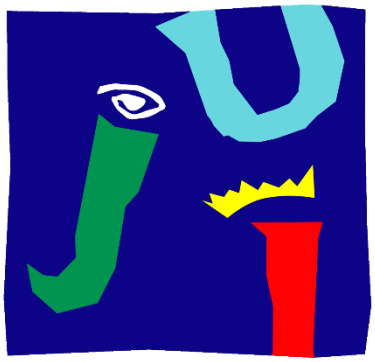


UNIVERSITAT JAUME·I

TESTING CORRECTIVE FEEDBACK STRATEGIES TO IMPROVE THE MISPRONUNCIATION OF THE *-ED* SUFFIX IN PAST SIMPLE

Máster Universitario en Profesor/a de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas

Especialidad: Inglés

Julio, 2023

Student: Alexandra Crina Bajinaru

Tutor: María Luisa Renau Renau

Acknowledgements

First, I am deeply indebted to my thesis supervisor, Dr. María Luisa Renau Renau, for her constant support and invaluable guidance throughout the whole preparation process. Her undivided attention, practical suggestions and helpful advice whenever it was needed has made a tremendous difference in the accomplishment of this Master's thesis.

Second, I would like to thank my husband, Fran, who has always been patient and has known how to support and help me whenever he could.

Finally, an everlasting thank you to my mother, †Adriana, who would always encourage me and offer words of comfort long before I knew I needed them.

ABSTRACT

The role of English as a lingua franca nowadays has created a path towards communicative competence, a fact which has effectively helped individuals communicate with one another in a specific setting or context. Nevertheless, non-native speakers of English who use it as a foreign language in the secondary classroom context find that communication cannot take place given that the message conveyed becomes fractured or is blocked by mispronunciation when practising speaking in class. Thus, speaking when using this language can at times be a challenging and demanding task, especially when there is no real focus on it in the Spanish educational system. The present paper analyses one aspect of the speaking skill, namely pronunciation, in a 2nd E.S.O. group in Spain comprised of 30 students, in an attempt to improve their mispronunciation of the *-ed* suffix when using regular verbs in the past simple tense. Moreover, the purpose of this paper is to try and correct this inappropriate pronunciation through the implementation of a pedagogical treatment or Didactic Unit (DU), which presents several activities spread out in three distinct sessions, as well as the usage of three methods that include the *Direct Method*, the *Audiolingual Method* and the *Silent Way*, and four corrective feedback strategies, namely *Repetition*, *Clarification Request*, *Elicitation* and *Paralinguistic Signal*.

KEYWORDS: English pronunciation, mispronunciation, foreign language, secondary education, regular verbs, past simple, feedback

TABLE OF CONTENTS

1. INTRODUCTION 1
2. THEORETICAL BACKGROUND 3
2.1 English as a global language 3
2.2 The acquisition process of the speaking skill 4
2.3 The teaching-learning process of the English pronunciation 7
2.4 Communicative language competence 9
2.5 The final *-ed* inflectional suffix in regular verbs 12
2.6 Corrective feedback strategies 13
2.7 Gamification strategies: role-plays 15
2.8 Elements of the Spanish curriculum 16
3. OBJECTIVE AND RESEARCH QUESTIONS 22
4. METHOD 23
4.1 Participants 23
4.2 Research instruments 24
4.3 Pedagogical treatment 24
5. DATA ANALYSIS, COLLECTION PROCEDURES AND EVALUATION 26
5.1 Data analysis and collection procedures 26
5.2 Evaluation 27
6. RESULTS 28
7. DISCUSSION 38
8. CONCLUSION 40
9. REFERENCES 43
10. APPENDICES 52
Appendix 1 – Pre-test and post-test: teacher's model 52

Appendix 2 – Pre-test and post-test: students' model 53
Appendix 3 – Original pre-test and post-test story 54
Appendix 4 – Pre-test audio recordings 55
Appendix 5 – Post-test audio recordings 56
Appendix 6 – Didactic Unit.: Worksheets and Activities 57
Appendix 7 – *Classroom* task announcement 62
Appendix 8 – *Classroom* task corrections 63
Appendix 9 – Completed DU 64
Appendix 10 – Outlines of *Classroom* task role-plays 65
Appendix 11 – Rubrics 66
Appendix 12 – *Kahoot!* 67
Appendix 13 – Educaplay 68
Appendix 14 – Original 'Bad Blood' story 69
Appendix 15 – Class timer 70
Appendix 16 – Gamers and influencers' stories 71
Appendix 17 – *Mosaic 2*: Student's Book 72
Appendix 18 – Competencies and Basic Knowledge 74
Appendix 19 – Pedagogical Treatment 88

LIST OF TABLES

Table 1: DU sessions with Key and Specific Competencies..... 21

Table 2: Regular verbs present in the Pre-test and Post-test..... 29

Table 3: Final -ed Pronunciation Chart..... 33

Table 4: Key Competencies present in DU and descriptors..... 83

Table 5: Specific Competencies..... 86

Table 6: Basic Knowledge..... 87

LIST OF FIGURES

Figure 1: Pronunciation in the Language Curriculum..... 12

Figure 4: Scoring scale..... 27

Figure 2: Pre-test and Post-test Results Chart..... 33

Figure 3: Pre-test and Post-test Results..... 34

Figure 5: Completed Classroom task..... 37

Figure 6: Not completed Classroom task..... 37

1. INTRODUCTION

Humans inherently possess the capacity to communicate since it is a vital skill for understanding and being understood by others in a given group of people. What transpires, though, when comprehension and being understood are utterly impossible? In these situations, a component, a route, or a method must be there to facilitate communication between persons who desire it but do not speak the same language or use the same terms. The English language, whose worldwide function is absolutely indisputable and is actually a definite reality, is this fundamental component.

Vastly considered a lingua franca today according to several authors such as Al-Zoubi (2018), Boonkit (2010), Harmer (2014), Luján-García (2012) or Renau & Alonso (2016), English in this day and age is extremely needed in societies in order to connect speakers and convey a message. Many scholars support this claim, and among them is Luján-García (2012, p.1), who states that "English has unquestionably become the main vehicle of communication or lingua franca among speakers who do not share a common tongue", which precisely allows us to view this language as what it actually is: a powerful mechanism that allows speakers the ability to convey a message and communicate with each other.

As a matter of fact, English is widely used on countless websites, official language pages, *BBC* websites and entries, numerous educational and interactive online games, a plethora of boardgames, plays, comics, magazines or books, both written and in online format, but is also much present on EU institutional webpages since, according to the European Union (n.d.) webpage "English remains an official EU language, despite the United Kingdom having left the EU. It remains an official and working language of the EU institutions". Therefore, it can be argued that this specific language has undoubtedly spread and integrated itself into our everyday lives in a substantial way, and without it, communication among individuals who wish to understand one another, convey information, and also become informed would not be feasible.

The current study has defined and put into practice a Didactic Unit in English, abbreviated DU, that is completely concerned with how to pronounce the suffix *-ed* in regular verbs in the past simple tense. Thirty students from two 2nd E.S.O. classes, A and B, whose ages ranged from 11 to 14 years old, participated in the study. Their English pronunciation was assessed throughout a two-week initial internship period from January 10 to the 21st.

The DU was implemented at Illes Columbretes, a subsidised secondary school in Burriana, a small town in the province of Castellón, Spain, for the second observational period, which ran from February 21 through April 13. The complete unit was covered in two sessions of 50 minutes and one of 45 minutes, with the 30 participants at 2nd E.S.O. level.

Thus, while attempting to convey a message, correctness of speech has always been the primary factor. According to certain scholars, like Dávila (2018), Edo-Marzá (2014), and Afonso (2021), pronunciation is a vital factor in this. The major contention of this essay is further supported by the fact that, due to time restraints and the language curriculum, pronunciation is not a speaking ability that receives much emphasis in Spanish secondary schools (Ortells, 2013; Segura, 2012).

A third reason would be that, even though it is generally accepted that proper pronunciation indicates a certain level of language control and understanding, there are times when it is necessary to communicate with others in a language that is understood by all parties, such as when applying for a job, moving or working abroad at a company that values good English proficiency. Additionally, considering that "governments and educational institutions tend to regulate the syllabi of the various compulsory disciplines in the educational curriculum and those syllabi are the backbone of manuals or textbooks," (Criado & Sánchez, 2009, p. 2) pronunciation was not sufficiently stressed in the Illes Columbretes classroom nor was it particularly present in the students' coursebook, *Mosaic 2* (Pelteret & Kelly, 2015) at this subsidised secondary school in Spain (Appendix 17).

Finally, since this 2nd E.S.O. class had demonstrated symptoms of a non-normative pronunciation of this suffix, the precise pronunciation of the *-ed* ending in past simple regular verbs was chosen as the study's focal topic.

2. THEORETICAL BACKGROUND

2.1 English as a global language

Nowadays, to acknowledge the absolute power and importance of English as a global language and lingua franca in different contexts is a reality all countries around the world face (Afonso, 2021; Al-Zoubi, 2018; Beltrán, 2016; Boonkit, 2010; Gooskens et al., 2017; Kandel, 2007; Renau & Alonso, 2016). According to Torky (2006, p. 13) "English has become the most important foreign language in the world" in the last thirty years or so, a fact not only present in academic situations, such as public and private schools, universities and language academies, but in all other aspects as well since, in more ways than not, English serves as a key nexus between people who intend to communicate with the rest of members of a society that is not their own and which, therefore, does not share the same language (Gooskens et al., 2017; Harmer, 2014; Edo-Marzá, 2014; Maawa and Ortega-Dela Cruz, 2019; Syafrizal & Rohmawati, 2017; Torky, 2006). As Feriz et al. (2017, p. 4) points out, the act of communicating "lets human beings transmit a message", an essential aspect of our role as humans since we are "social beings, who need to be in touch with the rest of the world" (2017, p. 3). On the other hand, Ahmad & Rao (2013, p. 187) reaffirm this need to acknowledge and thoroughly use English, if such is the intention of a speaker, in order to communicate when the need arises and the context allows it, and claim that "the English language runs like blood through the veins of nations worldwide. To have good communication skills in English is a burning desire for most people".

Moreover, this burning need also allows non-native speakers to communicate with each other in foreign language contexts such as a secondary school classroom. Nevertheless, while "many countries emphasize teaching languages other than the native language to its citizens" (Torky, 2006, p. 13) in order to allow communication to thrive, this particular language "is an unsolved matter" in Spain (Segura, 2012, p. 5) since its role in Spanish secondary schools is not as a second language or "SL but as an FL" (Beltrán, 2016, p. 53) or foreign language.

In consequence, for non-native English speakers in European countries such as Spain, speaking English fluently is a requirement in order to obtain not only the correspondent level certifications, but also to obtain a favourable mark during and at the end of a secondary school year. However, even though all skills are relevant and needed in order to obtain positive results, in this specific academic context, it seems as if speaking is the most challenging aspect to master when dealing with the English language (Renau & Alonso, 2016), due to the fact that more often than not it is relegated to a less significant position and is thus not really practiced and encouraged within the Spanish educational system. What is more, it is not the only language uttered in the classroom:

> English lessons have become a master class where students listen to the teacher and repeat grammatical constructions or practice activities from the coursebook or workbook. (…) the English language is not used during the English lesson but also Spanish is used. (Segura, 2012, p. 6)

Therefore, even though adequate, normative and appropriate pronunciation might be a goal many teachers want to help their pupils achieve when teaching a foreign language in secondary schools, English is a complex network of rules which need to be followed in order to correctly produce understandable utterances when speaking (Celce-Murcia et al., 2014). Nonetheless, when these guidelines are ignored, mispronunciation occurs.

2.2 The acquisition process of the speaking skill

Speaking "has been considered the most challenging of the four skills given the fact that it (...) requires speakers to make decisions about why, how, and when to communicate," write Usó-Juan & Martínez-Flor (2006, p. 139). This ability, one of the "productive skills" (Sutjiati et al., 2017, p. 162), is crucial for communication in every situation, despite the fact that it might be extremely problematic for language users to utilise the English language appropriately.

As it is well-known, this competence in English “is one of the most difficult abilities to develop” (Feriz et al., 2017, p. 2) given the fact that, as the author later points out, it was not the first skill to be taught to those learners who wanted to use the

above-mentioned language “in a number of ambits like international business or EU institutions” (Segura, 2012, p. 4). Additionally, this scholar further states that proficiency has always been “seen as a desirable goal for youngsters and elderly people in all EU countries and in many parts of the world” as well, thus coinciding with plenty other scholars who defend this point (Amalia, 2019; Dávila, 2018; Holguín, 2019; Syafrizal & Rohmawati, 2017).

We must keep in mind, though, that context is crucial when teaching a foreign language, and that, for Spanish students, for instance, learning this language in school entails being in a "foreign language setting" where the "target language is not an official, a semiofficial, or a native language of the country" and where, typically, "learners' exposure to nativelike pronunciation is often limited" (Celce-Murcia et al., 1996, p. 321).

Nevertheless, Segura (2012, p. 3) writes about the difficulty of learning this specific skill, especially when the person who is attempting it "does not live in an English-speaking country", as is the case of children in secondary schools in Spain, even though the goal or objective of many of them is clear, that of learning how to properly utter words in order to make complex sentences and be understood in the English language.

She even goes a step further and claims that:

> Spanish people are not generally considered good at learning English, specially, when we refer to listening and speaking skills. Although most Spanish people start to study English when they are children, in some cases when they are in Preschool Education and they usually go to language schools since they are three or four years old and they also study at school but in spite of it (…) only 27 per cent of Spanish people can express themselves. (Segura, 2012, p. 5)

Thereupon, and given the fact that “in almost any setting, speaking is the most frequently used language skill” (Torky, 2006, p. 13), the present DU, has been based on this ability.

At the same time, the need to analyse the pronunciation of the final *-ed* suffix in regular verbs in the past simple tense has been present, while trying to explain how to correctly pronounce said morphological form that signals “meanings and roles (…) such as (…) ‘past tense’ in the case of verbs” (Biber et al., 2010, p. 17), since a problematic was witnessed with this oral practice during my internship period at the subsidised secondary school.

It is a well-known fact that pronunciation is perhaps one of the most difficult skills to master when trying to speak a second or foreign language. The act of pronouncing correctly when trying to compose a speech, discourse, monologue, or any other type of oral interaction, with the goal of establishing communication between a listener and a speaker while using the English language has been claimed to be an extremely difficult task by many authors (Afonso, 2021; Edo-Marzá, 2014; Segura, 2012). According to Carranza et al. (2020):

> English pronunciation is usually considered one of the most difficult linguistic aspects to teach due to its various dialects and to each individual's native language influence. In other words, adequate pronunciation entails extra effort since it, sometimes, involves learners' working on memorizing specific rules and patterns and applying them when speaking. (Carranza et al. (2020, p. 278)

On the other hand, Wipawin & Somphong (2017, p. 1) also share this view and highlight that "past simple (…) regular verbs (…) have been widely used" because they "frequently appear in many examinations and situations" but despite this fact, the "English tense is still an obstacle in understanding language" since these tenses "are difficult for the participants who rarely speak English in their daily lives" (Wipawin & Somphong, 2017, p. 2). In the same way, these scholars further explain the idea that "students try to avoid speaking English" because they prefer to switch to "their native tongue language with gestures to communicate", which evidently is a problem when attempting communication between ESL or EFL students since it "directly affects various communication skills: listening, speaking, reading and writing" (Wipawin & Somphong, 2017, p. 2).

In addition to this point of view, Burns & Seidlhofer (2013, as cited in Schmitt, 2013) not only regard the speaking skill as fundamental when learning languages, but also mention the importance of the context and how language can be adapted according to different moments involving the speech act:

> 'Speaking' is so much part of daily life that we tend to take it for granted. However, learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how and when to communicate, and complex skills for producing and managing interaction, such as asking a question or obtaining a turn. (…) We speak in order to carry out various social activities and, (...) we attune our language and the meanings we wish to exchange to our specific purposes for speaking in that context. (Burns & Seidlhofer (2010, p.197, as cited in Schmitt, 2013)

Elisa (2019, p. 47) makes a similar observation on the oral ability, saying that it "must be mastered by learners" who need to be "able to speak English fluently and interactively." However, the reality that exists in some high school education classrooms is quite different because, in most cases, "learners only listen" to what the teacher is saying without actively participating in the speech act regarding the English language, as stated by this author, "the teacher usually cannot make the students engage in the learning process actively."

One reason for this might be because:

> Spanish speakers of English find it very complicated to articulate specific sounds which do not occur in their phonetic system. Besides, Spanish is a phonetic language, i.e. the written form resembles the spoken form and vice versa. This is one of the main issues when they are learning English, that they try to pronounce all letters of a word, but in English this is not the case. (Afonso, 2021, p. 14)

As a result, one of the main reasons why Spanish students avoid using this specific language in class is because doing so makes them feel apprehensive and uneasy. As English has a completely distinct phonological system that has nothing in common with the Spanish one, doing so assures that youngsters have absolutely no desire to speak the language. Afonso (2021, p. 13) further adds that "learning a foreign language does not only mean that the learner has to learn new words, but also to interpret them correctly and use them in the right way," which is another factor contributing to students' anxiety and reluctance to speak in English.

2.3 The teaching-learning process of the English pronunciation

In general, academics feel that improving English pronunciation in Spain may be done because there is still a propensity for speakers to do poorly in this area. In order to bolster this, Edo-Marzá (2014, p. 263) asserts that “in the Spanish EFL teaching context (…) pronunciation is a great hurdle for most Spanish students who do not feel comfortable or at the same proficiency level of other European counterparts with the way they pronounce English”, while emphasising that “pronunciation is a rather problematic aspect for most Spanish students”.

And, even though this author agrees upon the extreme importance of the English language and its proper pronunciation in the speech act, where the intention of the speaker is to communicate, she also states that “most Spanish-speaking countries have tended (and still tend) to neglect the teaching of pronunciation in EFL settings, focusing instead on grammar, reading and writing skills” (Edo-Marzá, 2014, p. 263). In this manner, she solidifies this idea that even though pronunciation is paramount for communication, many countries such as Spain keep a lower focus on it as opposed to the other language skills.

Similarly, Afonso (2021, p. 13) affirms that “Spanish speaking learners of English face a great number of difficulties when it comes to the pronunciation of the English language” due to the fact that there are important phonological differences between the two languages, not only because Spanish pertains to the Romance languages while English belongs to the Germanic ones (Gooskens et al., 2017), but also because in terms of spelling and pronunciation these two “are very closely related in Spanish, so beginning learners tend to pronounce English words letter by letter” (Afonso, 2021, p. 21). Additionally, Carranza et al. (2020) also reinforce this idea that pronunciation proves to be a difficult task when speaking, given the evident asymmetry found between the two languages discussed in this study:

> For native Spanish speakers, learning the appropriate pronunciation of the English language may lead to frustration since there are certain sounds that are difficult to utter or that may not exist in the learners’ mother tongue, which can lead to misunderstandings. (Carranza et al. (2020, p. 279)

Therefore, we can all agree that teaching English pronunciation in the Spanish secondary educational system has proven to be a challenging endeavour, despite the fact that numerous pupils have spent at least half of their academic lives in this system and are regularly exposed to the language in a classroom setting (Ortells, 2013). Nevertheless, it has been proven to be insufficient in their acquisition of said pronunciation:

> (...) the reality is a different one as, although the teaching of English pronunciation is an important part of language learning as well as for oral communication and communicative competence it is very often neglected. This is especially noticeable in foreign language teaching. (...) In textbooks, however, pronunciation plays only a minor role as there will be either very small sections dedicated to pronunciation activities or no pronunciation activity at

> all. The learner often has a very naive perception of phonetics yet correct pronunciation is the basis of all successful communication. (Afonso, 2021, p. 24)

Thus, all of these authors have something in common in that they emphasise the widely accepted and held belief of many other scholars regarding the English language and its pronunciation by many non-native speakers, who frequently find it extremely challenging and taxing when speaking and conversing in an environment where English is a foreign language.

2.4 Communicative language competence

The act of pronouncing when speaking falls under the purview of communicative language teaching in foreign language instruction, an approach that emphasises a learner's interaction with another and where communicative language competence plays a crucial role in understanding the importance of performing correctly when using pronunciation to deliver a message with the aim of communicating effectively and in a grammatically correct manner.

According to Pillar (2011, p. 24) this "notion of communicative competence is widely accepted as a basis for testing (…) oral (…) language proficiency" which comes to be -in a way- the basis or the understructure of this study since its main focus is the idea that English speakers need to pronounce appropriately in order to communicate or convey information and be understood, and that cannot be achieved without proper pronunciation.

As a matter of fact, while Yule (2014, p. 194) defines communicative competence as "the general ability to use language accurately, appropriately and flexibly", Usó-Juan & Martínez-Flor (2008, p. 157) have found that it is "the most accepted instructional framework in second or foreign language (L2) programs" since its "main goal is to increase learners' communicative competence" which means "being able to use the linguistic system effectively and appropriately in the target language and culture." Furthermore, Usó-Juan & Martínez-Flor (2006, p. 146) also rightfully point out in several occasions that "the role of speaking is of paramount importance to facilitate the acquisition of communicative competence" since "this skill requires learners to be in possession of knowledge about how to

produce not only linguistically correct but also pragmatically appropriate utterances" (Usó-Juan & Martínez-Flor, 2006, p. 139). Nevertheless, both authors agree that implementing a communicative methodology is simply not an easy project to undertake, given the time constraints teachers constantly face in the classroom.

Therefore, speaking and more specifically pronouncing in a correct manner the final inflectional suffix *-ed*, which can be defined as a means to "indicate aspects of the grammatical function of a word" and "to show if a word is (…) past tense or not" (Yule, 2014, p. 68), in regular verbs in the past simple tense within the framework of communicative language competence, whilst diving into the linguistic competence component that "refers to all the elements of the linguistic system, such as aspects concerning phonology, grammar and vocabulary which are needed to interpret or produce a spoken (…) text" (Usó-Juan & Martínez-Flor, 2008, p. 161), is the focus of the present study.

It is necessary to cite writers like Usó-Juan & Martínez-Flor (2006; 2008) as well as Celce-Murcia (1988; 1993; 1996; 2014) when discussing some of the existing models of communicative competence. The study's authors differ in how they developed the model for communicative competence's elements, which were created to make clear the concept's significance and applicability to secondary school English instruction. Additionally, these models will not be the emphasis of this research; rather, linguistic competence, which is one of its components, will be. Linguistic competence refers to the comprehension of grammar, syntax, and vocabulary, as well as punctuation, spelling, and - most significantly for this study - pronunciation.

Furthermore, according to Celce-Murcia et al. (1993, p. 17) this component "comprises the nuts and bolts of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the vocabulary as well as the phonological and orthographic systems needed to realize communication as speech (…)". Therefore, linguistic competence, seen as a component within the broader methodology of communicative language teaching, combines theory and practice and students are expected to master both. In the same way, Hymes (1972, p. 63) further elaborated on the notion of

communicative competence and established that the grammatical aspect is one of “several sectors”, while reflecting on a competence’s use as a clear link towards its grammatical functions with:

> The acquisition of competence for use, indeed, can be stated in the same terms as acquisition of competence for grammar. Within the developmental matrix in which knowledge of the sentences of a language is acquired, children also acquire knowledge of a set of ways in which sentences are used. (...) they develop a general theory of the speaking appropriate in their community, which they employ (...). (Hymes, 1972, p. 61)

In other words, this researcher not only recognised the value of learning how to utilise communicative skills effectively, but also made it clear that students would also learn how to construct sentences effectively. Notwithstanding, he continued with a remark towards the manner of their learning, which would not be on the same level for all of them since it could not “be assumed that the knowledge acquired by different individuals is identical” (Hymes, 1972, p. 63). What is more, the author further clarified his point by acknowledging that the acquirement of the rules of grammar and speech, when trying to employ the speaking skill, may be the same for all but the importance of understanding the divergent contexts a child might potentially be in is paramount in recognizing his, her o their correct delivery of a speech act when making an appropriate use of said grammar rules when speaking and pronouncing:

> When a child (...) enters a situation in which the communicative expectations are defined in terms of another, misperception and misanalysis may occur at every level. (...) words may be misunderstood because of differences in phonological systems; sentences may be misunderstood because of differences in grammatical systems (...). (Hymes, 1972, p. 68)

It could be argued that language proficiency is crucial for the current study because one of its components -pronunciation- and its misuse by secondary students in Spain were carefully considered when creating the DU, which will be thoroughly explained in the pages that follow.

2.5 The final *-ed* inflectional suffix in regular verbs

As previously stated, for the elaboration of said DU, the final *-ed* inflectional suffix present in past simple regular verbs, in English, has been a key focus. In the same manner, the different ways in which this particular suffix is pronounced have also been considered since depending on the verbs and their consonant or vowel endings, namely the allomorphs /t/, /d/ and /id/ (Amalia, 2019; Carranza et al., 2020; Dávila, 2018; Holguín, 2019; Kandel, 2007; Klein et al., 2004), this suffix is a "troublesome sound (…) present in the past and past participle forms of regular verbs" (Marín, 2008, p. 144).

In order to address this issue, a Celce-Murcia et al. (1996) model of a *Pronunciation in the Language Curriculum* table has been exploited, which reflects the methodological variation when teaching pronunciation:

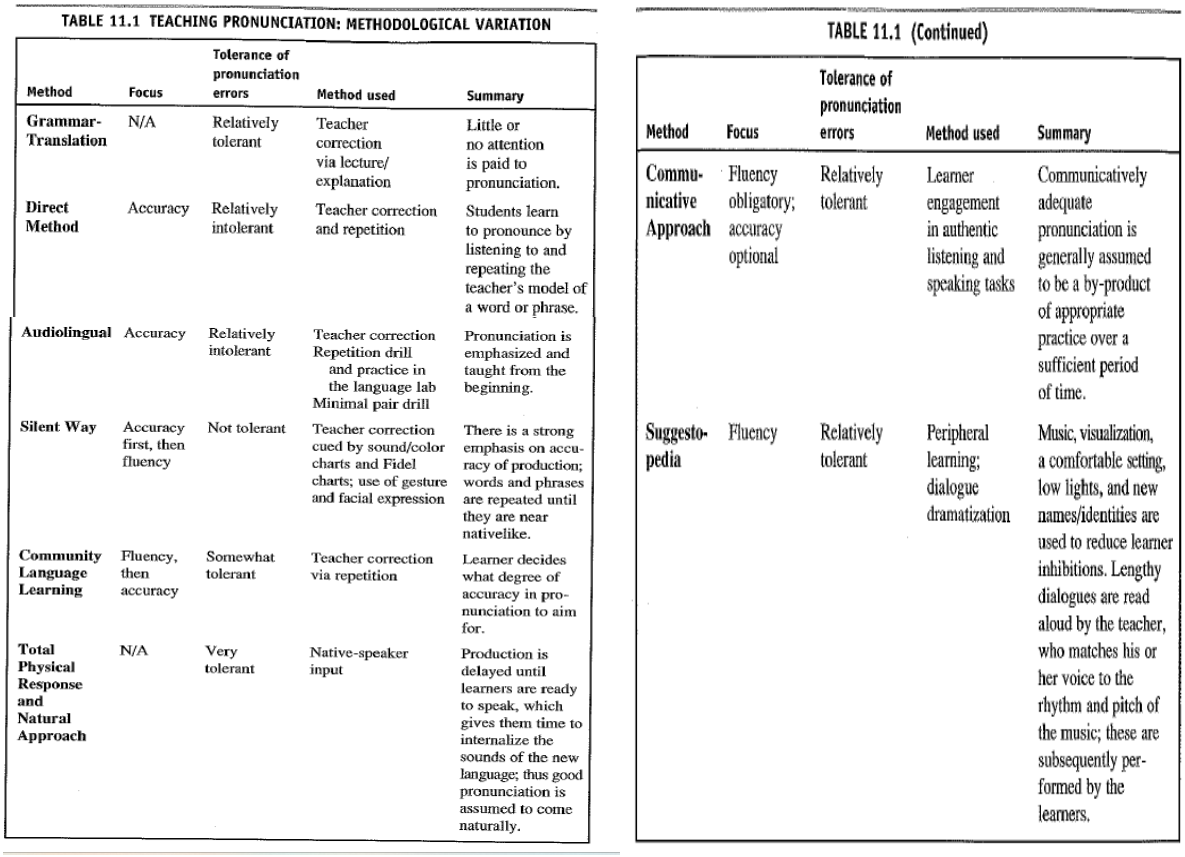


TABLE 11.1 TEACHING PRONUNCIATION: METHODOLOGICAL VARIATION

Method	Focus	Tolerance of pronunciation errors	Method used	Summary
Grammar-Translation	N/A	Relatively tolerant	Teacher correction via lecture/ explanation	Little or no attention is paid to pronunciation.
Direct Method	Accuracy	Relatively intolerant	Teacher correction and repetition	Students learn to pronounce by listening to and repeating the teacher's model of a word or phrase.
Audiolingual	Accuracy	Relatively intolerant	Teacher correction Repetition drill and practice in the language lab Minimal pair drill	Pronunciation is emphasized and taught from the beginning.
Silent Way	Accuracy first, then fluency	Not tolerant	Teacher correction cued by sound/color charts and Fidel charts; use of gesture and facial expression	There is a strong emphasis on accuracy of production; words and phrases are repeated until they are near nativelike.
Community Language Learning	Fluency, then accuracy	Somewhat tolerant	Teacher correction via repetition	Learner decides what degree of accuracy in pronunciation to aim for.
Total Physical Response and Natural Approach	N/A	Very tolerant	Native-speaker input	Production is delayed until learners are ready to speak, which gives them time to internalize the sounds of the new language; thus good pronunciation is assumed to come naturally.

