



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del título
de Licenciado en Pedagogía del Idioma Inglés.**

Theme: Connected Speech and the English pronunciation.

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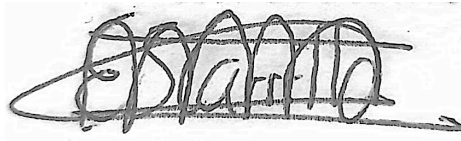
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DEDICATION

TO:

My father Carlos Carrillo who is an angel watching over me and guiding me from the stars, my mother Monica Almeida who encourages me to continue to develop my skills and have a successful life and my brother Christian Carrillo who always wishes me the best in life.

My squad Isaac, Yajaira, Majito, Dayana and Sher who have been in my collage journey since the beginning and have helped me develop myself in every aspect of my life and have created wonderful and funny moments together.

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My friends Eduardo, Leslie, Santiago and Tibos for making me laugh with their memes and funny comments of life. For being good friends, great travel buddies and chicken wing companions.

Erick.

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Finally, I sincerely want to say thank you to Mg. Ruth Infante for all the time she has spent helping us in the mayor. By inspiring us to continue on in life and give all that we can to achieve our dreams and goals. For giving us advice and sharing knowledge that will aid us in our life both professionally and personal.

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AUTHOR: Erick Jesus Carrillo Almeida

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

ABTRACT

This research was carried out for the purpose of studying the connected speech and the effect it has on the English pronunciation. The researcher used a pre-experimental design to investigate the relation between the dependent and the independent variables. Furthermore, this research is distinguished by being quantitative since it contains statistical data where information was collected in order to examine the effect of connected speech with the English pronunciation. This investigation took place in Universidad Tecnica de Ambato where the sample population was 32 students of second semester of the major of Pedagogia de los Idiomas Nacionales y Extranjeros, of which 23 were women and 9 were men. The age of the participants ranged from 19 to 23 years old. The pronunciation of the students was evaluated with a test that was suitable for their level which was B1 level of English, created by the researcher about the types of stress. This test was applied to measure their pronunciation before and after the treatment. The results demonstrated that the connected speech features had an effective influence on the student's pronunciation considering that the post-test scores showed an increase in pronunciation. The connected speech features aided to the improvement of English pronunciation regarding speech patterns and intonation and rhythm in connected speech. This discovery shows that the features of connected speech really affected in a positive way the students ability to pronounce words and sentences, as well as in stress patterns and intonation and rhythm, as it could be seen in the rubric.

Keywords: Connected Speech, English Pronunciation, Rhythm, Intonation, Stress Patterns.

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RESUMEN

Esta investigación se llevó a cabo con el propósito de estudiar el discurso conectado y el efecto que tiene en la pronunciación en inglés. El investigador utilizó un diseño pre-experimental para explorar la relación entre las variables dependientes y las independientes. Además, esta investigación se distingue por ser cuantitativa ya que contiene datos estadísticos donde se recopiló información para examinar el efecto del discurso conectado con la pronunciación en inglés. Esta investigación se llevó a cabo en la Universidad Técnica de Ambato donde la población muestra fue de 32 estudiantes del segundo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de los cuales 23 eran mujeres y 9 eran hombres. La edad de los participantes oscilaba entre los 19 y los 23 años. La pronunciación de los estudiantes se evaluó con una prueba que era adecuada para su nivel, que era el nivel B1 de inglés, creado por el investigador sobre los tipos de estrés. Esta prueba se aplicó para medir su pronunciación antes y después del tratamiento. Los resultados demostraron que las características del discurso conectado tenían una influencia efectiva en la pronunciación del estudiante, considerando que los resultados posteriores al examen mostraron un aumento en la pronunciación. Las características de habla conectadas ayudaron a mejorar la pronunciación en inglés con respecto a los patrones de habla y entonación y ritmo en el habla conectada. Este descubrimiento muestra que las características del discurso conectado realmente afectaron de manera positiva la capacidad de los estudiantes para pronunciar palabras y oraciones, así como en los patrones de estrés y entonación y ritmo, como se puede ver en la rúbrica.

Palabras Claves: Discurso Conectado, Pronunciación en Ingles, Ritmo, Entonación, Patrones de Estrés

CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Research Background

For the elaboration of this project, some scientific articles and books, have been considered for the progress and analysis of the different variables those being connected speech and the English pronunciation. The following articles aid in developing such variables and research in a better and concrete way.

The book elaborated by Alrazzaq (2019) gives insight on the features of connected speech in the English language, which is accurate English pronunciation, in order for English teachers to be equipped to teach English to pupils. This book attempts to define the role and characteristics of connected speech, as well as their responsibilities in linguistic speech evolution. Many of the connected speech aspects are taken for granted these days and are not giving the necessary attentions in pronunciation which are fundamental to understanding the spoken speech patterns. This is done by explaining the elements that make up connected speech and giving their definitions and examples that are clear and easy to comprehend their roles in language speech change.

The article elaborated by Nkongo & Tize (2021) has the purpose to examine student-teachers' capacity to manage elements of connected speech while listening and transcribing sentences with some examples. The sample included 45 participants: 27 level five and 18 level three student-teachers. The former are in their last year of study for a grade II teaching credential, while the latter are in their final year of study for a grade I teaching diploma. They were given a text with twenty pre-designed phrases including varied numbers of related speech processes. The text performed two functions: first, as a piece for linked speech dictation, and second, as a text for the transcription assignment. The results indicated that the participants had difficulty when it comes lexical segmentation and listening. The participants had produced less than 50% of the connected speech features and were far below average.

The article elaborated by Stark et al (2019) they assessed the distribution of word mistakes and those to related brain damage during connected speech and item identification in a retrospective investigation of 120 people at least six months after a left hemisphere stroke. While it is shown paraphasias or word mistakes in connected speech and naming shared brain underpinnings, examination of paraphasia distribution revealed that lexical semantic burden is likely decreased during connected speech. The researchers used voxelwise lesion-symptom mapping or VLSM to show that verbal and sound paraphasias during connected speech and naming were loaded onto the left hemisphere ventral and dorsal language streams. The results have showed that the distribution of paraphrasia during connected speech have neural origins.

The article elaborated by Jannah, Wijaya, & Ro'ifah (2022) has the purpose to study and find out how students perceive learning related speech through pronouncing music lyrics with conneted speech. This study employed a qualitative approach to analyze students' views, and it was presented descriptively. The researcher employed questionnaires and interviews to collect data. As a conclusion, the participant was provided 58 statements in surveys and 16 questions in interviews. The key finding of this study was that all subjects enjoyed listening to English songs. They have received favorable feedback on learning related speech through music lyrics. They claimed that learning related speech through reciting music lyrics is an effective and enjoyable method.

The article elaborated by Muhammad (2020) sheds insight on the importance of related speech elements in teaching pronunciation. 45 secondary level English language teachers completed a questionnaire with 10 questions each having a five-point likert scale about the aspects of connected speech. Some intriguing suggestions have been given based on data analysis to improve students' pronunciation and spoken intelligibility. The results have shown that the teachers agree that connected speech is important when it comes to english pronuncition and are intrigued to the different features of it, however, the students do not know much about how connected speech works and have problems in learning this for their English pronunciation. There should developments of programs in teacher training on connected speech.

The article elaborated by Asiyah & Maghfiroh (2021) is based upon the ability to speak English and the knowledge necessary for educators to correct their students. To accomplish these competences the English education study program had to guarantee that students get high-quality supporting information on pronunciation and phonology. Researchers collected data on students' responses to these two sciences. It was discovered that the majority of pupils experienced learning challenges during the learning period, particularly with regard to phonetic symbols. Nonetheless, they recognize that success in this study is critical. This is a qualitative study aimed at determining students' perspectives on phonology knowledge and pronunciation improvement.

According to the investigation of articles the articles above, it can be determined that connected speech and the English have a strong correlation with each other since they are both present when it comes to pronunciation and speaking, as well as, discovering that there isn't many experimental investigations related to connected speech and the English pronunciation. For that reason, the researcher was motivated to conduct an experimental investigation regarding connected speech and the influence it has with the English pronunciation with the students of the major of Pedagogía de los Idiomas Nacionales y Extranjeros.

1.2 Theoretical Framework

Independent variable: Connected Speech

1.2.1 Teaching

According to Rajagopalan (2019) teaching is when one person communicates knowledge or abilities to another, imparting can refer to sharing experiences or transmitting knowledge, such as a lecture. Teaching is considered both an art and a science. As an art, it emphasizes the teacher's inventive and artistic qualities in creating a meaningful scenario in the classroom for students to learn and as a science, it provides light on the logical, mechanical, or procedures that must be taken in order to ensure effective goal achievement. Varied educators have different perspectives on the concept of teaching.

Furthermore, teaching is described to take several forms, such as formal and informal teaching, conditioning or indoctrination which is governed by the communication skills. Teaching should also be properly organized, with the teacher determining the objectives, teaching methods, and evaluation methodologies and making it about indicating rather than demanding. A good teacher respects the pupils and encourages them to ask questions, answer questions, and discuss issues. Students are guided, directed, and encouraged while they are taught. Teaching is a collaborative activity in which students participate in various classroom tasks such as organization, administration, discussion, recitation, and evaluation of results through a gentle and sensitive teaching, and a competent teacher helps children acquire emotional stability.

Teaching also influences the environment of the students in the classroom. Renuka (2020) adds that teaching is a complicated process that results in a student's socially desired behavioral interventions. Teaching can have a positive impact on students learning since the way a class is taught can motivate students to become more interactive and enthusiastic to learn something new everyday they go to school and that consists of the material that is used in the class, the type of communication implemented by the teacher and the how the feedback is given as well.

According to NetLanguages (2017) task-based language learning is an approach in which learning materials and teaching sessions are planned around completing a task. A task in education is an action that requires communication, such as determining something, addressing a problem, developing or organizing something, or directing someone to do something. The approach is considered to be important when it comes to developing a new skill since the students can practice with many tasks the topic, therefore, growing with the knowledge of the new topic and improving their skills.

1.2.2 Teaching Activities

A skilled teacher can make class teachings engaging and involve all students in class activities. Education Summary (2022) mentions that teaching as a planned activity entails planning ahead of time all that has to be done in class. Proper planning may provide instructors and students with a feeling of direction with each teaching activity. Each day's classroom instruction should be organized accordingly. The goal of what will be taught and why should be obvious to the students. Students will have a better understanding of what they are studying and will be able to apply their prior knowledge to the teaching activity.

University of Exeter (2022) states that teaching activities should stimulate and foster deep learning on reflection of wider meanings, rather than superficial memorisation of information. They should also be diverse and adaptable enough to suit multiple learning styles and orientations, as well as allow for the inclusion of students from various backgrounds and with varying levels of learning ability. As a result, learning activities must contain references to autonomous, interdependent, peer-supported or group work, and online activities, as well as participation in various types of taught classes.

According to Nguyen (2021) by using games as teaching activities in the classroom, it can assist enhance student involvement, develop social and emotional learning, and encourage students to take chances. One study of the famous multiple-choice quiz game Kahoot discovered that it improved students' attitudes toward learning and increased their academic performance, but games aren't a replacement for other types of learning. Teaching activities games, like any instructional tool, must be well-planned and only included when they are relevant to the learning objectives. Incorporating game elements such as points, leaderboards, and badges into classes can aid to increase student motivation.

1.2.3 Pronunciation Activities

According to Purwanto (2019) pronunciation teaching tools are thought to play critical roles in shaping and reinforcing the quality of pronunciation instruction and learning. Textbooks are one of the most commonly utilized instructional medium in schools as containers for language teaching resources. Because of their responsibilities in connecting the curriculum, teaching resources, and teaching learning methods, textbooks have been recognized as a focus element in classroom activities because of their hesitation, skepticism, and limited preparation to teach pronunciation, instructors appear to enhance their reliance on textbooks in reaction to their inescapable roles in teaching English pronunciation.

Pronunciation teaching materials should adhere to three fundamental principles: they should emphasize intelligibility, they should be connected with other language skills, and they should be capable of providing enough and useful incentive to instructors. Accentuating intelligibility indicates that materials should promote meaningful communication between native speakers and non-native speakers so that there could be a clear understanding between the two, creating a pronunciation that is clear to both of them. Thus, pronunciation instruction materials should be created with these perspectives in mind.

Marr (2021) indicates that indirect instruction is the most effective activities to teach pronunciation. We must understand what we are teaching, but pupils must not always be aware of what they are learning. As children, we have an enormous capacity to learn any language. We get acclimated to our mother language over time and hear everything through its lens. Similarly, our pupils must learn to perceive the sound of a new language as if they are hearing it for the first time, much like infants. Some activities could be open discussions, music activities, imitations, tongue twisters, and so on. In this sense, it is critical to create a calm environment in which students can approach pronunciation freely. We need to break down their resistant walls, debunk their preconceived notions of sounds about the foreign language, and, most significantly, diminish their self-consciousness of what they believe to be correct of English pronunciation.

1.2.4 Connected Speech

Connected speech are the alterations which conventional word forms experience owing to the temporal and articulatory restrictions on spontaneous, casual speech, described related speech processes. They are the procedures that words go through when their border sounds merge with nearby sounds. Alameen & Levis (2018) mentions that citation form pronunciations occur when solitary words are stressed or when sentences are presented slowly and carefully. In contrast, related speech forms frequently experience a range of changes that cannot always be predicted using phonological principles. The researchers also care to mention that the alterations which conventional word forms experience due to the temporal and articulatory restrictions on spontaneous, casual speech, described related speech processes. They are the procedures that words go through when their border sounds merge with nearby sounds. Citation form pronunciations occur when solitary words are stressed or when sentences are presented slowly and carefully. In contrast, related speech forms frequently experience a range of changes that cannot always be predicted using phonological principles.

