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MAJOR PAPER

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TITLE: Systematization of the past tense of English irregular verbs in twelve graders at the University College

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Abstract

The major paper entitled *Systematization of the past tense of English irregular verbs* was designed and partially implemented in a twelve grade group of students at the University Colleague, with the objective of systematizing this verb tense to have the students ready to interact and communicate in the English lessons. Different empirical methods were administered to verify the problematic situation declared in the introduction of this paper, as well as some theoretical methods to process the data obtained, and the theoretical information consulted. Some necessary theoretical and methodological bases about the teaching of English as a foreign language, grammar and the past tense of English irregular verbs suggested by different authors were analyzed. The proposal of the activities was designed taking into account the results of the diagnosis. It was partially implemented and all the activities were performed satisfactorily. Though, the results were not as satisfactory as it was expected, the students were able to communicate intelligible with their classmates, and they were motivated to participate during the lessons. The dialectic-materialistic general method was followed, as well as the quantitative approach, mainly the pretest and posttest design.

Introduction

English is by far the most widely used language worldwide. Three million native speakers of English are to be found in every continent, and an equally broadly distributed body of second language speakers, who use English for their day-to-day needs.

It was the introduction of English to the native peoples of British colonies which led to the existence today of numerous independent states where English is used nowadays as the official language. English became the instrument of colonial power, the medium for commerce and education, the common means of communication, and what is more, it was seen as a vehicle for benevolent Victorian enlightenment (Broughton, et al 2003, p 2).

Barriers of race, color and creed have not been obstacles to the constant spread of the use of English. It is the vehicle of debate at the United Nations, and the official language of international aviation, and unofficially, it is the first language of international sport and the pop scene. Indeed, more than 60 per cent of the world's radio programmers are broadcasted in English, and it is also the language of 70 per cent of the world's mail.

The world scientific literature is mainly written in English too. It is the language of the mass media: newspapers, radio and television. English is also the language of official institutions, of law courts, local and central government. It is the language of large commercial and industrial organizations too (Broughton, et al, 2003, p 1).

Moreover, the study of English as a foreign language is a need in Cuba because many international important events are held in English; many updated sources are written in English; tourism is playing an important role in Cuban economy, and many Cuban professionals such as doctors, teachers, engineers are helping different countries where English is the language for communication. Thus, the teaching of English is a priority in all the educations in the country because of its well-known impact in Cuban society.

That is why English is studied in the country as a foreign language from the elementary level up to the university one. Its teaching in the country follows the postulates of the communicative language teaching approach and its main

objective is the development of the communicative competence which may allow learners to communicate fluently.

English is not an easy language to be learned by Spanish speakers because of their differences in pronunciation, spelling, vocabulary and grammar. This is the main cause that forces teachers to a systematic change in their lesson planning so as to have meaningful transformations in their students' learning process.

Theoretical design

One of the least difficult English language components for Cuban learners is grammar as compared with the rest as there are some similarities in the two language grammatical patterns. However, there are examples of patterns which seem to be very difficult for them such as the past tense of irregular verbs since they do not follow a standard formula when using them in the past tense as regular verbs do.

Examples of difficulties in this grammar pattern were found in 12th graders, class B at University college, Universidad Central "Marta Abreu" de Las Villas. Through several peer observations, it was identified that these students are not able to distinguish between regular and irregular verbs. Consequently, they tend to add the regular verb suffix *ed* to form the past tense of irregular verbs. An interview was administered to the sample to find out the main causes of this difficulty. The students let the author of this paper know that they studied the past tense of irregular verbs for the first time when they were in 8th grade and from this grade onward; they have had few exercises to practice these verbs.

Few students from the Foreign Language Teacher Education Program at Felix Varela Morales Campus have dealt with the teaching of grammar through their major papers. Only one example of those papers was found. It is the one written by Dianyris Gómez Gutiérrez (2018) entitled *Communicative Exercises to Practice the Simple Present Tense in 10th Grade, at "Reinaldo Urquiza Ceballos" High School*.

The **scientific problem** of this major paper was derived from the problematic situation described previously:

How to contribute to systematize the past tense of English irregular verbs in 12th graders, class B at University College?

Object of research: Systematization of the past tense of English irregular verbs in 12th graders, class B at University College.

Objective: To propose some activities to contribute to systematize the past tense of English irregular verbs in 12th grade, class B at University College

Scientific Questions:

1. What are the theoretical methodological foundations that support the systematization of the past tense of English irregular verbs?
2. What are the strengths and weaknesses in 12th grade students, class B at University College regarding the use of the past tense of English irregular verbs?
3. What characteristics should have a proposal of activities to systematize the past tense of English irregular verbs in 12th graders, class B at University College?
4. What are the students' transformations after the partial implementation of the proposal of activities to systematize the past tense of English irregular verbs in 12th graders, class B at University College?

Scientific Tasks

1. Determination of the theoretical methodological foundations that support the systematization of the past tense of English irregular verbs.
2. Assessment of the strengths and weaknesses in 12th grade students, class B, at the University College related to the use of the past tense of English irregular verbs.
3. Design of a proposal of activities to systematize the past tense of English irregular verbs in 12th grade students; class B at the University College.
4. Evaluation of the students' transformations after the partial implementation of the proposal of activities to systematize the past tense of English irregular verbs in 12th graders, class B at the University College.

Scientific methods used during the research process

From the theoretical level:

Historical logical: it was used to describe the antecedents of the treatment of the English irregular verbs in different contexts.

Analytic synthetic: it was used during the whole research process but mainly to process the theoretical and methodological information about the concept of grammar and its teaching as well as the past tense of English irregular verbs and the systematization process.

Inductive-deductive: it was used during the whole research process, but mainly to analyze the data obtained through the different empirical instruments administered to the students of the sample, so as to identify regularities and the analysis of students' transformations after the partial implantation of the proposal of activities to systematize the past tense of English irregular verbs.

System approach: It was used to keep coherence among the different phases of the research process.

Form the empirical level:

Analysis of documents, peer observation, pedagogical test, interview to the students, analysis of students' outcomes and triangulation were used to deepen on the problematic situation identified during the first weeks of the semester in 12 grade, class B at the University College.

From mathematical level:

Percent analysis: It was used to support any data obtained in the need's assessment phase and the evaluation of students' transformations after the partial implementation of the proposal of activities.

Statistic Method: It was used to compare the results obtained during the pre-test and the post-test design.

Practical contribution: A proposal of activities which include exercises, games, and videos.

Structure of the paper: The major paper is structured as follows: introduction, discussion, conclusions and recommendations, bibliography and annexes.

Discussion

1. Theoretical methodological backgrounds that support the teaching and learning process of English irregular verbs

1.1. Historical antecedents of the treatment of the past tense of English irregular verbs

It has been very difficult for the researcher of this study to find out enough information about the treatment of the past tense of English irregular verbs in the teaching and learning process of English as a foreign language. In the search of some researches aimed at practicing this complex grammar point, the author found in INTERNET some Blogs with some activities aimed at practicing this grammar point.

One of those blogs is the one related to Method to Teaching ESL Verb Tenses to Adults. Teach ESL Verb Conjugation, Form, and Function of Tenses retrieved from <https://www.teaching-esl-to-adults.com/esl-verb-tenses.html>. It includes some theoretical information about English irregular verbs and their past tense as well as a long list of irregular verbs and their past tense and past participle.

Trusler (2015) includes in her blog “5 Fun Activities for irregular verbs”. These activities are amusing, enjoyable and with the potentiality of awaken students’ interest and motivation to practice such a difficult topic. They can be adapted to any context.

Smith (2018) suggests in his Blog entitled “Teaching Verbs: 5 Activities to Improve Your ESL Lessons” some strategies as well as games and activities for teaching verbs that can be adapted to any context too.

Few students from the Foreign Language Teaching Program at “Felix Varela Morales” Campus, Universidad Central “Marta Abreu” de Las Villas have also written their major papers on grammar issues which have been troublesome for Cuban students. One of those research papers is the one written by Dianyris Gómez Gutiérrez (2018) entitled *Communicative Exercises to Practice the Simple Present Tense in 10th Grade, at “Reinaldo Urquiza Ceballos” High School*. Its objective was to build up a scientific result that may contribute to the

enhancement of the use of the 3rd person singular, the forms of the verb to be and the subject- verb agreement of the verb be in the Simple Present Tense.

1.2. The teaching of English as a foreign language in Cuba.

According to Broughton (2003) “Learning to use a language thus involves a great deal more than acquiring some grammar and vocabulary and a reasonable pronunciation. It involves the competence to suit the language to the situation, the participant and the basic purpose. Conversely, and equally important, it involves the competence to interpret other speakers to the full” (p. 35).

He has also led teachers know that professionals and documents linked to the teaching of this language are nowadays concentrating on combining the teaching of traditionally necessary aspects of the language—grammar, vocabulary, and pronunciation—with greater emphasis on the meaningful use of the language. This attempt focuses on contextualizing grammatical structures while still retaining as its objective the acquisition of linguistic forms *per se* in an order dictated by grammatical considerations.

Harmer (2007) has expressed that the Communicative Approach aims to improve the students’ ability to communicate, as contrasted to teaching which is aimed more at learning bits of language without focusing on their use in communication. He also declares that “After all, most language teaching aims to improve the students’ communicative ability, whatever techniques the teacher uses to improve this. And that the Communicative Language Teaching (CLT) has also included snatches of drilling and focused language work despite the non-communicative nature of those activities”. (p. 86).

That is an idea the teacher of the sample group and the researcher bear in their minds when selecting and adapting the activities because these students have many difficulties as it was described in the needs assessment phase, and they are not able to interact with their classmates and teachers when they are asked to speak about actions in the past. They either take the risk, and speak making lots of mistakes in the past tense or they have many breaks downs while speaking.

1.3 The role of grammar in the teaching of English language.

Hammer (2007) defines grammar of a language as “the description of the ways in which words can change their forms and can be combined into sentences in that language. If grammar rules are too carelessly violated, communication may suffer, although creating “good” grammar rule is extremely difficult” (p.11). In a typical tree diagram showed on page 12, he demonstrates learners how grammar rules provide the scaffolding on which one can create any number of different sentences. In this tree, he shows that a sentence contains a noun phrase (NP) and a verb phrase (VP) and he affirms that this is the structure of any sentence.

The same author has written about the grammar of words and he has stated that “A key middle ground where words and phrases on the one hand and grammar on the other hand meet up is through the operation of word classes or parts of speech, such as noun or adjective. When we say a word is a noun, we then know how it can operate in a sentence. The same is true for such word classes as verbs or determiners or prepositions. When we know a word’s part of speech we know what other words it can occur within a phrase or a sentence and where it can be put syntactically”. (p.21)

Ansell, (2000) defines grammar of a language as “...an analysis of the various functions performed by words of the language, as they are used by native speakers and writers” (p.25).

