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LENGUA EXTRANJERA

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en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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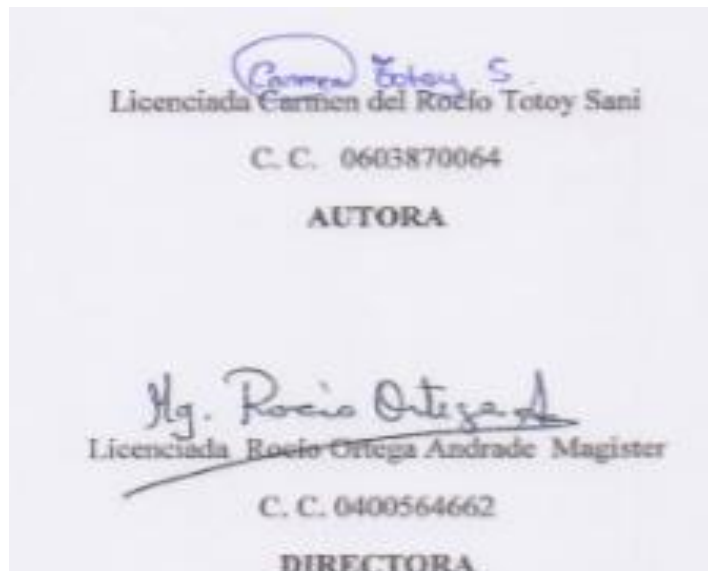
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ÍNDICE GENERAL

PORTADA.....	i
A LA UNIDAD DE TITULACIÓN.....	ii
AUTORÍA DEL TRABAJO DE INVESTIGACIÓN	iii
DERECHOS DEL AUTOR.....	iv
INDICE GENERAL	v
INDICE DE GRAFICOS	x
INDICE DE CUADROS.....	xi
AGRADECIMIENTO.....	xii
DEDICATORIA.....	xiii
EXECUTIVE SUMMARY.....	xiv
RESUMEN EJECUTIVO.....	xv
INTRODUCTION.....	1
CHAPTER I	
Problem Statement.....	3
1.1. Research Topic.....	3
1.2. Problem Statement.....	3
1.2.1 Contextualization of the problem.....	4
1.3 Problem Identification.....	10
1.3.1 Critical analysis.....	11
1.3.2 Prognosis.....	12
1.3.3 Setting of the problem.....	13
1.3.4 Research delimitation.....	13
1.4 Justification.....	13
1.5 Objectives.. ..	15
1.5.1 General Objective.....	15
1.5.2 Specific Objectives.....	16

CHAPTER II

THEORETICAL FRAMEWORK	17
2.1. Research background	17
2.2 Philosophical Foundation	21
2.2.1 Epistemological Basis	22
2.2.2 Ontological Basis	22
2.2.3 Axiological Basis	22
2.3 Legal basis	23
2.4. Key Categories	31
2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT	32
2.4.1.1The audio-Lingual Method	32
Background	32
Principles of the audio-lingual methods	33
2.4.1.2. The ICTs (Information Communication Technology)	34
Definition	35
ICT and language learning/teaching	36
ICT and types Commonly Used	37
2.4.1.3. Podcast	37
Background	40
Podcasting and Language Learning	41
Benefits of podcast	43
2.4.1.4. TED Talks	44
Background	44
How TED Talks work	45
TED Accounts	45
TED Posting Content	46
TED Talks and teaching language	46
2.4.2. DEPENDENT VARIABLE THEORETICAL SUPPORT	47
2.4.2.1. The productive Skills	47
How to teach productive skills?	48
Oral Skill	49

The Importance.....	51
Speaking sub-skills.....	52
Accuracy.....	52
Fluency.....	53
Grammar.....	54
Vocabulary.....	55
Pronunciation.....	56
2.4.2.3. Pronunciation.....	57
Importance to teach pronunciation	57
Features of English Pronunciation.....	58
Segmental Features.....	59
Consonant sounds.....	60
Vowel sound.....	61
Diphthongs.....	62
Suprasegmental Features.....	63
Linking.....	64
Types of linking.....	65
Intonation.....	66
Types intonations.....	67
Rise Tone.....	67
Fall-Rise Tone.....	68
Fall Tone.....	68
Rise-Fall tone.....	68
Stress.....	69
Types of Stress.....	70
Primary Stress.....	70
Secondary Stress.....	70
2.4.2.4. Intelligible Pronunciation.....	71
The value of Intelligible Pronunciation.....	72
Pronunciation-Specific Adjustment.....	73
Intelligibility as the Model of Instruction.....	74

The effect of suprasegmental features on intelligible pronunciation.....	75
2.5. Hypothesis.....	78
2.6 Research Variables.....	78
CHAPTER III	
METHODOLOGY.....	79
3.1 Approach.....	79
3.2 Basic method of research.....	79
3.3 Level and type of research.....	80
3.4 Population and sample.....	82
3.5. Operationalization of variables.....	82
3.6 Data Collection.....	83
CHAPTER IV	
ANALYSIS AND INTERPRETATION.....	85
4.1 Analysis of results and data Interpretation.....	85
4.1.1 Pre-test and post-test results.....	85
4.2. Statistical comparison between pre and posttests.....	97
4.3. Hypothesis.....	101
4.3.1 Hypothesis approach.....	101
4.4 Final survey results.....	102
CHAPTER V	
CONCLUSIONS AND RECOMMENDATIONS.....	106
5.1 Conclusions.....	106
5.2 Recommendations.....	107
CHAPTER VI	
THE PROPOSAL.....	109
6.1. General information.....	109
6.2 Background of the proposal.....	109

6.3 Justification.....	110
6.4. Objectives.....	112
6.4.1. General objective.....	112
6.4.1. Specific objectives.....	112
6.5 Feasibility Analysis.....	112
6.6. Conceptual Basis.....	113
6.7 Description.....	114
References.....	120
ANNEXES.....	127

ÍNDICE DE GRÁFICOS

Figure N°1 Problem Tree.....	10
Figure N°2 Variable super-ordination.....	31
Figure 3. Main map to illustrate how is the process to acquire productive skills.....	50
Figure N°4 Various features of English Pronunciation.....	59
Figure N°5 Word Formation.....	60
Figure N°6 Consonant Chart.....	61
Figure N°7 Vowel Chart.....	62
Figure N°8 Diphthongs Chart.....	62
Figure 9 Results of question 1(pretest)	86
Figure 10. Results of question 2 (pretest)	87
Figure 11. Results of question 3 (pretest)	88
Figure 12. Results of question 4 (pretest)	89
Figure 13. Results of question 5 (pretest)	90
Figure 14. Results of question 6 (pretest)	91
Figure 15. Results of question 1 (post-test)	92
Figure 16. Results of question 2 (post-test)	93
Figure 17. Results of question 3 (post-test)	94
Figure 18. Results of question 4 (post-test)	95
Figure 19. Results of question 5 (post-test)	96
Figure 20. Results of question 6 (post-test)	97
Figure 21. Results of question 6 (post-test)	102
Figure 22. Results of question 6 (post-test)	102
Figure 23. Results of question 6 (post-test)	103
Figure 24. Results of question 6 (post-test)	104
Figure 25. Results of question 6 (post-test)	104

ÍNDICE DE CUADROS

Table N°1 Independent variable operationalization.....	82
Table N°2 Dependent variable operationalization.....	83
Table N°3 Data collection.....	84
Table 4. Results of question 1 (pretest)	85
Table 5. Results of question 2 (pretest)	86
Table 6. Results of question 3 (pretest)	86
Table 7. Results of question 4 (pretest)	88
Table 8. Results of question 5 (pretest)	89
Table 9. Results of question 6 (pretest)	90
Table 10. Results of question 1 (post-test)	91
Table 11. Results of question 2 (post-test)	92
Table 12. Results of question 3 (post-test)	93
Table 13. Results of question 4 (post-test)	94
Table 14. Results of question 5 (post-test)	95
Table 15. Results of question 6 (post-test)	96
Table 16. T test comparison between pre and post-test for question 1....	98
Table 17. T test comparison between pre and post tests for question 2...	98
Table 18. T test comparison between pre and post tests for question 3...	99
Table 19. T test comparison between pre and post tests for question 4...	99
Table 20. T test comparison between pre and post tests for question 5...	100
Table 21. Results of question 1 (post-survey)	102
Figure 22. Results of question 2 (post-survey)	102
Figure 23. Results of question 3 (post-survey)	103
Figure 24. Results of question 4 (post-survey)	104
Figure 25. Results of question 5 (post-survey)	105

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THEME: TED TALKS IN INTELLIGIBLE PRONUNCIATION

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EXECUTIVE SUMMARY

Nowadays, people around the world communicate using a lingua franca, English, that facilitates interactions among people with different mother tongue backgrounds. It is necessary to teach language like a system including all the components at the same time, vocabulary, grammar, function and phonology. For instance, analyzing individual words in a language means vocabulary, putting them in a context to interact with other words belongs to grammar aspect of language, exploring how the words are produced is phonology and finally using them in particular situations is linked to the functionality of a language. The objectives of this project are to reduce the feeling of rejection from teachers to teach pronunciation and redirect the purposes to teach pronunciation in English classes. Reaching native like pronunciation is not a real goal in pronunciation because there are more nonnative speakers than native speakers. Under these circumstances, the research project tried to determine whether TED Talks help to develop intelligible pronunciation in a group of 30 students of first Bachillerato at “Isabel de Godin” High School during the school year 2017-2018. The research applied the qualitative method, but in a systematic way due to the researcher gathered information where the phenomena occurs naturally, through an observation sheet. The results gathered before and after six weeks were statistically analyzed. At the end of the project, it is concluded that TED Talks is an innovative tool that facilitates to teach suprasegmental features of pronunciation. Subsequently, it is advisable that teachers need to include TICs to improve their teaching process and increase student’s awareness about pronunciation and go further to reach intelligible pronunciation.

Keywords: Podcasts, Ted Talks, Productive Skills, Speaking, Pronunciation, Intelligible Pronunciation, Segmental, Suprasegmental.

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Resumen Ejecutivo

Hoy en día las personas alrededor del mundo usan una lengua franca, Inglés, que facilita las interacciones entre personas que proviene de diferentes lenguas maternas. Es necesario enseñar el idioma como una lengua incluyendo todos los componentes al mismo tiempo, vocabulario, gramática, funciones y fonología. Por ejemplo, analizar individualmente las palabras corresponde al vocabulario, usarlos dentro de un contexto para interactuar con otras palabras es la gramática de un idioma, explorar como las palabras son producidas significa fonología y finalmente usarlos en una situación particular es interrelacionado con la funcionalidad de un idioma. Los objetivos de este proyecto son reducir el sentimiento de rechazo de los profesores a enseñar pronunciación y redireccionar los propósitos de enseñar pronunciación en las clases de inglés. Enseñar pronunciación no es una práctica común como los otros aspectos del idioma porque los profesores le dan menor importancia. Alcanzar una pronunciación nativa no es un objetivo real en la pronunciación porque hay más hablantes no nativos que hablantes nativos. Bajo estas circunstancias, este proyecto de investigación intenta determinar si los TED Talks ayudan a desarrollar la pronunciación inteligible en un grupo de estudiantes de primero de bachillerato en el colegio “Isabel de Godín” durante el año escolar 2017-2018. La investigación aplico método cualitativo, pero de una manera sistemática ya que el investigador recogió la información en el ambiente natural del fenómeno a través de una ficha de observación. Los resultados obtenidos antes y después de seis semanas fueron estadísticamente analizados. Al final del proyecto, se concluye que TED Talks es una herramienta innovadora que facilita la enseñanza de los aspectos suprasegmentales de la pronunciación. Consecuentemente, es recomendable que los profesores necesitan incluir TICs para mejorar el proceso de enseñanza e incrementar la conciencia de los estudiantes sobre la pronunciación e ir más lejos y alcanzar una pronunciación inteligible.

Palabras claves: Podcasts, Ted Talks, Destrezas productivas, habla, pronunciation, Pronunciación Inteligible, Segmental, Suprasegmental.

INTRODUCTION

Students pronunciation is an isolated topic that many teachers prefer reduce to short spans of time during classes without a specific objective. Teaching pronunciation along the history has not been a common practice. Language instructors avoid to teach deeply the segmental and even more the suprasegmental aspects of the language because they do not feel confident to do it. They feel insecure because of their lack of knowledge, time or experience.

ICTs day by day have heavier impact on the majority of the fields of the humanity, education is not the exception. Teachers who apply new and different resources in their daily performance have greater results and reach faster their objectives. Audio visual resources from websites can be used in different ways and focus on different aspects of the language. When teachers use videos students may retain more information, contextualize the information in other scenarios and be more motivated.

Considering these circumstances, this research project has tried to examine and analyze the effects of TED Talks on the intelligible pronunciation of a specific group of students at “Isabel de Godin” High School. The content of this study is organized in the following chapters.

Chapter I. This chapter includes the problem statement of the study, the problem statement which includes the theme of the problem, the problem statement, the problem identification, justification and the objectives.

Chapter II. This chapter comprises the theoretical framework of the study, which contains its research background, its philosophical foundation, legal basis, key categories and the hypothesis. These contents support scientifically and bibliographically the study.

Chapter III. The methodology applied in this project is explained in this section. To a better understanding for this chapter there is an explanation of the

approach used, method, level and type. Equally, the population and sample are described, the operationalization of the variables is detailed and the data collection is defined in this section.

Chapter IV. The data gathered through a pre and post observational sheet is presented in this part. The analysis and interpretation of the information obtained in the pre and post stage is shown in this chapter.

Chapter V. The conclusions and recommendation gotten from the finding after this research project are described in this subdivision.

Chapter VI. A proposal based on the incorporation of intelligible pronunciation exercises in EFL classrooms through a scheme of work is presented.

CHAPTER I

Problem Statement

1.1. Research Topic

Ted talks in Intelligible Pronunciation

1.2. Problem Statement

Technology have supported language instructions in two phases: audio media and visual media, it has evolved during the years and proved an effective use in language instruction (Ürün, 2016). Ürün (ibid) mentions that audio media resources in language instruction provide interactive and widespread use of original materials. In other words, at the beginning of language instruction is necessary to provide students with a great amount of input, that may help them to construct their own knowledge following the Krashen's input theory (Ürün, 2016).

In the same line, Mac Donald and Won (2014) mention that students in and outside the classrooms are exposed to mobile technology. Accessing to internet is easy and facilitates students to immerse in authentic material at their own pace, feel comfortable in their own learning environment and don't require all the time teacher control or supervision (Mac Donald & Won, 2014). Mac Donald and Won (2014) identify four main factors to consider before selecting target language-material, they are authenticity, relevance, pedagogical purpose and interest.

The language possesses four basic skills which are listening, reading, writing and speaking. Torky (cited in Tíscar, 2015) suggests that students need to develop at the same time discourse and pragmatic competence, and fluency in a language to master the speaking skills (Tíscar, 2015). Van Lier (ibid) refers to speaking as a spontaneous activity, there is no time to think or prepare the message. Indeed, spoken language contains other elements, intonation, stress and pronunciation. This project focus on pronunciation subskill.

Today's world is globalized and it demands the use of a Lingua Franca, English. Which pronunciation is the perfect, it is necessary to make a contrast of Native-like and intelligible pronunciation? According to Crystal (Cited in Minematsu, KojiOkabe,Ogaki, & Hirose, 2011) nowadays English is perceived as an international communication tool and a realistic goal of English pronunciation is to acquire intelligible enough pronunciation. (Minematsu, Okabe, KeisukeOgaki, & Hirose, 2011).

Richards (cited in Tíscar, 2015) points out that students have poor level of pronunciation in the second language. This probably may avoid that they do not understand what intelligible pronunciation is, how intelligible they are and what kind of mispronunciation may be recognized or not by other listeners (Minematsu, Okabe, KeisukeOgaki, & Hirose, 2011)

1.2.1 Contextualization of the problem

In today's world there is a global language system which is now operating around the world. De Swaan (cited in Lin Pan, 2011) argues that all the languages around the world are connected in this system, they are strongly ordered hierarchical, English is at the core becoming into the lingua franca (Lin Pan, 2011). According to Crystal (cited in Seidlhofer 2005) English supports the communication between speakers with different mother tongues. There are more nonnative English speakers rather than native speakers. Crystal concludes that one out of four English users in the world has English as his/her mother tongue and the majority of interactions take place with non-native speakers. (Seidlhofer, 2005). Nevertheless, Firth (cited in Seidlhofer, 2005) argues that there is no reason to exclude a native speaker in EFL (English as lingua Franca) interaction. Firth highlights that English is perceived as "a contact language", that people who have different mother tongue have chosen to communicate.

Considering all above mentioned, this world requires bilingual speakers. De Swann assumes that people need to learn an additional language, and the chosen language

is one that provides them with a communication advantage. Usually the learned language is one in a higher level than their own mother tongue, it is at the center (Lin Pan, 2011) . The superiority of English comes from the past and current hegemony of the countries where English is considered as mother tongue, the USA and UK. USA and UK domains economic, politic and cultural spheres around the world (Imam, 2005).

Crystal (cited in Injac Lim, 2016) mentions that the growing of English as an international language or lingua Franca is evident. Non-Native speakers (NNS) aims to learn English not only to communicate with native speakers (NS) but also with other NNS. Kachru and Smith (as cited in Injac Lim, 2016) mention that the goal of learning and teaching a language is to reach a good level of understanding, especially in a communicative way (Injac Lim, 2016). Graddol (as cited in Priya, N/D) supports this idea adding that students are not able to speak in English even using simple (Priya, N/D). Meanwhile Vaish (as cited in Priya, N/D) notes that the most school focus on reading, grammar and sometimes in literature.

The intercultural communication and contact, globalization, economic power is more common situations nowadays. For the aforementioned facts, the educational system has changed (Hornberger, 2009). Along the history, there have been failing and rising of language teaching methods. For example, the audio-lingual method switched to the communicative approach (Liu, 2004).

The new Ecuadorian Curriculum talks about the Communicative Language Approach. It mentions that the best way of learning a language is interacting and communicating. The principal aim of English as a foreign language in students is to develop communicative skills to communicate their ideas and be understood. This interaction should happen among a wide number of interlocutors and into a great variety of contexts. (Murray J, 1999). Murphy (1991) describes speaking activities as vital to develop accurate pronunciation. Fraser (2000) notes that many

teachers struggle with teaching pronunciation. He lists reasons why teachers do not teach pronunciation as one of the main components in their classrooms (Nair, n/d).

Naiman (cited in Abe, 2015) states pronunciation receives less attention than the other linguistics factors. It is due to lack of time, less experience of teachers in teaching pronunciation or lack of knowledge. Additionally, Derwing, Thomson, Foote, & Munro, 2012 (ibid) exemplify that there are various phonological features that need explicit instruction. Once there would be appropriate pronunciation it will enhance intelligibility in learners' pronunciation. As a result, it is necessary to include pronunciation as an important element in the curriculum of foreign language instruction (Abe, 2015)

Everybody's pronunciation is different due to location (origin) different accents, early exposure and social surroundings. For example, British English differs from American; the pronunciation is clearly different in each one. The style of speech is clearly another important difference (Jones, 2002). The pronunciation which is understandable to native and non-native speakers is the intelligible pronunciation. Intelligible pronunciation is defined as in what extent the speaker's message is understood by the listener (Derwing, N/d). There are many factors that interfere to develop intelligibility in our students. One of the most important is the accent.

English users have different aims and aspirations. Regarding to the phonetic level, for personal or professional preferences some people strive to sound like native speakers. While others just want to use English as a vehicle to be understood and solve problems easily (Katarzyna Dziubalska-Kotaczyk, 2008). Despite the importance of correct pronunciation there are not researches about this topic (Lord, 2005). Yule (cited in Morley, 1991) observes that one of the classroom practices forces teachers to teach pronunciation as articulatory phonetics or not teach pronunciation (Morley, 1991).

The above-mentioned issues about pronunciation become into problems or barriers that EFL teachers have to overcome every day with their students in the classrooms. These difficulties are more evident in countries that belong to the expanding circle, where English is perceived as a foreign language. Jenkins (cited in Morin, 2007) remarks that English as a Second Language (ESL) is more developed rather than English as a Foreign Language (EFL). Ecuador belongs to the expanding circle and it is difficult to find places where students can practice the language. The only places that students are in contact with the language is the classroom. Furthermore, teachers are the only resources that they have to listen and practice pronunciation.

The situation of Ecuador regarding to its level of English is not good. Paucar E. (2016) in her article “El inglés se pondrá prueba en los colegio públicos” from El Comercio newspaper wrote about the result the evaluation from the language school Education First (EF), which year by year evaluates the level of English in different countries all over the world. Throughout the history Ecuadorian English level has ranked in the lower places. In the year 2015 Ecuador was in the 47th place among 72 countries evaluated (Paucar, 2016).

Consequently, these results caught the attention of the Ministry of Education that decided to sign up an alliance with the EF language school to evaluate level of English in public schools. This evaluation was only focused on reading and listening skills. The first city evaluated was Galapagos, the results showed that students had an A1 or A2 level, which is basic or elemental language proficiency. The Ecuadorian Government and the Ministry of Education aim that students reach the B1 level at the end of the high school (Paucar, 2016). For the above mentioned about the importance of pronunciation, it is possible to deduce that probably the students struggled with listening activities during the evaluation because they had not received enough training in pronunciation.

Jenkins (cited in Morin, 2007) studies the latest developments in pronunciation teaching and technology and the influence that these discoveries may develop to

teach pronunciation. She concludes that pronunciation is in its best moment and nobody may exclude it from language teaching. She bases her conclusion on recent pronunciation teaching researchers that combine approaches, several features, and universal development. All of them combined with technology advancements the application in pronunciation teaching (Morin, 2007).

Under those circumstances, Ecuador is aligned to implement information and Communications and Technology (ICT) to provide authentic oral and written authentic material. To emphasize this idea, the Curriculum 2016 encompasses five threads (Oral Communication, Reading, and Writing, Language through the Arts and Communication and Cultural Awareness). For example, “the oral communication, reading, and writing curricular threads comprise specific skills that relate to the use of ICT to support and enhance the capacity for oral and written expression [...]”. Similarly, to the other two threads requires the use of ICT to develop intellectual curiosity, tolerance and interculturality in students through the use of authentic material (Ministerio de Educacion, 2016).

Marczak (cited in Ministerio de Educacion, 2016) mentions that nowadays to know how to use ICT is an indispensable key to understand the cultural riddles around the world. Under these circumstances, the majority of the schools in Ecuador are trying to find out the most suitable websites and technological tools that enhances the learning and language process. English teachers are adopting and adapting the new curriculum in their classrooms. They follow the guidelines in the curriculum; however, there is no enough activities to foster pronunciation.

In fact, the books from the ministry of education do not have activities to practice pronunciation. The books contain only pronunciation tips, but they are focused on teaching how to pronounce the contracted forms in each unit. It is evident that along the books the other skills are more important. For example, the structure of all the six units in the books follow this pattern, lesson 1-2 grammar and vocabulary, lesson 3 reading and writing, lesson 4 culture and communication. There are other

2 elements that are the literal 5 share your project and finally 6 comics. Even, at the end of every unit has glossaries to reinforce the vocabulary of the unit.

In the books there are some activities inside each lesson that requires the use of tapes recorders, but they are used to practice listening, they are not focused on pronunciation. This reality is presented all over the Ecuadorian public schools, because these books come from the Ecuadorian Ministry of Education and their use is mandatory. The result of the consecutive process is evident because the EF evaluation of 2018 demonstrated that Ecuador still has a low level of English. Ecuador is the 65th place of 88 evaluated countries. EF gives a deeper analysis per region and cities. The highland region has the EF English Proficiency Index in 48,35, lower than the coastal region. Comparing the cities Riobamba is in the 7th place among 8th cities, with the 47,09 EF English Proficiency Index.

This is the reality of Riobamba English level where teachers must finish the six units of the book from ministry of education and they do not have time to implement other activities to foster pronunciation. This is the realism of English teachers in high schools of Riobamba. They face some difficult and issues. At “Isabel de Godin” High Schools, the concerns are the same in order to develop intelligible pronunciation. Student`s pronunciation was not evaluated. It as a clear evidence that pronunciation does not have the real value and importance in teaching English in Ecuador. If teachers implement innovative ways to teach pronunciation, students will get familiar with English sounds. As a result, the statistics about the level of English in Riobamba or even in Ecuador would change.