The process of connected speech relays on the formality or informality of the situation, dialects, the rate of speaking and idiolect. Maldonado (2010) notes that these processes that occur are liking, assimilation, dissimilation, deletion, epenthesis, metathesis and epithesis.

First, Linking or also called liason connects the final sound of the word to the initial sound of the next. Example: Saw it Black cat. Second, assimilation is the sound takes on the characteristics of a conditioning sound, in other words, the speech sound changes and becomes more alike another sound which follows it and precedes it.

- Progressive Assimilation: The conditioning sound precedes and affects the following sound. Example: Speak Loudly [k] → [L] Fast Row [t] → [ʔ]
- Regressive Assimilation: When the assimilated sound precedes and is affected by the conditioning sound. Example: Have to [v] ← [t] Claim for [m] ← [L]
- Coalescent Assimilation: When the final and initial sound mutually condition the creation of a third sound with characteristics of both original sounds.

Example: This year

Does your

Finally, deletion which happens when a sound disappears or is not clearly articulated. Example: Wild man. In deletion we have syncope that happens when an unstressed sound or syllable is left out. Example: Interesting, Aphesis which is the loss of an unstressed initial vowel or syllable. Example: Cause. Epenthesis is insertion of a vowel or consonant segment. Example: Places and metathesis is transposition of speech sound usually happens with young learners or beginners. Example : The works “Asks” but young learner says aks.

Connected Speech Activites

Tuslar (2015) mentions students who practice sentence stress in English talk more rapidly and naturally. Luckily for teachers, students frequently love worksheet tasks. When students practice sentence stress, it helps with reductions, which allows them to speak more rapidly and helps them notice when native speakers employ these reduced forms. They can identify the stress in the word by reading the sentence as many times as they need and then underlining the word they believe is stressed and changes the flow of speech. This influences students to talk and pronounce words more to identify the stressed word.

Lewis (2021) states that making a recording of yourself speaking English is an effective technique to enhance your fluency and track your development over time. This is because by recording yourself it helps become more confident to speak and acknowledge any mistake when you talk, as well as, practicing pronunciation and getting more comfortable with english sounds by trying to make them alone with yourself. When you record yourself you hear how you talk and compare it with native speakers and try to improve it by mimicking to say words as they do.

Jurišić (2020) indicates that working in pairs and smaller groups can boost learning and help students achieve greater success. Students are more involved in the learning process and manner since the normal speed of the session shifts with students being the focus of attention. Pronunciation practice may be kept easy by using activities that are both accessible and fun for students of all levels. The basic goal of any free speaking exercise for pupils is to improve their spoken fluency in the language. They can learn how to pronounce words from each other and increase their speaking habit with their classmates.

Facing History and Ourselves (2018) says that the activity called station has small groups of students move from station to station reading, watching, and interpreting a variety of resources that focus on an event, theme, or question from multiple perspectives. Students spend an allotted amount of time at each station interacting with the material and either answering questions or engaging in a reflective activity. With this activity they have to listen and work together to achieve the goal of the station which could be to run and choose the correct option, select different kinds of content to work with, write the correct answer to a question, and so on.

According to Lee (2019) when struggling readers are asked to read aloud, their focus is on correctly decoding a text on the page without paying attention to making meaning or thinking about the story, and when students have difficulty reading sections of text aloud or mispronounce words, teachers tend to rectify them on the spot. When students read aloud a book or a passage they are encourage to phonetically sound out unfamiliar words and to focus on the phonetic sound to help pronounce the words better and practice the proper pronunciation with themselves, that way they are improving their knowledge of pronunciation and how to say words better.

Vogel (2022) says that music is an excellent method to practice listening to English, and what you hear may be used to help you improve your pronunciation. English, like music, contains rhythm which is a repeating sequence of sounds. In fact, in songs, the inherent rhythm of English is generally more present in songs. This acitivity aids the students in identifying the features of speech that are conncted when speaking since songs have many abreviations to reduce the amount of sounds that are made to sing faster. Students by hearing music will mimic and understand how native speakers talk and intend to say the words with the same sound pattern as them.

Dependent variable: English Pronunciation

1.2.5 English Language Skills

Language is the way we are able to communicate with one another and be able to transmit ideas and emotions. According to Huasin (2015) language is defined as a collection of words linked together in phrases, each with its own identity and meaning. In actuality, the words are combined in unique ways to produce a highly methodical sequence from which we get meaning. Language is not a spontaneous act, but rather a systematic process in which specific orderings are recognized as having predetermined meanings. English is also a language used to communicate a social group's views and feelings. Language is fundamentally a talent. It is not a content-based topic like Science, Social Studies, Commerce, Mathematics, and so on, whose goal is to convey knowledge and fill the human mind with information. Language is a complicated ability comprised of four sub-skills: Listening, writing, speaking and reading.

Withing these language skills there is a classification of the skills where there are divided into two sections: Prodcutive skills and receptive skills. In productive skills we have speaking and writing, these are also known as active skills. While with receptive skills we have listening and reading which are also known as passive skills. Speaking and writing are considered productive because in these skills people must produce the language with sounds or letters forming words and sentences, however, listening and reading are considered receptive since in these skills the people only receive information through hearing other people or seeing words and sentences. In addition, listening and speaking are aural-oral skills and reading and writing are graphic-motor skills.

According to Harappa (2021) listening, speaking, reading, and writing are the four basic English language skills that required to learn. These English language skills are communication skills that allow people to express clearly and precisely. People don't only learn to speak well, but also to listen carefully. Another important skill in a professional setting is the ability to write clearly and concisely, as well as, reading which aids in making sense of massive amounts of data and information. Especially since English has become a main intruction in schools and highly viewed in higher education as a language demanded to know.

1.2.6 Productive Skills

According to Golkova & Hubackova (2015) productive skills, also known as active skills, refer to the conveyance of information produced by a language user in either spoken or written form. Productive abilities would not exist in the absence of receptive ones. Passive knowledge, such as listening and reading, is a stepping stone to active application of grammatical structures, passive vocabulary lists, and heard and repeated sounds in a foreign language. This theoretical foundation applies to any language studied. This should also demonstrate that both sorts of talents are inextricably linked and that one cannot exist without the other. When learning a foreign language, receptive skills are generally developed first, followed by the actual application of productive ones. If one of these is missing from a learning process, the end result will be incomplete and the two receptive or productive skills will not be developed.

The productive skills, according to Galata (2021) are speaking and writing because the learners have the need to articulate words when talking and make them by combine letters when they write in order to make words. In other words, these are skills where the learners themselves have to generate the language. As we know speaking skill is an oral production of the English language where ideas, thoughts and opinions are expressed, as well as wishes, desires, and the ability to solve problems by setting up social relations by producing verbal utterances to carry meaning in a conversation and that is the oral process of producing language. The written skill is a way of putting ideas into visible words by using a pen or pencil into paper or even a computer keyboard to make words or sentences. Writing can be in many forms like letters both formal and informal, books, academic texts and even a shopping lists where the items are categorized.

Pachina (2019) also adds that productive skill is critical because learners must enunciate words and write in order to develop language. Learners acquire language via listening to conversations, music, videos, podcasts, and audiobooks, as well as reading comprehension, newspapers, poetry, and novels, among other things. Speaking and writing skills are important because they allow students to practice real-life activities in the classrooms and can help with day-to-day communication, especially in a foreign country, where one must at least have a basic understanding of sentence construction in the particular foreign language to communicate effectively.

1.2.7 Speaking Skill

Speaking is an essential part of humans, it is our on way of verbal communication that differentiate us from other species. Yuliantono (2020) says that speaking is an action that requires the use of our brain and mouth. Our brain creates words structurally, and then our tongue creates the sound. Speaking can also provide further information to the recipient. The recipient will not know what we are thinking until we communicate. As a result, we must communicate. English is commonly used for communication. Learning to speak English necessitates the development of other skills such as listening, vocabulary, pronunciation, grammar, and structure.

(Alimudding 2017, as cited in Targon 1981) mentions that speaking is a human behavior that has a psychological, physical neurological, semantic and linguistic factors. He also adds that speaking is an ability of a person to pronounce sounds and words by articulating them, futhermore those sounds and words have the purpose to express and convey ideas thoughts and feelings to a person. Therefore, in the speaking skill there are many elements that factor in how a person speaks, as well as, having a different speech pattern than others.

Alimudding (2017) states that the aspects of the speaking skill are pronunciation, grammar, vocabulary, fluency, comprehension, intereative communication, appropriateness and complexity. First, pronunciation is the process to produce a clear language when speaking, which aids in communicating effectively even if the person doesn't have good grammar or vocabulary. Second, grammar which is required in order to arrange correct sentences in both written and oral ways of communication. Grammar is the systematic way of the language that presents us with a set of rules in order to them.

Third, vocabulary is vital for communication since knowing more words will help express ideas and feelings easier and without any problem. Fourth, fluency which refers to being able to talk without interperations and ease. Fifth, comprehension which is the ability to receive and understand long streches of discours and formulate meaning to the sentences beind said or written. Sixth, interactive communication that points out the capacity of a person interaction with another by iniciating and responding appropriatly ath the right speed and rythem. Seventh, appropriatness is how people communicate according to different variables of the scenario. Those variables are setting, participants, channel, gender and topic and finally complexity is the organization of the english

communication when speaking or writing. Spoken language is considered to be dynamic and intricate while written language is static and dense.

1.2.8 English Pronunciation

According to Disha (2018) the way words are uttered is referred to as pronunciation. With the ability to pronounce words correctly while speaking in English, everyone will be able to build self-confidence in speaking in English. Proper pronunciation is the replication of language sounds in such a way that the intended message is readily transmitted. How a word is spoken determines its exact meaning. The meaning will vary if we change our pronunciation. Pronunciation is the creation of sounds that we employ to produce meaning. It includes paying attention to the specific sounds of a language, also known as segments, such as intonation, syllable, phrasing, stress, timing, rhythm, and how the voice is projected by voice quality, as well as paying attention to gestures and expressions that are closely related to how we speak a language having different stresses in each sentence they speak.

According to IGNOU (2021) stress is defined as pronouncing a syllable or portion of a word more firmly, and it can occur at the word level. At the phrase level, stress is also crucial since the meaning might alter depending on which complete word is stressed. Certain words are stressed for a variety of reasons. Sometimes it's because they're fundamental to the sentence's meaning, perhaps they're question words, or because they explain or identify something in particular. Intonation, on the other hand, is considered to be the music of the language. Questions can be asked with a rising intonation, in which the pitch rises. This might be a legitimate question to which you have no solution. If it is delivered without a rising tone, it is information you already know and may just require confirmation. Intonation can also convey emotions such as surprise, disgust, etc.

In intonation there are two principal patterns those being falling intonation and rising intonation. Falling intonation happens when the pitch of the voice falls at the end of the sentence and it is considered to be the most common in English. This intonation is habitually found in wh questions, statements, exclamations, commands, etc.

Example: Nice to meet ↘ you – Statement

Leave it on the ↘ desk – Command

Where do you ↘ work? – Wh questions

How nice of ↘ you! – Exclamation

Rising intonation, in the contrary, occurs when the pitch of the voice raises at the end of the sentence and can let speakers know to continue to talk. These are usually found in yes/no questions and questions tags.

Example : Do you like your new ↗ teacher ? – Yes/ No questions

You like fish, ↗ didn't you? - Question Tag

Intonation and Rhythm Patterns in Sentences

According to Main English (2019) states that the music of the language is intonation. It describes the pitch, pattern, or melody of the words in a phrase. Because of the fluctuating pitch, intonation allows us to understand the underlying meaning of the speech. It also depicts other emotions such as surprise, perplexity, and so forth. Rhythm is one of the aspects of speech that refers to movement. It defines the motions of speech and the rhythm of words in a phrase. Rhythm, like intonation and stress, is a key aspect of communicating good sentence formation or speech delivery. However, we must understand the fundamental variables that influence rhythm.

Intonation and Rhythm in Connected Speech

According to Anglia (2019) says that rhythm is concerned with how we utilize a mixture of stressed and unstressed words in phrases. Sentences have both strong and weak beats which are the emphasized words and the unstressed words. How the union of each sound is united through the speed of how people talk. Intonation refers to how the pitch of a speaker's voice rises and falls as they talk. We employ tone to assist and convey our message by giving it a variation of sounds to affect the meaning of a sentence, therefore expressing particular interpretation to the sentence.

Beare (2019) expresses that within stress there is sentence stress where it is one of the key elements in English pronunciation. There are four basic types of word stresses that can bring on different intonation in English. Those are tonic stress, emphatic stress, contrastive stress and new information stress.

Tonic Stress: This refers to the syllable of a word that gets the most stress in a singular unit. Some sentences can have more than one tonic stress. With main stressed syllables in a word or word groupings, the tonic syllable is the most prominent. A tonic syllable is always focused on a fully stressed fundamental vowel.

Example: It's wonderful you passed the exam, you studied really hard last night.