TABLE 11.1 (Continued)

Method	Focus	Tolerance of pronunciation errors	Method used	Summary
Communicative Approach	Fluency obligatory; accuracy optional	Relatively tolerant	Learner engagement in authentic listening and speaking tasks	Communicatively adequate pronunciation is generally assumed to be a by-product of appropriate practice over a sufficient period of time.
Suggestopedia	Fluency	Relatively tolerant	Peripheral learning; dialogue dramatization	Music, visualization, a comfortable setting, low lights, and new names/identities are used to reduce learner inhibitions. Lengthy dialogues are read aloud by the teacher, who matches his or her voice to the rhythm and pitch of the music; these are subsequently performed by the learners.

Figure 1: Pronunciation in the Language Curriculum

The *Audiolingual Method* and the *Silent Way*, which essentially have the same focus -accuracy over fluency- have been combined to form the foundation of the whole DU. Since gestures and facial expressions were used to correct students' production of words and phrases that comprised the aforementioned regular verbs in the past simple tense, both techniques were present throughout the implementation period.

It must be noted, though, that while at the beginning of the DU implementation the situation required an explanation of the theoretical aspects of the *-ed* pronunciation when referring to regular verbs in past simple, there was also a need to briefly use the *Direct Method* since correcting and repeating the normative pronunciation of the *-ed* suffix in English, to obtain adequate utterances from the 2nd E.S.O. students, was the ultimate goal.

The *Communicative Approach* method, however, as well as the other methods shown in Figure 1 have not been considered or implemented in the current study, particularly because the teacher in charge consistently used this last methodology in all of her sessions.

2.6 Corrective feedback strategies

With regards to the feedback employed when correcting the students' utterances when pronouncing this *-ed* particle, the use of several implicit corrective feedback strategies based on Maawa & Ortega-Dela Cruz's (2019) model are present, where feedback must be understood as a positive remedy for students' wrongful or grammatically incorrect utterances when using the English language (Mohammadi, 2009) and, more specifically, when working with regular verbs in past simple tense while speaking in the foreign language classroom context in secondary school. Thus, Maawa & Ortega-Dela Cruz's (2019) model, based on Lyster & Ranta's design (1997), includes six types of corrective feedback strategies. These have undoubtedly been used by many English teachers along the years and at least by four of them in Lyster & Ranta's study at the moment of publishing. These six strategies have been tested after contemplating students' production of language without breaking the adequate flow of speech (Dewi,

2015; Lyster & Ranta, 1997; Maawa & Ortega-Dela Cruz, 2019; Mohammadi, 2009) with the goal of appropriately correcting the mistakes uttered by pupils and which would, if left unchecked, potentially grow to become extremely problematic with the passing of time. To such a degree, Maawa & Ortega-Dela Cruz's (2019, p. 8) model presents as follows:

1. Explicit Correction: where the teacher directly corrects students' wrongful utterances while at the same time orally provides them with the correct option.
2. Repetition: where the teacher repeats what the students have said but with a different intonation in order to have them correct those mistakes themselves.
3. Clarification Request: where the teacher points out that she or he is not following what the student has said and needs her or him to repeat it again while asking questions such as "sorry?", "pardon me?" or even "excuse me?".
4. Recast: where the teacher repeats what students have said after which she or he provides them with the correct answer without any further clarification.
5. Elicitation: where the teacher starts asking questions to get students to answer in a correct manner after they have said incorrect utterances.
6. Paralinguistic Signal: where the teacher points out or comments on the students' utterances by providing them with the reasons why, be it in the form of rules of grammar or by stating the information students might have missed, such as vowels and consonants and what precedes them.

From this corrective feedback strategies model, four of them have been employed throughout the classes and DU sessions, namely *Repetition*, *Clarification Request*, *Elicitation* and *Paralinguistic Signal*, though some of them proved to be time-consuming, such as *Paralinguistic Signal*, given that a considerable amount of the student body needed a constant reminder of the

grammar rules explained on the first session, regarding some verbs' vowel or consonant endings.

2.7 Gamification strategies: role-plays

This section is devoted to the explanation of the gamification strategies used in class with the thirty 2nd E.S.O. students of the subsidised secondary school Illes Columbretes of Burriana.

First, the strategies consisted of using one online tool and another free platform, *Kahoot!* and Educaplay respectively, which provided a way of practicing the oral skill of the English language through online games. Here, the main focus and ultimate goal was the correct pronunciation of the suffix *-ed* in past simple, regular verbs, since Buck (2017, p. 36) claims that "gamification is the re-shaping of something, in this case teaching, into a logic of play" and "playing should motivate and cause fun" (Buck, 2017, p. 36), which reinforces the position other authors have toward gamification and specifically, toward role-playing. Likewise, Hashim et al. (2019, p. 43) also agrees on this point and affirms that games "are said to be beneficial in education. (...) This means that many educators nowadays prefer to use a more stimulating way to deliver their lessons, rather than the talk-and-chalk method".

Apart from this, other strategies were used in the form of an in-class, oral presentation after the creation of an original story based on fifty plasticised regular verbs and twenty-five pictures of famous people, current influencers, games and Instagramers, all part of the DU materials, while also focusing on a group role-play. Thus, these strategies but specifically role-playing were considered and finally used in the DU due to its inherently linguistic and social functions. Linguistic because they focus on important aspects of grammar that should never be put aside or be forgotten such as the form of regular verbs when in past simple or past participle, and social because role-plays help unify the structure of language with a specific context and vocabulary (Beltrán, 2016; Celce-Murcia & Hilles, 1988; Cohen, 2017; García-Carbonell et al., 2001; Holmes, 2004; Krashen, 1982; Oradee, 2012; Pillar, 2011; Setiyadi, 2020; Usó-

Juan & Martínez-Flor, 2008) that needs to be worked upon, given that it is specified in the Spanish curriculum.

2.8 Elements of the Spanish curriculum

Moving on, an explanation of some curriculum elements present in Spanish high schools in an English as a foreign language context will be provided, while also focusing on the competencies (Educagob, n.d.; Hipkins, 2006; *Order EFP/754/2022*; *Royal Decree 217/2022*) considered in the development of the pedagogical treatment, which will be disclosed in depth in the method section of this study, where competency is understood as "a characteristic which (…) enables performance or action" (Hutmacher, 1997, p.46).

After carefully considering the Spanish curriculum for secondary, the new LOMLOE educational law and the criteria for the contents taught in schools and high schools all around the country, I have decided to first explain the evidence available in terms of documents issued by the government in the forms of decrees and laws which support the present pedagogical treatment. Finally, a careful report of the integral pieces that compose my DU will be shown in depth.

As for the Spanish curriculum when teaching English as a foreign language in high schools, it follows both the *Royal Decree 217/2022* of March 29th and the *Order EFP/754/2022* of July 28th, which coincide in the same statement:

> La materia de Lengua Extranjera contribuye a la adquisición de las distintas competencias clave que conforman el Perfil de salida del alumnado al término de la enseñanza básica y, de forma directa, participa en la consecución de la competencia plurilingüe, que implica el uso de distintas lenguas de forma apropiada y eficaz para el aprendizaje y la comunicación. (*Order EFP/754/2022; Royal Decree 217/2022*)

Thus, the importance of a *Lengua Extranjera* or foreign language in the Spanish secondary educational system quickly becomes evident and comes with a variety of key competencies in order to aid students and provide them with the necessary materials to survive and thrive in the world, linguistically speaking, since it not only enables them to communicate effectively but also provides them with the necessary tools to understand the language, in our case English, and be understood.

To such a degree, the main function of the *Royal Decree 217/2022* of March 29th as it appears in the document published in the *BOE* (Official State Gazette) is to "*adaptar el sistema educativo a los retos y desafíos del siglo XXI, de acuerdo con los objetivos fijados por la Unión Europea y la UNESCO para la década 2020-2030*". This statement basically translates into extracting from these organizations and implementing in the Spanish educational system, that naturally includes "the Spanish *ESO* (Compulsory Secondary Education" (Ortells, 2013, p. 91), the set objectives supported by the European Union, UNESCO, and also the CEFR (Common European Framework of Reference for Languages) -later mentioned in the document- in order to not only cope but also thrive in the current educational climate, with its ongoing challenges. The reason for this is none other than to be prepared for the possible changes that the 2020-2030 decade will bring.

As for the competencies mentioned, the present study and DU have considered the key ones attributed to all secondary education, that have been recommended by the Council of Europe[1] (2018) and subsequently implemented by the Spanish government, as well as those specific for English as a foreign language in secondary schools, while also considering evaluation criteria and basic knowledge (Appendix 18).

Therefore, the aforementioned *Royal Decree 217/2022*, compiles within its pages, and more specifically on page 11, the eight current key competencies for students that finish their basic education. These are also present in the *Order EFP/754/2022* and are the following:

a. Linguistic communicative competency
   Competencia en comunicación lingüística (CCL)
b. Plurilingual competency
   Competencia plurilingüe (CP)
c. Mathematical competency and competency in science, technology and engineering

[1] See *RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente (Texto pertinente a efectos del EEE) (2018/C 189/01)* for a more detailed analysis https://eur-lex.europa.eu/legal-content/ES/TXT/PDF/?uri=CELEX:32018H0604(01)&from=SV

Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM)

d. Digital competency
   Competencia digital (CD)
e. Personal, social and learning to learn competency
   Competencia personal, social y de aprender a aprender (CPSAA)
f. Civic competency
   Competencia ciudadana (CC)
g. Entrepreneurial competency
   Competencia emprendedora (CE)
h. Competency in cultural awareness and expression
   Competencia en conciencia y expresión culturales (CCEC)

Nevertheless, it must be mentioned that not all eight key competencies included in the decree have been worked upon in the DU, due to the fact that the pedagogical treatment has a marked grammatical aspect of the English language, namely the explanation of the normative pronunciation of the regular verb ending *-ed* in past simple tense. It is not surprising, therefore, that due to the content and structure of this treatment, the first competency, that is a) Linguistic communicative competency or *CCL* (Spanish acronym), has been included since the *Royal Decree* states that:

> La competencia en comunicación lingüística supone interactuar de forma oral, escrita, signada o multimodal de manera coherente y adecuada en diferentes ámbitos y contextos y con diferentes propósitos comunicativos. Implica movilizar, de manera consciente, el conjunto de conocimientos, destrezas y actitudes que permiten comprender, interpretar y valorar críticamente mensajes orales, escritos, signados o multimodales evitando los riesgos de manipulación y desinformación (…). (*Royal Decree 217/2022*, p. 26)

Another competency present in this study's DU is b) Plurilingual competency or *CP* (Spanish acronym), given that it translates into using other languages in order to convey a message and communicate effectively:

> La competencia plurilingüe implica utilizar distintas lenguas, orales o signadas, de forma apropiada y eficaz para el aprendizaje y la comunicación. Esta competencia supone reconocer y respetar los perfiles lingüísticos individuales y aprovechar las experiencias propias para desarrollar estrategias que permitan mediar y hacer transferencias entre lenguas (…). (*Royal Decree 217/2022*, p. 26)

A third competency considered is c) Mathematical competency and competency in science, technology and engineering or *STEM* (Spanish acronym), and it specifies that students should know, develop, apply, comprehend and explain the natural and social environment surrounding them while using a number of techniques for acquiring knowledge and methodologies with the objective of asking and responding to questions based on social context and the world that surrounds them:

> La competencia matemática y competencia en ciencia, tecnología e ingeniería (…) entraña la comprensión del mundo utilizando los métodos científicos, el pensamiento y representación matemáticos, la tecnología y los métodos de la ingeniería para transformar el entorno de forma comprometida, responsable y sostenible. (*Royal Decree 217/2022*, p. 28)

As for d) Digital competency or *CD* (Spanish acronym), its presence becomes evident in some online activities, since the use of the classroom projector, with access to the Internet, and students' tablet or laptop devices were key in completing some of the steps proposed, where pupils needed to apply their vast digital knowledge with the purpose of learning while interacting in a responsible and viable way. In this regard, the *Royal Decree* (p.29) is clear in that "La competencia digital implica el uso seguro, saludable, sostenible, crítico y responsable de las tecnologías digitales para el aprendizaje, para el trabajo y para la participación en la sociedad, así como la interacción con estas". The next competency present is e) Personal, social and learning to learn competency or *CPSAA* (Spanish acronym), where a child is expected to become aware of oneself and of one's own emotions, respect those of others and promote personal growth or, in other words:

> La competencia personal, social y de aprender a aprender implica la capacidad de reflexionar sobre uno mismo para autoconocerse, aceptarse y promover un crecimiento personal constante; gestionar el tiempo y la información eficazmente; colaborar con otros de forma constructiva; mantener la resiliencia; y gestionar el aprendizaje a lo largo de la vida. (*Royal Decree 217/2022,* p. 30)

Immediately after, competency g) *CE* (Spanish acronym) has also been regarded since it displays students' ability of making decisions towards gaining information and knowledge and how to, later on, apply this knowledge when collaborating with others, in order to transform ideas into actions. Thus, in the *Royal Decree* (p.31) this particular competency "(…) implica tomar decisiones basadas en la

información y el conocimiento y colaborar de manera ágil con otras personas, con motivación, empatía y habilidades de comunicación y de negociación, para llevar las ideas planteadas a la acción (…)". Finally, the last competency contemplated for the DU is h) Competency in cultural awareness and expression or *CCEC* (Spanish acronym), where creativity and respect in different cultures is key when expressing one's ideas and how these ideas reflect their position and standing in society, with:

> (…) supone comprender y respetar el modo en que las ideas, las opiniones, los sentimientos y las emociones se expresan y se comunican de forma creativa en distintas culturas y por medio de una amplia gama de manifestaciones artísticas y culturales. Implica también un compromiso con la comprensión, el desarrollo y la expresión de las ideas propias y del sentido del lugar que se ocupa o del papel que se desempeña en la sociedad. (*Royal Decree 217/2022,* p. 32)

Ultimately, all key competencies explained above and present in the DU activities, namely a), b), c), d), e), g) and h), are better explained in tables 4, 5 and 6 (Appendix 18), which include the information present in the *Royal Decree 217/2022*, but slightly adapted.

DU Sessions that present **key** and **specific competencies**	**Key competencies**	**Specific competencies**
WORKSHEET 1 – **PRONUNCIATION TIPS** (session 1)	a) (*CCL*), b) (*CP*) and e) (*CPSAA*)	S.C. 1, 4, 5 and 6
WORKSHEET 2 – **BAD BLOOD STORY** (session 1)	a) (*CCL*), c) (*STEM*) and d) (*CD*)	S.C.1
ACTIVITY 1 – **TRUE OR FALSE** (session 1)	a) (*CCL*), b) (*CP*), c) (*STEM*) and d) (*CD*)	S.C. 1 and 3
ACTIVITY 2 – **FIND, UNDERLINE AND CLASSIFY** (session 2)	a) (*CCL*), b) (*CP*), c) (*STEM*), d) (*CD*), e) (*CPSAA*) and g) (*CE*)	S.C. 1, 3, 4, 5 and 6

KAHOOT! - **PAST SIMPLE REGULAR VERBS (-*ED*)** (session 2)	all Key competencies	S.C. 1, 3 and 4
EDUCAPLAY - **PAST SIMPLE REGULAR VERBS - *ED*** (session 2)	all Key competencies	S.C. 1, 3 and 4
ACTIVITY 1 – **LISTEN AND COMPLETE THE DIAGRAM** (session 3)	a) (*CCL*), b) (*CP*), c) (*STEM*), d) (*CD*) and e) (*CPSAA*)	all Specific competencies
ACTIVITY 2 – **GAMERS, INFLUENCERS, YOUTUBERS AND TIKTOKERS** (session 3)	all Key competencies	S.C. 1, 2, 3 and 4
ACTIVITY 3 – **CLASSROOM TASK EXPLANATION: ROLE-PLAY AND RUBRICS** (session 3)	a) (*CCL*), c) (*STEM*), d) (*CD*), e) (*CPSAA*), g) (*CE*) and h) (*CCEC*)	all Specific competencies

Table 1: DU sessions with Key and Specific Competencies

3. OBJECTIVE AND RESEARCH QUESTIONS

It can be argued that the first objective is to determine whether the four corrective feedback strategies selected and used during all the activities designed for the 2nd E.S.O. group have assisted students in achieving favourable results on the post-test, after carefully examining the readings in the introduction and theoretical background sections.

After implementing the techniques and corrective feedback strategies outlined in the theoretical background portion of the current work, the second goal is to track participants' progress with regard to their pronunciation of the *-ed* suffix in their post-tests.

Therefore, the research questions (RQ) for the present study are:

I. How successfully did students engage with the DU activities regarding the pronunciation of the *-ed* suffix?
II. Did the post-test results genuinely reflect children's improved pronunciation of this *-ed* particle when using regular verbs in past simple tense?

4. METHOD

This section explains the procedure used in the 2nd E.S.O. class of thirty pupils from the subsidised secondary school Illes Columbretes. An explanation of the background and the individuals in the current study will be offered first, and then a description of the instruments used to collect the data for this DU will follow. Finally, a thorough explanation of my teaching proposal will be given.

4.1 Participants

The participants involved in the current study are 30 students from 2nd E.S.O., ranging from 11 to 14 years of age, at CC Illes Columbretes, a subsidised secondary school located in Burriana, a town in the province of Castellón, within the Valencian Community in Spain. These 30 students belong to group A and group B respectively. In consequence, each classroom has fifteen students in total, for which all four corrective feedback strategies have been applied equally, that is *Repetition, Clarification Request, Elicitation and finally Paralinguistic Signal*, as well as the methods, that's is the *Direct Method*, the *Silent Way* and the *Audiolingual Method*. Additionally, these groups are comprised of two nationalities, Spanish and Columbian, with the first one representing the majority since in both classes, there was one Columbian student and both were family, more specifically twin brothers. Nevertheless, the majority of students are most certainly bilingual given the fact that they have been raised in the Valencian Community (Palacios-Hidalgo et al., 2022, p. 878), where the Valencian language is a co-official language and is spoken in nurseries and taught in schools and at all other academic levels[2]. Moreover, all students also present either an A1 or A2 level of English, according to the Common European Framework of Reference for Languages Companion Volume (CEFRL, 2020).

[2] For a more in-depth consideration of this topic, see Ley 4/1983, de 23 de noviembre de 1983, de uso y enseñanza del Valenciano. https://www.boe.es/buscar/doc.php?id=BOE-A-1984-1851

4.2 Research instruments

The research instruments employed in this study to collect data have been a pre-test and a post-test. These two documents are identical; however, one is given to all thirty students and only contains the title and the text itself, which includes 17 regular verbs (Appendix 2), while the other model displays the same verbs in a table that is color-coded according to their pronunciation, namely /t/, /d/, and /id/, respectively, to make it easier to classify them (Appendix 1).

The current literature (Berry, 2008; Carranza et al., 2020; Celce-Murcia et al., 1996; Dewi, 2015; Latimier et al., 2019), deemed this type of technique -using pre- and post-tests to gather pertinent data for the study- to be an appropriate one because it assessed students' performance when using regular verbs before and right after the DU implementation to see if this actually improved their performance with regard to the pronunciation of the *-ed* morphological form.

4.3 Pedagogical treatment

This part of the study comprises the pedagogical treatment applied during all the sessions created specifically for the students of CC Illes Columbretes. While the pedagogical remediation presents eight sessions in total, four of these were reserved for pre-tests and post-tests respectively, one was set aside for the correction and evaluation of the students' *Classroom* task, and three sessions were exclusively used for the implementation of the methodologies and four feedback strategies -previously explained- via an initial theoretical explanation and subsequent activities and online games, with the goal of registering, grading and improving these students' *-ed* pronunciation when using past simple, regular verbs in English (Appendix 19).

Thus, the DU presents nine activities in total: six done on paper and during the English class, two completed online -also in class- via games, and finally one hybrid activity which was the *Classroom* task and involved a group role-play recording. It is important to mention that all activities divided in three distinct sessions did not present the same timing, as it will be revealed in the present

study, due to last-minute delays between other classes and the human factor, which involved reducing the time of one DU session.

Therefore, this pedagogical treatment relies heavily on four specific corrective feedback techniques, that is *Repetition*, *Clarification Request*, *Elicitation* and *Paralinguistic Signal,* which were applied during all the activities and exercises devised for the proposed DU. Nevertheless, it should be mentioned that even though the theoretical part is explained and taken into consideration throughout the implementation of the corrective feedback strategies, the pedagogical treatment's other objective is allowing the activities to be developed and completed by students, thus encouraging the use of gamification strategies through online games, competitions and role-plays, where participants are given some information about the characters and setting (Beltrán, 2016, p. 56) but are asked to use their imagination in order to come up with a complete story which is to be enacted in front of an audience -the classroom- (Celce-Murcia & Hilles, 1988; Cohen et al., 2017; García-Carbonell et al., 2001; Oradee, 2012).

5. DATA ANALYSIS, COLLECTION PROCEDURES AND EVALUATION

5.1 Data analysis and collection procedures

The 30 research participants were divided into two groups of fifteen each, in two separate classrooms with their own schedules, due to COVID-19 restrictions that were still in place throughout the internship period.

Following the observational period, the pre-test was developed and given to the 30 study participants. These children were voice recorded on the teacher's mobile device, on the 7th and 8th of March respectively, during the course of their regular English class, on a typical school day. The exact location was a classroom that was sufficiently isolated from their usual one, to allow for high-quality voice samples. This audio recording (Appendix 4) was then used to analyse the participants' incorrect pronunciation of the *-ed* particle when using regular verbs in the past. Thus, the actual process required listening -at least three times- to all 30 pre-test audio recordings and writing down the names of the students next to the regular verbs they said properly and inaccurately on a piece of paper. Later on, students were assigned numbers which can be seen in the tables and figures of the RESULTS section of this paper.

After that, the pedagogical strategy was put into practise. Then, on four different dates -the 21st, 22nd, 24th, and 31st of March- the recording of the post-test audio with all 30 pupils took place since some of them were absent for the sessions of the post-test, which were initially held on the 21st and 22nd of March respectively. An identical procedure was followed this time, and participants read again the sample text from the pre-test to gauge their actual progress in pronouncing the *-ed* suffix (Appendix 2). Thus, the post-test consisted of reading the same sample text at children's A1/A2 English level (CEFRL, 2020). This measurement of their appropriate or inadequate pronunciation was observed again through the listening of these audio samples, which led to three distinct listenings of students' post-test recordings, of the same text as before (Appendix 5).

5.2 Evaluation

After much thought, the system chosen for grading the 30 students' *Classroom* task involved a double assessment with two rubrics (Appendix 11), one which was created directly on the online English course platform -in Spanish- and the second which was explained to them in class before they opened the assignment in *Classroom*. After receiving a full explanation of both documents, students were informed that their work would only be given a maximum individual score of 1 point out of 10, as agreed upon with their English teacher. Both rubrics are included in Appendix 11, and as previously mentioned, they were used to evaluate student audio recordings.

As shown in Figure 4, even though students used their prior knowledge and practised oral comprehension, written comprehension, oral expression, and written expression while working on the various activities designed in the DU, only their oral and individual expression when using the target language during the group task in *Classroom* was evaluated.

Additionally, students were graded on how well they pronounced verbs with the *-ed* ending in past simple (P), used their own vocabulary (V), and correctly handled the grammar portion of the task (G). Their interactions with their peers while being in groups of three, however, were a significant feature that was noticed but ultimately not rated. Finally, because their English teacher had previously allocated the items in a way that designated them for children' participation and involvement in class, these factors was not considered in the two rubrics.

SCORING SCALE
PRONUNCIATION (**P**): *VP (0.1/0.5); P (0.15/0.5); G (0.25/0.5); VG (0.4/0.5); E (0.5/0.5)*
GRAMMAR (**G**): *VP (0.05/0.4); P (0.1/0.4); G (0.2/0.4); VG (0.3/0.4); E (0.4/0.4)*
VOCABULARY (**V**): *VP (0.02/0.1); P (0.03/0.1); G (0.05/0.1); VG (0.08/0.1); E (0.1/0.1)*
PGV: *1 POINT OUT OF 10 FOR STUDENTS' FINAL EVALUATION MARK; 0 POINTS FOR TASK NOT PRESENTED*.

Figure 2: Scoring scale

6. RESULTS

This section is devoted to the explanation of how the paper's results were obtained. By using research instruments, namely pre-test and post-test, the study's 30 participants were voice recorded on the teacher's mobile device, as mentioned in the DATA ANALYSIS section. The voice recording was considered an adequate system to test students' pronunciation of the *-ed* morpheme, given that it allowed the collection of changes in their pronunciation. This oral production was evaluated from March 7 until the 31st -both dates included-, due to time constraints, a local festivity that occurred on the same week and disrupted regular school classes, and celebrations and school acts that required the assistance of both teachers and students.

The following steps will involve showing and explaining the comparison between the pre-tests and post-tests of the study group, in order to see if the four corrective feedback strategies and three methods applied have indeed been effective in helping students with their *-ed* suffix pronunciation when using regular verbs in the past simple tense. Lastly, how many students actually completed the *Classroom* task will be revealed, an assignment that further helped them in their *-ed* pronunciation practice before the post-test audio recording.

Normally, all 30 students attended classes regularly with only some exceptions involving pupils not being present during at least one lesson when the DU was applied. Hence, all students have been assessed regarding their pre-tests and post-tests because they have been present during the majority of classes, but not all have been graded for their group work for the task they had to upload, since some did not fulfil this assignment (Appendix 8). On the one hand, during such recordings, participants were instructed to only read the material in front of them without any additional instruction from the teacher. That is, they were not cautioned to pay attention to verbs or their pronunciation in both pre-test and post-test scenarios, allowing the acquisition of accurate results. To such a degree, the following tables reflect students' pronunciation of the regular verbs in past simple tense, present in the text shown to them (Appendix 2) both before and after the implementation of the DU.

On the other hand, the pronunciation considered and taken as an example in the present study has been the American one (Cambridge Dictionary, 2023). However, even though I have used and encouraged the use of American pronunciation throughout the DU classes, both American and British pronunciation were evidently considered correct if used by participants, and appear in the Table 3.

/t/	/d/	/id/
looked	stayed	wanted
liked	wagged	waited
barked	followed	decided
	entered	started
	tried	transported
	called	
	lived	
	returned	
	offered	

Table 2: Regular verbs present in the Pre-test and Post-test

Final *-ed* Pronunciation Chart of past simple regular verbs in English		
Correct Pronunciation	**Students' Pronunciation**	
British and North American English Pronunciation[3]	**PRE-TESTS**	**POST-TESTS**
barked **/t/** /bɑːkt/ (Br. E.) /bɑːrkt/ (N. Am. E.)	Pronounced correctly by: student 23. Pronounced incorrectly by: the rest of students (Appendix 4).	Pronounced correctly by: students 6, 11, 18, 25 and 28. Pronounced incorrectly by: the rest of students.
called **/d/** /kɔːld/ (Br. E.) /kɑːld/ (N. Am. E.)	Pronounced correctly by: students 5, 6, 14, 23, 24, 25 and 28. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 6, 14, 16, 19, 23, 25, 26, 28 and 29. Pronounced incorrectly by: the rest of students.
decided **/id/** /dɪˈsaɪ.dɪd/ (Br. E.) /dɪˈsaɪ.dɪd/ (N. Am. E.)	Pronounced correctly by: students 5, 6, 11, 14, 17, 23, 25, 27 and 29. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 6, 7, 11, 12, 14, 17, 18, 19, 23, 25, 27, 28 and 29. Pronounced incorrectly by: the rest of students.
entered **/d/** /ˈen.tərd/ (Br. E.)	Pronounced correctly by: students 6, 8, 11, 13, 14, 17, 22, 23, 24 and 26.	Pronounced correctly by: students 6, 8, 9, 11, 14, 17, 22, 23, 26 and 29.