1.3 Problem Identification

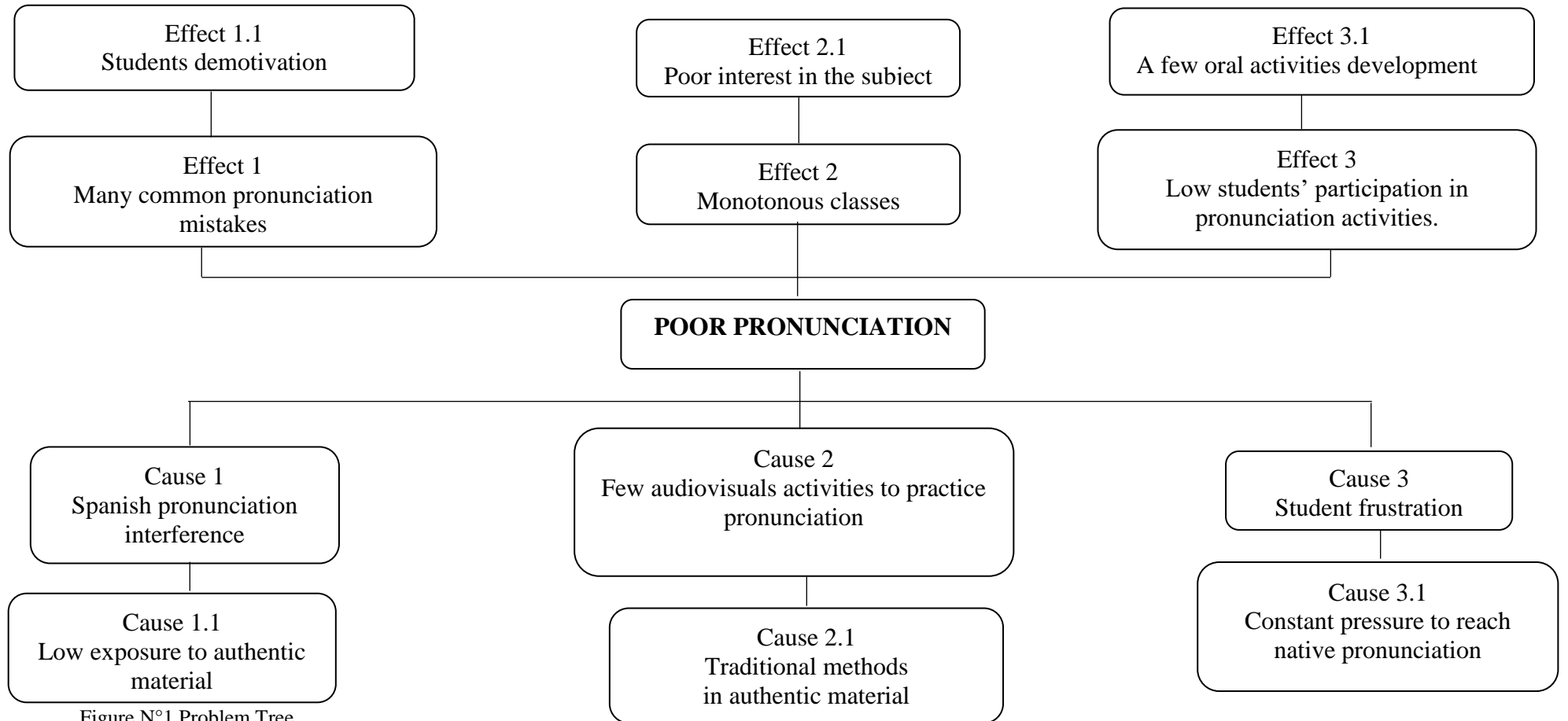


Figure N°1 Problem Tree
Source: Direct Research
Author: Totoy, C (2018)

1.3.1 Critical analysis

In today's world, technology has brought lots of advantages to every field, but teachers are not aware the unlimited possibilities that technology offers to innovate teaching practices. English teachers still use traditional methods focusing more on grammar, writing or mechanical activities. Pronunciation does not receive the required attention during English classes. As a result, the pronunciation development is poor. The origin of this problem comes from three main causes:

Teachers do not bring enough authentic materials to classrooms and students only may listen to English users but they cannot see the context to understand easily. In the same way, they cannot see how people pronounce the words. The pronunciation commonly used in classes is the American. As a result, students produce many common pronunciation mistakes because students do not perceive how the utterance takes place. There is not variety of accent in the audio applied. Ecuador is a Spanish country and there are no places where students can practice English. Spanish pronunciation interferes to develop intelligible pronunciation. For example, in Spanish there is not a wide variety in vowel pronunciation as in English.

Likewise, in English classes there are not incorporation of innovative materials to practice pronunciation. The materials used are the traditional tapes with which have only a piece of the audio to complete the activities. In many occasions, teachers read the script to complete the activities. As a consequence, the classes become monotonous, since students already know the teacher's methodology. Furthermore, teachers feel comfortable with traditional methods and they apply inauthentic material during the classes. Students lose interest in the subject and their performance is low.

The students' performance is low because there is not variation in the classes, day by day is the same. Finally, students feel demotivated and they avoid to participate during the classes. They do not receive the necessary input in the classes to develop pronunciation. Once students decide to interact in classes most of the teacher tend

to correct their pronunciation forcing them to sound like a native speaker. They feel incapable to pronounce correctly and students' participation is low. Therefore, teachers avoid oral activities.

1.3.2 Prognosis

For all of the problems previously mentioned above, teacher must incorporate new adaptations and change their teaching. The current work is relevant to foster the students' performance in pronunciation. TED TALKS is a website where students find diversity of lecture on topics of their interest and increase their level of pronunciation. Indeed, in Ecuador, English is taught as a foreign language not as a second language. The majority of interactions where English is the vehicle to communicate is among non-native speakers. It is necessary to empower students with variety of material to engage their interest into English.

The treatment to problems that carries out intelligible pronunciation is necessary. For example, students do not like to speak in English because they think that they are not able to produce English sounds. The majority of the students assume that American pronunciation is the best and they attempt to produce similar sounds but they cannot. They are not aware that every place or even every people possess their own accent. Consequently, they probably hate their culture background since they may think that it interferes in their phonological development.

In the future, when students are immersing in the real-world communication, they are going to struggle because they have to face with real language. The predesigned language developed in classes is not useful anymore. They feel incapable to interact with other people. Besides, students at the university are going to have oral tests where they have to interact with their teacher. If they do not develop intelligible pronunciation to be understood, they will fail in the tests. These are the result of the use of traditional audio tapes rather than authentic material with variety of accents like Ted Talks provides.

Thus, if there are not innovation in the materials applied and the methodology procedure, there will not be changes in the students' outcomes. The changes require to aim a single objective, students' better performance inside and outside the classrooms, become them into global citizens. They need to be well prepared to face the reality of this globalized world where the majority of communication practice occurs in English.

1.3.3 Setting of the problem

In which ways Ted Talks impact in intelligible pronunciation in EFL students of First Bachillerato at Isabel de Godin High School?

1.3.4 Research questions

1. What are some authors that support the use of TED talks to improve pronunciation or intelligible pronunciation?
2. Hoe do TED Talks promote the development of intelligible pronunciation in EFL students of first bachillerato at Isabel de Godin High School?
3. How to spread TED Talks to develop intelligible pronunciation in EFL students?

1.3.5 Research delimitation

Content

- **Field:** Education
- **Area:** Teaching English as a Foreign Language
- **Aspect:** Ted talks in intelligible pronunciation
- **Spatial:** This research is carried out in 1st Bachillerato at Isabel de Godin High School in Riobamba
- **Term:** The research is developed during the development the second term (unit five) Second five-month term in the school year 2017-2018.
- **Observation Units:** Students, Ted Talks videos, English Book A2.2 reading, Pronunciation Observation Sheet and a post survey.

1.4 Justification

The justification of this project has to deal with the benefits that provide to the educational community that avoid teaching or practicing pronunciation. First of all, it is going to help teachers to update their teaching methodology. Since TED Talks provides a variety of videos to teachers to use during classes to expose their students to a variety of accents and train their ears to a great variety of English sounds. Consequently, teachers move out of the center as the only source that provides pronunciation input to students.

Communication not only requires the use of grammar, vocabulary and speaking. English pronunciation system differs from the written system. The communicative method is one of the most accepted method to teach a language, but students do not feel comfortable to interact with others, because they have not received enough pronunciation training. Teachers need to be aware of that, most of the time we avoid to teach pronunciation. This project facilitates the integration of technological tools to teach pronunciation.

Students are going to receive social and economic benefits from this project. The social impact on students is related to self-motivation and autonomous learning. They are going to be the owners of their learning process. In the same vain, the self-confidence may increase because the constant pressure from the teachers is not going to appear. The economic benefit has to deal with the cost to access to this website, which is free. Students require a computer or cellphone and internet access.

Likewise, students are going to be independent learners and continue practicing listening and pronunciation at home. Students learn on their own rhythm without pressure. They are going to feel more comfortable. Furthermore, they are going to understand that it is not necessary to sound like a native speaker to be understood. As a result, they are going to realize that a good pronunciation is determined by how well they can interact using the language.

After that, this research project is aligned with the technology research field, which is one of the lines of research of Technical University of Ambato. The majority of countries all over the world are anxious to integrate and exploit the Information and Communication Technologies (ICT) in every field. The only path to exploit and see the potential of them is thought research projects that integrate ICT as part of their treatment.

The best alternative to increase students' pronunciation and get higher results with our students is to update the methodology and apply different techniques and materials in order to help them to improve their pronunciation. This project tries to update the teaching methodology of the local school. Additionally, reaching native like pronunciation as the objective of English classes may disappear after the implementation of this project.

Hence, teachers should get familiar with the term "Intelligibility" and aim to become their students' pronunciation into intelligible pronunciation. For instance, teachers need to avoid overcorrect their students' pronunciation. Instead, they may propose resources where students can receive different input in pronunciation, not only the teacher voice. One of the innovate resource may be the website TED Talks. In Ecuador the use of TED talks in classrooms is reduced or may unknown. Besides, there are just few researches in Ecuador about TED talks in order to develop speaking skills but those projects do not focus on intelligible pronunciation.

The inexperience using of TED talks is an important aspect of this project. As a consequence, this research project may facilitate the implementation of TED talks' website. After this research, teachers may have a new perspective about how to use videos from this website during English classes to develop intelligible pronunciation. In the same way this research project may establish a wide perspective of the usefulness of TED talks in order to explain students that there are not right or wrong pronunciations.

1.5 Objectives

1.5.1 General Objective

To measure the effects of the use of Ted Talk during the second term of the second five-month term to develop intelligible pronunciation in EFL students of First Bachillerato in Science at Isabel de Godin High School during the school year 2017-2018.

1.5.2 Specific Objectives

- To identify the most common aspects of pronunciation in which students have more difficulties through a pre-test.
- To examine students' attitude and insights towards TED Talks website using a survey.
- To verify the impact of TED TALKS in the development of Pronunciation in the EFL students of First Bachillerato in Science at Isabel de Godin High School during the school year 2017-2018 through a post test.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Research background.

There are not postgraduate research projects related to TED Talks in intelligible pronunciation. Nevertheless, there are several papers published in different journals or thesis that mention, podcasts, TED Talks and pronunciation.

Regarding the idea of the use of podcasts in English to improve pronunciation, Ducate and Lokimccka (2009) in their study “Podcasting: An effective tool for Honing Language student’s pronunciation”, attempted to explore the use of podcast to hone pronunciation”. The author concludes that podcasting and repeated activities by themselves are not enough to foster pronunciation. Taking into account this result they gave some suggestions to incorporate podcasting during classes to improve and advance in pronunciation. Podcasts receives visual and aural support by computer-assisted to compare students’ pronunciation with Native Speakers and focus on specific troubles to improve them (Lomicka & Ducate, 2009).

This project gives the idea that audio and video podcasts are important tools to improve pronunciation. They suggested ideas to adapt them into classes and not leave to work at home by students alone. In fact, they mentioned about specific problems, it is focused on students’ own problems during the learning process.

Evelyn E. Mbah¹, Boniface M. Mbah², Modesta I. Iloene³, and George O. Iloene in their work “Podcasts for Learning English Pronunciation in Igboland: Students’ Experiences and Expectations” they try to determine the impact of student’s background in internet on the use podcast. The results showed that students agreed that podcasts improved student’s English pronunciation. Furthermore, there is not relationship between student’s internet background and using podcast. They

conclude that technology is necessary in learning a second language (Mbah, Mbah, Iloene, & Iloene, 2013).

The conclusion of the second paper reinforce the importance of the podcast during the teaching and learning process. It is necessary to mention that the authors' conclusion comes from the students' perspectives. Additionally, students' knowledge about technology does interfere to use innovative teaching ways. It means that students easily are going to adapt to new technological tools.

Knight (2010) in his research project about "Sounds for study: Speech and language therapy students' use and perception of exercise podcasts for phonetics". The principal objective was "to assess how exercise podcasts for phonetics are used and perceived by second year speech and language therapy students". He needed eleven podcasting, which were released every week during classes. Two surveys were used during this project. The podcasts were audio not visual. The sample was a group of 26 students that have studied phonetics and phonology during the first year. The results of this study explain that several students use podcasts for practice and revision. Furthermore, students prefer to listen the podcast on a computer, they do not like mp3 player. In fact, all of the students can download the podcast easily whether from, iTunes, Google Reader or VLE (virtual learning environment). Finally, one hundred of the students mentioned that they felt podcasts were useful and help their learning. (Knight, 2010)

This project mentions about the portability of podcasts, that nowadays are easier to carry everywhere thanks to the mobile phones, internet and applications that allow students and teachers to download them. The portability helps students to practice and review their pronunciation when they need. This project supports the idea to add technological tools, TED talks, to increase the learning process.

There is another research by Li (2010) in Hong Kong titled "Using podcasts for learning English: perceptions of Hong Kong Secondary 6 ESL students", this kind

of studies have been present all over the world except in Hong Kong. At the end of this project, the author concluded that all of the students agreed that podcasts have become a useful tool in teaching a language. In fact, they concluded that their listening and speaking skills are better after using podcast. Notwithstanding, the usefulness of podcasts choosing a suitable podcast is not easy. The majority of the audio are designed for native speakers. Another fact, it is the length of the audio and the topics did not catch students' interest (Li, 2010).

This project reinforced the idea to use podcasts to teach a language, but this project does not mention the traditional one. Currently, there are websites that offer a great variety of visual podcasts to use in classrooms to improve students' pronunciation and try to reach intelligible pronunciation. The content on the internet is tremendous teachers are the responsible to establish a possible list of videos that may catch students' attention.

Yoshida (2018) in her paper "Choosing Technological Tools to Meet Pronunciation Teaching and Learning Goals" makes a list about several websites that offer students many opportunities to hear individual sounds and connected speech. In the list, we find TED Talks, National Public Radio, British Broadcasting Corporation, You-tube among others. Levis (cited in, Yoshida 2018) mention that the audios from these websites provide students with multiple speech models, a different one from their English teachers. She concluded that in teaching and learning pronunciation technology is a valuable tool, but it is not the solution for every problem. Additionally, she mentioned that teachers must choose carefully the tools to be used in class. Teacher have to choose the ones that fits better for them and their students (Yoshida M. T., 2018)

This project clarifies that teachers must not rely on only one single technological tool to solve every problem in the classrooms. The author did not reduce the work of teacher in the teaching and learning process. He highlighted teachers as a bridge between the resources and students.

There was an important research called “Students’ and Lecturers’ Beliefs about the use of TED Talks video to improve students’ public speaking skills”. At the end of this project, the author concluded that “Most of the students have positive beliefs on this video. They assume that TED Talks video trains their public speaking skill.” Likewise, the author listed many benefits from TED Talks videos, they are “learn about listening and public speaking, critical thinking, accent and dialect, pronunciation, fluency, etc.” (Nugraheni, 2017).

I ponder from this project that TED Talks does affect the teaching and learning pronunciation and more features of languages. It is evident that this website offers a great variety of content that facilitates the development of language skills with the help of the teachers.

McGregor, A., Zielinski, B., Meyers, C. & Reed, M. (2016) in the research titled “An exploration of teaching intonation using a TED Talk” they concluded with TED talks is a website which contains authentic resources for advanced levels. Scotty di Carlo (McGregor, A., Zielinski, B., Meyers, C. & Reed, M. 2016) agrees with the same idea. At the beginning, teachers should focus on meaning making, the aimed outcome. It is easy, ask students what impressions, ideas get from TED speaker. Then, there is a shifting to teach intonation to teach communicative effectiveness.

According to these authors TED Talk is a useful website to provide students with authentic material to practice and strengthen intonation in classroom. They mentioned that website contains resources for advanced levels, but I believe that teachers have to choose the most appropriate videos for students. The proper use of this technological tool affects positively in students’ pronunciation and communicative ability.

The studies mentioned above are aligned with this project. After all, of the evidence, it is important to mention that some of the modern podcast are audiovisual and

Knight (2010) in his study mentions that students prefer audiovisual podcasts rather than only audio. One of the innovative websites that offers a great variety of podcast is TED talk.

2.2 Philosophical Foundation

Dash 2015 determines philosophy as the guide to understand the meaning of life. Additionally, it monitors influences and governs the course of our lives. Philosophy reflects about some questions about what is happiness, virtue and so on. Philosophy is the general and fundamental study about knowledge, truth, language and more. The definition from Oxford dictionary mentions that Philosophy studies the theories related to nature, thought, and knowledge. It is a theory that sets the alignments how to deal certain situations (Dash, 2015).

According to Alvarado and García (2008), the social critical paradigm introduces explicitly the ideas and the self-reflection the criticism in the process of knowledge. Its aim is to change the structures of the social relations and try to solve problems. The starting point is the action-reflection from the community. This is a paradigm considered as a dialectical unit between the theory and practice. The social critical paradigm in the research field contains believes, rules and procedures that define how to do science. These are the guidelines to search the knowledge.

Martinez (cited in Alvarado and Garcia, 2008) the paradigms tend to become into guidelines, models or rules to follow up by the researchers. Arnal (cited in Alvarado and Garcia, 2008), assumes the idea that the theory-critical is not a science merely empirical or interpretivist. Furthermore, this paradigm aims to find social solutions, giving resolutions to specific issues and promote social changes (Lusmida Alvarado, 2008). This research project has been developed following the process of socio-critical paradigm. First, it tries to understand an identified problem at the Isabel de Godin High School. At the end, it tries to propose a solution.

2.2.1 Epistemological Basis

According to Byron, Brown and Porter (cited in Bernal, 2010) epistemology “is the philosophical theory that attempts to explain the nature, variety, origin, objects, and limits of scientific knowledge”. This project followed this concept because the author studied the relationship between the Ted Talks and Intelligible pronunciation and tried to explain the nature, the limits of the knowledge gather after the research project.

Likewise, Cerda (cited in Bernal, 2010) affirms, “epistemology is philosophy or theory of science that study critically the principles, the hypothesis, and the results of the different sciences, with the purpose to determine its origin and structure, its value and objective”. This project follows this idea because the author analyzed critically the results gathered after the research to determine its value (Bernal, 2010).

2.2.2 Ontological Basis

Crotty 2003 Ontology is concerned with “What is”. Ontology “concerned with *what is*, with the nature of existence, with the structure of reality as such”. (Crotty, 2003). It is indispensable to mention the ontological basis for this project because it talks about a relationship (cause effect). In the project the researcher assumed that there is a real relationship between the Ted Talks and the development of intelligible pronunciation. Additionally, the researcher made the project as real as possible because she applied different methods and techniques to gather information, analyze interpret it and at the end present the results.

2.2.3 Axiological Basis

Axiology is the science that study of the values. In the past, the term “value” was only mentioned in the economic field, but nowadays this term is widespread. The term is commonly used in informal speech and academic terminology. There are several meanings of value. For this research project, the required definition is the one that mention value is something advantageous (positive) (Dziedziak, 2015).

After this project, the author focused on the advantages of applying TED talks to develop intelligible pronunciation. After all, every project tries to solve problems from the reality we live in.

On the other hand, teachers do not only focus on the content of the subject. Teachers care about the integral formation of students. It implies the development of social values. Social values are going to help students to fit in the society they live in. Not only fit, but also be a productive member of the society in order to improve their reality.

2.3 Legal basis

The legal basis of this research project comes from different legal documents such as: Constitución del Ecuador (2008), Reglamento de Regimen Academico Consejo de Educacion Superior (2013) y Ley organica de Educacion Intercultural.

Educación:

Constitución de la República Del Ecuador (2008):

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

Art. 28.- La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal,

permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.

El aprendizaje se desarrollará de forma escolarizada y no escolarizada. La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive.

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades.

REGLAMENTO DE REGIMEN ACADEMICO CONSEJO EDUCACION SUPERIOR (2013)

Art. 10.- Formación de Cuarto Nivel, de Posgrado. - Este nivel de formación se organiza mediante programas que podrán ser de los siguientes tipos:

a. Especialización. - Corresponde a la formación avanzada, en torno a un campo disciplinar o profesional, excluyendo el campo específico de la salud.

b. Especialización en el campo del conocimiento específico de la salud. - Proporciona formación al más alto nivel de destreza cognitiva, científica y profesional, de acuerdo a los diferentes ámbitos específicos de diagnóstico, prevención, tratamiento, rehabilitación y recuperación individual o colectiva, definidos en el campo del conocimiento específico de la salud.

Las particularidades del funcionamiento de estos programas constarán en la Normativa para la Formación de Especialistas en el campo del conocimiento específico de la Salud, que para el efecto expida el CES.

c. Maestría. - Grado académico que amplía, desarrolla y profundiza el estudio teórico, procesual y procedimental de un campo profesional o científico de carácter complejo y multidimensional, organizando el conocimiento con aplicaciones de metodologías disciplinares, multi, inter y transdisciplinarias. Las maestrías pueden ser profesionales o de investigación.

Maestría Profesional. - Es aquella que enfatiza la organización y aplicación de los conocimientos metodológicos, procesuales y procedimentales de un campo científico, tecnológico, artístico y/o profesional.

Maestría de Investigación. - Es aquella que profundiza la formación con énfasis teórico y epistemológico para la investigación articulada a programas o proyectos de investigación institucional.

Para pasar de una maestría profesional a una de investigación, se podrán homologar las asignaturas o sus equivalentes en el campo de formación profesional avanzada, y se deberán aprobar los cursos de los campos de formación de investigación avanzada y de formación epistemológica; así como desarrollar la tesis de grado.

La definición de este nivel de formación para los programas de postgrado en artes se establecerá en la Normativa de Formación Superior en Artes.

Art. 23.- Trabajo de titulación en programas de posgrado. - Es el resultado investigativo, académico o artístico, en el cual el estudiante demuestra el manejo integral de los conocimientos adquiridos a lo largo de su formación de cuarto nivel.

Los trabajos de titulación deberán ser individuales. Cuando su nivel de complejidad lo justifique, podrán realizarse en equipos de dos estudiantes, dentro de un mismo programa.

El tipo y la complejidad del trabajo de titulación debe guardar relación con el carácter del programa y correspondencia con las convenciones académicas del campo del conocimiento respectivo. Las universidades y escuelas politécnicas deberán definir la estructura y la amplitud de los trabajos de titulación.

El examen complejo para el caso de la especialización y de la maestría profesional constituye una opción de titulación, siempre y cuando el programa lo contemple.

El examen complejo es un instrumento de evaluación que evidencia la formación teórico-metodológica y procedimental prevista en el perfil de egreso del programa que habilita al profesional en procesos de generación de innovación social y tecnológica, por lo que deberá contar con el mismo nivel de complejidad y tiempo de preparación que exigen los otros trabajos de titulación. En ningún caso el examen complejo podrá ser una evaluación exclusivamente teórico-memorística.

El trabajo de titulación de la maestría de investigación debe ser sometido a defensa pública, la cual sólo podrá ser realizada cuando el estudiante haya aprobado la totalidad de las asignaturas, cursos o sus equivalentes y cumpla los demás requisitos establecidos en el programa.

(Artículo agregado mediante Resolución RPC-SE-03-No.004-2016, adoptada por el Pleno del Consejo de Educación Superior en su Tercera Sesión Extraordinaria, desarrollada el 22 de marzo de 2016).

Art. 25 Trabajo de titulación en los programas de maestría profesional.- Se considerarán trabajos de titulación de la maestría profesional, los siguientes:

proyectos de desarrollo, estudios comparados complejos, artículos profesionales de alto nivel, diseño de modelos complejos, propuestas metodológicas y tecnológicas avanzadas, productos artísticos, dispositivos de alta tecnología, informes de investigación, entre otros, que permitan la verificación del perfil de egreso contemplado en el programa. La investigación en este tipo de programa es de carácter analítico y con finalidades de innovación.

En los trabajos de titulación de la maestría profesional, deberán contener al menos la determinación del tema o problema, el marco teórico referencial, la metodología pertinente y las conclusiones, de acuerdo y en equivalencia a la metodología que se utilice para su elaboración. Su elaboración deberá guardar correspondencia con las convenciones científicas del campo respectivo.