Seaton (2007) defines grammar as “a very old field of study”. She goes back to Plato’s days, when the sentence was first divided into subject and verb by him. She declares that since then, students all over the world have found it useful to study the structure of words and sentences as skill in speaking and writing is the hallmark of all educated people (p.1).

Newson (Nd) defines Grammar as “a (finite) set of rules which tell us how to recognize the infinite number of expressions that constitute the language that we speak. We might refer to this set of rules as a grammar” (p.2).

Richards (2012) has stated that he likes to think in grammar as a communicative resource because teaching grammar is a communicative

resource and it has traditionally focused on understanding how a language works, on practicing, and using grammatical rules at the level of the sentence. He adds that in this way students' study how to use a verb, its tenses, and so on... However, he emphasizes that to be able to use that knowledge of language well in the process of communicating is what is really important. That is what he means by using grammar as a communicative resource. That is to say, the student should use her or his grammar as part of the process of communicating about a particular event or topic (Jack C. Richards, 2012).

The author of this paper ascribed to the definition of grammar given by Professor Jack C. Richards, essentially because that is the main role of grammar in communicative language teaching (CLT), a means at the service of communicating ideas, and the proposal of activities offered in this study paves the way for students' further interaction and communication in the classroom.

Regarding the different grammatical units of English, several authors have given their view. That is the case of Seaton (2007) who includes in her book an old children's rhyme about the eight parts of speech of English grammar that gives learners an idea of what grammar is about (p.1)

Rhyme:

Every name is called a **noun**,
As field and fountain, street and town.
In place of noun the **pronoun** stands,
As he and she can clap their hands.
The **adjective** describes a thing,
As magic wand or bridal ring.
Most **verbs** mean action, something done,
To read and write, to jump and run.
How things are done the **adverbs** tell,
As quickly, slowly, badly, well.
The **preposition** shows relation,
As in the street or at the station.
Conjunctions join, in many ways,
Sentences, words, or phrase and phrase.
The **interjection** cries out, "Heed!

An exclamation point must
follow me!"

This is a new way of describing the different grammatical units for the author of this study. He thinks that this description in a rhyme form will be good for the students and it has potentialities to let them understand the different parts of speech better.

Ansell, (2000) affirms that there are many different ways of analyzing a language. Words can be given various names, depending on the function they perform. For instance, words which perform the function of naming things are commonly referred to as nouns, and words which perform the function of expressing states or actions are commonly referred to as verbs. She points out that it should be kept in mind that many English words can perform more than one function and she gives examples of sentences containing the same word with different functions: I have lost my comb (noun) and I comb my hair every morning (verb) (p. 25). This happens because of the English word building process known as conversion.

Eastwood (2002), states that there are different classes of word, sometimes called 'parts of speech'. The main word classes are verb, noun, adjective, adverb, preposition, determiner, pronoun and conjunction. Besides, he makes emphasis on the synthetic character of English grammar when he states that English words do not have a lot of different endings for number and gender. And this is the main reason for considering English order very important (p.1-2).As it can be appreciated, all the concepts given above regarding English word classes are similar. They coincide in identifying and naming the different parts of the speech using the same words.

1.4 Teaching and learning English grammar.

Elizabeth (2010) has stated in her English language and cultural blog that English Language beginners may enjoy learning English vocabulary without a basic understanding of its grammar. Nevertheless, she affirms that they will not be able to build sentences and communicate appropriately. Learning a language does not mean learning lists of jumbled words. The learner needs to

learn grammar to organize and join those words together in a way that English speakers may understand.

Camacho (2016) suggests the three stages in the teaching of grammar: presentation, controlled and free practice (PPP model). In the controlled practice stage, he follows the idea of involving the students in repetitive and reproductive practice of the grammar structure, with the purpose of developing a minimum of accuracy (linguistic correction). He affirms that there is a need to focus on accuracy at certain stages of the lesson or during certain task types. He declares that drilling remains a useful technique in the classroom if it is used appropriately (pp.94, 96). Besides, he adds that drills have their potentialities in terms of accuracy as they can provide students immediate feedback through teacher or peer correction and that many learners are willing to be corrected (p.97).

As every teacher knows, drilling is not a new technique used in foreign language teaching. However, if it is used appropriately, it helps the students very much. The students taken as sample for this study revealed their numerous difficulties in recognizing, distinguishing and using the past tense of English irregular verbs in the need's assessment phase. The regularities identified in this phase give good reasons for beginning the practice stage with recognition exercises, first at the word level and later at a sentence and text level.

The proposal offers activities mainly at the word and sentence level, it is the teacher's responsibility to design activities at the text level while dealing with speaking, reading or writing activities in her lessons to facilitate the students' interaction with the teacher and the rest of the class.

Regarding the English verbs Thornbury (Nd) states that verbs are the type of word class that expresses a process or a state, and those which have different forms to indicate contrasts of tense, aspect, person and number. He lists the four forms of regular verbs in English:

1. base form (the form it is listed in a dictionary, with to this form the infinitive(to) happen)

2. the –s form (for third person singular in the present tense)
3. the-ing form (also called present participle)
4. the –ed form (used for the past tense and the past participle)

The same author affirms that in the case of regular verbs, it should be highlighted that they differ in the way they form the past tense and many have a different past participle form. He calls the attention on the verb *to be* which is the verb with most forms in English (be, am, is, are, was, were, being, been).

Thornbury (Nd) adds that verbs can be classified into two groups: auxiliary verbs and lexical verbs. In the case of lexical verbs, he asserts that they are the main verbs in clauses. Regarding their role in a sentence, he emphasizes on the fact that verbs are an obligatory component of sentences mainly due to their burden of meaning (p.237).

In Elizabeth's blog(2010) one can find remarkable information about different parts of speech. Regarding verbs, she agrees with many grammarians who have stated that verbs are used to indicate action, state or occurrence in a sentence. She recalls that verb is the part of the speech that can indicate the different tenses.

Ansell (2000) states that "the different verb forms which indicate when the action expressed by a verb takes place are usually referred to as tenses..." (26)

The same author makes the difference between regular and irregular verbs too. Regarding irregular verbs, she explains that they do not follow a standard formula when using them in the past tense; however, some patterns can be seen. The simple past is used to express actions which occur at regular intervals in the past (Last year, I went to Russia). This tense is also used to describe situations which existed for a period of time in the past (Millions of years ago, dinosaurs inhabited the earth). This tense is used to express non-continuous actions which occurred at a definite time in the past too (I graduated from school last year)

She states that in the case of English irregular verbs, the form of the simple past must be memorized. For some irregular verbs, the simple past is the same as the past; whereas for others the simple past differs from the past (65-67).

Huges (2001) regards irregular verbs as the bane of students whose mother tongue is not English and who are trying to understand how these verbs are applied in various tenses. He is aware of the fact that English irregular verbs are not easy because on the one hand, some verbs are regular in American English and irregular in British English and on the other hand, irregular verbs in English fall into three categories. However, he thinks that the general classifications of these verbs may make it a little easier to remember how these verbs are formed and to remember them when applying them in their sentences.

He offers some examples of verbs in American English and British English:

- *dive* is irregular in American English but regular in British English
- *get* in American English usually has a past participle of '*gotten*' while in British English the past participle is '*got*'
- *wet, quit, and fit* are regular in British English but irregular in American English.
- *learn, lean, smell, burn, dream, spill and spoil* are all regular in American English while in British English they can be regular but it is more common to see the past and past participles with *-t* added (e.g. *dreamt, spoilt, spilt, smelt*)

He also presents the following classifications of English irregular verbs divided into three categories:

GROUP 1: verbs where all three forms are the same - e.g. '*hit, hit, hit*'

GROUP 2: verbs where two of the three forms are the same - e.g. '*become, became, become*'.

GROUP 3: verbs where all three forms are different - e.g. '*choose, chose, chosen*'.

Trusler (2015) explains in her blog that the simple past tense of verbs in English language is formed by adding *-ed* to the end of the regular verbs and declares that if all English verbs were regular, English language learners would not have any difficulty in using the past tense. She emphasises that the main problem for English language learners is when forming the past tense of irregular verbs because of the many changes that occur. She underlines all the changes that may occur when using the past tense of irregular verbs: vowel changes (*come* → *came*), pronunciation changes (*read* → *read*), the whole word changes (*eat* → *ate*). She also mentions those verbs which seem to

have a pattern (*throw* → *threw*, *know* → *knew*). Finally she makes an observation regarding those verbs: there are always exceptions (*snow* → *snowed*).

In her opinion, English language learners worried about memorizing long lists of the past tense of irregular verbs and so she suggests English teachers introduce fun activities for learning and reviewing irregular verbs, alongside other exercises such as *match and choice exercises*, oral storytelling and games.

Regarding the teaching of the past of irregular Verbs, Smith (2018) suggests some strategies to ensure students' learning and a well-done lesson plan for teacher such as:

- Using a systematic approach when teaching verbs to English language learners will ensure reinforcement for them and a well-done lesson plan for the teacher.
- Presenting verbs to students in context will make it easier for them to understand and internalize the different forms. Teachers should teach first those verbs that are both common and pronounced easily
- Presenting verbs in the past making a contrast with the form of the verb in present will allow the students understand better and notice the difference. For instance, I *eat* bread for breakfast every day but yesterday I *ate* pizza.
- Using cooperative groups as a teaching strategy based on students helping other students will allow students with more ability to help those with less. He recommends that though, the students know if their abilities in the language are developed or not, the teacher should not say publicly who has the most or least ability.
- Teaching verbs tenses using explanations will allow teachers focus on form, meaning and use.
- Using flash cards and games will allow the students practice the past tense of irregular verbs in a relaxed atmosphere.

Most of these strategies have been used in the proposal as the main objective of this major paper is to contribute to systematize the past tense of English irregular verbs in 12 graders so as to have them prepare to a natural interaction and communication in the classroom.

The idea of systematization is clearly expressed by Smith when he wrote: "When teaching ESL students, you need to understand that it will take quite some time for the conjugating of verbs to become intuitive and your students will often use verbs incorrectly when speaking. However, if teachers keep incorporating the verbs into lessons and continue giving opportunities to read and hear the proper tense, it will get easier and easier".

The author of this study and the teacher of the group reflected on the results obtained in the needs assessment. The results were really disastrous. The students showed many difficulties regarding their knowledge and abilities in using the irregular verbs in past tense, and this issue was hampering students' communication during the lessons. So, the idea of getting some accuracy on this grammar aspect before asking them to carry out more communicative tasks in the different lessons was conveyed. Consequently, the concept of accuracy, its requirements, advantages and disadvantages were analyzed.

Thornbury (Nd) understands accuracy as the extent to which a learner's use of a second language conforms to the rules of the language; that accuracy is usually measured in terms of grammatical, vocabulary and pronunciation accuracy, and that it is often assess as a learner's progress. He adds that accuracy was once thought to be a pre-condition for fluency mainly in the audio-lingual method and some lesson designs such as PPP (p.2).