[3] Visit *Oxford Learner's Dictionaries* (n.d.) or *Cambridge Dictionary* (2023) for a more in-depth consideration of this topic.

/ˈen.ʈrd/ (N. Am. E.)	Pronounced incorrectly by: the rest of students.	Pronounced incorrectly by: the rest of students.
followed **/d/** /ˈfɒl.əʊd/ (Br. E.) /ˈfɑː.loʊd/ (N. Am. E.)	Pronounced correctly by: students 6 and 23. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 7, 8, 20, 23, 26 and 28. Pronounced incorrectly by: the rest of students.
liked **/t/** /laɪkt/ (Br. E.) /laɪkt/ (N. Am. E.)	Pronounced correctly by: students 6, 7, 14, 23, 25 and 28. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 6, 7, 9, 14, 15, 24, 26, 27 and 28. Pronounced incorrectly by: the rest of students.
lived **/d/** /lɪvd/ (Br. E.) /lɪvd/ (N. Am. E.)	Pronounced correctly by: students 5, 6, 11, 23 and 24. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 6, 11, 14, 19, 23, 26 and 28. Pronounced incorrectly by: the rest of students.
looked **/t/** /lʊkt/ (Br. E.) /lʊkt/ (N. Am. E.)	Pronounced correctly by: students 5, 6, 7, 14, 23 and 24. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 6, 9, 11, 14, 16, 19, 23, 25, 26, 28 and 29. Pronounced incorrectly by: the rest of students.
offered **/d/** /ˈɒf.ərd/ (Br. E.) /ˈɑː.frd/ (N. Am. E.)	Pronounced correctly by: students 6, 8, 9, 13, 14, 19, 22, 23, 24 and 26. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 6, 8, 9, 14, 15, 17, 19, 22, 23, 24, 25, 27 and 29. Pronounced incorrectly by: the rest of students.
returned **/d/** /rɪˈtɜːnd/ (Br. E.)	Pronounced correctly by: students 6, 14, 15, 19, 23 and 24.	Pronounced correctly by: student 19.

/riˈtəːrnd/ (N. Am. E.)	Pronounced incorrectly by: the rest of students.	Pronounced incorrectly by: the rest of students.
started **/id/** /ˈstɑːtɪd/ (Br. E.) /ˈstɑːrtɪd/ (N. Am. E.)	Pronounced correctly by: students 7, 8, 9, 11, 17, 22, 23, 24, 26, 27 and 28. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 1, 6, 8, 11, 12, 14, 15, 16, 17, 23, 24, 25, 26, 27, 28 and 29. Pronounced incorrectly by: the rest of students.
stayed **/d/** /steɪd/ (Br. E.) /steɪd/ (N. Am. E.)	Pronounced correctly by: students 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25 and 29. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 24, 25, 26, 27 and 28. Pronounced incorrectly by: the rest of students.
transported **/id/** /trænˈspɔːtɪd/ (Br. E.) /trænˈspɔːrtɪd/ (N. Am. E.)	Pronounced correctly by: students 7, 10, 12, 14, 16, 23, 25 and 28. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 1, 7, 14, 16, 18, 23, 24, 25, 27 and 28. Pronounced incorrectly by: the rest of students.
tried **/d/** /traɪd/ (Br. E.) /traɪd/ (N. Am. E.)	Pronounced correctly by: students 3, 5, 6, 7, 8, 9, 11, 15, 16, 17, 19, 22, 25, 26, 28 and 29. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 20, 22, 23, 25, 26, 28 and 29. Pronounced incorrectly by: the rest of students.
wagged **/d/** /wægd/ (Br. E.)	Pronounced correctly by: students 11 and 23. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 8, 11, 14, 15, 19, 23 and 25.

/wægd/ (N. Am. E.)		Pronounced incorrectly by: the rest of students.
waited **/id/** /ˈweɪtɪd/ (Br. E.) /ˈweɪtɪd/ (N. Am. E.)	Pronounced correctly by: students 6, 9, 10, 11, 23, 24, 25, 26, 27, 28 and 29. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 8, 14, 20, 23, 24, 25, 26, 28 and 29. Pronounced incorrectly by: the rest of students.
wanted **/id/** /ˈwɒntɪd/ (Br. E.) /ˈwɑːntɪd/ (N. Am. E.)	Pronounced correctly by: students 2, 5, 6, 7, 8, 9, 12, 14, 16, 23, 24, 25, 26, 27, 28 and 29. Pronounced incorrectly by: the rest of students.	Pronounced correctly by: students 5, 7, 8, 11, 12, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29 and 30. Pronounced incorrectly by: the rest of students.

Table 3: Final -ed Pronunciation Chart

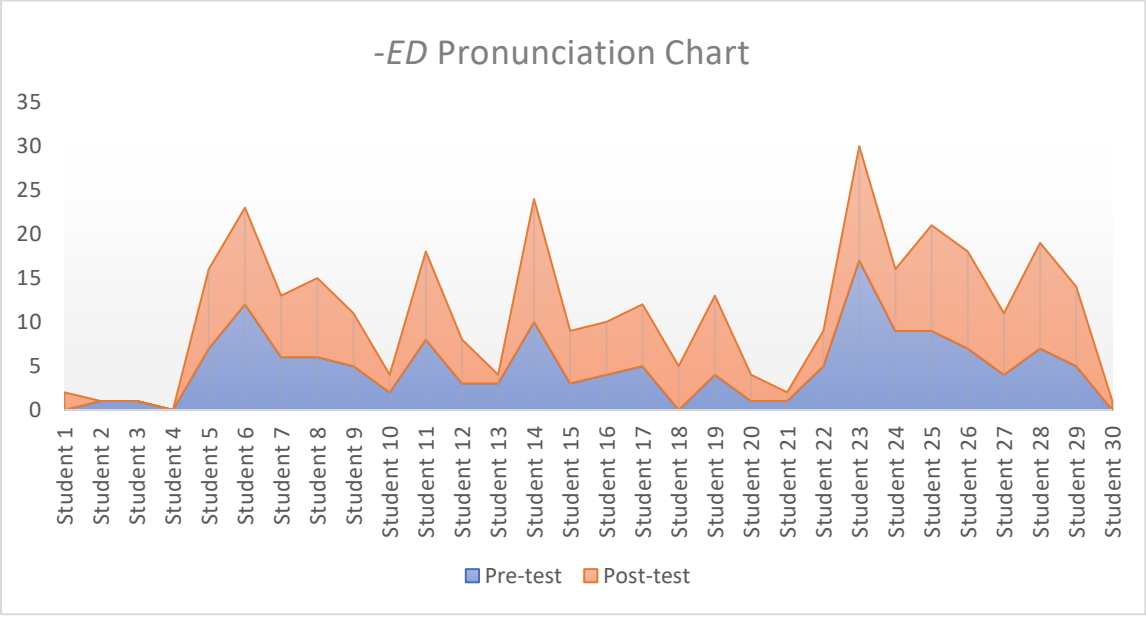


Figure 3: Pre-test and Post-test Results Chart

1	Student 1	all verbs uttered incorrectly	DU	2 verbs uttered correctly	*IMPROVED	0%	12%
2	Student 2	1 correct; the rest wrong		all wrong	*WORSENED	5,88%	0,00%
3	Student 3	1 correct; the rest wrong		all wrong	*WORSENED	5,88%	0,00%
4	Student 4	all wrong		all wrong	*NO CHANGE	0,00%	0,00%
5	Student 5	7 verbs uttered correctly		9 verbs uttered correctly	*IMPROVED	41%	53%
6	Student 6	12 verbs uttered correctly		11 verbs uttered correctly	*WORSENED	71%	65%
7	Student 7	6 verbs uttered correctly		7 verbs uttered correctly	*IMPROVED	35%	41%
8	Student 8	6 verbs uttered correctly		9 verbs uttered correctly	*IMPROVED	35,29%	52,94%
9	Student 9	5 verbs uttered correctly		6 verbs uttered correctly	*IMPROVED	29,41%	35,29%
10	Student 10	2 verbs uttered correctly		2 verbs uttered correctly	*NO CHANGE	11,76%	11,76%
11	Student 11	8 verbs uttered correctly		10 verbs uttered correctly	*IMPROVED	47,06%	58,82%
12	Student 12	3 verbs uttered correctly	IMPLEMENTATION	5 verbs uttered correctly	*IMPROVED	17,65%	29,41%
13	Student 13	3 verbs uttered correctly		1 correct; the rest wrong	*WORSENED	17,65%	5,88%
14	Student 14	10 verbs uttered correctly		14 verbs uttered correctly	*IMPROVED	58,82%	82,35%
15	Student 15	3 verbs uttered correctly		6 verbs uttered correctly	*IMPROVED	17,65%	35,29%
16	Student 16	4 verbs uttered correctly		6 verbs uttered correctly	*IMPROVED	23,53%	35,29%
17	Student 17	5 verbs uttered correctly		7 verbs uttered correctly	*IMPROVED	29,41%	41,18%
18	Student 18	all verbs uttered incorrectly		5 verbs uttered correctly	*IMPROVED	0,00%	29,41%
19	Student 19	4 verbs uttered correctly		9 verbs uttered correctly	*IMPROVED	23,53%	52,94%
20	Student 20	1 correct; the rest wrong		3 verbs uttered correctly	*IMPROVED	5,88%	17,65%
21	Student 21	1 correct; the rest wrong		1 correct; the rest wrong	*NO CHANGE	5,88%	5,88%
22	Student 22	5 verbs uttered correctly		4 verbs uttered correctly	*WORSENED	29,41%	23,53%
23	Student 23	all verbs uttered correctly		13 verbs uttered correctly	*WORSENED	100,00%	76,47%
24	Student 24	9 verbs uttered correctly		7 verbs uttered correctly	*WORSENED	52,94%	41,18%
25	Student 25	9 verbs uttered correctly		12 verbs uttered correctly	*IMPROVED	52,94%	70,59%
26	Student 26	7 verbs uttered correctly		11 verbs uttered correctly	*IMPROVED	41,18%	64,71%
27	Student 27	4 verbs uttered correctly		7 verbs uttered correctly	*IMPROVED	23,53%	41,18%
28	Student 28	7 verbs uttered correctly		12 verbs uttered correctly	*IMPROVED	41,18%	70,59%
29	Student 29	5 verbs uttered correctly		9 verbs uttered correctly	*IMPROVED	29,41%	52,94%
30	Student 30	all wrong		1 correct; the rest wrong	*IMPROVED	0,00%	5,88%
31		PRE-TEST		POST-TEST		*PERCENTAGE	PERCENTAGES
32						CALCULATED	CALCULATED
33						OVER	OVER
34						PRE-TEST	POST-TEST
35						RESULTS	RESULTS

Figure 4: Pre-test and Post-test Results

Therefore, considering the data presented above via Tables 2, 3 and Figure 2 respectively, it can be argued that the results obtained in the post-tests show an overall improvement in students' pronunciation of the *-ed* suffix in past simple, regular verbs, but this apparent growth can only be accounted for in 20 out of the initial 30 students present in the study.

On the other hand, 7 of these students obtained better results in the pre-test than in the post-test, that came before the implementation of the DU and the four corrective feedback techniques, and 3 children did not show any type of improvement according to their post-test results, after carefully analysing the data compiled once all of the pre-test and post-test recordings were dutifully inspected. However, it is important to make several observations regarding students' pronunciation of the *-ed* suffix and the first one is that the verbs barked /t/, followed /d/, returned /d/ and wagged /d/ were the three most difficult verbs to pronounce according to the evidence. In fact, children almost always pronounced

the first of them with two syllables versus simply one (/bɑːkt/), returned /d/ was many times than not pronounced with either three syllables (/rɪ-ˈtɜːr-nid/) instead of the original two it has, or with an /id/ sound in the end instead of the /d/ sound it should always have in past simple. They would also normally pronounce followed /d/ with three syllables instead of the two it has, and incorrectly add an /id/ at the end. As for the last verb, wagged /d/, in most cases it was impossible to understand it without its context (Appendix 2), due to the doubling of the letter 'g' it presents and its mispronunciation by many of the students involved in the study.

A second observation regarding the results is that students found the verb stayed /d/ to be the easiest one to pronounce, since 19 participants uttered it correctly in the pre-test and 21 correct utterances were found in the post-test results. In addition, verbs such as tried /d/ and wanted /id/ were also pronounced correctly, perhaps due to the fact that the two are more common and likely more times used by children than the four previous ones, namely barked /t/, followed /d/, returned /d/ and wagged /d/.

Another consideration is that in light of the above-mentioned tables but more specifically Figure 3, it can be stated that those 7 students who presented better results in their pre-tests, for example student 23 -who initially pronounced all verbs correctly-, did not mispronounce all verbs in the post-test, only a few. Such is the case of students 2, 3, 6, 13, 22, 23 and 24, since the before and after numbers of the verbs uttered correctly by them do not differ significantly, but rather only slightly:

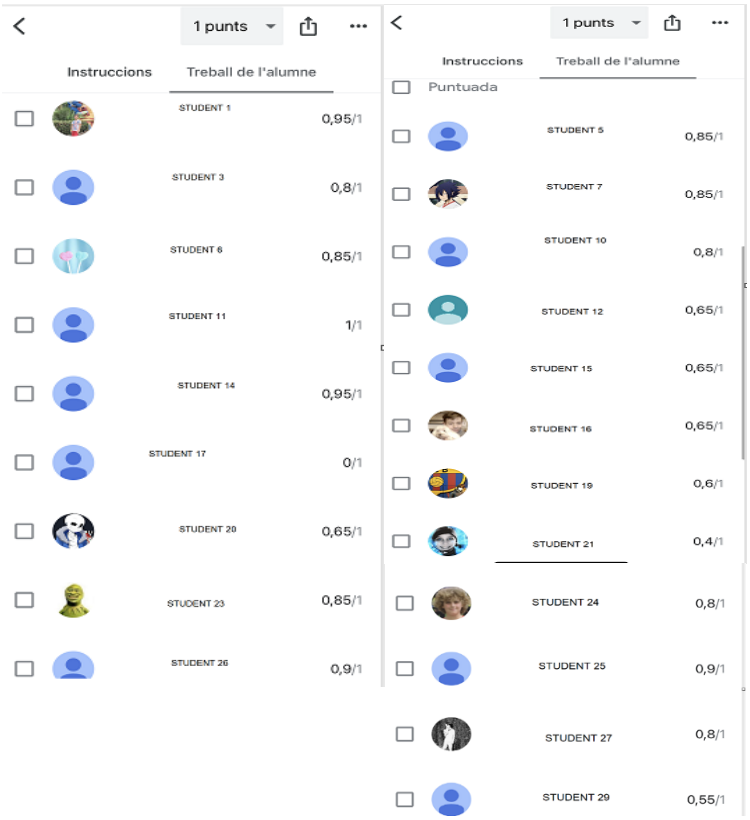
- Student 2: 1 verb (pre-test) versus 0 verbs (post-test)
- Student 3: 1 verb (pre-test) versus 0 verbs (post-test)
- Student 6: 12 verbs (pre-test) versus 11 verbs (post-test)
- Student 13: 3 verbs (pre-test) versus 1 verbs (post-test)
- Student 22: 5 verbs (pre-test) versus 4 verbs (post-test)
- Student 23: 17 verbs (pre-test) versus 13 verbs (post-test)
- Student 24: 9 verbs (pre-test) versus 7 verbs (post-test)

Moreover, students 4, 10 and 21 did not improve their *-ed* pronunciation, and thus obtained the same results in both tests.

Lastly, after implementing only three DU sessions in English (Appendix 9), which translated into 145 minutes in total -since one session only allowed for 45 minutes of class time and the use of strategies and methods-, the post-test results are still satisfactory and show an actual improvement of 20 children's *-ed* English pronunciation. Nevertheless, 3 students showed no improvement at all and 7 of them performed slightly worse on the pre-test than on the post-test as observed in Figure 3 on page 34.

When considering both the completion of the *Classroom* task and its non-delivery, the results obtained by students can be seen in Figures 5 and 6 at the very end of this section, where the maximum grade is equivalent to 1 point of the final mark, based on the correct pronunciation of the *-ed* in all regular verbs used individually in their group speaking, and which they have had to upload to the platform but not within the allotted time since many of them did not pay attention to deadline. Apart from those students who have not uploaded their group tasks on time and did so out of deadline but were still graded for them, 9 of them simply decided not to do the assignment. It should be stated that among these students were those who did not attend classes regularly and missed some part of the DU sessions.

Finally, in light of the results obtained by students in their post-tests and their individual tasks, it can be stated that a minor improvement in the pronunciation of the *-ed* ending in regular verbs in the simple past tense may be seen in light of the results. These not only offer a success rate of 66,7% in students' *-ed* pronunciation in their post-tests, since 20 out of 30 children have shown improvement, but also 21 of students did complete the *Classroom* task while 9 decided against it, thus showing an average score of 0,74/1 in the case of those who delivered the assignment. However, due to time constraints, these findings cannot be regarded as conclusive, since a research of this scope and size would undoubtedly call for additional time and a larger sample size.



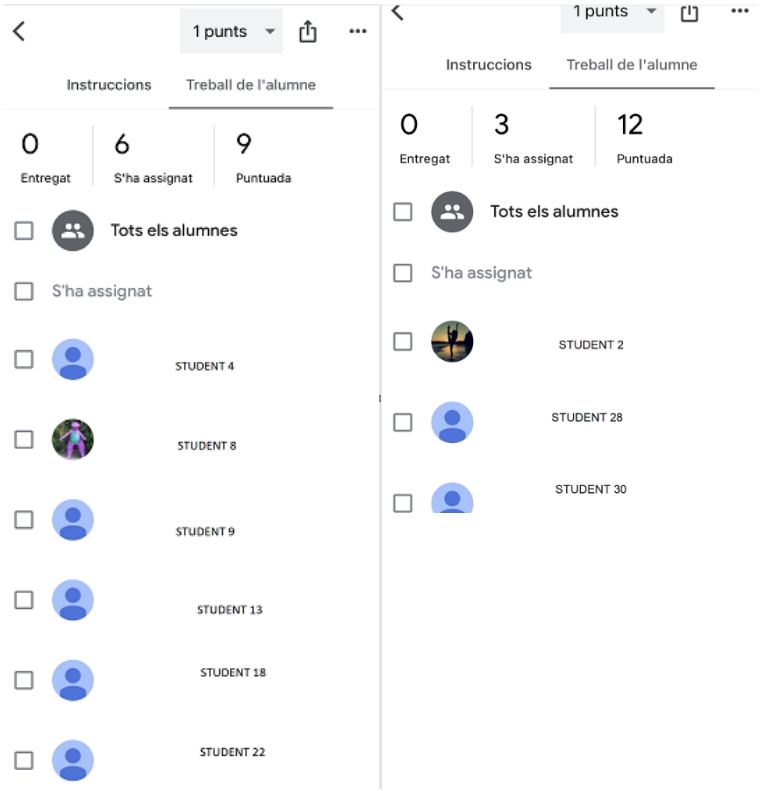
21 STUDENTS

HAVE PRESENTED

THE *CLASSROOM* TASK

AVERAGE SCORE: 0.74 / 1

Figure 5: Completed *Classroom* task



9 STUDENTS

HAVE NOT

PRESENTED THE TASK

AVERAGE SCORE: 0 / 1

Figure 6: Not completed *Classroom* task

7. DISCUSSION

Keeping these outcomes in mind, one may assert that the *Direct Method*, the *Silent Way* and the *Audiolingual Method* have favoured students' positive progression regarding their *-ed* pronunciation when using regular verbs in past simple tense, in their oral English output. While the first method even made regular appearances in all language lessons, especially those sessions not really connected to the DU, the last two methods were not at all present outside of the pedagogical treatment implementation. Thus, they were simply not used or considered as a possible solution to address the *-ed* issue observed in class, contrary to some authors' beliefs (Afonso, 2021; Marín, 2008), even though these approaches' main focus was to improve students' pronunciation errors and overall oral production when using the English language in a secondary classroom.

According to what various writers claim (Dewi, 2015; Lyster & Ranta, 1997; Maawa & Ortega Dela-Cruz, 2019; Mohammadi, 2009) the four corrective feedback strategies considered in the present investigation have also allowed the 2nd E.S.O. students of Illes Columbretes to slightly improve their pronunciation of the *-ed* suffix, as shown by the progression of the educational unit and its outcomes, namely the data detailed in the RESULTS section. A fact that also speaks to the study's two aims, which included figuring out whether the methods utilised during the DU activities assisted students in succeeding in their post-tests and keeping a clear and succinct record of the development of their pronunciation of the *-ed* inflection.

As for the initial research question regarding students' interest and motivation towards the activities presented to them during the teaching treatment sessions, it can be stated that the exercises employing digital tools were accompanied by a certain excitement. An increase in the accurate production and usage of the morpheme was also obviously affected by those activities that represented students' interests and desires, such as discussing in groups about their favourite online media celebrities while using English, as shown by the post-test findings. Regarding the final research question, the current findings clearly demonstrate

that the 30 study participants' proficiency with the challenging *-ed* morpheme, present in all regular verbs (Biber et al., 2010), indeed improved.

The research's concluding finding is that those students who combined their effort and completed the online *Classroom* assignment definitively enhanced their English-speaking skill, particularly in the crucial area of pronunciation at the secondary level in the Spanish educational system.

8. CONCLUSION

The number of participants, who represent all of the 2nd E.S.O. students at Illes Columbretes, and the number of DU sessions, which at the time of my internship's second period could not have been more than three, due to the need to adhere to my tutor's schedule for her English classes, immediately reveal the study's limitations. Aside from this aspect, another obvious flaw concerns the idea of key competencies, which were not fully covered because competency f) Civic competency, or *Competencia ciudadana (CC)* in accordance with the Spanish LOMLOE curriculum, was not considered in the DU sessions despite the fact that it should have been.

Regarding the restrictions of the activities, more consideration should have been given to diversity in the classroom, whether it be among students with different cognitive abilities or those who require special education services, as the learning environment must always be a welcoming place where they can freely express themselves.

Even though it was not the case in the 2nd E.S.O. classes, there could have been presence of newly arrived pupils, such as refugee children fleeing from the war in Ukraine. If that were the case, and if these students presented problems when understanding Spanish, concepts and materials would be explained to them in English. In the unlikely event that students did not speak English, the teacher would try to translate the exercises' and activities' content using digital tools (the computer and projector in the classroom, a smartphone with Internet connectivity, and online dictionaries). In addition, these newly arrived students would be put into groups and given manageable exercises. Whenever feasible, the information present in the task would be translated into the participants' native tongue. The teacher could also determine the need to modify the tasks, either by adding more images or by removing text, so that students received the same message and ideas but in less written material, for instance, if students arriving in these circumstances were not entirely able to follow the lessons due to a lack of linguistic level or knowledge of that language. The teacher will attempt to provide feedback about the areas in which the student has failed and will consider giving

them another opportunity if it is seen that they have experienced several difficulties throughout the oral portion of the recording.

Positive or neutral feedback on the provided rubrics, as well as suggestions for improvement, would also be preferred and welcomed in the classroom as opposed to critical feedback, which would be discouraged. Another drawback is that the other corrective feedback techniques, *Explicit Correction* and *Recast*, were not used in the classroom but were mentioned in this study and may have contributed to students' *-ed* pronunciation development in upcoming activities and assignments.

The last drawback of the DU activities is that some of them did not accurately represent student needs, interests, and desires, which can deter children from paying attention to them throughout the course of the teaching treatment.

So, it seems sense to say that English is today viewed as a universal language or lingua franca. The information examined for this study has shed further light on English's importance as a foundational system that makes communication easier for users. Teaching English as a foreign language at the secondary level is challenging, though, because it is not the only language used in the Spanish secondary system. As previously established, many students still feel underprepared while speaking in this language, which undermines their confidence and eventually their competence and proficiency. The adage "practice makes perfect" is true, but the objective is to emulate a normative pronunciation as closely as possible in order to be understood when trying to convey a message or simply when trying to communicate one's ideas, thoughts, beliefs, and worldviews. The goal is not necessarily to speak perfect English.

Due to the fact that mastering grammar and vocabulary were seen as crucial components in developing confidence when speaking at the Illes Columbretes subsidised school, these aspects of the English language actually gained more prominence in the classroom, whereas pronunciation was usually dismissed and not practiced or encouraged enough.

Since it has already been established that pronunciation is an essential component of the language that is frequently overlooked in favour of other skills -considered more important- such as writing, listening, or reading, I have

attempted to provide a pedagogical treatment or DU to improve one aspect of the speaking skill at secondary level when using the English language, namely the mispronunciation of the *-ed* suffix when using regular verbs in past simple tense. In an effort to correct the 30 students at 2nd E.S.O. level in Spain, who mispronounced this *-ed* particle, the present paper has brought to term the application of this teaching treatment, which presented children with a total of nine activities, done both online and in class, spread out over three separate sessions.

In addition, the paper also made use of three methods, including the *Direct Method*, the *Audiolingual Method*, and the *Silent Way*, whose focus was centered around accurate and adequate pronunciation in the class, as well as four corrective feedback strategies, including *Repetition*, *Clarification Request*, *Elicitation*, and *Paralinguistic Signal,* to tackle the mispronunciation of this morphological form.

On the other hand, more research -on a larger scale, of course- is definitely required to determine whether the corrective feedback strategies implemented throughout the DU are sufficient and beneficial when using pronunciation, one of the speaking skill's most crucial components. Additionally, several of the findings were ambiguous, as was the case of participants that showed no improvement of their *-ed* pronunciation in the post-test, or obtained better results in the pre-test versus the post-test, and thus require further research, as well as consideration of additional literature, a larger sample size, maybe including individuals from all 2nd E.S.O. courses, and a longer time frame.

Finally, after carefully examining the data and results, I am confident that the pedagogical approach employed has helped students enhance their *-ed* pronunciation with regard to the speaking ability, in the context of communicative language teaching as a whole, and that this will ultimately improve their performance in the future when using the English language.

9. REFERENCES

Afonso Funke, E. (2021). *The Importance of Teaching English Pronunciation in Spanish Schools* [Master's thesis, Universidad de la Laguna]. https://riull.ull.es/xmlui/handle/915/22905

Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: a case study of Pakistan. *Porta Linguarum*. https://doi.org/10.30827/digibug.24882

Al-Zoubi, S. M. (2018). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research, 5*(4), 151-162. https://www.researchgate.net/profile/Samer-Al-Zoubi/publication/328492845

Amalia, I. (2019). Students' Perception of the Implementation of the Integrating of Four Skills in Teaching Pronunciation. *ELITE Journal, 1*(2), 141-154. https://www.elitejournal.org/index.php/ELITE/article/view/20/15

Beltrán Palanques, V. (2016). *Complaint sequences across proficiency levels: the contribution of pragmatics and multimodality* [Doctoral dissertation, Universitat Jaume I]. http://hdl.handle.net/10803/398842

Berry, T. (2008). Pre-Test Assessment. *American Journal of Business Education (AJBE)*, *1*(1), 19–22. https://doi.org/10.19030/ajbe.v1i1.4633

Biber, D., Conrad, S., & Leech, G. (2010). *Student Grammar of Spoken and Written English* (9th ed.). Longman.

Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-social and behavioral sciences*, *2*(2), 1305-1309.

https://doi.org/10.1016/j.sbspro.2010.03.191

Buck, M. F. (2017). Gamification of Learning and Teaching in Schools – A Critical Stance. *Seminar.net*, *13*(1). https://doi.org/10.7577/seminar.2325

Cambridge Dictionary. (2023). *English Dictionary, Translations & Thesaurus*. Retrieved May 7, 2023, from https://dictionary.cambridge.org/

Carranza, P., Sánchez, S., & Zamora, G. (2020). Language Teaching Techniques for Pronouncing the Past Tense Phonemes t, d, and ɪd in Regular Verbs When Reading Aloud. *Revista Ensayos Pedagógicos, 15*(2), 277-300. https://doi.org/10.15359/rep.15-2.12

Celce-Murcia, M., & Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford University Press.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1993). A pedagogical framework for communicative competence: Content specifications and guidelines for communicative language teaching. In *Deseret language and linguistic society symposium 19*(1), 3. https://scholarsarchive.byu.edu/dlls/vol19/iss1/3/

Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press.