Emphatic Stress: It is a stress that is made to highlight something, usually to an adjective or intensifier. It is said by most speakers to make clear what is important to the receiver. These are strong articulatory words of importance on a particular word in a sentence.

Example: Those beautiful roses will be in my garden since my last plants tragically withered away.

Contrastive Stress: This stress is used to identify the difference between one thing from another. It is also used by speakers to make a word stand out and have an impact and slightly change the meaning of the sentence.

Example: He walked to the party yesterday. (He walked to the party, rather than drove or any other way of transportation.)

New Information Stress: This stress occurs when you are asked a question and the information that is asked is naturally stressed more. It marks the information that is new with the information presented and adds or builds on that.

Example: What do you want to eat?

I want to go eat sushi or maybe some Chinese food sounds good too.

Stress Patterns in Sentences

According to Packard (2022) says that the pattern of stressed and unstressed words across a phrase is referred to as sentence stress. Normally, this focus is on words that provide vital information, however this can vary greatly depending on the exact meaning the speaker wishes to convey. The primary stress is usually put on the significant or content word that means to be drawn to attention in the particular part of the sentence. These words can also be louder than the other words since those are truly important in the speech to convey the meaning of the sentence making those words easy to identify and understand in the concept of the message.

Stress Patterns in Connected Speech

According to Cui-yun (2008) the stressed syllables follow each other approximately at roughly similar intervals of time in connected speech, while the unstressed syllables whether there are many or few occupy nearly the same duration of time between the stressed syllables. The more unstressed syllables there are, the faster they are spoken. This means that in connected speech, the stress patterns refers to the sounds that are said simultaneously, meaning that the sounds that are connected during the speech caused by the union or deletion of sounds between words to speak faster and convey the message without any lack of mispronounced words.

1.3 Objectives

1.3.1 GENERAL

- To determine the relationship between connected speech activities and the English pronunciation in Pedagogy of National and Foreign Languages major.

1.3.2 SPECIFIC

- To identify the types and activities of connected speech for English pronunciation.
- To apply the types and activities of connected speech to improve English pronunciation.
- To evaluate the student's pronunciation level by using a pre and post test.

1.3.3 Description of achievements of the objectives

First, to fulfill the first specific objective the researcher investigated the through a thorough search of authors and articles that gave clear and precise explanations of the features of connected speech that had examples and definitions of elements that made up the pronunciation aspects of the English language, as well as the activities that would help increase the English pronunciation of students through connected speech aspects to motivate and enhance the classroom activities with the types of connected speech.

Second, to attain the second specific objective the researcher applied the connected speech features and activities to the population in order to develop and improve the English pronunciation. There were 6 lesson plans that were elaborated, each containing an element of connected speech with their own activities to develop in the class. Each application was done within a duration of an hour and feedback was also given if any doubt had presented in the class.

Finally, to achieve the third specific objective the researcher elaborated a test that had aspects of English pronunciation that the population had to identify in order to evaluate their knowledge of stress and connected speech. The first application was the pre-test where the treatment was not applied yet and saw the results of the population and the second application was the post-test where the treatment was applied and saw the improvements of the population.

CHAPTER II

METHODOLOGY

2.1 Resources

To elaborate this research project, there were two types of resources that were considered and done. The first resource is the human factor who were the students of second semester from the major of Pedagogia de los Idiomas Nacionales y Extranjeros in Universidad Tecnica de Ambato. The second resource are materials such as books, scientific articles, laptops, handouts, projector, activities, and so on.

2.1.1 Population

This research took place at Universidad Tecnica de Ambato where the contributors were the students of second semester from the major of Pedagogia de los Idiomas Nacionles y Extranjeros. The average age of the participants were between 19 and 20 years old.

Table 1: Population

Population	Number of students	Percentage
Male	9	23,3%
Female	23	76,7%
Total	32	100%

Note: Information taken from students 2nd semester of PINE major at Technical University of Ambato

2.1.2 Instruments

In order to get the necessary information, a pre-test and post- test was applied, and accurate and reliable information could be collected to be analyzed. The pre-test was taken before the treatment was applied to the population and the post-test after the treatment was applied. This was done to understand the level of pronunciation and connected speech that the students have without any intervention from the researcher. The instrument was made by the researcher since there are no available tools regarding the

research topic. The test is made up of 4 sections and was applied to the students individually. The first section was to pronounce correctly the tonic stress of the sentences. The second section involved to pronounce correctly the emphatic stress of the sentences. The third section relayed on pronouncing correctly the contractive stress of the sentences and finally the fourth section relied on pronouncing correctly the new information stress of the sentences. During these 4 sections connected speech was also evaluated. The exam was graded by using a rubric which focused on stress patterns and connected speech. The rubric had 4 categories which were stress patterns in sentences, stress patterns in connected speech, intonation and rhythm patterns in sentences and intonation and rhythm patterns in connected speech. Each having a maximum score of 2.5, meaning the maximum sum total of the test was over 10. It was also divided into 4 criteria's which were superior, adequate, developing and novice. The test had a total time of 40 min.

2.1.3 Data collection procedure

To start with the data collection, the researcher presented himself and explained the research topic. Once the presentation and the information was given, the pre-test was handed out for individual development by the students and it lasted 40 minutes for its completion. It took one day for the application of the instrument, while the application of the treatment was done in six lessons in order to improve the English pronunciation through connected speech with the help of task-based approach. The treatment began with teaching the different aspects of connected speech that the students made clear they had problems in the pre-test. Each lesson was planned with a specific element of connected speech and each lesson plan had a specific topic referring to entertainment.

The first lesson lasts 45 min. The objectives were that students will be able to speak about entertainment with appropriate rhythm and intonation patterns by reducing and assimilating sounds. The teaching aim was the connected speech element assimilation and deletion involving English pronunciation with intonation and rhythm by using the topic of entertainment. First, the researcher said aloud sentences that had assimilation and deletion and the students had to write down what they heard. Second, the researcher presented the information regarding assimilation and deletion to the students, allowing them to comprehend the concepts. Third, as the concept of each of given, the researcher presented examples of sentences with phonemes explaining how the assimilation and deletion worked while speaking. Finally, the students were given a hand

out where they had to underline the assimilation and deletion presented in the sentences in the hand out and record themselves saying the correct assimilation and deletion.

The second lesson lasts 45 min. The objectives were that students will be able to speak about movies with appropriate rhythm and intonation patterns by assimilating sounds. The teaching aim was the connected speech element progressive assimilation involving English pronunciation with intonation and rhythm by using the topic of movies. First, the researcher said aloud sentences that had regressive assimilation and the students had to write down what they heard. Second, the researcher presented the information regarding progressive assimilation to the students, allowing them to comprehend the concept. Third, as the concept was given, the researcher presented examples of sentences with phonemes explaining how the progressive assimilation worked while speaking. Finally, the students were given a hand out where they had to underline the progressive assimilation presented in the sentences in the hand out and record themselves saying the correct progressive assimilation.

The third lesson lasts 45 min. The objectives were that students will be able to speak about movies with appropriate rhythm and intonation patterns by assimilating sounds. The teaching aim was the connected speech element regressive assimilation involving English pronunciation with intonation and rhythm by using the topic of video games. First, the researcher said aloud sentences that had regressive assimilation and the students had to write down what they heard. Second, the researcher presented the information regarding regressive assimilation to the students, allowing them to comprehend the concept. Third, as the concept was given, the researcher presented examples of sentences with phonemes explaining how regressive assimilation worked while speaking. Finally, the students worked on an activity in groups where they were given words and had to rearrange them into sentences and discover where the regressive assimilation was happening. At the end of the activity they had to record themselves while saying the correct regressive assimilation.

The fourth lesson lasts 45 min. The objectives were that students will be able to speak about movies with appropriate rhythm and intonation patterns by assimilating sounds. The teaching aim was the connected speech element coalescent assimilation involving English pronunciation with intonation and rhythm by using the topic of TV shows. First, the researcher said a loud sentence that had coalescent assimilation and the

students had to write down what they heard. Second, the researcher presented the information regarding coalescent assimilation to the students, allowing them to comprehend the concept. Third, as the concept was given, the researcher presented examples of sentences with phonemes explaining how coalescent assimilation worked while speaking. Finally, the students worked on an activity where they had to identify all three assimilations that has been taught. They were given sentences and they had to identify whether the sentence had progressive, regressive or coalescent assimilation. At the end, they had to record themselves while saying the correct assimilation of the sentence.

The fifth lesson lasts 45 min. The objectives were that students will be able to speak about movies with appropriate rhythm and intonation patterns by reducing sounds. The teaching aim was the connected speech element syncope involving English pronunciation with intonation and rhythm by using the topic of entertainment regarding books. First, the researcher said aloud sentences that had syncope and the students had to write down what they heard. Second, the researcher presented the information regarding syncope to the students, allowing them to comprehend the concept. Third, as the concept was given, the researcher presented examples of sentences with phonemes explaining how syncope worked while speaking. Finally, the students worked on a hand out where there are passages with syncope and they had to underline the words where syncope is happening. At the end they recorded themselves saying the correct pronunciation of syncope.

The sixth lesson lasts 45 min. The objectives were that students will be able to speak about movies with appropriate rhythm and intonation patterns by assimilating sounds. The teaching aim was the connected speech element linking (liaison) involving English pronunciation with intonation and rhythm by using the topic of music. First, the researcher said a loud sentence that had linking and the students had to write down what they heard. Second, the researcher presented the information regarding linking to the students, allowing them to comprehend the concept. Third, as the concept was given, the researcher presented examples of sentences with phonemes explaining how linking worked while speaking. Finally, the students had to find through their favorite English songs, sentences that had linking in them and write them down in a piece of paper. At the end they had to record themselves saying the correct linking words in their sentences.

2.2 Methods

2.2.1 Research Approach

According to Kramer (2017) qualitative research are the numerous participants representative of the groups from which they were picked using probabilistic sampling procedures, and numerical data gathered at certain periods through tests or surveys and evaluated statistically. This research is qualitative due to the fact that numerical information was obtained from a specific population by using a pre-test in order to analyze the amount of knowledge known of the research topic and the post-test which aided in finding out if the interventions were helpful or not.

2.2.2 Quasi-experimental design

Quasi-experimental designs enable implementation to perform meaningful investigations in specific environments, but with limits. Quasi-experimental designs also include pre-post designs with a non-equivalent control group. (Miller, Smith, & Pugatch, 2019) this research is quasi-experimental since the independent variable which is connected speech influences the dependent variable which is English pronunciation. As well as having an experimental group and not having a control group.

2.2.3 Research Modality

Field Research

Field research studies are ones in which the subjects are readily available to the researcher. ESRPC (2018) states that the term "field" refers to the researcher's direct interaction with the individuals and surroundings of the study. This research is a field research since the the study's findings are summarized in diagrams, figures, or tables in order to present the results. The research questions are answered in this section, and the research hypotheses are either rejected or approved.

Bibliographic and Documentary

LifePersona (2018) states that documentary research is a strategy that involves the selection and acquisition of information via reading, analyzing documents and bibliographic materials, and visiting libraries, newspaper archives, and educational facilities. information and documents. This research is based on bibliographic-documentary owing to the fact that the information has been taken from primary resources

such digital books and secondary resources such as articles. They have a wide variety of authors who has studied the research topic that is being investigated.

2.2.4 Level or Type of Research

Descriptive Research

Egbomeade (2022) mentions that descriptive research is a type of research in which the essential characteristics of a sample or population are described. A sample, often known as a population, is a group of people or items that have similar features. Descriptive research can assist in answering the question "what" about a population. This research is descriptive because the influence of connected speech will be analyzed on the population. The information will be collected through a speaking test which was applied at the beginning and ending of the research.

Exploratory Research

According to Solanki (2022) researchers in this field attempt to discover hidden and unknown truths and occurrences. This type of study is useful for researching information for problems that have not been explicitly explored. Formulative research is another term for it. It attempts to provide relevant answers to the questions. This research is exploratory because it explores the different elements of connected speech and how it influences the pronunciation of the selected population. The information that will be acquired will help identify the correlation between the two variables.

Hypothesis

- Null Hypothesis: There isn't a relationship between connected speech activities and the English pronunciation.
- Alternative Hypothesis: There is a relationship between connected speech activities and the English pronunciation.

Variable Identification

- Independent Variable: Connected Speech
- Dependent Variable: English Pronunciation

CHAPTER III

RESULTS AND DISCUSSION

First, the analysis, results and discussions of the pre and post test that was applied by the author of this investigation during a specific academic period, with a total of 32 subjects that have participated in the elaboration of these tests by recording themselves and sending those to the researcher. In addition, the test contained 15 sentences in which a different stress was evaluated those being tonic, emphatic, contractive and new information stress, as well as, the pronunciation and connected speech aspects of each sentence which were stress patterns and intonation and rhythm and also stress patterns and intonation and rhythm in connected speech.

Second, the author aims to presents the results of the pre and post tests that were the main focus of this research, since the treatment involved the use of connected speech to improve the English pronunciation of the students. Moreover, the pre test helped identify the level of pronunciation that the students have and where the improvement is needed, that way the treatment would be focused on their weakest aspect of their pronunciation, in which later in the post test the improvement would be seen by the treatment applied by the researcher and aid in viewing if there were any development in their pronunciation.