He also remarks that to withhold fluency activities until the learners are accurate is now considered unrealistic, that research into the order of acquisition of grammatical structure suggests that accuracy may be 'late-acquired' as it happens when one learns to be fluent in one's first language long before being accurate in it (p.3).

The author of this study understands the differences between accuracy and fluency and that there are detractors and supporters of accuracy as a

precondition for fluency. However, in the case of the students of the sample in this study regarding their English language level, it is necessary to think of accuracy in the past tense of irregular verbs as a pre-condition for fluency. Their abilities to practice and use the past tense of irregular verbs have not been developed, so their communication in the language is constantly being hindered by their lack of control on this grammar point. The contents of all the units of the grade include the practice of this aspect. Besides, the students' teacher follows the PPP lesson design. It means there is time devoted to controlled practice stage focusing on accuracy. The activities suggested to systematize the past tense of irregular verbs include drills and grammar exercises where the focus is primarily on the manipulation of this form of the language to be able to have meaningful interactions and write meaningful texts. The teacher's challenge is to plan and implement new activities for the teaching-learning process of English once the students have had enough practice. They can do individual, pair work or group work activities. The activities may also combine any of the four language skills such as listening and speaking, or reading and writing where the students are invited to use the past tense in a natural way.

As it can be easily inferred, when dealing with the past tense of English irregular verbs, teachers should consider students' knowledge, as well as their abilities in identifying and distinguishing regular verbs from irregular ones as well as present tense from past tense. Finally, it is vital to let them learn the past tense of at least the most common irregular verbs. This ability can be developed by systematizing their practice.

2. Needs assessment

To deepen in the problematic situation described in the introduction of this major paper, the author administered several empirical methods:

Analysis of documents (syllabus and student's workbook): It was used to get information about the treatment given to the past tense of English irregular verbs in these two official documents.

Peer observation: it was used to corroborate the students' knowledge and abilities in identifying and using the past tense of English irregular verbs and past tense time expressions.

Survey to the students: It was used to get more information about students' knowledge regarding English irregular verbs (present and past) and past tense expressions.

Pedagogical test: It was used to assess students' strengths and weaknesses in identifying and using the past tense of English irregular verbs and as well as the past tense time expressions.

Interview (to the students): It was used to get more information about the students' opinions on the causes of their difficulties in identifying and using the past tense of English irregular verbs as well as past tense time expressions.

Triangulation: It was used to identify the regularities derived from the data obtained during the diagnosis phase.

Characteristics of the sample:

The sample was intentionally selected as it was the class with more difficulties in English. They are adolescents. Thornbury (Nd) has characterized adolescence as an ideal time to learn a second [foreign] language. In his opinion adolescents do better at grammar than their older or younger learners, although, unlike many younger learners they do not usually achieve a native-like pronunciation.

He agrees in considering adolescence as a period of rapid change, both physical and mental, and one in which the search for a personal identity is highly important. To support the development of this identity, he advises teachers to provide adolescents with opportunities to take some control of their own learning and to avoid those that may threaten their self-esteem. He thinks teachers should never ask teenagers to carry out any performance in front of the class without rehearsal, as it is catastrophic. Teachers should ask them do activities in pairs, in teams and to collaborate will be much better (p.5).

To let the readers, understand the difficulties identified in the diagnosis phase and the proposal of activities, the author has considered important to state the teenager characteristics present in the sample.

These students are from 12th grade, class 5 at the University College. They are adolescents. Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles.

They are competitive and they like to work in pairs. They sometimes reject the idea of working in teams. They are not highly motivated to learn English. However, they do the homework, participate in class and are interested in obtaining a high mark in the subject. They are grouped according to their preferences and sympathy. They have a large amount of energy and are very creative. They enjoy when the teacher recognizes they are doing well, and they enjoy helping each other. All the students are interesting in having access to any pedagogical university program. The students are not able to manage their time properly because they are not completely aware of the need they have to study systematically, instead they prefer to play a game or doing any other activity. Many of them are dynamic in the classroom and are able to take the risk to participate in the lessons, though they make many mistakes in pronunciation and in grammar.

Empirical methods administered

To verify the real situation of the sample in relation to their knowledge and abilities in the past tense of English irregular verbs, the following dimensions and indicators were used.

Dimension I: Knowledge

Indicators

- Knowledge about English irregular verbs
- Knowledge about the past tense of irregular verbs
- Knowledge about the past tense time expressions

Dimension II: Ability

Indicators

- Ability in distinguishing the irregular verbs from the regular ones
- Ability in identifying the correct form of the past tense of irregular verbs
- Abilities in spelling and pronouncing the past tense of irregular verbs
- Ability in identifying the correct past tense time expression
- Ability in using the past tense of irregular verbs

In order to organize the analysis of the data obtained through the administration of the different empirical instruments, the author arranged the instruments administered and the indicators to be evaluated in the following chart.

Instruments	Indicators.
Peer observation:	<ul style="list-style-type: none"> • Knowledge about English irregular verbs • Knowledge about the past tense of irregular verbs • Knowledge about the past tense expressions • Ability in distinguishing the irregular verbs from the regular ones • Ability in identifying the correct form of the past tense of irregular verbs • Abilities in spelling and pronouncing the past tense of irregular verbs • Ability in identifying the correct past tense time expression • Ability in using the past tense of irregular verbs
Survey	<ul style="list-style-type: none"> • Knowledge about English irregular verbs • Knowledge about the past tense of irregular verbs • Knowledge about the past tense expressions

Pedagogical test:	<ul style="list-style-type: none"> • Ability in distinguishing the irregular verbs from the regular ones • Ability in identifying the correct form of the past tense of irregular verbs • Abilities in spelling and pronouncing the past tense of irregular verbs • Ability in identifying the correct past tense time expression • Ability in using the past tense of irregular verbs
Interview (to the students):	<ul style="list-style-type: none"> • Knowledge about English irregular verbs • Knowledge about the past tense of irregular verbs • Knowledge about the past tense expressions • Ability in distinguishing the irregular verbs from the regular ones • Ability in identifying the correct form of the past tense of irregular verbs • Abilities in spelling and pronouncing the past tense of irregular verbs • Ability in identifying the correct past tense time expression • Ability in using the past tense of irregular verbs

Analysis of results:

To start with the analysis of results, it has been recommended to begin with the analysis of documents as they are in charge of stating the desired methodology to be followed in the teaching and learning process of English subject in twelve grade.

Analysis of documents: (See Annex 1)

Syllabus of the English subject in 12th grade:

The syllabus has four units, with a total of 42 hours; three units to teach and practice new contents and one unit for review. The objectives of the subject pay attention to the students' abilities in using English grammar. However, it does not focus too much on the practice of English irregular verbs. The past tense of some of these verbs are included in some readings, there is not time devoted to practice this difficult grammar point. The main concern is more directed to the development of speaking and reading skills.

Students' Workbook

The analysis of the students' workbook revealed that there are not enough exercises to practice the past tense of English irregular verbs. This item is practiced in some of the readings of the grade through questions and answers mainly, and in some writing tasks the students are asked.

The data obtained through the administration of different empirical instruments was organized by dimensions and indicators.

Dimension I: Knowledge.

A survey (see annex 3) was administered to the whole group by the teacher of the class. Most of the students (92%) did not master the necessary information about English action verbs as they were not able to distinguish English irregular verbs from regular ones; they did not know the past tense of the most common irregular verbs. Regarding the past tense time expressions, the only one they remembered was *yesterday*.

Peer observation (see annex 2): During the process of several peer observations, it was noticed that six students (89%) had difficulties in identifying regular and irregular verbs as well as the past tense of irregular verbs. Some of the students (45 %) did not identify the past tense expressions correctly. They did not recognize *last* and *ago* as past tense expressions. During the lessons observed, the observer could notice the students' frustration when they failed in dealing with irregular verbs, and with the past tense expressions correctly.

Though, they answered the activities politely because they are respectful and disciplined students, their answers were full of mistakes and their participation was not spontaneous but guided by the teacher.

An interview (see annex 5) administered to the students showed that they were aware of their lack of knowledge about English verbs, mainly irregular ones, as well as their difficulties in distinguishing the differences between present and past tenses. All the students knew that some verbs form their past adding the suffix- *ed*, but they did not know if these verbs were regular or irregular. They made emphasis on the fact that this is the most difficult grammar aspect they have studied in English subject. They began studying this topic in 8th grade, and it was poorly practiced in the following grades so they expressed that they felt disappointed because they did not know how to identify English irregular or regular verbs correctly in 12th grade. They knew they make many mistakes when they were asked to use the past tense of irregular verbs and that they felt upset because it was too difficult for them to manage them. They realized that they had studied the past tense of some irregular verbs in previous grades but practice has not been enough. They considered this last cause was the main reason of their poor knowledge about these verbs.

In short, the researcher arrived at the conclusion that the students' knowledge about the past tense of irregular verbs was highly affected.

Dimension II: Ability

During the peer observations (annex 2), the researcher realized that the 95 % of the students were not able to identify and use the past tense of irregular verbs correctly as they confused the regular and irregular ones, for example they wrote *teached* instead of *taught*, and this happened with many other irregular verbs. They tend to add *ed* to the irregular verbs in past tense. Edge, 1989 (quoted in Hammer, 2007, pp 99-100) divides mistakes into three broad categories: slips, errors and attempts. This last one is the kind of mistake that a student makes when she or he tries to say something but does not yet know the correct way of saying it and that is what really happens with the students of the sample when they try to use the past tense of irregular verbs

Hammer makes emphases on the fact that this is the mistake that most concerns teachers. He has accepted that there are two distinct causes for the errors many students make at various stages: L1 interference and development errors. The latter is linked to the phenomenon of 'over generalization', that is, when the student over generalize a new rule that has been unconsciously learnt, and as a result even makes mistakes with things she or he knew before. A well noticeable group of students (60%) made mistakes in either the spelling or in the pronunciation of the majority of the irregular verbs practiced.

These mistakes were mainly in the combination of letters that are not common in the students' mother tongue, in verbs such as taught, brought, thought, etc. All these difficulties led the students to be afraid of participating during the lessons. None of them participated spontaneously but compelled by the teacher. They were able to identify *yesterday* as a time expression for the past. However, they did not remember the expressions with *last* and *ago*.

A pedagogical test (see annex 4) was administered to the subjects of research in the first weeks of the semester and the results were the following: a large number of students (91%) have not developed abilities in identifying and using the past tense of irregular verbs as they were not able to distinguish between the present and past tense, and so to use the past tense correctly. Some students (62%) did not pronounce and spell these verbs correctly. A small group of students (47%) made mistakes in recognizing the time expressions used for the past tense, mainly the expressions with *last* and *ago*.