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language* (4th ed.). Heinle ELT.

Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.

Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press.

Retrieved May 5, 2023, from https://www.coe.int/en/web/common-european-framework-reference-languages

Criado, R., & Sánchez, A. (2009). English language teaching in Spain: Do textbooks comply with the official methodological regulations? A Sample Analysis. *International Journal of English Studies*, *9*(1). https://revistas.um.es/ijes/article/view/90611

Dávila, A. M. (2018). Pronunciation Acquisition of the Inflectional Suffix–ed in English by Nicaraguan Spanish Speakers. *Open Science Journal*, *3*(1). https://doi.org/10.23954/osj.v3i1.1516

Dewi, D. S. (2015). Corrective Feedback in Speaking Class. *ANGLO-SAXON: Journal of the English Language Education Study Program, 6*(8), 3-9. https://doi.org/10.33373/anglo.v6i2.352

Edo-Marzá, N. (2014). Pronunciation and comprehension of oral English in the English as a foreign language class: Key aspects, students' perceptions and proposals. *Journal of Language Teaching and Research,* *5*(2), 262-273. http://dx.doi.org/10.4304/jltr.5.2.262-273

Educagob. (n.d.). *Currículos en las Comunidades Autónomas*. Portal del Sistema Educativo Español. Educagob. Retrieved May 5, 2023, from https://educagob.educacionyfp.gob.es/eu/curriculo/curriculo-lomloe/curriculos-ccaa.html

Elisa, H. (2019). Enhancing the Students' Speaking Skill in Speaking Class Program Through Role Play at Senior High School. *Journal of English Educational Study (JEES)*, *2*(1), 47-52. https://doi.org/10.31932/jees.v2i1.430

European Union. (n.d.). *Use of languages on our websites*. Retrieved April 8, 2023, from

https://european-union.europa.eu/languages-our-websites_en

Feriz Otaño, L., Campoverde Villamar, J., Sánchez Vera, S. L., Perlaza Estupiñan, J. J., Sánchez Ávila, A. O., & Villavicencio Álvarez, V. E. (2017). The pronunciation in the speaking skill. *Activities to improve the pronunciation in the speaking skill. Lecturas: educación física y deportes,* (230*)*, 1-13. https://www.efdeportes.com/efd230/the-pronunciation-in-the-speaking-skill.htm

García-Carbonell, A., Rising, B., Montero, B., & Watts, F. (2001). Simulation/Gaming and the Acquisition of Communicative Competence in Another Language. *Simulation & Gaming, 32*(4), 481–491. https://doi.org/10.1177/104687810103200405

Generalitat Valenciana. (n.d.). *Currículo.* Ordenación Académica. Retrieved April 7, 2023, from https://ceice.gva.es/es/web/ordenacion-academica/secundaria/curriculo

Gooskens, C., van Heuven, V. J., Golubović, J., Schüppert, A., Swarte, F., & Voigt, S. (2017). Mutual intelligibility between closely related languages in Europe. *International Journal of Multilingualism, 15*(2), 169-193. https://doi.org/10.1080/14790718.2017.1350185

Harmer, J. (2014). *The practice of English Language Teaching*. Pearson Longman.

Hashim, H., Rafiq, R. M., & Md Yunus, M. (2019). Improving ESL learners' grammar with gamified-learning. *Arab World English Journal (AWEJ) Special Issue on CALL,* (5). http://dx.doi.org/10.2139/ssrn.3431736

Hipkins, R. (2006). The nature of the key competencies. *A background paper. Wellington: New Zealand Council for Educational Research*.

https://www.nzcer.org.nz/research/publications/nature-key-competencies-background-paper

Holguín Vera, L. A. (2019). *Analysis of common pronunciation errors in the past tense of regular verbs of 2nd level students of English as a Foreign Language at the Pontifical Catholic University of Ecuador in Esmeraldas* [Doctoral dissertation, Pontificia Universidad Católica del Ecuador]. https://repositorio.pucese.edu.ec/bitstream/123456789/1960/1/HOLGUIN%20VERA%20LILIBETH%20ALEJANDRA.pdf

Holmes, D. (2004). *Speaking activities for the classroom*. Chulalongkorn University Press.

Hutmacher, W. (1997). Key competencies in Europe. *European Journal of Education, 32*(1), 45-58. http://www.jstor.org/stable/1503462

Hymes, D. (1972). On communicative competence. *Sociolinguistics*, 269293, 269-293.

Kandel, C. M. (2007). *A Study on the Pronunciation of the Plural and Past Tense Morphemes* [Doctoral dissertation, Tribhuvan University]. https://elibrary.tucl.edu.np/handle/123456789/6095

Krashen, S. (1982). Principles and practice in second language acquisition.

Klein, E., Stoyneshka, I., Adams, K., Rose, T., Pugash, Y., & Solt, S. (2004). Past tense affixation in L2 English: *The effects of lexical aspect and perceptual salience*. https://www.researchgate.net/profile/Elaine-Klein-3

Ladyb84. (n.d.). *The Dog who came to stay*. Liveworksheets. Retrieved January 24, 2022, from https://www.liveworksheets.com/qz223554kd

Lane, C., Prentis, N. (2021). *Bad Blood – A2/B1*. British Council. Retrieved February 3, 2022, from https://learnenglish.britishcouncil.org/general-english/story-zone/a2-b1-stories/bad-blood-a2/b1

Latimier, A., Riegert, A., Peyre, H., Ly, S. T., Casati, R., & Ramus, F. (2019). Does pre-testing promote better retention than post-testing?. *NPJ Science of Learning 4(*15). https://doi.org/10.1038/s41539-019-0053-1

Ley 4/1983, de 23 de noviembre de 1983, de uso y enseñanza del Valenciano. *Boletín Oficial del Estado, 20*, de 24 de enero de 1984, pp. 1899-1903. https://www.boe.es/buscar/doc.php?id=BOE-A-1984-1851

Luján-García, C. (2012). The impact of English on Spanish daily life and some pedagogical implications. *Nordic Journal of English Studies, 11*(1), 1-21. https://ojs.ub.gu.se/index.php/njes/article/view/1034

Lumen Learning. (n.d.) *Organizational Behavior and Human Relations: Types of Groups*. Retrieved March 20, 2023, from https://courses.lumenlearning.com/wm-organizationalbehavior/chapter/types-of-groups/

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in second language acquisition*, *19* (1), 37-66. https://doi.org/10.1017/S0272263197001034

Maawa, P. K. L., & Cruz, R. O. D. (2019). Remedial and Corrective Feedback Strategies for Improving Students' English Language Proficiency. *International Journal of Language Education*, *3*(1), 1-11. https://eric.ed.gov/?id=EJ1244396

Marín Cervantes, I., (2008). Drilling and Color-Coding Systems: A Comparative Analysis of Two Pronunciation Techniques to Improve L2 Learners' Production of the -

(E)D Inflectional Ending. *Revista de Filología y Lingüística de la Universidad de Costa Rica, 34*(2), 143-163. https://www.redalyc.org/articulo.oa?id=33267175004

Mohammadi, M. (2009). Recast and metalinguistic feedback in teaching and learning L2 writing: A comparative study. *Journal of Asia TEFL*, *6* (3). https://doi:10.13140/2.1.2517.0561

Mónica Sandoval. (2022, February 7). *Simple Past Tense Ending Regular Verbs*. [Video]. https://www.youtube.com/watch?v=oWTU7YhInhA

Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity, 2*(6), 533. https://www.researchgate.net/publication/271295493

Orden EFP/754/2022, de 28 de julio, por la que se establece el currículo y se regula la ordenación de la Educación Secundaria Obligatoria en el ámbito de gestión del Ministerio de Educación y Formación Profesional. *Boletín Oficial del Estado, 187*, de 5 de agosto de 2022, pp. 114119-114513. https://www.boe.es/diario_boe/txt.php?id=BOE-A-2022-13172

Ortells Montón, E. (2013). Teaching English as a foreign language in Spanish secondary schools: The value of literature. *English Teaching: Practice and Critique, 12*(1), 91-110. https://repositori.uji.es/xmlui/handle/10234/91470

Oxford learner's dictionaries. (n.d.). Oxfordlearnersdictionaries.com. Retrieved January 2, 2023, from https://www.oxfordlearnersdictionaries.com/

Palacios-Hidalgo, F. J., Gómez-Parra, M. E., & Huertas-Abril, C. A. (2022). Spanish bilingual and language education: A historical view of language policies from EFL

to CLIL. *Policy Futures in Education, 20*(8), 877-892. https://doi.org/10.1177/14782103211065610

Pelteret, C. & Kelly, P. (2015). *Mosaic 2*. *Student's Book*. Oxford University Press.

Pillar, G. W. (2011). A framework for testing communicative competence. *The Round Table: Partium Journal of English Studies*, *2*(1), 24-37.

Rachel's English. (2008, November 17) *Unvoiced vs. Voiced: American English Pronunciation.* [Video]. https://www.youtube.com/watch?v=XyVaKJI4VfQ&t=12s

Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. *Boletín Oficial del Estado, 76*, de 30 de marzo de 2022, pp. 41571-41789. https://www.boe.es/buscar/doc.php?id=BOE-A-2022-4975

Renau Renau, M. L., & Alonso Vidal, E. (2016). A Pilot Didactic Unit as a Support to the History Subject. *International Journal of Humanities and Social Science Invention, 5*(1), 16-26. https://repositori.uji.es/xmlui/handle/10234/163510

Schmitt, N. (Ed.). (2013). *An introduction to Applied Linguistics*. Routledge.

Segura Alonso, R. (2012). *The importance of teaching listening and speaking skills* [Unpublished Master's thesis, Universitas Complytensis Matritensis]. https://www.ucm.es/buscador/?bci=google&search=the%20importance%20of%20teaching

Setiyadi, A. B. (2020). Teaching English as a Foreign Language. http://repository.lppm.unila.ac.id/id/eprint/23179

Sutjiati, R., Ningsih, T. W. R., & Budiwaty, S. (2017). Study on action research: Improving speaking competence in English language through roles in a drama.

Proceedings of the Ninth International Conference on Applied Linguistics (CONAPLIN 9), 162–165. https://www.atlantis-press.com/proceedings/conaplin-16/25874150

Syafrizal, S., & Rohmawati, C. (2017). Teacher's speaking strategies at vocational high school. *Journal of English Language Studies, 2*(1). https://jurnal.untirta.ac.id/index.php/JELS/article/view/1594/0

Torky, S. A. E. F. (2006). *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students.* https://eric.ed.gov/?id=ED523922

Usó-Juan, E., & Martínez-Flor, A. (2006). *Current trends in the development and teaching of the four language skills*. Berlin, New York: De Gruyter Mouton. https://doi.org/10.1515/9783110197778

Usó-Juan, E., & Martínez Flor, A. (2008). Teaching intercultural communicative competence through the four skills. *Revista Alicantina de Estudios Ingleses,* (21), 157-170. http://hdl.handle.net/10045/10400

Wipawin, M. P., & Somphong, M. (2017). *Error analysis of English past simple and past continuous tenses at a secondary school*. Thammasat University. https://digital.library.tu.ac.th/tu_dc/frontend/Info/item/dc:141349#

Yule, G. (2014). *The study of language*. Cambridge, UK: Cambridge University Press.

10. APPENDICES

Appendix 1 – Pre-test and post-test: teacher's model

Test for the teacher

Please read the following text out loud.

The dog who came to stay

Last summer, Matthew and Fiona wanted /id/ to see Spain so they went on holiday. They stayed /d/ in a small but beautiful cottage. One day, Matthew went for a long walk and found a dog! It looked /t/ hungry and it was a stray. The dog wagged /d/ its tail and followed /d/ Matthew home. Fiona liked /t/ the dog so she gave it some food.

After a while, the animal sat down outside their front door, barked /t/ and waited /id/. At 10 p.m. the weather got cold so Fiona decided /id/ to let the dog inside. It entered /d/ the house, started /id/ to climb the sofa and tried /d/ to sit beside her so Fiona let it. The dog was a female and they called /d/ her Hilda. Hilda lived /d/ in the cottage with them.

Six days later, they returned /d/ home to England. Before that, Fiona took Hilda to a dog rescue centre. Sadly, they had no place for Hilda but they offered /d/ to help! They transported /id/ Hilda to England, to Fiona and Matthew's house. The nice couple paid the dog rescue people a fee of £500.

Adapted from liveworksheets.com

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Past_simple_qz223554kd

/t/	/d/	/id/
looked	stayed	wanted
liked	wagged	waited
barked	followed	decided
	entered	started
	tried	transported
	called	
	lived	
	returned	
	offered	

Appendix 2 – Pre-test and post-test: students' model

Test for the student

Please read the following text out loud.

The dog who came to stay

Last summer, Matthew and Fiona wanted to see Spain so they went on holiday. They stayed in a small but beautiful cottage. One day, Matthew went for a long walk and found a dog! It looked hungry and it was a stray. The dog wagged its tail and followed Matthew home. Fiona liked the dog so she gave it some food.

After a while, the animal sat down outside their front door, barked and waited. At 10 p.m. the weather got cold so Fiona decided to let the dog inside. It entered the house and started to climb the sofa and tried to sit beside her so Fiona let it. The dog was a female and they called her Hilda. Hilda lived in the cottage with them.

Six days later, they returned home to England. Before that, Fiona took Hilda to a dog rescue centre. Sadly, they had no place for Hilda but they offered to help! They transported Hilda to England, to Fiona and Matthew's house. The nice couple paid the dog rescue people a fee of £500.

Adapted from liveworksheets.com

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple/Past_simple_qz223554kd

Appendix 3 – Original pre-test and post-test story

LIVEWORKSHEETS Search interactive worksheets Advanced search English - Español

Home About this site Interactive worksheets Make interactive worksheets Make interactive workbooks Help

Students access Teachers access

Live worksheets > English > English as a Second Language (ESL) > Past simple > Past simple

Past simple

Sts will be able to work on their reading skill.

ladyb84

ID: 223554
Language: English
School subject: English as a Second Language (ESL)
Grade/level: 6TH GRADE
Age: 9-11
Main content: Past simple
Other contents: Regular and irregular verbs, reading

Add to my workbooks (5706)
Download file pdf
Embed in my website or blog
Add to Google Classroom
Add to Microsoft Teams
Share through Whatsapp

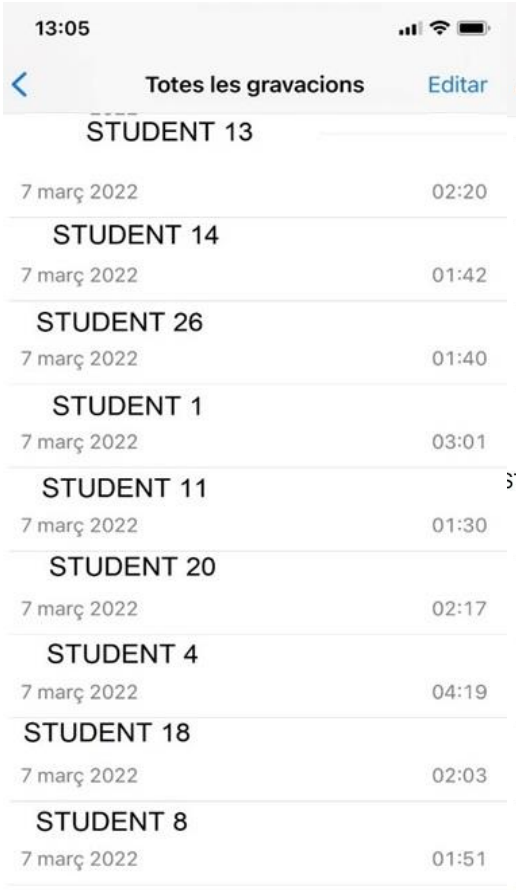
Link to this worksheet: https://www.liveworksheets.com/qz223554 Copy

The dog who came to stay.

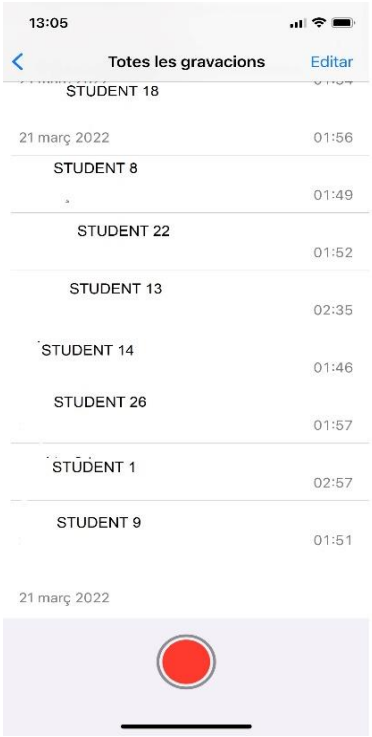
Last summer, Matthew and Fiona went on holiday to Spain. They stayed in a small cottage. One day, Matthew went for a long walk. He found a dog! It was lost! It was a stray dog. It wagged its tail. It followed Matthew home. Fiona liked the dog and she gave it some food. It ate the food very quickly. It sat down outside their front door. At 10 pm, it was cold. Fiona let the dog inside. It sat beside her on the sofa. It was a girl dog. They gave her a name - Hilda. Hilda stayed in the cottage with them. Six days later, it was time to go home. Back to England! Fiona took Hilda to a dog rescue centre. Sadly, they had no place for Hilda. But, they offered to help! They transported Hilda to England, to Fiona and Matthew's house. Fiona and Matthew paid the dog rescue people a fee. The fee was £500.

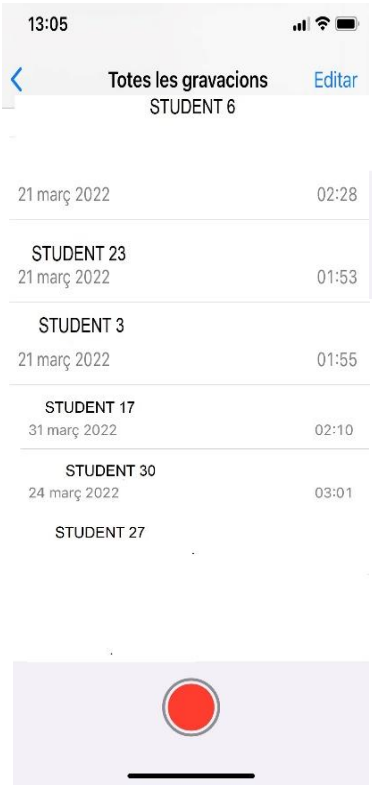
Now, Hilda lives with Matthew and Fiona! She sleeps on the bed and eats Pedigree Chum and nice dog biscuits. Matthew takes her for a long walk every day and she sits on Fiona's knee in the evenings. Matthew and Fiona love Hilda and Hilda loves them.

Appendix 4 – Pre-test audio recordings



Appendix 5 – Post-test audio recordings





Appendix 6 – Didactic Unit.: Worksheets and Activities

Worksheet 1

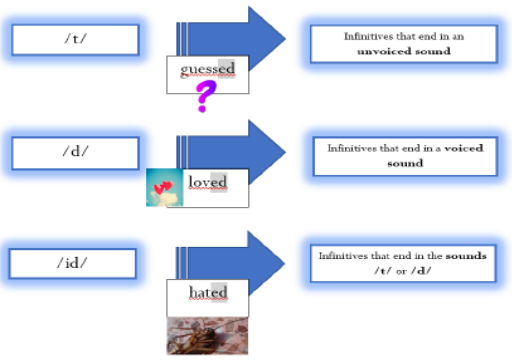
PRONUNCIATION TIPS

~ Some consonant sounds are voiced and some are voiceless. A voiceless sound is one that just uses air to make the sound and not the voice.

~ You can tell if a sound is voiced or not by putting your hand gently on your throat. When you say a sound, if you can feel a vibration it is a voiced sound.

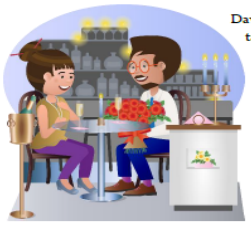
~ Voicing is very important because sometimes it's the only difference in the pronunciation of two very different words, such as 'bet' and 'pet'.

- Bet /bet/ - the /b/ sound is voiced.
- Pet /pet/ - the /p/ sound is voiceless.



Worksheet 2

BAD BLOOD



David and Emma looked at each other across the table. The young couple were happy, the food was delicious, the light from the candles was soft and the music was perfect. David looked at Emma's beautiful smile. His hand reached out and touched hers.

'I want to ask you something.' David searched her eyes. Could she guess what was coming? Her smile made him feel brave. She held his hand. 'Don't worry. Whatever it is, I'll probably say yes!' He felt so happy and nervous. He was ready to ask the most important question of his life.

From the corner of the restaurant, a strange man watched them. He sat very still at his table. He held a menu but he wasn't reading it. Instead, his cold eyes looked only at the young couple.

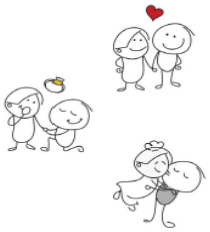
Back at their table, David felt very nervous. 'Excuse me,' he said to Emma. He pushed his chair back and went to the toilet. As he looked in the mirror, he told himself: 'Come on, David, come on! You can do this! She's crazy about you!' Feeling ready, he went out of the bathroom. He almost walked into the tall man who was waiting by the door. The man's eyes were a cold, bright blue. His face was pale with a sharp, pointy nose and thin, pale lips.

'Oh, sorry!' said David.

'*Which one?*' the man asked. For a moment, David was confused. Then he realised what the other man meant. 'Oh … this one!' said David. 'This is the men's toilet!' David went back into the restaurant. He reached for the ring in a box in his pocket. It was time to ask her!

…

The taxi ride home was wonderful. The happy couple discussed their future life together. They shared their sweet feelings about each other. They entered their block of flats, holding hands.



A tall man watched them from the shadows. 'Which one?' he asked himself. He watched the building. He was waiting for a light to come on to show him which flat was theirs. One minute passed … two … there it was! The light went on in a third-floor window. He saw Emma for a moment as she closed the curtains.

How many times had he stood on a corner like this? How many victims had he watched? Many corners! Many victims! His pale lips formed a thin smile. He moved out of the shadows to the door and pressed the buttons for every flat. The vampire was glad when people lived in flats. Sooner or later someone always let you in. Silly humans! They thought you were someone's pizza delivery. It was a kind of invitation, and that was all he needed to enter a home.

He climbed the stairs to the third floor and walked down the hall. He didn't make a sound. He heard the young couple laughing and talking. He put his ear against the door. He heard what they were saying and he was happy. Young love made the sweetest blood. It was so full of life and energy.

'I feel as if I'm in a dream,' Emma said.

'Yes, a dream. How lucky we are!' said David.

'Your hair smells of roses! You look like an angel!' said David before he kissed Emma.

Their dream was about to become a nightmare, the listening vampire thought. Suddenly, he opened the door and stood there while showing his sharp teeth. The couple screamed and then held each other in complete silence. The vampire smelled and tasted their fear. This was how he liked it. Fear also made the blood sweeter. 'There's my wallet! On the table, there! Take it!' said David. 'Take anything you want!'

'I will take anything I want!' the vampire replied.

'Fine! Fine! We won't stop you, I promise!' David cried.

The light shone on the vampire's sharp teeth. A terrible thought came to David and Emma at the same time.

'Look at his teeth! Is he…?'

'A vampire!!!'

'*Which one?*' the vampire hissed. 'It can be … only one!'

The couple's eyes were big and afraid. Their mouths opened in horror. They held each other's hands and their stomachs filled with fear.

'Already tonight,' continued the vampire, 'I have drunk from three. One more … then … I can … sleep … and feel young again.'

The vampire moved towards them. David stepped in front of Emma and protected her while she held onto his back.

The vampire wasn't in a hurry. He had plenty of time. Who should he attack? he asked himself. *Which one?*

'Thank you,' Emma said in David's ear, 'for what you're doing for me.'

'Of course, my love. I'm here to protect you.' He felt proud as he said the words. He could fight this vampire. All he needed was a piece of wood or something to push through its heart. He looked around for something …

'You're so brave to offer yourself,' continued Emma.

'Sorry?' asked David. 'What are you talking about?'

'Oh!' said Emma. 'I just thought that with your love for me and everything …'

David and the vampire looked at each other.

'Now, listen, Emma. There is no doubt about my love for you!'

'Really?' she replied.

'But you can't expect me to just give him my life!'

'I wasn't saying you should!' she said. 'It's just one of our options, that's all!'

'Well, think of another one!' he shouted. 'Why don't you offer yourself to him to save me!'

The atmosphere in the room had turned ugly. The vampire was not pleased that the fear and love were now selfish arguments.

Emma was very angry. 'I hope you're joking! Let's see how strong *your* love is! What a horrible man!'

'What about the woman I was planning to marry?! Offering me to a vampire like a bone to a dog!'

'You said my hair smells of roses!' she cried.

'All right, all right! Relax!' David was not happy to have this argument in front of a stranger.

'I'm an angel, you said!' she carried on.

'MUST … DRINK!' shouted the vampire as he came even closer. He wanted to make a quick kill. Then he could get away from these terrible people as soon as possible.

His mouth opened wider and his teeth were shining. 'WHICH … ONE?'

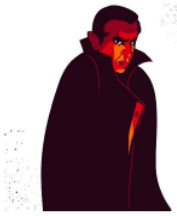
'HER!' David pointed at his future wife.

'HIM! HIM!' screamed Emma. 'Please, HIM!' The vampire approached David.

'She's younger! Sweeter!' said David. The vampire turned to Emma.

'He's bigger! There's more of him!' She pointed at David.

Suddenly, the vampire felt tired. He had been killing for many centuries. Listening to them was depressing. How could he feel good by drinking the blood of either of these disgusting creatures?



He looked down at their faces, pointed to them and shouted, 'BAD BLOOD! BAD BLOOD!

And with that, he disappeared into the night air and left Emma and David alone together. Together, as they had promised, for the rest of their lives.

TO BE CONTINUED…

✓ ACTIVITY 1 ✗

Please read and listen to the 'BAD BLOOD' story. After, mark the sentences T (true) or F (false) and correct the F (false) sentences.

☐ 1. David and Emma decided to have dinner at home.

☐ 2. Emma and David hated the food.

☐ 3. David wanted to ask Emma to marry him.

☐ 4. David needed Emma's opinion on buying the restaurant.

☐ 5. A strange woman watched Emma and David have dinner.

☐ 6. The strange man asked David for the time.

☐ 7. David answered the man.

☐ 8. The man from the restaurant followed the couple home.

☐ 9. Emma and David laughed when they saw the vampire's sharp teeth.

☐ 10. At the end, Emma and David lived together.

ACTIVITY 2

Find and <u>underline</u> forty-two regular verbs (-ed) in the 'BAD BLOOD' story. Then, classify the verbs depending on how you pronounce them.