Third, the author interprets the pre and post tests results in details for the level of pronunciation and connected speech of the students. The author means to give a clear view of the student's grade by showing an average according the categories of the rubric which had a score of 10 out 10. Thus, the chapter contains tables demonstrating each of the categories to guide the reader with the average of each, helping them understand in which pronunciation aspect is low in the pre test and which improved in the post test with the treatment having a comparison between the two tests.

Finally, the verification of the hypothesis is also established at the end of this chapter by using the SPSS software and the T-test statistic, in which there is an association of the student's progress in pronunciation by using connected speech in the classroom.

3.1 Analysis and discussion of the results

Table 2: Pre-Test Results

Categories	Pre-Test	Average
Stress Patterns in sentences		2.4
Stress Patterns in Connected Speech		1.6
Intonation and Rhythm Patterns in Sentences		1.8
Intonation and Rhythm in Connected Speech		1.5
General Average		7.4

Source: Field Research

Author: Carrillo, E (2022)

Analysis

Table 2 indicates the populations pre-test scores in which it is established in categories with their corresponding averages for a better understanding of the results. There are 4 categories in which stress patterns in sentence has an average score of 2.4 out of 2.5, in stress patterns in connected speech the average is 1.6 out of 2.5, in intonation and rhythm patterns in sentences the average is 1.8 out of 2.5 and in intonation and rhythm in connected speech the average is 1.5 out of 2.5. The general average of the population where the test was applied is 7.4 out of 10. The category with the highest score is stress patterns in sentences with 2.4 out of 2.5 which represent the 33% the strongest skill of the students and the lowest score is intonation and rhythm in connected speech with 1.5 out of 2.5 which represents the 20% of the lowest skill of the students.

Interpretation

According to table 2 there is a high level of efficiency with stress patterns and intonation and rhythm within sentences, which would stand to reason that the population can identify when to change their voice according to the meaning of the sentence, on the other hand, there is a low average regarding connected speech, this indicates that the population has a deficiency when it comes to this aspect of pronunciation. Therefore, having a lack of connected speech patterns affects their ability to speak fluently and with rhythm and intonation in connected speech, this means that the treatment should focus in improving connected speech elements.

Table 3: Post-Test Results

Post-Test	
Categories	Average
Stress Patterns in sentences	2.5
Stress Patterns in Connected Speech	1.7
Intonation and Rhythm Patterns in Sentences	2
Intonation and Rhythm in Connected Speech	1.8
General Average	8

Source:Field Research

Author:Carrillo, E(2022)

Analysis

Table 3 denotes the population post-test scores where it is determined with averages in categories so that there is a clear appreciation of the results. There are 4 categories in which stress patterns in sentences has an average score of 2.5 out of 2.5, in stress patterns in connected speech the average is 1.7 out of 1.5, in intonation and rhythm patterns in sentences the average is 2 out of 2.5 and intonation and rhythm in connected speech has an average of 1.8 out of 2.5. The general average of the population where the test is applied is 8 out of 10. The category with the highest score is stress patterns un sentences with 2.5 out of 2.5 which represents 31% of the strongest skill of the students and the lowest score is intonation and rhythm in connected speech with 1.8 out of 2.5 which represents the 23% of the lowest skill of the students.

Interpretation

According to table 3 there is an improvement with the overall pronunciation of the population. Every category has had an increase due to the treatment given and has developed the connected speech aspects, meaning that connected speech does influence the pronunciation when speaking and can help reinforce fluency, rhythm and understanding when talking as seen with the augmented scores in connected speech categories. Consequently, pronunciation can be improved by having connected speech elements implemented in the class and have the population exposed to them as continually as possible.

Table 4: Pre-test and Post-Test Average and Differences

Results	Pre-Test	Post-Test	Difference
Average	7.4	8	0.6

Source: Field Research

Author: Carrillo, E (2022)

Analysis

Table 4 stipulates the populations pre-test, post-test after having applied the treatment to the population and the difference between the two, all three categories having their own individual average. The first category is the pre-test having an average of 7.4 out of 10. Then, the second category is the post-test having an average of 8 out of 10 and finally the last category is the difference between the pre-test and the post-test having an average of 0.6.

Interpretation

According to table 4, there is an increase in the general average of the population. In the pre-test it can be observed that the population had an acceptable score regarding their elaboration of the test that the researcher had provided, however, with the intervention of the researcher applying the treatment the population increased their scores and improved their general average. This indicates that treatment was effective and has potential in increasing the English pronunciation of students if connected speech aspects are applied in classes.

3.2 Verification of hypotheses

Taking into account that this current investigation is pre-experimental, the use of the SPSS software program was completely necessary in order to verify the hypothesis according to the results obtained in the pre-test and the post-test. Consequently, the Paired T-test is developed to obtain the the data that will aid in accepting or rejecting the alternative hypothesis which states that connected speech changes the discourse of students improving their English pronunciation on the students of the second semester from the major of Pedagogia de los Idiomas Nacionales y Extranjeros.

Table 5: Statistical Paired Samples

		Mean	N	Std.Deviation	Std.Error Mean
Pair 1	Pre-test	7,391	32	,8494	,1502
	Post-test	8,000	32	,8890	,1572

Source: Hypothesis Verification from SPSS Software
 Author: Carrillo, E (2022)

Table 6: Correlationl Paired Samples

		N	Correlation	P.Value
Pair 1	Pre-test & Post-test	32	,395	,025

Source: Hypothesis Verification from SPSS Software
 Author: Carrillo, E (2022)

Table 7: Paired Sample Test

		Paired Differences					T Statistical Vaue	Degrees of Freedom	P.Value
		Mean	Std.Deviation	Std.Error Mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-,6094	,9566	,1691	-,9543	-,2645	-3,604	31	,001

Source: Hypothesis Verification from SPSS Software
Author: Carrillo, E (2022)

The tables that are presented above demonstrate the statistical data that was recovered by the experimental group throughout the pre-test and post-test application. According to table 5 it shows that the average obtained from the test elaborated by the researcher, there is a change in value between the means and the standard deviation. Furthermore, it can be observed that with 32 subjects the mean before the treatment is 7,391, at the same time, after the treatment is applied the mean had an increase to 8. In addition, the data provided asserts that the subjects improved their grade after the treatment was applied. Moreover, the P value, which is less than 0.05, helps state that the alternative hypothesis H1 is accepted and null hypothesis H0 is rejected. Thus, the use of connected speech does influence the development of the English Pronunciation on the students of the second semester of the major of Pedagogia de los Idiomas Nacionales y Extranjeros at Universidad Tecnica de Ambato.

3.3 Discussion

The main goal of the present research investigation was to indicate the beneficial influence that connected speech has on the English pronunciation opposed to other different types of approaches that might be used to improve this area of English. The findings have shown that connected speech did contribute to the development of the English pronunciation which was evaluated with a validated pronunciation rubric. Alrazzaq (2019) expresses that learners must have the ability to not only detect and cope with connected speech forms that they hear, but also employ them when speaking English. This is important because if they do not do this their language will seem distorted and too structured.

The positive impact of connected speech in the English pronunciation of the students can be seen by the performance with the pre-test and the post-test grades that were previously presented. Jaina (2022) used a learning method named scripted role play where the research consisted of two cycles and that consisted of planning, action, observation and reflection and each cycle consisted of four meetings. The results showed that students improved their confidence to speak English and interact with the language and also enhanced their English pronunciation. In comparison, when the population was exposed to the connected speech elements their pronunciation also improved and aided their fluency and intonation when speaking the English language.

This should motivate teachers to add connected speech or any other approach that involves speaking, so that the students can increase their English capacities when it comes to pronunciation, fluency, intonation, and rhythm. Muhammad (2020) says that features of connected speech are hardly ever taught in schools, which may explain why learners have such difficulty pronouncing English. This would explain why pronunciation may be difficult even for university students, if connected speech was implemented in the major students could start to make smoother conversations and be more comfortable to talk with the language.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

It has been determined that connected speech features have a meaningful relationship with the English pronunciation. Established by the approval of the alternative hypothesis, it can be asserted that connected speech features have a positive, responsive and effective relationship with English pronunciation. Analyzing the P value, which was less than 0.05 supports that the English pronunciation of the population improved when it was exposed to the connected speech features of assimilation, deletion and linking and had better fluency and speech patterns when speaking the English language.

- The connected speech aspects that were identified have been assimilation, deletion and linking. In assimilation there were 3 subcategories which are progressive assimilation, regressive assimilation and coalescent assimilation, then on deletion the focus was on syncope and finally linking without any subcategories. These were the features that influenced and had a good relationship with the connected speech activities that helped with the improvement of the pronunciation of the students of second semester of the major increasing their understanding of pronunciation in the English language.
- Grounded upon the applied pre-test, the results were shown to indicate that the students had a low level of connected speech process when speaking, intonation and rhythm and stress patterns in connected speech where the lowest obtained by the students. For the that reason, the treatment was applied explaining the types of connected speech to improve these problems in pronunciation with specific activities for each. With the applied post-test, the results show that the students did in fact improve with the intonation and rhythm and stress patters in connected speech.
- Based upon the identified features of connected speech that were applied to the population of the second semester of the major. Each one of these features helped the students be more aware of the proper pronunciation of words and sentences, they understood the strength in the sounds of the words with assimilation, the elimination of certain letters in words with deletion and the unified sounds of words with linking. This reinforces the ability to pronounce words and sentences correctly when speaking.

4.2 Recommendations

Teachers should implement connected speech features to their classes in order to help increase the level of English pronunciation of the students. The major can implement, especially in English classes where speaking is priority, the features to boost the speaking skill of the students and that way help with their ability to pronounce words and sentences, that way having better intonation and rhythm when speaking and conveying meaning more effectively.

- Considering that assimilation, deletion and linking are the connected speech aspects that aided in the pronunciation of the students. They should be taught and studied further in the major. These connected speech features should include activities that enhance awareness of both transmitting and receiving pronunciation since understanding the other speaker in a discussion is just as crucial as speaking well in individual situations, therefore forming students capable of understanding and pronouncing in a higher level of English.
- It is suggested to implement more tests and connected speech activities regarding pronunciation to evaluate where the problems occur when speaking. This will help the major in a big way since teachers can analyze and find ways to correct these errors. The students will improve their pronunciation making it easier to learn English since pronunciation will require them to focus on how to create the appropriate sounds when speaking. They are more likely to produce natural sentences if they listen to how they sound. Furthermore, the more they listen to the sentences, the simpler it will be for them to grasp and grow accustomed to them.
- It is advised to not only remain with these three features of connected speech, rather to expand with more features and increase the knowledge of connected speech in the major. By doing this, students will look for strategies to improve the efficiency of quick speaking and come to the realization that the speech rules in English will not be the same as the rules in their native language. Moreover, if they know how to combine words more efficiently, they will come to learn how to sound more natural and will be able to talk more quickly. This is significant because the more fluid they speak, the more effective their communication will be.

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ANNEXES

Annex 1: Approval

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO CARTA DE COMPROMISO

Ambato, 3 de octubre del 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Jacqueline Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Connected Speech and The English pronunciation" propuesto por el estudiante Erick Jesus Carrillo Almeida, portadora de la Cédula de Ciudadanía 1803798279, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente



Lic. Mg. Sarah Jacqueline Iza Pazmiño
Coordinadora de la carrera
0501741060
032818175
0984060528
sj.iza@uta.edu.ec

Annex 2: Validation of Test and Rubric

CHECKLIST VALIDATION FOR TEST

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1												
2												
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4												
5												
6												
7												
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9												
10												
11												
12												
13												
14												
15												
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire												
The items allow to accomplish the objective of the research.												
The items are distributed in a logical and sequential way												

The number of items is enough to collect data. If not, suggest the items to be included.				
APPLICABLE			NOT APPLICABLE	
Validated by:		ID:		Date:
Signature:		Email:		
Place of work:		Academic degree;		
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>				

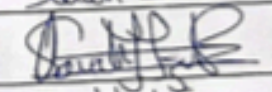
CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1											
2											
3											
4											
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire											
The items allow to accomplish the objective of the research.											
The items are distributed in a logical and sequential way											
The number of items is enough to collect data. If not, suggest the items to be included.											
APPLICABLE				NOT APPLICABLE							
Validated by:						ID:			Date:		
Signature:						Email:					
Place of work:						Academic degree;					
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>											

CHECKLIST VALIDATION FOR TEST

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	/		/		/		/		/		
2	/		/		/		/		/		
3	/		/		/		/		/		
4	/		/		/		/		/		
5	/		/		/		/		/		
6	/		/		/		/		/		
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12	/		/		/		/		/		
13	/		/		/		/		/		
14	/		/		/		/		/		
15	/		/		/		/		/		
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire									/		
The items allow to accomplish the objective of the research.									/		
The items are distributed in a logical and sequential way									/		
The number of items is enough to collect data. If not, suggest the items to be included.									/		
APPLICABLE				NOT APPLICABLE							
Validated by: <i>Sarah Iza Pazmino</i>				ID: <i>0501741060</i>				Date: <i>02-11-2022</i>			
Signature: <i>[Signature]</i>				Email: <i>sj.iza@uta.edu.ec</i>							
Place of work: <i>Facultad de Ciencias Humanas U.T.O.</i>				Academic degree: <i>Master in Applied Linguistics in Spanish-English Teaching</i>							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 39. 228 - 247</p>											