The students were interviewed (annex 5) to get more information about their lack of abilities in identifying and using the past tense of English irregular verbs. They conveyed that it was a difficult item in English grammar. They have not found any appropriate strategy to learn the past tense of those verbs, except the use of memory; nevertheless, their previous teachers have not offered them this opportunity as practice and systematization have not been as much as necessary. They made emphases on the fact that this topic has not been practiced systematically. Many of the students said that they were more familiar with *yesterday* as a time expression for the past, they rarely used expressions with *last*, and they have seldom practiced expressions with *ago*. So, this lack of

practice has not helped them in memorizing those time expressions used in the past. They realized that they were able to recognize expressions with *last* as time expressions for the past but they never remembered to use them when they either speak or write in English. They finally expressed that when they were writing a text in the past, they were not concerned about the use of any time expression.

Triangulation: Through the use of this empirical method, the author identified the following regularities.

Regularities:

Strengths:

- Students participate in the lessons even though they make many mistakes.
- They are aware of their difficulties regarding the use of the past tense of English irregular verbs.
- Students are motivated to learn about the subject and willing to do the exercises in the lessons.

Weaknesses:

- Around 92 % of the students have problems with their knowledge about English irregular verbs.
- The majority of the students (85%) have difficulties in distinguishing regular verbs from irregular ones.
- Around the 95 % of the students have difficulties in using the past tense of irregular verbs.
- Many students (90%) make mistakes in spelling and pronouncing the past tense of a great number of irregular verbs.
- Most of the students (80%) either forget to write the time expression or they simply write *yesterday* when they are writing a text in the past.
- A large number of students (91%) does not have abilities in using the correct form of the past tense of irregular verbs.
- All the students (100%) agree in identifying the lack of a systematic practice as the most common cause of their difficulties in the use of the past tense of English irregular verbs.

To sum up, it can be stated that the sample group is according the Common European Framework of Reference for Languages (2017) below A1 regarding grammatical accuracy as they showed a significant limited control of a few simple grammatical structures mainly in their knowledge and abilities in distinguishing regular verbs from irregular ones, in recognizing the past tense of irregular verbs, both the verb be and action verbs. So, they are not ready to use them (p.132).

These regularities led the author of this paper design a proposal of activities to systematize the past tense of English irregular verbs. A proposal which let them practice the past tense of irregular verbs intensively so as to be ready to interact with their teacher and classmates during the speaking and reading activities planned by the teacher.

3. A proposal of activities to systematize the past tense of English irregular verbs

Objective: to systematize the past tense of English irregular verbs to have the students ready to interact and communicate in the English lessons.

Characterization of the proposal:

Different sources about the past tense of English verbs have been consulted by the author of this paper. All of them coincide that regular verbs are not too difficult for the English language learners as all of them form their past tense by adding the suffix- ed, even though, they are not always ready to distinguish a regular verb from an irregular one. The author's experience as an English language learner has been enough to be aware of the fact that the greatest problem appears when one needs to deal with the past tense of irregular verbs because of their changes in spelling, pronunciation; changes in the whole word, and some exceptions. Therefore, it is an imperative for the learners to train their memories to learn the past tense of each verb. This training should be guided by teachers through the systematization process.

The proposal of activities to systematize the past tense of English irregular verbs was designed for a group of students from 12th grade Class B at University College (from this moment onward the sample group) that proved to

have many difficulties not only in distinguishing regular from irregular verbs and in remembering the past tense of irregular ones but also in the number of verbs they can remember as well, besides other problems linked essentially to accuracy, intelligibility and fluency. Byrne (1989) explains that "...drills are a form of linguistic discipline, requiring the learners to perform correctly regardless of whether they have to think about what they are saying (...) the students can get extensive practice in this way (...). Drills increase the amount of student talking time...this kind of language activity is at least one step forward from mere imitation and less discouraging than getting responses that are full of mistakes". Finally, he states that it would be wrong to assume that the students get nothing from this practice because they get confidence and fluency at the level of pronunciation and in areas of the language system such as words and verbs (p.36-37). This opinion backs up the author's decision of including exercises which are not very complex and in most of the cases aimed at involving the students in a repetitive and reproductive practice to develop grammar skill on this target point with the purpose of developing a minimum of accuracy (linguistic correction). In this way, some activities at the beginning are drilling exercises at a word level which will allow the students cope with less reproductive practice, first at a sentence level and then at a more complex text level during their English lessons.

The proposal includes exercises, games, chants, videos (planned as lessons), etc. This decision was taken after the third week of implementing the proposal because the students not only had many difficulties in this grammatical aspect, but they were not really motivated as. In this way, only five students were willing to do the exercises; the rest of the students were bored and some disrupted behaviors were observed. Then, the teacher in charge of implementing the proposal and the author of the major paper decided to change the strategy used. Instead of using exercises only, they planned and introduced some other activities such as games, chants, videos, etc.

The activities were planned for controlled practice lessons as the sample needed much practice on this grammar issue. The proposal has some activities that are more controlled than others but all of them are in correspondence with the definition of controlled practice because the students needed the help of the

chart that was in the classroom during the period of the partial implementation and the activities included examples, models and some other teacher's help to guide the students in their practice. This proposal should let the teacher of English, of the sample group, plan further interactional and written activities as common tasks in her lesson plan.

The proposal of activities followed the communicative language teaching approach in most of the activities as the communicative language teaching (CLT) principles could be observed. The author, after studying the CLT principles enunciated by Keith Morrow (1983), Neil Naiman (1989), and Camacho (2002), decided to follow Naiman's principles as they include all the aspects the others include and their syntax is easier and simpler. The principles are student-centered class; Meaningful practice beyond the sentence level; task-orientation of classroom activities; development of strategies for learning beyond the classroom and peer correction and group work.

The past tense of irregular verbs are practiced orally and in writing. Writing is used, in this case as instrumental writing. That is, the main objective in using writing is to fix the form of the past tense of the irregular verb (pronunciation and spelling).

Whenever it was necessary, according to the results of the needs assessment phase and the students' reaction during the partial implementation, an example was included in nearly all the activities to guide the students in their practice.

Several activities ask the students to work individually first and then in pairs and in teams. Both, pairs and teams were organized taking into account the students' strengths and weaknesses.

Proposal of activities to systematize the past tense of English irregular verbs.(See Annex 9)

A Chant "What did you do today?"

The teacher explains to the students that they will practice the past tense of some English irregular verbs by means of a chant.

Objective: To practice the simple past of English irregular verbs by means of the chant "What did you do today?"

Teaching aid: a video

Comentario [DM3]: IS THAT THE REASON? THEN CAMACHO DID NOT ADD ANYTHING NEW TO THE PRINCIPLES?

Procedures:

Before listening:

- The teacher asks the students to predict about the irregular verbs they would like to find in the chant?

While listening:

- The teacher asks the students to listen to the chant to check their predictions.
- The teacher divides the class into two groups (A and B)
- The teacher plays the first time the chant again and asks group A to sing the question and group B to sing the answers. The teacher asks the students to change roles after the first time.
- The teacher asks the students to listen to the second time of the chant.
- Then, the teacher asks group B to sing the question and group A to sing the answers during the second time.
- The teacher asks the teams to sing the chant at least twice.

Comentario [DM4]: OJO MISTAK

After listening

- The teacher asks the best students (four) to select a verb from the chart (on the wall of the classroom) and write a sentence in past tense telling something they did the day before (yesterday).
- The teacher asks the first student to stand in front of the class and say the sentence and then, invite the class to repeat it. The teacher will correct the students' sentences if there is any mistake before inviting the class to repeat it.
- The teacher plays the first time of the chant and asks the first student add the new sentence to the chant. The same procedure will be followed after each time of the chant, with the rest of the sentences the students wrote on the board. Only one new sentence after each time the teacher plays the chant
- The teacher should correct the students' mistakes in the pronunciation of the past tense of irregular verbs.



Learn Past Tense Verbs 2 - Patterns Chants - ESL - EFL - ELF Learning.mp4

Taken from Pattern Chants. English second Language (ESL), English Foreign Language (EFL)

Partial implantation of the proposal of activities

The process of implementation of the proposal of activities

The proposal was implemented during several weeks in the sample group. The contents of twelfth grade syllabus are grouped into four units, three units for new content and one unit for review.

- Unit I. What will happen if.... (10 hours)
- Unit II. Do you agree.... (10 hours)
- Unit III. Presenting information... (10 hours)
- Review.... (12 hours)

Partial implementation of the proposal of activities

Most of the activities were implemented in no more than 20 minutes. As **Unit I** of the syllabus is about conditionals, it was necessary for the students to activate their previous knowledge about the past tense of irregular verbs mainly, as regular verbs did not represent a great problem for them, once the students were able to identify them as regular. Then, the teacher of the group and the author of this paper decided to implement the first three activities of the proposal. Each activity was implemented in more than one lesson, considering their different items, complexity, and the students' difficulties, needs and enthusiasm. (see annex 9)

- First activity: Match the present tense verb in the first column with the corresponding past tense in the second column. With this exercise the students recalled the verb, its present and past tense, its spelling and pronunciation, and they trained their memory rapping the two forms (implemented in two lessons).
- Second activity: Rewrite the sentences using the correct form of the verb in past tense. In this exercise they developed the ability of distinguishing regular verbs from the irregular ones, practiced their past tense forms, pronunciation and spelling (Implemented in one lesson).
- Third activity: Fill in the blanks with the correct past tense of the verb in parenthesis. The exercise allowed students to practice the past tense of

irregular verbs, their pronunciation and spelling as well as the yes/or no question and answer patterns which will permit them practice these patterns and once more the present and the past tense forms. Questions were intentionally used to have the students practice the auxiliary *do* in past tense (did) and be aware of the form of the verb when this auxiliary is used (implemented in two lessons).

- Fourth activity: A chant entitled "What did you do today?" This activity permitted them repeat the whole question and answers by singing. In this way, chants engaged the students in recreation while they practiced the language. In the same activity there is a little bit more complicated item which is still a controlled practice one but less controlled as they will say a sentence taking a verb from the chart on the wall of the classroom, and following the answer pattern of the chant as a model (implemented in two lessons).

These activities were difficult for the students. They were not able to remember the past of irregular verbs. After the implementation of the first activity, it was necessary to bring to class a chart with the present and past tenses of the most common irregular verbs. Nevertheless, all the students were willing to take the risk and do the activities with the help of the examples offered, the chart with the present and past tense of the most common irregular verbs, the organization of the class into pairs, and the teacher's guide and control.

In **Unit II**, the tenses must be combined. Then, the past tense was a priority as it was the most affected one in the students taken as sample and because of the objective of this paper. So, it was decided to implement activities five, six, seven and eight.

- Fifth activity: Practice yes/or no question pattern: The students practiced the past tense of irregular verbs by practicing yes or no question and answer patterns once more. This time, they were given a more detailed model with some instructions to remind them the yes/ or no question pattern. In this way they were more prepared and confident to ask questions successfully. This help was given to the students because of some problems they had in a previous activity. Besides, they dealt with

the identification of sentences within a small text and the main verb; they were asked to identify regular and irregular verbs, practice the past tense of irregular verbs, their spelling and pronunciation (implemented in one lesson).