/t/	/d/	/id/

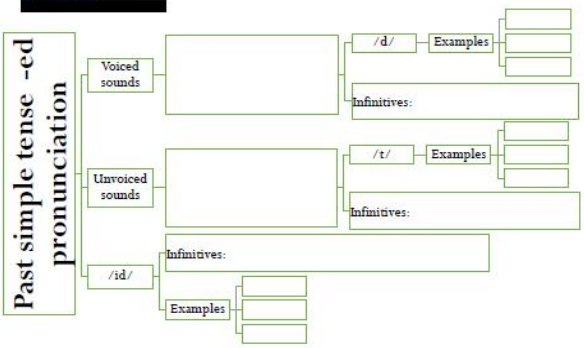
/t/	/d/	/id/

ACTIVITY 1

Please watch and listen to the short videos about the three different pronunciations of the *-ed* for regular verbs in past simple tense. After, choose three examples from the second video, for each pronunciation (/t/, /d/, or /id/) and write them in the diagram bellow.

https://youtu.be/XyVaKIJ4VfQ

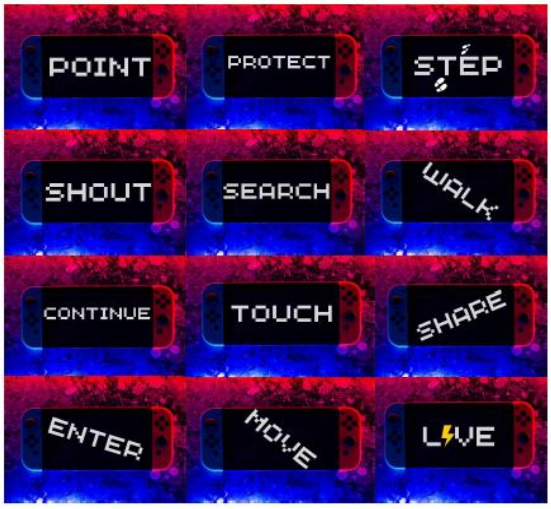
https://www.youtube.com/watch?v=oWTU7YhlnhA



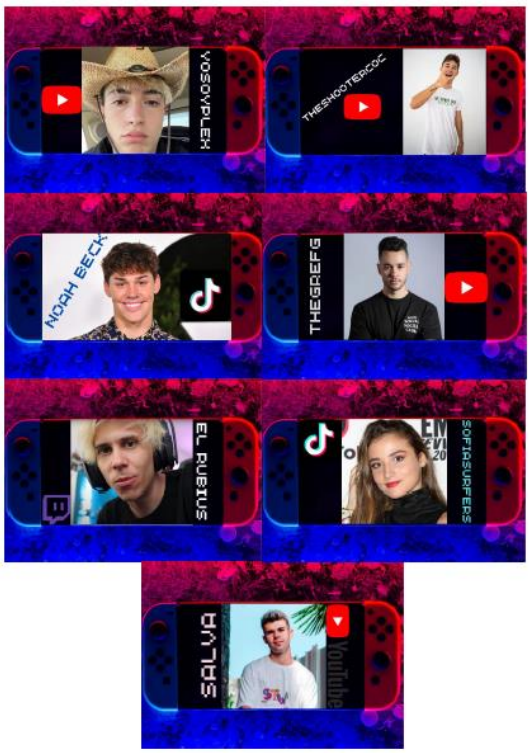
ACTIVITY 2

In groups of three, pick ten regular verbs (in infinitive form) from the first pile of flashcards provided by the teacher. Then, also pick five pictures of real people who are public figures (instagramers, youtubers, gamers, influencers, streamers, etc.) from the second pile of flashcards. You will have twenty minutes to think about what you want to say about these five people, with the ten verbs you have picked, so please use your amazing imagination to invent a short story. Finally, share your wonderful story with the class (all members must participate, all must tell some part of the story and it has to be in ENGLISH). No more than three minutes long!

List of fifty regular verbs in infinitive form



List of twenty-five public figures from Spain and abroad



ACTIVITY 3

In groups of three, choose one of the following role-play situations and record yourselves in <u>audio</u> format. Please, follow the instructions of the role-play you have chosen and use your imagination to complete this task. Your audio <u>must not be more than 2 minutes</u> long. Then, upload your audios on the Google *Classroom* platform available to you through *Itaca*. You have <u>until the 28th of March</u> to record and upload your audios. Below you will find four role-plays and you must choose only one.

ROLE-PLAY 1: NEW FRIENDS

JOHN: YOU WHATSAPP VIDEO CALL YOUR FRIEND MARY BECAUSE YOU HAVEN'T SEEN HER IN A WHILE AND YOU ASK HER ABOUT WHAT SHE DID LAST WEEK. SHE TELLS YOU SHE MET TIM, ANOTHER VAMPIRE LIKE YOU TWO, AND THEY WENT HUNTING HUMANS TOGETHER. SHE GIVES YOU HIS NUMBER AND YOU CREATE A WHATSAPP GROUP. MARY TELLS YOU THEY FIRST WENT TO THE GROCERY STORE, THEN THEY TRAVELLED TO...WHAT ELSE DO YOU THINK HAPPENED? USE YOUR IMAGINATION TO FINISH THIS STORY.

MARY: YOU GET A WHATSAPP VIDEO CALL FROM YOUR FRIEND JOHN WHO WANTS TO KNOW ABOUT WHAT YOU DID LAST WEEK. YOU TELL HIM ABOUT TIM AND GIVE HIM HIS NUMBER. JOHN MAKES A WHATSAPP GROUP AND CALLS YOU BOTH. YOU START TELLING HIM ABOUT WHAT YOU DID AND WHERE YOU WENT. USE YOUR IMAGINATION AND FINISH THE STORY. WHAT DID MARY AND TIM DO?

TIM: LAST WEEK YOU DECIDED TO GO TO THE GROCERY STORE TO HUNT FOR FOOD BECAUSE YOU ARE A VAMPIRE. THERE YOU MET MARY, ANOTHER VAMPIRE, AND...WHAT DO YOU TELL JOHN WHEN HE VIDEO CALLS YOU ON WHATSAPP? USE YOUR AWESOME IMAGINATION AND COMPLETE THE STORY.

USE THE PAST SIMPLE TENSE OF REGULAR VERBS WHEN POSSIBLE

ROLE-PLAY 2: VAMPIRE HUNTERS

EMMA (1ST HUNTER): YOU WORK AT A CHEAP HOTEL BUT YOU'RE REALLY AN UNDERCOVER VAMPIRE HUNTER. TONIGHT, YOU MEET TWO FRIENDS, WHO ARE ALSO VAMPIRE HUNTERS, AND TELL THEM ABOUT LAST NIGHT'S VAMPIRE ATTACK AT THE AIRPORT. DID YOU KILL THE VAMPIRE(S)? USE YOUR IMAGINATION AND FINISH THE STORY.

DAVID (2ND VAMPIRE HUNTER): TONIGHT, YOU MEET WITH YOUR FRIENDS EMMA AND KEVIN AND THEY TELL YOU ABOUT LAST NIGHT. EMMA TELLS YOU ABOUT VAMPIRE GARY AND KEVIN ABOUT VAMPIRE TIM. YOU TELL THEM YOU ALSO SAW A VAMPIRE. WHAT HAPPENED NEXT? USE YOUR IMAGINATION AND TELL YOUR FRIENDS ABOUT LAST NIGHT. DID YOU KILL THE VAMPIRE?

KEVIN (3RD VAMPIRE HUNTER): YOU TELL YOUR BEST FRIENDS AND FELLOW HUNTERS HOW LAST NIGHT YOU WENT TO THE CAR WASH. YOU WANTED TO WASH YOUR CAR AND YOU DECIDED TO GO AT NIGHT BECAUSE IT WAS CHEAPER, SO YOU WERE NOT READY FOR A VAMPIRE ATTACK. SUDDENLY, A VAMPIRE ATTACKED YOU AND YOU...
WHAT ELSE DID YOU DO? WHAT HAPPENED NEXT? USE YOUR IMAGINATION TO COMPLETE THIS ACTIVITY.

USE THE PAST SIMPLE TENSE OF REGULAR VERBS WHEN POSSIBLE

ROLE-PLAY 3: THE 3 BOSSES

KEVIN (1ST BOSS): YOU OWN A COMPANY WITH TWO OTHER PEOPLE, WHO ARE ALSO YOUR FRIENDS. TWO OF YOUR EMPLOYEES ARE BAD WORKERS AND YOU PLAN TO FIRE THEM. YOU WANT TO HIRE NEW PEOPLE BUT ALL DECISIONS MUST BE DISCUSSED WITH EMMA AND DAVID, YOUR PARTNERS. DO YOU DECIDE TO FIRE THE TWO WORKERS? WHAT HAPPENED TO MAKE YOU WANT TO FIRE THEM? USE YOUR IMAGINATION TO COMPLETE THIS DIALOGUE.

EMMA (2ND BOSS): YOU REALLY DON'T LIKE TWO WORKERS AT YOUR COMPANY SO WHEN KEVIN PROPOSES TO FIRE THEM YOU AGREE WITH HIM. WHAT BAD EXPERIENCES DID YOU HAVE WITH THOSE TWO WORKERS? TELL DAVID AND TRY TO CONVINCE HIM.

DAVID (3RD BOSS): YOU THINK YOU ARE A KIND BOSS SO WHEN EMMA AND KEVIN, YOUR TWO PARTNERS, TELL YOU THAT YOU HAVE TO FIRE TWO PEOPLE AT YOUR COMPANY, YOU'RE NOT CONVICED YOU SHOULD DO IT. IN THE PAST, YOU DID NOT SEE THOSE TWO WORKERS DO ANYTHING STRANGE SO YOU WANT TO GIVE THEM ANOTHER CHANCE. DECIDE WHAT TO DO IN THE END AND COMPLETE THIS ACTIVITY. USE YOUR WONDERFUL IMAGINATION AND HAVE FUN!

USE THE PAST SIMPLE TENSE OF REGULAR VERBS WHEN POSSIBLE

ROLE-PLAY 4: FLIGHT ATTENDANT

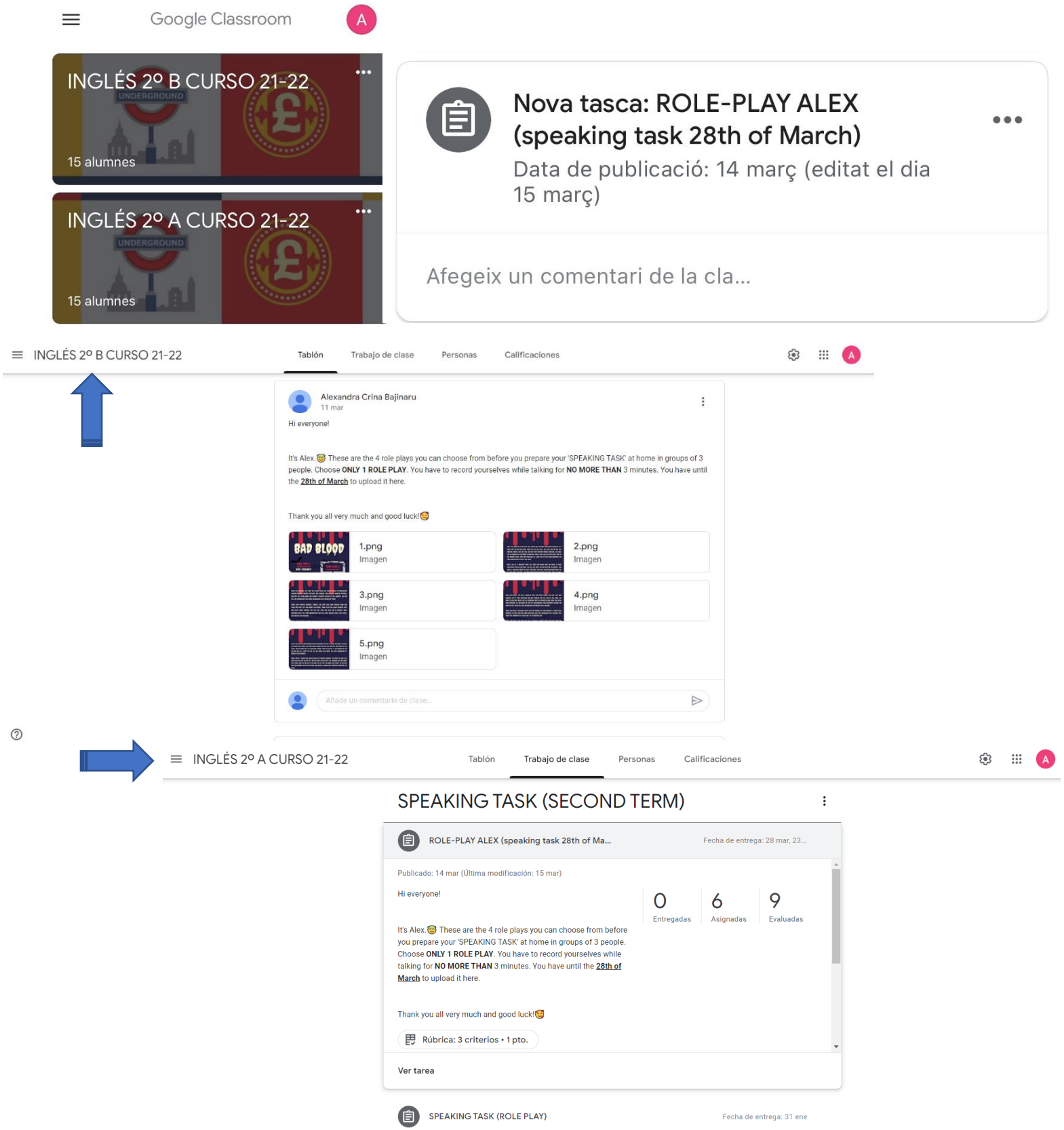
DAVID: YOU ARE AN EVENTS ORGANIZER AND YOU BOOKED A FLIGHT TO LONDON FOR WORK. YOU WENT TO A PARTY LAST NIGHT, YOU DIDN'T HAVE A GOOD TIME AND NOW YOU FEEL VERY TIRED. ON THE PLANE, YOU SIT DOWN NEXT TO A BEAUTIFUL WOMAN. WHAT DO YOU SAY TO THE WOMAN? DO YOU ASK HER OUT ON A DATE? USE YOUR IMAGINATION TO COMPLETE THIS DIALOGUE.

EMMA: YOU'RE A FLORIST AND YOU'RE FLYING TO A FRIEND'S WEDDING. YOU STAYED AT HOME LAST NIGHT AND YOU SLEPT REALLY WELL. ON THE PLANE, YOU SIT NEXT TO A HANDSOME MAN WHO LOOKS VERY TIRED. WHAT DO YOU SAY TO THE MAN? DO YOU GIVE HIM YOUR NUMBER? DO YOU GO TO SLEEP AND DECIDE TO IGNORE HIM? DECIDE AND COMPLETE THE STORY.

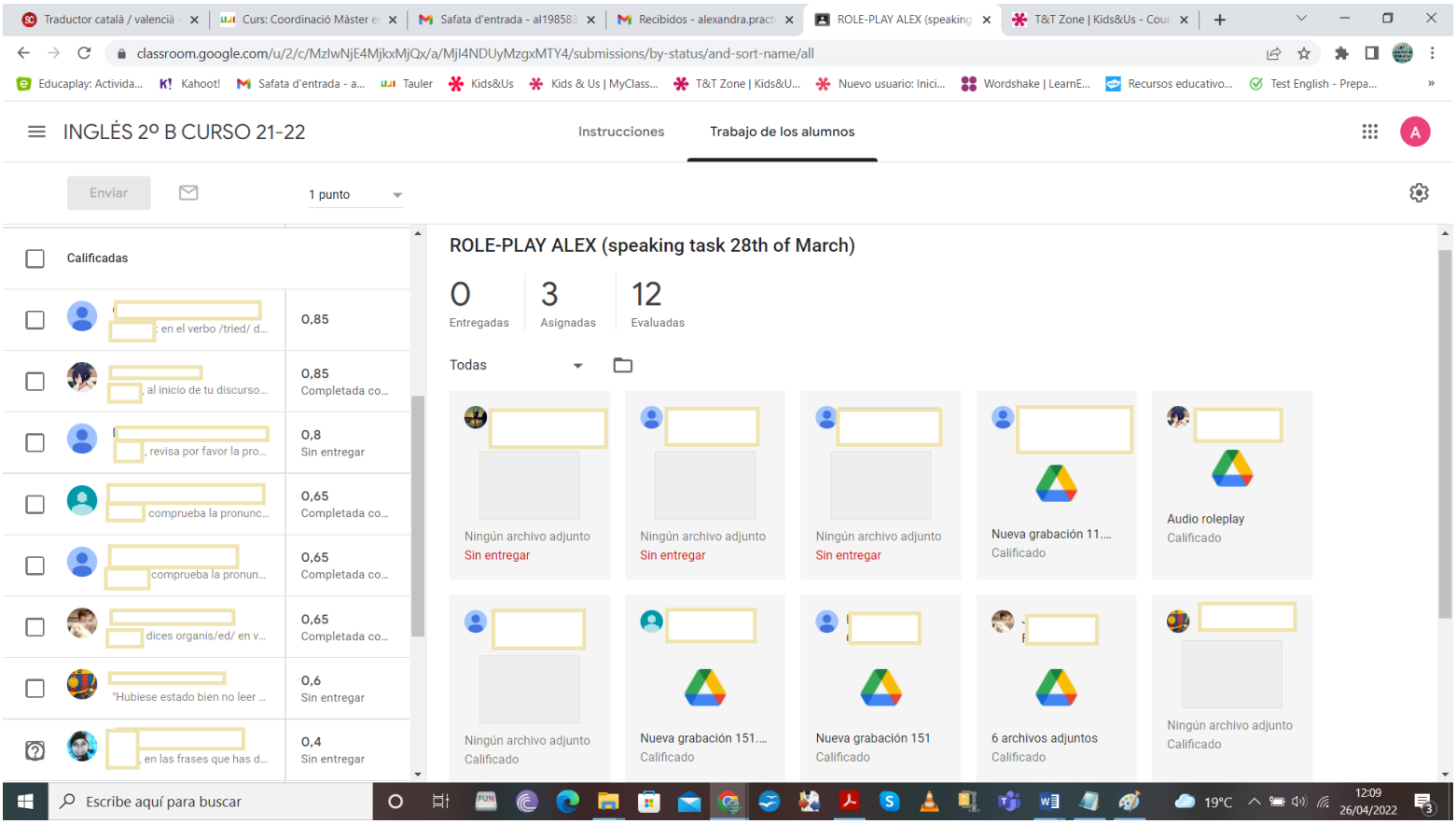
GARY (THE VAMPIRE): YOU'RE A MALE FLIGHT ATTENDANT AND ALSO A HUNGRY VAMPIRE. TONIGHT YOU SEE TWO PEOPLE ON THE PLANE THAT SMELL AMAZING. YOU HEAR THEM TALKING AND...
WHAT DO YOU THINK YOU SHOULD DO NEXT? ARE YOU SUPER HUNGRY AND DECIDE TO BITE THEM BOTH? DO YOU TALK TO THEM OR IGNORE THEM? USE YOUR IMAGINATION TO COMPLETE THIS ACTIVITY.

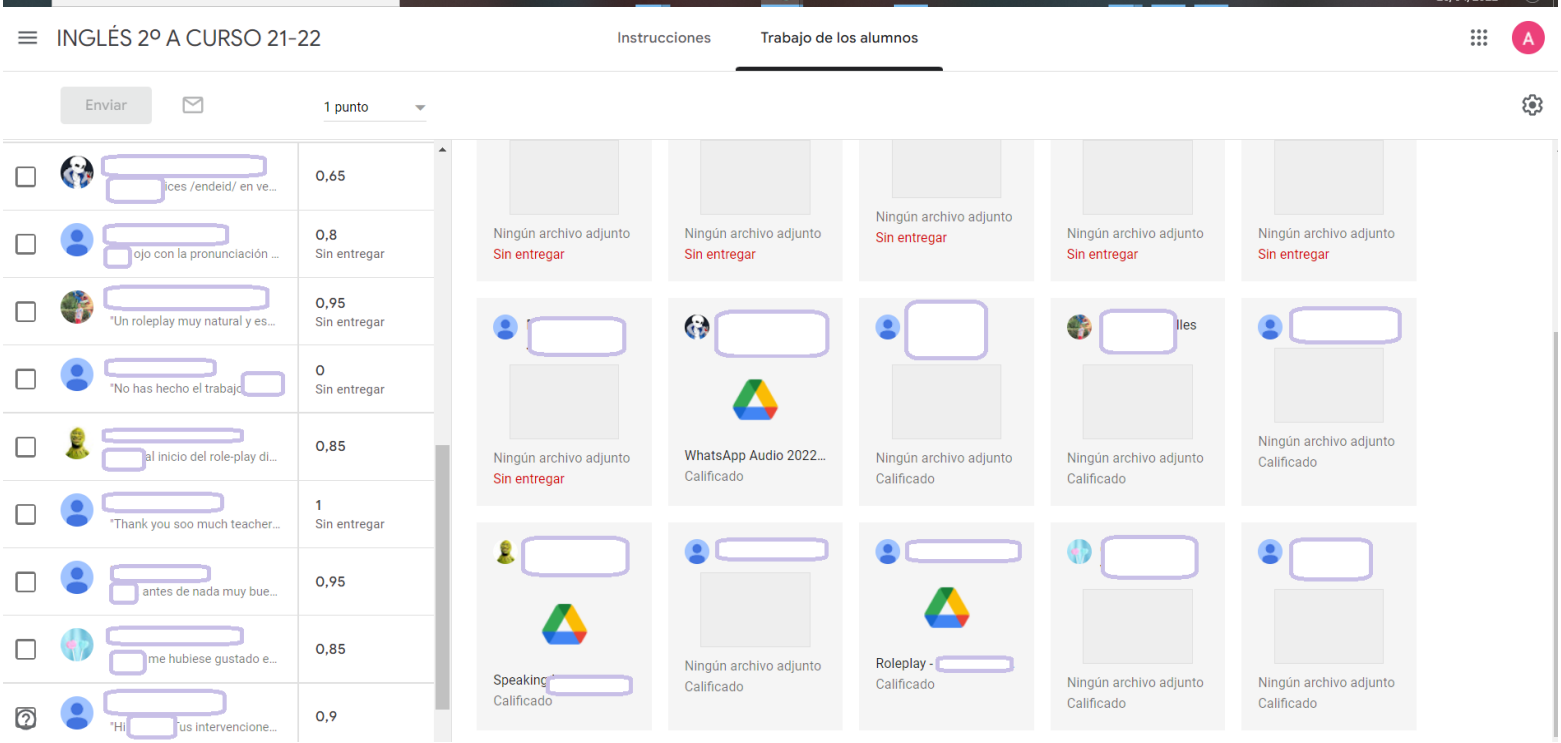
USE THE PAST SIMPLE TENSE OF REGULAR VERBS WHEN POSSIBLE

Appendix 7 – *Classroom* task announcement

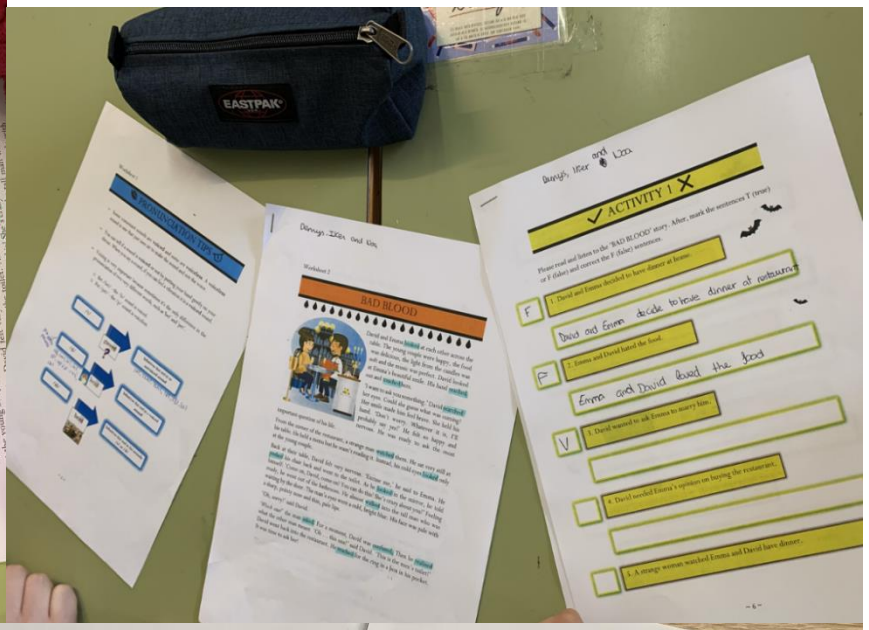


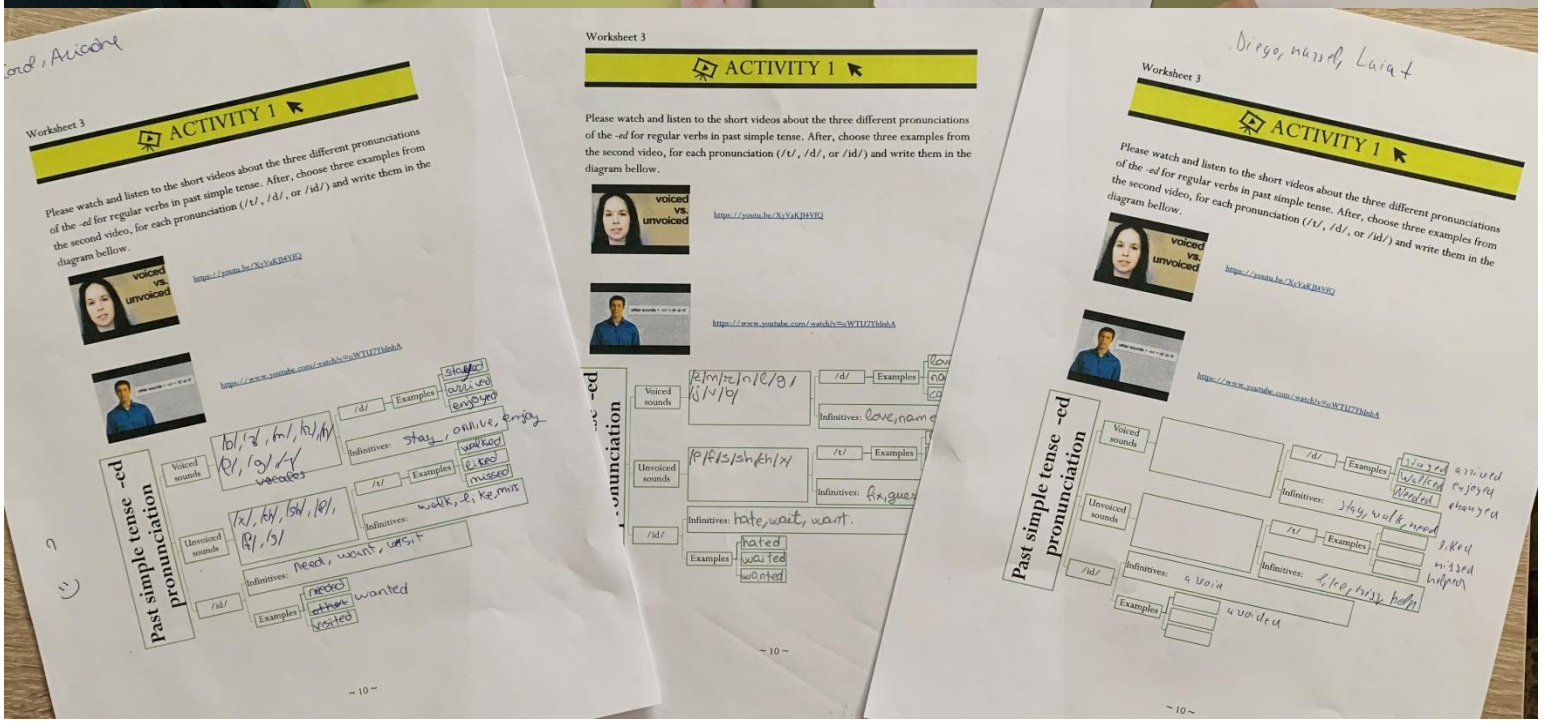
Appendix 8 – *Classroom* task corrections