En el caso de que el estudiante no opte por los trabajos de titulación indicados en el inciso que precede, podrá rendir un examen complejo, siempre que el programa lo contemple.

En cada programa de maestría profesional se deberá establecer, al menos, dos opciones para la titulación.

(Artículo reformado mediante Resolución RPC-SE-03-No.004-2016, adoptada por el Pleno del Consejo de Educación Superior en su Tercera Sesión Extraordinaria, desarrollada el 22 de marzo de 2016).

Educación

Ley orgánica de Educación Intercultural

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo

en sus literales:

a) Universalidad. - La educación es un derecho humano fundamental y es deber ineludible e inexcusable del Estado garantizar el acceso, permanencia y calidad de la educación para toda la población sin ningún tipo de discriminación. Está articulada a los instrumentos internacionales de derechos humanos;

b) Educación para el cambio. - La educación constituye instrumento de transformación de la sociedad; contribuye a la construcción del país, de los proyectos de vida y de la libertad de sus habitantes, pueblos y nacionalidades; reconoce a las y los seres humanos, en particular a las niñas, niños y adolescentes, como centro del proceso de aprendizajes y sujetos de derecho; y se organiza sobre la base de los principios constitucionales;

g) Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

n) Comunidad de aprendizaje. - La educación tiene entre sus conceptos aquel que reconoce a la sociedad como un ente que aprende y enseña y se fundamenta en la comunidad de aprendizaje entre docentes y educandos, considerada como espacios de diálogo social e intercultural e intercambio de aprendizajes y saberes;

s) Flexibilidad. - La educación tendrá una flexibilidad que le permita adecuarse a las diversidades y realidades locales y globales, preservando la identidad nacional y la diversidad cultural, para asumirlas e integrarlas en el concierto educativo nacional, tanto en sus conceptos como en sus contenidos, base científica - tecnológica y modelos de gestión;

ff) Obligatoriedad. - Se establece la obligatoriedad de la educación desde el nivel de educación inicial hasta el nivel de bachillerato o su equivalente;

Art. 3.- Fines de la educación. - Son fines de la educación literales:

a) El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria;

b) El fortalecimiento y la potenciación de la educación para contribuir al cuidado y preservación de las identidades conforme a la diversidad cultural y las particularidades metodológicas de enseñanza, desde el nivel inicial hasta el nivel superior, bajo criterios de calidad;

d) El desarrollo de capacidades de análisis y conciencia crítica para que las personas se inserten en el mundo como sujetos activos con vocación transformadora y de construcción de una sociedad justa, equitativa y libre;

h) La consideración de la persona humana como centro de la educación y la garantía de su desarrollo integral, en el marco del respeto a los derechos educativos de la familia, la democracia y la naturaleza;

Art. 4.- Derecho a la educación. - La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos humanos.

Son titulares del derecho a la educación de calidad, laica, libre y gratuita en los niveles inicial, básico y bachillerato, así como a una educación permanente a lo largo de la vida, formal y no formal, todos los y las habitantes del Ecuador.

El Sistema Nacional de Educación profundizará y garantizará el pleno ejercicio de los derechos y garantías constitucionales.

Art. 5.- La educación como obligación de Estado. - El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes

del territorio ecuatoriano y su acceso universal a lo largo de la vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley.

El Estado garantizará una educación pública de calidad, gratuita y laica.

2.4. Key Categories

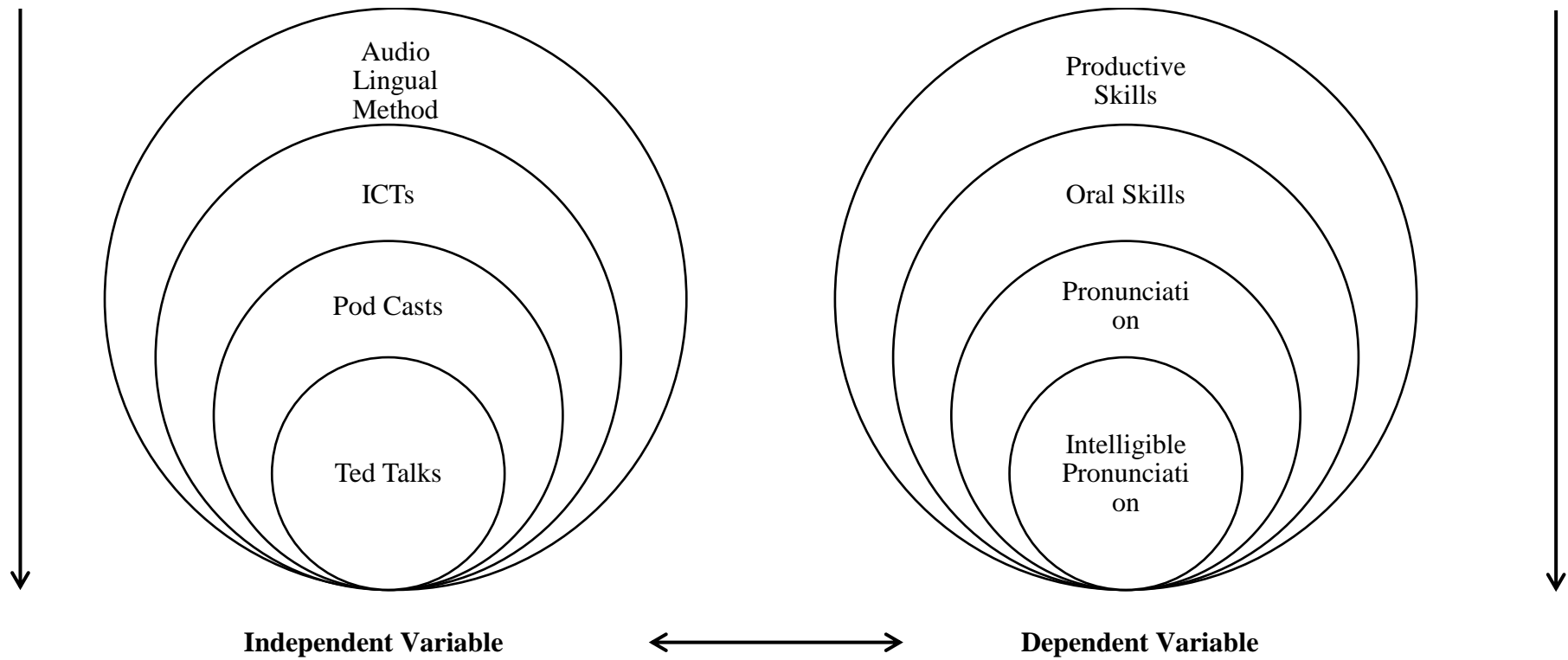


Figure N°2 Variable super-ordination
Source: Experience
Author: Totoy, C (2018)

2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT

Along the history of language teaching there have been several methods to teach a language. Teachers have taught languages to students by a variety of methods, students learnt what teachers considered is important to learn. Furthermore, what is considered as efficient and effective in each method is taken up again and again, elaborated and refashioned. As a result, the best of each method is not lost but serves as basement for the fashioned methods in the present. It is much more common to see combinations and modifications of previous methods adapted into a method that is in vogue. In fact, every method tends to be inefficient when teacher is inflexible in front of every situation. For this research, I considered to take into account again the audio-lingual method basis (Rivers, 1981, p. 27) .

2.4.2.1 The Audio-Lingual Method

Background

The World War II emphasized on language learning as fast as possible. American military authorities noticed the level of negligence in the study of languages in the United States. They needed interpreters to communicate with the allies and enemy contacts. To modify this situation, they require the help of the American Council of Learned Societies. They have already been working on this situation and developing intensive language-teaching programs (Rivers, 1981, p. 38).

The main priorities during this war time were to understand native speakers and produce a language with a pronunciation close to native speakers. The classes set up contained as Rivers mentions “high motivation, small classes, explanation of structure by linguistic experts, and long hours of drilling and active practice with native informants”. The materials utilized were graded depending of the analysis of structure. The armed forced require personnel with high degree of aural-oral skills. Those skills must have specific purposes and oriented to specific situations (Rivers, 1981, pp. 38-39).

The work of American Structural linguists, cultural anthropologists and behaviorists supports the idea of intensive language-teaching methods in the 1940 and 1950. The American Council in 1950 developed textbooks for teaching English. This was a requirement of the U.S. department. The principal public of those textbooks was foreign languages speakers with different L1 background. The process basically started with teaching pronunciation, morphology, and grammar; then drills and exercises.

There was another methodology in Great Britain that applied the same mechanic to teach a language it was called the Oral Approach they both developed independently. The American teaching method differs from the British due to “its American structural linguistics and its applied linguistics applications, particularly contrastive analysis” (Rodgers, 1999, p. 46).

Principles of the audio-lingual methods

Larsen Freeman in her book Techniques and principle in language teaching, she determined around of 17 principles, detailed below (Larsen-Freeman, 2003, pp. 42, 43,44,45).

- It is necessary a context to produce naturally language forms; otherwise it does not occur by itself.
- Native language system and target language system are different. The native language should leave apart to avoid interference while the students are learning the target language.
- The main teacher task is to model the target language. Students listen from teachers how to produce a sound and they have to able to mimic the model.
- Learn a language is like to form a habit; more repetition consolidates the habit and increases the language.
- Avoid errors, corrects errors as soon as they appear, otherwise they become into bad habits.
- Learning a language aims to learn to use a language to communicate.

- Parts of speech are particularly important. Student must identify which part of speech may be moved to create new sentences.
- Very good, excellent are words to provide positive reinforcement and develop good language habits.
- Students will learn to react and respond in front of verbal and nonverbal stimuli.
- Patterns in a language are finite. While students are practicing language patterns, they become independent learners to use them.
- Students should develop automaticity, answer without thinking.
- Students are conducted, guided, and controlled during the learning process by the teachers like in an orchestra.
- A structural patterns acquisition is the main objective the vocabulary and other skills will be learnt afterwards.
- The target language should be acquired like the native language. After using a language student figured out the necessary rules. We don't learn the rules of our mother tongue since the beginning.
- The mother tongue language habits tend to be difficult to overcome during the learning process. Deep comparative analyses between the mother tongue and target language will allow teachers to generalize some difficulties that that students will face.
- When children acquire their mother tongue the process starts with orally, listening and speaking, and then reading and writing.
- Language is part of a culture and vice versa. Literature and arts are not the only elements of a culture. Every day behavior is also part of the culture. For this reason, teachers should present culture information about the language that is being taught.

2.4.1.2. The ICTs (Information Communication Technology)

Bates Poole (cited in Bostina-Bratu, 2016) the current society needs requires to take advantage of technology, teachers are not the exception. Teachers all over the world are implementing ICTs to deliver their classes efficiently and effectively. They try

to align the ICTs with class content and students' needs. Teaching a foreign language is affected by computer-based instructions. In fact, it enhances teaching and learning process. There could be some ideas opposing the use of technology during the learning process, because it is a social process and technology may disturb teacher-student interaction. On the contrary, technology facilitates the social process rather than disturb (Bostina-Bratu, 2016).

Definition

It is possible to identify ICTs like a group of technology tools and resources utilize to communicate. In classroom they include every tool from computers and internet. They are projector, prezi or power point presentations, videos, online dictionaries, interactive books, websites to learn English, websites (Google, YouTube) (Bostina-Bratu, 2016). Babak and Ghasemi 2011 define ICTs as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information” (Babak Gahsemi, 2011) . Gerbault (cited in Myslinaka, 2014) defines ICT as “a community of the most advanced technologies used to communicate, share, and address and modify information, synchronically or synchronically, through the voice, the fixed image or the animated image, and text” (Myslihaka, 2014).

In the same vain, it is possible to find another definition from G.L. Baron and E. Bruillard, for them ICT “composed by audiovisuals on one hand and informatics together with its instruments on the other hand, which administer interactions in distance (.....) forming a new area part of the common technologies, which include actions that were previously included in the educational field and in the educational informatics”.

Furthermore, Guichon (cited in Myslihaka, 2014) in his book give a definition of ICT as “a set of digital technologies, re lying on computer use in order to research and disseminate information and communication optimization”. After all of these definitions there is a universal one that concludes in the following idea “the

techniques used in the handling and transmission of information, mainly computers, internet and telecommunications”. Myslihaka, (2012) mentions that in ICT telecommunications, informatics and audiovisual are technical joined to work together. To sum up, ICT includes all of the technology that manipulates and exploits information. It is evident the combination of technology with information and communication. In the educational field is the implementation of technology to digitalize (record and process) the information.

ICT and language learning/teaching

Traditional teaching methodologies uses printed books, teachers are seen as the principal source of knowledge. The current teaching methodologies demand to become students into independent learners able to determine whether information is needed or not. Teacher is a guide to help students to develop skills to select, access, evaluate, organize and store information. Huge amount of information demands those skills to manage it. Students are in virtual learning communities, teachers are in charge of the managing the time and course to build up knowledge (Babak Gahsemi, 2011).

Teachers are not only guides they are also motivators of the whole process and may provoke intellectual group discussion. The current context of learning (mediated by ICT), methods, computer literacy (hardware, software, and more) in teachers and students requires a critical analysis. Technology has many advantages on learning, for example, internet stores vast amount of current information that is updated every time and people can retrieve it quickly and easily. Consequently, the texts from internet are authentic, unlike the texts found on textbooks. Using ICT teachers are able to transmit more information in short time to short or larger classes (Babak Gahsemi, 2011).

Zepp (cited in Babak Gahsemi, 2011) mentions that teachers need to be aware of the impact of the ICT on the educational goals. As a result, teachers may make changes in the learning process if it is necessary to suit better the ICT. ICT

environments see teacher as facilitator rather than only source of knowledge as in the past. The perception of this idea is a global phenomenon. Teachers in ICT era are not more the main characters; they are class monitors and at the same time they require to become researcher due to technological resources facilitate it. In addition, teaching could become into a transforming experience that “pens new windows to the world and creates a lifetime of opportunities” (Babak Gahsemi, 2011)

Queiroz (cited in Babak Gahsemi, 2011) mentions that all of the teachers require continuous training to improve their technological abilities, otherwise the teachers probably are going to repeat their everyday practices electronically, and nothing change. As a result, students are not going to benefit from the technological advancements. Berge and Warschauer, M. & Healey, D. (cited in Babak Gahsemi, 2011) list numerous recommendations when teachers use technology. They are pedagogical, social, managerial, and technical.

Chats room and e-mail and web forums should not reduce interpersonal and social skills, rather than they have to be directed to enhance and improve them. We have mentioned before that teacher’s roles have changed, they have to create a good learning environment where students interact and socialize among them, and it is completed with a good teaching environment. To reach this level teachers need to have positive attitudes to apply ICT. As a result, Pramel (cited in Babak Gahsemi, 2011) teachers are going to motivate, facilitate and guide learners.

ICT and types Commonly Used

Dieuzeide (1994) cited in Myslihaka, (2014) states ICT include “instruments carrying messages (images, sounds characters)”. Historically includes three main types of technologies in educational field, first the audio-visual technologies, sounds and images, to present information, second informatics (computers and interaction) which organizes and treated the information, and transfer the information (in digital forms). According to Ghasemi and Hashemi, (2011) list

some updated resources in ICT including computers, internet, broadcasting tapes (radio and television) and telephony.

Lately, computers and internet are considered as resources to improve education and make it efficient and effective. Education could be improved in formal or non-formal setting and at all levels. ICT not only includes these [modern] technologies, there are several older technologies sources like telephones, radio and television that were used at schools but did not catch enough attention. There are a lot of expectancy on the use of them, but due to its price of implementation and limited infrastructure make difficult to apply them at high schools (Ghasemi and Hashemi, 2011).

Myslihaka, (2014) provides some tool to apply in teaching and learning foreign languages. They are: “laboratories (only audio or audio and multimedia), computer rooms, multimedia, Interactive white boards, the internet, USB, CD-DVD, Multifunctional digital cameras, video projector, MP3 reader, Television, Radio, etc.” In the majority of those tools requires digital technologies (computers, electronic networks, multimedia and more). It is necessary a brief explanation of some of them.

The computer

With a least a computer per classroom vary the teaching and learning process because teacher may demonstrate the lesson in a different way, with new material, better illustration of the content and probably provide web pages to practice. Students are going to feel motivated with a computer in a classroom and they may receive immediate feedback. Luckily, for students computers do not judge a wrong answer immediately. Students find a kind of patient on computers, so they feel motivated to continue learning and correct their mistakes while they are during the task. One of the most necessities technologies are the computers in teaching. In the past, computers were considered as a novelty, but nowadays it is necessary due to the technological demands in teaching.

Video Projector

This kind of technology makes easier to present a great variety of works in teaching and scientific fields. The video projectors are the beginning of the interactive boards but the conditions of our educational system do not facilitate the application of this kind of technology.

CD-Roms: CD-ROM (Compact Disc Read Only Memory)

This device is used to record information, and its name originates because the information kept in the CD is permanent and do not allow changes. It is an important source to distribute computer software or large documents.

DVD (Digital Versatile Disc)

This device was officially launched in 1995 serves to storage and data collection. Through this source the majority of digital video format have been spread all over the world. After this the use of video tape, laserdisc and Video CD was reduced considerably. Later appeared the Blue-Ray the new version of DVD tape. Blue-Rays adapted to the TVHD signal. Its official is “Digital Versatile Disc” and its meaning “Polyvalent Numerical Disc”. The DVDs are able to keep all numerical data types or computing. The DVDs marked a new era of home cinema. VHS was the only format available to find films for the amateurs. DVDs have revolutionized this perspective nowadays we can find a lot of materials available for example, full TV series, and music concerts, documentaries among others.

The internet (Interconnected Networks)

The definition of “this term indicates the global network by adding computers and telecommunications resources, aimed at the exchange of electronic information and multimedia files”. The protocol is the IP Protocol (Internet Protocol) and it allows transporting messages separated in independent packages. Everybody may access to the network. There are others terms in English to identify the interconnect network they are International Networking, Internet, and Net.

Interactive Table

It is a high technology advance that is not massively introduced to high schools. Its advantages and innovations in class make it as desirable to help everyday teacher's work. It permits students to touch and control the applications and teachers to present anything on the screen to foster students learning. This device does not only provide visual support but also facilitates students' interaction since they may do writing tasks, make presentations and manipulate images on it. The application of this resource requires funds. There are more sources that require funds like digital cameras, interactive white boards, projects and more.

USB

One of the latest technology advances utilized to store and transmit information (photos, videos, texts, movies). Its storage capacity is not standardized, it may vary. This device is considered as an integral part of the students' educational reality.

Podcast

New media resources have emerged with technical advances one of them are podcasts. Podcasting has quickly grown over the past years. This term could be used to refer to audio and video output (J.P. Shim, 2007). In the next section podcasts are going to be expanded.

2.4.1.3. Podcast

2.4.1.3.1 Background

This is a term that is used to mention the digital distribution of audio and visual files. These resources may be downloaded from internet. The access to these files is easy because they are usually on the desktop and may be moved to portable media device (Mp3 player, cellphone, USB memories) (McGarr, 2009). The name comes from the combination of two terms "iPod" and broadcasting (J.P. Shim, 2007). The name probably requires the word iPod because in the past, it was the biggest company that sold portable media player. According to, Kaplan-Leiserson, Campell, and Meng (cited in Rosell-Aguilar, 2007) notice that the majority of the

podcasts are mp3 format and they may be reproduced by any media player and not only by iPods.

Vodcasting was the term used to refer to podcast with videos, but this term did not last for a long time. Nowadays, it is referred as video podcast. Despite the proliferation of portable videos and players from other manufactures, the term podcast is generally used to describe all audio and video files broadcasting available over the internet (McGarr, 2009). There were a lot of opinions that argued against the portability of the video podcasts Meng (cited in Rosell-Aguilar, 2007). The nowadays technology facilitates it.

Podcast are usually available online. People get them on websites, blogs additional there are extra content, tools and materials available there. Podcast have affected the learning process, especially the language learning. Its effect can be the similar like the effects of Internet on the access to language and learning materials (Rosell-Aguilar, 2007). In addition to his, the significant growth of podcasts in education deals with the support that gives to mobilize learning and enhance the students' experience during the learning process (McGarr, 2009) .

Podcasting and Language Learning

Kukulska-Hulme (cited in Rosell-Aguilar, 2007) mentions that podcasts benefit directly the language learning activities. The content of the podcasts varies and there are in different types, for example:

- Broadcasters that reproduce radio programmers or specially recorder content online.
- People who want to improve their own material.
- Film trailers
- Personal speech from people who want to say or share their ideas.
- Learning content for many fields produced for educational institutions and teachers.

The creation of podcast is not exclusively done by teachers it could be done by students too. Meng (cited in Rosell-Aguilar, 2007) enumerates the following possible uses to create podcasts.

- Record and distribute news broadcasts.
- Recorded teachers' notes.
- Record lectures distributed directly to students' MP3 players.
- Recorded meeting and project conferences notes.
- Student projects and project support interviews.
- Oral history archiving and on-demand distribution.

The materials available are in two formats. The first one provides authentic materials recorded by native speakers of the target language. These materials is used by native speakers, they are news feeds or radio programming. The second group consists in language courses or teaching content focus in language learning. Felix (cited in Rosell-Aguilar, 2007) classifies the content of these materials into stand-alone course to be used as virtual classrooms and add-on activities to be used in classrooms or distance education. The resources may be classified into stand-alone courses and supporting materials.

The supporting materials similarly have a classification, there are materials designed for specific audience, materials delivered by teachers or institutions to their own materials; and supporting materials designed for students who are not enrolled in a formal course. The supporting materials are public broadcast deliver to everyone. On one hand, teachers are the responsible to create materials for specific audiences trying to adapt them to their students' need and course syllabus, keeping in mind to provide extra material to their classes. On the other hand, supporting materials are provided independent institutions or particular people who do not have specific audience (Rosell-Aguilar, 2007).

2.4.1.3.3 Benefits of podcast

Frydenberg and Nathan & Chan (cite in McGarr, 2009) mention that the majority of the literature about podcast emphasizes three benefits, “*to enhance convenience, flexibility and accessibility to learning*”. After to analyze the purpose behind the use of podcasts in the learning and teaching process appear the main benefits,” enhancing the flexibility of learning, increasing accessibility to learning (mobile access), and enhancing the students’ learning experience (McGarr, 2009).

Increasing Flexibility

The majority of the distance learning programs have applied audio and video files to provide greater flexibility to learners. The use of audio and videos have been increased by the current digital technologies. For example, digital and video recording can be distributed directly to students’ desktops by Internet. Internet offers a great variety of websites to download automatically thousands of materials. Students can download them in their own time and place. In this way the learners’ flexibility to access to the content of the course is increased (McGarr, 2009).

Increasing accessibility

The portability of this material on different devices, MP3 players, [USB, cellphones], facilitates the access to the material. Evans (cited in McGarr, 2009) mentions that there is high demand on modern learners’ time. Students study when they have the chance, for instance, they often study on the bus, at night, lunch break, etc. That is the main reason of portable technologies that make easier the transportation of the learning materials that they can access everywhere, every time (McGarr, 2009).

Enhancing learning

The podcast usage is not only increased by the distance education but also the campus courses. Kennedy, Judd, Churchward and Krause (cited in McGarr, 2009) mention that podcasts acceptance in educational field have growth rapidly.

Additionally, they comment that while students are applying the new technologies in their daily lives, they are preparing for their future live at the university.

Copley (cited in McGarr, 2009) comments that universities have already started to apply the podcast to support lecture materials for campus-based students. He declares that podcast commonly used are the lecture recordings, distributed to students to review and revise.

2.4.1.4. TED Talks

Background

Ted was born in 1984; it appears due to powerful convergence of a number of fields (technology, entertainment and design). The first videos included 3 TED presentations the producer of them was Lucas Film. They are about compact disc, the e-book and the 3D graphics. Also, Benoit Mandelbrot, a mathematician, presented a TED about his theory of fractal geometry to map coastlines (TED Conferences, n.d.).

At the beginning they lost money despite a stellar lineup, but around 1990 Wurman and Harry Marks tried again and now the world looked to be ready and the numbers look fine. The TED conference was an invitation only event that was presented annually in Monterey, California. This event caught the attention of different audiences from different disciplines. The audience was curious and open minded. Consequently, the list of speakers became broad which included scientists, musicians, business and religious leaders among others. The attendees perceived that TEDs were intellectual and highlight of the year (TED Conferences, n.d.).

After that, TED conferences became nonprofit and under the format that made TED great. It had inspired format, breadth content. Also, it tried to find the most interesting people of the world to communicate their passion. After that, the vision that TED talks should be shared with people outside of Monterey became clearer. On June 27, 2006 the first six videos were posted. By September more than one

million of people had watched these videos. In 2007 TED Talks gave to the audience free access to listen to some of the world's greatest thinkers into different fields. In 2008, TED Active was launched and allowed people to attend this paying an economical price (TED Conferences, n.d.).