- Sixth activity: Write the present and past tense below each picture. In this activity, the students identified the action in each picture first, and then write down the present and the past of the verb. The pronunciation and spelling were also practiced. There was a more demanding item which allows the students ask and answer questions using the interrogative words *when* and *where* following the example given (implemented in three lessons).
- Seventh activity: Past routines: What time did she/he...? This time the students had the verb in present tense and they should find out the past tense of each verb in the picture, their pronunciation and spelling were practiced. There was a more difficult item, the one which invited the students to ask questions about the time each person did the action. They were given an example to be followed (implemented in four lessons).
- Eighth activity: *Irregular Verb Ball Toss game*: The game was developed in three phases, before playing the game, while playing the game and after playing the game. As a ludic activity it had the potentiality of motivating the students in taking the risk and of engaging them in the language practice. As it also asked for the students' physical response, it energized the students and led them engage in the activity and so a more spontaneous participation was observed (implemented in one lesson).

In **Unit III**, different tenses may be practiced while presenting information. Three games were selected by the teacher to be implemented in this unit.

- Ninth activity: Concentration Game (on the students' table): Apart from its potentialities in motivating and engaging the students in practicing the language, this game allowed the students to help each other as they were asked to work in pairs. Working in pairs led them be relaxed and increased the amount of speaking time as the members of the pair

motivated each other. As the students were very enthusiastic during the game, the teacher planned to play it in two lessons to give all the students the opportunity to participate in the game (implemented in two lessons).

- Tenth activity: Concentration game (on the board). This game is similar to the previous one. However, it was a challenge for the students as they were asked to answer in front of the class, it was more demanding too because the student should go to the board, select a square and write a verb in present tense in it; the past tense was a guess and it made the student be nervous (implemented in a class period).
- Eleventh activity: Bingo (a useful game to review the past tense of irregular verbs). This game contributed to students' enthusiasm and engagement in the language practice. They enjoyed the game at the same time they practiced the past tense of irregular verbs (implemented in a class period)

Review unit: For this unit, the teacher selected more complex activities.

- Twelfth activity: Relay race (game). This game implied students' physical responses and it brought out her/his energy and enthusiasm, at the same time it made them more confident. It was a challenge for the students as they had to recognize the past tense of the verb by listening to the teacher, there was not any graphic representation (implemented in a class period).
- Thirteenth activity: In this activity, the students were asked to practice past tense negative, affirmative and interrogative patterns. It is an ideal activity for review. Most of the students were forced to remember the past tense of the verbs. However, the students with more difficulties were allowed to consult the chart (go to the chart, get the past tense and come back to the seat repeating the past tense of the verb). The students worked in teams. Each student had the present tense of a verb and he had to provide its past tense. One member of the team should say a meaningful affirmative sentence, the other member of the team should say an interrogative one and the third one should say a negative

sentence. All the members of the team have to change the time, the time or the place expression in each case (implemented in three lessons).

Evaluation of the partial implementation of the proposal

Two pedagogical tests and several peer observations were administered during the implementation of the proposal to assess students' transformations.

The first pedagogical test (see annex 6) was administered at the end of unit II. The students were asked to fill in the blank using the correct form of the verb. They were given ten sentences in which tenses (present and past), and verbs were mixed up (regular and irregular). Eleven students were not able to distinguish irregular verbs from regular ones as they added the *ed* suffix to two irregular verbs (make and come). The 50 % of the students did not pay attention to the time expression; they wrote two verbs in present tense in two sentences with past tense time expressions with *ago* (*buy and go*). Sixteen students made mistakes in the spelling of the past tense of some irregular verbs (bring, buy and see).

The second pedagogical test was administered during the Review unit. This asked the students write a note to her/his grandmother to prove her/his weekend was full of activities. (see annex 7)

In this instrument, the 65 % of the students used more irregular verbs than regulars though with some spelling mistakes. The rest of the students 35% used more regular verbs than irregular ones. This proves that the students still have difficulties in remembering and using the irregular verbs. They made spelling mistakes in writing some irregular verbs too. The most common mistakes were because the students wrote the past tense as they sound to them and used mother tongue combination of letters.

Several peer observations were carried (see annex 2 and 8). The main students' weaknesses are related to the fact that their memories are not trained enough to remember the past tense of less common irregular verbs. The mistakes observed in the following activities could be taken as evidences.

Activity four, when the students had to sing the sentences the four best students were asked to add to the chant. As the verbs selected by the students had not

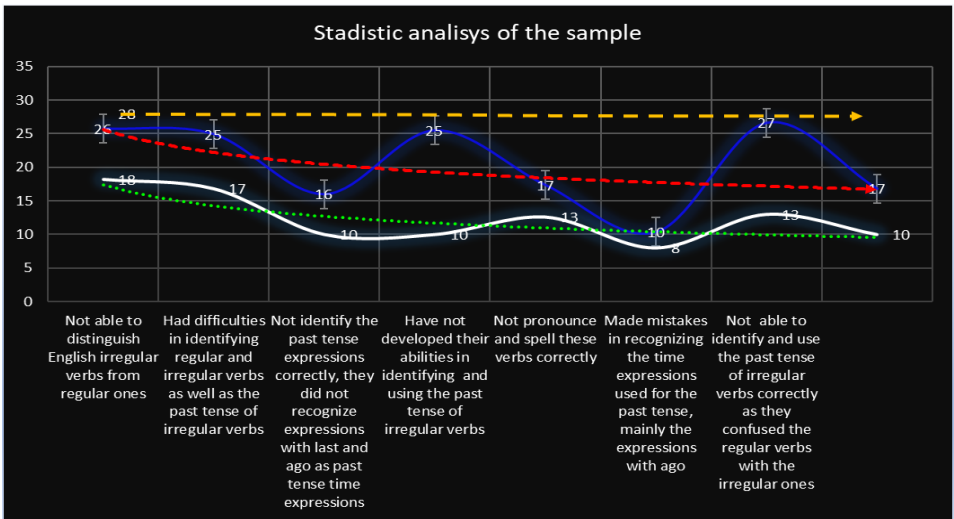
been practiced in the chant, some students could not say the past tense of the verbs correctly because they were not familiar enough with them.

Activity six: (Fill-in-the blank). The 60 % of the students could not write the past tense of *swim, sing and draw*.

Activity seven (Past routines). The 66 % of the students were not able to write the past tense of send, tell, leave, make and sell.

Other common mistakes in a significant number of students (45%) were observed in spelling and in pronunciation as they pronounced the verbs as they are written and they spell them as they are pronounced (they followed their mother tongue rules). However, the students were aware of the existence of irregular verbs in English language, the differences between the present and the past, their irregularities in spelling and in pronunciation; even though, they still make mistakes when dealing with them.

Despite the fact that the students improved their knowledge about the past tense of English irregular verbs, their ability in identifying, distinguishing them, and were able to use them in less controlled activities, they need much more practice to cope with this grammatical point to communicate their messages intelligibly. According to the results achieved in this grammar aspect the sample group can be placed at A1 level.



Legend:

Yellow discontinuous line: Sample

Blue line: Result of the diagnosis process

White line: Result of the partial implementation process

Conclusions

The accomplishment of this research enabled the researcher to state the following conclusions:

1. The theoretical and methodological judgments that backed up the systematization of the past tense of English irregular verbs were: the historical overview about the teaching of the past tense of irregular verbs; the communicative approach used for the teaching of English; definition and role of grammar in the teaching learning process of a foreign language, information about verbs such as concepts, types and tenses; and the role of systematization in the learning process.
2. The diagnosis of the current situation of 12th graders, class B at University College regarding the past tense of English irregular verbs revealed that the students had many difficulties that affected the performance of tasks during the lessons aimed at developing communicative abilities in the language.
3. The design of the proposal of activities took as a starting point the teenager characteristics present in the students; the results of the needs assessment; and the teacher's considerations about the need of some drills to get the students ready to perform tasks demanding interaction among them and the writing of texts.
4. The proposal of activities to systematize the past tense of irregular verbs was partially implemented; and it contributed to have the students better prepared to interact with their classmates, talk and write about different events in the past; even though, they are not able to use some common irregular verbs and less frequent verbs correctly.

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Annexes

Annex 1: Analysis of documents

Objective: To get the necessary information about the official documents of the subject about the treatment of the past tense of English irregular verbs.

Syllabus of the subject

Indicators:

- Treatment of grammar aspects
- Treatment of the past tense of English irregular verbs
- Time devoted to teach and practice the past tense of English irregular verbs

Student's workbook

Indicators:

- Assessment of the exercises to practice the past tense of English irregular verbs
- Variety of exercises to practice the past tense of English irregular verbs

Annex 2: Peer observation

Objective: To corroborate the students' knowledge and abilities in identifying and using the past tense of English irregular verbs and past tense time expressions.

Indicators:

- Knowledge about English irregular verbs
- Knowledge about the past tense of irregular verbs
- Knowledge about the past tense time expressions
- Ability in distinguishing the irregular verbs from the regular ones
- Ability in identifying the correct form of the past tense of irregular verbs
- Abilities in spelling and pronouncing the past tense of irregular verbs
- Ability in identifying the correct past tense time expression
- Ability in using the past tense of irregular verbs

Observation guide:

1. Do the students understand when the teacher talks about regular and irregular verbs?

2. Do the students know the past tense of the most common irregular verbs?
3. What past tense time expressions do the students know?
4. Are the students able to distinguish regular verbs from irregular ones?
Explain
5. Are the students able to identify correct form of the past tense of irregular verbs?
6. Do the students have difficulties in spelling and pronouncing the past tense of irregular verbs?
7. Are the students able to identify the past tense time expressions?
8. Are the students able to use the past tense of irregular verbs?

Annex 3: Survey to the students

Objective: To get more information about students' knowledge regarding English irregular verbs (present and past) and past tense time expressions.

Indicators:

- Knowledge about English irregular verbs
- Knowledge about the past tense of irregular verbs
- Knowledge about the past tense time expressions

A: Estudiantes del grado 12, grupo 5 del Colegio Universitario:

Un pequeño grupo de estudiantes del último año de la Carrera Licenciatura en Educación. Especialidad Lenguas Extranjeras. Lengua Inglesa realizan su trabajo de diploma como forma de culminar estudios. Uno de esos alumnos ha tomado este grupo como muestra para su trabajo investigativo, por lo que necesita responder las siguientes preguntas con claridad y honestidad. El estudiante agradece por adelantado su atención y sus respuestas.

- ¿Conoce usted cuáles son los verbos irregulares del idioma inglés? Demuéstrelo escribiendo tres verbos irregulares.
- ¿Conoce usted las características del pasado de estos verbos irregulares? Demuéstrelo escribiendo el presente y el pasado de tres verbos irregulares.
- ¿Conoce usted las expresiones de tiempo que se utilizan en tiempo pasado en idioma inglés? Mencínelas.

Annex 4: Pedagogical test

Objective: To assess students' strengths and weaknesses in identifying and using the past tense of English irregular verbs and as well as the past tense time expressions.