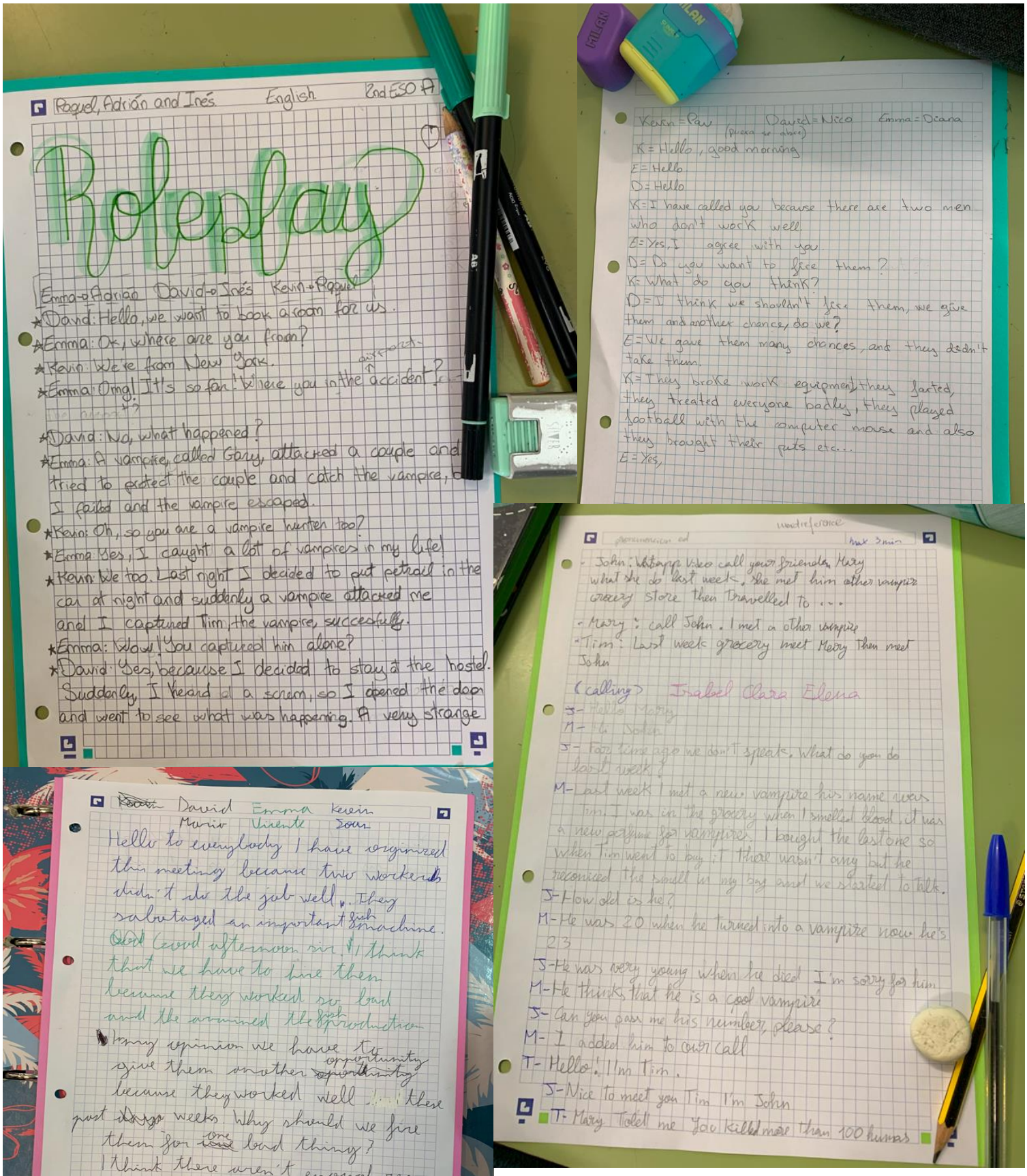


Appendix 9 – Completed DU





Appendix 10 – Outlines of *Classroom* task role-plays



Appendix 11 – Rubrics

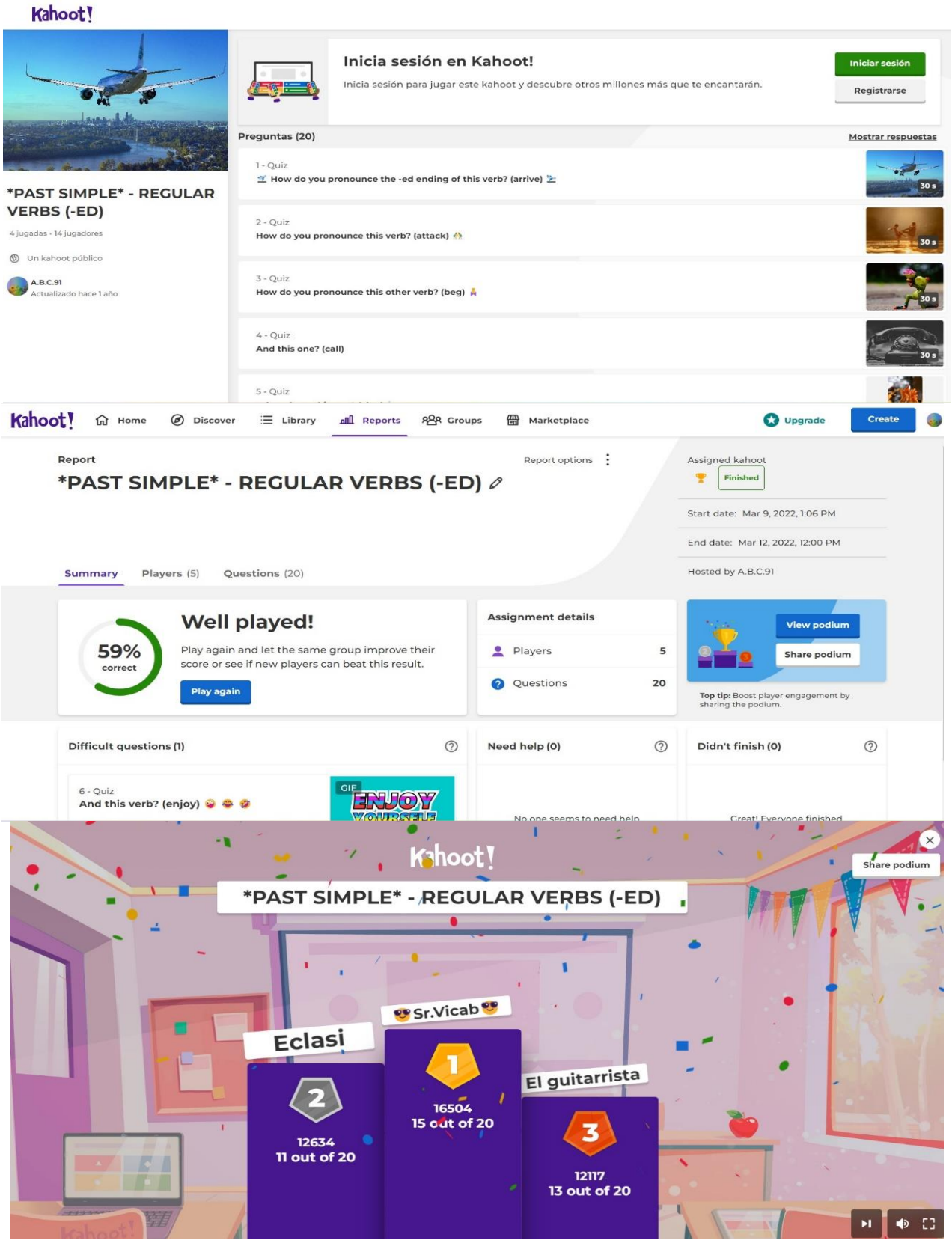
GRADING RUBRIC

Pronunciation of final *-ed* in past simple regular verbs

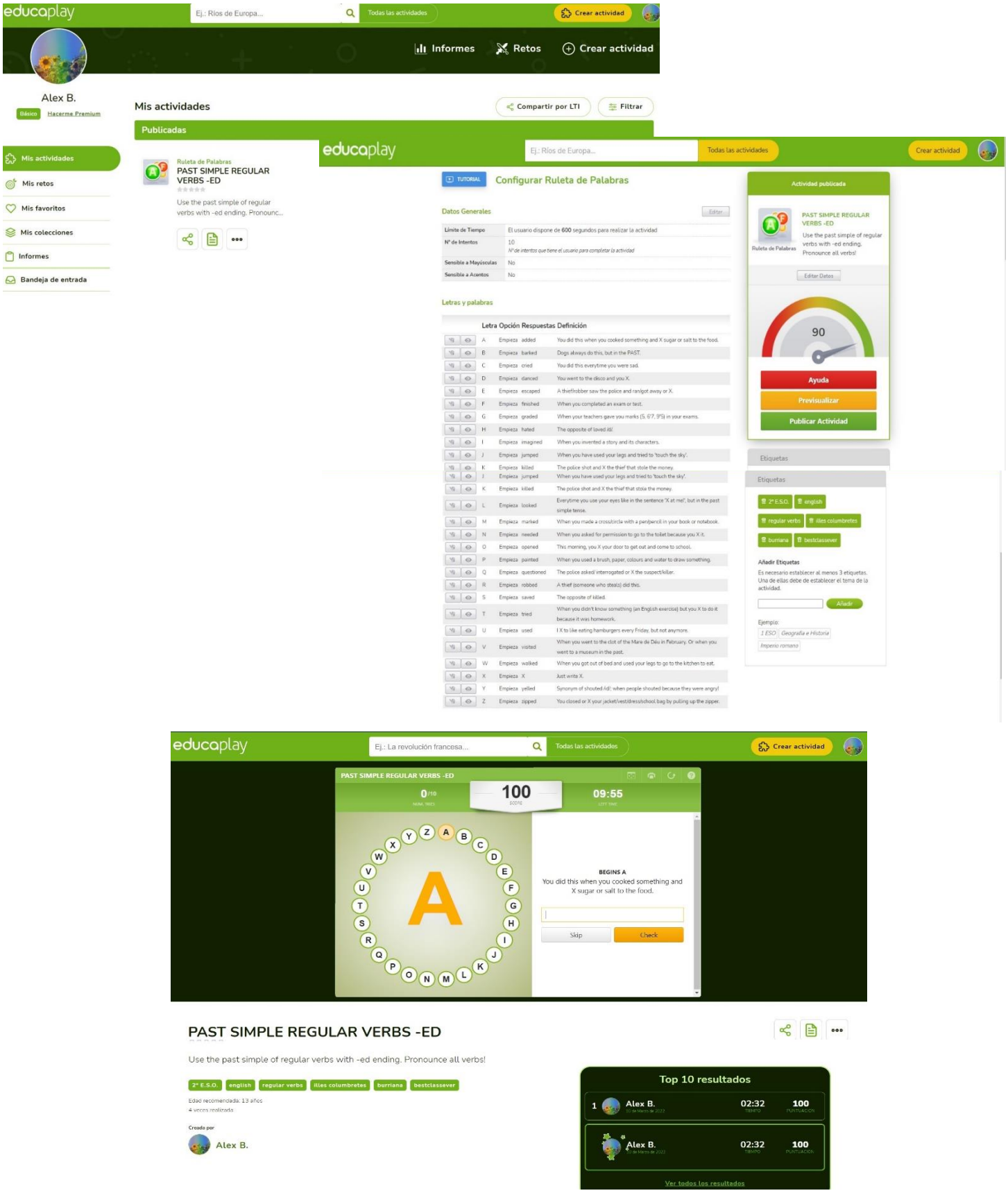
STUDENT'S NAME AND SURNAME:						FINAL GRADE (up to 2 points):
PRONUNCIATION	VERY POOR (0.20)	POOR (0.40)	GOOD (0.60)	VERY GOOD (0.80)	EXCELLENT (1.10)	MARKS (up to 1.1 points)
	Very poor pronunciation and very difficult to hear the difference between the /t/, /d/ and /id/ consonant sounds at the end of regular verbs in the past simple tense in, for example:	Poor pronunciation and difficult to hear the difference between the /t/, /d/ and /id/ consonant sounds at the end of regular verbs in the past simple tense in, for example:	Good pronunciation but sometimes difficult to hear the difference between the /t/, /d/ and /id/ in, for example:	Very good pronunciation and easy to hear the difference between the /t/, /d/ and /id/ consonant sounds in, for example:	Excellent pronunciation and very easy to hear the difference between the /t/, /d/ and /id/ consonant sounds at the end of regular verbs in the past simple tense in, for example:	
GRAMMAR	VERY POOR (0.10)	POOR (0.20)	GOOD (0.30)	VERY GOOD (0.40)	EXCELLENT (0.50)	MARKS (up to 0.5 points)
	Too many grammar mistakes when using the past simple tense in, for example:	Many grammar mistakes when using the past simple tense in, for example:	Several grammar mistakes when using the past simple tense in, for example:	Few grammar mistakes when using the past simple tense in, for example:	Only one or two grammar mistakes when using the past simple tense in, for example:	
VOCABULARY	VERY POOR (0.05)	POOR (0.10)	GOOD (0.20)	VERY GOOD (0.30)	EXCELLENT (0.40)	MARKS (up to 0.4 points)
	Too basic vocabulary, repetition of words and too many mistakes that make the message or idea difficult to understand, for example:	Basic vocabulary, repetition and many mistakes that make the message or idea difficult to understand, for example:	Basic vocabulary, repetition and several mistakes that make the message or idea difficult to understand, for example:	Better vocabulary, almost no repetition and few mistakes that make the message or idea difficult to understand, for example:	Very easy to understand the main message or idea, with no vocabulary repetition, for example:	

Se recomienda no editar las guías de evaluación en formato de hoja de cálculo					
v1.0-s					
Pronunciation of -ed (/t/ /d/ /id/)					
The correct pronunciation of the -ed in past simple of ALL the regular verbs that appear in your role-play (la pronunciación correcta de la -ed en TODOS los verbos regulares en pasado simple que aparezcan en vuestro role-play).					
	0.7	0.6	0.4	0.2	0.1
	Excellent	Very good	Good	Poor	Very poor
	All regular verbs	90% of all regula	70% of regular ve	Few regular verb	Only 2 or 3 regular verbs are pronounced correctly in past simple tense.
Grammar					
Focus on the CORRECT use of regular verbs in past simple tense only.					
	0.15	0.1	0.05		
	Excellent	Good	Poor		
	All regular verbs	80% of regular ve	20% of regular verbs in past simple tense are used correctly.		
Vocabulary					
Interesting, amazing and wonderful vocabulary words used correctly and when needed.					
	0.15	0.1	0.05		
	Excellent	Good	Poor		
	All of the vocabul	Many of the word	Almost all of the words in the role-play are basic and simple.		

Appendix 12 – *Kahoot!*



Appendix 13 – Educaplay



Appendix 14 – Original 'Bad Blood' story

BRITISH COUNCIL LearnEnglish

Graded stories

Bad blood – A2/B1

When a vampire visits a happy young couple, will true love save their lives?

Before reading

Do the preparation task first. Then read the text and do the exercises.

Preparation task
Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary	Definition
1. ..... pointed	a. a person in stories with sharp teeth who drinks blood and never dies
2. ..... depressing	b. the ending of a romantic relationship
3. ..... a break-up	c. having a point; being thin and sharp at one end
4. ..... a vampire	d. to say something in a quiet and angry way
5. ..... an instinct	e. an area of darkness where light cannot reach
6. ..... the shadows	f. someone that is hurt or killed in an attack, accident, etc.
7. ..... a victim	g. a natural feeling that helps you act quickly
8. ..... to hiss	h. making you feel very sad

Bad blood – A2/B1

David and Emma looked at each other across the table. The young couple were happy: the food was delicious, the light from the candles was soft and the music was perfect.

David looked at Emma's beautiful smile. All the pain of his last break-up disappeared. All his doubts and fears about love had gone. His hand reached out and touched hers.

'I want to ask you something.' David searched her eyes. Could she guess what was coming?

Her smile made him feel brave. She held his hand. 'Don't worry. Whatever it is, I'll probably say yes!'

He felt so excited. He was about to ask the most important question of his life.

From the corner of the restaurant, a strange man watched them. He sat very still at his table. He held a menu but he wasn't reading it. Instead, his cold eyes looked only at the young couple.

Back at their table, David suddenly felt nervous.

'Excuse me,' he said to Emma. He pushed his chair back and went to the toilet. As he looked in the mirror, he told himself: 'Come on, David, come on! You can do this, mate! She's crazy about you!'

© British Council 2021

BRITISH COUNCIL LearnEnglish

'I feel as if I'm in a film,' she was saying.

'More like a dream,' he replied.

'Yes, a dream. How lucky we are!'

Guess who I'll be dreaming about tonight?' he said.

'Who? Who?'

'Her hair smells of roses! She's like an angel!'

Their dream was about to become a nightmare, the listening vampire thought. Suddenly, he opened the door and stood there, showing his sharp teeth. The couple screamed and then held each other in terrified silence. The vampire could smell and taste their fear. This was how he liked it. Fear also made the blood sweeter.

'There's my wallet! On the table, there! Take it!' said David. 'Take anything you want!'

'I will take anything I want!' the vampire replied.

'Fine! Fine! We won't stop you, I promise!' David cried.

'You won't stop me. I promise!' replied the vampire.

The light shone on the sharp teeth. A terrible thought came to David and Emma at the same time.

'Look at his teeth! Is he ... ?'

'A vampire!!'

'*Which one?*' the vampire hissed. 'It can be ... only one!'

The couple's eyes were big and afraid. Their mouths open in horror. They held each other's hands and their stomachs filled with fear.

'Already tonight,' continued the vampire, 'I have drunk from three. One more ... then ... I can ... sleep ... and feel young again.'

The vampire moved towards them. Instinct made David step in front of Emma to protect her. Emma gratefully held onto his back.

The vampire wasn't in a hurry. He had plenty of time. Who should he attack? he asked himself. Which one?

'Thank you,' Emma said quietly in David's ear, 'for what you're doing for me.'

'Of course, my love. I'm here to protect you.' He felt proud as he said the words. He could fight this vampire. All he needed was a piece of wood or something to push through the heart. He looked around for something ...

'You're so brave to offer yourself,' continued Emma.

'Sorry?' asked David. 'What are you talking about?'

'Oh!' said Emma. 'I just thought that with your love for me and everything ...'

David and the vampire looked at each other.

© British Council 2021 www.britishcouncil.org/learnenglish

BRITISH COUNCIL LearnEnglish

Feeling ready, he went out of the bathroom. He almost walked into the extremely tall man who was waiting by the door. The man's eyes were a cold, bright blue. His face was pale with a sharp, pointed nose and thin, pale lips.

'Oh, sorry!' said David.

'*Which one?*' the man hissed. He spoke with a strong and strange accent. David had never heard that accent before.

For a moment, David was confused. Then he realised what the other man meant.

'Oh ... this one!' said David, helpfully. 'This is the men's toilet!'

David went back into the restaurant. He reached for the ring in a box in his pocket. It was time to ask her!

...

The taxi ride home was wonderful. The happy couple discussed their future life together. They shared their sweet feelings about each other.

'The night I asked you to marry me!' said David.

'The night I said yes!' replied Emma.

'Just think, our whole lives together!'

'Sharing, caring, ...' he began.

'... loving, giving!' Emma finished his sentence.

They smiled at each other in loving excitement.

'You are so wonderful!' said David.

'And you're absolutely beautiful!' said Emma. 'I've never met anyone so lovely and kind! I'm so happy I could sing!'

They entered their block of flats, holding hands. A tall man watched them from the shadows.

'Which one?' he asked himself.

He watched the building. He was waiting for a light to come on to show him which flat was theirs. One minute passed ... two ... there it was! The light went on in a third-floor window. He saw Emma for a moment as she closed the curtains.

How many times had he stood on a corner like this? How many victims had he watched? Many corners! Many victims! His pale lips formed a thin smile. He moved out of the shadows to the door and pressed the buttons for every flat. The vampire was always pleased when people lived in flats. Sooner or later someone always let you in. Silly humans! They thought you were someone's pizza delivery. It was a kind of invitation, and that was all he needed to enter a home.

He climbed the stairs to the third floor and walked down the hall. He didn't make a sound. He could hear the young couple laughing and talking. He put his ear against the door. He could hear what they were saying and he was happy. Young love made the sweetest blood. It was so full of life and energy.

© British Council 2021 www.britishcouncil.org/learnenglish

BRITISH COUNCIL LearnEnglish

'Now, listen, Emma. There is no doubt about my love for you!'

'Really?' she replied. She didn't believe him.

'But you can't expect me to just give him my life!'

'I wasn't saying you should!' she said. 'It's just one of our options, that's all!'

'Well, think of another one!' he shouted. 'Why don't you offer yourself to him to save me!'

The atmosphere in the room had certainly turned ugly. The vampire was not pleased that the fear and love were now silly, selfish arguments.

Emma was very angry. 'I hope you're joking!'

'Let's see how strong *your* love is!'

'What a horrible man!'

'What about the woman I was planning to marry?! Offering me to a vampire like a bone to a dog!'

'You said my hair smells of roses!' she cried.

'All right, all right! Relax!' David was a little embarrassed to be having this argument in front of a stranger.

'I'm an angel, you said!' she carried on shouting.

'MUST ... DRINK!' shouted the vampire angrily as he came even closer. He wanted to make a quick kill. Then he could get away from these terrible people as soon as possible.

His eyes opened wider and his teeth were bared. 'WHICH ... ONE?'

'HER!' David pointed at his future wife.

'HIM! HIM!' screamed Emma in anger. 'Please, HIM!'

The vampire approached David.

'She's younger! Sweeter!' said David.

The vampire turned to Emma.

'He's bigger! There's more of him!' She pointed at David.

Suddenly the vampire felt tired. He had been killing for many centuries. Listening to them was depressing. How could he feel good by drinking the blood of either of these disgusting creatures?

He looked down at their terrified faces and shouted, 'BAD BLOOD!'

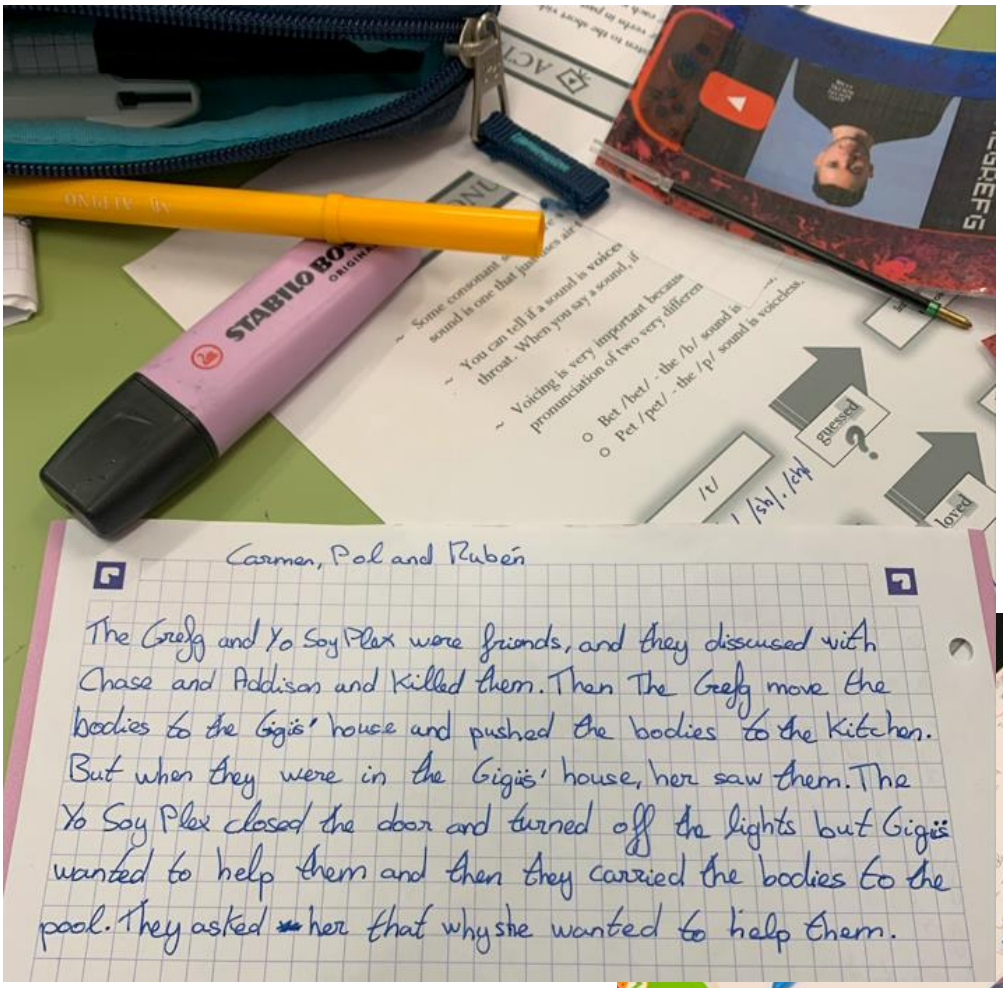
And with that, he disappeared into the night air and left Emma and David alone together. Together, as they had promised, for the rest of their lives.

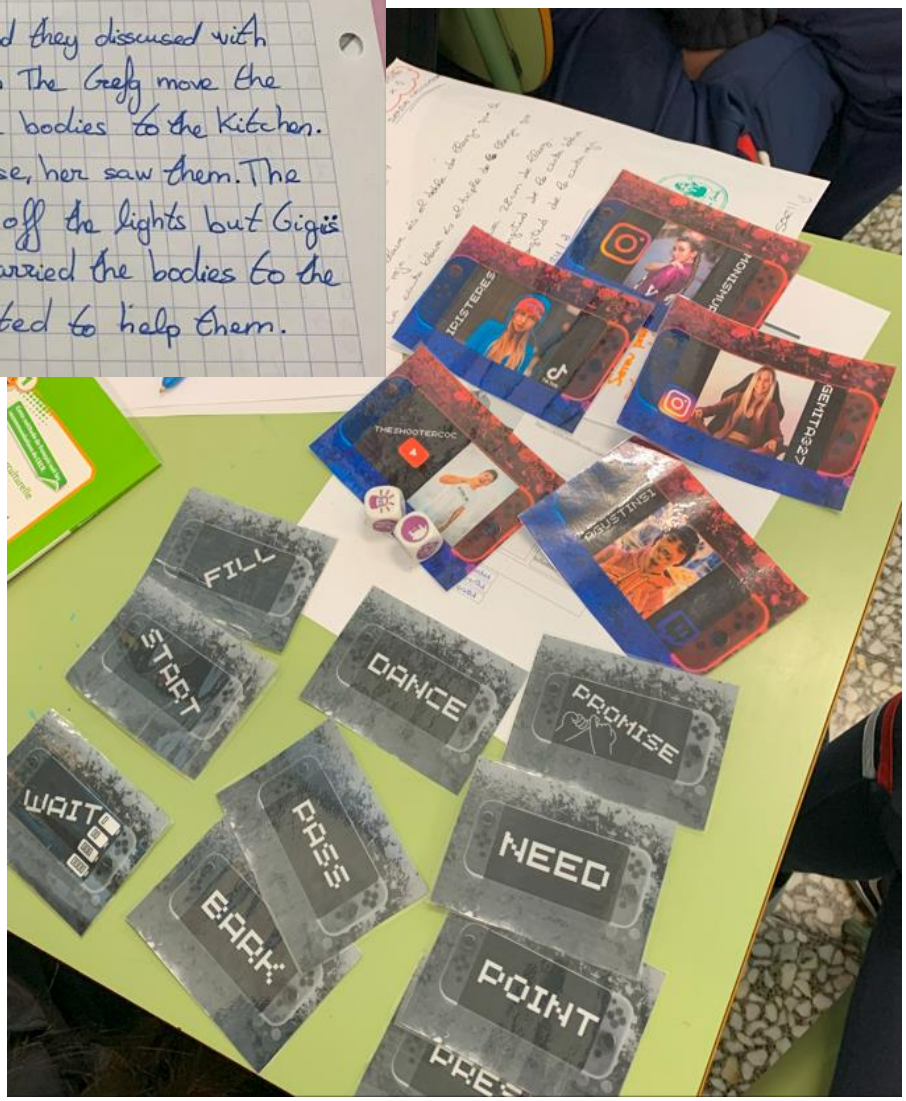
Story written by Clive Lane and adapted by Nicola Prentis.