In the same year TED Fellows programs were launched, TEDx was created and the Open Translation Project was developed. TEDx offers translation of TED Talks in more than one hundred languages. TED-Ed is another product, and it contains short video lesson aimed at educators, it was launched in March 2012. In the same year in April appeared Ted Radio Hour to public radio listeners. The aim of all TED projects is to give free access to great ideas (TED Conferences, n.d.) .

How TED Talks work

Ted is a nonprofit foundation, focused to give access to great ideas and spark conversation. The material shared for the different channels, TEDx, TED-ED, etc., is under the guideline “How can we best spread ideas?” The goal of this website is to spread great ideas. Its aim is to provide a platform with variety of thinkers, scientists and others. People for all over the world can improve the understanding of the biggest issues that the world is facing nowadays. The main idea of this goal is that a powerful idea gives great force to change the world. The mediums to amplify the ideas are mass media, technology and market forces (TED Talks, n.d.).

TED Accounts

Not all of the areas are easily accessible. For example, there are areas in which you need to create an account, access information. Sometimes to help to use the TED site or application it is necessary to upload data. The users to create an account have to be thirteen years old. The platform asks complete and accurate information. TED talks ask to user follow the guidelines and policies. If TED talks determine that account is used improperly, the site will deactivate the account anytime (TED Talks, 2016).

TED Posting Content

The content posted on TED must not infringe the laws (Intellectual property rights) or the local, federal, and country laws. Also, the comments may not affect the third-party rights (copyright, trademark, patent). The comments will be used around the world with requirement or consent from the author. The content of the comment will not affect the reputation of any person. If the comment infringes the TED Talks policies, it will be removed (TED Talks, 2016).

TED Talks and teaching language

There are research projects that focus on teaching pronunciation, but not directly mention TED Talks and intelligible pronunciation. One paper with the title “Optimizing Pronunciation and Prosody Teaching in Second Language Learning”, by Li-chiung Yang. The author mentioned that he had adapted a second language teaching methodology used with intermediate and advanced levels. The methodology applied aims to improve “phonetics pronunciation and prosody competence towards native like pronunciation”. The author prioritized hearing and encountering authentic language material from real life, taking into account the today's accessibility to unlimited resources. Yang had utilized series of video from BBC's Learning English and TED Talks (Yang, 2016).

The methodology used with these videos was imitation/shadowing to provide students rich contextual language models. As a result, students will probably increase their sensitivity to some features of language like sounds, rhythmic, and prosodic patterns. He mentioned the process applied, which asked students to follow the videos sentence by sentence and paragraph by paragraph, applied mimic or shadowing activities and forced students to replicate sounds and intonation patterns like the speaker of the video. He concluded that mimicking activities helps students to develop confidence quickly, rapidly progress their own production. Likewise, he mentioned about class time that could not be only focused on only one aspect of language, so he highlighted that students may continue mimicking at home using online resources (Yang, 2016).

The positive results after using the methodology is clear because students demonstrate improvement in their language confidence, pronunciation presentation and expressiveness. He mentioned about importance of this process because it “activates the valuable motivational context of language, and trains students sensitivity to meaningful sound distinctions of the target language, providing a highly effective and efficient means to achieve comprehensibility and intelligibility” (Yang, 2016)

2.4.2. DEPENDENT VARIABLE THEORETICAL SUPPORT

Along the history of language teaching there have been several methods to teach a language. Teachers have taught languages to students by a variety of methods, students learnt what teachers considered is important to learn. Furthermore, what is considered as efficient and effective in each method is taken up again and again, elaborated and refashioned. As a result, the best of each method is not lost but serves as basement for the fashioned methods in the present. It is much more common to see combinations and modifications of previous methods adapted into a method that is in vogue. In fact, every method tends to be inefficient when teacher is inflexible in front of every situation. For this research, I considered to take into account again the audio-lingual method basis (Rivers, 1981, p. 27) .

2.4.2.1 THE PRODUCTIVE SKILLS

As mentioned above productive skills are also known as active skills. It means the transmission of information oral or written. This information is produced by users of the language. Likewise, Ivančić and Mandić (2014) mention that productive skills involve of the learners’ ability to effectively and efficiently write and speak in foreign language, English. It is probably harder to produce accurate language forms orally or written than to understand the language. While people are producing language, they are also aware of the message they want to transmit, the vocabulary, grammar, the style needed to do it (Ivančić & Mandić, 2014).

For the reason previously mentioned, students feel incapable to produce the language in front of the native speakers it does not matter if they are advanced learners. They are judging themselves thinking about the mistakes they can produce while they are producing the language. It makes to slow down their self-confidence and reduce their opportunities to improve. To reduce this kind of situations it is necessary that teachers foster speaking and writing activities in class as many times as they can. More practice facilitates students to express their ideas fluently, independent and free (Ivančić & Mandić, 2014).

Bashrin (2013) emphasizes the productive skills because he mentioned that “learners need to articulate words and write to produce language”. He adds that at the beginning students receive the language through the listening skill using music, videos or by the reading skill comprehending books, poems, newspaper and so on. Next, they move to the next stage to produce the language, use the productive skills (Bashrin, 2013).

Jaramillo and Medina (cited in Hossain, 2015) define productive skills, speaking and writing, as a way to persuade or convince people, at the same time they share ideas and feelings (Hossain, 2015). In the same way, McDonough and Shaw (cited in Bashrin, 2013) note that “speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solve problems or establishing and maintaining social relations”, in other words speaking is to produce the language orally. While writing is the other productive skill, in the writing is possible to distinguish to categories institutional (formal) and personal (informal). Textbooks, reports, papers, belong to institutional writing. Personal letters and writing activities like creative writing and free writing include in the personal writing forms (Bashrin, 2013).

How to teach productive skills?

Ivančić and Mandić (2014) agree that students aim to master the language to produce sentences in the foreign language, because the productive skills require thinking about several things at the time (grammar, vocabulary, the content, etc.).

Teachers need to be aware of the topics that he or she is going to introduce in the class to discuss to develop writing and speaking. Harmer presents a basic model to teach the productive skills, speaking and writing (Harmer, N/D).

Lead in. - Introduce the topic and engage students with it, ask them what they now about it to active students' background (talk about their experiences; ask them to guess the vocabulary that they are going to use). For example, if the activity is to create a dialogue or act out a role play ask them what situation could emerge in those situations.

Set the task. - At this stage the teacher explains clearly what expects from the students while they are developing the task. It is necessary to model the activities and do clarification questions to see how deep they have understood the instructions. If the activity is a role play in pair or groups the teacher may use one student from the class to model the activity.

Monitor the task. - Teachers walk around the class listening and checking the students' performance to fulfill the task. Teachers clarify students doubts help them when they require their help. For example, in the writing tasks teachers participate actively to redirect the students' work to the right point.

Task feedback. - In this moment the teachers raise the students' affective filter because they help students to identify how well they have done their work. Teachers are going to focus on the content of the tasks not only on the language used (grammar, vocabulary). It is better to emphasize the positive aspect of their work and mention the mistakes in a general to show them what they need to improve. A follow up activity is necessary to move on and repeat the process.

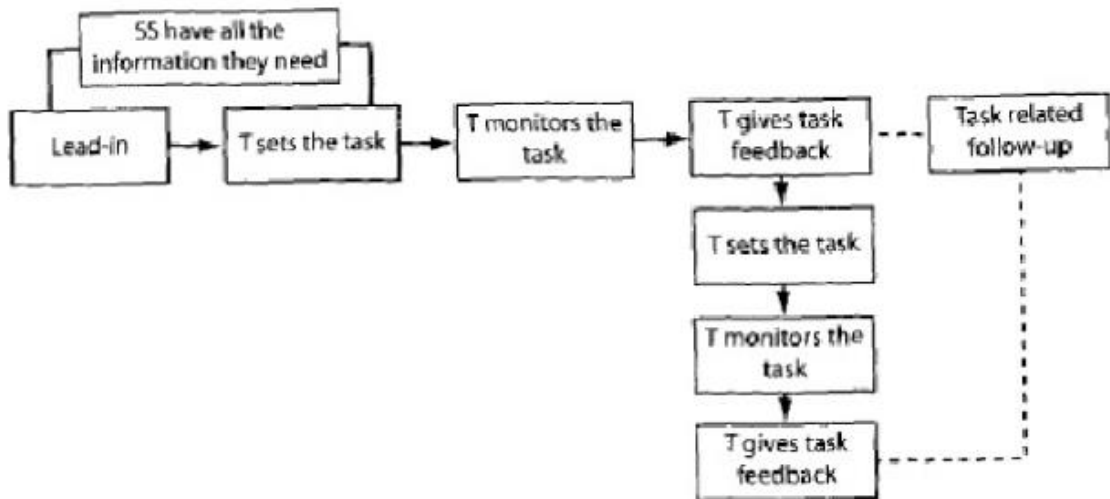


Figure 3. Harmer organizes a main map to illustrate how is the process to acquire productive skills. He identifies writing and speaking as productive skills. It is a mechanic and repetitive as many times as it is necessary.

ORAL SKILLS

The majority of people who are learning a foreign language consider speaking as the most important (Nikolov & Horvath, 2006). This is the skill that most of them wish to perfect quickly. Indeed, people use more the speaking skill rather than the writing skill because speaking helps people to socialize. Speaking happens in real time, while people are interacting have limited time to process the language (understand) and produce the language. Non-verbal communication supports the spoken language (Hossain, 2015).

There are several statements to define speaking. Nazara (2001), defines speaking as a social multi-sensory speech event, and the topic varies. Thornbury and Slade (cited in Nazara, 2011) mention that it is a social act since people interact, get rapport and agreements. At the same time people keep and modify their social identity, and utilize their interpersonal skills (Nazara, 2011). People generally express wishes, feelings, attitudes, opinions and judgments, this differs from what usually happens in classrooms when the teachers develop speaking skills.

Chaney (cited in Kayi 2006) notes that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Kayi, 2006). Brown and Burns (cited in Shrouf, n/d) consider speaking as interactive process that constructs meaning while produce-receive the language and process information. It is an important element of learning and teaching a foreign language. In today’s world speaking must aim the improvement of the communicative skills (Shrouf, n/d).

According to the above definitions of speaking it is important to add two definitions from the bottom-up and top-down approaches. From the bottom-up approach speaking represents the auditory signals produced to stimulate variety of verbal response from a listener. It is understood as the combination of sounds in a systematic way, meeting the communicative principles of a specific language to produce meaningful utterances (Torky, 2006). Carter (cited in Torky, 2006) remarks that bottom-up approach is close to audio-lingual method because the process starts teaching smallest units of the language then words and sentences and finally the discourse.

Ur (cited in Hossain, 2015) declares that “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning”. Additionally, Gower, Philips and Walters (cited in Hossain, 2015) agree that every opportunity [to develop] speaking in classroom [is important and should] be taken. While students are doing speaking activities, they try to communicate they may become aware of the importance to use the language to communicate and increase their fluency and confidence (Hossain, 2015).

The Importance

The first skill that human beings apply in their lives is the speaking before reading or writing. Most of the time, in any language human beings spend using the language orally rather than written. The most important skill is speaking because it is the basis to interact in a conversation. To perform this skill is necessary some

elements for example pronunciation, grammar, vocabulary, fluency, and comprehension.

Students will have a good communicative process, easy and effective, if they have developed enough English-speaking ability. Rivers (cited in Leong and Ahmadi, 2017) carry out a study about the language use out of the classroom and deduce that the time invest in speaking is more that the time invest in reading and writing at the same time. Brown (cited in Leong and Ahmadi, 2017) adds that students can see listening and speaking as tools (Leong & Ahmadi, 2017).

Speaking is important for any language because it fosters efficient and effective communication. Teachers aim students can use the language as fluently and accuracy as possible. Learners prioritize the speaking skill in the learning process to use it to express meaning (Imane, 2016). Widdowson (cited in Imane, 2016) expresses that learning a language does not just imply the knowledge of the language code. It is not what learners need outside the classroom.

Speaking skills are important because they integrate other skills. For instance, it helps to develop vocabulary, grammar skills at the beginning, later the writing skills will be better. While students are speaking, they use the language in different forms like request, talk, discuss, etc. People who are proficient language user have greater opportunities to find better jobs. Baker and Westrup (cited in Leong and Ahmadi, 2017) support this argument and said that learners that speak very well will find better opportunities to work, study, etc.

Sub-skills

Accuracy

According to Gower (cited in Bashrin, 2013), “Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities, the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important”. Accuracy is an important sub-skill to develop speaking and

teachers should motivate students in every class to use language correctly. The correct use of language should not be the only topic in class because students may never feel comfortable with the speaking. He also mentions that teachers should clarify what is expected from the students and to what to extend.

Bryne (cited in Omari, 2015) mentions that in accuracy speakers produce correct forms and utterances. If there are few errors, they must not affect the phonological, syntactic, and semantics of a language. In other words, it is the productions of utterances grammatically correct (Omari, 2015). I.S.P Nations and Newton (cited in Zohra, 2016) mention the term oral accuracy, his definition highlights the appropriate use of grammar rules and structures and the right vocabulary. Zohra complements this definition and she argues that students need grammatical structure, vocabulary and pronunciation to maintain a good oral accuracy (Zohra M. A., 2016).

Fluency

Ashour (2014) mentioned that in the past the highlighted topics in foreign language instruction were vocabulary and grammar, teachers did not focus to link them with real-life situations or the life discourse. Now this situation has changed and teachers emphasize on orally or written learners' language production. Graves and Nazara (cited in Ashour, 2014) mention that English have reached a high position all over the world and it is known as the language of science because medicine, technology, business and media require it. Speaking English fluently and effectively is a successful process language learning process for language learners.

Omari (2015) defines fluency as the ability to speak or write in a [foreign] language quickly or easily. Likewise, Graham (cited in Omari, 2015) mentions that fluency is an ability which requires speaking fluently and accurately. Fluency in speaking is the principal objective among language learners. Speaking is integrated by various parts and fluency; it is an important part to the development of the speaking skills and the following statements are included:

- Use the language spontaneously.
- Listen and comprehend spontaneously.
- Respond spontaneously.
- Overcome the lack of the one of the aspects mentioned above.

(Graham, 2001)

Harris and Hodges (cited in Omari, 2015) describe fluency as an ability to produce language automatically and quickly of a speaker. I.S.P. Nation and Newton (cited in Zohra, 2016) add the term oral fluency, it is to produce language faster without many hesitations and pauses. Fluency generally presents some grammar mistakes but it is not considered a tremendous problem as long as the speaker can speak and transmit a message comprehensible.

Tumova (cited in Ashour, 2014) refers to fluency as speaking in foreign language freely to interact in real-life situation expressing ideas, feelings and thoughts. In addition, Castaneda and Roderquez-Gonzalez (cited in Ashour, 2014) mention that fluency in speaking means to speak smoothly and continually, speakers should not stop to think about which word fits better to transmit his/her idea. Furthermore, Bard, Romero, Smith and Zhang (cited in Ashour, 2014) agree that fluency is a sub-skill in speaking. It requires speaking a normal speed, not to stumble with words and produce sound with perfect English. Likewise, it is necessary to adapt the speaker message at the listeners' level to make it easy and clear to understand, use comprehensible sentences not complex, and present the ideas calmly and spontaneously.

Grammar

Thornbury (cited in Omari, 2015) refers to grammar as the rules of a language. Grammar describes rules to form sentences and include a description of the functions of the language. Omari (2015) added that it is important for foreign language learners to language accurately because grammar aspects of a language differ from written to spoken language. Teaching grammar to interact orally

facilitates students to internalize the use or functions of a language since they see how the learned structures work in a context.

Parsons (cited in Ashour, 2014) describes grammar as a system of rules that govern a language, its structure and arrangements. As a result, people apply language rules while they are speaking. Alvarez (cited in Ashour, 2014) supports this theory and mentions that people start using a language making sounds, after that evolve into words, then phrase and next sentences. Barry (cited in Ashour, 2014) argues that the language has changed over time for different reasons. As a conclusion, Alvarez (cited in Ashour, 2014) mentions that grammar is a reflection of a particular language at a particular time.

Vocabulary

Shafaei and Nejati (cited in Ashour, 2014) mention that vocabulary is one important objective to learn a language; it is the basement of the speech. Angel (cited in Ashour, 2014) people develop semantics along their lives; while they grow up, they continue learning vocabulary through practice. Kim (cited in Ashour, 2014) states that communication use vocabulary and vocabulary helps to acquire new language. Cooper, Kiger and Robinson and Slansky (cited in Ashour, 2014) mention that the function of vocabulary in language is to motivate students to become independent to participate and learn of unknown words.

Cooper, Kiger and Robinson and Slansky (cited in Ashour, 2014) complement this idea mentioning that students learn about recognition and meaning of a word when they learn vocabulary. Recognition is to identify a word as familiar and discovered the familiarity of a word and all the information available related to the word. Feinstein (cited in Ashour, 2014) denotes that vocabulary recognition is the strategies that students apply to decode words. For example, phonemic, syllabic and morphemic analysis, analogies, sight words among others. Cooper, Kiger, Robinson and Slansky (cited in Ashour, 2014) remark that recognition of a word is the ability to produce or read a word orally and the meaning of the vocabulary is to

understand the meaning of the words and use them. Ashour (2014) added up that students develop recognition and meaning of word at the same time while students are learning how to read and write.

Thornbury (cited in Ashour, 2014) identify three usual things that speakers use when they transmit a message, they are:

- Speakers use several words and expression to show their attitude about what is he or she is saying.
- Speech has an interpersonal function that is why speakers use words and expression to show positive and negative responses.
- Speakers use words to mention the time, place and participants in the current context or further context.

Pronunciation

Good pronunciation is a key element to learn to speak a foreign language (Zohra M. A., 2016). Omari (2015) considered pronunciation as a crucial speaking sub-skill and the departure point to start oral interaction because every communication process requires students master the sound system of the language. Pronunciation is the way how people speak a language, how they produce a sound. It is the production of language clearly. It is important to distinguish between phonology and pronunciation. Indeed, Burgess and Spencer (cited in Modesti, 2015) mention that:

The phonology of a target language (TL) consists of theory and knowledge about how the sound system of the target language works, including both segmental and supra-segmental features. Pronunciation in language learning, on the other hand, is the practice and meaningful use of the target language phonological features in speaking, supported by practice in interpreting those phonological features in a target language discourse that one hears (Modesti, 2015).

2.4.2.3. PRONUNCIATION

Pronunciation as was mentioned above denotes to how a word is produced in a language. It is the way how student produces clearer sounds when they use a language. There is a great quantity of speakers who repetitively mispronounce words and it makes extremely difficult to understand for speakers from another language background. Consequently, student must practice pronunciation overall. They need to focus sounds and their features and when to use them (when to stress words, when to rise and fall intonation) (Omari, 2015).

Cook (cited in Branch, 2016) determines pronunciation as the ability to produce English sounds. Usually students learn pronunciation repeating sound and correcting them as soon as possible when it is mispronounced. Once students have started learning a language, they develop new habits to overcome the first language interference (Branch, 2016). In addition, Yates (cited in Branch, 2016) comments that pronunciation is to produce sounds and convey meaning with them. Paulston & Burder (cited in Branch, 2016) adds that pronunciation is the production of sounds of a language. It does not affect the communication from the listeners or speakers' perception.

Importance to teach pronunciation

Nowadays there has been a great interest in EFL or ESL classes on teaching competent pronunciation. Morley (cited in Varasarin, 2007) notes that poor pronunciation may breakdown communication and cause several problems on the speaker like anxiety, stereotyping and discrimination. The majorities of the English classes neglect or ignore to teach pronunciation, and Ecuador is not the exception. Wei (cited in Varasarin, 2007) mentions that one of the reasons to avoid teaching pronunciation in class is because the teaching strategies or techniques are not available to teachers.

Harmer (cited in Olivo, 2016) points out that helping language learner to improve comprehension and intelligibility is necessary to focus his/her attention to the sound

system, how sounds are produced, stress, intonation, etc. in this way language learners may understand better how the language works (Olivo, 2016). In addition, Harmer (cited in Branch, 2016) confirms that teachers generally do not pay attention to English sound system. There are many reasons to reduce teaching pronunciation. For example, learners declare that pronunciation is not important for them, and learning how to pronounce and produce sounds is a waste of time (Olivo, 2016).

Features of English Pronunciation

English has become the lingua franca around the world. It is important those English speakers, whether they are native or not are able to exchange ideas effectively. According to Burns, 2003 (as is cited in Gilakjani, 2012) in recent discussions it is evident that in English- Language Teaching the tendency to develop native pronunciation is disappearing. Burns mentions that English speakers should achieve intelligibility, comprehensibility and interpretability (Gilakjani, 2012, p. 2).

Morley, Gilbert and Wong (cited in Varasarin, 2007) observes that teaching English pronunciation deals with micro-level skills, macro-level skills and awareness-raising. For these project the micro level is emphasized and students need to learn and study about the segmental features (study sounds) and the suprasegmental features (stress, linking and intonation, rhythm, etc.) (Varasarin, 2007). Likewise, Gilarkjani mentions that into English pronunciations there are many features divided into two main groups, they are segmental features and suprasegmental features. Celce-Murcia, Brinton and Goodwin; Gilbert and Morley (cited in Varasarin, 2007) describe segmental features as basic inventory of sounds of a language and explain the form how the sounds are combined to produce language orally. The American alphabet contains 40 phonemes (15 vowels and 25 consonants). Teaching pronunciation aims the mastery of segmental discriminating and producing sounds of the target language.

While suprasegmental features go over the segmental ones because suprasegmental features contextualize the message and support segmental production, they are more important in pronunciation instruction. In addition, suprasegmental includes stress, rhythm, etc. (Varasarin, 2007). The following chart describes better each level segmental and suprasegmental features.

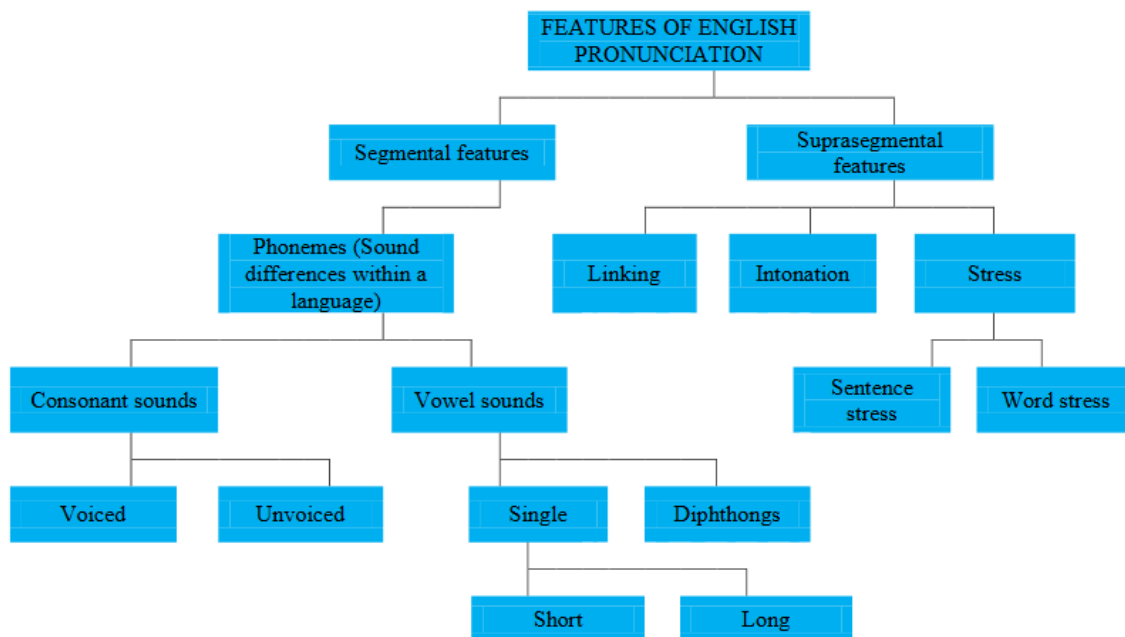


Figure N°4 Various features of English Pronunciation (Taken from Gilikjani A.P., 2012)

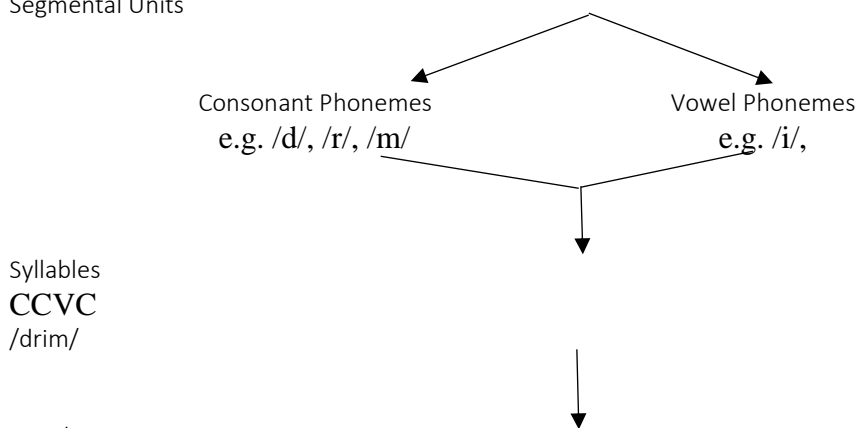
Segmental Features

Dobrovolsky and Higgins (cited in Sawaengmongkon, N/D) state that speech is formed by segments. They have specific phonetic properties. The segments are the smallest linguistic units that allow producing sounds, they are also known as phonemes. Listeners can identify each phoneme independently, but the phoneme does not transmit meaning by itself (Sawaengmongkon, N/D). According to Seferoglu, 2005 (cited in Gilakjani, 2012) segmental features are related to individual vowels and consonants.