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	/		/		/		/		/		
2	/		/		/		/		/		
3	/		/		/		/		/		
4	/		/		/		/		/		
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire									/		
The items allow to accomplish the objective of the research.									/		
The items are distributed in a logical and sequential way									/		
The number of items is enough to collect data. If not, suggest the items to be included.									/		
APPLICABLE				/	NOT APPLICABLE						
Validated by: Sarah Iza Ramirez					ID: 050174010			Date: 07-11-2022.			
Signature: 					Email: si.iza@uiba.edu.ec						
Place of work: Facultad de Ciencias Educativas U.T.B.					Academic degree: Master in Applied Languages Spanish-English Teaching.						
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 39. 228 - 247</p>											

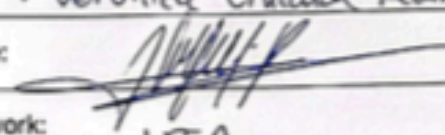
CHECKLIST VALIDATION FOR TEST

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
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1	✓		✓		✓		✓		✓			
2	✓		✓		✓		✓		✓			
3	✓		✓		✓		✓		✓			
4	✓		✓		✓		✓		✓			
5	✓		✓		✓		✓		✓			
6	✓		✓		✓		✓		✓			
7	✓		✓		✓		✓		✓			
8	✓		✓		✓		✓		✓			
9	✓		✓		✓		✓		✓			
10	✓		✓		✓		✓		✓			
11	✓		✓		✓		✓		✓			
12	✓		✓		✓		✓		✓			
13	✓		✓		✓		✓		✓			
14	✓		✓		✓		✓		✓			
15	✓		✓		✓		✓		✓			
General Aspects										Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire										✓		
The items allow to accomplish the objective of the research.										✓		
The items are distributed in a logical and sequential way										✓		
The number of items is enough to collect data. If not, suggest the items to be included.										✓		
APPLICABLE					X	NOT APPLICABLE						
Validated by: <i>Mg. Edgar Encabado T.</i>					ID: <i>080182417-1</i>			Date: <i>Nov 2nd/22</i>				
Signature: <i>[Signature]</i>					Email: <i>eg.encabado@uta.edu.ec</i>							
Place of work: <i>UTA - FCHT</i>					Academic degree: <i>Magister</i>							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los Instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

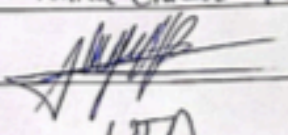
CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire									✓		
The items allow to accomplish the objective of the research.									✓		
The items are distributed in a logical and sequential way									✓		
The number of items is enough to collect data. If not, suggest the items to be included.									✓		
APPLICABLE					X					NOT APPLICABLE	
Validated by: <i>Mg. Edgar Encalada T.</i>					ID: <i>050182417-1</i>			Date: <i>Nov-2nd/22</i>			
Signature: <i>[Signature]</i>					Email: <i>eg.encalada@uta.edu.ec</i>						
Place of work: <i>UTA - BACH</i>					Academic degree: <i>Magister.</i>						
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los Instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación.</i> 19. 228 - 247</p>											

CHECKLIST VALIDATION FOR TEST

ITEM	CRITERIA TO EVALUATE										Observations	
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
1	/		/		/		/		/			
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13	/		/		/		/		/			
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15	/		/		/		/		/			
General Aspects										Yes	No	
The instrument has clear and precise instructions to answer the questionnaire										/		
The items allow to accomplish the objective of the research.										/		
The items are distributed in a logical and sequential way										/		
The number of items is enough to collect data. If not, suggest the items to be included.										/		
APPLICABLE					NOT APPLICABLE							
Validated by: <i>Verónica Chicaiza Redin</i>					ID: 1715106322					Date: 08/11/2022		
Signature: 					Email: <i>ve.chicaiza@uta.edu.ec</i>							
Place of work: <i>UTA</i>					Academic degree: <i>PhD.</i>							
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>												

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
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3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
4	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
General Aspects									Yes	No	*****
The instrument has clear and precise instructions to answer the questionnaire									<input checked="" type="checkbox"/>		
The items allow to accomplish the objective of the research.									<input checked="" type="checkbox"/>		
The items are distributed in a logical and sequential way									<input checked="" type="checkbox"/>		
The number of items is enough to collect data. If not, suggest the items to be included.									<input checked="" type="checkbox"/>		
APPLICABLE					<input checked="" type="checkbox"/>	NOT APPLICABLE					
Validated by: <i>Verónica Chicaiza Padin</i>						ID: <i>1715106322</i>			Date: <i>08/11/2022</i>		
Signature: 						Email: <i>ve.chicaiza@uta.edu.ec</i>					
Place of work: <i>UTA</i>						Academic degree: <i>PhD.</i>					
<p>Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. <i>Revista Ciencias de la Educación</i>. 19. 228 - 247</p>											

Annex 3: Pre-test and Post-Test



Universidad Técnica de Ambato
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Test



Objective: Evaluate the student's pronunciation level by using a test.

Instructions: Read every sentence carefully. Remember that all your answers will be recorded and evaluated by using a rubric.

Tonic Stress (4 points): This refers to the syllable of a word that gets the most stress in a singular unit. Some sentences can have more than one tonic stress.

1. It's wonderful you passed the exam, you studied really hard last night.
2. They told me you ate pizza and didn't save me any slice.
3. Where are you going? Can you please be careful?
4. This will always be dedicated to you and I hope you can love me forever.

Emphatic Stress (4 points): It is a stress that is made to highlight something, usually to an adjective or intensifier.

5. That was a terrible joke and completely unnecessary to say.
6. This is the best pizza in New York and ideal when you want a snack.
7. Those beautiful roses will be in my garden since my last plants tragically withered away.
8. She is an intelligent person for math because she rarely gets low grades.

Contractive Stress (4 points): This stress is used to identify the difference between one thing from another. **Example:** He walked to the party yesterday. (He walked to the party, rather than drove or any other way of transportation.)

9. I want that plasma TV because it has the best features.
10. He drove to the party owing to the fact no one wanted to give him a ride.
11. They want these white balloons for the party since it looks better for the decoration.

12. She flew to the United States due to being the best option to travel.

New Information Stress (3 points): This stress occurs when you are asked a question and the information that is asked is naturally stressed more.

13. What do you want to eat?

I want to go eat sushi or maybe some Chinese food sounds good too.

14. Where do you want to go?

I want to go to the cinema but going to the arcade could also be fun.

15. Where are you from?

I come from Canada, from a city called Toronto.

THANKS FOR YOUR COOPERATION!

Annex 4: Rubric

# of CTGY	CATEGORY	Superior	Adequate	Developing	Novice
1	Stress Patterns in Sentences 2.5	Able to identify and produce correct English stress patterns at the sentence level with 90% accuracy.	Able to identify and produce correct English stress patterns at the sentence level with 70-80% accuracy.	Able to identify and produce correct English stress patterns at the sentence level with 60% accuracy.	Able to identify and produce correct English stress patterns at the sentence level with 50% or less accuracy.
2	Stress Patterns in Connected Speech 2.5	Able to identify and produce correct English stress patterns in connected speech with 90% accuracy.	Able to identify and produce correct English stress patterns in connected speech with 70-80% accuracy.	Able to identify and produce correct English stress patterns in connected speech with 60% accuracy.	Able to identify and produce correct English stress patterns in connected speech with 50% or less accuracy.
3	Intonation and Rhythm Patterns in Sentences 2.5	Able to identify and produce correct English intonation and rhythm patterns at the sentence level with 90% accuracy.	Able to identify and produce correct English intonation and rhythm patterns at the sentence level with 70-80% accuracy.	Able to identify and produce correct English intonation and rhythm patterns at the sentence level with 60% accuracy.	Able to identify and produce correct English intonation and rhythm patterns at the sentence level with 50% or less accuracy.
4	Intonation and Rhythm Patterns in Connected Speech 2.5	Able to identify and produce correct English intonation and rhythm patterns in connected speech with 90% accuracy.	Able to identify and produce correct English intonation and rhythm patterns in connected speech with 70-80% accuracy.	Able to identify and produce correct English intonation and rhythm patterns in connected speech with 60% accuracy.	Able to identify and produce correct English intonation and rhythm patterns in connected speech with 50% or less accuracy.
Total					

Fuente: *Your rubric - print view.* (s/f). 4teachers.org.

http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2052089&no_return=1&

Annex 5: Lesson Plan

Lesson Plan – Connected Speech

Class

Topic

Teaching Aim

Learning Objectives:

Materials and Tools

Procedure & Time	Purpose
<i>Orientation</i>	
<i>Presentation</i>	
<i>Engagement</i>	
<i>Evaluation</i> <u>Wrap Up Discussion</u>	

Annex 6: Experiment Design



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Proyecto de Investigación de Titulación previo a la obtención del Título de
Licenciado/a en Pedagogía del Idioma Inglés.**

Theme: Connected Speech and the English pronunciation.

Author: Carrillo Almeida Erick Jesús

Tutor: Lcda. Mg. Infante Paredes Ruth Elizabeth

Ambato – Ecuador

2022

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Introduction

Lewis (2021) defines connected speech as words colliding with one another when people talk, they shorten words and contract them and then mash them together. That's is what connected speech is, the continuous spoken words which you would normally hear in a typical conversation and should realize about the difference between speaking English naturally and speaking English clearly. Connected speech are the words which are linked together, meaning that the sounds are flowing into one another and it has two halves that are understanding it when people hear it and recreating it when people are speaking the language.

With this in mind, we can deduce that connected speech is the language uttered in a continuous succession in a regular conversation. There is frequently a substantial variation in how words are pronounced individually and and together in the context of connected speech. Words or syllables are shortened in connected speech, phrases are ran together, and words are emphasized differently than they would be in written way. Connected speech has a great impact in the pronunciation of words and how the message can be transmitted from one person to another.

Finally, connected speech does have a relationship with the English pronunciation because the connected speech features affect how people talk and communicate with each other. Thus, in order to attain the objectives of this investigation that contains the use of connected speech with the English pronunciation, it was required to create 6 lesson plans that are adapted with each of the connected speech elements that were necessary for the improvement of the English pronunciation for the students from the second semester of Pedagogia de los idiomas Nacionles y Extranjeros.

General Objective

- Design lesson plans based on conncted speech types and activities that help improve English pronunciation.

Specific Objective

- Plan each lesson plan with a specific connected speech element.
- Apply different connected speech activities for each lesson plan.
- Evaluate the English pronunciation by using the post-test.

Scope of the Experiment

NUMBER OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF HOURS	CONNECTED SPEECH FEATURE	ACTIVITIES
N.- 1	Entertainment	Information on assimilation and deletion based on different aspects of each.	1	Connected Speech Element: Assimilation and Deletion	<ul style="list-style-type: none"> • Canva Presentation • Information about Assimilation and Deletion • Handout #1
N.- 2	Entertainment: Movies	Information on progressive assimilation.	1	Connected Speech Element: Progressive Assimilation	<ul style="list-style-type: none"> • Canva Presentation • Information about Progressive Assimilation • Handout #2
N.- 3	Entertainment: Video Games	Information on regressive assimilation.	1	Connected Speech Element: Regressive Assimilation	<ul style="list-style-type: none"> • Canva Presentation • Information about Regressive Assimilation • Handout #3

N.- 4	Entertainment: TV Shows	Information on coalescent assimilation.	1	Connected Speech Element: Coalescent Assimilation	<ul style="list-style-type: none"> • Canva Presentation • Information about Coalescent Assimilation • Handout #4
N.- 5	Entertainment: TV Shows	Information on syncope	1	Connected Speech Element: Syncope	<ul style="list-style-type: none"> • Canva Presentation • Information about Syncope • Handout #5
N.- 6	Entertainment: Music	Information on linking	1	Connected Speech Element: Linking	<ul style="list-style-type: none"> • Canva Presentation • Information about linking • Handout #6

LESSON PLAN 1: ASSIMILATION AND DELETION

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

“CONNECTED SPEECH AND THE ENGLISH PRONUNCIATION”

Lesson Plan 1

Carrillo Almeida Erick Jesus

LESSON PLAN 1

Lesson Plan – Connected Speech

Class

Second Semester

Topic

Entertainment

Teaching Aim

Connected Speech Element: Assimilation and Deletion

English Pronunciation: Intonation and Rhythm in Connected Speech

Learning Objectives:

Students will be able to speak about entertainment with appropriate rhythm and intonation patterns by reducing and assimilating sounds.

