly revealing a learning habit because of the homework assignments given by the researchers to ameliorate their legibility when pronouncing these three ending sounds; the research team implemented speaking activities due to the need of reinforcing students speaking skill. Students showed a more adequate performance in the oral activities, and their legibility had been increased. Moreover, providing audios to foster eighth-graders' pronunciation seemed doubtlessly to render better preliminary results in the listening and speaking activities as observed by the researchers during the whole intervention. After eight weeks of intervention, students reached suitable results in their legibility and proficiency when producing the English suffixes "-s" and "-es", and the improvement increased in 24%.

At the end of the last weeks, the students were more involved in the classes provided by the investigators since the audios and dialogues brought by the team were attractive and beneficial for the students as the eighth-graders could finally listen to how native speakers make use of the language. Consequently, students began both feeling much more acquainted with the target language and producing the sounds accurately. Later, students were able to perform different situations in role-playing activities, and they produced the sounds correctly; at the same time, they presented a clear legibility when speaking. These events were monitored by the research team and documented subsequently. At the end, the investigators realized

that this routine of using dialogues and listening activities or audios in classes to improve students' legibility in their oral production demonstrated to be profitable for the research. The final results of the intervention gathered by means of the observation checklist and the listening and speaking tests determined that the improvement was of 46%.

The following graph represents the improvement of students' legibility and proficiency in the oral production of the English sounds /s/, /z/, and /ɪz/.

Graph 7



Source: Observation Checklist (Appendix L) administered during the intervention process

5.8. Speaking and listening Results

In this part of the work, the researchers stated the different results obtained in the baseline, the preliminary results and the final results, and they established a comparison in the following part to measure students' improvement.

5.8.1. Baseline

To have a clear idea about the results reached by implementing the Audiolingual Method, the researchers carried out the following analysis and graphs. All the data used to state this part of the research project was gathered by using three listening tests (Appendixes E, G and I), three speaking tests (Appendixes F, H and J) and a rubric (Appendix K) to grade the performance of the students in the speaking tests.

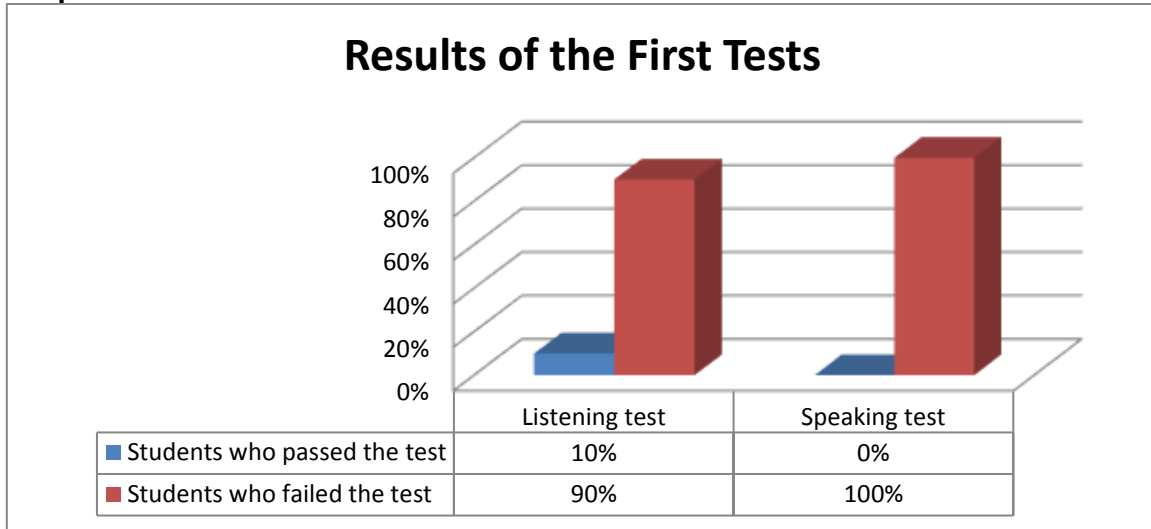
The results of the listening and speaking tests (Appendix E and F) administered to eighth-graders demonstrated a deficiency in students' recognition and production of the sounds /s/, /z/ and /tʒ/ which are valuable perks that help foreign speakers to produce certain phonetic patterns of English words. According to McCaul (2016), learning a foreign language means that the learner encounters such language hard to produce in an oral form since it is difficult to shape their articulatory organs to utter the sounds needed to master the oral production of the language. Accordingly, these difficulties, faced by students, arose because the target language was just studied for three hours per week, and this time was not enough to assimilate all the pronunciation constructions and grammar structures implied in the language.

In the listening test, just two students which represented the 10% of the population were capable of succeeding in the test. Therefore, as it is shown in the

graph below, nineteen students, who represented 90% of the population, failed the listening test with an average grade of 4.07, revealing a doubtless urgency of reinforcement in the listening area. Through observing and gathering information, the research team concluded that these percentages are the results of students' affective factor because the students always felt insecure, bored and demotivated during the observed classes and also in the first classes of the intervention process. This factor obviously endangered students' learning process; Yule (1990) argues that the affective factor can create an acquisition barrier. Thus, if the students felt stressed, uncomfortable, self-conscious or demotivated, they are more unlikely to learn.

On the other hand, when having the results of the speaking test, the investigators realized that 100% of the students with an average grade of 2.04 could not succeed in the first test. These outcomes evidently substantiated the demand of Audiolingual Techniques, speaking activities, dialogues, grammar drills, and more activities with the purpose of enhancing and polishing students' pronunciation and the ability to respond quickly and accurately. Since all the eighth-grade population failed the speaking test, proving an insufficient understanding and a scarce awareness of these sounds, the students were intervened and assisted to enhance their knowledge, lexicon, listening and primarily their speaking competence by employing The Audiolingual Method. This method intends to develop the listening and speaking skill which are based on repetition so that the usage of this method was worthy to enhance eighth-graders' oral production of the English suffixes "-s" and "-es".

Graph 8



Source: Listening and Speaking Test and a Rubric to grade the speaking test (Appendix E, F, and K) administered during the intervention process

5.8.2. Preliminary Results

After six weeks of intervention, the research team evaluated students to check if the implementation of the Audiolingual Method had increased their oral production of the English suffixes “-s” and “-es” and their corresponding sounds /s/, /z/ or /ɪz/. To gather worthwhile results, the researchers made use of a listening test (Appendix G) and a speaking test (Appendix H) that followed the same evaluation rubric (Appendix K) that they used in the diagnostic test.

In the listening test, students had to pay attention to the words carefully to select and to place the words in the correct column. The test had twenty words including the 3rd person singular of the simple present tense, plural nouns and the different sounds /s/, /z/ or /ɪz/. The purpose of this test was to measure students’ accuracy in their perception of the sounds. The results showed that fourteen students out of twenty-one failed the test; this meant that the 66% of students could not get enough answers to pass it. Students demonstrated difficulties in the identification of the words that ended with the sounds /z/ or /ɪz/. With these

preliminary results, the researchers could identify which techniques and activities were helping students improve their listening abilities, and which were not suitable for them.