Comparing with suprasegmental, segmental features are easier to explain and teach, because the sounds are at the micro level (Gilakjani, 2012). They are explained

better in the next section. Spencer refers to segmental features as individual sounds (phonemes). The phonemes can make meaning. Phonemes refer to “distinctive unit sound” in a language. A phoneme is a unit because it is necessary to change whole phoneme to create a new word, and distinctive because switching phonemes in words is clearly differentiate to the listener (Phon, 2006). Phonemes are divided into vowels and consonants. Ladefoged (cited in Sawaengmongkon, N/D) mentions that to form syllables is necessary to join vowels and consonants, and then utterances appeared. For example, the word “dream” is formed by the following segmental features described independently below (Sawaengmongkon, N/D).

Segmental Units



Syllables
CCVC
/drim/

Word
"dream"

Figure N°5 Word Formation
Source: First Hand research/experience
Author: Totoy S (2018)

Consonant sounds

They are sound produced when the air stream is blocked in the mouth on its way (Yoshida M. , n/d). Additionally, Crystal (cited in Rojas Yumisaca, Inca Chunata, Escobar Murillo and Rodriguez Arellano, 2018) describes consonants sounds like sounds produced in the vocal tract it usually happens when it is closes or narrows, the air stream could be completely blocked or partially creating a friction (Rojas Yumusaca, Inca Chunata, Escobar Murillo, & Rodrigez Arellano, 2018).

Indeed, Yule (cited in Rojas Yumisaca et al, 2018) mentions that consonants are basic speech sounds and they may be classified depending on their place and

manner or articulation. To support the chart above it is necessary to mention manner of articulation and the two main categories voiced and unvoiced sounds (voiceless). Brinton and Brinton (cited in Rojas Yumisaca et al, 2018) describes the manner of articulation how the air stream is blocked in the vocal track, completely or partially. Yule (cited in Rojas Yumisaca et al, 2018), mention that people utter sounds in different manners and they are stop, fricatives, affricates among others.

PVM Chart: English

				PLACE						
				LABIAL		CORONAL				DORSAL
MANNER	VOICING	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Palatal	Velar	Glottal	
	OBSTRUENTS	Stop	Voiceless	p			t			k
Voiced			b			d			g	
Fricative		Voiceless		f	θ	s	ʃ			h
		Voiced		v	ð	z	ʒ			
Affricate		Voiceless					tʃ			
		Voiced					dʒ			
SONORANTS	Nasal	Voiced	m			n			ŋ	
	LIQUID	Lateral	Voiced				l			
		Rhotic	Voiced					r		
	Glide	Voiced	w					j	w	

Figure N°6 Consonant Chart
Source: Images Google

Vowel sound

Contrary to the consonants, vowels are produced when the speaker let the air flow, generally the vowels are voiced (Yule, 2014). The vowel system in the English language is complicated. There are twenty vowel phonemes. The vowels are divided into monophthongs and diphthongs. The vowels system of monophthongs becomes more complicated due to the durational variation (Ali, 2013).

It is important to start with the distinction between the short and long vowels, the length of sounds. The short vowels are noticeable in words like *bit, bet, bat, pot* and the long vowels are found in words like *beat, bait, boat, etc.* The length of pronunciation of the first words generally is shorter of the second words. In fact,

the long vowels may be free and short vowels must be accompanied by a consonant (Gruyter, 2006).

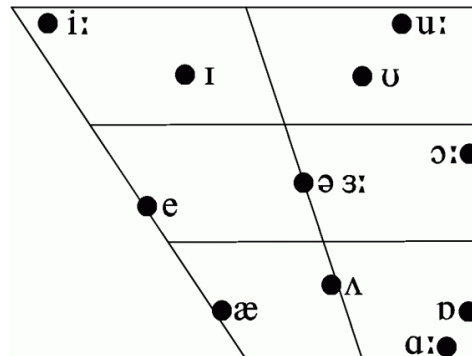


Figure N°7 Vowel Chart
Source: Images Google

Diphthongs

Diphthongs are made of two vowel sounds. There is a glide to match the vowel sounds and make them sound like a single syllable. For instance, in the word *game* is perceived a diphthong and it is represented by the phonemic symbol /eɪ/ to demonstrate the gliding movement from /e/ to /ɪ/. The starting point is /e/ and finish in /ɪ/, creating the diphthong which is perceived as only one phoneme and also one syllable (Underhill, 2005).

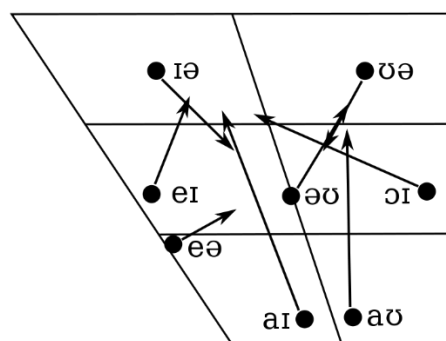


Figure N°8 Diphthongs Chart
Source: Images Google

Tsukada (cited in Ali, 2013) mentions that English learners need to be aware of the difference between the vowels in their mother tongue and English. As exemplification, Flege 1991 notices that there are not phonology similarities between the Spanish vowels sound and English. Delattre (cited in Fledge, 1991)

mentions that generally English sounds are longer than Spanish vowels and more when they are under stress or in pre-pausal position (Flege, 1991).

Furthermore, English language is not only making up by segmental features, there are more phonological features that go beyond the single segments (Sawaengmongkon, N/D). Kuiper and Allan (cited in Sawaengmongkon, N/D) name these features suprasegmental, which are the natural characteristics of every language in the world. If suprasegmental features are introduced and practiced with learners, their pronunciation will become more intelligible.

Suprasegmental Features

The suprasegmental features govern more than one sound at the time. In spoken language the segmental and the suprasegmental features work together, due to the suprasegmental features cannot happen by themselves. Instead, they spread over the segments that appear in words, phrases, and sentences (Sawaengmongkon, N/D). Indeed McDonough and Shaw (cited in Aarifi & Sayyadi, 2015) state that teaching pronunciation not only require to focus on single sounds but also on stress, rhythm, intonation, and links (Zarifi & Sayyadi, 2015).

There are several authors and researchers, Jenkins and Morley (cited in Aarifi & Sayyadi, 2015) that suggest shifting from the segmental features to the suprasegmental ones to teach pronunciation. The effective communicative pronunciation competence is evident when the speakers improve their suprasegmental productions. To conclude, while people are communicating can develop intelligible pronunciations to make mutually understandable using suprasegmental features of a language.

Ladefoged & Johnson (cited in Zarifi & Sayyadi, 2015) state that to highlight the role of the suprasegmental features, it is vital to point out that several languages like English, use them distinctively. They support the listener to determine the meaning of the utterances because the most accentuated words are the ones that

require more attention. Besides, a little variation in the suprasegmental features would change the message.

They have an essential role to facilitate communication. Accordingly, people must think about the suprasegmental features as a key element of the communicative competence and practice them during the English classes (Zarifi & Sayyadi, 2015). If learners are aware of the smallest and the suprasegmental components of the language, they may achieve intelligible pronunciation. The present study took into account three suprasegmental features; they are linking, intonation and stress.

Linking

The pronunciation of isolated words is different from them in a connect speech. British Council (cited in Sawaengmongkon, N/D) indicates that the linking is possible when there is a consonant (final sound) and a vowel (starting sound). Accordingly, linking generally happens in spoken English, so language learners will meet them in listening. Celce-Murcia et al (cited in Childs, 2012) define linking as a process of connecting ending sound with starting sounds, creating smoothly spoken speech (Childs, 2012). For instance, the linking in the phrase “be on time” occurs in the two first words (be-on). It sounds like “be yon time” as you can notice there is a /y/ sound that links the sounds (Childs, 2012).

Likewise, Celce-Murcia et al (cited in Gilbert n/d) mentioned that pronouncing words or syllables appropriately demands the practice of linking (or liaison). They agree with the fact that linking joins final sounds with initial sounds. Furthermore, Field (cited in Gilbert n/d) mentions that linking not only happens between vowel and consonant sounds but also between consonant sounds when they are similar, for example in “some money” (Gilbert, n/d). Alameen 2014, mentioned four aspects of linking, they are, 1 keep the phonetics quality when the linking is between consonant-to-vowel (C-V) (e.g. face it), 2 add an extra glide in the combination vowel-to-vowel (V-V) (e.g. blue ink), 3 making a single longer pronunciation when the two sound for linking are the same (e.g. can name), or 4 a little variation in

segment identity in the linking of two different consonants, the first one won't be released or aspirated (Alameen, 2014).

Types of linking

At the words boundaries we can find consonant and vowels sounds. The combinations of them originate three combinations in linking. They are explained better in the next section.

➤ **Consonant to vowel linking**

This combination is the result of linking a consonant and vowel sound. The consonant of the first word is followed by a vowel in the next word follow the same way thought group. Hieke (cited in Alameen, 2014) mentions that the final consonant often sounds like a media consonant (a sound that is in the middle). For instance, the /s/ in the linking of “face it”. Celce-Murcia, Brinton, & Goodwin (cited in Alameen, 2014) add that when the last sound is a consonant cluster or single consonant and the next word starts with a vowel, the last letter sound like part of the second word. As exemplification, the correct pronunciation of the combination “found out” is [faʊn daʊt] rather than [faʊndaʊt].

➤ **Vowel-to-vowel (V-V) Linking**

This is a combination of the mid or high final vowel with an initial vowel. When speakers try this combination add a junctural glide. Consequently, Celce, Murcia et al and Cruttenden (cited in Alameen, 2014) notice that this may sound like shorter /^w/ or /ⁱ/. In this way the vowels are linked and there is not a gap between the vowels. Hewings & Goldstein (cited in Alameen, 2014) suggest that junctural glide depends on the final vowel sound. For example, if the finals vowels are high or mid front vowel. The linking sound is /ⁱ/. For example, the phrase *my ear* [maɪⁱɪr]. There is another option when the last vowel is a high back or mid vowel to link with the other vowel you need the sound /^w/. For example, *now I* is pronounced [naʊ^waɪ]. Finally, not

all the vowel to vowel combinations need a junctural glide, they are smoothly linked. Cruttenden (cited in Alameen, 2014) clarifies that the junctural glides /^w/ or /ⁱ/ differs from the phonemes /j/ and /w/.

➤ **Consonant-to-consonant (C-C)**

Anderson-Hsieh (cited in Alameen, 2014) identifies two possibilities to link consonants. First, when the two consonants are the same, the pronunciation of the consonant is longer, for example *can name* [kəneɪm]. Second, different sound linking, the final consonant is released immediately with next word, for instance, the /t/ sound in *what she*.

Intonation

Dobrovolsky (cited in Sawaengmongkon, N/D) defines intonation as orally pitch moments. Sawaengmongkon (N/D) emphasizes the importance of intonation naming it as crucial factor for spoken language. Intonation is not related to the meaning of the words, but it has to deal with the scope of the meaning. Because, changing tune affects the meaning of the message. Indeed, in English intonation may change the function of a phrase or sentence (Sawaengmongkon, N/D). Ladd (cited in Al-Sibai, 2004) defines intonation as “The use of suprasegmental phonetic features (pitch) to convey post lexical or sentence-level pragmatic meanings in a linguistically structured way” (Al-Sibai, 2004).

This topic has been emphasized by Al-Sibai (2004). She mentions works of Crystal & Ladefoged, O'Connor & Arnold and Brazil & Roach, each researcher give their own classification. Al-Sibai determines high, mid and low are essentials part to build blocks of English intonation. Celik (cited in Al-Sibai 2004) mentions that the pitch movement on the last tonic syllables may elicit the tone rises or falls. For example, if we do not find a tonic syllable at the end, the glide is applied on the other syllables. If the tonic syllable has a fall pitch pronunciation the tone is fall. The tone rises when the tonic syllable starts increasing the glide of pitch. Accordingly, to this, the glide is in two ways, the ascendant movement is “high

rise” tone and descendant movement is “low rise” tone (Al-Sibai, 2004). Four tones are explained better in the next section.

Types intonations

Rise Tone

Kumai (cited in Al-Sibai 2004) indicates that the rising tone lead or may control the orientation of the conversation, where speakers and hearers share the same rights. The dominant speaker has the decision to use or not the rising tone to highlight his position as the controller. Usually Yes/No question use the raising tone, because they are used when the speaker does not the answer and expects the answers from the hearer. Celik (cited in Al-Sibai 2004) gives some examples about rising intonation. The phrase “Isn’t he NICE” pronounces with a raising intonation may have a great variety of question while the same question pronounces with a falling tone the only answer has the answer YES. An extra pitch height on tonic stress produces raising tones (Al-Sibai, 2004).

Celik examples (cited in Al-Sibai 2004) mentions that an extra pitch height on the tonic stress produces a rising tone. He proposes many examples to demonstrate that intonation may mean repetition, clarification or indicates disbelief (Al-Sibai, 2004).

- a) I'm flying to Chicago tomorrow
- b) Flying to Chicago? (repetition)

- a) I'm taking up Taxidermy this autumn.
- b) Taking up WHAT? (clarification)

- a) She passed her DRIVING test.
- b) She PASSED? (disbelief)

Fall-Rise Tone

Celik and Kumaki (cited in Al-Sibai 2004) point out that fall-rise tone usually indicates dependency, continuity, and non-finality. The non-final intonations units or sentences would use this tone. In the following contexts the words “city” and

“presumably” employ a fall rise tone (the underlined words or syllables indicate a pause) (Al-Sibai, 2004).

a) A quick tour of the CIty / would be NICE.

b) PreSUmably / he thinks he CAN.

Fall Tone

This tone is the most common used in English. Celik (cited in Al-Sibai 2004) indicates that this tone gives a sense of finished or completed idea, and believes the content of the message. When the speaker employs the falling tone, the listener has the option to comment or add information and agree or disagree with the speaker. It does not mean that the hearer always has to give an answer but it is up to him to respond to the speaker. However, the hearer would polite when he or she participates during the discourse. The proclaiming expressions require the falling tone. Celik (cited in Al-Sibai 2004) offers some examples they are “I’ve spoken with the CLEANer,” the information questions most of the time use falling tone “Where is the PENcil?”, the imperative sentences also require the falling tone “Go and see a DOctor”.

Rise-Fall tone

The previous tone, like these two tones (fall and rise-fall) do not work as referring point but it is used to proclaim. Brazil (cited in Al-Sibai 2004) declares that proclaiming tones are used to remark a message that has not been shared. For example, the speaker uses the proclaiming tones that mean that the hearer does not have previous information. On the other hand, if he or she asks for information that means the hearer has some information that the speaker needs. Using the falling tone does not mean that there will be responses from the hearer. Rise-fall tone not only indicates exclamation but also the desire to control the discourse and the reactions from the hearer. Here is an explanation from Kumaki (Al-Sibai, 2004)

Traveller: Oh, Lord! // p perHAPs i could go by aNOther route //, by an earlier train?

Assistant: Just a moment. // p HOW much LUggage do you have //

Traveller: Only this bag.

Assistant: Because if you don't mind changing, you could go via Manchester. There's a train due out in—hang on—just five minutes.

Traveller: // p WHICH PLATform will that be //

Assistant: From platform two.

Stress

To talk about stress, it is important to mention speech before hand, because it contains rich lexical and grammatical information, prosodic and other extra information from the speaker. The grammatical and lexical aspects deals with what is said, the prosodic features are related with how it is said, and finally the extra information contains information like speaker's identity, and his or her emotional state (Kakourus & Räsänen, 2015). After that, it is possible to mention Cutler's idea (cited in Kakourus & Räsänen, 2015) that stress is primary defined as an accentuation on a syllable within words or accentuation of words within sentences taking into account the issues above mentioned (Kakourus & Räsänen, 2015).

There are numerous opinions about stress. For example, Hudson (cited in Arslan, 2013) mentions that stress is “the intensity, or loudness (volume/time ratio) of the air stream”. Other authors like Celce-Murcia, et al (cited in Arslan, 2013) also refer to stress as “the intensity, or loudness (volume/time ratio) of the air stream”. They also mention that English words with two or more syllables have one “strongly stressed syllable” and these syllables are uttered loudly comparing with the others syllables (ARSLAN, 2013). Kucukoglu 2012 indicates that stress as a very crucial element of intonation and it is noticeable through the L1 background (Kucukoglu, 2012).

Types of Stress

As above was mentioned there are two types of stress primary and secondary stress.

Primary Stress

According to Hassan 2012 when people pronounce words in English, they use stress on some syllables. Stressed syllables become more prominent than others due to stress. The pitch movement or tone produces prominence. The syllable produced with this tone has a strong type of stress. It is called tonic stress or in technical terms Primary Stress (strongest force) (Hassan, 2012). Sethi (cited in Hassan, 2012) indicates that a vertical stroke ['] is used to identify the primary stress. It is located above and in front of the stressed syllable (Hassan, 2012). Examples:

Recognised ['rekəgnəɪz] Exception [ɪk'sepʃən]

Secondary Stress

Multi-syllable words have different stressed syllables, for example, one syllable may be weaker than the tonic or strong stress but it is not less weak as the first syllable in the word *around*. This this bit prominent stressed syllable is called secondary stress (weaker force) (Hassan, 2012). Similarly to the primary stress Sethi (cited in Hassan, 2012) indicates that vertical stroke [ˌ] helps to identify the secondary stress it is used also place in front of the syllable but below (Hassan, 2012). Examples:

Oversimplification [ˌəʊvəˌsɪmplɪfi'keɪʃən]

2.4.2.4. INTELLIGIBLE PRONUNCIATION

The word intelligible comes from the Latin verb “Intellegere” which means “to perceive”. Talking about the language it refers to language that make sense, it is understandable for the listener (Nelson, 2013). Smith and Nelson (cited in Orikasa, 2016) refer to intelligibility as word/utterance recognition (Orikasa, 2016). As well as, Derwing (cited in Murphy, 2013) mentions that intelligibility refers to the result of what was understood after the speaker pronunciation (Murphy, 2013). In other words, intelligibility is defined as how much of the talking is understood by the

listener. Munro, Derwing and Morton (cited in Priya n/d) note that intelligibility is linked to another important element, comprehensibility, that makes the communication be successful. (Priya, N/D).

Additionally, there are several authors that talk about intelligible pronunciation. For instance, Kibishi and Nakagawa, 2011 in their work state that intelligibility is how well English teachers identify the students' pronunciation (non-native speakers) (Kibishi & Nakagawa, 2011). For instance, Field (cited in Saito, 2014) refers to pronunciation as "the extent to which the acoustic-phonetic content of the message is recognized by a listener (Saito, 2014)". Nelson (cited in Pickering, n/d) gives a broadest definition for intelligibility which is "intelligible production and felicitous interpretation of English". Nelson and Smith (ibid) describe intelligibility as an ability that allows the listener to identify sounds in individual sounds or utterance (Pickering, n/d).

Smith and Nelson (cited in Pickering n/d) mention that "intelligible is not speaker or listener-centered but is interactional between speaker and hearer". Furthermore, Nelson (ibid) mentions that "being intelligible means being understood by an interlocutor at a given time in a given situation" (Pickering, n/d). For this reason, Derwing & Munro, Jenkins, and Levis (cited in Saito, 2012) have emphasized to research on how to develop intelligibility rather than native like pronunciation. It is because they think that while students have their mother tongue accent it is necessary to meet the minimal phonological requirements. Consequently, they may be comprehensible and make their communication successful (Saito, 2012).

Derwing and Munro (cited in Childs, 2012) define intelligibility as the level of understanding that the listener has of the utterances, without taking into account the speakers' accent or the comprehensibility of the speech (Childs, 2012). Field (cited in Childs, 2012) explains the term intelligibility as the "extent to which the acoustic-phonetic content of the message is recognizable by a listener". Derwing and Munro (cited in Childs, 2012) differentiate accent, comprehensibility and

intelligibility: they define intelligibility as how much the listener may understand of the utterance.

With this in mind, Derwing and Munro (cited in Childs, 2012) mention that it is not relevant to focus on effort that the listener requires to understand speaker's speech. As long as the message is understood, it is possible to say that the speaker is intelligible (Childs, 2012). Abercrombie (cited in Field, 2005) remarks that "language learners need no more than a comfortably intelligible pronunciation" (Field, 2005).

The value of Intelligible Pronunciation

Youfu and Yalun mention that intelligible pronunciation has a lot of advantages. First, among students whose mother tongue is different speaking using standard pronunciation is an advantage because they may understand at least the important information. Intelligible pronunciation facilitates to understand English speaker all over the world. Consequently, the principal aim of English learners, to communicate with native and non-native speakers of English, is reached. Indeed, intelligible pronunciation facilitates to communicate with foreigners (non-native speakers) (Youfu & Yalun, 2002).

Ellis (cited in Youfu & Yalun, 2002) states that effective communication requires that learners have a clear or general idea of the standard pronunciation. As a result, they may discriminate or identify the sounds among various utterances and correct by themselves (Youfu & Yalun, 2002). Intelligible pronunciation facilitates the understanding of others' English because people expect that others' English pronunciation may sound similar or quite similar to their pronunciation (Youfu & Yalun, 2002).

Pronunciation-Specific Adjustment

A Chen (2016) mentions that in the past native-like pronunciation was the principal aim to teach pronunciation, but this assumption was not well supported. Saito and

Lyster (cited in Chen, 2016) mention two ideas “1 L2 speech is not typically foreign-accented, mainly” and “2 very few adult learners achieve accent-free pronunciation in their L2”. Nowadays, the goal of pronunciation is to reach intelligible pronunciation rather than native like-pronunciation. As a result, the communication would be better. Derwing et al (cited in Chen, 2016) note that language learners can modify their pronunciation until native speakers find their utterances meaningful and easier to understand (Chen H. C., 2016).

Under those circumstances, Chen (2016) mentions that teachers to make speech more intelligible slow down their speech during classes to facilitate the understanding in low achievers or young learners. Chaudron (cited in Chen, 2016) has investigated the teacher talk and have found some modifications that teachers do during classroom and they are 1) the speed of speech is slow, 2) longer and repetitive pauses, 3) exaggerated and simplified pronunciation 4) use of basic vocabulary, 5) degree of subordination is slower, 6) use more declarative and statements rather than questions, and 7) continuous repetition.

Likewise, Saito and van Poeteren (cited in Chen, 2016) carry out a study to analyze how experienced teachers modify their pronunciation features to encourage mutual intelligibility and help students to learn in classrooms. The study concludes that consciously or intuitively teachers change their pronunciation to boost the classroom intelligibility. For instance, experienced teacher has a tendency to reduce the speed of speech and clearly utter each word. In fact, 44 participants of the study conclude that the adjustments strategies include “avoid assimilation/ liaison, contract words and speak with more pauses and repetition” (Chen H. C., 2016). For this reason, Levis (cited in Camus-Oyarzún, 2016) develop the Intelligibility Principle that focuses the pronunciation instruction on helping learners to become understandable (Camus-Oyarzún, 2016).

Intelligibility as the Model of Instruction

According to Levis (cited in Childs, 2012) there are two principal pedagogical ideologies to teach pronunciation, intelligible pronunciation and native like pronunciation. He explains that the intelligibility principle aims to allow speaker to be understood, while the native-like pronunciation foster to sound like a native speaker of the target language. On one hand, it is possible to establish that the native-like principle prefers to an accent-free pronunciation, and fluently and fluency language. On the other hand, intelligibility principle, does not give much importance to accent-free production and it is not a barrier to have a smoothly communication (Childs, 2012).