Materials and Tools

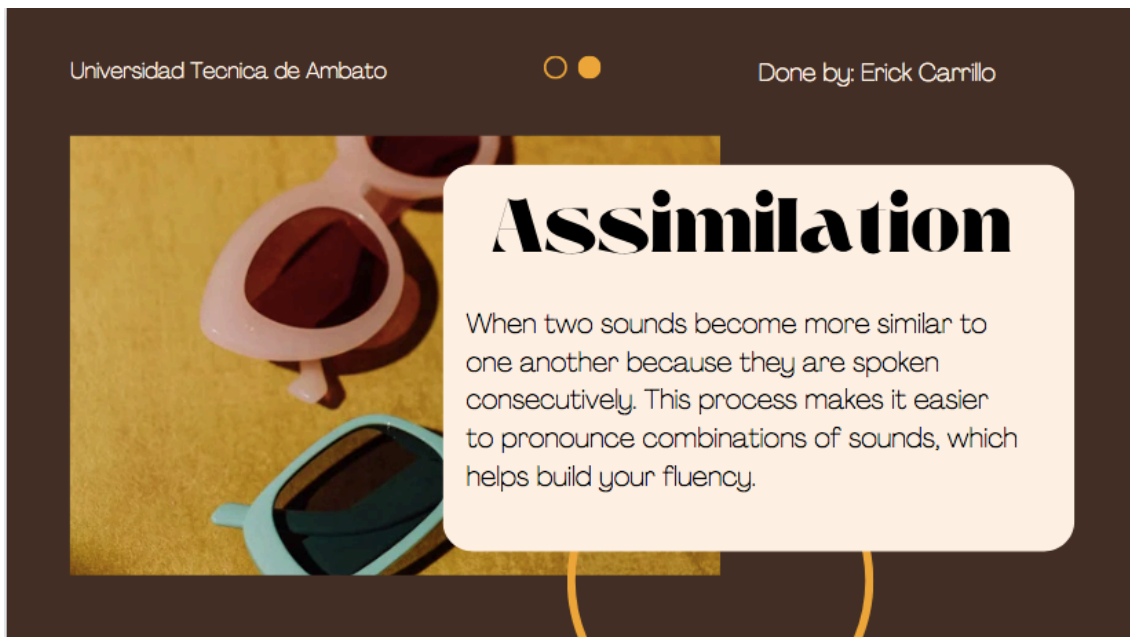
Presentation
Handouts

Procedure & Time	Purpose
<p><i>Orientation (10 min)</i></p> <p>The instructor will read a list of sentences to students about entertainment, which focus on assimilation and deletion. Students will be asked to write down what they hear.</p> <p>The instructor will ask students if the sentences were hard to understand, why or why not? The instructor will note that connected speech allows English speakers to quicken their speech and allow it to flow.</p>	<p>Students will recognize or become aware of characteristics of English, which may make it harder to understand.</p>

<p><i>Presentation (10 min)</i></p> <p>The instructor will provide information on assimilation and deletion based on different aspects of each. Also, general information about entertainment. The instructor will provide handout # 1 with phrases about entertainment and students will orally repeat exercises.</p>	<p>Students will be able to see the differences in connected speech based on assimilation and deletion with the handout of entertainment.</p> <p>Students will become familiar with combination and deletion of sounds.</p>
<p><i>Engagement (10 min)</i></p> <p>Students will break into small groups. Students will start to practice saying aloud the phrases on the handout about entertainment to practice assimilation and deletion.</p> <p>The sentences will need to be read two or three times each, quickly</p>	<p>This activity will allow students to practice speaking within small group settings. When students are not speaking, they are listening.</p> <p>Students will practice word level statements in order to hear where sounds are being omitted in words.</p> <p>Students will practice with orally stating full sentences in order to practice the rhythm of speech and produce a smooth flow between sounds.</p>
<p><i>Evaluation (15 min)</i></p> <p>Instructor will listen for proper pronunciation and word use during the above activity.</p> <p><u>Wrap Up Discussion</u></p> <p>Students will be given time to ask questions in small groups and as a large group.</p> <p>The instructor and students will discuss how speaking and listening are linked.</p>	<p>The instructor will be able to see if further clarification or practice is needed during the exercises above. Corrections can be made as necessary. Students will record their voices and send them to the instructor.</p> <p>Students will have a chance to ask for clarification on what was discussed. Clarity will be provided.</p>

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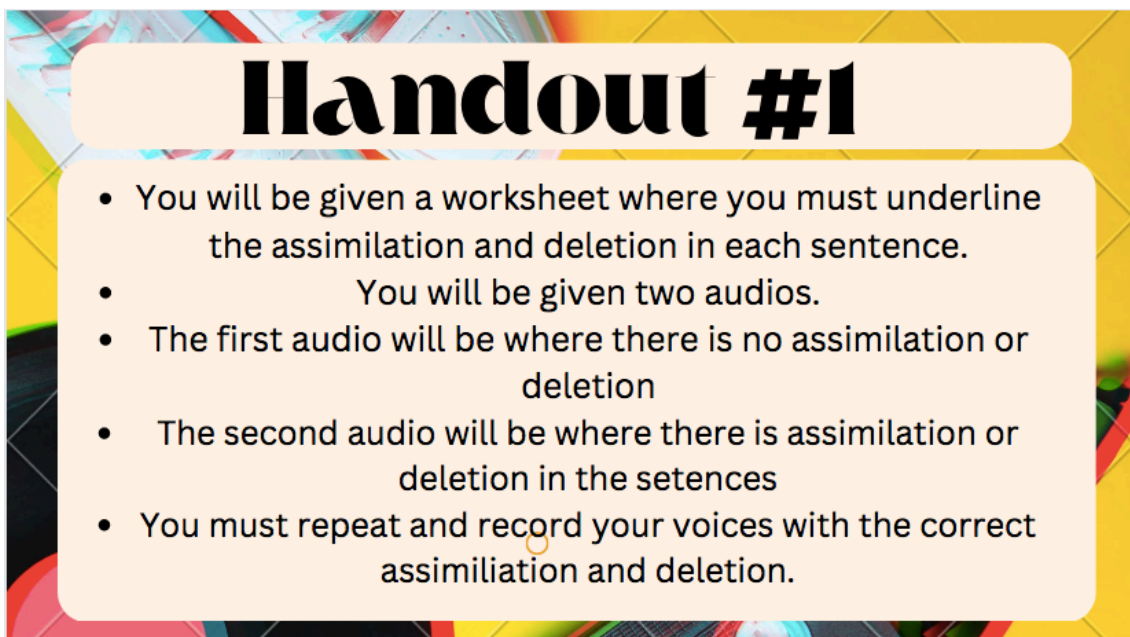


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Done by: Erick Carrillo

Assimilation

When two sounds become more similar to one another because they are spoken consecutively. This process makes it easier to pronounce combinations of sounds, which helps build your fluency.



Handout #1

- You will be given a worksheet where you must underline the assimilation and deletion in each sentence.
- You will be given two audios.
- The first audio will be where there is no assimilation or deletion
- The second audio will be where there is assimilation or deletion in the sentences
- You must repeat and record your voices with the correct assimilation and deletion.



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Handout #1

Name:

Date:

Phrases about Entertainment

Assimilation

1. Could you give me the new God of War video game?
2. I wanted you to buy 2 tickets for Black Panther.
3. He reads you a lot jokes that make you laugh.
4. I'll beat you to the finish line, you'll never win.
5. You need to face your fears and sing to all those people tomorrow.

Deletion

1. Its Leo's first day as a comedian tomorrow, he is going to kill it.
2. You didn't know that Ariana Grande and Elizabeth Gillies are best friends.
3. A high percent of teenagers makes cringy tik toks.
4. Did he get his new PlayStation 5 for his birthday?
5. I like hearing the old versions of songs because the new ones are very unlikable.

LESSON PLAN 2: PROGRESSIVE ASSIMILATION

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

“CONNECTED SPEECH AND THE ENGLISH PRONUNCIATION”

Lesson Plan 2

Carrillo Almeida Erick Jesus

LESSON PLAN 2

Lesson Plan – Connected Speech

Class

Second Semester

Topic

Entertainment (Movies)

Teaching Aim

Connected Speech Element: Assimilation (Progressive Assimilation)

English Pronunciation: Intonation and Rhythm in Connected Speech

Learning Objectives:

Students will be able to speak about movies with appropriate rhythm and intonation patterns by assimilating sounds.

Materials and Tools

Presentation
Handouts

Procedure & Time	Purpose
<p><i>Orientation (10 min)</i></p> <p>The instructor will read a list of sentences to students about movies, which focus on progressive assimilation. Students will be asked to write down what they hear.</p> <p>The instructor will ask students if the sentences were hard to understand, why or why not?</p>	<p>Students will recognize or become aware of characteristics of progressive assimilation.</p>
<p><i>Presentation (10 min)</i></p> <p>The instructor will provide information on progressive assimilation. Also, general information about movies will be taught. The instructor will provide handout # 2 with phrases in movies and students will orally repeat exercises.</p>	<p>Students will be able to see the differences in connected speech based on progressive assimilation.</p> <p>Students will become familiar with combination sounds.</p>

<p><i>Engagement (10 min)</i></p> <p>Students will start to practice saying aloud the phrases on the handout about phrases in movies to practice progressive assimilation.</p> <p>The sentences will need to be recorded, students will hear their voice and correct their oral mistakes.</p>	<p>Students will practice with orally stating full sentences in order to practice the rhythm of speech and produce a smooth flow between sounds.</p>
<p><i>Evaluation (15 min)</i></p> <p>Instructor will listen for proper pronunciation and word use during the above activity.</p> <p><u>Wrap Up Discussion</u></p> <p>Students will be given time to ask questions.</p>	<p>The instructor will be able to see if further clarification or practice is needed during the exercises above. Corrections can be made as necessary. Student's will record their sentences.</p> <p>Students will have a chance to ask for clarification on what was discussed. Clarity will be provided.</p>

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PROGRESSIVE ASSIMILATION

Progressive assimilation in which a preceding sound has an effect on a following one.

This refers to when a sound is influenced by the sound that comes before it.

Handout # 2

- You will be given a worksheet where you must underline the assimilation and deletion in each sentence.
- You will be given two audios.
- The first audio will be where there is no progressive assimilation
- The second audio will be where there is progressive assimilation
- You must repeat and record your voices with the correct progressive assimilation.



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Handout #2

Name:

Date:

Phrases about Movies

Progressive Assimilation

1. Take her to the River Province to prepare her for the ceremony.
2. In the war of the worlds, aliens start to attack humans.
3. You have to get them to the boat, its their only chance.
4. We have to read these hieroglyphics in order to get to the temple.
5. They understand the mission and are willing to sacrifice themselves.
6. She was taken to a rehab facility to improve her mental health.
7. You fought well even though you had little training.
8. On the fifth day look to the east and wait for me.
9. The guns, put them down on the floor now!
10. He has to speak loudly because he is far away.

LESSON PLAN 3: REGRESSIVE ASSIMILATION

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

“CONNECTED SPEECH AND THE ENGLISH PRONUNCIATION”

Lesson Plan 3

Carrillo Almeida Erick Jesus

LESSON PLAN 3

Lesson Plan – Connected Speech

Class

Second Semester

Topic

Entertainment (Video Games)

Teaching Aim

Connected Speech Element: Assimilation (Regressive Assimilation)

English Pronunciation: Intonation and Rhythm in Connected Speech

Learning Objectives:

Students will be able to speak about video games with appropriate rhythm and intonation patterns by assimilating sounds.

Materials and Tools

Presentation

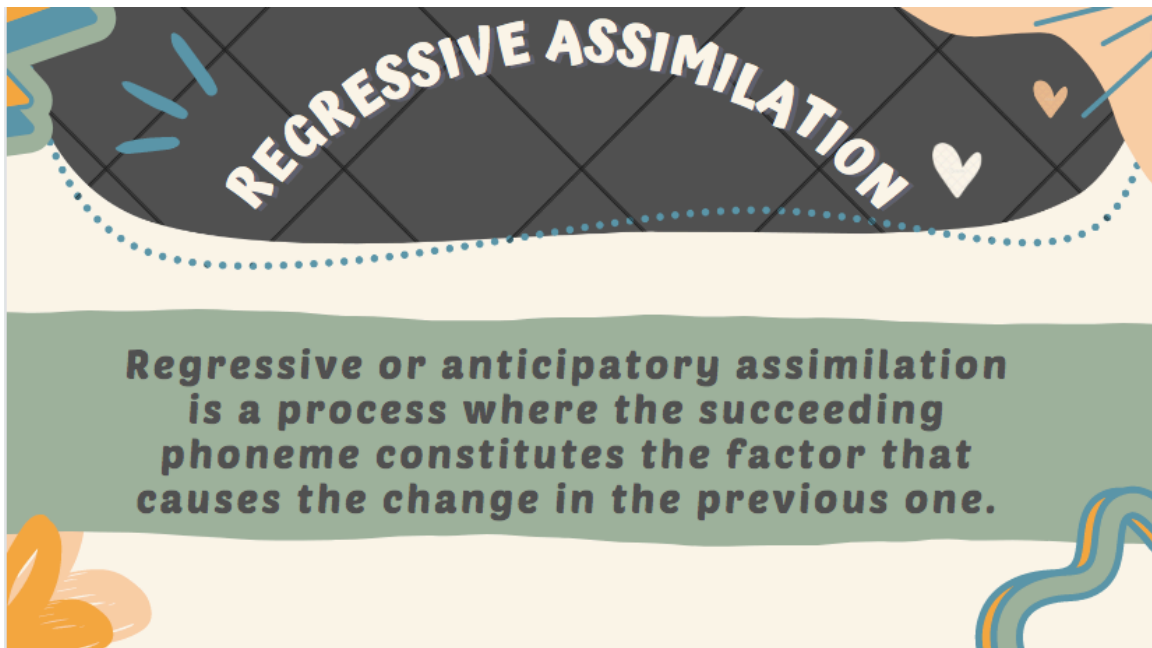
Handouts

Procedure & Time	Purpose
<p><i>Orientation (10 min)</i></p> <p>The instructor will read a list of sentences to students about video games, which focus on regressive assimilation. Students will be asked to write down what they hear.</p> <p>The instructor will ask students if the sentences were hard to understand, why or why not?</p>	<p>Students will recognize or become aware of characteristics of regressive assimilation.</p>