© British Council 2021 www.britishcouncil.org/learnenglish

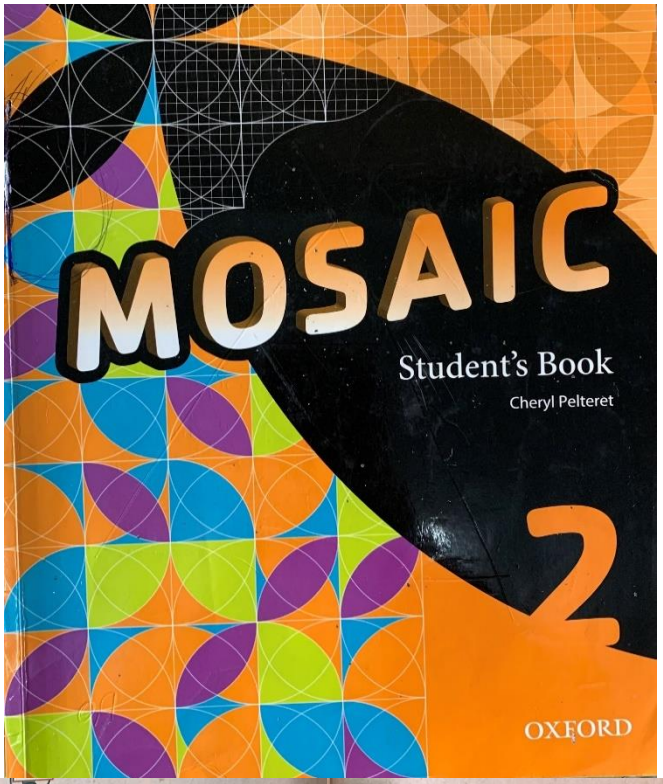
Appendix 15 – Class timer

Appendix 16 – Gamers and influencers' stories





Appendix 17 – *Mosaic 2*: Student's Book



Contents

		Vocabulary	Grammar	Reading	Listening	Speaking	Writing	Culture	CLIL
Starter unit	4	• Collective nouns 5 • Clothes 6 • Plurals 6 • *like, prefer, can't stand* 8	• Present simple 5 • Question words 5 • Present continuous 7 • *like* + *-ing* / noun 8 Grammar animations	• **Forum posting:** Moving to Australia 4	• Describing people 6	• Making suggestions & giving opinions 8	• Writing about free time, sports and school 5		
Unit 1 What's new? Warm-up video: The Newseum	9	• Verbs 10 • Adjectives: feelings 12	• Past simple: regular and irregular verbs 11 • Past time expressions 11 • *(there) was / were* 13 • *used to* 15 Grammar animations	• **Forum postings:** Join the crowd! 10 • **Say it!:** /ɔ/, /t/ or /ɪd/ 11	• 'It wasn't real – it was a toy! 12	• Talking about school 16 • **Say it!:** /ɛs/ and /æ/ 16 Interactive video: Kit's travels	• An event 18 • **Look at language:** Punctuation 18	**India and Scotland:** Who's sleepy now? 14 Culture video: Film school	**ICT:** Using the internet for research and presentations 123
Unit 2 Lost and found Warm-up video: The ancient wonders of China	21	• Materials 22 • Containers 24	• Past continuous 23 • Past continuous and past simple 25 • Simultaneous past actions 27 Grammar animations	• **Magazine article:** What a find! 22 • **Learn it!:** *rare* and *strange* 23	• 'The World Needs More Love Letters' 24	• Describing lost property 28 • **Say it!:** The schwa /ə/ 29 Interactive video: Kit's travels	• A thank-you note 30 • **Look at language:** Apostrophes 30	**The North Atlantic:** The Titanic sinks 26 Culture video: Building the Titanic	**Maths and Physics:** Mass, force and velocity 124
Unit 3 People and planet Warm-up video: Robot Car	33	• The body 34 • The environment 36	• *will / won't* 35 • The first conditional (*if / unless*) 37 Grammar animations	• **Article in a scientific journal:** Future humans 34	• Insects and algae 36	• Talking about health problems 40 • **Learn it!:** *My back hurts. / I hurt my back.* 41 Interactive video: Kit's travels	• Recommendations 42 • **Look at language:** *also, too, as well* 42	**South Africa:** Tomorrow's scientists 38 • **Say it!:** /ŋ/ and /ŋk/ 39 Culture video: A teenage inventor	**Design and technology:** Materials 125
Project 1		A class newsletter 44							
Unit 4 Making it happen Warm-up video: Part-time jobs	47	• Money 48 • Verbs and prepositions of movement 50	• *be going to* 49 • *be going to* and *will* for predictions 51 • Present continuous for future arrangements 53 Grammar animations	• **Magazine article:** A lucky find 48 • **Learn it!:** *earn* and *win* 48	• Ultimate Mud Run 50 • **Learn it!:** *a third, a quarter, half* 51	• Paying for something in a shop 54 • **Say it!:** Word stress 53 Interactive video: Kit's travels	• A formal letter of invitation 56 • **Look at language:** *and, but, because (of), due to* 56	**The Solomon Islands:** Keeping alive old traditions 52 Culture video: Harris Tweed	**History:** The Middle Ages 126
Unit 5 Young and old Warm-up video: Eliza Rebeiro	59	• Life stages 60 • Verbs: lifestyle 62	• *can, can't, could, couldn't* 61 • Comparative and superlative adverbs 63 • *allow* 65 • *less … than, the least, (not) as … as* 67 Grammar animations	• **Blog posts:** Inspirational lives 60	• Live well, be happy 62	• Expressing opinions 66 • **Say it!:** Linking words 67 Interactive video: Kit's travels	• A comparison review 68 • **Look at language:** Adverbs of degree 68	**The UK:** Britain's Got Talent 64 Culture video: vInspired	**Literature and The Arts:** The history of theatre 127
Unit 6 Work and play Warm-up video: A New York florist	71	• Jobs 71 • Holidays 74	• Present perfect 73 • Present perfect: ever and never 75 • *There has / have been* 75 Grammar animations	• **Newspaper article:** Searching for the ideal job 72	• The holiday show 74 • **Learn it!:** *been and gone* 74 • **Say it!:** strong and weak forms 75	• Talking in an interview 78 • **Say it!:** /ʌ/ 79 Interactive video: Kit's travels	• An e-postcard 80 • **Look at language:** Adverbs of manner 80	**India:** The snake catchers 76 • **Learn it!:** *cure* and *priest* 77 Culture video: A New York bike messenger	**Biology:** Immunity 128
Project 2		Infographics 82							
Unit 7 The great outdoors Warm-up video: Animals in the wild	85	• Verbs 86 • Adjectives: feelings and qualities 88	• Modals: *should* and *must* 87 • *have (got) to* + infinitive 89 Grammar animations	• **Advice column:** Keep safe in the wild 86	• Extreme journeys 88 • **Say it!:** sounds /ʃ/ and /ʧ/ 89	• Giving advice and instruction 92 • **Say it!:** Intonation 93 Interactive video: Kit's travels	• Advice on a forum 94 • **Look at language:** Relative pronoun *who* 94 • **Learn it!:** *advice* and *advise* 94	**New Zealand:** A national symbol 90 • **Learn it!:** *discuss, argue* and *argument* 91 Culture video: The making of the Grand Canyon	**Geography:** The food chain and ecosystems 129
Unit 8 Home comforts Warm-up video: 19th century possessions	97	• Everyday items 98 • TV programmes 100	• Indefinite pronouns 99 • Quantifiers: *some, any, a lot of, much, many, (not) enough* 101 Grammar animations	• **Magazine article:** Can you imagine living without … ? 98 • **Say it!:** /ɑ:/ and /æ/ 99	• What's on the telly 100	• Making compromises and polite requests 104 Interactive video: Kit's travels	• A report 106 • **Look at language:** Expressing quantity 106	**Canada, Wales and Ghana:** I love my neighbourhood 102 • **Learn it!:** *parents* and *relatives* 103 Culture video: Rural Wales	**Geography:** Urban centres 130
Unit 9 Bright ideas Warm-up video: Water glasses	109	• Street objects 110 • Kitchen gadgets 112	• Reflexive pronouns 111 • Question tags 113 Grammar animations	• **Magazine article:** Streets of colour 110	• Whatever next 112 • **Say it!:** Intonation in question tags 113	• Organizing a party 116 Interactive video: Kit's travels	• An article 118 • **Look at language:** Writing review 118	**Australia:** A playground of colour 114 Culture video: Graffiti life	**Science:** Sound and hearing 131
Project 3		In our community 120							
Reference	123	• CLIL 123 • Pronunciation practice 132 • Irregular verb list 135							

KEY COMPETENCES: Linguistic · Cultural · Learning to learn · Initiative and entrepreneurship · Social and civic · Maths, science and technology · Digital

Pronunciation practice

Phonetic alphabet

1 3.22 **Listen and repeat the sounds and the example words.**

Vowels		Consonants	
/ɒ/	bag	/t/	time
/ɑː/	father	/d/	door
/ɪ/	i	/k/	kitchen
/aʊ/	how	/g/	go
/ʌ/	brother	/p/	poster
/e/	desk	/b/	bed
/eɪ/	play	/f/	five
/eə/	chair	/v/	very
/ɪ/	in	/h/	have
/i/	twenty	/j/	yes
/iː/	eat	/l/	laptop
/ɪə/	near	/m/	mother
/ɒ/	on	/n/	name
/ɔː/	four	/ŋ/	sing
/ɔʊ/	sofa	/r/	rabbit
/ɔɪ/	noise	/s/	sister
/ʊ/	foot	/z/	zebra
/ʌ/	under	/ʃ/	shopping
/ɜː/	first	/ʒ/	television
/uː/	you	/tʃ/	children
/ʊə/	pure	/dʒ/	job
		/θ/	think
		/ð/	the
		/w/	window

Unit 1 Sounds /d/, /t/ and /ɪd/

1 3.23 **Listen and repeat the sounds.**
A /d/ B /t/ C /ɪd/

2 **Match the verbs in sentences 1–6 to a sound (A–C) in exercise 1.**
1 We realized it was a bubble party.
2 The sky looked amazing.
3 We waited for the pillow fight to begin.
4 Some feathers landed on the ground.
5 We watched all of them singing.
6 Everyone really loved it.

3 3.24 **Listen and check. Repeat the sentences.**

Tip!
We pronounce *-ed* endings:
- /d/ after vowel sounds or voiced consonants like /z/
- /t/ after voiceless consonants like /k/ or /tʃ/
- /ɪd/ after /t/ or /d/

Sounds /ɛɪ/ and /æ/

1 3.25 **Listen and repeat.**
Kate /ɛɪ/ Frank /æ/

2 **Look at the highlighted sounds. In your notebook, complete the sentences with the names in exercise 1 that have the same sound.**
1 (…)s favourite way to communicate is face-to-face.
2 (…) sang in a massive fleshmob choir in January.

3 3.26 **Listen and check. Repeat the sentences.**

Phonetic alphabet

Exercise 1 3.22
- Play the recording for students to listen and repeat the sounds and example words in the table.
- Ask for individual repetition around the class and make sure students can pronounce any sounds which are particularly difficult for speakers of their native language.
- Encourage students to learn the phonemic symbols. Explain that if they know these, they will be able to work out the pronunciation of any words they look up in a dictionary.

Unit 1 Sounds /d/, /t/ and /ɪd/

Exercise 1 3.23
- Model the three sounds and elicit that they are all used to form past simple endings.
- Play the recording for students to listen and repeat the sounds. Play the recording several times if necessary to ensure accurate pronunciation.

Exercise 2
- Ask students to look at the verbs and decide how the endings are pronounced.
- Encourage students to compare their answers in pairs, but don't confirm them at this point.

ANSWERS
1 A 2 B 3 C 4 C 5 B 6 A

Exercise 3 3.24
- Play the recording for students to listen and check their answers.
- Check answers with the class.
- Draw students' attention to the information in the *Tip!* box. Remind students that when they learn a verb they should learn all of its forms, including their pronunciation.
- Play the recording again for students to listen and repeat.

Unit 1 Sounds /ɛɪ/ and /æ/

Exercise 1 3.25
- Model the two sounds, and play the recording for students to listen and repeat.
- Point out that both sounds are represented by the same letter (*a*). Point out that in English the same letter can often be pronounced in several different ways.

Exercise 2
- Read the task and point out that all the highlighted sounds in sentence 1 are the same, and all the highlighted sounds in sentence 2 are the same.
- Ask students to copy the sentences into their notebooks and complete them with the names that have the same sounds.
- Encourage students to compare their answers in pairs, but don't confirm them at this point.

ANSWERS
1 Kate 2 Frank

Exercise 3 3.26
- Play the recording for students to listen and check their answers.
- Play the recording again for them to listen and repeat.
- Elicit other words with the two sounds.
- You could ask students to work in pairs and write a new sentence about either Kate or Frank, using different words with the correct sounds.

Unit 2 The sound /ɔ/

Exercise 1 3.27
- Allow students time to read through the dialogue. Make sure that they understand everything.
- Play the recording, and then ask students what they notice about the highlighted sounds. Elicit the answer from the class.

ANSWER
They are the same unstressed vowel sound /ə/.

Exercise 2 3.27
- Read through the information in the *Tip!* box with the class.
- Play the recording again, pausing after each line for students to repeat.
- Divide the class into pairs to practise the whole dialogue. Monitor while they are working, and encourage them to use the /ə/ sound where appropriate.

Unit 3 Sounds /ŋ/ and /ŋk/

Exercise 1 3.28
- Model the two sounds.
- Focus students' attention on the words in the box. Play the recording for students to listen and repeat.

Unit 2 The sound /ɔ/

1 3.27 **Listen to the dialogue. What do you notice about the highlighted sounds?**
A What can I do for you?
B I left a bag on the bus yesterday.
A Where were you travelling?
B To Piccadilly Circus, on the number 3.
A And what time was your journey?
B At quarter to ten in the morning.

2 3.27 **Listen again and repeat the dialogue.**

Tip!
/ə/ is the vowel sound in unstressed words. This vowel sound often occurs when we say these words quickly.

Unit 3 Sounds /ŋ/ and /ŋk/

1 3.28 **Listen and repeat the words.**

farming function going increase
something thank think walking

2 **In your notebook, copy and complete the table with the words in exercise 1.**

/ŋ/	/ŋk/

3 3.29 **Listen and check. Repeat the words in their sound groups.**

Unit 4 Word stress

1 3.33 **Listen and notice the stress patterns in these adjectives. Listen again and repeat.**
1 easy • •
2 annoyed • •
3 difficult • • •
4 romantic • • •

2 3.33 **Listen to the stress in these groups of words. In your notebook, write the 'odd word out' in each group.**

1	scary	annoyed	messy
2	official	expensive	obvious
3	pleased	tidy	easy
4	generous	dangerous	surprising

3 3.33 **Listen again and repeat. Which word only has one syllable?**

Unit 5 Fast speech

1 3.32 **Listen to these phrases. Notice what happens to the auxiliary verb (*do, did, don't, didn't*) and the word *you*.**

	Slow	Fast
do you	/ˈduː juː/	/dʒə/
did you	/ˈdɪd juː/	/ˈdɪdʒə/
don't you	/ˈdəʊnt juː/	/ˈdəʊntʃə/

2 3.33 **Listen and repeat the fast phrases in exercise 1.**

3 3.34 **Listen and repeat the questions. How fast can you say them?**
1 How do you /dʒə/ feel about talent shows?
2 What did you /ˈdɪdʒə/ think of the dog?
3 Don't you /ˈdəʊntʃə/ like that band?

Unit 6 Strong and weak forms: *have* and *has*

1 3.35 **Listen to the dialogue. How are *have* and *has* in A's lines different from *have* and *has* in B's lines?**
A Have you ever missed a plane?
B Yes, I have.
A Have you ever been to Spain?
B No, I haven't.
A Has he ever lost his suitcase?
B Yes, he has.
A Has she ever got sunburned?
B No, she hasn't.

2 3.35 **Listen again and repeat the dialogue.**

Tip!
Auxiliary verbs are often weak in questions, but in short answers, they are always strong.

Exercise 2
- Ask students to copy the table into their notebooks and complete it with the correct words.
- Encourage students to compare their answers in pairs, but don't confirm them at this point.
- With a stronger group, you could ask students to add more words to the table.

ANSWERS
/ŋ/: farming, going, something, walking
/ŋk/: function, increase, thanks, think

Exercise 3 3.29
- Play the recording for students to listen and check their answers.
- Play the recording again for them to listen and repeat the words. Elicit other words with the two sounds.
- You could ask students to work in pairs and write a sentence containing some of the words in exercise 1. They could then swap sentences with another pair and practise saying the sentence they have been given.

Unit 4 Word stress

Exercise 1 3.30
- Play the recording of the first word and elicit the stress pattern. Point out that in English there is no fixed pattern for stress, but each individual word has its own stress pattern.
- Ask students to copy the words into their notebooks. Play the recording for them to listen and underline the stressed syllables.
- Check answers with the class. Then play the recording again for students to listen and repeat.

Exercise 2 3.31
- Read through the task, and then play the recording of the first three words. Elicit which is the odd word out, as an example. Make sure students can hear the difference in the stress pattern.
- Play the rest of the recording for students to listen and write the, odd words out, in their notebooks.
- Check answers with the class, playing the recording again if necessary for students to hear the stress patttterns.

ANSWERS
1 annoyed 2 obvious 3 pleased 4 surprising

Exercise 3 3.31
- Read the question aloud. Then play the recording again, pausing after each word for students to repeat.
- Elicit the answer from the class.

ANSWER
pleased

Unit 5 Fast speech

Exercise 1 3.32
- Play the recording for students to listen and notice how the auxiliary verb is pronounced when spoken fast.

Exercise 2 3.33
- Play the recording of the isolated fast phrases for students to repeat. Encourage them to copy the fast pronunciation accurately.

Exercise 3 3.34
- Now tell students that are going to listen to these fast phrases in questions. Play the recording for students to listen and repeat. Point out the written questions in the Student's Book.
- Divide the class into pairs to practise saying the questions as fast as possible.
- You could ask students to write one more question using *do you, did you* or *don't you*. They can then practise saying their own question as quickly as possible.

Unit 6 Strong and weak forms: *have* and *has*

Exercise 1 3.35
- Read through the task. Play the recording and ask students what they notice about the pronunciation of *have* and *has*.

ANSWERS
Have and *has* in A's lines are the weak forms. They're the strong forms in B's lines.

Exercise 2 3.35
- Read the information in the *Tip!* box with the class. Point out that when a word or syllable has a 'strong' pronunciation, the vowel sound is pronounced in its full form; when it has a 'weak' pronunciation, the vowel is pronounced as the /ə/ sound.
- Play the recording again, pausing for students to repeat.
- Divide the class into pairs to practise the dialogue.
- You could ask students to change some of the questions slightly, using their own ideas. Students could then practise again.

Unit 6 The sound /ʌ/

Exercise 1 3.36
- Model the sound in isolation. You could point out that although this sound is similar to the /ə/ sound, it is a strong sound, whereas the /ə/ sound is always a weak, unstressed sound.
- Play the recording for students to listen and repeat the words.

Exercise 2 3.37
- Play the recording and ask students to write the words they hear in their notebooks.
- Then play the recording again, pausing after each word to check the answer and get students to repeat.

ANSWERS
cat run

Exercise 3 3.38
- Focus students' attention on the pairs of words. Play the recording for students to listen and write the words they hear.

The sound /ʌ/

1 3.36 **Listen and repeat the sounds and the words.**
/ʌ/ cut run /ʊ/ cat ran

2 3.37 **Listen. Which words in exercise 1 do you hear?**

3 3.38 **Listen. Which word do you hear? Write it in your notebook.**

1	drank	drunk	4 swam swum
2	began	begun	5 hang hung
3	sang	sung	

4 3.39 **Listen and repeat the words with the /ʌ/ sound.**

Tip!
Don't open your mouth very wide to say /ʌ/.

Unit 7 Sounds /b/ and /v/

1 3.40 **Listen and repeat the sounds and the phrases.**
1 /b/ brown bears busy beaches big buses
2 /v/ save lives travel advice loves driving

2 3.41 **Listen and repeat the tongue-twisters. How fast can you say them?**
1 Travel advice is never boring for Ben.
2 Victor and Beth save lives on busy beaches.
3 Brave brown bears avoid biting wolves.
4 Ruby loves driving very big buses and vans.

Intonation

1 3.42 **Listen to the questions.**
1 Can I wear a T-shirt?
2 What shoes should I wear?
3 Why do I need a whistle?
4 Do I have to wear a harness?

2 **In your notebook, copy and complete the intonation rules with *up* or *down*.**
Intonation rules
1 *Wh-* questions usually go (…) at the end.
2 *Yes / No* questions usually go (…) at the end.

3 3.42 **Listen again and repeat the questions.**

Unit 8 Sounds /ɑː/ and /æ/

1 3.43 **Listen and repeat the words.**

after answer argue ban car dark
family have language largest

2 **In your notebook, copy and complete the table with the words in exercise 1.**

/ɑː/	/æ/

3 3.44 **Listen and check. Repeat the words in their sound groups.**

Unit 9 Intonation in question tags

1 3.45 **Listen to the dialogue. Who is sure: A or B?**
A That girl's in our class, isn't she?
B You don't recognize her, do you?
A I can go and talk to her, can't I?
B You know that she's my girlfriend, don't you?

2 **In your notebook, copy and complete the intonation rules with *up* or *down*.**
Intonation rules
1 With a real question, the question tag goes (…) at the end.
2 When we ask for confirmation, a question tag goes (…) at the end.

3 3.45 **Listen again and repeat the dialogue.**

- Play the recording again, pausing after each word to check the answer and get students to repeat.

ANSWERS
1 drunk 2 begun 3 sang 4 swum 5 hang

Exercise 4 3.39
- Read the information in the *Tip!* box with the class. Have students repeat the sound in isolation.
- Play the recording for students to listen and repeat the words.

Unit 7 Sounds /b/ and /v/

Exercise 1 3.40
- Model the two sounds, and play the recording for students to listen and repeat the sounds and phrases.
- Point out that for the /b/ sound, your lips close completely, but you make the /v/ sound by putting your top teeth on your bottom lip.

Exercise 2 3.41
- Check that students understand *tongue-twister*.
- Play the recording and check understanding.
- Play the recording again, pausing after each tongue-twister for students to repeat.
- Divide the class into pairs to practise saying the tongue-twisters as fast as possible.
- Invite some students to say the tongue-twisters as fast as they can for the class. You could make this into a competition, with the class deciding who managed to say each one the fastest.

Unit 7 Intonation

Exercise 1 3.42
- Elicit or explain that intonation is the way in which your voice goes up and down as you speak.
- Play the recording of the first question and elicit whether the voice goes up or down at the end.
- Play the rest of the recording for students to listen and notice the intonation.

Exercise 2
- Ask students to copy the intonation rules into their notebooks and complete them. Play the recording from exercise 1 again if necessary for students to listen to the questions.
- Check answers with the class.

ANSWERS
1 down 2 up

Exercise 3 3.42
- Play the recording again for students to listen and repeat.
- You could ask students to work in pairs and write one more *Wh-* question and one more *Yes / No* question. They could then practise asking these questions with the correct intonation.

Unit 8 sounds /ɑː/ and /æ/

Exercise 1 3.43
- Model the two sounds, and play the recording for students to listen and repeat the words.
- Point out that both sounds are represented by the same letter (*a*). Remind students that in English the same letter can often be pronounced in several different ways.

Exercise 2
- Ask students to copy the table into their notebooks and complete it with the correct words.
- Encourage students to compare their answers in pairs, but don't confirm them at this point.
- You could ask stronger students to add more words to the table.

ANSWERS
/ɑː/: after, answer, argue, car, dark, largest
/æ/: ban, family, have, language

Exercise 3 3.44
- Play the recording for students to listen and check their answers.
- Play the recording again for them to listen and repeat the words.
- Elicit other words with the two sounds.
- You could ask students to work in pairs and write a sentence containing some of the words in exercise 1. They could then swap sentences with another pair and practise saying the sentence they have been given.

Unit 9 Intonation in question tags

Exercise 1 3.45
- Read through the task with the class. Then play the recording for students to listen and answer the question.
- Play the recording again, pausing after each question. Elicit whether the person sounds sure or not, and whether the intonation in the question tag goes up or down.

ANSWER
B is sure.

Exercise 2
- Ask students to copy the rules into their notebooks and complete them with the correct words.
- Check answers with the class.

ANSWERS
1 up 2 down

Exercise 3 3.45
- Play the recording again, pausing for students to repeat.
- Divide the class into pairs to practise the dialogue.
- You could ask students to write more questions using question tags. They work in pairs to ask their questions. Their partner could listen and decide if they sound sure or not.

Appendix 18 – Competencies and Basic Knowledge

Key Competencies used in this English study's DU	Operational descriptors	
	After finishing primary school	After finishing secondary school
a) Linguistic communicative competency (*CCL*)	Students express facts, concepts, thoughts, opinions or feelings orally, in writing, in sign language or multimodal, with clarity and adequating to contexts of their personal, social and educational circle. (*CCL1*) They understand, interpret and grasp simple oral texts, in written, sign language or multimodal format, with help. (*CCL2*) They locate, select and compare simple information from one or two sources, with help. (*CCL3*) They read literary works, adequate for their level, that suit their needs and interests in order to create simple texts after sample ones. (*CCL4*) They practice communicative skills in service of democratic coexistence and dialogue, towards solving conflicts. (*CCL5*)	They express themselves orally, in writing, in sign language or multimodal format, while correcting and adequating speech to different social contexts. (*CCL1*) Students understand, interpret and evaluate oral, written, signed or multimodal texts in the personal, social, educational and professional spheres in an active and informed way. (*CCL2*) They locate, select and contrast information from sources, evaluating its reliability and relevance according to the reading objectives. (*CCL3*) They read works appropriate to their age, selecting those that suit their tastes and interests, while mobilising their biographical experience and literary and cultural knowledge to construct and share their

		interpretation of works. They also create texts of progressively complex literary intent. (*CCL4*) They place their communication practices at the service of democratic coexistence, dialogue-based conflict resolution and equal rights for all people, avoiding discriminatory uses and abuses of power. (*CCL5*)
b) Plurilingual competency (*CP*)	They use at least one language in addition to the familiar language(s) to respond to communicative needs, according to his/her development and interests, everyday situations, and contexts in the personal, social and educational spheres. (*CP1*) They recognise diverse linguistic profiles and experiment with strategies which, in a guided way, enable them to expand and make transfers between different languages to communicate in everyday contexts. (*CP2*) They know and respect linguistic and cultural diversity present in their environment, recognising and understanding its value to improve coexistence. (*CP3*)	Students use one or more languages, in addition to the familiar language(s), to respond to his/her communicative needs, in a manner adequate to his/her development, interests, and to situations and contexts in the personal, social, educational and professional spheres. (*CP1*) From their experiences, they transfer between languages as a strategy for communicating and expanding their individual linguistic repertoire. (*CP2*) They know, value and respect linguistic and cultural diversity present in society, integrating it into their personal development for dialogue and social cohesion. (*CP3*)

c) Mathematical competency and competency in science, technology and engineering (*STEM)*	Students use, in a guided way, some inductive and deductive methods of mathematical reasoning in familiar situations, and select and use strategies to solve problems, reflecting on the solutions obtained. (*STEM1*) Use scientific thinking to understand and explain some of the phenomena occurring around them, relying on knowledge as a driving force for development, using appropriate tools and instruments, asking questions and carrying out simple experiments in a guided way. (*STEM2*) Carry out, in a guided way, projects, designing, manufacturing and evaluating different prototypes or models, adapting to uncertainty, to generate a creative product with a specific objective as a team, seeking the participation of the whole group and peacefully solving any conflicts that may arise. (*STEM3*) Interpret and transmit the most relevant elements of scientific, mathematical and technological methods and results in a clear	Use inductive and deductive methods of mathematical reasoning in familiar situations, and select and use strategies to solve problems, critically analysing the solutions and reformulating the procedure if necessary. (*STEM1*) Use scientific thinking to understand and explain the phenomena that occur around them, trusting in knowledge as an engine of development, posing questions and testing hypotheses through experimentation and enquiry, using appropriate tools and instruments, appreciating the importance of precision and veracity and showing a critical attitude towards the scope and limitations of science. (*STEM2*) Propose and develop projects designing, manufacturing and evaluating different prototypes or models to generate or use products that provide a solution to a need or problem in a creative way and as a team, seeking the participation of the whole group, peacefully solving conflicts that may arise, adapting in the face of

	and truthful way, using the scientific terminology in different formats (drawings, diagrams, graphs, symbols...) and taking advantage of digital culture in a critical, ethical and responsible way to share and build knowledge. (*STEM4*) Participate in scientifically based actions to promote health and preserve the environment, living beings, applying ethical and safety principles and practising responsible consumption. (*STEM5*)	uncertainty and valuing the importance of sustainability. (*STEM3*) Interpret and transmit the most relevant elements of scientific, mathematical and technological processes, reasoning, demonstrations, methods and results in a clear and precise way and in different formats (graphs, tables, diagrams, formulas, schemes, symbols...), making critical use of digital culture and including mathematical-formal language with ethics and responsibility, in order to share and build new knowledge. (*STEM4*) Undertake scientifically based actions to promote physical, mental and social health, to preserve the environment and living beings; and apply principles of ethics and safety in carrying out projects to transform their immediate environment in a sustainable way, valuing their global impact and practising responsible consumption. (*STEM5*)

d) Digital competency (*CD*)	They can carry out guided searches on the Internet and make use of simple strategies for the digital processing of information (key words, selection of relevant information, organisation of data, etc.) with a critical attitude towards the content obtained. (*CD1*) Create, integrate and re-elaborate digital content in diverse formats (text, table, image, audio, video, software...) by using different digital tools to express ideas, feelings and knowledge, respecting the intellectual property and copyright of the content they reuse. (*CD2*) Participate in school activities or projects through the use of virtual tools or platforms to build new knowledge, communicate, work cooperatively, and share data and content in restricted and supervised digital environments in a safe and secure manner, with an open and responsible attitude towards their use. (*CD3*) Students know the risks and adopt, with the teacher's	Perform Internet searches according to criteria of validity, quality, timeliness and reliability, selecting results critically and archiving them, in order to retrieve, reference and reuse them, respecting intellectual property. (*CD1*) Manage and use their personal learning environment to construct knowledge and create digital content, by means of information processing strategies and the use of different digital tools, selecting and configuring the most appropriate one according to the task and needs. (*CD2*) Communicate, participate, collaborate and interact by sharing content, data and information through virtual tools or platforms, and responsibly manage their actions, presence and visibility online, in order to exercise active, civic and reflective digital citizenship. (*CD3*) Identify risks and take preventive measures when using digital technologies to protect devices, personal data, health and the