Levis (cited in Childs, 2012) notes that despite of the clear evidence about the benefits of intelligible pronunciation, native-like pronunciation is still preferred. Munro and Derwing (ibid) highlight that if a speech is heavily accented it does not cause lack of understanding; the content of the speech is understood. Accent is one of the most representatives, but it does not affect negatively the communication. Indeed, if a speaker modifies their accent, it is not guarantee that the intelligibly would improve.

Avery & Ehrlich, Dauer and Jenkins (cited in Childs, 2012), language researchers determine that to foster effective communication language instructors must focus on issues that impede intelligibility rather than the reduction of accent of speakers. Abercrombie (ibid) mentions that since early in the past “comfortably intelligibility pronunciation” was more accepted over pronunciation perfection. The most adequate model to acquire a language is the intelligible model.

The effect of suprasegmental features on intelligible pronunciation

Celce-Murcia et al and Hahn (cited in Childs, 2012) agree that suprasegmental features are little more important than the segmental features on the development of intelligible pronunciation. They suggest that suprasegmental features should have a little of primacy during the instruction. Studies carried out by Anderson-

Hsieh, Johnson and Koehler, and Anderson-Hsieh and Koehler (cited in Childs, 2012) about effective pronunciation support the importance of the suprasegmental features on pronunciation.

Derwing, Munro, and Weibe (cited in Childs, 2012) conduct an empirical study with two groups. The first group received the instruction on individual sounds, while the second group emphasized on suprasegmental aspects of the language. They concluded that the second group has improved their fluency and the first group has failed.

Although, not all the suprasegmental features have the same impact on effective communication. In this section the relationships between words stress and nuclear stress which has been taking into account in several studies (Childs, 2012). According to Childs, word stress (lexical stress) apparently impacts the speakers' intelligibility deeply. Word stress is the stronger utterance of meaningful lexical unit of a specific syllable. In other languages all the syllables have the same phonological weight while in English every syllable has differ phonological weight that makes fall and rising intonation. Stressing the words incorrectly can affect directly the intelligibility.

Certainly, Field (cited in Childs, 2012) clarifies the relation that exists between intelligibility and word stress. He states that "if lexical stress is wrongly distributed, it might have serious consequences for the ability of the listener, whether native or nonnative, to locate words within a piece of connected speech." Words stress guide listeners to recognize the words that are uttered. The interdependence of word stress and word recognition was a topic of other studies by different authors like Lindfield, Wingfiel, & Goodglass; Cutler, Dahan & Van Donselaar (Childs, 2012) .

As a result, mis-stressed syllables may affect the pronunciation of words and its meaning. Speakers may stress and dis-stress syllables. On one hand, in a stress syllable the sound is elongated, the vowel quality varies. On the other hand, a dis-

stress syllable shortens the sound and the vowel sound becomes into a schwa. Zielinski (cited in Childs, 2012) notes that vowels and syllable initial consonants have a great significance to a listener. The non-standardized production of words taking into account words stress misappropriation probably interrupts the intelligibility.

Nevertheless, other researchers do not accept the crucial role of the suprasegmental features of the language. As an exemplification, Jenkins (cited in Childs, 2012) remarks that words stress is important for native speakers, but for the non-native speakers' word stress does not meaningfully affect speech intelligibility. He also mentions that rules that govern the word stress are not teachable. Conversely, Dauer (cited in Childs, 2012) contradict Jenkins thought s with three arguments. First, Dauer mentions notes that the word stress of the majority of polysyllabic words (85%) has an explanation; it only requires using a handful of rules. Second, the word stress gives sense to the other suprasegmental features, such as vowel length, aspiration nuclear stress among others. To conclude, the English writing system does not teach about word stress leaving students unaware of its crucial role in oral system (Childs, 2012).

Despite Jenkins arguments, it is undeniable that word stress is important to teach pronunciation. Numerous researchers support the idea that sentence stress (nuclear stress) develop an important role in intelligibility (Childs, 2012). As an illustration, the speakers that do not use stress in any word of sentences, the speech becomes monotonous, then the listener will not have cues to determine whether the information is important or not or the information is new. On the flipside, the speaker would stress every word in the sentence, again the listener will not discriminate the relevant or important information. There are more stressing mistakes; for example, the inappropriate use of the primary stress on information without importance or on information already mentioned. This misplacement of nuclear stress may lead the listener to wrong conclusions or omit important information from the speech (Childs, 2012).

There was a project that helped to determine the impact of language learners' nuclear stress on native speaker intelligibility. In this case, Hahn (cited in Childs, 2012) with his project establishes that "This research provides evidence that primary stress contributes significantly to the intelligibility of nonnative discourse, and it strengthens the broadly stated claims in the pedagogical literature on ESL pronunciation that teaching suprasegmental features is important". Despite that many researchers do not accept the supremacy of suprasegmental over segmental. There is an agreement to teach nuclear stress. Even, Jenkins accept that from the suprasegmental features, only nuclear stress must be included in lessons because of its importance and ease to teach (Childs, 2012).

Actually, Jenkins adapts sentence stress in the Lingua Franca Core developed by her and she states that nuclear stress seemingly is "crucial as safeguards of mutual intelligibility in interlanguage talk". Dauer and Jenkins despite of their different perspectives they agree on several issues one of them is the significance of sentence stress for intelligibility (Childs, 2012). As a matter of fact, Hahn (cited in Childs 2012) comments that sentences stress may not help to identify words in a sentence, it may help listeners to be skillful in recognizing the message or the content of the speech. It is probable to mention that the stressing and distressing of words in an utterance may guide the listeners' attentional process; to gather new information or refer back information already mentioned. Consequently, this process makes appropriate connections to keep the information in the long-term memory (Childs, 2012).

Hahn (cited in Childs, 2012) mentions that there is no strong support for teaching at least nuclear stress or lexical stress. Researches about other suprasegmental features (linking, pausing, rhythm, etc.) seem to be a death. It is because some aspects of language are linked with other general topics, for instance, speaking rates, pausing, and intonation are inside accentedness and comprehensibility in Kang studies (Childs, 2012). Notwithstanding, accentedness and comprehensibility belong to intelligibility, they are construct independently and apart. Derwing and

Munro (cited in Childs, 2012) note that the listener's judgments about accent and comprehensibility may be either biased or a result of ignorance.

Accent does not breakdown intelligibility, but if it did, it will be addressed. Indeed, accent is part of the speaker identity, if the listeners reject any accent it may cause discrimination. Gass and Varonis (cited in Child, 2012) states that to decrease the communication breakdown with native speakers, they should be exposed to the culture and language of the L2 language. It is quite important to mention that more research about intelligibility and suprasegmental features is necessary.

2.5. HYPOTHESIS

Null hypothesis (H0). TED Talks does not promote the development of intelligible pronunciation of a group in first of Bachillerato at Isabel de Godin High school.

Alternative hypothesis (H1). TED Talks promotes the development of intelligible pronunciation of a group in first of Bachillerato at Isabel de Godin High school.

2.6. Research variables

Independent variable: TED Talks

Dependent variable: Intelligible pronunciation

CHAPTER III

METHODOLOGY

3.1 Approach

The method that used was qualitative. In qualitative research there is less control and structure. To reach credibility or internal validity the researcher will collect and analyze the data gathered carefully (Mckay, 2010, p. 13). Indeed, qualitative designs are systematic as quantitative methods, but when the researcher use qualitative methods it is important to gather data on naturally occurring the phenomena (Schumacher, 2010).

This research approach is concerned to asses subjectively attitudes, opinions and behaviors. Researchers who use qualitative methods attempt to use share their insights and impressions. To develop research projects with qualitative approach researchers, use group interviews, depth interview, etc. (Kothari, 2009, pág. 5).

3.2 Basic method of research

Once the research question is established, the nature of that is going to guide to the researcher to determine which method to employ. According to Morgan and Smircich (as is cited in Noor 2008), states that suitability of a research method usually comes from of the nature of the phenomena to be explored (Noor, 2008).

Case-study

This research project applied case study approach because the researcher focuses to understand the dynamics present within the single settings (Eisenhardt, 1989). Qualitative methods and case study are directly interlinked. Into case study includes ethnographic, clinical, field research, participant observation, and so forth are used (Gerring, 2007). In case studies to collect the data can include “interview data, narrative accounts, classroom observations, verbal responses and written documents” (Mckay, 2010, p. 71).

Observational

According to Berg (cited in Katz- Buonincontro & Anderson, 2018) observation is an empirical method that helps the researcher to do his/her work because it collects first-hand information from real world. Observation is applied to gather insights into their defining characteristics taking into account the contextual where it happens and the time-sensitive qualities (Katz-Buonincontro & Anderson, 2018).

Consequently, the present study is observational because it applies direct observation of the phenomenon in its natural context. It allows the researcher to create new knowledge to analyze the whole context of the problem. Then, the researcher may establish possible solutions to solve the research problem.

3.3 Level and type of research

Primary research

According to John Stuart (cited in Driscoll, 2011) the primary research has its basement on the scientific method. It is important to mention that scientific method performance vary depending on the field of application. The principles of the scientific method facilitate researchers to study deeply the world, an observable phenomenon that happens in it. Applying the scientific method in research projects the author may develop research questions or hypothesis. Likewise, collecting data about measurable, observable and replicable objects is possible. Finally, primary research has the objective to learn new things that can be confirmed in future researches and to eliminate our prejudices along the research process (Driscoll, 2011).

This research project applied the primary research because the information gathered came from the real world. The process requires some observations of the phenomena in its natural context. Additionally, this research work followed the scientific method which is the base of the primary research and has a research question and hypothesis. To conclude, the results of the present project can be

validated for other projects; this project was developed without author biases, following the ultimate goal of the primary research to learn new things.

Descriptive research

Some authors do not agree with the importance of descriptive research to develop research projects. They perceive descriptive research only as a “mere description”, but if descriptive research is applied properly, the benefits will be immeasurable. Descriptive research gives a clear picture of our society, its shape and nature (Vaus, 2003).

Dulock (1993) in her study *Research Design: Descriptive Research* has written down some definition about descriptive research. For example, descriptive research helps to describe characteristics and facts systematically and accurately of a group of people or given population. Another definition tells that descriptive research is used to accurately portrayal of the characteristics of a situation. With this kind of research, the author will discover new meanings, because it describes what exists, how often it occurs, and probably the information would be categorized. Other definition is related to the fact that descriptive research lead to discover the relationships between selected variables (Dulock, 1993).

The present research project follows the guidelines of descriptive research because it describes the reality about how pronunciation is treated nowadays at High schools. To agree with the assertions previously mentioned the present research project, tried to explain the relationship between TED talks and intelligible pronunciation. To reach these conclusions the author carried out comparative analysis and description using a pre and post observation sheet. Additionally, the participants completed a survey at the end of the treatment.

3.4 Population and sample

The population for this project was made up of 30 students of First Bachillerato at “Isabel de Godin High” School. From this sample the study analyzed the effects of TED Talks on intelligible pronunciation. The mentioned students of first Bachillerato are composed of males and females. All of them are Non-native English speakers, for whom Spanish is their mother tongue. The age of the participants ranges between 16 – 17 years.

3.5. Operationalization of variables

Independent Variable: TED Talks

Conceptualization	Dimensions	Indicator	Techniques and Instruments
It is a set of global conferences that span almost every topic from business, science and entertainment. They are considered valuable resources as educational material especially to language learning.	It is a resource that has considerable importance or quality.	Valuable resource	<ul style="list-style-type: none"> • Pre-observation sheet • Post-observation sheet • Post Survey
	It refers to a subset of the classroom materials (books, games, internet)	Educational Material	
	It is the learning of a language, to any level to develop the ability to communicate in a foreign language.	Language Learning	

Table N°1 Independent variable operationalization

Source: Direct research
 Author: Totoy, C (2018)

Dependent Variable: Intelligible Pronunciation

Definition	Dimensions	Indicator	Techniques and Instruments
The ability to produce English sounds by a speaker who is able of being understood in a situation at a given time. It is the interaction between listener and speaker	It is the capacity to communicate effectively with a particular speech community that wants to accomplish its purposes.	Production	<ul style="list-style-type: none"> • Pre-observation sheet • Post-observation sheet • Post Survey
	It is an activity which requires collaboration,	Interaction	

	in this process there are three elements. There is a close relationship between the sender, the receiver and the context of the message.		
	A speaker is a person who uses the language to express his feelings, ideas, and thoughts. He is fluent is the use of that language.	Speaker	

Table N°2 Dependent variable operationalization

Source: Direct research

Author: Totoy, C (2018)

3.6 Data Collection

The student of first Bachillerato was exposed to different kind of TED talks, but they had to pick up one to work on during six weeks. The technique was Real-time Vocal Dubbing (mimicry-shadowing) . In this activity the original audio was removed from the audio track and replaced with the version using students' voice. This technique asks students the pronunciation similar to the original. During the process there was a reading pre, post observation sheet.

At the beginning, they had to read a text to establish some pronunciation problems and determine the level of intelligibility. After six weeks the students read the same text to determine if their pronunciation had improved or not. The researcher used an observational sheet in order to capture students' improvement after the process.

Additionally, the approach applied was the one used by Kirkpatrick et al, 2008 (as is cited in Orikasa 2008), they applied the combination of methods. Another method used was the interview to see the initial students' perception and final perception about pronunciation.

Data Collection

About what aspects?	TED talks and its influence on the development of intelligible pronunciation
Who?	Carmen Rocio Totoy Sani, the researcher
When?	The intervention started in the fourth week of March, 2018 and it ended in the first week of May 2018
Where?	Data collection was developed at Isabel de Godin High School, specifically at first Bachillerato
How many Times?	Data collection process was before and after the treatment.
What data gathering technique	Pre and post testing Surveying
What data collection instruments	Pre and Posttest observational sheet and structured questionnaire with open-ended questions.

Table N°3 Data collection
 Source: Direct research
 Author: Totoy, C (2018)

CHAPTER IV ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data Interpretation

This chapter gives detailed interpretation of the result obtained through individual observation sheets in the pre and post stages applied with students of First Bachillerato at “Isabel de Godin” High School. For these statistical analyses we used the software IBM SPSS. For instance, for descriptive data (percentage) we performed frequency analysis, and for comparative analysis between pre and post-test we used T-test for each question. Prior performing T-test we did a normality test considering the differences between pre and post-tests.

First, we evaluated the frequency and percentage of “Yes” and “No” answers collected from the 30 students for both, pre and post-tests. After that we compared the results for each question between pre and post-tests to see if there were statistical differences amongst the answers given by them. Finally, the results of a last survey were detailed and analyzed with descriptive statistics. All these topics were presented with their respective graphics for an easy and quick understanding.

4.1.1 Pre-test and post-test results

The observation sheet instruments consist of 6 questions in pre and posttests used to evaluate the speech of the 30 students.

Pretest

First question

Answer		Frequency	Percentage
Categories	Yes	23,0	76,7
	No	7,0	23,3
	Total	30,0	100,0

Table 4. Results of question 1 (pretest)

Source: Direct Research

Author: Totoy, C (2018)

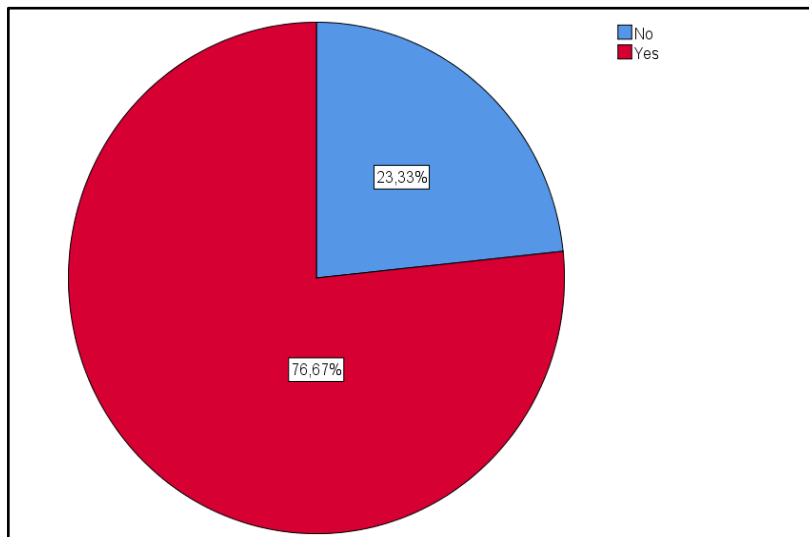


Figure 9 Results of question 1(pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

For the first question “Does the speaker have repeated problems with any consonants or clusters?”, we have 23 “Yes” answers and 7 “No” answers as we can see in Table 4. These results mean that in the pre-test a high percentage of students (76,7%) do have problems with consonant or clusters, whilst a 23% not. These data give a clear idea that students have problems with consonants in their pronunciation. This information emphasizes the importance to reinforce and practice pronunciation in class.

Second question

Answer		Frequency	Percentage
Categories	Yes	18	60
	No	12	40
	Total	30	100,0

Table 5. Results of question 2 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

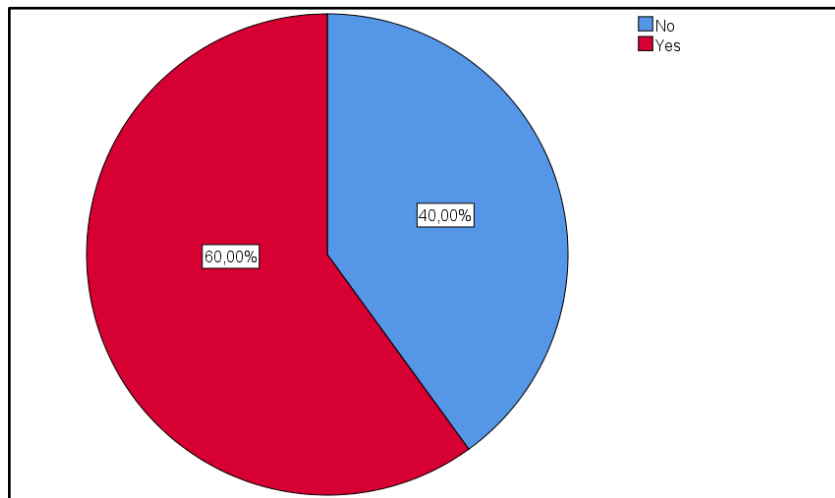


Figure 10. Results of question 2 (pretest)

Source: Direct Research

Author: Totoy, C (2018)

In the second question “Do vowel sounds negatively affect intelligibility?” we have 18 “Yes” answers and 12 “No” answers. These results mean that in the pre-test a higher percentage of students (60%) vowel sounds negatively affect intelligibility, whilst a 40% not. Taking into account these data it is possible to determine that vowels are another important element in pronunciation, and again the importance of pronunciation practice is reinforced.

Third question

Answer		Frequency	Percentage
Categories	Yes	6	20
	No	24	80
	Total	30	100,0

Table 6. Results of question 3 (pretest)

Source: Direct Research

Author: Totoy, C (2018)

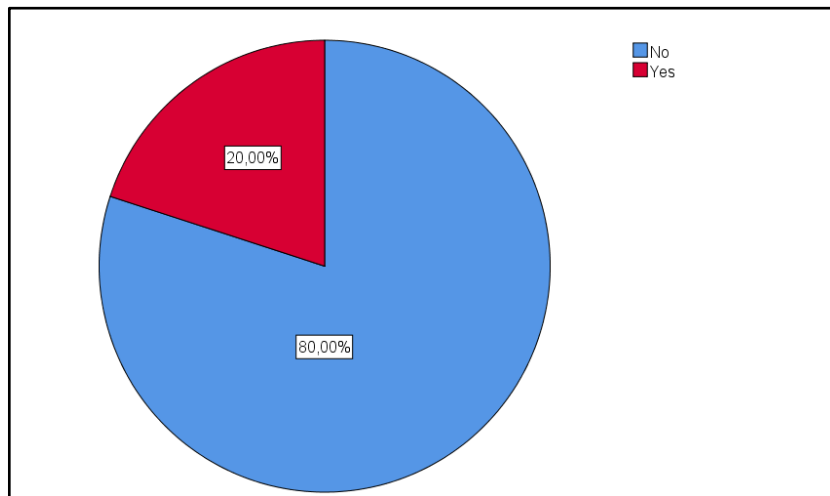


Figure 11. Results of question 3 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

For the question “Does the speaker speak in a natural rhythm?” we have 6 “Yes” answers and 24 “No” answers. These results mean that in the pre-test a higher percentage of students (80%), speaker do not speak in a natural rhythm whilst a 20% the speakers do so. With this information in mind, evidently the language background of Ecuadorian students has affected their assimilation of the rhythm in sentences. This information is directed to promote English pronunciation practice in class.

Fourth question

Answer		Frequency	Percentage
Categories	Yes	8	26,7
	No	22	73,3
	Total	30	100,0

Table 7. Results of question 4 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

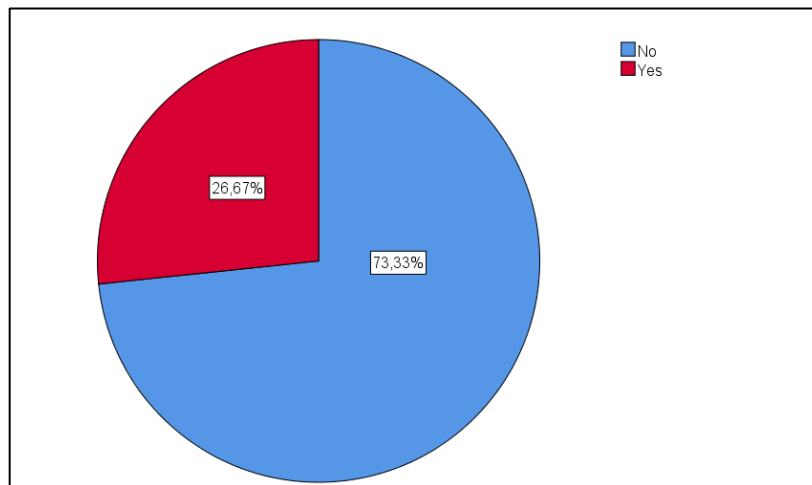


Figure 12. Results of question 4 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

For the question “Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?” we have 8 “Yes” answers and 22 “No” answers 8 (Table 4). These results suggest that in the pre-test a higher percentage of students (73,3%), the speakers do not use emphatic stress to indicate key words, contrasts whilst an 8% the speakers do so. It is noticeable that students are not familiar with the fact that they have to vary the tone of voice to highlight the most and less important words.

Fifth question

Answer		Frequency	Percentage
Categories	Yes	13	43,3
	No	17	56,7
	Total	30	100,0

Table 8. Results of question 5 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

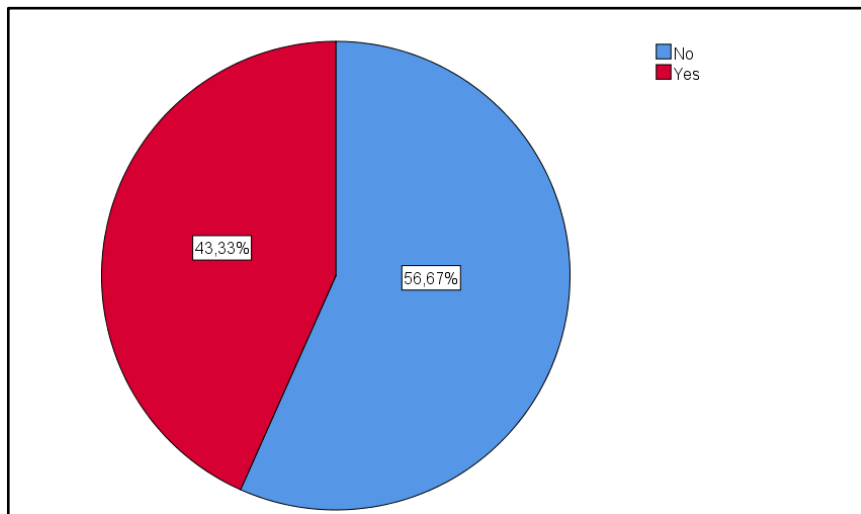


Figure 13. Results of question 5 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

The result of the question “Does the speaker pause at commas and other appropriate places?” we have 13 “Yes” answers and 17 “No” answers. These results suggest that in the pre-test a higher percentage of students (56,7%), the speaker does not pause at commas and other appropriate places whilst a 43,3%, the speakers do so. This information shows the student’s illiterate level even probably in their mother tongue and the need to include pronunciation activities during classes.