<p><i>Presentation (10 min)</i></p> <p>The instructor will provide information on regressive assimilation. Also, general information about video games. The instructor will provide instructions about a game called “Four in a Row” that the students will have to play.</p>	<p>Students will be able to see the differences in connected speech based on regressive assimilation</p> <p>Students will become familiar with combination of sounds.</p>
<p><i>Engagement (10min)</i></p> <p>Students will break into small groups of 3 or 4 members. The students must work together to arrange the words into sets of sentences and find the regressive assimilation on each one. The phrases will be about video games.</p> <p>The sentences will need to be read by every member of the group.</p>	<p>This activity will allow students to practice speaking within small group settings. When students are not speaking, they are listening.</p> <p>Students will practice with orally stating full sentences in order to practice the rhythm of speech and produce a smooth flow between sounds.</p>
<p><i>Evaluation (15 min)</i></p> <p>Instructor will listen for proper pronunciation and word use during the above activity.</p> <p><u>Wrap Up Discussion</u></p> <p>Students will be given time to ask questions in small groups and as a large group.</p> <p>The instructor and students will discuss how speaking and listening are linked.</p>	<p>The instructor will be able to see if further clarification or practice is needed during the exercises above. Corrections can be made as necessary. Students will record their voices while reading the sentences.</p> <p>Students will have a chance to ask for clarification on what was discussed. Clarity will be provided.</p>

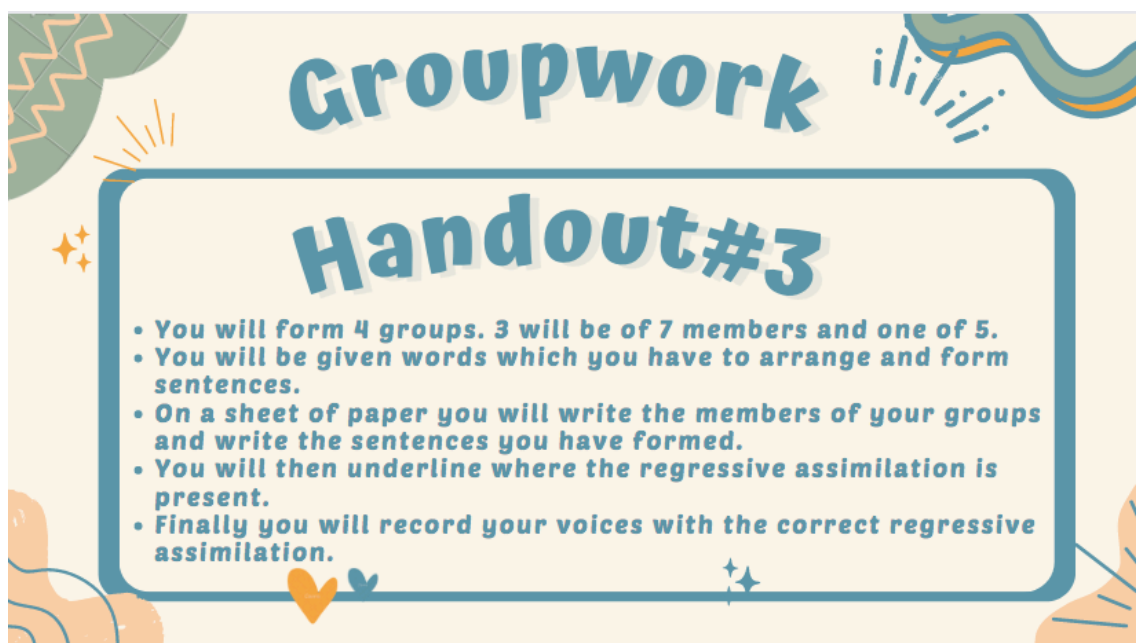
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REGRESSIVE ASSIMILATION

Regressive or anticipatory assimilation is a process where the succeeding phoneme constitutes the factor that causes the change in the previous one.



Groupwork

Handout#3

- You will form 4 groups. 3 will be of 7 members and one of 5.
- You will be given words which you have to arrange and form sentences.
- On a sheet of paper you will write the members of your groups and write the sentences you have formed.
- You will then underline where the regressive assimilation is present.
- Finally you will record your voices with the correct regressive assimilation.



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Handout #3

1. The ender dragon should not be woken up at any time of the day.
2. You should bring a flamethrower, just in case there are zombies.
3. Batman had to acquire these skills over a period of 20 years.
4. I have to put my Xbox in the living room.

LESSON PLAN 4: COALESCENT ASSIMILATION

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

“CONNECTED SPEECH AND THE ENGLISH PRONUNCIATION”

Lesson Plan 4

Carrillo Almeida Erick Jesus

LESSON PLAN 4

Lesson Plan – Connected Speech

Class

Second Semester

Topic

Entertainment (TV Shows)

Teaching Aim

Connected Speech Element: Assimilation (Coalescent Assimilation)

English Pronunciation: Intonation and Rhythm in Connected Speech

Learning Objectives:

Students will be able to speak about TV shows with appropriate rhythm and intonation patterns by assimilating sounds.

Materials and Tools

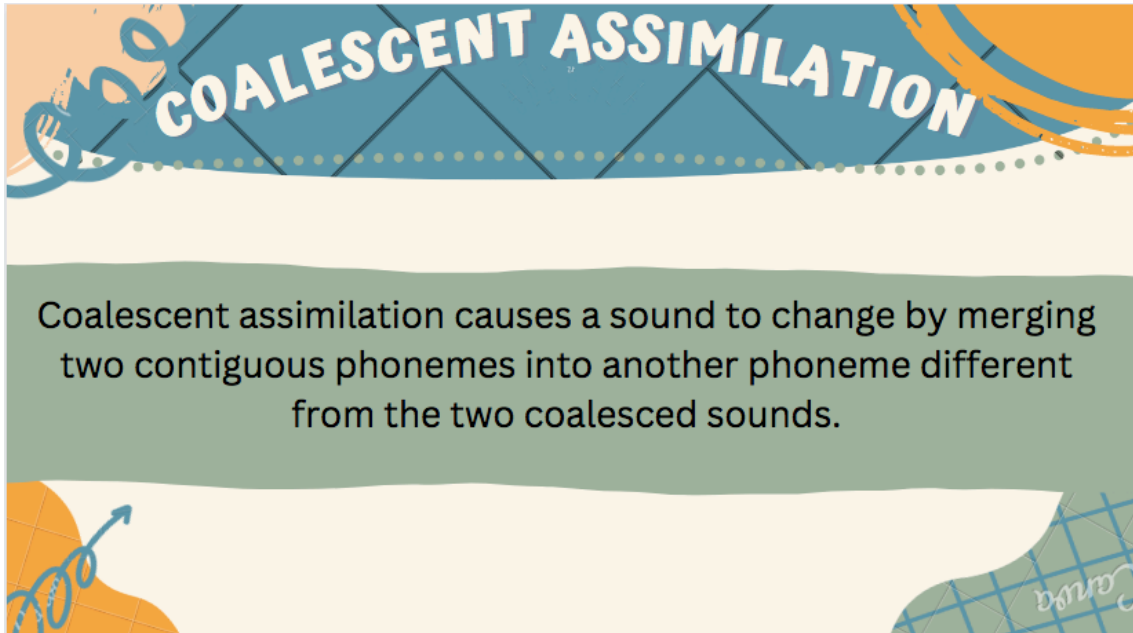
Presentation

Procedure & Time	Purpose
<p><i>Orientation (10 min)</i></p> <p>The instructor will read a list of sentences to students about TV shows, which focus on coalescent assimilation. Students will be asked to write down what they hear.</p> <p>The instructor will ask students if the sentences were hard to understand, why or why not?</p>	<p>Students will recognize or become aware of characteristics of coalescent assimilation.</p>
<p><i>Presentation (10 min)</i></p> <p>The instructor will provide information on coalescent assimilation. Also, general information about TV Shows. The instructor will provide instructions about a game called “Stations” which will involve all the assimilation that have been seen in class.</p>	<p>Students will be able to see the differences in connected speech based on coalescent assimilation as well as progressive and regressive assimilation.</p> <p>Students will become familiar with combination of sounds.</p>

<p><i>Engagement (10 min)</i></p> <p>A wall in the class room will be designated with a specific assimilation. The instructor will say the sentences and the students must run to the assimilation they perceive.</p> <p>The sentences will be repeated by the students.</p>	<p>Students will practice with orally stating full sentences in order to practice the rhythm of speech and produce a smooth flow between sounds.</p>
<p><i>Evaluation (15 min)</i></p> <p>Instructor will listen for proper pronunciation and word use during the above activity.</p> <p><u>Wrap Up Discussion</u></p> <p>Students will be given time to ask questions in small groups and as a large group.</p> <p>The instructor and students will discuss how speaking and listening are linked.</p>	<p>The instructor will be able to see if further clarification or practice is needed during the exercises above. Corrections can be made as necessary. Students will record their voice at the end of the activity.</p> <p>Students will have a chance to ask for clarification on what was discussed. Clarity will be provided.</p>

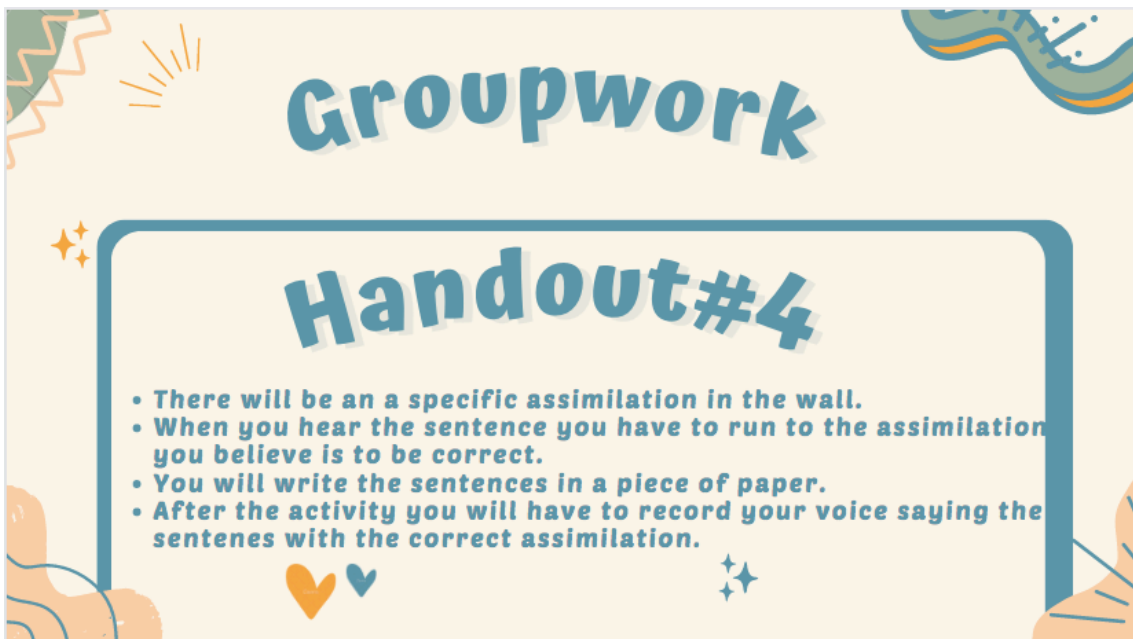
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COALESCENT ASSIMILATION

Coalescent assimilation causes a sound to change by merging two contiguous phonemes into another phoneme different from the two coalesced sounds.



Groupwork

Handout#4

- There will be an a specific assimilation in the wall.
- When you hear the sentence you have to run to the assimilation you believe is to be correct.
- You will write the sentences in a piece of paper.
- After the activity you will have to record your voice saying the sentenes with the correct assimilation.



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Progressive Assimilation

1. What they did to final season of Game of Thrones was horribly
2. The new Marvel shows are beginningto be very lazy and boring.
3. On game shows, the host has to speakloudly so the audience can hear well.

Regressive Assimilation

1. There are many classic shows to watch in my new streaming service, which is HBO MAX.
2. I was still watching Friends, even though it was 3 am and was sleepy.
3. I can barely get any work done, I just watch TV shows all day.

Coalescent Assimilation

1. This year I hope to watch the new Star wars series.
2. Does your TV have multiple streaming services?
3. Bless you Chuck Lorre for all the cool TV shows you have made.

LESSON PLAN 5: SYNCOPE

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

“CONNECTED SPEECH AND THE ENGLISH PRONUNCIATION”

Lesson Plan 5

Carrillo Almeida Erick Jesus

LESSON PLAN 5

Lesson Plan – Connected Speech

Class

Second Semester

Topic

Entertainment (Books)

Teaching Aim

Connected Speech Element: Deletion (Syncope)

English Pronunciation: Intonation and Rhythm in Connected Speech

Learning Objectives:

Students will be able to speak about books with appropriate rhythm and intonation patterns by reducing sounds.