Indicators:

- Ability in distinguishing the irregular verbs from the regular ones
- Ability in identifying the correct form of the past tense of irregular verbs
- Abilities in spelling and pronouncing the past tense of irregular verbs
- Ability in identifying the correct past tense time expression
- Ability in using the past tense of irregular verbs

Written: Fill in the blanks with the correct form of the verb

The students of a seventh grade class_____ (have) some difficulties to attend classes two days ago. Some students_____ (be)sick. Some others _____(go) to the dentist and the rest did not (attend)_____ classes because they (think) the teacher did not (teach) the lesson. The teacher_____ (speak) with their parents yesterday because they did not_____ (let) the teacher know about their problems. Their parents_____ (promise) this situation would not _____(happen) again.

Oral: Ask and answer the following questions in pairs

St A: Asks the questions

- Did you drink milk/tea/chocolate/ for breakfast?
- Did you come to class three days ago?
- At what time did you get up in the morning?
- Where did you have lunch?
- Who taught the English lesson last week?

St B: Answers the questions

Have the students change roles.

Annex 5: Interview to students:

Objective: to get more information about the students' opinions on the causes of their difficulties in identifying and using the past tense of English irregular verbs as well as past tense time expressions.

Indicators:

- Knowledge about English irregular verbs
- Knowledge about the past tense of irregular verbs
- Knowledge about the past tense time expressions
- Ability in distinguishing the irregular verbs from the regular ones
- Ability in identifying the correct form of the past tense of irregular verbs
- Abilities in spelling and pronouncing the past tense of irregular verbs
- Ability in identifying the correct past tense time expression

Guide for the interview

- ¿Te gusta el inglés?
- Consideras al inglés un idioma difícil de aprender
- ¿Qué componente del idioma te ha resultado más difícil, el vocabulario, la gramática o la pronunciación? ¿Por qué?
- En los instrumentos aplicados anteriormente (la prueba pedagógica, la encuesta y la observación), se ha detectado que tienen dificultades en identificar los verbos regulares e irregulares del idioma inglés. ¿Por qué?
- ¿Por qué les resulta tan difícil recordar el pasado de los verbos irregulares?
- ¿Por qué tienen tantos problemas en la ortografía y pronunciación de estos verbos?

Annex 6: First pedagogical test

Objective: To assess students' abilities in using the correct form of the verb considering time expression.

Fill in the blanks with the correct form of the verb in parenthesis.

1. The studentso the mountains every summer. (go)
2. His brother.....a new book last year. (buy)
3. My classmatesthe exercises from my notebook last lesson. (copy)
4. The Math teacher.....his books last lesson. (bring)
5. The doctorhome two hours ago. (go)
6. The factorysix thousand cars two years ago. (make)
7. My brothers and Ithe football match yesterday?
(see)
8. We..... (Be) at home when he..... (come back)

9. They.....a cake for their parents last Sunday (make)
10. The driver did not.....in front of the school. (stop)

Annex 7. Second pedagogical test

Objective: To assess students' abilities in using the past tense of English verbs.

Task: Your grandmother is complaining because you did not visit her last weekend. Write a note explaining to her the number of activities you had that weekend in no less than 150 words.

Annex 8. Peer observation

Objective: To assess students' abilities in using the past tense of irregular verbs after the partial implementation of the proposal.

Observation guide

- Are the students able to distinguish the irregular verbs from the regular ones?
- Are the students able to identify the correct form of the past tense of irregular verbs?
- Do the students make mistakes in spelling and pronouncing the past tense of irregular verbs?
- Do the students identify the past tense time expression?
- Are the students able to use the past tense of irregular verbs?

Annex 9: Proposal of activities

1. Match exercise.

Objective: To identify the simple past of English irregular verbs

Match the present tense verb in the first column with the corresponding past tense in the second column.

Procedures:

- The teacher writes the two verb columns on the board
- The teacher asks the students to work individually first.
- Then, the teacher groups the students in pairs considering students' individual differences and asks them share their matching with her/his partner to correct any mistake.
- The teacher asks the pairs to write the correct matching on their notebooks and practice the pronunciation of the verbs in present and past tense.

- The teacher checks the students working in pairs to correct mistakes in pronunciation.
- Then, the teacher asks the pairs to practice the spelling of the verbs in present and past tense.
- The teacher checks the students working in pairs to correct mistakes in spelling.
- The teacher checks the exercise on the board.

First column Second column

Bring Bought

Take Wrote

Swim Drove

Get Rode

Wake Drank

are Got

Buy Was

Write Slept

Sleep Went

Go Woke

Eat Were

Drink Swam

Sing Took

Ride Brought

Drive Ate

Is Sang

a)The teacher asks the students to grouped in pairs to rap the present and the past of the verbs.

Procedures:

- Each member of the pair should select three verbs from the above list.
- The two members of the pair take turns and rap the present and the past of the verbs selected.
- The teacher should check students´ practice giving them any help in pronunciation.
- The teacher should select the best students to rap their verbs stood up in their place.
- The teacher asks one of the best students to conduct a rap time (5 minutes) for the whole class and with all the verbs in the above list. The class should clap while rapping the verbs.
- The teacher asks those students with difficulties to rap the verbs in the two columns at home while they are taking a shower.

Example: bring-brought; get- got; take-took; sing-sang

2. Rewrite the following sentences

Objective: To practice the past tense of English verbs (regular and irregular).

- The teacher asks the students to to rewrite the sentences on the board using the correct form of the verb in past tense.

Procedures:

- The teacher asks the students to write the verb in brackets in the correct past tense form following the given example.
- The teacher asks the students to say whether each verb is regular or irregular.
- The teacher asks the students to join in pairs to check the answers.

Example: a) She (be) was in the shower when the phone (ring) rang. (Both irregular)

- I (know) that I (be) late because the alarm did not (go) off this morning.
- He (be) very thirsty after he (play) baseball.
- They (be) pleased when the teacher (ask) them to (sing) the song.
- There (be) lots of photos on the table.
- He (swim) to the shore quickly before it (start) raining.

- We (tell) the teacher that there (be) a fight on the playground.
- We (drink) a lot of water yesterday because it (be) very hot.
- The teacher asks the pairs practice the spelling of the past tense of the verbs.

Procedures:

- St A asks the question and St B spells the verb.
- The teacher asks the students to follow the example:
- St A: How do you spell the past tense of *know*?
- St B: k n e w
- Fill in the blank
- Fill in the blanks with the correct past tense of the verb in parenthesis.

3. Working with a text

Objective: To identify the past tense of English irregular verbs working with a text.

Procedures:

- The teacher writes the text on the board.
- The teachers ask the students to fill in the blanks with the correct form of the verb in past tense.
- The teacher asks students to read the sentences from the text to check the pronunciation of the verb.
- The teacher asks the same student to write the past tense of the verb on the board to check spelling.
- The teacher asks the students who had difficulties while doing the exercise to look at the spelling of the past tense of one of the verbs and spell it for the teacher.
- The teacher asks the students to fill in the blanks with the correct form of the verb in past tense.

Tom is an engineer. He studied at Universidad Central "Marta Abreu" de Las Villas. He was a very good student because:

Text: He (get up) early in the morning very day to be on time in his classroom. He (bring) to class all his notebooks and books. He (be) always ready to write down notes from books and teachers' lectures. When he (finish) his lessons at

school he (go) to the library to do his homework. Thus, he (spend) many hours studying at the library.

a) Practice past tense yes/or no question and answer patterns using the above text as input.

Procedures:

- The teacher asks the students to follow the yes or no question and answer patterns on the board:

Did Tom get up late in the morning? No, He did not get up late in the morning. He got up early in the morning.

- The teacher groups the class into pairs according to their individual differences: St A and St B
- The teacher has St A ask yes/ or no questions and St B answer the questions.
- The teacher will decide the moment the students should change roles in each pair.
- The teacher checks the students working in pairs to give them any necessary help and correct mistakes in the pronunciation of the verbs and in grammar (question pattern and word order).
- The teacher asks three good students to ask and answer the questions for the whole class.

4. A Chant “What did you do today?”

Objective: To practice the simple past of English irregular verbs by means of the chant “What did you do today?”

Procedure: The teacher explains to the students that they will practice the past tense of some English irregular verbs by means of a chant.

Teaching aid: a video segment.

Procedures:

Before listening

- The teacher asks the students to predict about the irregular verbs they would like to find in the chant?

While listening

- The teacher asks the students to listen to the chant to check their predictions.

- The teacher divides the class into two groups (A and B)
- The teacher plays the first time of the chant again and asks group A sings the question and group B sings the answers. The teacher asks the students to change roles after the first time.
- The teacher asks the students to listen to the second time of the chant.
- Then, the teacher asks group B to sing the question and group A to sing the answers during the second time.
- The teacher asks the teams to sing the chant at least twice.

After listening

- The teacher asks the best students (four) to select a verb from the chart (on the wall of the classroom) and write a sentence in past tense telling something they did the day before (yesterday).
- The teacher asks the first student to stand in front of the class, say the sentence and then, invite the class to repeat it. The teacher will correct the students' sentences if there is any mistake before inviting the class to repeat it.
- The teacher plays the first time of the chant and asks the first student add the new sentence to the chant. The same procedure will be followed after each time of the chant, with the rest of the sentences the students wrote on the board. Only one new sentence after each time the teacher plays the chant
- The teacher should correct the students' mistakes in the pronunciation of the past tense of irregular verbs.



Learn Past Tense Verbs 2 - Patterns Chants - ESL - EFL - ELF Learning.mp4

(Taken from Pattern Chants, English)

5. Practice yes/or no question pattern. (Adapted from Language (ESL), English Foreign Language (EFL).

Objective: To practice yes/or no question and answer patterns.

Procedures:

- The teacher explains to the students they will practice the past tense of irregular verbs by asking and answering yes or no questions about a short text.

- The teacher asks the students to:
 - divide the text into sentences using a slash /;
 - read the sentences carefully;
 - identify the verb;
 - identify the tense of the verb in each sentence;
 - check if it is a regular or an irregular verb;
 - find the auxiliary to be used in each question;
 - write the yes/or no question.
- The teacher gives the students the following example: *They swam in the school swimming pool the whole day.*

Verb:	Tense:	Type of verb:	Auxiliary:
<i>swam</i>	<i>Past</i>	<i>irregular verb</i>	<i>did</i>

Question pattern: *Did they swim in the school swimming pool the whole day?*

Text:

John and his sister have a beautiful family. They live in Santa Clara. They are students. John wanted to study engineering but his sister did not like engineering so she studied chemistry. They both woke up very early in the morning to go to the university and had breakfast together. John drinks two glasses of milk every day because he is sick but his sister only drinks some tea. They went to the library after the lessons because they had many tasks as independent work. They ate a light meal before they began doing their homework. They came back home late every night.

6. Fill-in-the blank- exercise.

Objective: To practice the present and past tense of English irregular verbs.

Teaching aids: visuals

Procedures:

Write the present and past tense below each picture

- The teacher asks the students to identify the action in each picture.
- The teacher asks the students to write the present tense of the verb below each picture.
- The teacher asks the students to write the past tense of each verb.
- The teacher asks the students to exchange their notebooks to check possible mistakes in the verb forms identified and written.

a) Work in pairs: Ask and say the spelling of the verbs in past tense.

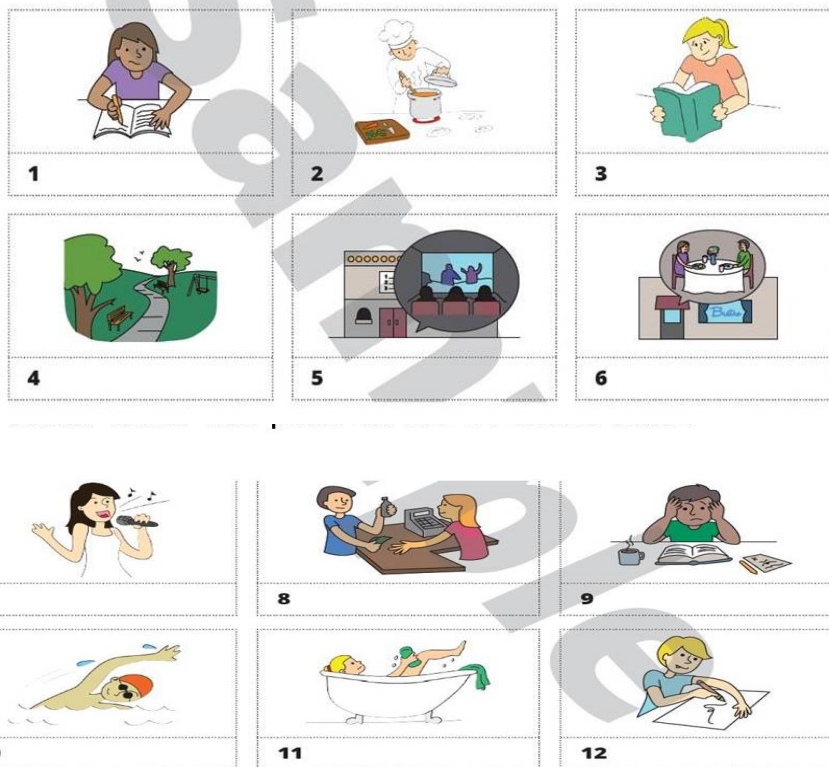
Procedures:

- The teacher groups the class into pairs according to their individual differences.

The teacher asks ST A to ask questions about the spelling of verbs in past tense and St B to spell the verb. The students change roles in picture number seven.

Example: St A: How do you spell the past tense of *drink*?

St B: It is drank.



Pictures taken from ESL Collective.com

7. Questions and answers in the past with interrogative words.

Objective: To practice question and answer patterns in past tense with interrogative words.

Procedures:

- The teacher recalls the interrogative words the students should use to ask the questions: *Where, when*.

Follow the example: When did he swim? He swam last Saturday/where did he swim? He swam in the school swimming pool.

- The teacher divides the class into pairs.
- The teacher assigns the tasks to each member of the pair: St A asks questions about the pictures; St B answers. The students change roles in picture number seven.
- The teacher asks the students to write down the questions and the answers.
- The teacher checks the students working in pairs to give them any necessary help and correct mistakes in spelling, pronunciation and in grammar.
- The teacher asks the members of the pair to ask and answer questions about the spelling of the verbs in past tense.

Example:

- St A. How do spell the past tense of the verb *draw*?
- St B. d r e w

(In picture number seven students change roles)

- The teacher checks the students working in pairs to give them any necessary help and correct mistakes in spelling, pronunciation and in grammar

8. Past routines: What time did she/he...?

Objective: To practice the question and answer pattern in past tense: What time did she/he...?

Teaching aids: visuals

Procedures:

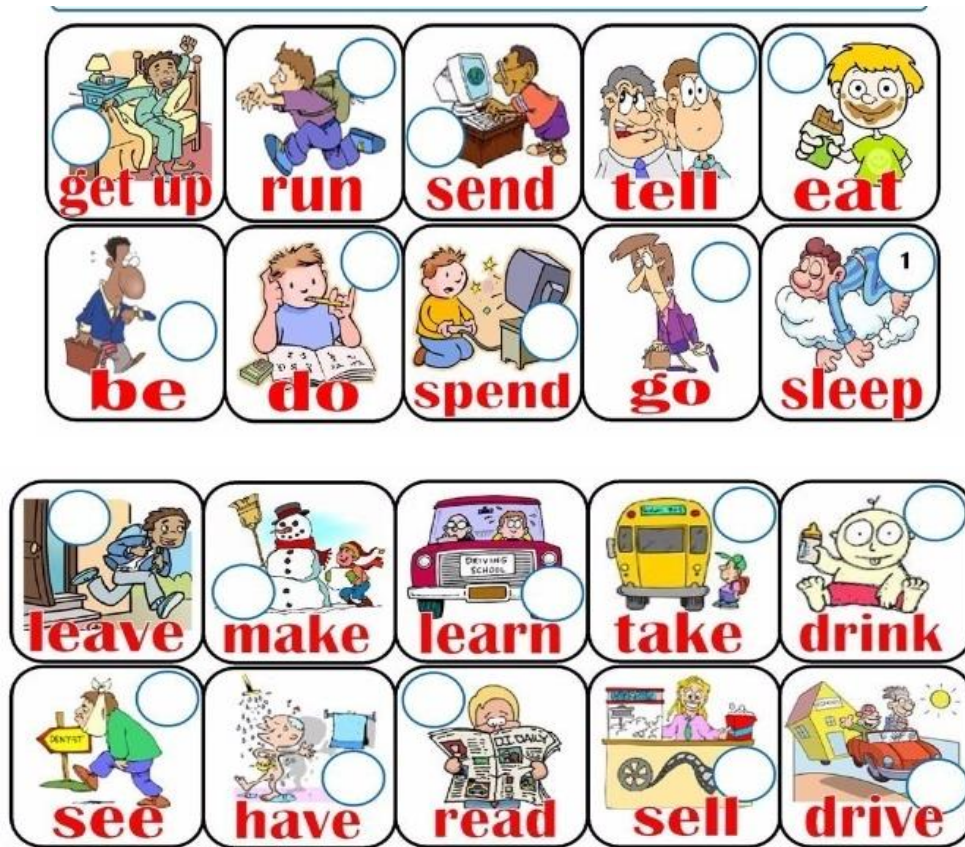
- The teacher asks the students to find and write down the past tense of each verb.
- The teacher organizes the class into pairs considering students' individual differences: St A and St B.
- The teacher explains to them that they will work in pairs to help each other.

- The teacher asks the students to find out the past tense of each verb in the picture and write them on their notebook.
- The teacher asks the students to ask and answer questions about the spelling of the past tense of each verb. St A asks the question and St B answers. The students change roles in picture eleven.

Procedures:

- The teacher asks St A to ask the question, and St B to spell the verb.
- The teacher checks the students working in pairs to give them any help, to correct mistakes in pronunciation, and evaluate them.
- The teacher will give the best students the opportunity to correct the pronunciation of the past tense of the verbs while the students are asking and answering the questions orally.

(Pictures taken from ESL Collective.com)



- a) Ask and answer questions about the time each one did the action in the above pictures.

Procedures:

- The teacher asks St A to ask the question and ST B to answer the question. The students change role in picture eleven.
- The teacher checks the students working in pairs to give them any help, correct mistakes in pronunciation, and evaluate them.
- The teacher asks the pairs better prepared to ask and answer the questions orally.

Follow the example: The teacher asks the students to follow the example:

- At what time did you get up yesterday?
- I got up at seven o'clock.

9. Irregular Verb Ball Toss game (retrieved from <https://esllibrary.com/resources/>)

Objective: To practice the past tense of English irregular verbs.

Procedures:

- The teacher explains to the students they will play Verb Ball Toss game to practice the past tense of irregular verbs.

Before playing the game:

- The teacher brings in a rubber ball (or a scrunched-up ball of paper, or anything else that is light and safe to throw) to the class.
- The teacher divides the class into two teams, Team A and Team B
- The teacher tells the students they cannot say a word. If any student speaks, his team will lose a point.
- The teacher gives five points to each correct answer.
- The team with most points wins.

While playing the game

- The teacher gives each student a paper sheet with the base form of one irregular verb in present tense from the chart.
- The teacher asks them to say the base form out loud.

- The teacher asks the first student from Team A to say a base verb form given and the name of a student from Team B, and throw the ball to him/her.
- This student must catch the ball and say the past form.
- That student then chooses another verb and repeats the steps above with a member of the opposite team.
- The teacher continues the game until all the students have had a turn or two.

After playing the game

- The teacher will select the best team
- The teacher should correct the most common mistakes.

10. Concentration Game. (On the students' table) (Retrieved from <https://esllibrary.com/resources/ 2161>)

Objective: To practice the present and past tense of irregular verbs

Teaching aids: cards

Procedures:

Before playing the game

- The teacher divides the class into pairs
- The teacher gives each pair a set of six irregular verb cards (present and past tense).
- The students with the most cards at the end of the game win.

While playing the game:

- The teacher asks the students to spread the cards face down on the desk.
- The teacher tells the students to shuffle the cards after each try.
- The teacher asks the students to match the present and the past tense of irregular verbs as it follows:
 - They first, take in turns to turn over two cards.

If a student turns over a matching pair of present and past tense irregular verbs, they keep the two cards and have another turn.

If the cards do not match, the student turns them back over, keeping them in the same place. One student shuffle the cards. The game continues until all the cards have been matched

After playing the game:

- The students with the most cards at the end of the game win.
- The teacher reflects with the students about the most common mistakes.

11. Concentration game on the board (Retrieved from <https://esllibrary.com/resources/2161>)

Objective: To practice the present and past tense of irregular verbs

Procedures:

- The teacher explains to the students they will continue practicing the past tense of irregular verbs by means of a game.

Before playing the game

- The teacher draws a grid on the board with 20 squares (5 X 4).

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

- The teacher writes the numbers from 1 to 20 in the top left-hand corner of each square.
- The teacher has a master grid for herself/himself that she/he can refer to with ten verbs in present tense and their corresponding past tense filled into the grid (one verb per square, with the order mixed up).

Teacher's master grid

1	2	3	4	5
buy	Sleep	Am	slept	take

6	7	8	9	10
drove	Drank	bought	write	rode
11	12	13	14	15
was	Drive	Wrote	swim	drink
16	17	18	19	20
swam	Ride	Took	eat	ate

- The teacher divides the students into two teams.
- The teacher explains to the students that nobody can speak; if any student speaks her/his team will lose a point.
- The teacher explains to the students that the team with the most matches wins.

While playing the game

- The teacher asks one student from team A to choose one box on the board, write the verb in the center of the box and ask that same student choose another box. The teacher should say the verb he/she has written in that box.
- If the two boxes create a match (present + past verb), the teacher leaves the verbs written in the boxes and give that team a point. If they do not match, the teacher erases both boxes and writes an x on the number of her/his box to remember which numbers have already been chosen and repeat the process with a student from team B.
- The teacher continues the game until all the boxes are filled in.
- The teacher makes the game more challenging for the last pair of boxes, by having that team member guess the last box (i.e. if the teacher's

present tense verb is *choose*, he writes it in the box, and the student must say the past without seeing the teacher's last box).

After playing the game

- The teacher asks each team to say the number of points the team has.
- The team with the most points wins.
- The teacher explains to the students the most common mistakes

12. Bingo (Retrieved from <https://esllibrary.com/resources/2161>)

Objective: To practice the past tense of irregular verbs

Teaching aid: a *blank bingo card*

Procedures:

- The teacher explains to the students that they are going to play a game to practice the past tense of irregular verbs (Bingo, a useful game to review the past tense of irregular verbs).

Before playing the game:

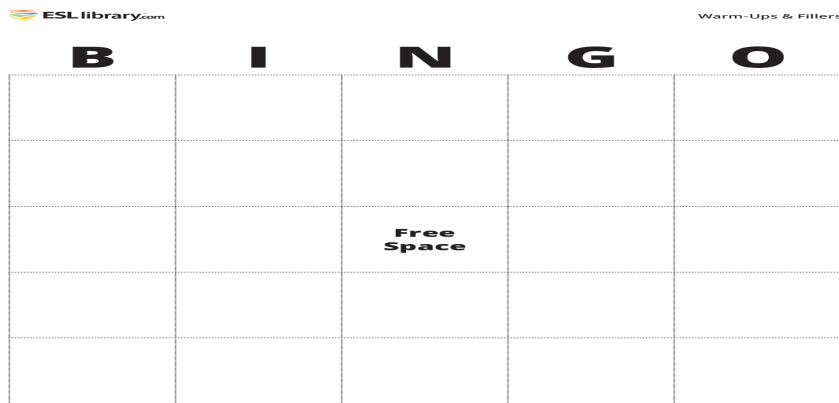
- The teacher asks the students to use the copy of a *blank bingo card* they were asked to make for the class (six horizontal and six vertical squares. The center square should be a "free space").
- The teacher explains to the students that they will fill in all the squares with the past tense of any verb they selected from the chart (on the wall of the classroom) in any order.
- The teacher explains to the students that each student's card must be different from their other classmates so that only one student wins the game.
- The teacher tells the students that they can yell out "Bingo!" when they have one horizontal, vertical, or diagonal line checked off.
- The teacher asks higher-level students to complete two lines.
- The winner student will be the first student to get a line.

While playing the game:

- The teacher brings to class a list of irregular verbs in random order (bring, come, are, sleep, buy, swim, get up, drink, take, is, drive, ride, eat, have, do, go, teach, understand, speak, write, make, become, make,

ring, know, sing, etc. (any other verb the teacher considers important to add to the list).

- The teacher calls out the present tense of a verb in a random order, one by one.
- The teacher asks the students to cross off their card if they have the past tense match.
- The teacher continues the game until a student yells “Bingo!”



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After playing the game:

- The teacher lets the whole class know who the winner was.
- The teacher checks if any student had the past tense of any of the verbs called out and he/she did not cross it off.
- The teacher should plan a remedial work for those who were not able to identify the past tense of any verb.

13. Game: Relay race (retrieved from <https://esllibrary.com/resources/2161>)

Objective: Practice the spelling and pronunciation of past tense irregular verbs.

Procedures:

- The teacher explains to the students they are going to play a game to practice the past tense of irregular verbs as well as their spelling and pronunciation.

Before playing the game:

- The teacher divides the class into two teams

- The teacher asks the students to move desks and chairs out of the way.
- The teacher asks the students to line themselves up facing the board.
- The teacher gives each team one point for each correctly formed (spelling) past verb.
- They should be quite and disciplined during the game. If anyone does any action that may interrupt the game, his/her team will lose a point.
- The winner team will be the one with more points.

While playing the game:

- The teacher will write two columns (A and B) of verbs in present tense from the chart (the chart on the wall of the classroom) on the board before the game starts. The columns should be identical in number.
- The teacher explains to the students that when he/she yells “Go!” the first student from each team must run to the board and write the past tense of the first verb next to its present tense.
- The teacher explains to the students that when that student comes back, she/he should hand the chalk to the next student in line. The teacher will continue the game until one team has all the verbs filled in correctly.
- The teacher starts the game yelling “GO” ...

Column A	Column B
Speak	Write
Drink	Sing
Bring	Buy
get up	Wake up
Swim	See
Eat	Cut
Take	Do
Are	Drive
Put	Go

Have	Come
Sleep	Am
Forget	Understand
Think	Make

- The teacher asks the students to who wrote the past tense of a verb to pronounce and spell it.
- The teacher and the teams will yell “the winner team is team...” (A or B)
- The teacher corrects the students’ mistakes in spelling and pronunciation.
- The teacher should plan a remedial work for those who were not able to identify the past tense of any verb.

14. Practice past tense negative, affirmative and interrogative patterns:

Objective: To practice the past tense affirmative, negative and interrogative patterns

Teaching aid: sheets of papers

Procedures:

- The teacher asks the best students (5 or 6) to prepare several small sheets of papers to copy some verbs in present tense (the number will depend on the number of students in the class) from the chart on the wall.
- The teacher asks each student to deliver their sheets of papers among the students in the class.
- The teacher asks them to check if all the students have a sheet of paper.
- The teacher tells the students who do not remember the past tense of the verb on the paper that they may go to the chart to find its past tense but they have to come back to their seat repeating and repeating the past tense of the verb in a low voice.

15. Team Work.

Objective: Students will practice the affirmative and negative patterns in past tense using the verb given.

Procedures:

- The teacher organizes the class in teams. St A will say the affirmative sentence; St B will say the negative one changing the hour, time expression or place expression, and St C will add a new affirmative sentence using a different hour, time or place expression. The students change roles.
- The teacher reminds the students the negative form pattern in past tense: subject + did + not + base form of the verb + direct/indirect object + time expression.
- The teacher asks the students to about the past tense time expressions they have studied and writes them on the board.
- The teacher gives the students an example and leaves it on the board.

Example:

St A: Affirmative sentence: I had lunch at one yesterday.

St B: Negative sentence: she/he did not have lunch at 12 yesterday.

St C: I had lunch at 12:30 yesterday.

- The teacher asks St A, B and C to write the sentences on their notebooks.
 - The teacher checks the students working in teams to give them any necessary help in pronunciation and in grammar.
- a)** The students will practice the past tense of irregular verbs in interrogative sentences (*yes or no questions*).

Procedures:

- The teacher asks the students to continue working in teams in the following order:
 - ✓ St A will say the first affirmative sentence; St B will say the interrogative form.
 - ✓ St B will say the second affirmative sentence; St C will say the interrogative one.
 - ✓ St C will say the last affirmative sentence; St A will say the interrogative one.

- The teacher reminds the students the interrogative sentence pattern in past tense: did + subject + base form of the verb + direct/indirect object + time expression and leaves it on the board.
- The teacher writes an example of affirmative and interrogative sentence patterns on the board to help students with more difficulties.

Example:

St A: Affirmative sentence: I had lunch at one yesterday.

St B: Interrogative sentence: Did she/he have lunch at 12 yesterday?

16.A pelmanism game (card game) (adapted from Teach This. ESL, EFL resources. Teacher's note. Past Tense Talk (teach- this.com,2016

Objective: To practice the past tense of irregular verbs

Teaching aid: cards

Procedures:

Before playing the game:

- The teacher organizes the students into small groups (groups of three).
- The teacher gives each team four pairs of white cards.
- The teacher asks each team to write the present tense of four irregular verbs on the cards (one verb in each card) and their past tense in the other four cards (one verb in each card).
- The teacher exchanges the set of cards from one team to another.
- The teacher explains to the students that nobody can speak; if any one speaks her/his team will lose a point.
- The teacher explains to the students that the one with the most matches wins.

While playing the game

- The teacher asks the students to mix up the verb cards and arrange them face down on the table.
- The teacher asks one student to start by turning over any two of the cards. If that student gets a match (a present tense verb that matches the past form of that verb), he/she can keep the pair of

cards. If there is no match, the student must arrange them face down, place them back in the same place, and mix up the cards again.

Once all the cards have been matched up, students should say how many pairs they have. The student with the most matches wins.

After playing the game

- The teacher asks each team about their number of matches
- The teacher selects the winner.
- The teacher asks the students to practice at home the most difficult irregular verbs.

17. Questions and answers:

Objective: To practice the question and answer patters in past tense.

Procedures:

- The teacher asks the students to write short answers (words or phrases) to the following commands:

Answer sheet

- Name something you brought to class last Monday
- Name something you bought yesterday
- Mention the last film you watched
- Say the last time you ate a pizza
- Say the title of the last book you read

- The teacher gives each student a copy the above answer sheet.
- The teacher asks them to write their answers in a random order in the squares below.
- The teacher asks the students to cut the worksheet as indicated (all answers separated) after they have finished writing their answers.
- The teacher asks the students to join a new partner.

- The teacher asks the students to exchange their answer sheets and take on turns to guess why their partner has written their word or phrases in the squares.
- The teacher asks them to do it by asking and answering simple past questions.

Example:

- St A to St B: you wrote the word **ruler** in one of the squares. Did you bring a ruler today?
- St B. No, I didn't bring a ruler today.
- ST A. Did you buy a ruler at the bookstore?
- St B. Yes, I did. I bought a ruler at the bookstore.
- Once the student has discovered what the answer relates to, the answer is crossed off.
- When the students have finished, they report back their findings to the class.

Example: St X bought a ruler at the bookstore.

1. What did you do? (video)



What Did You Do_Simple Past Tense(1).mp4

Taken from Kids' pages

18. A video

Teaching aid: a video segment, teacher's voice.

Objective: The students should be able to practice the past tense by identifying regular and irregular verbs and answering questions in past tense

Procedures:

Before viewing the video

- Teacher's question: What did they ask about?

While viewing the video

- The teacher checks students' predictions
- The teacher asks the students to watch the video.

- The teacher asks the students to write down all the verbs from the video.
- The teacher asks the students to write each verb in the correct verb 'box'.
- The teacher asks the students to write the present tense of the irregular verbs.
- The teacher checks the exercise on the board with the following chart:

Regular verbs	Irregular verbs
Past tense	Present tense

a) Pair work:

Procedures:

- The teacher asks the students to work in pairs and ask questions about themselves using interrogative words such as What, when, where, how, etc.
- The teacher assigns roles to each member of the pair:
 - St A: ask a question using irregular verbs from the list above
 - St B. Answer the question using irregular verbs from the above list:
- The teacher asks the students to change their role when she/he yells "Change".

After viewing the video

- Teacher ask the students to to:
 1. Write a note to your best friend telling him about the activities you enjoyed most last birthday