	guidance, preventive measures when using digital technologies to protect devices, personal data, health, the environment, and start to adopt habits of critical, safe, healthy and sustainable use of them. (*CD4*) They are initiated in the development of simple and sustainable digital solutions (reuse of technological materials, computer programming by blocks, educational robotics...) to solve specific problems or challenges proposed in a creative way, asking for help if necessary. (*CD5*)	environment, and to become aware of the importance and necessity of making critical, legal, safe, healthy and sustainable use of them. (*CD4*) Develop simple computer applications and creative and sustainable technological solutions to solve concrete problems or respond to proposed challenges, showing interest and curiosity for the evolution of digital technologies and for their sustainable development and ethical use. (*CD5*)
e) Personal, social and learning to learn competency (*CPSAA*)	Children are aware of own personal emotions, ideas and behaviours and use strategies to manage them in situations of tension or conflict, adapting to change and harmonising them to achieve goals. (*CPSAA1*) Know the most relevant risks and the main assets for health; adopt healthy lifestyles for physical and mental well-being; detect and seeks support in violent or	Regulate and express emotions, strengthening optimism, resilience, self-efficacy and the search for purpose and motivation towards learning, in order to manage challenges and changes and harmonise them with their own goals. Participate in self- and co-assessment processes, recognising their limitations and knowing how to seek help in the process of

	discriminatory situations. (*CPSAA2*) Recognise and respect other people's emotions and experiences, participate actively in group work, assume assigned individual responsibilities and use cooperative strategies aimed at achieving shared objectives. (*CPSAA3*) Recognise the value of effort and personal dedication for the improvement of their learning and adopt critical stances in guided reflection processes. (*CPSAA4*) Plan short-term objectives, use self-regulated learning strategies and participate in self- and co-assessment processes, recognising their limitations and knowing how to seek help in the process of knowledge construction. (*CPSAA5*)	knowledge construction. (*CPSAA1*) Understand health risks related to social factors, consolidate healthy physical and mental lifestyles, recognise behaviours contrary to coexistence and apply strategies to address them. (*CPSAA2*) Understand the perspectives and experiences of others and incorporate them into their learning, to participate in group work, distributing and accepting tasks and responsibilities fairly while using cooperative strategies. (*CPSAA3*) Perform self-assessments of their learning processes, seeking reliable sources to validate, support and contrast information and to draw relevant conclusions. (*CPSAA4*) Plan medium-term objectives and develop metacognitive feedback processes to learn from mistakes in the knowledge construction process. (*CPSAA5*)
g) Entrepreneurial competency (*CE*)	Pupils recognise needs and challenges to be faced and elaborate original ideas, using creative skills and being aware of	Children analyse needs and opportunities and face challenges with a critical sense, taking stock of their

	the consequences and effects that the ideas could generate in the environment, in order to propose valuable solutions that respond to the needs detected. (*CE1*) Identify own strengths and weaknesses using self-knowledge strategies and start learning about basic economic and financial elements, applying them to situations and problems of everyday life, in order to detect those resources that may lead original and valuable ideas into action. (*CE2*) Create original ideas and solutions, plan tasks, cooperate with others in teams, valuing the process carried out and the results obtained, in order to carry out an entrepreneurial initiative, as an opportunity to learn. (*CE3*)	sustainability, assessing the impact they may have on the environment, in order to present innovative, ethical and sustainable ideas and solutions aimed at creating value in the personal, social, educational and professional spheres. (*CE1*) Assess own strengths and weaknesses, making use of strategies of self-knowledge and self-efficacy, and understand the fundamental elements of economics and finance, applying its knowledge to specific activities and situations, using skills that favour collaborative team work, to gather and optimise the necessary resources to put into action an entrepreneurial experience that generates value. (*CE2*) Develop creation of ideas, valuable solutions and make decisions, in a reasoned manner, using agile planning and management strategies. Also reflect on the process carried out and the result obtained, in order to complete the process of creating innovative and valuable

		prototypes, as an opportunity to learn. (*CE3*)
h) Competency in cultural awareness and expression (*CCEC*)	Students recognise and appreciate the fundamental aspects of cultural and artistic heritage, understanding the differences between cultures and the need to respect them. (*CCEC1*) Recognise and are interested in the specificities and intentions of outstandingly artistic and cultural manifestations of heritage, identifying the media and supports, as well as the languages and technical elements that characterise them. (*CCEC2*) Express ideas, opinions, feelings and emotions in a creative way and with an open and inclusive attitude, using artistic and cultural languages, integrating their own body, interacting with the environment and developing affective capacities. (*CCEC3*) Experiment creatively with different media and supports, plastic, visual, audiovisual, sound or body techniques, in order to elaborate artistic and cultural proposals. (*CCEC4*)	Know, critically appreciate and respect cultural and artistic heritage, getting involved in its conservation and valuing the enrichment inherent in cultural diversity. (*CCEC1*) Enjoy, recognise and analyse with autonomy the specificities and intentions of the most outstanding artistic and cultural manifestations of heritage, distinguishing the media and supports, as well as the languages and technical elements that characterise them. (*CCEC2*) Express ideas, opinions, feelings and emotions through cultural and artistic productions, integrating their own body and developing self-esteem, creativity and a sense of their place in society, with an empathetic, open and collaborative attitude. (*CCEC3*) Know, select and creatively use different media and supports, as well as plastic, visual, audiovisual, sound or body techniques, for the creation of

		artistic and cultural products, both individually and collaboratively, identifying opportunities for personal, social and labour development, as well as entrepreneurship. (*CCEC4*)

Table 4: Key Competencies present in DU and descriptors

Specific Competencies	Evaluation criteria
Specific competency 1: Understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, seeking reliable sources and making use of strategies such as inferring meaning in order to respond to specific communicative needs.	**1.1** Interpret and analyse the overall meaning and the specific and explicit information of short, simple oral, written and multimodal texts on frequent, everyday topics of personal relevance and close to the learner's experience, typical of the fields of interpersonal relationships, learning, the media and fiction, expressed clearly and in the standard language through a variety of media.
	1.2 Select, organise and apply in a guided way the most appropriate strategies and knowledge in everyday communicative situations in order to understand the general meaning, the essential information and the most relevant details of texts; interpret non-verbal elements; and search for and select information.
Specific competency 2: Produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes.	**2.1** Orally express short, simple, structured, comprehensible texts, appropriate to the communicative situation, on everyday, frequent matters of relevance to students, in order to describe, narrate and report on specific topics, in different media, using verbal and non-verbal resources, in a guided way, as well as strategies for planning and controlling production.
	2.2 Organise and write short, comprehensible texts with acceptable clarity, coherence, cohesion and appropriateness to the proposed communicative situation, following established guidelines, using analogue and digital tools, on everyday, frequent matters of relevance to students and their experiences.

	2.3 Select, organise and apply knowledge and strategies in a guided way to plan, produce and revise comprehensible, coherent and appropriate texts according to the communicative intentions, contextual characteristics and textual typology, using appropriate physical or digital resources depending on the task, needs, and considering the people to whom the text is addressed.
Specific competency 3: Interact with others with autonomy, using cooperative strategies and employing analogue and digital resources, to respond to specific communicative purposes in respectful and polite exchanges.	**3.1** Plan and participate in short, simple interactive situations on everyday topics of personal relevance and close to the learner's experience, using a variety of media, relying on resources such as repetition, slow pace or non-verbal language, and showing empathy and respect for linguistic politeness and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.
	3.2 Select, organise and use, in a guided way and in close settings, appropriate strategies for initiating, maintaining and terminating communication; taking and giving the floor; and requesting and formulating clarifications and explanations.
Specific competency 4: Mediating in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to convey information effectively, clearly and responsibly.	**4.1** Infer and explain texts, concepts and short and simple communications in situations in which diversity is catered for, showing respect and empathy for interlocutors and for the languages used, and interest in participating in the solution of problems of intercomprehension and understanding in the immediate environment, relying on various resources and media.
	4.2 Apply, in a guided way, strategies that help to create bridges and facilitate the understanding and production of information and communication, appropriate to the communicative intentions, using physical or digital resources and supports according to the needs of each moment.

Specific competency 5: To extend and use personal linguistic repertoires between different languages, reflecting critically on their functioning and becoming aware of one's own strategies and knowledge, to improve the response to specific communicative needs.	**5.1** Compare and contrast the similarities and differences between languages, reflecting in a progressively autonomous way on how they work.
	5.2 Use and differentiate knowledge and strategies to improve the ability to communicate and learn the foreign language with the support of other participants or analogue and digital supports.
	5.3 Identify and record, following models, progress and difficulties in learning the foreign language, selecting in a guided way the most effective strategies for overcoming these difficulties and making progress in learning, carrying out self-assessment and co-assessment activities, such as those proposed in the European Language Portfolio (ELP), or in a learning diary, making these progresses and difficulties explicit and shared.
Specific competency 6: Critically assess and adapt to linguistic, cultural and artistic diversity based on the foreign language, while identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.	**6.1** Act in an empathetic and respectful way in intercultural situations, building links between different languages and cultures and rejecting any kind of discrimination, prejudice and stereotypes in everyday communicative contexts.
	6.2 Accept and adapt to the linguistic, cultural and artistic diversity of the countries where the foreign language is spoken, recognising it as a source of personal enrichment and showing interest in sharing cultural and linguistic elements that promote sustainability and democracy.
	6.3 Apply, in a guided way, strategies to explain and appreciate linguistic, cultural and artistic diversity, paying attention to eco-social and democratic values and respecting the principles of justice, equity and equality.

Table 5: Specific Competencies

Basic Knowledge		
A. **Communication** Self-confidence. Error as tool for improvement and repair. Use of strategies for planning, execution, control and repair of comprehension, production and co-production of oral, written and multimodal texts. Vocabulary about students' interest related to personal identification, interpersonal relationships, places and environments. Sound, accent, rhythm and intonation patterns, and the communicative meanings and intentions associated with them. Analogue and digital tools for oral, written and multimodal comprehension, communication and the development of projects with speakers.	B. **Plurilingualism** Strategies and techniques are needed for responding effectively and with increasing levels of fluency, appropriateness and correctness to a communicative need despite the limitations arising from the level of competence in the foreign language and in the other languages of one's own linguistic repertoire. Strategies for identifying, organising, retaining, retrieving and creatively using linguistic units (lexis, morphosyntax, sound patterns, etc.), and also tools for self-assessment, co-assessment and self-repair, analogue and digital, individual and cooperative.	C. **Interculturality** The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for social participation and personal enrichment. There is also interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the foreign language, where common strategies for detecting and acting in the face of discriminatory uses of verbal and non-verbal language are set in motion.

Table 6: Basic Knowledge

Appendix 19 – Pedagogical Treatment

WORKSHEET 1 – **PRONUNCIATION TIPS** (Total session time: 50 minutes)	
Timing	25 minutes – 1st DU implementation session
Aim	To raise students' attention towards the correct pronunciation of the *-ed* suffix in past simple regular verbs, that is /t/, /d/ and /id/ respectively, while providing them with the theory necessary to understand this aspect.
Skills	Reading, listening, writing and speaking.
Description	This initial worksheet presents the main theory or ground rules for the students and serves as an introduction for the teacher, who starts the session by writing the three columns present on W1 on the classroom whiteboard involving the three pronunciation endings (/t/, /d/ and /id/). Students initially listen and then start taking notes on their individual paper sheet of the theory regarding the different consonant and vowel endings of regular verbs, in order to understand the reason behind said pronunciation. They also write down some of the verb examples provided to them and try to imitate the teacher's movements when demonstrating how to test voiced and voiceless sounds while pressing her hand or fingers to her throat. <u>Corrective feedback strategies used:</u> *Repetition:* If students wrongfully pronounce a verb ending in the past, by saying for instance (decide) /disaid/ instead of the correct simple past regular form (decided) /disaidid/, the teacher utters this answer and changes intonation in order to make the error more apparent, such as /diSAID/ really? Is it /diSAID/ in the past? while even raising her voice very slightly when saying the tonic syllable of this particular verb.

	Clarification Request: If students wrongfully pronounce a verb ending in the past, by saying for instance /missED/ instead of the correct simple past pronunciation /mist/, the teacher will ask questions in order to get students to acknowledge their mistake and change their answer, such as: sorry? pardon me? or even excuse me? *Elicitation:* When students mispronounce these three regular verb endings in the past tense, the teacher asks them questions such as are you sure? really? or is that so? is that right? in order to elicit a correct pronunciation from students. *Paralinguistic Signal*: This last corrective feedback technique is applied every time students give incorrect responses as to where should the past simple regular verbs worked with and analysed be written in. It consists of reminding students of the theory studied at the beginning of the lesson.
Materials	Whiteboard Worksheet 1 (Appendix 6) Class computer Projector Black marker Pencils, erasable or regular pens, rubbers, correction fluid
WORKSHEET 2 – **BAD BLOOD STORY**	
Timing	10 minutes – 1st DU implementation session
Aim	Put into practice the theory previously studied in W1 through the reading and simultaneous listening of an adapted story -from the original (Appendix 14)- filled with past simple regular verbs of all three types of pronunciation.
Skills	Reading, listening, writing and speaking.
Description	In this second worksheet of the DU, the students are asked to read while they listen to an adapted story -prerecorded specifically

	for this worksheet-, full of past simple regular verbs presenting all three types of *-ed* pronunciation. While they read and listen, they must also underline, circle or highlight all regular verbs (repeated ones included) in order to later classify them according to their /t/, /d/ or /id/ pronunciation. Students are likewise expected to understand said story and demonstrate this through the completion of a true or false activity which takes place before the pronunciation one. Finally, W2 is corrected as a whole group. <u>Corrective feedback strategies used:</u> A combination of *Elicitation* and *Paralinguistic Signal* corrective techniques is used during the realisation of this worksheet, given that students are simply expected to underline or highlight all past simple regular verbs they encounter in the story. If, by chance, some students already start deciding how these should be pronounced -while ignoring the theory in W1- or are in doubt and start mispronouncing the verbs, they are simply reminded of said theory plus the infinitive form of said verbs and their vowel or consonant endings, taught to them by the teacher. *Elicitation:* When students mispronounce these three regular verb endings in the past tense, the teacher asks them questions such as are you sure? really? or is that so? is that right? in order to elicit a correct pronunciation from students, if needed. *Paralinguistic Signal*: This corrective feedback technique is applied every time students give incorrect responses as to how should these past simple regular verbs be pronounced. Again, it consists of reminding students of the theory studied at the beginning of the lesson.
Materials	Worksheet 2 (Appendix 6) Class computer with Internet access Projector and speakers 'BAD BLOOD' story audio track prerecorded by teacher

	Pencils and rubbers, erasable or regular pens, highlighters, correction fluid
ACTIVITY 1 – **TRUE OR FALSE**	
Timing	15 minutes – 1st DU session
Aim	Having students connect what they have just read with the ten sentences now presented to them, in order to check their understanding of the story, while working with regular verbs both in the activity sentences and in the students' answers when correcting the statements that are false (the true ones are not corrected).
Skills	Reading, listening, writing and speaking.
Description	In the first activity of W2, the class is asked to work in heterogenous -if possible- and informal[4] groups of three, with the goal of discussing the information received in the text in order to correct the sentences given when needed, depending on whether they're true or false. Pupils should provide answers containing regular verbs in past simple tense to further practice their pronunciation through usage. In order to monitor time, the teacher displays a timer on the classroom's big screen to let the groups know how much time they have left. Lastly, A1 is corrected as a whole group, and those who cannot provide answers -because they do not know them- are helped by the rest of the groups and the teacher. <u>Corrective feedback strategies used:</u> Once more, if the teacher considers there is an impending need to do so, she will use either one of the four corrective feedback techniques. In this case, the *Repetition* and *Paralinguistic Signal* corrective techniques were the most adopted ones. *Repetition:*

[4] Informal: understood as a group of people formed by the members themselves, and not by, in this case, the teacher (Lumen Learning, (n.d.)).

	If students wrongfully pronounce a verb ending in the past, by saying for instance (need) /niid/ instead of the correct simple past regular form (needed) /niidid/, the teacher utters this answer and changes intonation in order to make the error more apparent, such as /niID/ really? Is it /niID/ in the past? while even raising her voice very slightly when saying the tonic syllable of this particular verb. *Paralinguistic Signal*: This corrective feedback technique is applied every time students give incorrect responses as to how should these past simple regular verbs be pronounced. Again, it consists of reminding students of the theory studied at the beginning of the lesson.
Materials	Worksheet 2 – Activity 1 (Appendix 6) Class computer with Internet access Projector and speakers On-screen timer Pencils, erasable or regular pens, rubbers, correction fluid
ACTIVITY 2 – **FIND, UNDERLINE AND CLASSIFY** (Total session time: 45 minutes) *	
Timing	15 minutes – 2nd DU session
Aim	Finding, underlining the forty-one past simple regular verbs present in the 'BAD BLOOD' story and classifying them according to their pronunciation from W1.
Skills	Reading, speaking, writing and listening.
Description	Whilst maintaining the same ten groups as before, students read the W2 text again. At the same time, they must find and -if they want to- highlight with different colours, or simply underline, all forty-one, past simple regular verbs. After, they have to distribute and write only the non-recurring ones in their corresponding column, depending on their final *-ed* sound /t/, /d/, or /id/ respectively. Then, the /t/ column is assigned to three groups, the /d/ one is given to other three groups and the /id/ column is given

	to the last remaining four. All this is to be done in ten minutes or less and the teacher sets a timer during this activity via the classroom's big screen and projector to let students know when their time is up. At last, the three color-coded columns are corrected orderly in the final five minutes of the activity, by the whole class while maintaining the groups assigned for each type of pronunciation. * It should be mentioned that this second session, which included A2 on W2, had a duration of 45 minutes due to time constraints and last-minute changes involving a class taking longer than initially scheduled, which could not have been prevented. <u>Corrective feedback strategies used:</u> For this activity to be carried out correctly and, more importantly, serve its purpose, the teacher must again implement all four corrective feedback approaches. *Repetition:* If students wrongfully pronounce a verb ending in the past, by saying for instance (looked) /lu-ked/ with two syllables, instead of the correct simple past regular form (looked) /lukt/ with one syllable, the teacher utters this answer and changes intonation in order to make the error more apparent, such as /luKED/ really? Is it /luKED/ in the past? while even raising her voice very slightly when saying the tonic syllable of this verb. *Clarification Request:* If students wrongfully pronounce a verb ending in the past, by saying for instance /cloSED/ instead of the correct simple past pronunciation /clouzd/, the teacher will ask questions in order to get students to acknowledge their mistake and change their answer, such as: sorry? pardon me? or even excuse me? *Elicitation:* When students mispronounce these three regular verb endings in the past tense, the teacher asks them questions such as are you

	sure? really? or is that so? is that right? to elicit a correct pronunciation from students. *Paralinguistic Signal:* This fourth corrective feedback technique is applied every time students give incorrect responses as to where should the past simple regular verbs worked with and analyzed be written in. It consists of reminding students of the theory studied at the beginning of the lesson.
Materials	Worksheet 2 – Activity 2 (Appendix 6) Class computer with Internet access Projector and speakers On-screen timer Pencils, erasable or regular pens, rubbers, highlighters, coloured markers, correction fluid
KAHOOT! - **PAST SIMPLE REGULAR VERBS (*-ED*)**	
Timing	15 minutes – 2nd DU session
Aim	To have students further practice their final *-ed* pronunciation when using regular verbs in the past simple tense in English, this well-known online application is used in class.
Skills	Reading, listening and speaking.
Description	As with all the other worksheets and activities presented in the pedagogical treatment, this activity is done with the 2nd E.S.O. group, in class. Since it is to be performed online but, in the classroom, students are asked the day before to bring their tables or laptops to class if they can, given that they will be needing them the following day. On the day of the *Kahoot!,* children are again told to form groups of three people and log in this application with their school username and password. Since only one device is used per team, the student having the control must also discuss with his or her teammates the team name and write it in the app, before starting to play. Once everything is set and all ten group names appear on the classroom screen, the teacher starts the

	game. The winner team is evidently the one with less or no mistakes at all. <u>Corrective feedback strategies used:</u> During this online activity, all members of the groups are asked to participate, share their opinions among themselves and pronounce the verbs that appear on screen, in order to self-assess their knowledge of the theory presented several days before the game. When the teacher hears their *-ed* pronunciation, she again decides to use a variety of feedback strategies, while also keeping in mind the fast pace of *Kahoot!* Thus, this time around she only uses *Elicitation* and *Paralinguistic Signal*. *Elicitation:* When students mispronounce the three regular verb endings in the past tense, the teacher asks them questions such as are you sure? really? or is that so? is that right? in order to elicit a correct pronunciation from students. *Paralinguistic Signal:* This corrective feedback technique is applied every time pupils give incorrect responses as to how should the past simple regular verbs be pronounced. It consists of reminding them of the theory studied at the very beginning of the DU.
Materials	W1 – students check theory if needed Tablets and laptops Class computer with Internet access Projector, big screen and speakers (Appendix 12)
EDUCAPLAY - **PAST SIMPLE REGULAR VERBS *-ED***	
Timing	15 minutes – 2nd DU session
Aim	Further online practice of *-ed* past simple English suffix, where students are expected to guess and adequately pronounce the /t/, /d/ and /id/ final sound endings in regular verbs in the past simple tense.

Skills	Reading, listening and speaking.
Description	This online activity presents itself as an alphabet letters wheel with almost each letter representing the initial letter of a regular verb in the past simple tense. The teacher uses the big white screen and the classroom projector to show students said wheel and tells them to draw something similar on a piece of paper. Pupils maintain the same groups as in the previous activities and, when they are ready, the game starts. Then, the teacher starts reading the definitions or sentences for all the alphabet letters, one by one, and the groups guess the corresponding verbs. When the game finishes, they correct together as a whole group and compare the correct guesses versus the wrong ones. Each time a group has the correct verb for a letter, they mark it with green on their piece of paper, or with a tick. If, on the contrary, the verbs are not the right ones, they either put a cross next to the alphabet letter or use another colour -except red- to mark that incorrect answer. Finally, all teams start counting their green answers and the group of students with the biggest number of correct ones is the winner. <u>Corrective feedback strategies used:</u> Seeing that for the duration of this activity, the teacher is sitting down at the teacher's desk because she is working on the *Educaplay* game generator, students are orally corrected only when they are correcting their answers as a whole group and if the teacher hears any erroneous pronunciations. In this case, she uses all four strategies. *Repetition:* If students wrongfully pronounce a verb ending in the past, by saying for instance (open) /oupen/ instead of the correct simple past regular form (opened) /oupend/, the teacher utters this answer and changes intonation in order to make the error more apparent, such as /ouPEN/ really? Is it /ouPEN/ in the past? while

	even raising her voice very slightly when saying the tonic syllable of this particular verb. *Clarification Request:* If students wrongfully pronounce a verb ending in the past, by saying for instance /ualkED/ instead of the correct simple past pronunciation /uakt/, the teacher will ask questions in order to get students to acknowledge their mistake and change their answer, such as: sorry? pardon me? or even excuse me? *Elicitation:* When students mispronounce these three regular verb endings in the past tense, the teacher asks them questions such as are you sure? really? or is that so? is that right? in order to elicit a correct pronunciation from students. *Paralinguistic Signal*: This corrective technique is applied every time students give incorrect responses regarding past simple regular verbs. It mainly consists of reminding students of the theory studied in the beginning of the DU lessons.
Materials	W1 – students check theory if needed A4 pieces of paper Pencils, pens, highlighters Class computer with Internet access Projector, big screen and speakers (Appendix 13)
ACTIVITY 1 – **LISTEN AND COMPLETE THE DIAGRAM** (Total session time: 50 minutes)	
Timing	10 minutes – 3rd and final DU session
Aim	Once again, students are expected to work on their pronunciation when applying the *-ed* final suffix in past simple regular verbs in the English language, while working on completing the diagram and using the theory seen in the first session of the DU.
Skills	Reading, listening, writing and speaking.

Description	First, students are presented with the first activity on worksheet three of the DU, where they are encouraged to watch the two short videos the teacher is playing on the whiteboard screen and after, choose three verb examples from the second video in order to complete one part of the diagram. They are also motivated to maintain the same heterogenous, informal teams of three pupils as before while they fulfil this exercise which consists of completing the diagram with the information they compiled during the first session of the DU. After that, the teacher walks around the classroom tables, assesses pronunciation and helps those groups in need of it, while these complete the activity. If necessary, both videos are played more than once, to permit students to write down their examples in the specified diagram boxes. At last, all groups share the examples they have chosen to write in their respective diagrams. As before, the same four corrective feedback strategies are used whenever possible.
Materials	W1 – students check theory if needed Worksheet 3 – Activity 1 (Appendix 6) Class computer with Internet access Projector and speakers Pencils, erasable or regular pens, rubbers, correction fluid
ACTIVITY 2 – **GAMERS, INFLUENCERS, YOUTUBERS AND TIKTOKERS**	
Timing	25 minutes - 3rd and final DU session
Aim	Get students to continue practicing their *-ed* pronunciation in past simple regular verbs through the usage of playing cards containing fifty verbs in infinitive form and twenty-five cards of high-profile, famous people.
Skills	Reading, listening, writing and speaking.
Description	In this activity pupils -following the same group pattern as before- were expected to use their abundant imagination and create a story about the famous people on the plasticised cards made

	available to them by the teacher, while also using dice and verb cards. To begin with, a twenty-five-minute timer was set while children were told to choose their five high-profile people playing cards, including Tiktokers, gamers, influencers, Instagramers and YouTubers, and their ten regular verb ones in infinitive form, from two piles, one of verbs and the other of famous people, that were both face down on a table (Appendix 16). Thus, students would be impartial in their choosing and everybody would get at least one famous person she or he liked greatly. Afterwards, children would look at all the flashcards and, if the need arose, they would be provided with one or two dice in favour of helping them with the development of their story. To constantly monitor their pronunciation, the teacher would move around the classroom, from one table to the next, listen to pupils' narrative and apply the four corrective strategies explained throughout some of the worksheets and activities of this pedagogical treatment. Ultimately, each group was given three minutes to share its story with the class and all group members participated and spoke in English during the retelling of some part of the ten, short compositions, done in different days between the 2nd E.S.O. groups A and B. In the majority of cases, some writing was involved but not expected.
Materials	Worksheet 3 – Activity 2 (Appendix 6) Seventy-five plasticized playing cards: fifty verb cards and twenty-five famous people cards Class computer with Internet access Projector and speakers Timer (Appendix 15) Pencils, erasable or regular pens, rubbers, pieces of paper, correction fluid

	Story cubes[5]
ACTIVITY 3 – ***CLASSROOM*** **TASK EXPLANATION: ROLE-PLAY AND RUBRICS**	
Timing	15 minutes - 3rd and final DU session
Aim	First, having students understand what is expected of them through the realization of this final role-play activity of the DU, while they are further extending their *-ed* pronunciation practice. Second, having groups always know how they will be assessed and the mark to be received for the work done.
Skills	Reading, listening, writing and speaking.
Description	This last activity was explained in class at the very end of the 3rd and final DU session and the first step was to tell students about the marks they would receive based on two rubrics, the *Classroom* one and the teacher's one, which shared the same parameters (Appendix 11). Students were also informed that even though this was a task to be performed in teams of three people, their marks would be totally individual and would count for one point of their global scores. Next, the four distinct role-plays were introduced and, after closely considering them all, teams were asked to pick one and start writing the outline for their part in the role-play, since various characters were involved in all four situations and specific details were present in all made-up stories. Finally, the teacher offered help with the writings of some groups and reminded them all that the use of past simple regular verbs was extremely important (Appendix 10). As it was done before, all four corrective feedback techniques considered for this study were again applied during the groups' decision-making time and while they were debating which verbs to use and which not.

[5] Nine dice with different and unique drawings on each of them and on every single one of their six sides, through which both children and adults can use their imagination to invent stories. For more information, visit the *Rory's Story Cubes* website at www.storycubes.com.

Materials	Worksheet 3 – Activity 3 (Appendix 6) Class computer with Internet access *Classroom* Task (Appendix 7) Two rubrics: teacher's one and *Classroom* one (Appendix 11) Projector and speakers Pencils, erasable or regular pens, rubbers, correction fluid