Materials and Tools

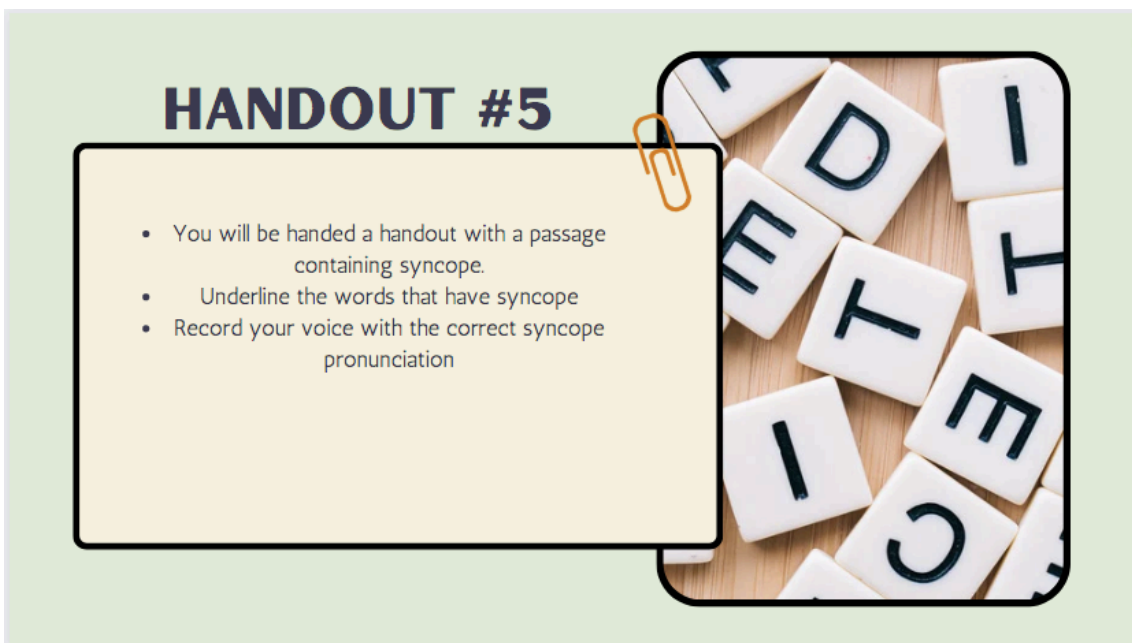
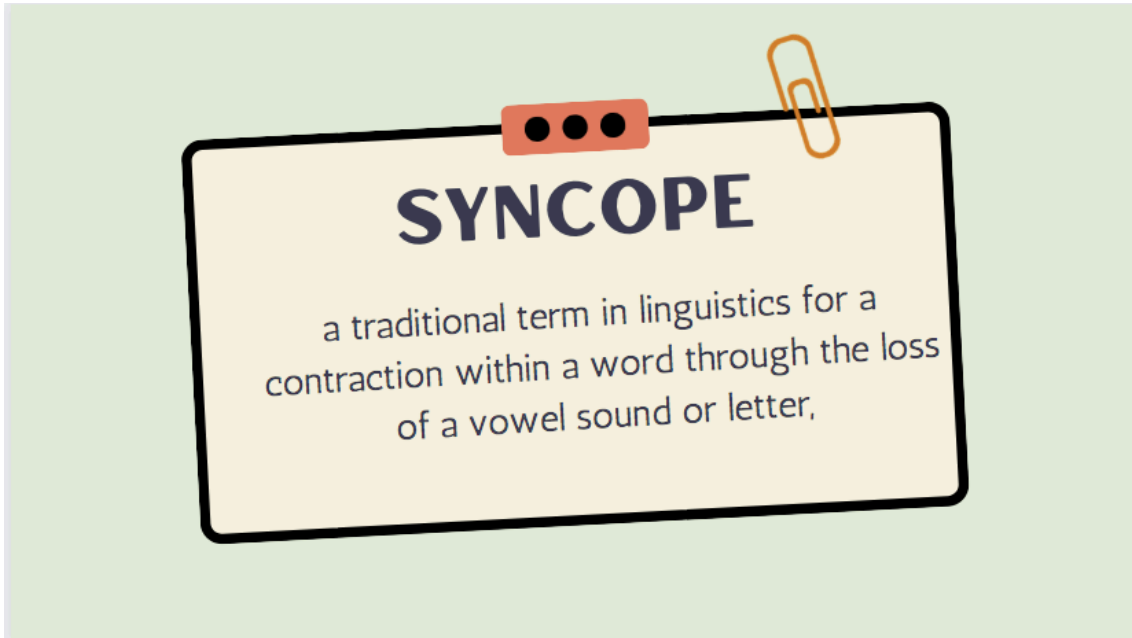
Presentation
Handouts

Procedure & Time	Purpose
<p><i>Orientation (10 min)</i></p> <p>The instructor will read a list of sentences to students about Syncope, which focus on deletion. Students will be asked to write down what they hear.</p> <p>The instructor will ask students if the sentences were hard to understand, why or why not?</p>	<p>Students will recognize or become aware of characteristics of syncope.</p>
<p><i>Presentation (10 min)</i></p> <p>The instructor will provide information on syncope. Also, general information about books. The instructor will provide handout # 4 with contains a passage containing syncope words.</p>	<p>Students will be able to see the differences in connected speech based on syncope.</p> <p>Students will become familiar with deletion of sounds.</p>

<p><i>Engagement (10 min)</i></p> <p>Students will read the passages based on books which contain words that are syncope and they will have to identify and later read them at loud.</p>	<p>Students will practice word level statements in order to hear where sounds are being omitted in words.</p> <p>Students will practice with orally stating full sentences in order to practice the rhythm of speech and produce a smooth flow between sounds.</p>
<p><i>Evaluation (15 min)</i></p> <p>Instructor will listen for proper pronunciation and word use during the above activity.</p> <p><u>Wrap Up Discussion</u></p> <p>Students will be given time to ask questions in small groups and as a large group.</p> <p>The instructor and students will discuss how speaking and listening are linked.</p>	<p>The instructor will be able to see if further clarification or practice is needed during the exercises above. Corrections can be made as necessary. Students will record their voices reading the syncope words.</p> <p>Students will have a chance to ask for clarification on what was discussed. Clarity will be provided.</p>

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Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros



Handout #5

Name:

Date:

Passages from books

The Deserted Village (By Oliver Goldsmith)

“For talking age and **whisp’ring** lovers made!
Ill fares the land, to **hast’ning** ills a prey,
And his last **falt’ring** accents **whisper’d** praise.”

Words: Whispering, Hastening, Faltering, Whispered

A Lover’s Complaint (By William Shakespeare)

“This said, his **wat’ry** eyes he did dismount,
Whose sights till then were **levell’d** on my face,
Each cheek a river running from a fount,
With brinish current downward **flowe’d** a pace...”

Words: Watery, Levelled, Flowered.

LESSON PLAN 6: LINKING

Universidad Tecnica de Ambato

Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros

“CONNECTED SPEECH AND THE ENGLISH PRONUNCIATION”

Lesson Plan 6

Carrillo Almeida Erick Jesus

LESSON PLAN 6

Lesson Plan – Connected Speech

Class

Second Semester

Topic

Entertainment (Music)

Teaching Aim

Connected Speech Element: Linking (Liason)

English Pronunciation: Intonation and Rythem in Connected Speech

Learning Objectives:

Students will be able to speak about Music with appropriate rhythm and intonation patterns by assimilating sounds.

Materials and Tools

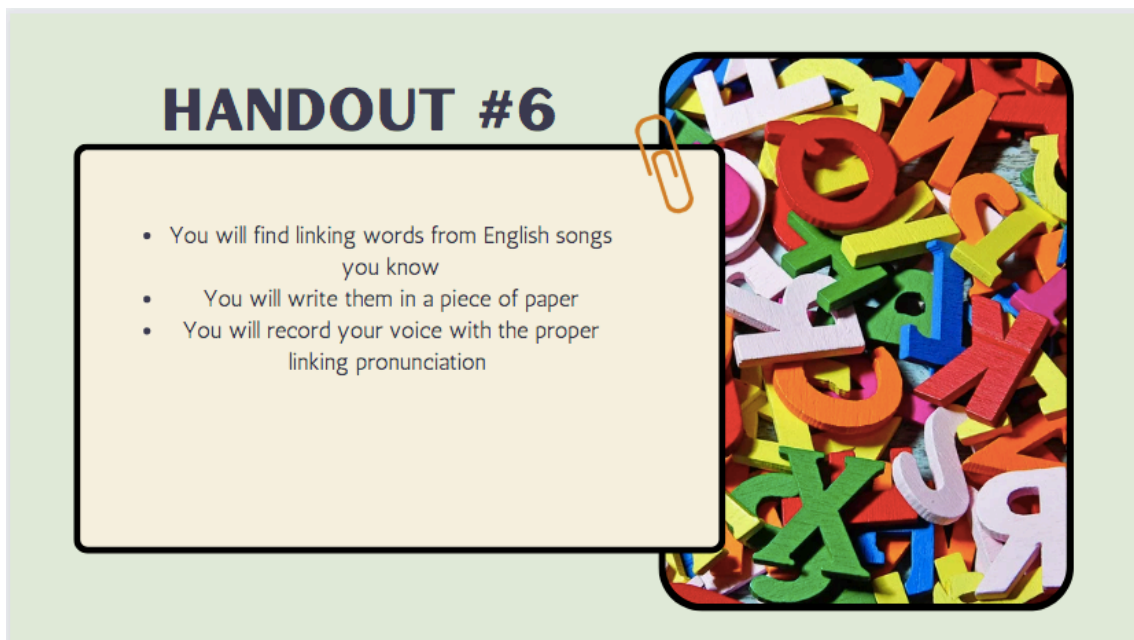
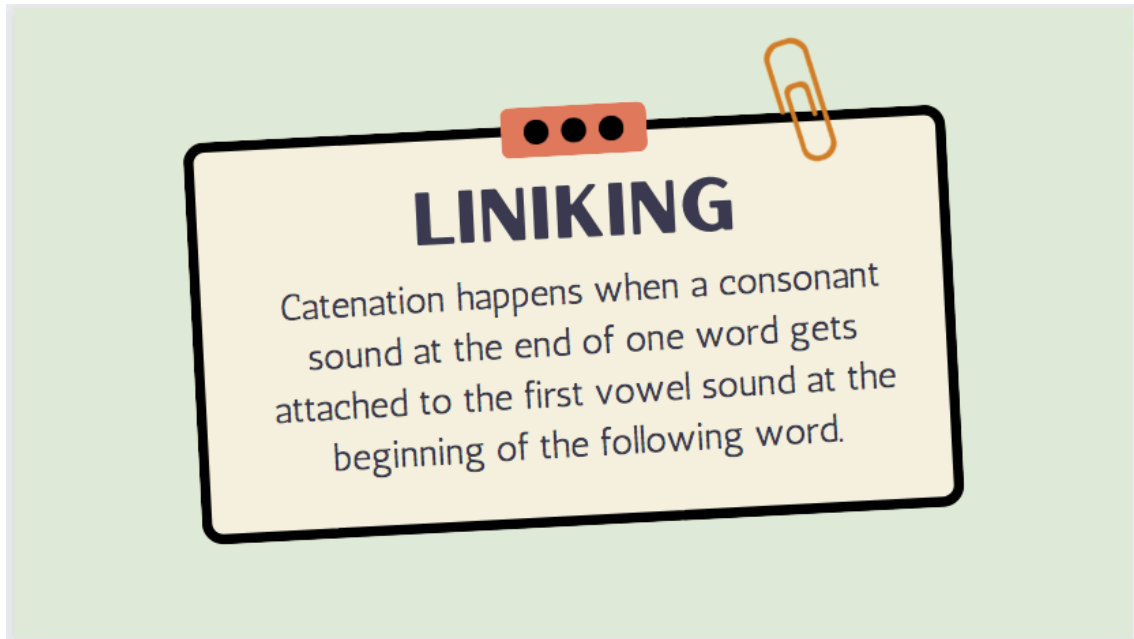
Presentation

Procedure & Time	Purpose
<p><i>Orientation (10 min)</i></p> <p>The instructor will read a list of sentences to students about music which focus on linking. Students will be asked to write down what they hear.</p> <p>The instructor will ask students if the sentences were hard to understand, why or why not?</p>	<p>Students will recognize or become aware of characteristics of linking.</p>
<p><i>Presentation (10 min)</i></p> <p>The instructor will provide information on linking. Also, general information about Music. The instructor will provide with instructions for the activity regarding songs to the students.</p>	<p>Students will be able to see the differences in connected speech based linking.</p> <p>Students will become familiar with combination of sounds.</p>

<p><i>Engagement (10 min)</i></p> <p>Students will need to find a song of their choosing and write down the linking words they hear in the song. They will write down and repeat the words they hear.</p>	<p>This activity will allow students to practice listening as well as speaking.</p> <p>Students will practice with orally stating full sentences in order to practice the rhythm of speech and produce a smooth flow between sounds.</p>
<p><i>Evaluation (15 min)</i></p> <p>Instructor will listen for proper pronunciation and word use during the above activity.</p> <p><u>Wrap Up Discussion</u></p> <p>Students will be given time to ask questions in small groups and as a large group.</p> <p>The instructor and students will discuss how speaking and listening are linked.</p>	<p>The instructor will be able to see if further clarification or practice is needed during the exercises above. Corrections can be made as necessary. Students will record their own voice when they are saying the linking phrases.</p> <p>Students will have a chance to ask for clarification on what was discussed. Clarity will be provided.</p>

CANVA VISUAL SUPPORT

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Annex 7: Urkund Report



Document Information

Analyzed document	Carrillo Erick- Tesis.docx (D155850639)
Submitted	2023-01-14 17:59:00
Submitted by	
Submitter email	ecarrillo8279@uta.edu.ec
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Analysis address	rutheinfantep.uta@analysis.orkund.com