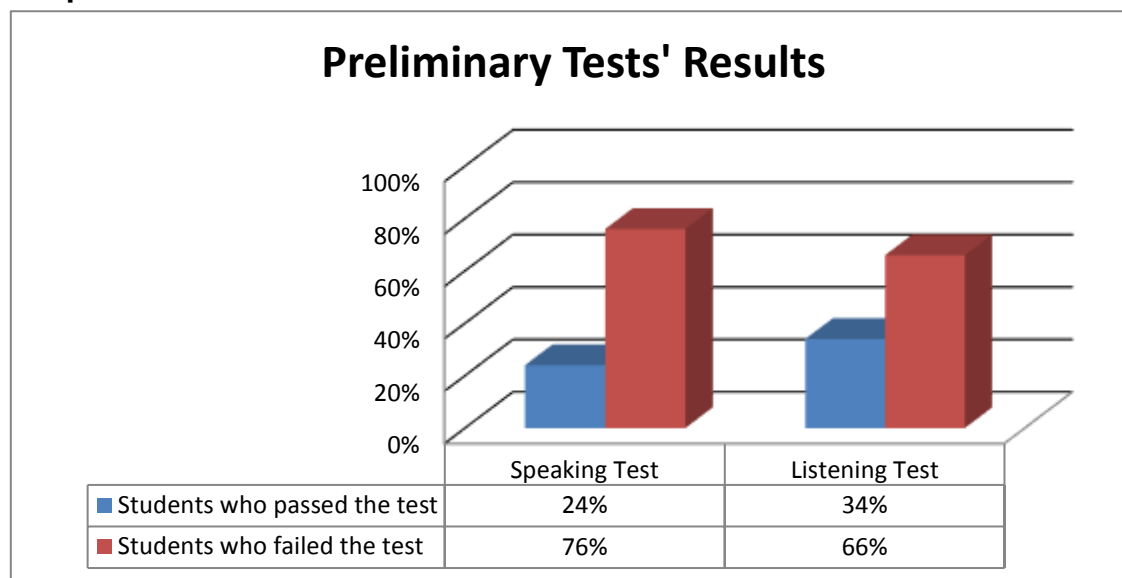
On the other hand, seven students out of twenty-one passed the test. This portrayed that just the 34% of the students was able to barely give correct answers to succeed in the listening test. These results were improved in comparison to the data gathered on the diagnostic test in which 10% of the students passed the test. This showed that the implementation of the Audiolingual Method was suitable to enhance students' oral production of the English suffixes "-s" and "-es".

In the speaking test, students had to read ten different sentences aloud. In these sentences, the researchers added structures such as the third person singular of the simple present tense, plural nouns and the possessive case. The research team used a rubric (Appendix K) to evaluate students' performance during the evaluation. The results obtained during the production of these sentences were utilized to identify the main difficulties students had while producing the sounds /s/, /z/ or /ɪz/. Five students that represented the 24% passed the test. Conversely, 16 students who were the 76% of the total population failed the test and could not produce the sounds correctly. When eighth-graders produced the ten different sentences, the researchers realized that most of them felt embarrassed and afraid, and these negative feelings made students commit mistakes. This phenomenon affected their cognitive abilities.

Regarding the first data obtained with the diagnostic test and the ones gathered in the preliminary phase, there was a clear improvement in students'

development of the oral production of the English suffixes “-s” and “-es”. The students’ average grades, from a score from 1 to 10, were 4.94 on the listening test and 4.39 in the speaking test inasmuch just the third part of all the students passed the test. Concerning these results, the researchers deduced that students needed English elemental bases to better their English speaking skill. Pavlov (1926) noted that human or any creature gave response due to stimuli, so it was possible to relate his theory with the implementation of the Audiolingual Method in this intervention process since students were exposed to a series of repetitive tasks contained in this method. Besides, students were able to produce the expected response when they obtained the necessary stimulus. In other words, students performed a variety of activities related to the production of the sounds /s/, /z/ and /z/, and they received the proper stimulus; they easily conditioned their response in the production of the aforesaid sounds as it is shown in graph 9.

Graph 9



Source: Listening and Speaking Test and a Rubric to grade the speaking test (Appendix G, H, and K) administered during the intervention process

5.8.3. Final Tests’ Results

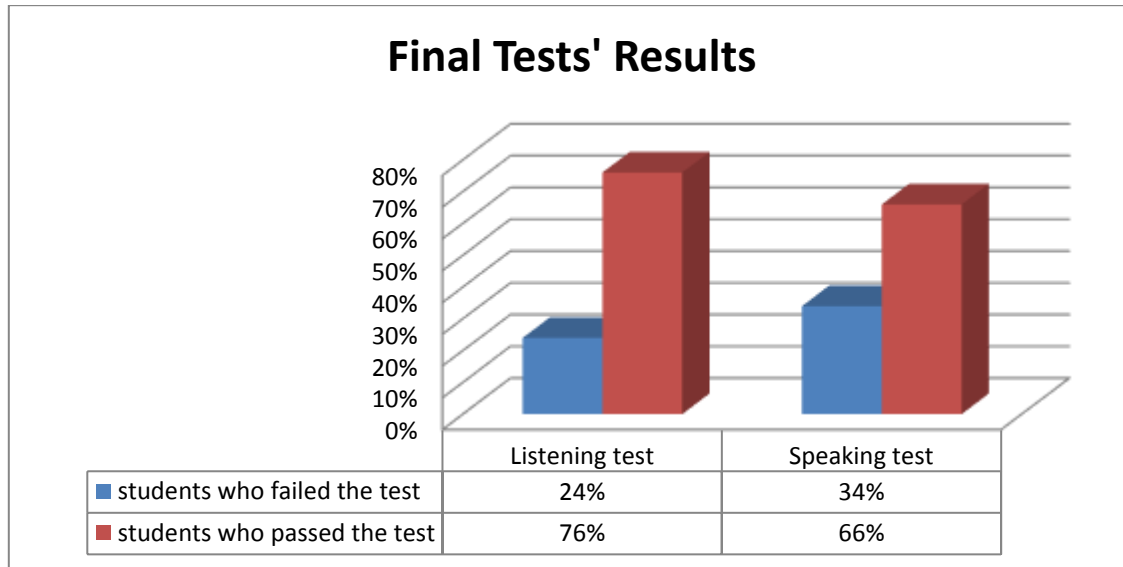
At the end of the intervention process, the researchers used two different tests: listening and speaking (Appendixes I and J). The results of these tests were completely different from the ones obtained at the very beginning; this time, the 76% of students were able to succeed in the listening test. The listening test structure was mainly the same as the others used for the diagnostic and the preliminary results. It consisted of 20 words that included the /s/, /z/ or /ɪz/. Students were supposed to match the words with the corresponding sound according to what they heard. It was perceptible that the implementation of the Audiolingual Method was effective to foster students' oral production. Brown (2001) explained this in this way, "The Audiolingual activities are not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize". After the researchers developed dialogues in classes, these dialogues proved to be suitable for teaching students about different structure patterns and for showing the usage of these patterns in real communication tasks. The results revealed that students went through a worthy process which developed their perception of the sounds involved in the English suffixes "-s" and "-es".