Sixth question

Answer		Frequency	Percentage
Categories	Loudly	5	16,7
	Quiet	14	46,7
	Fast	5	16,7
	Slow	6	20
	Total	30	100,0

Table 9. Results of question 6 (pretest)
 Source: Direct Research
 Author: Totoy, C (2018)

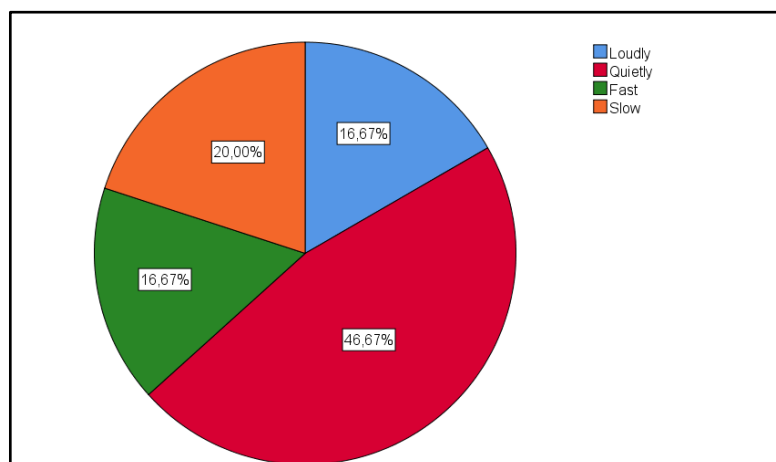


Figure 14. Results of question 6 (pretest)

Source: Direct Research

Author: Totoy, C (2018)

For the question “Does the speaker speak too loudly or quietly, too fast, or too slow” we have 5 “loudly” answers, 14 “quietly” answers, 5 “fast” answers and 6 “slow” answers. These results show that in the pre-test a higher percentage of students (46,7%) speak quiet, 16,7% loudly, 16,7% fast and 20% slow. These data demonstrate that the majority of students do not feel comfortable with their level of English pronunciation.

Posttest

First question

Answer		Frequency	Percentage
Categories	Yes	9	30
	No	21	70
	Total	30	100,0

Table 10. Results of question 1 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

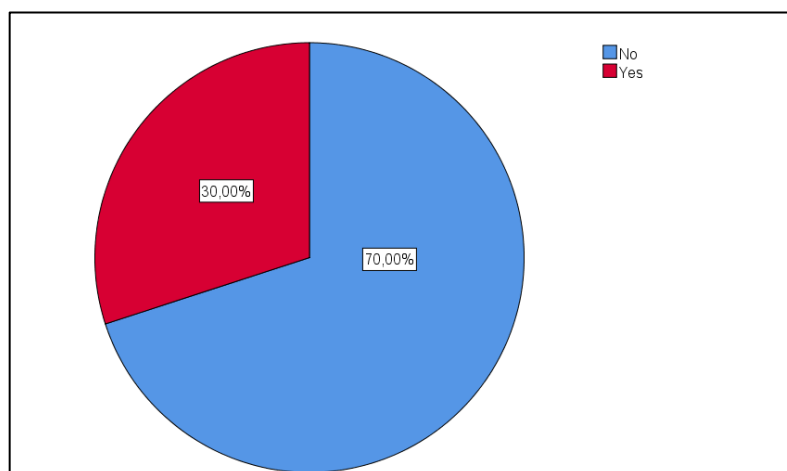


Figure 15. Results of question 1 (post-test)
 Source: Direct Research
 Author: Totoy, C (2018)

In the question “Does the speaker have repeated problems with any consonants or clusters?”, we have 9 “Yes” answers and 21 “No” answers as we can see in Table 7. These results suggest that in the post-test a higher percentage of students (70%), the speaker does not have repeated problems with consonants or clusters, whilst a 30%, the speakers do have repeated problems with any consonants or clusters. It shows that the students have improve their pronunciation after the treatment.

Second question

Answer		Frequency	Percentage
Categories	Yes	11	36,7
	No	19	63,3
	Total	30	100,0

Table 11. Results of question 2 (post-test)
 Source: Direct Research
 Author: Totoy, C (2018)

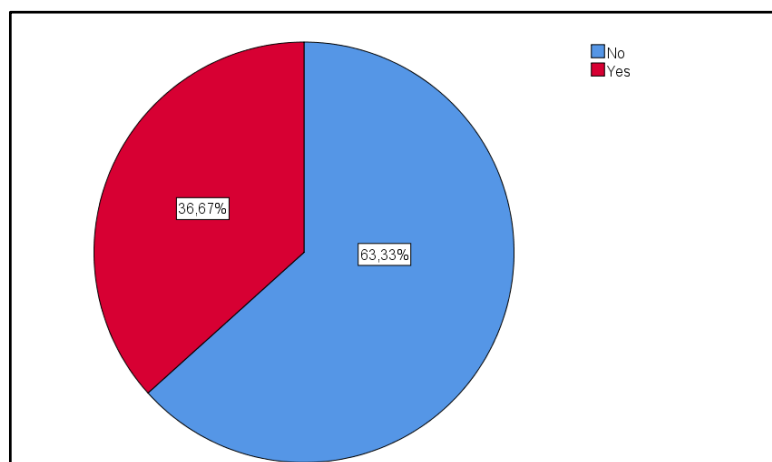


Figure 16. Results of question 2 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

In the second question “Do vowel sounds negatively affect intelligibility?” we have 11 “Yes” answers and 19 “No” answers. These results show that in the post-test a higher percentage of students (63,3%), the vowel sounds do not affect negatively intelligibility, whilst a 36,7%, vowel sounds negatively affect intelligibility. These data reveal that several students have improved their vowel pronunciation after the treatment.

Third question

Answer		Frequency	Percentage
Categories	Yes	14	46,7
	No	16	53,3
	Total	30	100,0

Table 12. Results of question 3 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

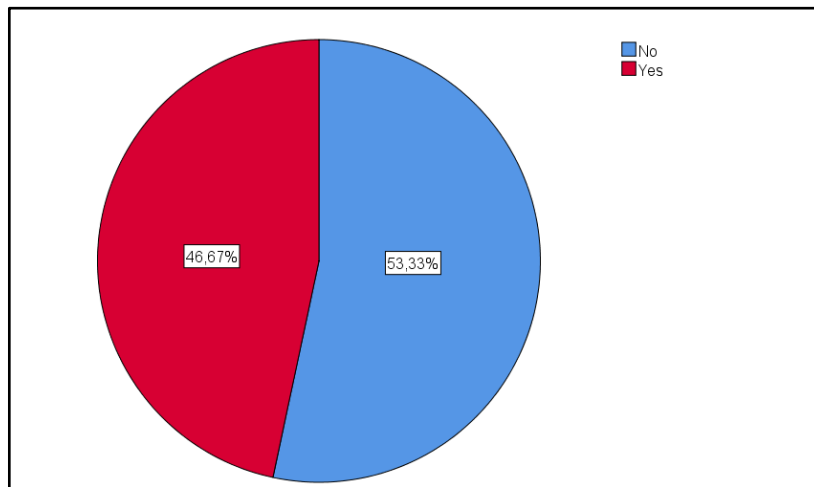


Figure 17. Results of question 3 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

For the question “Does the speaker speak in a natural rhythm?” we have 14 “Yes” answers and 16 “No” answers. These results show that in the post-test a higher percentage of students (53,3%), speaker does not speak in a natural rhythm, whilst a 46,7%, speaker do speak in a natural rhythm. These results support the idea that constant pronunciation practice during English classes help students to familiarize with rhythm in English.

Fourth question

Answer		Frequency	Percentage
Categories	Yes	17	56,7
	No	13	43,3
	Total	30	100,0

Table 13. Results of question 4 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

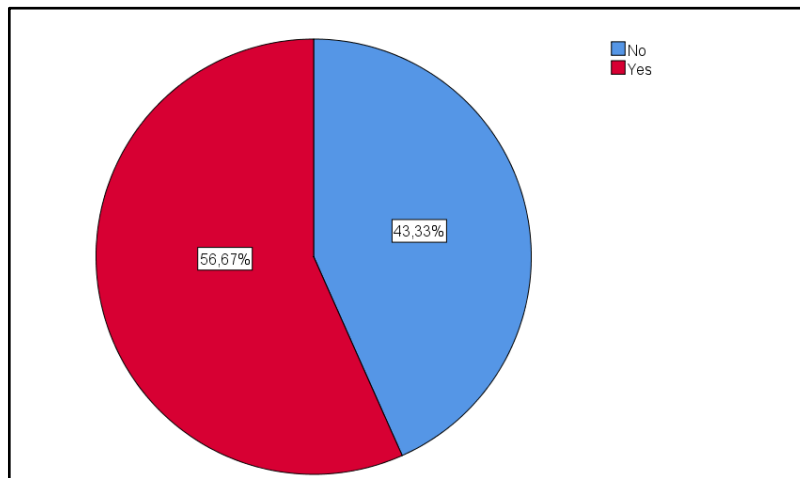


Figure 18. Results of question 4 (post-test)
 Source: Direct Research
 Author: Totoy, C (2018)

The question “Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?” we have 17 “Yes” answers and 13 “No” answers. These results show that in a higher percentage of cases (56,7%) when the speaker uses emphatic stress to indicate key words, contrasts (not only/all), whilst in a 43,3% of cases the speaker do not use emphatic stress to indicate key words, contrasts (not only/all). This information displays the idea that teaching students how to pronounce using falling and rising intonation requires hard and constant work.

Fifth question

Answer		Frequency	Percentage
Categories	Yes	22	73,3
	No	8	26,7
	Total	30	100,0

Table 14. Results of question 5 (post-test)
 Source: Direct Research
 Author: Totoy, C (2018)

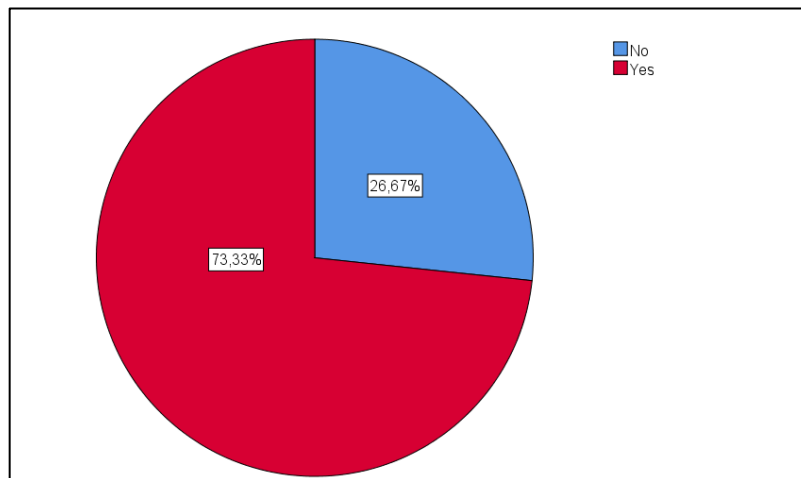


Figure 19. Results of question 5 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

For the question “Does the speaker pause at commas and other appropriate places?” we have 22 “Yes” answers and 8 “No” answers. These results show that in a higher percentage of cases (73,3%) the speaker pause at commas and other appropriate places, whilst in a 26,7% of cases the speakers do not pause at commas and other appropriate places. These data suggest to incorporate similar activities to help students to use correctly at least the punctuation, making pauses when it is needed.

Sixth question

Answer		Frequency	Percentage
Categories	Loudly	8	26,7
	Quiet	7	23,3
	Fast	11	36,7
	Slow	4	13,3
	Total	30	100,0

Table 15. Results of question 6 (post-test)

Source: Direct Research

Author: Totoy, C (2018)

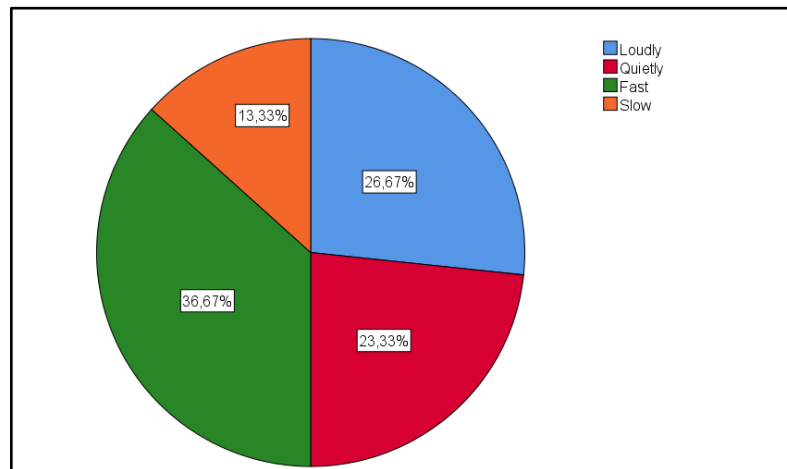


Figure 20. Results of question 6 (post-test)
 Source: Direct Research
 Author: Totoy, C (2018)

For the question “Does the speaker speak too loudly or quietly, too fast, or too slow” we have 8 “loudly” answers, 7 “quietly” answers, 11 “fast” answers and 4 “slow” answers. These results show that in most cases, in post-test, the speakers speak fast (36,7%), 26,7% loudly, 23,3% quiet and 13% slow (Table 12). This information reveals that students’ confidence on their English knowledge has increased after the treatment.

4.2. Statistical comparison between pre and post tests

The comparison between pre and posttests was done considering these parameters:

- T-TEST
- Test val=0
- Missing=Analysis
- Variables= Pre-test: X / Post-test: Y
- Criteria= CI (.95)

Question 1

Pair 1	Mean	Standard deviation	Standard deviation error	95% Confidence Interval of the Difference		T	Df	p Sig. (2-tailed)
				Lower	Upper			
X-Y	,46667	,50742	,09264	,27719	,65614	5,037	29	,000

Table 16. T test comparison between pre and post-test for question 1

Source: Direct Research

Author: Totoy, C (2018)

Analysis and interpretation

In table 16 we can see that there are statistical differences between pre and post-tests regarding question 1 Does the speaker have repeated problems with any consonants or clusters? In the aspect about problematic consonants or cluster in the pretest the majority of students have repeated difficult to pronounce several consonants, the 76,7% percent. On the other hand, the posttest reveal that students have reduced this difficulty, now only the 30% percent of students have this difficulty. It is possible to state that TED Talks help have positive impact on the development of student' pronunciation, because they have improved the consonant pronunciation in English.

Question 2

Pair 2	Mean	Standard deviation	Standard deviation error	95% Confidence Interval of the Difference		T	Df	p Sig. (2-tailed)
				Lower	Upper			
X-Y	0,1667	0,3791	0,0692	0,0251	0,3082	2,408	29	0,023

Table 17. T test comparison between pre and post tests for question 2

Source: Direct Research

Author: Totoy, C (2018)

In table 17 we can see that there are statistical differences between pre and posttests regarding question 2 Do vowel sounds negatively affect intelligibility? The vowel sound component of English language is really difficult to develop in our student as we can see in the pretes where the 60% of students' pronunciation affect the intelligible pronunciation, while in the post test only 30% of students' pronunciation affect their intelligibility. It is clear that students improve their vowel

pronunciation through the exposition to others kind of pronunciation like the website TED Talks offers.

Question 3

Pair 3	Mean	Standard deviation	Standard deviation error	95% Confidence Interval of the Difference		t	Df	p Sig. (2-tailed)
				Lower	Upper			
X-Y	-0,2667	0,4498	0,0821	-0,4346	-0,0987	-3,247	29	0,003

Table 18. T test comparison between pre and post tests for question 3

Source: Direct Research

Author: Totoy, C (2018)

In table 18 we can see that there are statistical differences between pre and posttests regarding question 3 Does the speaker speak in a natural rhythm? This table indicates that before the treatment 80% of students do not speak in a natural rhythm, and after the treatment, this number has reduced to 53,3 %. These data demonstrate that students have familiarized with the rhythm in English and they are capable to apply to future reading or speaking exercises. The results launch the idea that TED Talks allow student to understand more how rhythm works in the English language.

Question 4

Pair 4	Mean	Standard deviation	Standard deviation error	95% Confidence Interval of the Difference		t	Df	p Sig. (2-tailed)
				Lower	Upper			
X-Y	-0,3000	0,4660	0,0851	-0,4740	-0,1259	-3,525	29	0,001

Table 19. T test comparison between pre and post tests for question 4

Source: Direct Research

Author: Totoy, C (2018)

In table 19 we can see that there are statistical differences between pre and posttests regarding question 4 Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.? At the beginning only 26,7% of students apply the emphatic stress to indicates the key words. In the post test this number have increased and changed to 56,6%. This means that TED Talks assisted students to increase their awareness about stressing the words in English. Students learnt how to apply stress to the most important words.

Question 5

Pair 5 X-Y	Mean	Standard deviation	Standard deviation error	95% Confidence Interval of the Difference		t	Df	p Sig. (2-tailed)
				Lower	Upper			
	-0,3000	0,4660	0,0851	-0,4740	-0,1259	-3,525	29	0,001

Table 20. T test comparison between pre and post tests for question 5

Source: Direct Research

Author: Totoy, C (2018)

In table 20 we can see that there are statistical differences between pre and posttests regarding question 5 Does the speaker pause at commas and other appropriate places? It is evident that some students make pauses unnecessary or do not make pauses. The pretest notes that the 43,3% of students demonstrate to struggle with pauses and they do not pause correctly. Contrary, in the posttest 73,3% of students have improved their use of pause. It means that this website support students to learn pronunciation in English.

Question 6

Pair 6 X-Y	Mean	Standard deviation	Standard deviation error	95% Confidence Interval of the Difference		t	Df	p Sig. (2-tailed)
				Lower	Upper			
	0,0333	0,5560	0,1015	-0,1743	0,241	0,328	29	0,745

Table 21. T test comparison between pre and post tests for question 5

Source: Direct Research

Author: Totoy, C (2018)

In table 18 we can see that there are no statistical differences between pre and posttests regarding question 6 Does the speaker speak too loudly or quietly, too fast, or too slow. The posttest and pretest vary a little but as important as is require to mark a clear variation before and after. To have student with a good language delivery (no loud, no quiet, no fast and no slow) is going to require constant work and innovation in the methodology applied. TED Talks in an option to support language learning process.

4.3. Hypothesis

To establish whether or not TED talks website influence on the development of intelligible pronunciation on students of First Bachillerato of “Isabel de Godin” High School. To determine the level of impact of TED Talks a pre and post observation sheet was applied individually. The difference between post and pre observation sheet was determined by a comparative study.

The intelligible pronunciation level was measured by qualitative aspects, which used “Yes” and “No” indicators. It is because intelligible pronunciation is not standardized pronunciation and the pronunciation is going to vary from student to student. The paired from pre and post observation was used to validate the hypotheses. The process starts with the verification of the null hypothesis and the alternative hypothesis.

4.3.1 Hypothesis approach

Null hypothesis (H0). TED Talks does not improve intelligible pronunciation of a group in first of Bachillerato at Isabel de Godin High school.

Alternative hypothesis (H1). TED Talks promotes the development of intelligible pronunciation of a group in first of Bachillerato at Isabel de Godin High school.

With these results we can see that the null hypothesis can be rejected because from a six-question observation sheet, five demonstrates that there are statistical differences between the pre and posttests considering the answers of the 30 students tested.

Statistical test observed

Where: $H_0 = Y_1 - X_1 = \mu_1$ $H_0 = \mu_1 = \mu_2$

$H_1 = Y_1 - X_1 = \mu_2$ $H_1 = \mu_1 \neq \mu_2$

μ_1 = media experimental group in the pre-test

μ_2 = media experimental group in the post-test

4.4 Final survey results

At the end of the post-test we did a survey of five questions. The results of this survey are below.

Question 1

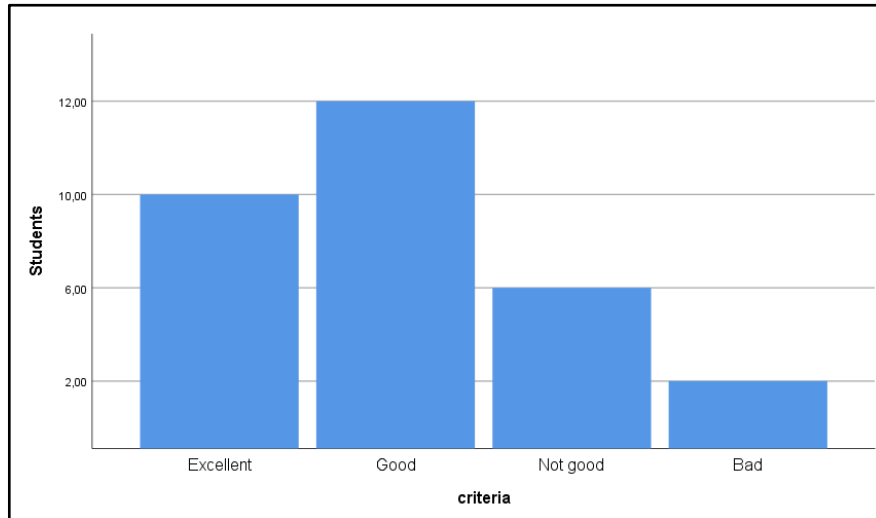


Figure 21. Results of question 1 (post-survey)

Source: Direct Research

Author: Totoy, C (2018)

In Picture 13 we can see that 10 students gave an “Excellent” answer, 12 a “good” answer; 6 “not good” and 2 “bad”. It helps to support the alternative hypothesis and because most of the students have a positive perception about the application of the TED Talks to help them to practice pronunciation.

Question 2

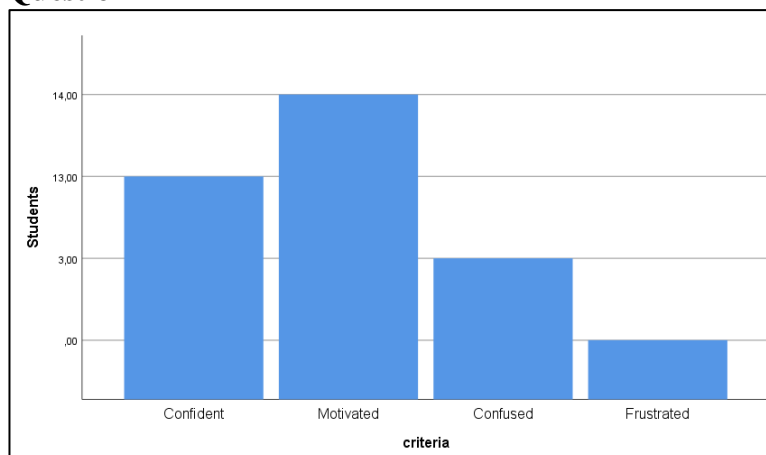


Figure 22. Results of question 2 (post-survey)

Source: Direct Research

Author: Totoy, C (2018)

In Picture 14 we can see that 13 students gave an “Confident” answer, 14 a “Motivated” answer; 6 “confused” and 0 “Frustrated”. These results confirm the impact of TED Talks on the development of intelligible pronunciation is quite important. It is because they are not under pressure of teacher’s correction. Consequently, their affective filter is reduced to increase the readiness to practice the language.

Question 3

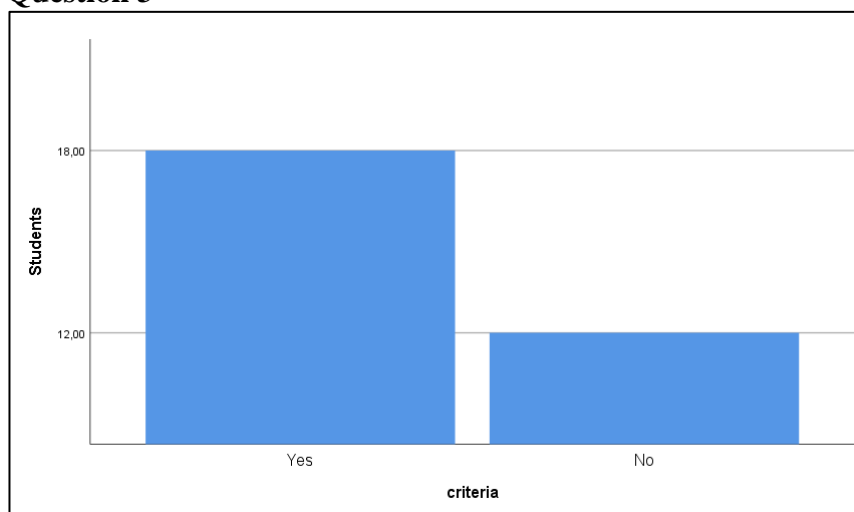


Figure 23. Results of question 3 (post-survey)

Source: Direct Research

Author: Totoy, C (2018)

In Picture 15 we can see that 18 students gave an “Yes” answer and 12 a “No” answer. These data were collected after the period of application of the treatment and students declared that they felt that their pronunciation have increased. It could be because they are familiar with more varied pronunciation. On the other hand, their comprehensibility also has improved due to they may notice the variability of some words.

Question 4

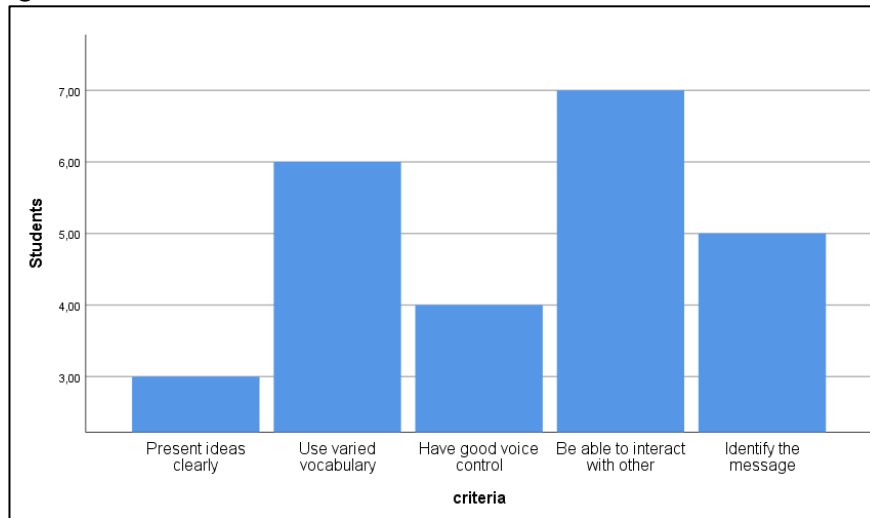


Figure 24. Results of question 4 (post-survey)

Source: Direct Research

Author: Totoy, C (2018)

In Picture 24 we can see that 14 students gave a “Present ideas clearly” answer, 7 a “Use varied vocabulary” answer; 5 “have a good voice control” answer; 8 “Be able to interact with others” answer and 5 “Identify the message” answer. The student’s pronunciation improvement after using shadowing or mimicry activities with TED Talks videos is perceived by themselves. They shared their insight to identifies which field had been enhanced. The ability to interact with others is the strongest after they had received the treatment, while the weakest is their ability to present clear ideas.

Question 5

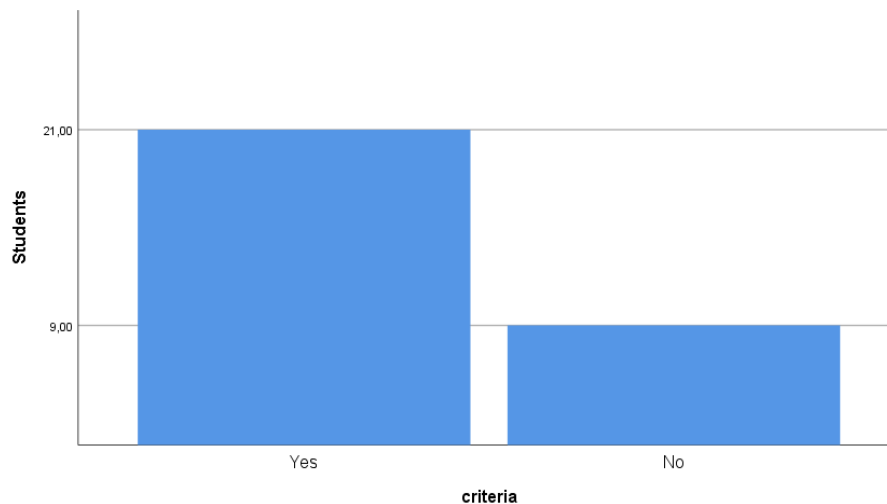


Figure 25. Results of question 5 (post-survey)

Source: Direct Research

Author: Totoy, C (2018)

In Picture 17 we can see that 21 students gave an “Yes” answer and 9 a “No” answer. The implementation of TICs in classes is a good idea. There is a high percentage of acceptance of TED Talks among students, but is not total. This rejection to the usage of this website may come from different circumstances of the students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After analyzing the results from the present research study, the following are the conclusions:

- After the application of observation sheet to Students at “Isabel de Godin” High school, it demonstrated that they have many problems. That is the result that even teachers do not have a really good pronunciation or pronunciation is not emphasized as it should be. The most common problems are with the vowels sound, consonant sounds, and the quality of delivery.

- The observation sheet has helped to clarify that students are not familiar with some of the suprasegmental features of English that characterize this stress timed language. The features taking into account are Rhythm, stress and linking. These elements of the language are going to be developed or acquired only if the pronunciation receives attention as the other language components like grammar, speaking, reading, etc. TED Talks website positively impact on the development of intelligible pronunciation of the student of First Bachillerato at “Isabel de Godin” High School.

- The results of the survey applied to students after they have used the TED Talks give positive feedback about the website. They not only have improved their pronunciation level, but also, they have reduced the rejection against the English language. They have worked by themselves and with the guidance of the teachers. As a result, teachers move out of the center of their students leaning environment and they become into guides to support them when students need them. Likewise, students become independent learners.

- Students showed clear motivation and meaningful improvement using TED Talks. Taking into account the information gathered from students it seemed to confirm the need of a scheme of work to apply constantly this process into classes.

5.2 Recommendations

Taking into account the results of the study it makes necessary to give some recommendations; they are the following:

- To apply innovative methodology in English classes for promoting students' skills development. To reduce too much teacher's intervention during the learning process allow students to develop their knowledge by themselves. Teacher should be open-minded to figure out new processes to deliver their knowledge meaningfully to their students. The methodology may be the same, but the resources have to vary to avoid boredom or monotonous classes.
- Students should be more active in their learning process, take risk to face their own difficulties in the language. They are the owner of their knowledge and they are the only ones who can determine which aspect is the hardest for them to overcome. Most of the students may have access to cellphones and have internet access at home. There are numerous websites that offers videos with extra information to reinforce their daily process.
- Teacher should give the correct importance to pronunciation and reduce avoiding it during classes. Instead, they must include this aspect of language at least one or two hours per week during classes. In fact, they must provide students with different resources where they find interesting and meaningful materials for their learning. It is important teachers help students to familiarize with this kind materials, which means at the beginning work with them in class to explain how the resources work.

- It seems to be beneficial to apply this kind of research with other students or in other school settings, due to Ecuadorian English level is not good. It is due to pronunciation is not emphasized as grammar structures. It means that this situation happens most constantly than they appear. TED Talks has variety of speeches to catch students' interests. The variety of context ensure that this website is not going to be monotonous for students.

CHAPTER VI

THE PROPOSAL

Topic: Scheme of work for the implementation of TED Talks in the Second Language acquisition processes to develop intelligible pronunciation on students of First Bachillerato at “Isabel de Godin” High School.

6.1. General information

Institution: Isabel de Godin High School,

Province: Chimborazo

City: Riobamba

Location: Juan de Velasco y Baron de Carondelet

Beneficiaries: Isabel de Godin students of first Bachillerato

Start date: March 26th, 2018

End date: May 4th, 2018

Person in charge: Carmen Totoy Sani

6.2 Background of the proposal

This research project has applied TED Talks website which is a free website and can be used during English classes to teach pronunciation. Indeed, this website offers a great variety of speeches with different accents. It helps students to be aware that there is not a unique or perfect pronunciation (native like).

Additionally, they may become independent learners because students can find speeches of their interest to make it easier and fun. The benefits of using this platform are not only for students, but also for teachers’ work.

Teachers do not like to invest time teaching pronunciation, probably because teachers themselves do not domain pronunciation properly with all of the features (intonation, stress, etc). Some of them see pronunciation as a hard topic or simply they do not like to teach it because they consider that pronunciation is not as important as grammar or vocabulary to learn a language. Furthermore, students may get tired or boring of hearing only his or her teachers’ pronunciation. TED Talks is

an alternative to vary the environment of the classroom and foster the development of pronunciation to reach he intelligibility.

To develop this proposal the students were asked to choose one video of a set of six videos to practice their pronunciation. The researcher has noticed that the videos caught students' interest. Consequently, students' independent learning has increased and worked by themselves at home to practice pronunciation. It is important to point out, that TED Talks allow students to reduce the affective filter because they realized by themselves what their mistakes are, they apply the self-correction.

Throughout the intervention classes, schoolchildren demonstrate motivation and interest in the activity to improve their pronunciation. Being the owner of their own pronunciation instruction, they showed a noticeable improvement in identifying the pronunciation of words while they are reading. This proposal is based on the ground of communicative approach because being intelligible means be able to understand and be understood in the second language.

6.3 Justification

Considering that the present generation that is being educated in High school belongs to the millennial generation, who has grown up surrounded by the technology. It demands the reduction of papers and the increasing of implementation of technology to teachers' professional performance. The incorporation of audios with great variety of accent and L1 background should be an important innovation in language classrooms. The audios must be easy to access and have visual support to facilitate the learning process and engagement of students.

Since the past audio tapes have been included during English classes, but they only have been recorded by native speakers. Students not only need to hear native like pronunciation, but also, they need to be exposed to different kinds of pronunciation.

Under those circumstances, language learners may realize that it is not necessary to sound like a native speaker as long as they can interact using the second language (L2) it is enough. After all, in the environment that we live is not easy to find native speakers to practice English, so the interaction must be among non-native speakers.

According to Wei and Zhou (2002), learner's native language affects directly or indirectly to their pronunciation. As a result, it may originate new versions of English. How learners speak English is not really important as far as their pronunciation is intelligible. For example, if it is a country where English is not traditionally use, the pronunciation will reflect clear differences between its native language and English (Wei & Zhou, 2002), Spanish or may be Quichua in case of Ecuador. Moreover, people may not generalize that English pronunciation of their home country is understood in others countries (Wei & Zhou, 2002), even they have the same L1 background.

The survey carried out at "Isabel de Godin" High School with students of First Bachillerato helped to determine that most of their teachers do not focus on pronunciation during classes. The students' pronunciation input comes from most of the time from teachers, few times from audios and songs with native pronunciation. They do not use videos with variety of pronunciation. For these reasons, it is necessary to provide teachers with innovative tools that facilitate their work and improve the teaching environment, integrating the ICTs to the learning processes.

In today's world, English is considered as the Lingua Franca that help people to communicate all over the world. Therefore, the pronunciation must be intelligible to make easier the communication. Furthermore, the current society requires people who are independent, creative and innovative. On one hand, this proposal aims to help or guide teachers how to apply this resource in order to vary the activities in the classroom and at home. On the other hand, it purposes to help students to become independent learners and develop self-confidence to read or talk in English.

6.4. Objectives

6.4.1. General objective

To improve students' pronunciation through the inclusion of TED Talks in the EFL classrooms at the first of Bachillerato at "Isabel de Godin" High School, through a six-week plan, two hours per week.

6.4.2. Specific objectives

- To present a scheme of work to teach pronunciation with selected videos.
- To contribute with the teaching-pronunciation process implementation in classes.
- To provide teachers and students with new tools to practice and reinforce pronunciation.

6.5 Feasibility Analysis

This proposal is feasible taking into account the theoretical background and the empirical evidence related to the topic. These aspects demonstrate that the integration of ICTS, TED Talks, is practical for both teachers and students. On one hand, teachers provide variety in their classes and reduce repetitive mechanics classes. Additionally, pronunciation practice during classes will be increased. On the other hand, students feel more comfortable of receive different input to develop pronunciation, and reducing teacher's correction. Furthermore, the researcher works at the "Isabel de Godin" High School and it facilitates the implementation of the proposal. The authorities, enables the use of human resources, teachers and students to develop this proposal. This proposal requires minimum expenses and may ran on by the researcher.

6.6. Conceptual Basis

Scheme of Work. It provides the teacher with an overview about what is going to happen in a long period of time. In a scheme of work skills and systems are mixed (Geysler, 2006). This scheme of work aims to mix listening, reading, grammar and pronunciation.

The Audio-Lingual Method. This method is based on the behaviourist idea that learn a language is the acquisition of a group of correct forms of language. Students constantly repeats until they feel comfortable and can produce them fluently and spontaneously. Once the model is acquired, students can switch words to create new sentences (Geysler, 2006).

ICTs. According to Siraj-Blatchford & Siraj-Blatchford (cited in Bolstad, 2004) defines ICTs as “anything which allows us to get information, to communicate with each other, or to have an effect on the environment using electronic or digital equipment” (Bolstad, 2004).

Podcast. New media resources have emerged with technical advances one of them are podcasts. Podcasting has quickly growth over the past years. This term could be used to refer to audio and video output (J.P. Shim, 2007).

TED Talks. It is a website that offers variety of English pronunciation for language-learners. The website offers free access to numerous speeches.

Productive Skills. Ivančić and Mandić (2014) define productive skills as the ability of language learners in speaking and writing a foreign language, it must be effective and efficient (Ivančić & Mandić, 2014).

Speaking. Nazara (2001), defines speaking as a social multi-sensory speech event, and the topic varies. Thornbury and Slade (cited in Nazara, 2011) mention that it is a social act since people interact, get rapport and agreements. Chaney (cited in Kayi 2006) notes that speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Kayi, 2006).

Pronunciation. According to Lado (cited in ratiw, 2010) defines pronunciation as the application of a sound system in the listening skill and speaking skills. He doesn't mention how words are uttered. With this in mind,

Kristina, Diah, et al. (cited in ratiw, 2010) refer to pronunciation as the production of language and reception of the sound system of a language to achieve meaning. The second definition defines pronunciation in short that contains key components in pronunciation, for instance, “act, speaking, production and reception of sound”. Consequently, the words that are uttered must be understandable, in other words intelligible (Pratiw, 2010).

Intelligible Pronunciation. The word intelligible comes from the Latin verb “Intellegere” which means “to perceive”. Talking about the language it refers to language that make sense, it is understandable for the listener (Nelson, 2013). Smith and Nelson (cited in Orikasa, 2016) refer to intelligibility as word/utterance recognition (Orikasa, 2016).

According to Morley (cited in Laurea, 2015) it “is an essential component of communicative competence”. Yates (cited in Laurea, 2015) supports this statement and states that “learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect” (Laurea, 2015).

6.7 Description

To make easier to understand this scheme of work there will be some kind of interactions for example:

T → Ss: Teacher to students

T ↔ Ss: Teacher to students and Student to teacher

Ss ↔ Ss: Students to students in smalls groups or whole class

SCHEME OF WORK FOR THE INCLUSION OF TED TALKS IN THE EFL CLASSROOMS AT THE FIRST OF BACHILLERATO AT “ISABEL DE GODIN” HIGH SCHOOL, THROUGH A SIX-WEEK PLAN, TWO HOURS PER WEEK.

SCHOOL: Isabel de Godin

CLASS: First Bachillerato

SUBJECT: English

YEAR: 2018

TERM: Term 2, Second Five-months term

TEACHER’S NAME: Carmen Totoy

SUGGESTED TEACHING TIME: 12hours

Month	Week	Period	Topic/Sub-Topic	Objectives	Learning Activities	Resource Materials	Remarks
March	4	2 Hours	English Problems Reading activity Introduce to TED Talks	By the end of this lesson SWBAT identify the common problems that they face during English, Teachers will take notes to remember later SWBT familiarize with the new website to practice	Discussion about how students feel about learning English, the difficulties. T → Ss T ↔ Ss Ask students to read the text from the book T → Ss Copying notes T ↔ Ss Explanation of the website	Question: What is something positive and negative while learning the English? Notebook Observation sheet Website: https://www.ted.com/#/	

					T → Ss		
April	1	2 Hours	Watch Videos and distribute them	By the end of this lesson SWBAT to expose their hear to another pronunciation input different to teacher's voice	Play the videos T → Ss Determine the content of each video by questioning and answering T → Ss T ↔ Ss	List of videos Board and Markers Understanding questions	
	2	2 Hours	Scripts delivery Pronunciation practice	By the end of this lesson SWBAT identify the words and pronunciation patterns that the videos contain.	Play the videos and follow the text scripts. T ↔ Ss Ss ↔ Ss Reproduce the videos activating the subtitles T ↔ Ss Ss ↔ Ss Underline each idea that is pronounced in in one voice	Videos Copies Laboratory with internet or Projector and Laptop Highlighter in different colors	

					Ss ↔ Ss		
	3	2 Hours	Shadowing Activities individual Real-time Vocal Dubbing	By the end of this lesson SWBAT reproduce the pronunciation similarly as the original video	Read the copy T ↔ Ss Imitate the pronunciation Ss ↔ Ss Mistake correction T → Ss	Videos Copies Observational Sheet	
	4	2 Hours	Shadowing Activities in class	By the end of this lesson SWBAT produce intelligible sounds	Memorization of the speech SS ↔ Ss Demonstrate SS ↔ Ss	Videos Notebook	
May	1	2 Hours	Reading a text	By the end of this lesson SWBAT apply their pronunciation on other texts	Read a text and demonstrate their improvement SS ↔ Ss	Text book readings Observational sheet	

At home

Month	Week	Period	Topic/Sub-Topic	Objectives	Learning Activities	Resource Materials	Remarks
March	4	Independently	Introduce to TED Talks	Familiarize with the new website to practice	Google the website and discover their options Ss ↔ Ss	Website: https://www.ted.com/#/	
April	1	Free	Play the video as many times as they want	Identify some pronunciation patterns and try to understand the pronunciation mechanics	Listen the video Ss ↔ Ss	Internet computer or cellphone	
	2	Non-Specific	Practice some features of pronunciation linking, intonation and stress.	Identify pronunciation patterns	Practice the pronunciation Ss ↔ Ss	Videos Copies	
	3						
	4						
May	1	Free	Reading a text	Read texts with better English pronunciation	Read a text and demonstrate their improvement SS ↔ Ss	Different texts in English	

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Annexes

Survey

UNIVERSIDAD TÉCNICA DE AMBATO

Survey directed to the First Bachillerato students in “Isabel de Godin” School



This survey is to measure the impact of TED TALKS on pronunciation of EFL students; I would thank you if you answer the following questions for the research work “TED TALKS ON INTELLIGIBLE PRONUNCIATION” in order to gather information about it. This work is previous to obtaining the Master's Degree in Teaching English Language. The present survey is anonymous; do not write your name if you want.

INSTRUCTIONS: Please read the question carefully and circle the options required.

1. What do you think about TED TALKS? They are

Excellent Good Not Good Bad

2. How do you feel using TED TALKS?

Confident Motivated Confused Frustrated

3. Do you think TED TALKS have helped you to improve you pronunciation and comprehensibility?

Yes No

4. From the list choose the option or the options to describe how TED

TALKS have improved your pronunciation and comprehensibility.

Present Ideas Clearly

Identify the message

Be able to interact with others

Reduce the use of pauses and hesitations

Use varied Vocabulary

Have good Speed of Speech

Have good Volume Control

5. Do you recommend TED TALKS to develop intelligible pronunciation?
 Yes No

Observation Sheet

Pronunciation teacher's Guide

Elements of Speech	Difficulties	Yes	No
Consonants	<i>Does the speaker have repeated problems with any consonants or clusters?</i>		
Vowels	<i>Do vowel sounds negatively affect intelligibility?</i>		
Rhythm in sentences	<i>Does the speaker speak in a natural rhythm? Or does language sound abrupt or Choppy</i>		
Focus and special emphasis	<i>Does the speaker use emphatic stress to indicate key words, contrasts (not only/all), etc.?</i>		
Thought groups and linking	<i>Does the speaker pause at commas and other appropriate places?</i>		
Delivery (rate of speech, loudness)	<i>Does the speaker speak too loudly or quietly, too fast, or too slow?</i>		

Adapted by: Totoy C.

Taken from: Scientific paper by Stephen van Vlack, Spring 2016

Pronunciation Diagnostic

The Three Wishes

Once in a kingdom far, far away, there was a woodcutter and his wife. One day the man saw a (a) *magical tree* and he thought "If I cut down this tree, I'll make some good money. If I make good money, I'll get my wife a new dress."

But the man noticed that the tree was very thick so he doubted if he could cut it down. However, he kept thinking about the money "If I could chop it down, I wouldn't have to work for a long time."

Suddenly, a beautiful and tiny (b) appeared and said "I wouldn't cut down that tree if I were you! It's a magical tree. I will grant you and your wife three (c) if you don't cut it down." Happily, the man accepted, went to his house and told his wife about the fairy.

"If a fairy granted me a wish, I'd ask for a hot (d), I'm so hungry," said the wife jokingly. Immediately, at the table, a big juicy sausage appeared.

"Oh, come on, you wished for a simple sausage and now we just have two wishes left! I wish the sausage would hang from your nose," said the (e) angrily without thinking.

As soon as he spoke the words, the sausage hung from the woman's nose. "What did you do? Look at me," said the wife, who now had a sausage hanging from her nose. When the woodcutter saw his wife looking so sad, he knew what his next wish would be.

Links and Scripts

Nilofer Merchant: Got a meeting? Take a walk

https://www.ted.com/playlists/467/short_talks_to_watch_during_yo

00:13

What you're doing, right now, at this very moment, is killing you. More than cars or the Internet or even that little mobile device we keep talking about, the technology you're using the most almost every day is this, your tush. Nowadays people are sitting 9.3 hours a day, which is more than we're sleeping, at 7.7 hours. Sitting is so incredibly prevalent, we don't even question how much we're doing it, and because everyone else is doing it, it doesn't even occur to us that it's not okay. In that way, sitting has become the smoking of our generation.

00:54

Of course, there's health consequences to this, scary ones, besides the waist. Things like breast cancer and colon cancer are directly tied to our lack of physical [activity], Ten percent in fact, on both of those. Six percent for heart disease, seven percent for type 2 diabetes, which is what my father died of. Now, any of those stats should convince each of us to get off our duff more, but if you're anything like me, it won't.

01:21

What did get me moving was a social interaction. Someone invited me to a meeting, but couldn't manage to fit me in to a regular sort of conference room meeting, and said, "I have to walk my dog's tomorrow. Could you come then?" It seemed kind of odd to do, and actually, that first meeting, I remember thinking, "I have to be the one to ask the next question," because I knew I was going to huff and puff during this conversation. And yet, I've taken that idea and made it my own. So instead of going to coffee meetings or fluorescent-lit conference room meetings, I ask people to go on a walking meeting, to the tune of 20 to 30 miles a week. It's changed my life.

02:01

But before that, what actually happened was, I used to think about it as, you could take care of your health, or you could take care of obligations, and one always came at the cost of the other. So now, several hundred of these walking meetings later, I've learned a few things.

02:18

First, there's this amazing thing about actually getting out of the box that leads to out-of-the-box thinking. Whether it's nature or the exercise itself, it certainly works.

02:29

And second, and probably the more reflective one, is just about how much each of us can hold problems in opposition when they're really not that way. And if we're going to solve problems and look at the world really differently, whether it's in governance or business or environmental issues, job creation, maybe we can think about how to reframe those problems as having both things be true. Because it was when that happened with this walk-and-talk idea that things became doable and sustainable and viable.

02:59

So, I started this talk talking about the tush, so I'll end with the bottom line, which is, walk and talk. Walk the talk. You'll be surprised at how fresh air drives fresh thinking, and in the way that you do, you'll bring into your life an entirely new set of ideas.

Richard St. John: 8 secrets of success

https://www.ted.com/playlists/467/short_talks_to_watch_during_yo

00:12

This is really a two-hour presentation I give to high school students, cut down to three minutes. And it all started one day on a plane, on my way to TED, seven years ago. And in the seat next to me was a high school student, a teenager, and she came from a really poor family. And she wanted to make something of her life, and she asked me a simple little question. She said, "What leads to success?" And I felt really badly, because I couldn't give her a good answer.

00:37

So, I get off the plane, and I come to TED. And I think, jeez, I'm in the middle of a room of successful people! So why don't I ask them what helped them succeed, and pass it on to kids? So here we are, seven years, 500 interviews later, and I'm going to tell you what really leads to success and makes TEDsters tick.

00:57

And the first thing is passion. Freeman Thomas says, "I'm driven by my passion." TEDsters do it for love; they don't do it for money.

01:05

Carol Coletta says, "I would pay someone to do what I do." And the interesting thing is: if you do it for love, the money comes anyway.

01:12

Work! Rupert Murdoch said to me, "It's all hard work. Nothing comes easily. But I have a lot of fun." Did he say fun? Rupert? Yes!

01:23

TEDsters do have fun working. And they work hard. I figured, they're not workaholics. They're workafrolics.

01:32

Alex Garden says, "To be successful, put your nose down in something and get damn good at it. There's no magic; it's practice, practice, practice.

01:40

And it's focus. Norman Jewison said to me, "I think it all has to do with focusing yourself on one thing."

01:46

And push! David Gallo says, "Push yourself. