UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK
IMPROVING NINTH GRADE SECTION "A" STUDENTS' PRONUNCIATION OF
THE "-ed" ENDINGS IN SIMPLE PAST REGULAR VERBS THROUGH THE
AUDIOLINGUAL METHOD AT CENTRO ESCOLAR MANUEL ÁLVAREZ MAGAÑA
IN ATIQUIZAYA, AHUACHAPÁN, FROM FEBRUARY TO JULY, 2019

SUBMITTED TO ATTAIN THE DEGREE OF
LICENCIADO (A) EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA

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To God Almighty

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ABSTRACT

The research team conducted the action research project "Improving Ninth Grade Section "A" Students' Pronunciation of the "-ed" Endings in Simple Past Regular Verbs through the Audiolingual Method at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, From February To July, 2019".

This research project provides meaningful and current data related to the improvement of the pronunciation of "-ed" endings of ninth graders section "A" of Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, From February To July, 2019, and to the implementation of the Audiolingual Method.

Through this work, the researchers show all the procedures carried out during the whole investigation to make ninth graders improve their ability of the correct pronunciation of the three variations of the "-ed" endings of regular verbs in the simple present tense. To gather reliable data, the researchers made use of a variety of data collection instruments.

After collecting, ordering and analyzing the data obtained, the researchers compared and contrasted that information to get to the final results in order to see if the objectives of this action research were reached or not. With all of this, the researchers were able to make and provide some conclusions and recommendations.

INTRODUCTION

This action research project focuses on the Implementation of the Audiolingual Method to improve Ninth grade section "A" students´ pronunciation of the "-ed" endings in simple past regular verbs at Centro Escolar Manuel Alvarez Magaña in Atiquizaya, Ahuachapán from February to July, 2019. The action research project is divided in six chapters; each chapter contains relevant information which was collected throughout the process.

In the first chapter, researchers describe the problem that they could observe through the diagnostic study. Moreover, they describe the main purpose of the investigation, the way students who face the problem were before the implementation, and the tools and techniques that they will use to better the problem. Thus, researchers create a research question that will be answered throughout the research project and the objectives they want to achieve.

Chapter two which is called state of art contains previous studies and theories regarding to the pronunciation problem that the population faces. This information taken from books was gathered to support the investigation.

Chapter three contains the general and specific objectives, the hypothesis formulated by the research team after the diagnostic study and units of observation (population). Likewise, this chapter establishes the variables and indicators.

Chapter four contains the methodology used by the researchers to conduct the research project. This methodology encloses the procedure followed to succeed the investigation. In like manner, the researchers describe lessons and a plan of action established to guide every single class.

Chapter five focuses on the analysis and interpretation of data gathered throughout the investigation. As well, researchers explain how each tool designed to get data was used and if their objectives were or not achieved.

In chapter six, the researchers provide two important things. First, they provide conclusions based on the results obtained of the action research; second, they provide teachers, students and future investigators with some useful recommendations.

CHAPTER I: STATEMENT OF THE PROBLEM

During the year 2019, ninth graders of section "A" of the Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, face difficulties when pronouncing the "-ed" endings in simple past tense of regular verbs.

1.1. Description of the Problem

Learning English is not just about knowing how to write or pronounce some words in English. It requires an integral development of the four-macro skills of listening, speaking, reading and writing. These four macro skills are interconnected and interdependent. Therefore, educational programs should care about developing these skills so that students are exposed to true learning.

Teacher Eduardo Barrientos, who is in charge of the ninth graders section "A" of the Centro Escolar Manuel Álvarez Magaña, says that reality in Salvadoran schools is that teachers do not give the due importance to the integral development of students' four macro skills. As a result, this brings an ineffective educational system, which, in theory, should procure an integral learning process, but in the practice, it becomes the opposite.

According to the program provided by the Ministerio de Educación de El Salvador (2008), ninth grade students should learn the simple past tense in all its forms in Unit 3, which is entitled "My hometown." One of the unit's main objectives is to have students generate oral and written discourse by using the acquired vocabulary and structures in order to convey information on tourist attractions, festivities, local/regional food and hometown's history and concurrently promote cultural identity. (Ministerio de Educación de El Salvador, 2008). Most ninth graders do not know how to speak the language correctly though they are required to.

In fact, one of the grammar requirements for this unit is the learning of the "regular and irregular verbs in all forms" (Ministerio de Educación de El Salvador, 2008). Therefore, it is necessary that students in this level of education master the pronunciation of those verbs, and this evidently includes the "-ed" endings of the regular verbs in simple past tense. Unfortunately, those students have no clear idea about the

use of the regular verbs in simple past, and they do not even distinguish between the different pronunciations of the simple past regular verbs because they scarcely know one or two verbs. When the teacher asks any student to pronounce a regular verb in the simple past tense, the student's pronunciation is unclear or wrong.

A diagnostic study carried out by the research team of this investigation on March of 2019, which focused on assessing the condition of the ninth grade section A students' mastering of the "-ed" endings in the simple past tense regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, during February 2019, revealed that ninth graders were facing serious problems when pronouncing the simple past regular verbs.

This reveals a clear conflict between MINED's objectives for this level and the actual level students have acquired during their formation. Although the objectives aim at having the students master the use of simple past regular verbs, the reality is that they are facing troubles with basic aspects of this topic such as the pronunciation of the "-ed" endings. This might be due to lack of practice inside the classroom, lack of interest of the students, lack of the appropriate previous knowledge, a serious oversight by the teachers, etc. The point is that reality in schools is different from what the MINED aims in the English syllabus for the third cycle of basic education.

To address and improve this harsh reality, the research team proposed the Audiolingual Method as remedial work to improve ninth grade section A students' pronunciation of "-ed" endings in simple past regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán. The Audiolingual Method focuses on some techniques such as repetition of the words or dialog memorization; its main advantage is that it makes students get the ability to produce the target language rapidly.

To sum up, ninth grade section "A" students of Centro Escolar Manuel Álvarez Magaña show several problems when it comes to pronouncing "-ed" endings in simple past regular verbs. It is evident that they do not know how to articulate the different sounds of the "-ed" endings in simple past regular verbs, and this is in complete contrast to the MINED's objectives for the third cycle of basic education. In response to this

reality, researchers propose the Audiolingual Method as a way to solve the problem, and with this investigation, they seek to answer the following question: To what extent will the use of the Audiolingual Method improve students' pronunciation of the "-ed" endings in simple past regular verbs?

1.2. Baseline

Researchers carried out a diagnostic test (see appendix B) to discover how the ninth graders in the above mentioned school pronounced the "-ed" endings of the regular verbs in the simple past tense. For this diagnostic study, researchers asked the twenty-two ninth grade section A students to read a short paragraph out loud while they recorded every reading of the paragraphs to have a clearer perspective on the students' pronunciation of the verbs.

The short paragraph included these five regular simple past verbs: lived /lɪvd/, raised /rezd/, looked /lʊkt/, studied /stʌdɪd/, and played /pled/.

After analyzing the recordings, the research team discovered that none of the twenty-two students pronounced at least one of the verbs correctly. Instead, each of the five verbs was pronounced in around five different incorrect ways. For example, the verb raised, whose proper pronunciation is /rezd/, was pronounced in the following ways /raɪsed/, /raɪsd/, /resed/, /res/, and /raɪsɪd/.

The verb played /pled/ was pronounced in two different incorrect ways, but only two students produced the verb correctly. The two different incorrect ways are /plaɪd/ and /plaɪed/. This happened with each of the foresaid five verbs included in the diagnostic speaking test.

1.3. Scope of the research

This study was carried out at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019. From that school, the ninth grade section "A" was chosen to be studied by the researchers; the number of students in this section were 22.

Although the simple past tense has several areas that could be studied, the researchers focused on the "-ed" endings of the regular verbs as the students were facing problems in this specific area. Besides, although there are several methods through which the problem could be solved the researchers decided to use the Audiolingual Method since it provides them with an integral way to solve the problem, and it was possible to obtain results in the short time the researchers have so as to carry out the study.

1.4. Research Question

The Audiolingual Method (ALM) gained attention in the 1950s, largely in the USA where it was rooted in the military's need during World War II to train large volumes of personnel in disparate languages in short periods. As the researchers wanted to know the degree of the efficiency of the Audiolingual Method, they decided to implement it and see what the method could do in the time researchers were allowed to carry out the complete intervention process. This is why researchers came up with the following question:

To what extent does the implementation of the Audiolingual Method improve the ninth grade section "A" students' pronunciation of the "-ed" endings in simple past regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019?

1.5. Research Objectives

1.5.1. General Objective

To improve ninth grade section "A" students' pronunciation of the "-ed" endings in simple past regular verbs through the Audiolingual Method at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán

1.5.2. Specific Objectives

- To make students distinguish the different pronunciations of the "-ed" endings in simple past regular verbs through the use of the Audiolingual Method

- To have students produce orally the "-ed" endings in simple past regular verbs
- To help students identify the pronunciation of the "-ed" endings in simple past regular verbs by recognizing the sounds preceding those endings

1.6. Hypothesis of change

The implementation of the Audiolingual Method will improve ninth grade section "A" students' pronunciation of the "-ed" endings in simple past regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019.

CHAPTER II: STATE OF ART

This chapter contains the theoretical basis on which the present project operates. It is important to pay careful attention to what the experts have to say about the variables of the topic of this research project in order to operate on an adequate basis. The three main sections of this chapter deal with the English language sound system, the pronunciation of the "-ed" ending of regular verbs in simple past, and the Audiolingual Method.

At the end of the chapter, the reader will find a relationship between the three variables to see how the Audiolingual Method helps to improve the pronunciation of the "-ed" ending of regular verbs in simple past.

2.1. The sounds of English

The term *phonology* comes from the Greek word *phōnē*, which means sound or voice. It is said to have been used for the first time in 1798, and was defined as "the science of speech sounds including especially the history and theory of sound changes in a language or in two or more related languages" (Merriam Webster Online, 2019). More recently, the term has been defined simply as "the study of the speech sounds of a particular language" (Brinton, 2000).

Phonology has sometimes been interchangeably used along with the term *phonetics*, but they are not the same although their differentiation has been somewhat difficult for experts. However the difficulty, a close relationship between phonology and phonetics can be found in Oden's book *Introducing Phonology*; there, he explains it as follows:

A common characterization of the difference between phonetics and phonology is that phonetics deals with "actual" physical sounds as they are manifested in human speech, and concentrates on acoustic waveforms, formant values, measurements of duration measured in milliseconds, of amplitude and frequency, or in the physical principles underlying the production of sounds, which involves the study of resonances and the study of the muscles and other articulatory structures used to produce physical sounds. On the other hand, phonology, it is said, is an abstract cognitive system dealing

with rules in a mental grammar: principles of subconscious "thought" as they relate to language sound. (Odden, 2005)

Basically, the main difference is the perspective from which both phonology and phonetics analyze the speech sounds. While phonetics studies the speech sounds from a general perspective focusing on "their production (articulatory phonetics), their perception (auditory phonetics), or their physical properties (acoustic phonetics)," phonology studies the speech sounds "of a particular language" (Brinton, 2000). Therefore, phonology is the discipline to focus on in order to understand the sounds of the English language.

2.1.1. The sound system of the English language

The English language contains forty-four sounds which the speakers use in order to utter words, phrases and sentences. Each sound is called a *phoneme*, which has been defined as a distinctive or contrastive sound in a language. What "distinctive" means in this context is that the sound makes a difference in meaning and has communicative value. Different phonemes make contrasts in words. (Brinton, 2000). In other words, phonemes can be understood as units that distinguish words from each other.

One of the simplest ways to explain the function of phonemes is by analyzing how what experts have called *minimal pairs* makes two or more completely different meanings just by changing a sound in a word. As stated by Brinton (2000), a minimal pair is a "set of different words consisting of all the same sounds except for one." For example, the words *sheep* and *cheap* make up a minimal pair. They are the same in all the second and third segments, but they differ in the first segment, and that changes the word meaning completely.

The forty-four sounds of the English language are divided into consonant sounds and vowel sounds. According to Yoshida (n.d.) the consonant sounds consist of twenty-four phonemes, while the vowel sounds are twenty. It is important to consider each of these two divisions of the English language sounds.

2.1.1.1. Vowel Sounds

The vowel sounds have been defined by Marla Yoshida as "sounds in which the air stream moves up from the lungs and through the vocal tract very smoothly; there's nothing blocking or constricting it." Basically, the main characteristic of this type of sounds is the fact that the air flows from the inside out without any constriction. Something important to keep in mind is that vowel sounds are not the same as the vowel letters. While vowel letters are just five in English, the vowel sounds have been understood as being twenty.

The following chart has been adapted from *The Vowels of American English* by Marla Yoshida. It shows in detail the vowel sounds of the English language.

PHONEMES OF AMERICAN ENGLISH			
Example	Symbols	Example	Symbols
beat	/i/	boot	/u/
bit	/ɪ/	book	/ʊ/
bait	/e/	boat	/ou/
bet	/ɛ/	bought	/ɔ/
bat	/æ/	box	/a/
but	/ʌ/	by	/aɪ/
sofa	/ə/	cow	/au/
her	/ɝ/	boy	/ɔɪ/

Something important to notice in this table is that, though Yoshida affirms that the English vowel sounds are twenty, she only presents sixteen sounds. There is no consensus among experts on the number of the vowel sounds.

2.1.1.2. Consonant Sounds

The English language contains twenty-four consonant sounds. Consonants are "sounds in which the air stream meets some obstacles in the mouth on its way up from the lungs." (Yoshida, UCI Open). These sounds can be classified by their voicing, place

of articulation, and the manner of articulation.

The following chart has been adapted from *The Consonants of American English* by Marla Yoshida.

CLASSIFICATION OF AMERICAN ENGLISH CONSONANT PHONEMES							
MANNER OF ARTICULATION	**PLACE OF ARTICULATION**						
	Bilabial	**Labiodental**	**Dental**	**Alveolar**	**Palatal**	**Velar**	**Glottal**
Stop Voiceless Voiced	/p/ /b/			/t/ /d/		/k/ /g/	
Fricative Voiceless Voiced		/f/ /v/	/ θ/ / ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
Affricate Voiceless Voiced					/tʃ/ /dʒ/		
Nasal Voiced	/m/			/n/		/ŋ/	
Liquid Voiced				/l/	/r/		
Glide Voiced	/w/				/y/		

2.2. Pronunciation of the "-ed" endings

Defining pronunciation is not an easy task, as it is not just about the study of speech sounds (phonetics), but it also includes other aspects. In a study conducted by

the Adult Migrant English Program Research Centre in 2002, an Australian research center dedicated to support migrants in their learning of English, pronunciation was defined as follows:

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Although this definition of pronunciation is expressed in simple terms and is easy to understand, it highlights the complexity of it. Therefore, pronunciation is a complex area of a language, and it needs careful study and requires teachers to dedicate enough time and effort to pay attention to all those aspects.

When experts speak of pronunciation, they talk of two areas of study: phonetics and phonology. Phonetics can be defined as "the study of speech sounds in general", whereas phonology can be defined as "the study of the speech sounds in a particular language" (Brinton, 2000). Basically, the aspects mentioned in the definition above can be grouped into these two areas of language, as phonetics has to do more with the mechanics and the physical aspects intervening in the formation of speech sounds, and phonology is more concerned about the classification of the speech sounds in a specific sound system.

This also highlights the importance of paying attention to both the physical aspects of speech sounds and the way in which they are understood as part of a language system.

2.2.1. Written vs. spoken language

Another important aspect of pronunciation that experts have dedicated time to identify is the differences and ambivalences between the written and the spoken language. Here are seven problems that Laurel J. Brinton explains in *The structure of modern English: a linguistic introduction*:

- one sound can be represented by a variety of letters, as with the vowel sound in meat, meet, city, key, ceiling, people, niece, evil, and quay;
- one letter can represent a variety of sounds, as with "-ed" in damaged, educated, picked;
- a letter or letters may represent no sound at all, as in knee, gnat, lamb, receipt, right, honor, rhyme, psalm, and salmon;
- two or more letters may represent a single sound, as in throne, chain, edge, shore, nation, itch, inn, school, eat, friend, too, leopard, cause, blood, or lieutenant;
- a letter may simply indicate the quality of a neighboring sound, as in dinner vs. diner (where a double or single n indicates the quality of the preceding vowel) or dine vs. din (where the presence or absence of final e indicates the quality of the preceding vowel);
- a single letter may represent two or more sounds, as in box (x=ks); and
- some sounds have no graphic representation, as with the initial sounds in universe and one.

When teachers and researchers talk about issues such as pronouncing homophones or "-ed" endings in the English simple past tense, they should take into account all these problems. It is important to remember that students of a foreign language will always try to pronounce the written forms by using their mother tongue sound system. Of course, this same tendency applies to Spanish students learning English as a foreign language.

2.2.2. The importance of a correct pronunciation for EFL students

EFL students need to be exposed to the right pronunciation of that language in order to learn it and then reproduce it correctly. In fact, the students' pronunciation level can have a serious impact on the way they develop in society and the way society acts towards them.

Regarding this issue, the Adult Migrant English Program Research Centre (2002), has stated the following: Learners with good pronunciation in English are more

likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia.

From this, it is evident that a correct pronunciation is important for EFL students to correctly learn the language. This creates a need for learners which should be assessed in the classroom; as cited by the Adult Migrant English Program Research Centre (2002), surveys of students' need consistently show that our learners feel the need for pronunciation work in class. This makes evident that pronunciation is of strong importance not only because of the learning process itself but also because students feel that strong need.

2.2.3. Past tense pronunciation of regular verbs

A morpheme has been defined by the Rochester Institute of Technology (2019) as "a short segment of language that meets three basic criteria: 1) It is a word or a part of a word that has meaning. 2) It cannot be divided into smaller meaningful segments without changing its meaning or leaving a meaningless remainder. 3) It has relatively the same stable meaning in different verbal environments."

In other words, "a morpheme is a meaningful linguistic unit consisting of a word such as *dog*, or a word element, such as the *-s* at the end of *dogs*, that can't be divided into smaller meaningful parts." (Nordquist, 2019). Therefore, when speakers add the "-ed" ending to the simple past regular verbs, they are adding a morpheme that conveys the time in which the verb is conjugated.

It must be kept in mind that the English language has two kinds of verbs as related to the simple past tense: regular and irregular. According to Literacy Devices (2019), an irregular verb is a type of verb that does not follow the general rule of using the variation "-ed" at the end of the word to make the past tense or the past participle form. On the other hand, regular verbs end with the "-ed" variation when they are in the simple past tense.

Regular verbs present a difficulty for English learners. Pronouncing the variation of the "-ed" endings in regular verbs in simple past may sound challenging for some or even impossible for others; however, for many experts, the correct pronunciation results in an effective communication.

Serra (2017) said that according to Batista & Watkins (1997) by the process of assimilation, the morpheme "-ed" is pronounced as /t/ in words that end in voiceless obstruents, and as /d/ in words that end in voiced obstruents, sonorants or vowels. In words that end in /t/ and /d/, the morpheme "-ed" is pronounced with the addition of the /ɪ/ sound to form a new syllable.

In the written form of the English language, the past tense of regular verbs requires writers to "add the ending -ed to form the past tense". Although that rule does not give much trouble to EFL students, the spoken form can be somewhat difficult for them because "the –ed ending can have three different pronunciations" (Pearson Education, 2005). Amanda Lillet (2017) testifies to this reality when she writes that this "-ed" ending in English "remains difficult for many non-native English speakers to master", and the reason she has identified for that problem is that "native English speakers link words together" and therefore "these endings often blend into the words after them and can be difficult to hear."

Regarding the three pronunciations of the "-ed" endings in English, Lillet (2017) affirms that the "-ed" ending has three pronunciations: /ɪd/, /t/, and /d/. Which pronunciation to choose depends on the final sound of the word and is mostly dictated by whether the final sound of a word is voiced or unvoiced.

Basically, to understand which pronunciation should be used, speakers need to learn basic rules about the verbs in their written form. Here are some basic rules adapted from *Past Tense Pronunciation for Regular Verbs*. These rules help the students discern on which pronunciation to use:

Rule 1: If the verb base ends in a voiceless sound, then the "-ed"	**Rule 2:** If the verb base ends in a voiced sound, then the "-ed" ending will	**Rule 3:** If the verb base ends with the /t/ or /d/ sound already, then the "-

ending will be pronounced as /t/. The /t/ sound is blended together with the previous consonant and not pronounced as an extra syllable.	be pronounced like /d/. The /d/ sound is blended together with the previous consonant and not pronounced as an extra syllable.	ed" ending will be pronounced like /ɪd/. It is pronounced as an extra syllable.
A voiceless sound is like a whisper. Your vocal chords don't vibrate. **Voiceless consonant sounds:** /p/, /f/, /k/, /s/, /ʃ/, /ʧ/	A voiced sound means that your vocal chords vibrate. **Voiced consonant sounds:** /v/, /g/, /ʤ/, /ð/, /l/, /m/, /n/	
Examples of past tense verbs where the "-ed" ending sounds like /t/ worked dropped finished divorced stopped laughed coughed	Examples of past tense verbs where the "-ed" ending sounds like /d/ moved returned stayed studied married widowed raised	Examples of past tense verbs where the "-ed" ending sounds like /ɪd/ started graduated visited separated dated attended

As demonstrated in the previous chart, the speaker needs to pay attention to the different sounds in order to use the right final sound in simple past regular verbs to be intelligible. For this, the implementation of an effective method is crucial because, as experts affirm, it is a challenge for learners to decide on the right pronunciation.

2.3. The Audiolingual Method

The Audiolingual Method was designed during the World War II in order to facilitate the army's enemy language learning. The term "Audiolingual", suggested by Nelson Brooks of Yale University and also known as "Aural - Oral", emphasizes speech as the primary mode of expression and was based on some of the characteristic features of Bloomsfieldian linguistics and the Skinnerian model of learning.

According to Brown (1998), the audio-lingual teaching method emphasizes the repetition of words as a means to help students be able to use the target language communicatively. The purpose of the repetition drills is to breakdown the troublesome sentences into smaller parts. Drilling is a key feature of audiolingual approaches to language teaching which places emphasis on repeating structural patterns through oral practice (as cited in Abdul, 2013).

Broughton, Brumfit, Flavel, Hill, and Pincas (1980) concluded that in foreign language teaching, pronunciation is the one area where it is generally agreed that imitation is the essence of the learning process. Some people are better at imitation than others, but one thing is clear: in order to imitate correctly one must have heard correctly what is to be imitated. Therefore, the Audiolingual Method's main principle focuses on repetition as the right path for mastering the language as it is claimed that language is speaking not writing.

The Audiolingual Method aims to develop communicative competence of students through dialogues. Dialogues and pattern drills that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt. (Mars, 2013).

2.3.1. Advantages of the Audiolingual Method

The Audiolingual Method, as any other approach, has made some good contributions to the educational field. In spite of various refutations made against this method, it also has certain advantages that worth to be analyzed and taken into account for the purposes of this work. (Ochoa, 2011)

2.3.1.1. Based on behaviorism

If a method is related to a serious and reliable psychological approach with fundaments on pedagogy, it is a good method. All these characteristics have made the Audiolingual Method become an adequate and truthful tool which objective is to teach through certain kinds of proved processes.

2.3.1.2. No native language used to teach a foreign language

In this same way we have learnt our native language, teachers should try to remember students are inside an environment where they deal with the new language and listen to it during the whole class. As a result, students will not have another option but use the foreign language, and it will make them feel more comfortable when saying things in English.

2.3.1.3. No translation allowed to teach vocabulary

The Audiolingual Method states that we must not use translation as an activity to teach vocabulary; we should create and use new ways to explain an unknown word. We can use realia, flashcards, gestures, mimicry, synonyms, and antonyms to explain a word definition or meaning. Then, teachers push their students to understand a meaning inside the context or to use the dictionary.

2.3.1.4. Encouraging students to use the foreign language

Since the native language cannot be used, students must use the foreign language to express any idea they have. If teacher stress that rule, they can get students not to feel frightened or shy when using some words or even complete phrases to express some ideas or opinions.

2.3.1.5. Pronunciation, intonation and stress learned through teacher's modeling

As the teacher models word stress, students learn the correct sounds of the different terms. Here the teacher must use repetition, choral work, and a set of words to practice the new vocabulary. It is important that articulation be taken into account when those kinds of pronunciation activities are used in the class because other languages do not have some sounds English has. Therefore, teachers must be masters in the language they are teaching to teach it correctly.

2.3.1.6. The teachers' creativity used to give positive reinforcement

As it was said before, the Audiolingual Method is based on operant behaviorism where reinforcement plays a very important part in the teaching-learning process. According to it, teachers can create a system of rewards for their own students. We are not suggesting that the teacher gives some students a prize and a punishment to others. The idea is to motivate students to do their best and plan some interesting activities that all the class can enjoy. For example, a movie at the end of a unit, some kind of festival, a small custom party, a pet day, a love day, etc. These are simply ideas that the teacher can use to reinforce his students' efforts. In the end, we know those kinds of activities are positive reinforcement from the operant behaviorism's point of view, but in a different way. It will depend on the teacher's creativity and commitment.

2.3.2. Disadvantages of the Audiolingual Method

Despite the fact that the Audiolingual Method created a revolution in the area of teaching foreign languages during the 60's, it did not use translation to teach a target language. It has also received lots of criticism. The method is based on mechanical learning and there is no space for mistakes. As a result of that mechanical learning, it becomes senseless for students. They complete the tasks because they have to do that, not because they are interested in learning.

James Lee and Bill Van Patten said, "What the Audiolingual Method instructor did not usually provide was the opportunity for students to use the language in a meaningful or communicative way, one involving the exchange of message. Nothing

that happened in an Audiolingual Method classroom could be constructed as an exchange of information because output (the actual production of language) was severely restricted. In fact, many thought that students did not need to know what they were saying; they need to know only that what they were saying was correct." (As cited in Ochoa, 2011.)

The Audiolingual Methodology does not let students create a meaningful environment to learn the topic or structures that are going to be presented to them. The exercises do not represent real facts or at least something that they can be interested in, so they do not pay the attention they should to understand what is being said. As seen above, the Audiolingual Method techniques are repetition, substitution, and memorization.

They do not permit students interact with their peers really; they have to follow a pattern written on the board. Students' real life, experiences or interests are not important to teach them the English class. Then, it can be said that learning a foreign language becomes sterile; students cannot react in front of real situations, such as giving some directions or talking with a foreigner when they have the opportunity.

The Audiolingual Methodology does not take into account that students understand the structure or the meaning of it; the only thing that is measured is how well or badly students can follow a structure and repeat it with the adequate tone of voice, showing they are capable to substitute some words inside a sentence. (Ochoa, 2011.)

2.3.3. The principles of the Audiolingual Method

Bushra (2001) as cited in Abdul (2013) describes the principles of the Audio-lingual method as follows:

- Instructions are given in the target language in order to get students involved.
- Language forms occur within a context. Thus, it is easy to make students be in touch with the language that is being learned.
- Students' native language interferes as little as possible with the students' attempts to acquire the target language.

- Teaching is directed to provide students with a native –speaker like model.
- Analogy provides a better foundation for language learning than analysis.
- Errors are carefully avoided because they lead to the formation of bad habits. If students avoid making mistakes, they will be successful.
- Positive reinforcement helps the student to develop correct habits, habits that include making less mistakes.
- Students are encouraged to learn to respond to verbal and non-verbal stimuli.
- The teacher is regarded as an orchestra leader conducting, guiding and controlling the students' behavior in the target language.
- Learning foreign language is treated on par with the native language.

2.2.4. Techniques of the Audiolingual Method

Larsen (2000) as cited in Abdul (2013) presents a list of techniques properly explained that are linked with the implementation of the Audiolingual Method. Larsen believes that the following techniques listed below are closely related with the method. Those techniques can work properly in order to make learners produce the language.

2.2.4.1. Dialog memorization

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialog, and the teacher the other. After the students have learned the one person's lines, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class. In the Audio-Lingual Method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog. Dialog memorization is a very useful tool to help students produce the language adequately. When students memorize the dialog, they also memorize how each word is pronounced.

2.2.4.2. Backward build-up (expansion) drill

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. Students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence where new information typically occurs.

2.2.4.3. Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog. Through practice students learn how each word is pronounced, and it provides them with the ability to speak correctly. So that students' speech is getting better every single time they use this technique.

2.2.4.4. Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

2.2.4.5. Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

2.2.4.6. Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases that fit into different slots in the dialog line one at a time. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

2.2.4.7. Question-and-answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern, and it gives the teacher the opportunity to listen to students' pronunciation.

2.2.4.8. Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words. This kind of practice helps students to memorize every single word in a dialog, and then they produce what have been learned.

2.4. The Audiolingual Method and the pronunciation of the "-ed" morpheme

The "-ed" morpheme added at the end of the simple past regular verbs supposes a challenge for all EFL and ESL students. The main problem for teachers is that the majority of students do not know anything about phonetics and phonology. Therefore, in order to face that reality, teachers need to look for more accessible ways to help their students acquire the right pronunciation.

The Audiolingual Method responds to this need in an appropriate way as learners do not need to know the theory of phonetics or phonology in order to learn the right pronunciation. They simply need to listen to the ideal pronunciation modeled by the teacher and practice the different drills the method suggests in order learn to pronounce each verb. This must be done by taking into account the letters in which

each verb ends in its base form.

Through the use of the principles and techniques of the Audiolingual Method, teachers can encourage their students to correctly pronounce regular verbs in simple past. Since the Audiolingual Method is based on principles such as encouraging students not to use their mother tongue, but to try to pronounce the words of the language they are learning, students benefit when they have to learn something specific such as the pronunciation of the "-ed" morpheme in regular verbs.

CHAPTER III: METHODOLOGICAL DESIGN

This chapter contains a detailed description of the steps followed to carry out the action research project "Improving Ninth Grade Section "A" Students' Pronunciation of "-ed" Endings by the Use of the Audiolingual Method at Centro Escolar Manuel Álvarez Magaña, from February to June, 2019".

General Objective	Specific Objectives	Hypothesis	Units of Observation	Variables	Indicators
To improve ninth grade section "A" students' pronunciation of the "-ed" endings in simple past regular verbs through the Audiolingual Method at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán	To make students distinguish the different pronunciations of the "-ed" endings in simple past regular verbs through the use of the Audiolingual Method To have students produce orally the "-ed" endings in simple past regular verbs	The implementation of the Audiolingual Method will improve ninth grade section "A" students' pronunciation of the "-ed" endings in simple past regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya,	Ninth grade section "A" students at Centro Escolar Manuel Álvarez Magaña	**INDEPENDENT** The implementation of the Audiolingual Method	**Indicators of the Independent Variable** • Audiolingual techniques • Dialog memorization • Backward Build-up drill • Repetition drill • Chain drill • Single slot substitution drill

	To help students identify the pronunciation of the "-ed" endings in simple past regular verbs by recognizing the sounds preceding those endings	Ahuachapán, from February to July, 2019.			• Multiple slot substitution drill • Question-and-answers drill • Complete the dialog
				DEPENDENT Pronunciation of the "-ed" endings in simple past regular verbs	**Indicators of the Dependent Variable** • Pronunciation in general • Right pronunciation of /d/ sound at the end of regular verbs.

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					• Right pronunciation of /t/ sound at the end of regular verbs. • Right pronunciation of /ld/ sound at the end of regular verbs.

3.1. Paradigm and Design

The aim of this action research project was to help improve ninth grade students' pronunciation of the "-ed" endings in simple past regular verbs through the implementation of the Audiolingual Method. For that purpose, the research team used the qualitative and quantitative paradigms to gather the data through different tools such as observation checklists (Appendix D), an interview addressed to the teacher (Appendix I), and a questionnaire addressed to the students (Appendix G), among others that will be detailed in the sections below.

In order to describe the data gathered through the data collection instruments, the qualitative paradigm was helpful. On its part, the quantitative paradigm allowed the researchers to measure the improvement of students' pronunciation of the "-ed" endings in simple past regular verbs through the Audiolingual Method.

The researchers structured the research project in two main parts. First, they carried out the identification of the students' quality of pronunciation through a diagnostic study. Second, to implement the Audiolingual Method as remedial work to improve ninth-graders' pronunciation, the investigators designed an intervention plan involving a number of classes during which the principles, techniques and strategies of the Audiolingual Method were applied. Then, the team implemented the Audiolingual Method to foster students' oral production of the "-ed" endings in simple past regular verbs. These classes were taught from February to June 2019.

3.2. Population and Setting

A group of 22 students of ninth grade, Section "A," at Centro Escolar Manuel Álvarez Magaña was selected as the population to be studied. These students were learners of English as a Foreign Language in a public school, who generally lack adequate practice of the language. For instance, the ninth grade, Section "A" attends only two hours of English every week, but for this action research project, the authorities at the school conceded four hours for the research team to have enough time to implement the Audiolingual Method in order to foster students' pronunciation of the "-ed" endings in simple past regular verbs.

The schedule used to teach the four hours weekly was Tuesday and Wednesday from 07:30 to 09:00. The researchers taught eighteen two-hour classes, which constitutes a nine-week course on the pronunciation of the "-ed" endings in simple past regular verbs using the Audiolingual Method as the means through which students would improve their pronunciation of the simple past regular verbs.

3.3. Preliminary Phase

This phase contains a detailed description of how the phenomenon and the target population were approached by the research team in order to be studied, as well as how the preliminary diagnosis and the intervention were carried out.

3.3.1. Approaching the Field of Study

In January 2019, the research team visited Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, with the aim of diagnosing the pronunciation level of the ninth grade Section "A" students regarding the "-ed" endings in simple past regular verbs. With the school principal's authorization, the researchers proceeded to observe the classes to see if the activities carried out by the teacher were adequate to develop the students' pronunciation in general and specifically the "-ed" endings in simple past regular verbs. Also, the researchers administered a diagnostic speaking test and a diagnostic listening test.

In the case of the observation (Appendix A), the data collected provided a lot of information about the way in which the teacher exposed students to the English language. The researchers observed that the teacher did not insist on having students practice the pronunciation of the "-ed" endings. In fact, if students' pronouncing had errors, the teacher rarely corrected them, and when he corrected them, the students did not repeat in order to correct their mistakes. Through the speaking test administered to the students (Appendix B), the researchers discovered that most students did not know how to pronounce most of the words, and that became even more evident when the students had to pronounce the simple past regular verbs. It was also evident that the students did not know how to differentiate   the "-ed" endings in simple past regular verbs. This data was gathered through a diagnostic listening test (Appendix C).

3.3.2. Diagnostic Study

In order to get a clear perspective on the level of pronunciation that the ninth grade section "A" students at Centro Escolar Manuel Álvarez Magaña had, the researchers made use of different tools. They administered a diagnostic observation checklist (Appendix A), a semi-structured interview addressed to the teacher (Appendix I), a diagnostic speaking test (Appendix B), and a diagnostic listening test (Appendix C).

The observation checklist administered during the observation of the classes consisted of 12 items addressed to measure the teacher's use of techniques and materials during the class in order to improve the students' pronunciation.

3.3.3. Definition of the problem

The observation checklist (Appendix A), the speaking test (Appendix B), the listening test (Appendix C) and the interview to the teacher (Appendix I) provided enough data for the researchers to determine the level of the students' pronunciation and the possible solutions to it.

The observations evidenced that the students were not constantly being exposed to the language. The speaking and the listening tests also showed that the students had developed neither a good pronunciation of the English sounds nor an understanding of the different sounds of the target language. Finally, the interview to the teacher allowed the researchers to find out that the students did not have a good pronunciation because, according to the teacher, they did not practice outside the classroom or because, when he encouraged them to speak or correct their mistakes, they did not respond adequately but obviated to do what he asked them to do.

It was especially through the speaking and listening tests that the researchers discovered that the ninth grade section "A" students had not developed an appropriate pronunciation in general. Besides, when it came to the simple past regular verbs, the students did not know how to pronounce the "-ed" endings appropriately. They did not know how to discern when "-ed" endings should be pronounced as /d/, /t/ or /ɪd /. Therefore, the researchers decided that the "-ed" endings constituted an important

phenomenon that affected the students' performance in the English language, and it should be addressed to find a solution.

3.4. Planning Phase

The diagnostic tests and the definition of the problem helped the team figure out how the project should be carried out; therefore, the researchers planned to divide the project into two main parts. First, the researchers collected information from books, articles, and essays to know what the experts say on the phenomenon. Second, after collecting the necessary information on the phenomenon, the researchers defined the variables and indicators to be measured. Moreover, the researchers designed a set of tools with the purpose of gathering the necessary data to determine to what extent the Audiolingual Method fostered students' pronunciation of the "-ed" endings in simple past regular verbs.

3.4.1. Literature Review

The literature review for this phenomenon started with some basics about learning and teaching. The researchers studied the language and teaching theories, and then they collected important information about the teaching methods and techniques. Then they narrowed their investigation to focus on the Audiolingual Method, its principles and techniques and how these were applied in the classroom. After studying about the learning and teaching theories, teaching methods and techniques and the Audiolingual Method, the researchers focused their attention on pronunciation. They reviewed literature about the problems EFL students face when pronouncing the English language, and finally they narrowed their investigation and focused on the pronunciation of the "-ed" endings in simple past regular verbs. All this information was included in the state of art that supports this investigation and provides it with a firm basis.

3.4.2. Data Collection Instruments

- The data collection instruments used by the researchers were the following:
- A Diagnostic Observation Checklist (Appendix A) for observing the classes

during the diagnostic study

- A Diagnostic Speaking Test (Appendix B) for determining the students' level of pronunciation of the "-ed" endings

- A Diagnostic Listening Test (Appendix C) for determining the students' level of comprehension of the English language

- An Observation Checklist (Appendix D) for observing the class sessions during the intervention phase

- A Final Speaking Test (Appendix E) for evaluating the students' pronunciation improvement

- A Final Listening Test (Appendix F) for evaluating the students' knowledge and ability to recognize the different pronunciation of the "-ed" endings

- A Questionnaire addressed to the students (Appendix G) to know further information about their understanding of the English language and some problems or difficulties they may face

- A Rubric to assess the Speaking Test (Appendix H), which the researchers used to evaluate students' pronunciation according to how they performed on the final speaking test

- An Interview to the Teacher (Appendix I) to know the teachers' perspective on the problem, what he was doing to address it, and further information related to the phenomenon.

- A checklist (Appendix J) to evaluate the effectiveness of the implementation of the Audiolingual Techniques to know if the teacher in charge used these techniques at the beginning and see the improvement after applying the Audiolingual Techniques class by class.

- A validation sheet (Appendix K) to make sure of the accuracy of each of the instruments created by the researchers.

3.4.3. Validation of Data Collection Instruments

Once the researchers operationalized the variables and identified the indicators to be measured by taking into account the hypothesis of this research project, they designed the tools that they would use to gather the information on the extent to which

the Audiolingual Method would foster students' pronunciation of the "-ed" endings in simple past regular verbs.

After the researchers created the data collection instruments, the next step was to validate them. For this, the researchers asked two recognized experts from the Language Department at the Facultad Multidisciplinaria de Occidente, Universidad de El Salvador, to give their professional points of view, and provided them with the tools and their respective validation sheet (Appendix J). The experts provided comments, suggestions, and opinions of high importance that were taken into account by the researchers to improve the instruments to gather reliable information.

3.4.4. Validity and Reliability

The criteria used to guarantee the validity of tools were the construct validity, the face validity, and the contend validity. Through the construct validity, the researchers made sure that the instruments measured the construct; the face validity was helpful to guarantee that the tools covered the concepts they were aimed to assess; the content validity was used to guarantee that the items were representative samples of what was to be measured by them.

3.4.5. Ethical Aspects

To guarantee a good environment and the reliability of the data collected, the researchers observed a series of important ethical aspects during the interventions. The respect between the teachers and students was always present inside and outside the classroom. Besides, the researchers provided with feedback in a positive manner, first praising the effort and then correcting the mistakes. Confidentiality was also a key aspect when it came to grades and evaluations. Punctuality was another important aspect during all the classes taught by the researchers.

3.5. Execution Phase

3.5.1. Data Collection Procedures

During the interventions, the researchers were in charge of observing how the classes were developed and how the students responded to the procedures carried out

by the teacher. At the end of each class, a research team discussion was carried out to discover which aspects of the classes and lesson plans should be improved.

In the last three classes taught by the researchers, the instruments used to measure the improvement of the students were administered. These instruments included a final speaking test, a final listening test, and a rubric to evaluate the students' performance during the speaking test. Through these actions, the researchers collected important information to be compared to the information gathered with the diagnostic tests and determine the extent to which the Audiolingual Method improved students' pronunciation of the "-ed" endings in simple past regular verbs.

3.5.2. Intervention Plan

One of the most important things that an action research executes is the intervention plan. It contains a detail description of the intervention process. Along the research study, investigators taught during nine weeks, so that they could go deeper on the study of simple past tense. The intervention process started on March, and it finished on May. In every single class, the researchers used a lesson plan as a guide to teach the classes (APPENDIX M).

The intervention process was carried out at Centro Escolar Manuel Álvarez Magaña with students of ninth grade section "A". Each intervention is described in the following way:

Katherinne Rivera and Jackeline Hernández made a review of the simple present tense during the first week of intervention. This intervention took place on Tuesday, March 12th and Wednesday, March 13th, 2019. In the first class, the researchers Katherinne Rivera made use of different activities in order to help students remember the different verb inflections. The researchers implemented a game to have students active and make them talk as much as possible by asking them simple questions. Then, she taught students verbs, verb inflections and rules that must be taken into account in simple present tense. For example: for verbs that end in -O, -CH, -SH, -CH, -SS, -X or -Z for third person singular; we normally add –ES in simple present tense, and verbs that end in a consonant + Y; we remove the Y and add –IES. Finally,

for verbs that end in a vowel + Y, we just add –S. The researcher made use of one of the audiolingual techniques which is the repetition drill so that students could learn simple verbs. After having taught the rules, the researcher gave students a picture about leisure activities, and students had to write down the correct form of the verb. During this class, the researchers Jackeline Hernández and Diego Portillo were taking some notes, pictures and using an observation checklist (APPENDIX D). The second class was taught by Jackeline Hernández; she taught the simple present and made students create their own sentences by using some verbs taught in the previous class. Then, students stood up and shared their sentences with the whole class so that they could improve their writing, speaking and listening skill. Throughout this intervention class, the researchers Katherinne Rivera and Diego Portillo were gathering data by using the instruments previously mentioned.

Diego Portillo and Katherinne Rivera were in charge of teaching during the second week of intervention on Tuesday 19th and Wednesday, March 20th, 2019. Diego Portillo decided to teach students the simple past tense by showing them a letter "-t". The researcher taught this tense to students, and explained to students how verbs in simple past sound if they finish in specific environments. The ending "-ed" is pronounced /t/ after all voiceless sounds like /k/, /p/, /s/, /ch/, /sh/, and /x/. Then, the researcher provided students with some verbs as fish, fix, watch and guess in order to give students some examples. Diego Portillo provided students with a paragraph and made use of the Repetition Drill. During this class, many activities were carried out, so students could improve their listening and speaking skill. While Diego Portillo carried out the activities previously mentioned, Katherinne Rivera and Jackeline Hernández were observing and gathering the data. The following class was taught by Katherinne Rivera; she decided to make use of the Question and Answer technique by asking some questions related to a paragraph that she had already given to the students. In this class, students practiced their oral production on simple past regular verbs whose ending "-ed" is pronounced as /t/. In that moment, Jackeline Hernández and Diego Portillo were taking notes and using the observation checklist appropriately designed to gather reliable data.

In the third week of intervention, the researchers Jackeline Hernández and Diego Portillo were in charge of teaching on Tuesday 26th and Wednesday 27th, March, 2019. Jackeline Hernández put into practice the Audiolingual technique called Dialogue Memorization Drill. During this journey, students memorized every word in a dialogue, and then, they performed the dialogue to practice their speaking skill. On the other hand, Katherinne Rivera and Diego Portillo were getting data by taking pictures and observing the class. The second class was taught by Diego Portillo; the researcher started the class by using the Backward build-up drill. Throughout this class, students got involved in different activities, so they could develop or improve their writing and speaking skill. Then, they completed a dialogue. While the intervention activity was taking place, Katherinne Rivera and Jackeline Hernández were filling in the observation checklist in order to get data.

The fourth week of intervention took place on Tuesday, April the 2nd and Wednesday, 3rd, 2019. Katherinne Rivera began the class by writing some verbs on the whiteboard whose "-ed" ending is pronounced as /t/; then, using the repetition drill, she made students repeat after her. After that, the researcher used some students as model. Students started pronouncing the verbs while their classmates just listened to them, and then, each student was asked to produce the sounds. This kind of activity helped students improve their listening and speaking skill. Furthermore, the researchers Diego Portillo and Jackeline Hernández were using the observation checklist (Appendix D) for getting the data. The second class of that week was taught by Jackeline Hernández. The researcher provided students with a conversation in a piece of paper. Researchers started reading the conversation while students listened to it. This was meant to help students improve their listening skill; then, students worked in pairs for enhancing oral production. The previously mentioned activities helped students start to gradually identify and produce verbs whose "-ed" ending is pronounced as /t/. At that time, Diego Portillo and Katherinne Rivera gathered useful data for the research project.

The fifth week of intervention took place on Tuesday, 9th and Wednesday, April 10th, 2019. Diego Portillo and Katherinne Rivera were in charge of teaching. Diego

Portillo started with an activity called simple energizer; this activity helped students have an active participation in the class. The researcher introduced the class by teaching some grammar notes on simple past regular verbs whose "-ed" ending is pronounced like /ɪd/. The researcher explained to students that final -ed is pronounced as /ɪd/ after /t/, and /d/ sounds, and provided students with some verbs like land, need, want, end, act and so on. Moreover, the researcher wrote some sentences on the whiteboard, and asked students to repeat them. It is important to mention that those activities were carried out by using the backward repetition drill, which allowed students work on their pronunciation. After that, students created their own sentences and read them to their classmates. The second class of that week was taught by Katherinne Rivera. The researcher continued teaching the sound /ɪd/. The researcher gave students a piece of paper and played the audio of a conversation in which students had to work. First, students had to underline simple past regular verbs; second, they were asked to pay attention to the pronunciation of each word, and third, they had to read the conversation after the speaker. These activities improve students understanding and oral production of simple past regular verbs. During the implementation, Diego Portillo and Jackeline Hernández were gathering useful data using the observation checklist tool (Appendix D).

The sixth week of intervention was on Tuesday, April 23 and Wednesday, April 24th, 2019. The person in charge of the first class was Jackeline Hernández. At the beginning of the class, the researcher, using the backward repetition drill, provided students with a conversation and asked them to get ready for performing in front of the class. This activity was done with the purpose of enhancing students speaking. Then, the researcher made specific emphasis on the pronunciation of simple past regular verbs, and gave students a positive and assertive feedback on their pronunciation. For the following activity, the researcher gave students a text that contained blank spaces, so they had to fill in the blanks with the right verb in simple past tense. After that, the researcher asked students to read the sentences. At that time, students showed a significant progress of understanding and oral production. On the other hand, the other researchers were gathering the data, taking pictures and notes. The second class was taught by Diego Portillo. He started the class by making groups of six people and

provided them with one-page-long short story. Students had to read the story and try to understand it. Then, students had to create a poster for representing the story and a conversation based on the story. At the end, each group performed their conversation in front of the class. Through this activity, students practiced their speaking and listening skill while the rest of the researcher were gathering trustworthy data and taking pictures.

In the seventh week of intervention that took place on Tuesday, April 30 and Wednesday, May 2nd, 2019, Katherinne Rivera and Jackeline Hernández were in charge of teaching. Katherinne Rivera started the class by introducing students simple past regular verbs whose ending sounds like /d/. The researcher provided students with the following letters b, v, g, z, j, th, l, m, n, r, and explained to them that the final sound of verbs ending with the previously mentioned letters must be pronounced like /d/. Then, she made students repeat some verbs to be learned. After that, the teacher gave everybody a piece of paper with a verb, so that each of the students had the opportunity to mimic the verbs, and the others could guess. Through the previous activity, students practiced oral production by using the repetition drill. In addition, the researchers gathered important data for the project. The second class was taught by Jackeline Hernández. She worked in a listening activity, and gave students a piece of paper with some verbs. Thus, they listened to the audio and underlined verbs whose "-ed" is pronounced as /d/. In that activity, students worked on their listening skill in a way they could enhance their understanding of the different sounds. Then, the whole group and the teacher checked out each verb, and the researchers realized that students started to identify the right pronunciation of the "-ed" endings of simple past regular verbs.

The eighth class was taught on Tuesday, May 7 and Wednesday, May 8th, 2019. Diego Portillo began the class by giving students pieces of paper that contained the whole alphabet. The activity aimed at having students remember the ten letters under which regular verbs' ending is pronounced like /d/. This activity helped students memorize some of the verbs ending in b, v, g, z, j, th, l, m, n and r. Then, the teacher gave students a listening test to measure their improvement. At some point, it made students work on their listening skills and measure their listening level. The second

class was taught by Katherinne Rivera. The researcher started the class by dictating students the previously mentioned letters; with this in mind, students had to write a verb that ended with one of those letters. After that, students wrote a dialogue and shared it with the rest of the class. In that class, students were made to work on their listening and writing skill. By the time the class was taking place, Jackeline Hernández and Diego Portillo were gathering the data by taking pictures and observing around.

The last class of the intervention took place on Tuesday, May 14th and Wednesday, May 15th, 2019. Jackeline Hernández taught the first class of that week, and as the intervention was about to finish, the researcher decided to do an activity that helped students sum up all the previous classes. The researcher divided the class into two groups and pasted the /d/, /t/ and /ɪd/ symbols on the board twice. Then, she prepared 80 regular verbs in separate pieces of paper and gave each group 40 of those verbs. Students had to classify the verbs according to their pronunciation and place them in the right group. The group that had more verbs in the right group won the game. After that, the researcher asked students to take a piece of paper and write /t/, /ɪd/, and /d/ on it, and asked them to write the letters that the verbs need to have at the end in order for their endings to be pronounced as /t/, /ɪd/ and /d/. That activity helped students remember each rule. The last class was taught by Diego Portillo, and he started the class by asking students simple questions on simple past regular verbs. The researcher gave students a piece of paper with a list of 20 regular verbs in simple past. At first, the teacher had the students repeat each of the 20 regular verbs in simple past. Then, the students had to complete the activity, which consisted of classifying the verbs according to their endings' pronunciation: /t/, /ɪd/ and /d/. Students could repeat each verb while they were acting out the activity. At that moment, students' listening and speaking skills showed certain improvement. Throughout the intervention, researchers gathered the necessary information by using the observation checklist, camera, and tape recorder.

3.5.3. Data Processing

To collect, process, prepare, classify, interpret and save the data obtained, researchers used Microsoft Word and Microsoft Excel. Both programs helped the research team organize information to generate tables and graphs to analyze, interpret,

and compare the data obtained. Both programs were useful to store the attendance and assessments that students went under during the intervention process.

3.5.4. Data Analysis and Interpretation

The tables and graphs created during the whole intervention process made researchers know the existence of a progress or the lack of it. Researchers made use of quantitative and qualitative paradigm, which assured reliability of the data collected with the help of the tools specially designed for this investigation.

To continue with the analysis and interpretation of data and after classifying the information, the research team proceeded to make sure if the data obtained was enough or if it fitted the research needs completely. Results of Audiolingual-based tests and activities obtained by students during the whole intervention process helped researchers know whether a progress had taken place or not.

3.5.5. Expected Results

By carrying out the research project "Improving Ninth Grade Section "A" Students' Pronunciation of the "-ed" Endings in Simple Past Regular Verbs through the Audiolingual Method at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019," researchers wanted to strengthen ninth graders' pronunciation of the "-ed" endings in simple past regular verbs.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the researchers present the different tools used to collect data through all the implementation process.

The researchers created two different speaking and two different listening tests (Appendix B, E, C, F), three observation checklists (Appendix A, D, J), a questionnaire addressed to ninth graders (Appendix G), a rubric to evaluate the speaking tests (Appendix H), an interview addressed to the teacher in charge of the English subject of ninth graders (Appendix I).

The two different listening and speaking tests helped the researchers obtain accurate data to have a clear idea on the knowledge students had about "-ed" endings in the simple past regular verbs. The two observation checklists helped investigators evaluate the class environment before and during the whole intervention process.

The other checklist (Appendix J) helped the investigators evaluate, since the beginning, if the teacher in charge of the English subject of ninth graders implemented any method and/or techniques; indeed, it helped the investigators evaluate the progress of the implementation of the Audiolingual Method itself.

The questionnaire addressed to students helped researchers have a different perspective of their learning and know the reasons why they felt the learning of English was complicated. The rubric for the speaking test was useful to assess the students' progress at the end of the implementation process.

4.1. Students' Understanding of the Three Variations of the "-ed" Endings

During the second week of intervention, the researchers carried out a diagnostic listening test, which contained a list of twenty regular verbs that had to be classified depending on the pronunciation of their "-ed" endings while one of the researchers pronounced each of the verbs. Out of the four-hundred forty possible correct responses included in the diagnostic listening test, ninth graders only had ninety-seven; this meant that the percentage of good responses turned out to be only twenty-two.

It turned out that out of the ninety-seven correct responses, forty-five were of the

sound /ld/ and the fifty-two of the other two sounds (/t/ and /d/.) The diagnostic listening test gave researchers the starting point of students' understanding of the three different variations of the "-ed" endings of simple past regular verbs. The result showed that students had 22% of accuracy.

Graph 1

**Diagnostic Listening Test**

22%

78%

■ Wrong responses
■ Correct responses
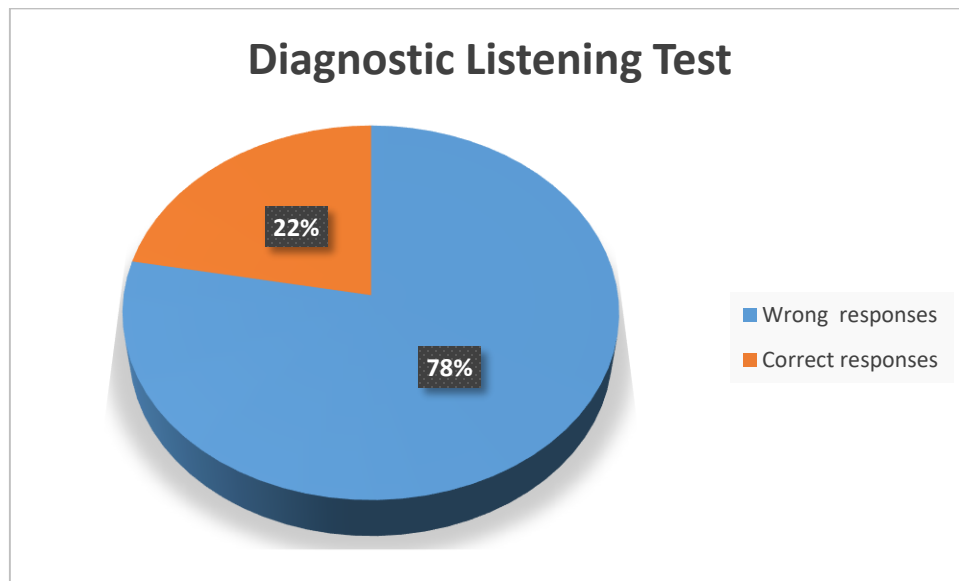
Source: Diagnostic Listening Test (Appendix C)

The final listening test was similar to the diagnostic listening test; the only difference was the twenty verbs listed. As in the previous one, ninth graders had to classify the verbs depending on the pronunciation of their "-ed" ending while one researcher pronounced each of the verbs. After applying the different techniques of the Audiolingual Method throughout all the intervention process to improve students' understanding of the three variations of the "-ed" endings of the simple past regular verbs, students got two hundred seventy-one good responses out of the four hundred forty. This meant sixty-two percent out of the four hundred forty included in the final listening test.

Both listening tests challenged the students since they had to listen to the verbs carefully while classifying them. Through these listening tests, the researchers obtained a starting and final view of the students understanding of the variations mentioned previously.

Graph 2

Final Listening Test

38%

62%

■ Wrong responses
■ Correct responses
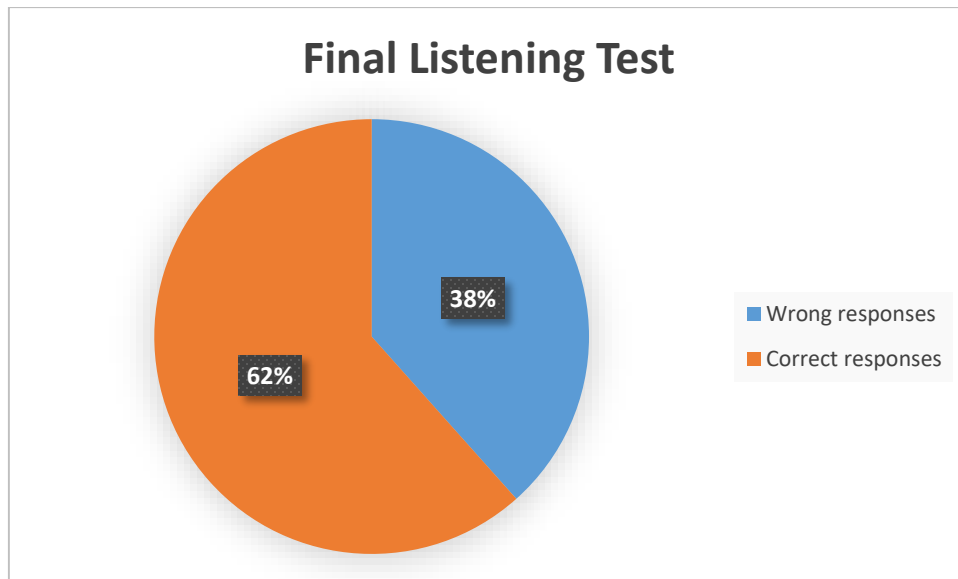
Source: Final Listening Test (Appendix F)

4.2. Students' Level of Recognition of the Different Pronunciations of the "-ed" Endings in Simple Past Regular Verbs

In the first week of intervention, the investigators established a base of the simple present tense as a review and starting point, so they could then move on to the simple past tense easily. The researchers taught how the simple present tense is formed and applied, so later on, the ninth graders could understand this tense better.

In the second and third week, techniques and activities like repetition and question and answer drills were applied to make the ninth graders' job easier. These activities helped the students understand the basis of the simple past regular verbs, and their level of recognition increased 20%. The students learned the grammar rules, usage, and formation of the simple past tense.

The following weeks, from 4th to 6th, the investigators decided to incorporate the backward build-up, multiple-slot substitution and repetition drills in order to make the students learn and differentiate between the two first variations of the "-ed" endings in the simple past regular verbs, which are /t/ and /Id/. This helped the students learn sound inflections and consequently made them respond accurately whenever they

were asked in the different activities carried out in the classroom. The ninth graders' recognition increased 30%.

The last three weeks were used to make the ninth graders learn the last variation of the "-ed" endings in the simple past regular verbs, which is /d/ and to help them remember and differentiate the three variations the "-ed" endings in the simple past regular verbs. The multiple-slot substitution, dialogue memorization, and memorization drills helped the students know why some of the "-ed" endings of regular verbs were pronounced as /d/. Indeed, in the last three weeks, the techniques previously mentioned helped the ninth graders know the three variations of the "-ed" endings in simple past regular verbs 45%.

Graph 3
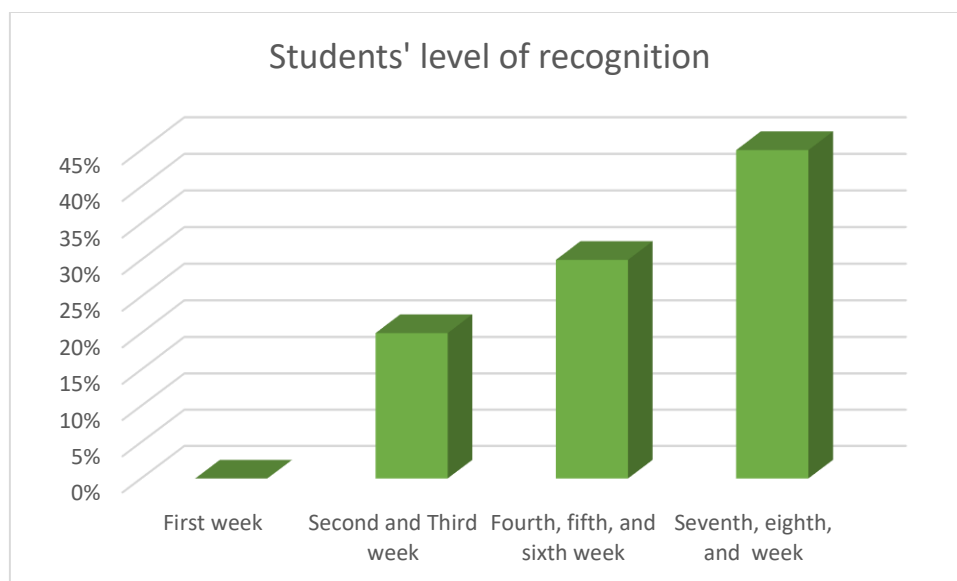
Source: Checklist to evaluate The Audiolingual Techniques (Appendix J)

4.3. Students' output of the different sounds of the "-ed" endings

Amanda Lillet (2017) testifies to this reality when she writes that this "-ed" ending in English "remains difficult for many non-native English speakers to master," and the reason she has identified for that problem is that "native English speakers link words together" and therefore "these endings often blend into the words after them and can be difficult to hear."

As Amanda claimed, there exists a difficulty when nonnative speakers try to produce the three variations of the "-ed" endings in the simple past tense regular verbs. The ninth graders were not the exception. At the beginning, the students neither knew nor understood the different pronunciations; they produced the sounds, as they believed the sounds were, producing most of the sounds in their mother tongue. Then, the investigators made a variety of games and activities based on the audiolingual techniques to make the students produce the correct pronunciation of the three variations already mentioned.

One technique that worked perfectly to make the students produce the different sound was complete the dialog. Initially, the students were afraid to be listened by their classmates, but after three weeks, they were no completely out of fear but started producing the sounds much better. The ninth graders continued this way, showing improvement little by little. They started recognizing the first two inflections in the following 4th, 5th, and 6th weeks. The ninth graders started volunteering to past to the front; there was a girl who never spoke until the researcher in the foresaid weeks asked for help to perform an activity. She said the dialog with a partner and produced the verbs included there not perfectly but remarkably.

The graph below shows that during the first week that includes four hours of teaching there was no improvement, but after applying the audiolingual techniques, the researchers obtained until 47.5% of improvement, starting from 20% until 47.5%.

Graph 4

Students' output
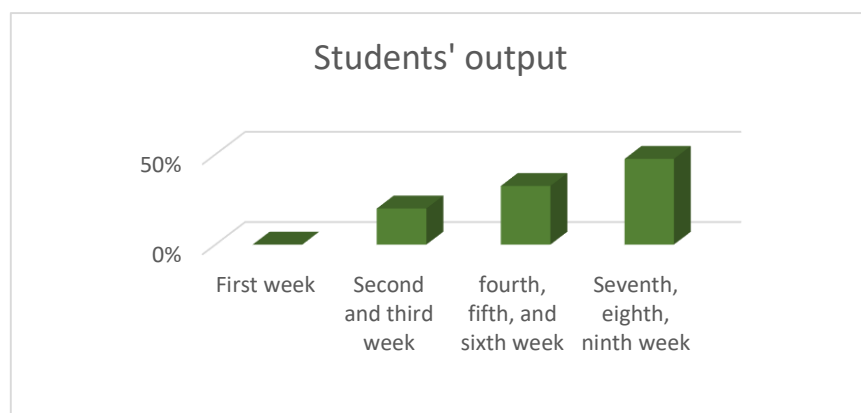
Source: Checklist to evaluate The Audiolingual Techniques (Appendix J)

4.4. Students' response to the audiolingual techniques

As witnessed by the researchers during the diagnostic observation (Appendix A), the Audiolingual Method techniques were absent during the classes before the intervention. Rarely did the teacher in charge ask the students to repeat after him, and he almost never used repetition or memorization drills.

This caused the students to get distracted during the classes, and their response to the teacher's pressure was most of the time negative. This caused the students not to show willingness to improve their pronunciation, and it was evident that they did not have a basic knowledge of the simple past regular verbs and their pronunciation.

In contrast, the students started showing an increase of their interest and response during the intervention process, as the researchers observed the intervention sessions (Appendix D). This increase of response was gradual as the intervention sessions were carried out. Something that appealed to the researchers' attention was that the students responded positively to Audiolingual Method techniques such as the different repetition and memorization drills. The positive response to the techniques should be understood as a remarkable participation of the majority of students during the intervention activities, something that could not be observed during the diagnostic.

Something that could not be achieved during the intervention was to make students work by themselves. For example, the researchers observed that the students repeated actively after one of the researchers modeled the right pronunciation and asked them to repeat. However, when they had to work by themselves and pronounce the regular verbs in the simple past tense, they got distracted and started using their mother tongue to communicate. Undoubtedly, this fact had strong influence on the general improvement of the students' pronunciation of the /-ed/ endings in simple past regular verbs.

4.5. The effectiveness of the audiolingual techniques

Broughton, Brumfit, Flavel, Hill, and Pincas (1980) concluded that in foreign language teaching, pronunciation is the one area where it is generally agreed that

imitation is the essence of the learning process. Some people are better at imitation than others, but one thing is clear: in order to imitate correctly one must have heard correctly what is to be imitated. This same scenario happened when the researchers taught the ninth graders. Memorization drill with previous repetition worked perfectly fine when introducing the different sounds; the investigators produced the sound first in order to make students listen to the correct pronunciation, so they could repeat later on.

At the beginning, the ninth graders were shy and did not even repeat a word the research team asked them to repeat. After applying some of the Audiolingual Techniques, the researchers got that the students started producing or imitating the sounds at least in the way the students believed the sounds were. Imitation was present in every Audiolingual technique that the researchers applied since to make the ninth graders produce the sounds correctly, the investigators had to produce the sounds first. In the graph below, the improvement the students had when imitating the investigators' pronunciation of the different sounds are shown, moving from 0% in the first week to 43.75% in the seventh, eighth, and ninth week.

Graph 5

Students' imitation of the correct pronunciation
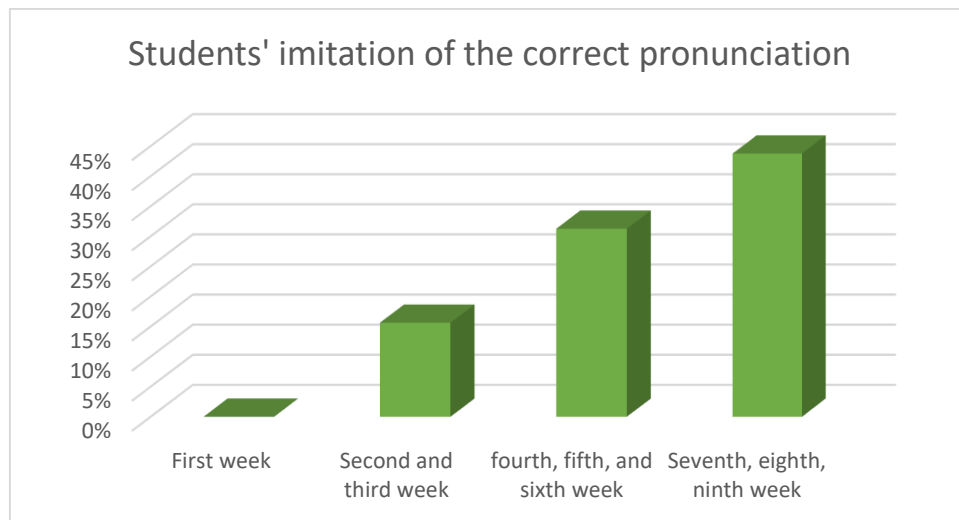
Source: Observation Checklist (Appendix D)

After imitation became an important part of this investigation, the researchers started to notice the students' advance when the ninth graders produced the sounds

previously mentioned. According to Mars (2013), the Audiolingual Method aims to develop communicative competence of students through dialogues. Dialogues and pattern drills that students need to repeat are used to form habits in learners that will allow them to develop quick and automatic responses. Drills are useful in foreign language teaching in that they give students the opportunity to perform what they have learnt.

Once the ninth graders had the knowledge, they started producing the sounds slowly but moving gradually thanks to the techniques that allowed them to put into practice or perform what they already knew. During the first week, this improvement was not that much since the researchers got only 8% of the students' improvement. Things got better week by week because during the following weeks, the ninth graders improved a lot more. The ninth graders' improvement started from 8% to 46 % at the end of the intervention process. The graph below shows the ninth graders' achievement all along the nine weeks.

Graph 6
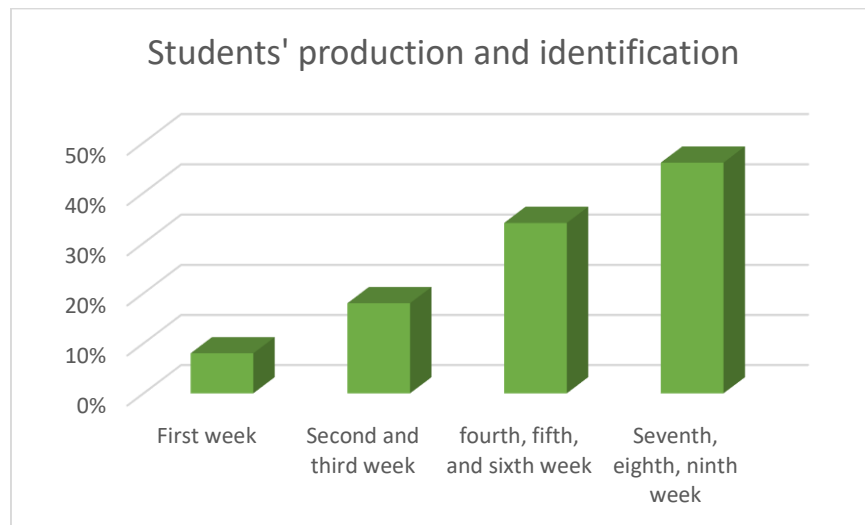
Source: Checklist to evaluate the Audiolingual Techniques (Appendix J)

4.6. Speaking and listening results

The researchers here established a comparison between the results obtained in the baseline, preliminary results and final results to have a clearer perspective to

measure the ninth graders' improvement during the whole intervention process.

4.7. Baseline

After the implementation of the Audiolingual Method, the investigators gathered and ordered the results obtained to analyze them and make the corresponding graphs. Here, the researchers show the data obtained by carrying out the two speaking tests (Appendixes B and E), the two listening tests (Appendixes C and F) and the rubric to assess the ninth graders' performance in the speaking tests (Appendix H.)

The results of the speaking and listening dealt with how able the students were to recognize the three variations of the "-ed" endings in the simple past tense. In fact, this recognition remained arduous for the ninth graders and challenged the students in every test carried out. As Amanda Lillet (2017) testifies to this reality when she writes that this "-ed" ending in English "remains difficult for many non-native English speakers to master", and the reason she has identified for that problem is that "native English speakers link words together" and therefore "these endings often blend into the words after them and can be difficult to hear."

In the speaking test, there were five regular verbs contained in a paragraph. Out of the twenty-two students, there were only two producing the verb "played" correctly; the rest got none of the verbs correct. After carrying out the speaking test, the researchers found out that the majority of the students produced the verbs incorrectly. The percentage of accuracy in this speaking test is only 1.81% meaning that none of the students approved the test; two ninth graders got two in their exam, and the rest twenty obtained zero.

On the other hand, the results of the listening test showed that the ninth graders obtained from two to seven answers correct. This time, there were twenty verbs included, which had to be classified depending of the variation of the "-ed" ending that each of the verbs had. This time there was no student that obtained zero; they had at least two correct responses. One student got seven, four got six and five got five correct responses. These results showed that even though the investigators produced the verbs highlighting the three specific variations at the end of the verbs, the recognition

job remained laborious. In the graph below, the average grade the ninth graders obtained in the first tests is showed, making noticeable that none of the students approved any of the tests.

Graph 7
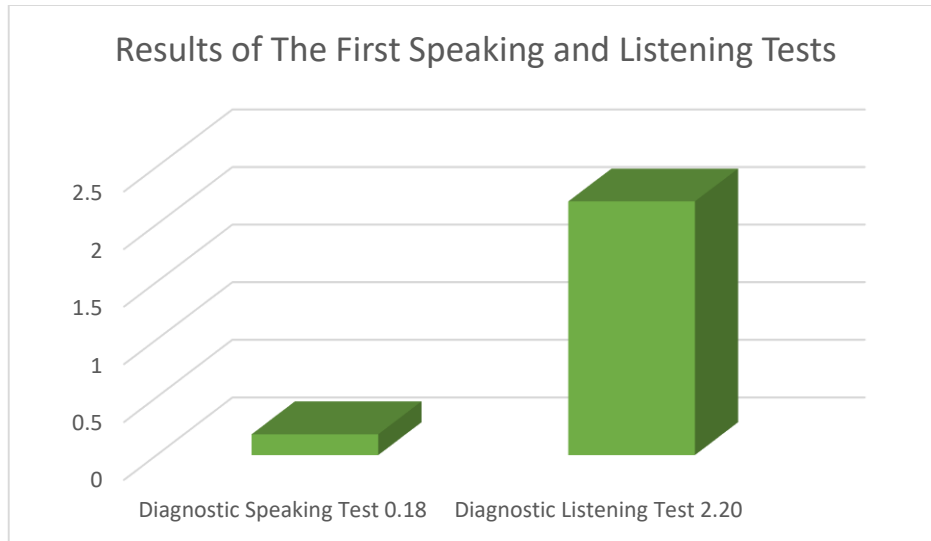
Source: Diagnostic Speaking and Listening Tests (Appendixes B and C)

4.7.1. Preliminary results

In the seventh week, other two tests were carried out to evaluate the ninth graders' achievement in the recognition of the three variations of the "-ed" endings in the simple past tense regular verbs. The foresaid tests followed the same pattern used for the diagnostic results (Appendixes E and F). This time, the investigators got better results after applying the Audiolingual techniques.

In the speaking test (Appendix E), eleven regular verbs were included in a paragraph; among the eleven verbs, the three variations of the "-ed" endings were included. For example, "attended", "walked", and "enjoyed". Out of the twenty-two students, eleven students approved the test, which means that fifty percent of the students approved and the other fifty percent failed. This time, the researchers found that four students had good grades like eight point eighteen that turned out to be the highest grades in the classroom. Grades like one point eighty-one was shown here being this, the lowest grade of the classroom. In the Listening Test (Appendix F), the

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ninth graders showed an improvement since this time, eleven students approved the test. The research team found that four ninth graders obtained nine point five, which means that out of the twenty correct responses, they got only one wrong, three students got eight, and four obtained seven. In this listening test, fifty percent of students approved it; however, the results showed that there were low grades like three, three point five, four, four point five. In the graph below, the results of the ninth graders who approved and the average grades obtained in the Speaking and Listening tests are shown.

Graph 8

Results of the Final Speaking and Listening Tests

Legend: ■ Final Speaking Test 11 - 5.78   ■ Final Listening Test 11 - 6.16
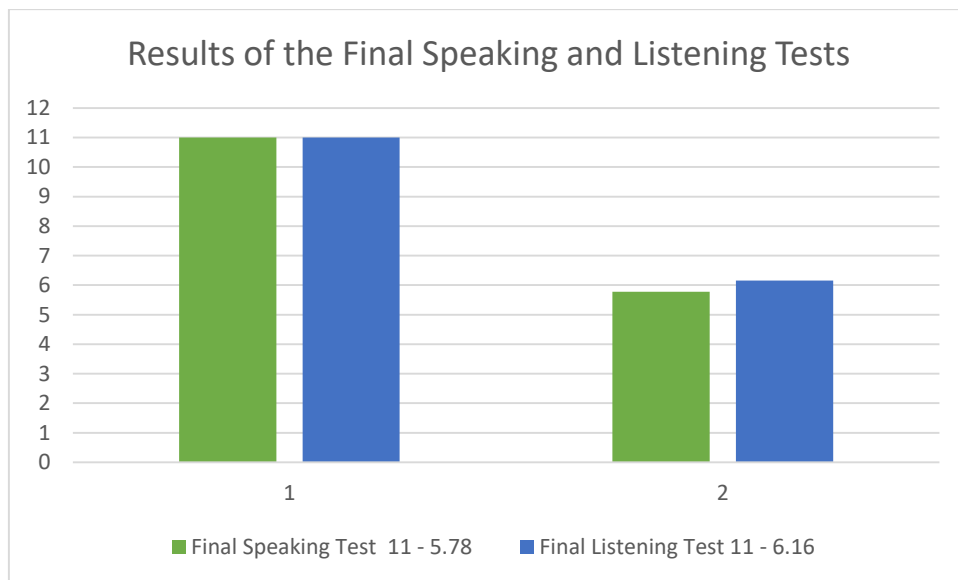
Source: Final Speaking and Listening Test (Appendixes E and F)

This graph above shows that the students improved much since the beginning, but there is a remarkable detail that caught the researchers' attention, and it is that the ninth graders showed better results since the beginning in the listening tests rather than in the speaking tests. Production or speaking tends to be generally most difficult to produce; that is why, the students found themselves more comfortable when listening to the correct pronunciations of the verbs than when trying to produce the foresaid sounds by themselves.

4.7.2. Final Test Results

At the end of the intervention process, the researchers used two speaking tests administered to the ninth graders to assess the students' production of the three variations of the "-ed" endings in the simple past tense. Producing the sounds was challenging for them because at the beginning, they did not know much about these variations and then because they were afraid of committing mistakes when trying to pronounce the sound correctly. The first speaking test included only five regular verbs in a paragraph; on the other hand, the final speaking test contained eleven also in a paragraph. In the first speaking test, the researchers only obtained two correct out of the one hundred ten possible correct answers since they were twenty-two students and each had five possible correct responses (five times twenty-two).

In the final Speaking test, the research team obtained one hundred forty out of the two hundred forty-two (eleven times twenty-two). The diagnostic and final speaking test were more challenging for the ninth graders than listening tests since the ninth graders always had better results in the listening tests than in the speaking tests. The graph below shows a comparison between the first and final speaking test. It shows the amount of the students who approved the tests and the average grade obtained by the ninth graders.

Graph 9

Diagnostic and Final speaking Tests

■ Diagnostic Speaking Test 0 - 0.18   ■ Final Speaking Test 11 - 5.78
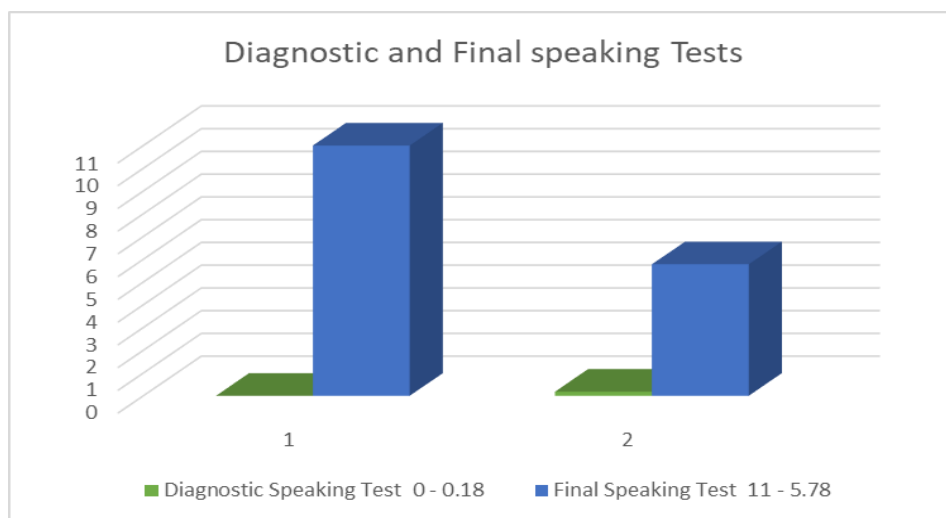
Source: Diagnostic and Final Speaking Tests (Appendixes B and E)

The percentage of the ninth graders' improvement from the diagnostic speaking test to the final speaking test is shown below, starting from the scarce 1.81% to the leafy 57.8%. The 1.81% represents the two correct answers obtained out the one hundred ten possible correct answers (five times twenty-two). The leafy 57.85% represents one hundred forty answers obtained out of the two hundred forty-two possible correct answers (eleven times twenty-two).

The ninth graders found the listening test at the beginning difficult; they were amazed whenever the researchers produced any of the regular verbs or word included in the test or activities carried out during the classes. There is one important thing that called the researchers' attention, and it is that at the beginning, the ninth graders did not know much about the three variations of the "-ed" endings though they obtained ninety-seven correct responses out of the four hundred forty possible correct responses (twenty times twenty-two).

Graph 10
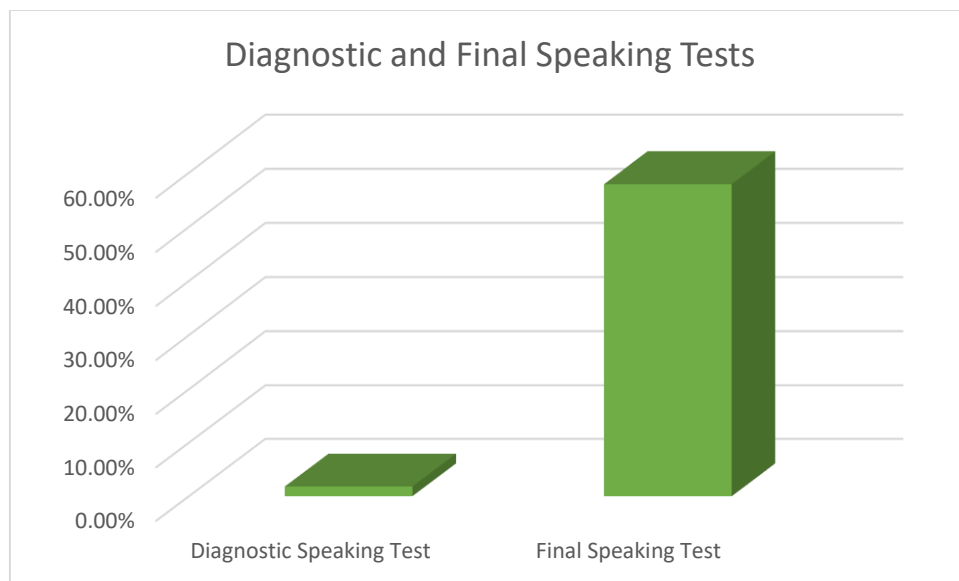
Source: Diagnostic and Final Speaking Tests (Appendixes B and E)

In each of the listening tests, the majority of the students were paying attention, and some even found them funny and interesting. Whenever taking the listening tests, the ninth graders felt comfortable because they said that nobody would notice if they made a mistake or not. At the beginning and according to the diagnostic listening test,

the students did not know much about the three variations, but at the end and as the final listening test showed, the students' understanding improved 40%; moving from 22% to 62% as it is shown in the graph below.

Graph 11
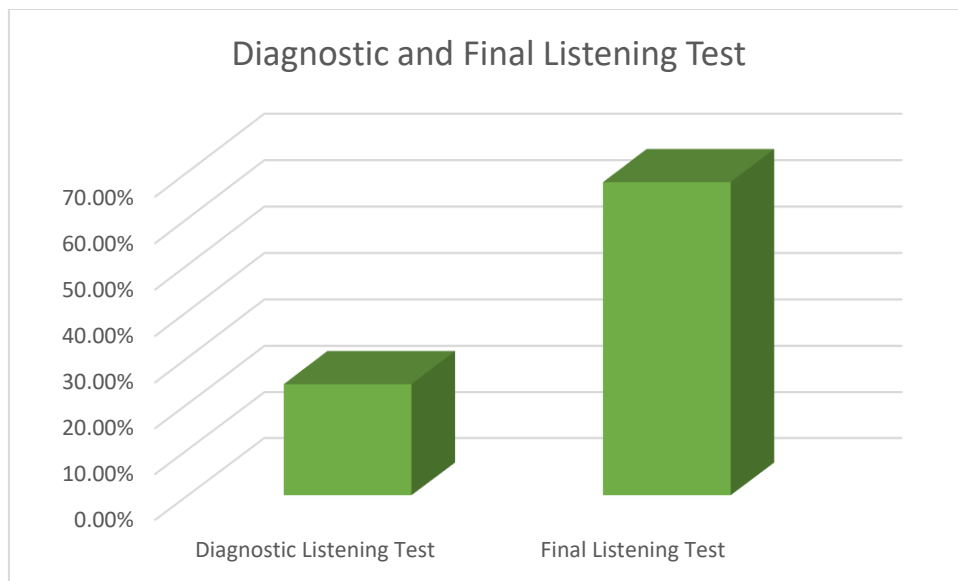
Source: Diagnostic and Final Listening Test (Appendixes C and F)

4.8. Hypothesis

Consequently, after having compared and contrasted the results obtained in this research study during the intervention process, the investigators demonstrated that the implementation of the Audiolingual Method did improve ninth grade section "A" students' pronunciation of the "-ed" endings in the simple past tense regular verbs as shown in graph four. The constant exposure to the Audiolingual techniques did improve ninth grade section "A" students' pronunciation of the "-ed" endings in the simple past tense regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019. The implementation of the Audiolingual Techniques made students not only produce and identify the different variations of the "-ed" endings, but also made them acquire new vocabulary, become more confident about their pronunciation, become more participative and engaged in every class. The results were not reached in a hundred percent due to many factors that might have affected them. One of those factors was the lack of interest the institution had to make

their students learn English since whenever the researchers were teaching; there was always a reason to take out of the classroom three or four students only for cleaning purposes. Second, the lack of interest the teacher in charge of the subject had for whenever a class was taught, instead of helping the researchers, the teacher run away; he always looked for a reason so as not to stay in the classroom, and it was difficult to make the ninth graders stay where they had to. Third, there were some students over the age who looked more serious and apart from the rest that even though the investigators included them in the activities, they simply decided not to participate, saying a resounding and challenging "no".

4.9. Research question

After analyzing the data obtained though observation, tests, and so on, the investigators gathered enough information to answer the following question: To what extent does the implementation of the Audiolingual Method improve the ninth grade section "A" students' pronunciation of the "-ed" endings in the simple past regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019?

According to graph six based on the appendix J, which revealed that the students' pronunciations did improve 38%, from the starting and scarce point of 8% to the acceptable 46%. The application of the Audiolingual Method aims repetition as its main means to make students learn a language. Though some experts may consider repetition as bored and nonsense, it helped the ninth graders move from 8% to 46% percent of improvement, which actually represents a huge success for the researchers. The research team noticed that whenever repetition was included in the activities and games, the majority of the ninth graders participated actively in the drills and activities. It was relevant for the researchers to make sure that the students know that they would be helped in case they needed; in this way, the researcher created a safe place for the ninth graders to start producing the foresaid sound correctly.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

It was notorious that each of the techniques applied in this research study helped the ninth graders improved gradually the production of the three variations of the "-ed" endings in the simple past tense regular verbs /t/, /d/, and /ɪd/ (See graph 4, moving from 20% to 47.5%). Whenever the investigators used repetition, complete the dialog, backward build-up, dialog memorization drills, the students improved their production of the foresaid sounds.

Many researchers give no credit to the use of the Audiolingual Method considering it as not effective for education purposes since it does not provide a grammar context to students. However, in this investigation, it helped the ninth graders not only to learn and produce the three variations correctly, but also to make the ninth graders become active in their learning process. The researchers saw how the students became more and more engaged in the classes though at the beginning, they did not want to participate at all.

Among all the techniques incorporated in this research study, repetition was more successful since the students felt more comfortable when producing the sounds after they heard the correct pronunciation. Repetition was very important because once the students repeated the sounds as many times as necessary, they started producing them without being afraid to be listened.

Whenever the ninth graders had to perform an activity and the researcher in charge modeled the right pronunciation first, the students felt the activity satisfying. In this way, researchers created for the ninth graders a comfortable, secure and free environment to participate freely.

The perception and production was significantly improved as it is shown in graph 10, in the speaking, the students showed an improvement starting from the scarce 1.81% to the leafy 57.85%. The application of the Audiolingual Method improved both the perception and production of the three variations of the "-ed" endings in the simple past tense regular verbs /t/, /d/, and /ɪd/.

5.2. Recommendations

After having finished the investigation, researchers conclude that is very important to give some recommendations for teachers, students and future researchers in order to step up the learning and teaching process.

Recommendations to teachers

The research team recommends teachers encouraging students to participate in every class through the use of warm-up activities and the implementation of the Audiolingual Method.

The research team suggests teachers looking for different activities or techniques that help students to develop their four macro skills accurately.

The research team advises teachers to make all students feel part of the class. The researchers firmly suggest teachers showing enthusiasm during every single class.

Recommendations to students

The investigators recommend students not showing reluctance to the activities teachers do during every single class.

The research team advises students to share their ideas and opinions with the class. The researchers constantly recommend students asking question or doubts they have about the class.

The research team advises students to take advantage of every class and practice as much as possible.

The investigators recommend students improving their English outside the classroom by watching videos in English and listening to audios or podcasts.

Recommendations to future investigators

The research team recommend future investigators paying carefully attention to the response that students have to certain activities and techniques used to enhance their learning and participation because not all the activities are suitable for the

students.

The investigators propose that future researchers look for the best way to apply each method or technique in order to get better results.

The researchers recommend future investigators being creative, active and open minded during every single class to make students feel comfortable.

The research team advise that future researchers design tools that help them collect just reliable and useful data.

The research team suggests that future researchers make sure beforehand that they will be developing each of the class without any interruption by the principals or the rest of the professors.

Finally, the researchers advise that future researchers explain things in a way students can understand the topics easily and enjoy the learning process.

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APPENDIXES

APPENDIX A
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
DIAGNOSTIC OBSERVATION CHECKLIST

Objective: To collect relevant information on the methodology used by the teacher in the English classes at Centro Escolar Manuel Álvarez Magaña from January to February, during the year 2019

Date: _____

Lesson/ Activities	Yes	No
Directions and explanations		
Students' cooperation in learning		
Individual work		
Pair or group work		
Listening drills		
Speaking drills		
Materials used		

The teacher uses: Resources (CD-player, television, or LCP to explain a topic or accomplish an activity)		
Flash cards or charts		
Games or dynamics to explain a topic		
Worksheets or books		

Comments:_____

_____

_____

_____

APPENDIX B
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
DIAGNOSTIC SPEAKING TEST
NINTH GRADE STUDENT SECTION "A"

Objective: To collect information on the ninth grade section "A" students' oral production of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs in context

Date: _____

Directions: Read the following paragraph carefully.

My grandfather had a very exciting life. When he was young, he lived on a farm in the country. His parents raised cattle, and he looked after the cows. When he was eighteen, he went to university, where he studied Philosophy. He also played the trumpet in a jazz band.

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
DIAGNOSTIC LISTENING TEST

Objective: To collect information of the ninth grade section "A" students' of their oral production of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs in context

Date: _____

Directions: Listen to the verb and mark with an X the sound each of them belongs to.

VERB		/t/	/ɪd/	/d/
1.	Borrowed			
2.	Filmed			
3.	Organized			
4.	Accepted			
5.	Danced			
6.	Died			
7.	Painted			
8.	Moved			
9.	Tried			
10.	Worried			
11.	Rested			
12.	Talked			

No.	Word			
13.	Saved			
14.	participated			
15.	Shopped			
16.	Listed			
17.	Happened			
18.	Identified			
19.	Needed			
20.	Walked			

APPENDIX D
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
OBSERVATION CHECKLIST

Objective: To collect information about the development of the classes during the intervention process and the students' pronunciation of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs in context.

Date: _____

Directions: Mark "Yes" or "No" and provide comments for each item.

	ITEM	YES	NO	COMMENTS
1	The teacher models the right simple past regular verbs pronunciation in front of the class.			
2	In general, the students repeat correctly when they receive the right pronunciation from the teacher.			
3	The students show willingness to improve their pronunciation by constantly repeating after the teacher.			
4	When the teacher corrects their pronunciation, the students repeat and correct their mistakes.			

5	The teacher uses constant oral repetition during the activities he/she develops.			
6	The teacher makes students repeat the correction he/she makes.			
7	The students repeat the final /d/ sound in simple past regular verbs when they receive the right pronunciation from the teacher.			
8	The students repeat the final /d/ sound in simple past regular verbs when they have to do it by themselves without the teacher's assistance.			
9	The students repeat the final /ɪd/ sound in simple past regular verbs when they receive the right pronunciation from the teacher.			
10	The students repeat the final /ɪd/ sound in simple past regular verbs when they have to do it by themselves without the teacher's assistance.			
11	The students repeat the final /t/ sound in simple past regular verbs when they receive the right pronunciation from the teacher.			

12	The students repeat the final /t/ sound in simple past regular verbs when they have to do it by themselves without the teacher's assistance.			

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

FINAL SPEAKING TEST

NINTH GRADE STUDENT SECTION "A"

Objective: To collect information on the ninth grade section "A" students' oral production of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs in context

Date: _____

Directions: Read the following paragraph carefully.

Yesterday, I did several activities. In the morning, I attended school and studied with my friends. In break time, I played soccer with my cousin Alfred, and we enjoyed it a lot. After school, I walked home and in the afternoon, I watched TV. In the evening, I visited my grandma, and we talked for a while. She told me funny stories, so we laughed a lot. Back at home, I brushed my teeth and listened to some music before sleeping.

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
FINAL LISTENING TEST

Objective: To collect information on the ninth grade section "A" students' oral production of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs in context

Date: _____

Directions: Listen the verb then, mark the sound it belongs to.

VERB		/t/	/ɪd/	/d/
1.	Cleaned			
2.	Helped			
3.	Ignored			
4.	Spelled			
5.	Watched			
6.	Reviewed			
7.	Measured			
8.	Expected			
9.	Offered			
10.	Lasted			
11.	Looked			
12.	Lived			

13.	Decided			
14.	Provided			
15.	Welcomed			
16.	Varied			
17.	Studied			
18.	Picked			
19.	Jumped			
20.	Loved			

APPENDIX G
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
QUESTIONNAIRE ADDRESSED TO STUDENTS

Objective: To gather the necessary information on the ninth grade section "A" students' oral production of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs, at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán during the year 2019

Date: _____

Directions: Answer the following questions providing comments you consider important.

1. Do you consider you have problems in speaking English?

    Yes □   No □

    Which ones?

    _____

    _____

2. Do you consider that learning English is difficult?

    Yes □   No □

    Why?

    _____

    _____

3. Do you consider the oral production important?

    Yes □   No □

    Why?

    _____

_____

4. Do you feel afraid of speaking English in the classroom?

   Yes □   No □

   Why?

_____

_____

5. Do you have an active participation in classes?

   Yes □   No □

   Why?

_____

_____

6. Do you feel exposed to the English language?

   Yes □   No □

   How?

_____

_____

7. Does the teacher make you speak just English in the classroom?

   Yes □   No □

8. Does the teacher pay attention to your pronunciation and provide you with feedback?

   Yes □   No □

   How? Give some examples.

_____

_____

9. Do you know the different pronunciations of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs?

Yes □   No □

Explain.

_____

_____

10. How is your oral production of the   English sounds /t/, /d/, and /ɪd/in simple past regular verbs?

Excellent □   Good □   Bad □   Extremely bad □

11. Do you practice the pronunciation of the English sounds /t/, /d/, and /ɪd/ just in classes?

Yes □   No □

How?

_____

_____

12. If your answer is yes, how much time do you practice?

30 minutes □   1hour   □ More than an hour □

13. How often do you practice the different pronunciations of the English sounds /t/, /d/, and /ɪd/?

Always □ Never □ Sometimes □ Rarely □

14. Do you recognize a regular verb in the simple past tense?

Yes □   No □

Explain.

_____

15. Do you consider that the time dedicated to teach you is enough for you to learn the

English pronunciation sounds /t/, /d/, and /ɪd/?

Yes □   No □

Explain.

_____

APPENDIX H
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
RUBRIC FOR SPEAKING TEST

Objective: To collect information on the ninth grade section "A" students' improvement of their oral production related to the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs

Date: _____

Student's name:											
AREA		**SCALE**									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1	In general, the student has a clear pronunciation.										
2	The student seems comfortable while reading the text.										
3	The student uses appropriate intonation of the sentences.										
4	The student speaks loudly enough to be heard.										
5	The student										

	pronounces the /d/ final sound in simple past regular verbs.										
6	The student pronounces the /t/ final sound in simple past regular verbs.										
7	The student pronounces the /ɪd/ final sound in simple past regular verbs.										
	TOTAL										
	GRADE										

APPENDIX I
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
SEMI-STRUCTURED INTERVIEW ADDRESSED TO THE ENGLISH TEACHER

Date: _____

Objective: To gather the necessary information of the ninth grade section "A" students' oral production of the English sounds /t/, /d/, and /ɪd/ in simple past regular verbs at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán during the year 2019

Direction: Answer the following questions accurately.

1. Which method do you use to teach your English classes?

2. Do you consider that your students face difficulties when they speak English?

3. Is the oral production one of the most common problems? Yes, no, why?

4. What do you do to improve your students' pronunciation?

5. Does it really improve your students' pronunciation?

6. Do you ask your students to participate in classes or do they volunteer?

7. Do you make your students speak just English in the classroom? How?

8. Do you use just the target language in classes or do you use the mother tongue?

9. Do you consider that speaking Spanish in the English classes affects your students' pronunciation of the English sounds? How?

10. Do you think the speaking skill is important? Why?

11. What do you know about the Audiolingual Method, its principles and techniques?

12. What are the most common difficulties your students face?

13. How do you think the Audiolingual Method will help students improve their pronunciation?

14. What are the most common pronunciation problems your students face?

15. Do you consider that the use of the Audiolingual Method will be useful for improving students' speaking skill?

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
CHECKLIST TO EVALUATE AUDIOLINGUAL TECHNIQUES

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

ITEMS		Poor			Improve		Adequate		Good		Excellent	
		0	1	2	3	4	5	6	7	8	9	10
1	The ALTs correspond to the needs of Ss.											
2	Students produce the sounds /t/, /d/, and /Id/ accurately.											
3	Students recognize the inflection of the sounds /t/, /d/, and /Id/ in the simple past regular verbs.											
4	The use of the assortment ALTs is suitable to enrich students' oral production.											
5	Students develop the oral production of the English sounds /t/, /d/, and /Id/ through repetition, dialogue											

	memorization, replacement and memorization drills.											
6	Students use the language properly.											
7	Students demonstrate a clear legibility of the production of the sounds above in real communication tasks.											
8	Students speak fluently when producing the different sounds /t/, /d/, and /ld/.											
9	Students distinguish the environments in which the inflection of the different sounds appears.											
10	Students identify the different sounds involved in the English suffix "-ed" in listening activities.											
TOTAL												

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APPENDIX K

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

VALIDATION SHEET

</div>

Name of validator: _____ **Date:** _____

Objective: To validate each of the necessary tools for carrying out the research named Improving ninth grade section "A" students' pronunciation of the "-ed" endings in simple past regular verbs through the Audiolingual Method at Centro Escolar Manuel Álvarez Magaña in Atiquizaya, Ahuachapán, from February to July, 2019

Directions: check the appropriate box based on your rating.

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

ITEM	5	4	3	2	1
1. Clarity of directions and items The directions and items are clear and understandable.					
2. Vocabulary level The vocabulary is suitable for participants.					

3. Language use The items are grammatically correct.					
4. Suitability of items The items fit with the variables and indicators to measure what they intend to measure.					
5. Accuracy of items Each item requires only one specific answer or measures one behavior.					
6. Scale/Rating The scales used or the response options provided for each item are appropriate.					
7. Attainment of purpose The instrument helps to fulfill the research objectives.					

Comments/Suggestions:

_____

_____

_____

Signature: _____

APPENDIX L
UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
LESSON PLAN

By Jackeline Hernández, Diego Portillo, and Katherinne Rivera

TARGET CONTENT: The sounds /t/, /d/, and /ɪd/ involved in the English suffix "-ed"

TARGET STRUCTURE: The simple past tense regular verbs

OBJECTIVE: During this lesson, students will practice simple past regular verbs ending with the /Id/ sound.

Segment	What and How?	Materials	Time
1. Warm up **So what?**	• Say something like: Yesterday I visited my family. • Somebody must say something like: So what? Yesterday I walked two hours. • Somebody else must say something to answer to the sentence the previous person just said.		15 min.

2. Introduction Conversation	• Give students pieces of paper containing a basic conversation containing verbs ending in the /id/ sound. • Read the sentence and have them repeat after you. • Use the backward repetition drill. • Have students practice the conversation in pairs. • Give them some time to get ready to present the conversation in front of the whole class. • Have the 12 pairs present their conversations.	Board Markers	30 min.
3. Presentation Story time	• Give students a text containing blank spaces in which they need to select verbs and write them in past tense. • When they finish, read the text at loud so they listen to the pronunciation. • Now read the sentence and have them repeat after you.	Printed text	30 min.

	• Finally, have volunteers read the sentences for the whole group.		
4. Practice **Fill in the blanks**	• Division of the group • Divide the class into groups of 4 students. As they are 24, you will have 6 groups. • Give each group a one-page-long short story. • Have them read the short story and explain the meaning of unknown words by the students. • Poster creation • Give a large sheet of bond paper to each group. • They need to create a poster representing the story. • Story presentation • Have students create a conversation about the story. • Give them time to prepare and practice the conversation.	Colors Markers Sheets of paper	70 min.

	• Have them present the conversation in front of the class. • **Important:** The conversation must contain verbs studied in the previous lessons.		
5. Evaluation **Dictation**	• Give a sheet of paper to each student. • Ask them to draw a column with 3 columns. • First column is for verbs ending with the /t/ sound. Second column is for verbs ending with the /Id/ sound. Third column is for verbs ending with the /d/ sound. • Now, explain to them that they need to pay attention to the pronunciation of the final sound of the verbs. • They will write each verb on the column it belongs. • Finally, give them the right classification of verbs	**Sheets of paper**	35 min.

APPENDIX M

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

LANGUAGE DEPARTMENT

INTERVENTION PLAN

WEEK 1 IMPLEMENTATION SCHEDULE							
PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To make students stand up and play a game	Speaking activity warm up (25 minutes)	White board Markers Flashcards	Katherinne Rivera	Pictures observatio n	Observati on checklist (Appendi x D) Diagnosti c	Diego Portillo Jackeline Hernández	**Class 1 and 2** **DATE:** Tuesday,
To explain simple present rules to students and provide them with examples (50 minutes)	Listening and writing activity (50 minutes)						

To give students a piece of paper with an image of any activity and ask them to write the activity	Writing activity (50 minutes)				speaking test (Appendix B)		March 12th and Wednesday, March 13th, 2019 from 7:30 a.m. to 9:00 a.m. at Centro escolar Manuel Álvarez Magaña 9th grade section "A"
To ask students to create their own sentences and read them aloud Evaluation time	Writing and speaking activity Repetition Drill (55 minutes)				Checklist to evaluate the Audiolingual Techniques (Appendix J)		

	WEEK 2
	IMPLEMENTATION SCHEDULE

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To make students speak as much as possible in order to improve pronunciation	Speaking activity warm up (25 minutes)	Whiteboard Markers Pieces of paper	Jackeline Hernández	Pictures observation	Observation Checklist (Appendix D)	Diego Portillo Katherinne Rivera	**Class 3 and 4** **DATE:** Tuesday, March 19th and Wednesday, March 20th,
To explain to students the simple past rules usage and provide them with some sentences containing the simple past final sound /t/	Listening and speaking activity Repetition Drill (50 minutes)				Diagnostic listening test (Appendix C) Checklist to		

To make students practice their listening and speaking skill with a paragraph provided by the teacher	Listening and speaking activity (50 minutes)				evaluate the Audiolingual Techniques (Appendix J)		2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña 9th grade section "A"
To ask students to create their own sentences and read them aloud Evaluation timeTo ask students to answer some questions based on the paragraph and to evaluate students' pronunciation.	Speaking activity Question and answer (55 minutes)						

WEEK 3

IMPLEMENTATION SCHEDULE

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To make students remember the previous classes	Speaking activity Warm up (25 minutes)	Lesson plan Whiteboard Markers	Diego Portillo	Taking pictures Observation	Observation checklist (Appendix D) Questionnaire (Appendix G)	Jackeline Hernández Katherinne Rivera	**Class 5 and 6** **DATE:** Tuesday, March
To make students listen and memorize every word in a dialog, and then to produce it	Memorizing activity Dialogue Memorization drill (50 minutes)						

To teach students new vocabulary and ask students to memorize it	Speaking activity Backward build-up drill (50 minutes)	Short dialogue			Camera Checklist to evaluate the Audiolingual Techniques (Appendix J)		26th and Wednesday, March 27th, 2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña 9th grade section "A"
To use the Backward build-up drill, to have students to complete the conversation	Writing and Speaking activity (55 minutes)						

WEEK 4

IMPLEMENTATION SCHEDULE

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To have students talk about different things and to make a review of simple past	Speaking activity Warm up (25 minutes)	Whiteboard	Katherinne Rivera	Observation	Observation checklist (Appendix D)	Diego Portillo	Class 7 and 8
To pronounce verbs with the final sound /t/ accurately after the teacher	Speaking activity Repetition (50 minutes)	Markers Notebooks		Pictures Recording	Checklist to evaluate the Audiolingual	Jackeline Hernández	**DATE:** Tuesday, April the

To ask students to listen to teachers' pronunciation of the short dialogue, then, to ask students to memorize it	Listening and speaking activity (50 minutes)	Piece of paper			Techniques (Appendix J)		2nd and Wednesday, 3rd, 2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña

9th grade section "A" |
| To ask students to work in pairs and to produce the dialogue after listening to the teacher's pronunciation | Speaking activity (55minutes) | | | | | | |

WEEK 5 Implementation Schedule							
PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING
To make students work on their speaking skill	Speaking activity Warm up (25 minutes)						**Class 9 and 10** **DATE:** Tuesday, April 9th and Wednesday, April 10th, 2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña 9th grade section "A"
Students listen to the teacher's explanation of simple past /ld/ final sound	Speaking activity (50 minutes)	Whiteboard Markers Piece of paper Speakers	Jackeline Hernández	Pictures Observation Recording	Observation checklist (Appendix D)	Katherinne Rivera Diego Portillo	

To read the sentences using the backward repetition drill and to have students pronounce them	Writing and speaking activity Backward repetition drill (55 minutes)						
To ask students to listen to the audio and underline verbs whose final sound is /Id/	Listening activity (50 minutes)						

WEEK 6

IMPLEMENTATION SCHEDULE

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To have students talk about past activities	Speaking activity	Lesson plan	Diego Portillo	Observation Pictures	Observation checklist (Appendix D) Checklist to evaluate the Audiolingual Techniques (Appendix J)	Jackeline Hernández Katherinne Rivera	**Class 11 and 12** **DATE:** Tuesday, April 23th and Wednesday, April 24th, 2019 from 7:30
To have students practice pronunciation and understanding of different simple past regular verbs through a dialogue	Warm up	Whiteboard Markers					
To make students fill in the blanks using different simple past regular verbs (Evaluated	(25 minutes)	Sheets of paper					

| activity) | | | | | | | a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña

9th grade section "A" |
|---|---|---|---|---|---|---|---|
| To have students work in groups reading and trying to understand a short story. Then, they create a dialogue based on the story. Listen to their pronunciation. | Listening activity | | | | | | |

	WEEK 7						
	IMPLEMENTATION SCHEDULE						
PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
To have students energetic while they jump and say their names	Speaking activity	Markers Colorful pieces of paper	Katherinne Rivera	Pictures Evaluation sheet	Observation Checklist (Appendix D) Interview to the teacher (Appendix I)	Jackeline Hernández Diego Portillo	**Class 13 and 14** **DATE:** Tuesday, April 30 and Wednesday, May
To present students some verbs which final sound is pronounced like /t/	Warm-up						
To make students guess and pronounce different verbs	(25 minutes)						

To make students listen and underline verbs which final sound is like /d/	Speaking activity				Checklist to evaluate the Audio-lingual Techniques (Appendix J)		2nd, 2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña 9th grade section "A"

WEEK 8

Implementation Schedule

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ENDING
To make students practice and review the previous class content. Working in groups students remember letters and simple past verbs which final sound is with /d/	Speaking activity Review (25 minutes)						**Class 15 and 16** **DATE:** Tuesday May 7th and Wednesday, May 8th, 2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña

Students listen to the audio many times and mark the verbs they listen to from the box.	Listening activity (50 minutes)	Paper Markers speakers	Jackeline Hernández	Observation pictures	Speaking test (Appendix E)	Katherinne Rivera Diego Portillo	9th grade section "A"
Students listen to the teacher and write verbs that end in letters b, v, g, z, j, l, m, n, and r). Then they practice their oral speech saying the	Listening and writing activity (50 minutes)						

verbs they wrote.							
Make students create a dialogue using verbs which final sound is pronounced like /-d/.	Speaking activity (55 minutes)						

WEEK 9

IMPLEMENTATION SCHEDULE

PURPOSE	IMPLEMENTATION ACTIVITY	RESOURCES	RESPONSIBLE PERSON	DATA GATHERING	RESEARCH TOOLS	RESPONSIBLE PERSON	TIMELINE BEGINNING/ ENDING
Make a review of the implementation by making students remember all the final sounds and their pronunciation	Speaking activity	Whiteboard Markers Paper Speakers	Diego Portillo	Pictures Observation Listening test	Observation checklist (Appendix D) Final listening test (Appendix F)	Jackeline Hernández Katherinne Rivera	**Class 17 and 18** **DATE:** Tuesday May 14th and Wednesday, May
Make students write verbs whose final sounds are pronounced like /t/, /d/ and /ɪd/ and pronounce them.	Warm-up						

Make students create sentences with the assigned verbs.	(25 minutes)				Checklist to evaluate the Audio-lingual Techniques (Appendix J)		15th, 2019 from 7:30 a.m. to 9:00 a.m. at Centro Escolar Manuel Álvarez Magaña
Students have to write the verb they listen to in the column it belongs to.	Writing activity						9th grade section "A"