On the other hand, there was a need for measuring the development of eighth-graders oral production of the English suffixes "-s" and "-es". In graph 11, it was shown that students had not well-developed their listening and speaking skill since the activities mainly employed by the teacher during the observation process were related to reading or writing. It was important to assist students to foster the four-macro skills but specifically their speaking skill. Bailey (2005) and Goh (2007) explained how to enhance the speaking skill through the implementation of different teaching principles, well-planned activities and many oral tasks, so the

implementation of the Audiolingual Method was effectual to accomplish these objectives. Students showed that they really had a deficiency in the oral production of the /s/, /z/ and /ɪz/; none of them passed the speaking test. The use of repetition drills helped to foster students' production of the different sounds and the restatement, replacement and inflection drills aided students to understand how to produce the sounds properly in different situations. As it was shown in graph 13, the intervention process reached a significant improvement contrasting the first results.

To measure the final results of the implementation of the Audiolingual Method to enhance the speaking skill, the research team evaluated students perception and production of the English suffixes “-s” and “-es” by using a listening and a speaking test. The results of these tests proved the effectiveness of the Audiolingual Method. The research team provided students with the correct utterances of the sounds, and students were able to reach an accurate oral production of the previously mentioned sounds. In this case, 66% of students passed the speaking test with an average grade of 6.60 while 76% succeeded in the listening test with an average grade of 6.64. The implementation of the Audiolingual Method guided the intervention process to increase the percentage of students who passed the test. Subsequently, the students reached a higher proficiency in the oral production of the abovementioned English suffixes and the perception of the /s/, /z/ and /ɪz/ sounds. The gathered results showed that the Audiolingual Method was accurate to enhance eighth-graders' listening and speaking skills, specifically the oral production of the English suffixes “-s” and “-es”. The following graph represents the improvement obtained by students through the implementation of the Audiolingual techniques and drills at the end of the intervention process.

Graph 13



Source: Listening and Speaking Test and a Rubric to grade the speaking test (Appendix G, H, and K) administered during the intervention process

Hypothesis

Hence, after comparing and contrasting the results gathered from the baseline and the intervention process, the research team corroborated that the usage of the Audiolingual Method did enhance eighth-graders oral production of the English suffixes “-s” and “-es” in a 66% as shown in graph 13. Thus, the results of this research project showed that the hypothesis “If eighth-graders of section “A” at Centro Escolar Guadalupe Retana Herrera are exposed to the implementation of the Audiolingual Method, they will enhance the oral production of the English suffixes “-s” and “-es” in the period I and II during 2017” was substantially proved. Furthermore, the Audiolingual techniques and drills increased students’ participation in oral activities. Also, they contributed to the students’ English speaking skill development, the reinforcement of vocabulary acquisition and the improvement of the proper use of the language in different situations. It is crucial to mention that although there was

a clear advance in students' oral production of the English suffixes "-s" and "-es", as it was observed in graph 13, the aforesaid amelioration was not as high as the investigators wished. The results were not reached a hundred percent due to three main factors: a) students' poor vocabulary, b) students' low commitment with their learning and c) the insufficient time to develop the interventions. The researchers fulfilled the majority of students' needs; nevertheless, the improvement of students' oral production of the aforesaid mentioned English suffixes and the language in general always requires a lot of time, practice and effort.

Research Questions

By means of observing students' progress and collecting data, the research team had the sufficient results to answer confidently the research questions: How can the implementation of the Audiolingual Method enhance eighth-graders of section "A" oral production of the English suffixes "-s" and "-es" at the Centro Escolar Guadalupe Retana Herrera in the period I and II during the year 2017? To what extent the Audiolingual Method may foster eighth-graders oral production of the English suffixes "-s" and "-es" in the period I and II during the year 2017? Which are the most suitable Audiolingual techniques to enrich students' oral production of the English suffixes "-s" and "-es" in the period I and II during the year 2017?

Initially, the investigators found out that through developing Audiolingual techniques and through involving students in dialogues, listening and speaking activities, grammar drills or any type of drill activities, the eighth-graders

unquestionably demonstrated an evident improvement in their oral production because certainly, most of the classes implemented by the research team were absolutely aimed to develop students' listening and speaking skills; in words of Skinner (1998), the Audiolingual Method intends to develop the listening and speaking skill which are based on repetition. Likewise, this old-fashioned but still effective method fostered eighth-graders oral proficiency. After analyzing all the data gathered, the investigators figured out that the most adequate and suitable Audiolingual techniques to enrich students' oral production were reading dialogues aloud, repeating structures sentences, and practicing any type of drill activities or games which involved repetition of the correct utterances of the /s/, /z/ and /ɪz/ sounds. The team noticed that these techniques were truly targeted to polish students' oral proficiency, to acquire accurate pronunciation, to internalize grammar patterns and the ability to respond quickly and accurately in speech situations.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After the research study “The Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of Section “A” at Centro Escolar Guadalupe Retana Herrera in the Period I and II during the Year 2017” was carried out, the research team gathered significant data to build up conclusions and recommendations based on the research findings.

6.1. Conclusions

✓ Regarding the findings gathered from the instruments used to accomplish this action research project, the researchers determined that the majority of Audiolingual techniques —Inflection, Repetition, Restatement and Replacement, among others— practiced during the intervention process helped eighth-graders to enhance the oral production of the English suffixes “-s” and “-es”. Even though the Audiolingual Method is considered old-fashioned, the implementation of this method is still effective to develop the students’ oral production according to the results obtained in this research work. Notwithstanding, during the first week of the intervention, there

were some drills such as the dialogue-memorization and change drill that caused students little difficulties when putting into practice the ability to memorize dialogues and sentences and to pronounce the different sounds included in the aforesaid suffixes. However, in the last week, the eighth-graders got accustomed to the development of these Audiolingual techniques, and they felt more confident when participating in all the activities applied in classes.

✓ After collecting and analyzing the data obtained from the eighth-graders at Centro Escolar Guadalupe Retana Herrera, the research team concluded that the repetition drills ameliorate students' oral production of the /s/, /z/ and /ɪz/ sounds since the activities were aimed to present the correct utterance of the previously mentioned sounds. The Repetition technique was the most successful of all the ones that the investigators developed in classes; while using this technique, the research team observed that the eighth-graders felt more involved and pleasant when performing the activities. Another important reason why the Repetition technique was the most suitable was the fact that students had more opportunities to participate in classes and to practice the correct pronunciation of the sounds involved in the English suffixes "-s" and "-es".

✓ Concerning the results in graph 11, 12 and 13, students showed an important advancement in the development of their oral production through the implementation of the Audiolingual techniques and drills applied in classes during the whole intervention process. In graph 13 specifically, the researchers portrayed the outstanding increase of students' perception of the sounds in a 76% and an improvement of their oral production of the sounds /s/, /z/ and /ɪz/ in a 66%.

6.2. Recommendations

At the end of the research project, the investigators stated the following list of recommendations to students, teachers and future researchers to reinforce different aspects of the learning-teaching process and the development of future research projects.

TO STUDENTS

- ✓ The research team firmly recommends eighth-graders of section “A” at Centro Escolar Guadalupe Retana Herrera participate more in the development of the different activities to enhance the proper use of the language.
- ✓ The researchers strongly advise students to involve themselves in the development of speaking activities even if they feel unconfident when participating.
- ✓ The research team suggests that eighth-graders take advantages of the time they have to practice English inside the classroom even though the time is not enough to fulfill all their needs.
- ✓ The investigators encourage students to focus during the class time in order to grasp all the information needed to develop their language usage.
- ✓ The researchers propose students to practice English outside the classroom in extracurricular activities.

TO TEACHERS

- ✓ The researchers advise teachers not only to focus on in just one macro skill but in the four macro skills.
- ✓ The investigators suggest that teachers enthusiastically encourage students to participate in classes by implementing appealing methods and techniques in the lessons, and that they make an effort to develop different strategies aimed principally to improve each of the four macro skills.
- ✓ The research team recommends teachers carefully monitor the students' needs and the learning progress because the affective factors are crucial in the development of a foreign language.
- ✓ The researchers advice teachers to provide students with wrap-up or feedback activities.

TO FUTURE INVESTIGATORS

- ✓ The research team proposes future investigators to examine cautiously the research questions and each statement of the instruments and techniques applied during the whole process so that the objectives of the investigation can be fulfilled.
- ✓ The investigators suggest that future researchers implement and develop different methods and techniques to engage students in the learning process so they improve their four macro skills.
- ✓ The researchers recommend future investigators be creative, innovative, and imaginative when implementing any type of method or technique so that students feel attracted, eager to participate, and engaged in the activities.

- ✓ The investigators advise future researchers to be meticulous when gathering, collecting, and discarding, information to be included in the State of Art so that only reliable sources can be incorporated.
- ✓ Finally, the researchers instill future investigators to work authentically, to enjoy teaching, to be imaginative and to transmit a positive attitude to the young learners.

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APPENDIXES

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**APPENDIX A
DIAGNOSTIC OBSERVATION CHECKLIST
EIGHTH GRADE STUDENT SECTION "A"**

Objective: To gather information of eighth graders section "A" about their oral production of the English suffixes "-s" and "-es" at Centro Escolar Guadalupe Retana Herrera in the periods I and II, during the year 2017

STATEMENTS		SCALE				
		NEVER (1-2)	RARELY (3-4)	SOMETIMES (5-6)	MOST OF THE TIME (7-8)	ALWAYS (9-10)
1	Students are able to develop actively all the listening and speaking activities.					
2	Students are able to model the appropriate use of language when asked to do so.					
3	Students show dislike when the teacher asks them to speak in class.					
4	Students are eager to participate in the speaking activities during the class.					
5	Students can follow simple instructions.					
6	Students produce easily the different sounds of the English suffixes "-s" and "-es".					
7	The teacher encourages students to use the English suffixes "-s" and "-es".					
8	The teacher uses a variety of listening and speaking activities to instruct the English suffixes "-s" and "-es".					
9	Students speak English at least 60% of the class.					
10	Students recognize the different sounds of the English suffixes "-s" and "-es".					

Comments: _____

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**APPENDIX B
DIAGNOSTIC OBSERVATION CHECKLIST
EIGHTH GRADE STUDENT SECTION "A"**

Objective: To gather information about the methodology used by the teacher in classes at Centro Escolar Guadalupe Retana Herrera in the periods I and II, during the year 2017

Lesson / Activities	Observed	Non-observed
Instructions and explanations		
Students' participation in learning		
Partner work		
Independent work		
Speaking activities		
Listening activities		
Listening drills		
Materials used		
The teacher uses:		
resources (CD-player, television, or LCP to explain a topic or do an activity)		
flash cards, or charts		
dynamics to explain a topic		
worksheets or books		

Comments: _____

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**APPENDIX C
DIAGNOSTIC SEMI-STRUCTURED INTERVIEW ADDRESSED
TO THE ENGLISH TEACHER**

RESEARCHERS: Venancia Ardón, Fernando Linares, Rafael Magaña

Objective: To gather information of eighth graders section "A" about their oral production of the English suffixes "-s" and "-es" at Centro Escolar Guadalupe Retana Herrera in the periods I and II during the year 2017

Questions:

1. Do you think your students have difficulties when speaking English?
2. Which are the most common difficulties students face?
3. Is pronunciation one of those problems?
Yes/ No, Why?
4. Which are the main pronunciation problems students present?
5. Do you ask your students to speak English all the time in the classroom?
6. Do you always speak English in the classroom?
7. Do you consider that speaking Spanish in class affects your students' English pronunciation acquisition?
8. Do you consider the speaking skill essential?
9. What do you know about the Audiolingual Method and its techniques?
10. How would the Audiolingual Method help ESL students to reinforce their oral production?
11. Do you think that it would be meaningful for teachers and students to make use of the Audiolingual Method to improve the speaking skills?

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APPENDIX D
DIAGNOSTIC QUESTIONNAIRE

EIGHTH GRADE STUDENT SECTION "A"

Objective: To gather information of eighth graders section "A" about their oral production of the English suffixes "-s" and "-es" at Centro Escolar Guadalupe Retana Herrera in the periods I and II during the year 2017

Directions: answer the following questions according to your perspective.

DATE _____ TIME _____

1. Do you consider you have problems to produce the English language orally?

Yes _____ No _____

Why?

2. Do you feel confident to give opinions in class?

Yes _____ No _____

Why?

3. Do you participate even if the teacher does not ask you to?

Yes _____ No _____

Why?

4. Do you consider that you face problems when learning a second language after being accustomed to attending just Spanish classes?

Yes _____ No _____

Why?

5. How proficient are you when producing the English language sounds of the suffixes "-s" and "-es"?

Excellent_____ Good_____ Bad_____ Really bad_____

6. Do you know the different pronunciation of the suffixes "-s" and "-es" of verbs in 3rd person singular of the simple present tense, plural nouns or possessive case?

Yes _____ No _____
Why?

7. Do you practice the pronunciation of the suffixes "-s" and "-es" in the activities developed in class?

Yes _____ No _____
Why?

8. If your answer is yes, how often do you develop these activities?

Always_____ Most of the time____ Sometimes____ Rarely_____

9. Is the time allotted to teach you English enough for you to learn the pronunciation of the suffixes "-s" and "-es"?

Yes_____ No _____
Why?

10. Do you recognize the verbs in 3rd person singular of the simple present tense?

Yes_____ No _____
Why?

11. Do you feel it easy to produce the different sounds of the suffixes "-s" and "-es"?

Yes____ No____

Why?

12. How often do you practice the different pronunciations of the suffixes "-s" and "-es"?

Always____ Most of the time____ sometimes____ Never____ Rarely____

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APPENDIX E
DIAGNOSTIC LISTENING TEST
EIGHTH-GRADERS SECTION "A"

Objective: To gather information of eighth-graders of section "A" development of their oral production related to the English suffixes "-s" and "-es" in an isolated way

Directions: Listen and check the following words in the correct column according to the sound.

	WORD	/s/	/z/	/tʒ/
1.	buses			
2.	goes			
3.	buses			
4.	reads			
5.	writes			
6.	boxes			
7.	walks			
8.	computers			
9.	houses			
10.	cleans			
11.	backpacks			
12.	kisses			
13.	plays			
14.	churches			
15.	tomatoes			
16.	notebooks			
17.	schools			
18.	runs			
19.	dances			
20.	washes			

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APPENDIX F
DIAGNOSTIC SPEAKING TEST
EIGHTH-GRADERS SECTION "A"

Objective: To gather information of eighth-graders of section "A" about their oral production of the English suffixes "-s" and "-es" in context

Directions: Read the following sentences.

1. My brother usually watches TV in the evenings.
2. Mrs. Smith goes to work every morning.
3. Susan speaks Spanish at school.
4. I sell umbrellas when it is winter.
5. John lives in a small apartment in the hoods.
6. It takes an hour for me to go to work every morning.
7. My friends collect old carts in the free time.
8. My sister's cat sleeps all day near the window.
9. Stuart and Michael's boss thinks too much about his job. He should relax more.
10. Mr. Johnson sometimes plays golf in the afternoons.

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APPENDIX G

DIAGNOSTIC LISTENING TEST FOR PRELIMINARY RESULTS

EIGHTH GRADE STUDENTS SECTION "A"

Objective: To measure eighth-graders' development of their perception of sounds involved in the English suffixes "-s" and "-es" by implementing the Audiolingual Method and its techniques

Directions: Listen and check the following words in the correct suffix.

	WORD	/s/	/z/	/ɪz/
1	Cats			
2	peaches			
3	loves			
4	briefs			
5	weeks			
6	dogs			
7	watches			
8	dreams			
9	gases			
10	misses			
11	calls			
12	looks			
13	foxes			
14	causes			
15	crosses			
16	books			
17	rains			
18	addresses			
19	laughs			
20	catches			



APPENDIX H

DIAGNOSTIC SPEAKING TEST FOR PRELIMINARY RESULTS

EIGHTH GRADE STUDENTS SECTION "A"

Objective: To gather information of eight-graders development of the oral production of the English suffixes “-s” and “-es” by implementing the Audiolingual Methods and its techniques

Direction: read the following statements as clear as possible

1. She goes to the gym with her friends.
2. My parents enjoy going to my aunt's house.
3. She cleans her father's office every weekend.
4. Emma watches the soap opera at nights.
5. The enemies invade the king's castle.
6. Jake's father works in the NASA.
7. My Sister uses my brother's computer to watch anime.
8. He prefers cars instead of motorcycles.
9. My neighbor's daughter plays the saxophone in a classic band.
10. My father likes to collect stamps.

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APPENDIX I

FINAL LISTENING TEST

EIGHTH-GRADERS SECTION "A"

Objective: To gather information of eighth-graders of section "A" development of their oral production related to the English suffixes "-s" and "-es" in an isolated way

Directions: Listen and check the following words in the correct column according to the sound.

	WORD	/s/	/z/	/ɪz/
1	desks			
2	feels			
3	cleans			
4	matches			
5	pencils			
6	keyboards			
7	pages			
8	dolls			
9	walks			
10	runs			
11	backpacks			
12	kisses			
13	plays			
14	churches			
15	walks			
16	computers			
17	houses			
18	cleans			
19	dances			
20	washes			

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APPENDIX J
DIAGNOSTIC SPEAKING TEST
EIGHTH-GRADERS SECTION "A"

Objective: To gather information of eighth-graders of section "A" about their oral production of the English suffixes "-s" and "-es" in context

Directions: Read the following sentences.

1. My mother likes to go shopping every weekend.
2. Kathy's dog is really big.
3. He runs in the marathons every year.
4. My brother thinks that John's car is too expensive.
5. The neighborhood seems to be abandoned at nights.
6. Jenny's vacation starts on June 23rd.
7. Water freezes at zero degrees.
8. He goes to classes every morning.
9. Maggi's sister enjoys playing the piano.
10. Jim builds houses for a living.

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**APPENDIX K
RUBRIC FOR SPEAKING TEST
EIGHTH-GRADERS OF SECTION "A"**

Objective: To gather information of eight-graders of section "A" development of their oral production related to the suffixes "-s" and "-es"

Student's name:											
AREA		SCALE									
		1	2	3	4	5	6	7	8	9	10
1	Speech is clear all the time.										
2	Can generally produce the sounds of the possessive case in the text.										
3	Can generally produce the sounds of plural form of nouns in the text.										
4	Can generally produce the sounds of third person singular of the simple present tense.										
5	Can identify and produce all the words in the text.										
6	Can produce all the sounds with fluency.										
7	Can use the appropriate intonation of the sentence to convey meaning.										
8	Can use the appropriate volume and voice changes to make speech understandable.										
TOTAL											
GRADE											

LANGUAGE DEPARMENT



APPENDIX L
CHECKLIST TO EVALUATE AUDIOLINGUAL TECHNIQUES

Objective: To evaluate the effectiveness of the implementation of the Audiolingual Techniques

AIMS		Poor	Need Improvement	Adequate	Good	Excellent
		(0-1)	(3-4)	(5-6)	(7-8)	(9-10)
1	The ALTs correspond to the needs of Ss.					
2	Students produce the sound /s/, /z/ and /ɪz/ accurately.					
3	Students recognize the inflection of the sounds /s/, /z/ and /ɪz/ in the 3 rd person singular of the Simple Present Tense verbs, plural nouns and the possessive case.					
4	The use of assortment ALTs is suitable to enrich students' oral production.					
5	Students develop the oral production of the English sounds /s/, /z/ and /ɪz/ through repetition, restatement, replacement, and inflection drills.					
6	Students use the language properly.					
7	Students demonstrate a clear legibility of the production of the aforesaid sounds in real communication tasks					
8	Students speak fluently when producing the different sounds /s/, /z/ and /ɪz/.					
9	Students distinguish the environments in which the inflection of the different sounds appears.					
10	Students identify the different sounds involved in the English suffixes "-s" and "-es" in listening activities.					
TOTAL						

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**APPENDIX M
EXPERT VALIDATION SHEET**

Validator`s Name _____ Validation Date: _____

Objective: To validate the tools to be used in the research named The Implementation of the Audiolingual Method to enhance the Oral Production of the English Suffixes “-s” and “-es” of Eighth-graders of section “A” at Centro Escolar Guadalupe Retana Herrera in the periods I and II during the year 2017

Directions: please indicate the rating of the items found by checking the line of each corresponding items. The questionnaire´s rating will be based on the following scale:

5- Excellent 4- Very Good 3- Good 2- Needs Improvement 1- Poor

	SCALE				
ASPECTS TO VALIDATE	5	4	3	2	1
1. Clarity and Directions of Items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.					
2. Presentation and Organization of Items The items are presented and organized in logical manner.					
3. Suitability of Items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.					
4. Adequateness of the Content The number of the questions per area is a representative enough of all the questions needed for the research.					
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.					

Remarks:

Signature: _____

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APPENDIX N
ENGLISH SYLLABUS

(SOURCE: English syllabus provided by MINED of El Salvador.)



ENGLISH
SYLLABUS

Third Cycle of
Basic Education

Eighth Grade

ENGLISH

Eighth grade general objectives.

By the end of eighth grade, students will be able to:

- Identify vocabulary related to school facilities, personnel, courses, equipment, and activities by listening to texts and peers in order to recognize characteristics of the school environment and develop an attitude of respect and commitment toward it.
- Understand and produce language related to housing, furniture, physical appearance and personality, by interacting with peers, in order to exchange personal information and opinions with respect and courtesy.
- Recognize and produce language related to goods, by interacting with peers, in order to exchange opinions and ideas about their economic and social context.
- Interpret and generate language related to future plans, invitations, requests, expressions of agreement and disagreement by writing texts and listening to oral input in order to exchange ideas in social, cultural or academic situations.
- Recognize and produce language related to healthy life habits by describing activities and giving suggestions in order to exchange opinions about the importance of healthy habits.



Objectives

- ✓ Recognize oral and written language related to house, furniture, physical appearance and personality types by listening to audio material and reading texts in order to describe their own houses and family members.
- ✓ Produce oral and written language by describing house spaces and furniture, physical appearance, and personality of family members, in order to communicate the ideas of home and family.
- ✓ Encourage a sensitive behavior by using respectful language in order to improve relationships among family members.

UNIT 3

MY HOME

Approximate time: 24 hours

CONTENTS		ACHIEVEMENT INDICATORS	
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ House and furniture ■ Physical appearance of relatives ■ Personality of relatives ■ Meaning of home <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Adjectives for describing appearance and personality - My mom is short and slim. - Your sister is pretty. ■ Be + adjective - I'm outgoing. - Paul is quiet. 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying vocabulary related to places, furniture, physical appearance, personality and values in the family. ■ Picking out key words about places and furniture in the house, physical appearance, personality and values in the family. ■ Recognizing people through physical and personality descriptions. <p>Speaking</p> <ul style="list-style-type: none"> ■ Listing the different areas and furniture in the house. ■ Asking and telling about people's appearance. ■ Asking about people's personality 	<ul style="list-style-type: none"> ■ Reinforcing the values of tolerance, respect, and support in the family. ■ Showing respect toward the differences in physical appearance and personality among peers. ■ Cooperating to keep a clean and healthy environment at home. ■ Being conscious about the importance of having good relationships at home. ■ Creating expectation for further learning improvement. ■ Practicing cooperation when working in teams. 	<ul style="list-style-type: none"> 3.1 Identifies places and furniture in the house, physical features and personality types in audio sources. 3.2 Answers oral questions related to physical appearance and personality of relatives with accuracy. 3.3 Successfully recognizes people from oral physical and personality descriptions. 3.4 Lists the different spaces and furniture in the house. 3.5 Classifies and locates the furniture in the different rooms. 3.6 Describes the physical appearance as well as personality of the family members with complete and correct sentences. 3.7 Asks and answers questions about family members' appearance and personality. 3.8 Confidently gives short speeches about favorite chores at home.

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<ul style="list-style-type: none"> ■ Simple present wh- questions - What does your brother look like? - Where do you do your homework? ■ Review of prepositions of place: <i>in, at, on</i> - I do my homework in my bedroom. - The family room is on the second floor. <p>Vocabulary:</p> <ul style="list-style-type: none"> ■ Places in the house: living room, kitchen, dining room, bedroom, bathroom, garden, yard, garage, stairs, first floor, second floor, home safety, protection, comfort, support, etc. ■ Furniture: sofa, armchairs, coffee table, lamp, mirror, telephone, television set, clock, refrigerator, stove, microwave oven, sink, table, chairs, china cabinet, curtains, bed, closet, wardrobe, fan, bookcase. ■ Physical appearance: tall, short, thin, heavy, slim, good-looking, pretty, handsome, beautiful, ugly, young, middle-aged, blond/gray/ brown/ black hair, curly/wavy/straight hair, blue/green/ brown eyes, brunette, clear, dark skin. ■ Personality: outgoing, shy, easygoing, talkative, stubborn, quiet, friendly, serious. <p>Useful expressions:</p> <ul style="list-style-type: none"> ■ This is my family. Who is she? Which one is your sister? That's/ She's my sister, mother. That's/ He's my father, brother. Where's your mother? My mother is in the garden. What does home mean? 	<ul style="list-style-type: none"> ■ Describing people's personality. ■ Describe people's physical appearance. ■ Expressing the meaning of home. ■ Talking about favorite chores at home. <p>Reading</p> <ul style="list-style-type: none"> ■ Recognizing vocabulary related to places in the house. ■ Identifying main ideas in texts about home and family. ■ Scanning for specific language related to physical appearance and personality <p>Writing</p> <ul style="list-style-type: none"> ■ Illustrating and labeling the spaces at home. ■ Writing descriptions of people. ■ Investigating and copying the meaning of words related to values in the family. ■ Writing synonyms and antonyms for vocabulary related to home and family. ■ Describing the uses of furniture and appliances. 		<ul style="list-style-type: none"> 3.9 Identifies vocabulary for spaces in the house and furniture in written material. 3.10 Properly identifies main ideas about family topics in texts. 3.11 Successfully scans a text for specific information on people's features and personality. 3.12 Draws and labels the different spaces at home with creativity. 3.13 Describes the family members with the correct vocabulary and grammatical structures. 3.14 Writes synonyms and antonyms for vocabulary related to home and family with accuracy. 3.15 Writes a 75-word description about the use of the most important pieces of furniture at home.

Objectives

- ✓ Recognize oral and written language related to clothes, personal care items, home appliances, groceries, and prices by reading and listening to classmates, teacher and taped audio material in order to exchange daily use information.
- ✓ Produce spoken and written language related to clothes, personal care items, home appliances, groceries, and prices in order to fulfill basic communication needs.
- ✓ Value the importance of learning a foreign language as a tool to communicate ideas in the economic and social context.

UNIT 4

LET'S GO SHOPPING

Approximate time: 27 hours

CONTENTS			ACHIEVEMENT INDICATORS
CONCEPTS	PROCEDURES	ATTITUDES	
<p>Contents:</p> <ul style="list-style-type: none"> ■ Clothing and personal care items ■ Home appliances ■ Review of colors ■ Prices up to \$1000.00 ■ Groceries and produce <p>Grammar in context:</p> <ul style="list-style-type: none"> ■ Present continuous - What is she wearing? - I'm wearing a red blouse and blue jeans. 	<p>Listening</p> <ul style="list-style-type: none"> ■ Identifying vocabulary related to clothing, personal care items, home appliances, groceries and produce in different sources. ■ Picking out key words on colors, clothing, personal care items, home appliances and groceries from different sources. ■ Recognizing prices of clothing and personal care items, home appliances and groceries. ■ Discriminating the sound / θ / in numbers. 	<ul style="list-style-type: none"> ■ Stress the importance of dressing appropriately at school and out of school. ■ Interacting with respect when asking and answering about prices. ■ Promoting the development of local commerce and industry. ■ Becoming aware of the relation quality-price when choosing items. ■ Showing interest in purchasing healthy and environment-friendly foods and items. 	<ul style="list-style-type: none"> 4.1 Successfully recognizes vocabulary and key words related to clothing, personal care items, home appliances and groceries from recorded material. 4.2 Recognizes prices up to \$1000.00 from peers and teacher's oral input and recorded material. 4.3 Clearly discriminates and reproduces the phoneme /θ/ in numbers three, thirteen, thirty and thousand. 4.4 Describes what his/her partners are wearing with correct word order. 4.5 Correctly asks and answers questions about colors of items. 4.6 Asks for and gives prices up to one thousand with correct pronunciation and grammatical accuracy.



APPENDIX O LESSON PLAN

LESSON 3: UNIT 3 (MINED)

By Jacqueline Ardón, Fernando Linares, and Rafael Magaña

TARGET CONTENT: The sounds /s/, /z/ and /ɪz/ involved in the English suffixes “-s” and “-es”

TARGET STRUCTURE: Third person singular of the Simple Present Tense, Plural nouns, Possessive case

General Objective: At the end of the lesson SWBAT command the use of the Third person singular of the simple Present Tense, plural nouns, and possessive case to talk about the object of the classroom, school, house, colors parts of the body by developing their four macro skills specially speaking.

Specific Objectives:

By engaging in different communicative tasks, SWBAT:

- express their opinions about object of the classroom, school, house, colors parts of the body
- develop more acute listening comprehension skills for them to identify unknown words, and distinguish them

Materials: whiteboard, markers, photocopies, tape, color paper, scissors, tape recorder

I. Warm-up (10minutes)

- Explain to students that they will:

(1) think of possible numbers

(2) Say the numbers

(3) See if the numbers matches

(4) Say the object aloud

- Using a student or student(s) from your classroom, model the procedure to ensure that students understand it.
- Once students have a firm understanding they have to begin giving pairs.

Task: Students have to give some pairs of numbers, match the objects of the classroom and say the name of the objects if they guess:

- Pencil case
- Backpack
- Sharpener
- Crayon
- Notebook
- Whiteboard
- Eraser
- Pen
- pencil



Presentation

Objects of The classroom (Track 1)

Before Listening (15 Minutes)

- Ask the students to create a list of the objects of the classroom, and then listen and repeat the sounds involved in the word that contained the English suffixes “-s” and “-es”:

During Listening (10 Minutes)

- Have the students to listen the words specifically the ones that contains the English suffixes “-s” and “-es”.
- Check students’ production of the sounds by using the repetition drill.

- | | | |
|---------------|-----------------|----------------|
| 1. Pencil | 9. Scissors | 16. Desk |
| 2. Pen | 10. Notebook | 17. Computer |
| 3. Crayons | 11. Eraser | 18. Blackboard |
| 4. Paper | 12. Glue | 19. Globe |
| 5. Book | 13. Pencil | 20. Chair |
| 6. Ruler | sharpener | 21. classroom |
| 7. Schoolbag | 14. Folder | |
| 8. Calculator | 15. Pencil case | |

Audio taken from: <https://www.youtube.com/watch?v=0B1Z3rThN9I>

Post-Listening (15 Minutes)

- In pairs, students have to create sentences that show possession by using the possessive case.

Ex: Maria's schoolbag is blue.

I. Warm-up (10minutes)

- Explain to students that they will:
 - (1) Make two lines**
 - (2) Listen some sentences**
 - (3) Memorize them**
 - (4) Say the sentences to the other classmate.**
- Using a student or student(s) from your classroom, model the procedure to ensure that students understand it.
- Once students have a firm understanding they have to begin listening, memorizing and saying the sentences one by one.

Task: Students: make two lines, listen some sentences, memorize them, and saying the sentences to the other classmate.

Sentences

- **I have a big closet.**
- **My dogs love being downstairs.**
- **My brother loves the shower.**
- **My grandmother hates the stairs.**
- **My boyfriend's house is big.**

Presentation

Furniture (Track 2)

Before Listening (10 Minutes)

- Ask the students to create a list of the objects of the classroom, and then listen and repeat the sounds involved in the word that contained the English suffixes “-s” and “-es”:

- | | | |
|----------------|----------------|----------------|
| 1. Apartment | 9. Door | 17. Livingroom |
| 2. Bathroom | 10. Downstairs | 18. Mailbox |
| 3. Balcony | 11. Elevator | 19. Shower |
| 4. Bedroom | 12. Front door | 20. Stairs |
| 5. Carport | 13. Garage | 21. Toilet |
| 6. Closet | 14. Hallway | 22. Upstairs |
| 7. Dining room | 15. House | 23. Window |
| 8. Doorbell | 16. Kitchen | 24. Yard |

During Listening (10 Minutes)

- Have the students to listen the words specifically the ones that contains the English suffixes “-s” and “-es”.
- Check students' production of the sounds.

Audio taken from: <https://www.youtube.com/watch?v=gL7E631bVr0>

Post-Listening (10 Minutes)

- The teacher is going to ask students some questions and they are going to answer using the transformation drill.

Ex: What does she have at her house?

She has a closet.

She has shower.

She has stairs

She has a sofa.

Wrap-up (10 Minutes)

Students are going to describe which furniture they have at home.

Ex: In my bedroom, I have a big bed, a soft sofa, a small closet....

Appearance (Track 3 and 4)

Warm-up (7 Minutes)

- Explain to students that they will:
 - (1) ***Take a piece of paper***
 - (2) ***Write something about their appearance***
 - (3) ***Pass the piece of paper***
 - (4) ***Make a ball with the piece of paper***
 - (5) ***Throw the ball of paper***
 - (6) ***Pick one of the balls***
 - (7) ***Share with the class***

- Using a student or student(s) from your classroom, model the procedure to ensure that students understand it.
- Once students have a firm understanding they have to begin listening, memorizing and saying the sentences one by one.

Task: Students: Take a piece of paper, write something about their appearance, pass the piece of paper, make a ball with the piece of paper, throw the ball of paper, pick one of the balls, and share with the class.

Before Listening (10 Minutes)

- Ask the students to describe their relatives.
- Check students' production of the sounds by using the repetition drill.

During Listening

- Have the students to listen the conversations in which one person asks and the other describes their family.

Audios taken from:

<https://www.youtube.com/watch?v=ZZM3bvzosU>

<https://www.youtube.com/watch?v=xhRhZ3RdokY>

Post-Listening (15 Minutes)

- In pairs, students have to create a conversation describing their personality and appearance.

Ex: Rosita is short and skinny.

Wurp-up (8minutes)

Students are going to reinforce the production of the sounds /s/ /z/ /Iz/ in the following words and sentences by using the repetition drill.

Ex:

Short

My Mother is short.

Smart

My Dogs are small.

Skinny

Sarah is a shy girl.

Shy

Students

Sisters

Dogs

Stepfather

Presentation

Appearance (Track 5)

Warm-up (5 Minutes)

- Explain to students that they will:

(1) Form groups of five

(2) Listen to the word

(3) Look for the picture

(2) Move to the picture

- Using a student or student(s) from your classroom, model the procedure to ensure that students understand it.
- Once students have a firm understanding they have to begin listening, memorizing and saying the sentences one by one.

Task: Students: they have to listen to the word that the teacher say; then they have to look in which part of the classroom is the part of the house that the teacher mentioned, finally they have to move to the picture.

PARTS OF THE HOUSE



Listening Activity (10 Minutes)

- Students have to listen the audio; then, they have to check which chores appear in the picture and in the audio.



Audio taken from: <https://www.youtube.com/watch?v=BMqQsMHf3EA&t=21s>

Repetition Activity (10 minutes)

Have the students to listen, and repeat the following sentences.

- I make the beds.
- My mother cleans up kids room and play area.
- My father separates the laundry.
- My older brother washes the laundry.
- My younger sister mops and waxes the floors
- My grandmother dusts and removes cobwebs.
- Everybody cleans their closets
- My mother and father do the grocery shopping

Listening and speaking activity (15 Minutes)

The teacher is going to dictate some verbs in the third person singular of the simple present tense; then the students have to repeating and write sentences using those verbs.

1. Cleans up
2. Mops
3. Washes
4. Makes
5. Sweeps
6. Fixes
7. Dusts
8. Vacuums
9. Wipes down
10. cook

Warm-up (10minutes)

- Explain to students that they will:

(1) Make group of three

(2) See the pictures

(2) Say the name of the place in the picture

- Using a student or student(s) from your classroom, model the procedure to ensure that students understand it.
- Once students have a firm understanding they have to begin giving pairs.

Task: Students have to make groups of three; then they are going to see the pictures that the teacher show them, and say the name of the place of the school that appear in the picture.



APPENDIX P
Plan of Intervention

WEEK 1 – FIRST PERIOD							
PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students memorize the objects of the classroom.	Speaking Activity Game (5 minutes)	Lesson Plan flashcards whiteboard markers dictionaries	Fernando Linares	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Rafael Magaña Jacqueline Ardón	(Class 1) Tuesday, April 18 th , 2017 From 2:15 p.m. to 2:55 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students create a list of classroom objects to identify them and then to listen to the sounds involved in those words and the English Suffixes "-s" and "-es".	Listening and Writing Activity Transformation Drill (15 minutes)						
Students practice their speaking skill by repeating the list of the objects of the classroom.	Speaking Activity Repetition Drill (10 Minutes)						
Students create their own oral output by creating a set of sentences using the objects and presenting them to whole class.	Speaking Activity Transformation Drill (10 Minutes)						

WEEK 1 – FIRST PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students memorize some sentences related to furniture.	Speaking Activity Game (10 minutes)	Lesson Plan whiteboard markers dictionaries	Rafael Magaña	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Jacqueline Ardón Fernando Linares	(Class 2) Thursday, April 20 th , 2017 From 3:10 p.m. to 3:50 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students should create a list of the furniture they have; then, they have to underline it according to what they listen, and identify the English suffixes "-s" and "-es" implied.	Writing and Listening Activity (10 minutes)						
Students practice their speaking skill by repeating and making sentences with the list of the furniture.	Speaking Activity Transformation Drill (10 minutes)						
Students describe orally the furniture they have at home.	Speaking Activity Game (10 minutes)						

WEEK 2 – FIRST PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students describe their appearance.	Writing Activity Game (7 minutes)	Lesson Plan whiteboard markers dictionaries	Jacqueline Ardón	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Fernando Linares Rafael Magaña	(Class 3) Tuesday, April 25 th , 2017 From 2:15 p.m. to 2:55 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students listen to audios and check the words that describe peoples' appearance.	Listening Activity (10 minutes)						
Students make a conversation describing some classmates.	Speaking Activity Dialogs-Memorization (15 minutes)						
Students reinforce the use of the English suffixes "-s" and "-es".	Speaking Activity Repetition Drill (8 minutes)						

WEEK 2 – FIRST PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students practice the parts of the house.	Listening Activity Game (5 Minutes)	Lesson Plan whiteboard markers dictionaries audios CD player notebooks pens	Fernando Linares	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Rafael Magaña Jacqueline Ardón	(Class 4) Thursday, April 27 th , 2017 From 3:10 p.m. to 3:50 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students listen to an audio and check the pictures with the correct sound.	Listening Activity (10 minutes)						
Students repeat some sentences which contain vocabulary related to chores.	Speaking Activity Repetition Drill (10 Minutes)						
Students ask and produce some words with the English suffixes "-s" and "-es".	Speaking Activity Question and Answer drill (15 Minutes)						

WEEK 3 – FIRST PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students identify facilities, personnel, objects and equipment at school.	Speaking Activity Game (10 Minutes)	Lesson Plan flashcards whiteboard markers photocopies pictures	Rafael Magaña	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Jacqueline Ardón Fernando Linares	(Class 5) Tuesday, May 2 nd , 2017 From 2:15 p.m. to 2:55 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students make comparisons of the objects, courses and facilities.	Speaking Activity (10 minutes)						
Students describe the school activities.	Speaking Activity Substitution drill (10 minutes)						
Students express their ideas by using the superlatives.	Speaking Activity Chain drill (10 minutes)						

WEEK 3 – FIRST PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students identify facilities, personnel, objects and equipment at school.	Listening Activity Game (10 Minutes)	Lesson Plan photocopies audio CD player whiteboard markers flashcards photos	Jacqueline Ardón	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Fernando Linares Rafael Magaña	(Class 6) Thursday, May 4 th , 2017 From 3:10 p.m. to 3:50 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students practice their vocabulary used in the listening activity.	Speaking and Listening Activity Repetition drill (10 Minutes)						
Students grasp vocabulary of the adjectives to describe appearance and personality.	Speaking activity Question and Answer drill (10 Minutes)						
Students describe physical appearance by using the Simple Present Tense and Wh-questions.	Speaking Activity Repetition (10 minutes)						

WEEK 4 – SECOND PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students tell the colors of some items, classroom, school and house.	Speaking Activity Game (5 Minutes)	Lesson Plan audio CD player whiteboard markers	Fernando Linares	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Rafael Magaña Jacqueline Ardón	(Class 7) Tuesday, May 9 th , 2017 From 2:15 p.m. to 2:55 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section "A"
Students practice their listening ability by identifying and describing: clothing, personal care items and home appliances.	Listening and Speaking Activity Transformation Drill and Question and Answer Drill (30 Minutes)						
Students practice their speaking skill by using the Simple Present Tense and the suffixes "-s" and "-es".	Speaking Activity Transformation Drill (5 Minutes)						

WEEK 4 – SECOND PERIOD

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	INSTRUCTOR	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Students work in pairs and use the suffixes “-s” and “-es” implied in the plurals and the Simple Present Tense.	Speaking Activity Game (10 minutes)	Lesson Plan whiteboard markers	Rafael Magaña	Observation Taking pictures Video Taping Recording	Observation Checklist (Appendix L) camera recorder	Jacqueline Ardón Fernando Linares	(Class 8) Thursday, May 11 th , 2017 From 3:10 p.m. to 3:50 p.m. at Centro Escolar Guadalupe Retana Herrera 8 th grade section “A”
Students talk about their favorite foods and use the sounds /s/, /z/ and /z/.	Listening and Speaking Activity Question and Answer Drill (15 minutes)						
Students practice their oral skills by using the quantifiers: any / some.	Speaking Activity Transformation Drill (15 Minutes)						
Students create a recipe.	Writing Activity (Homework)						

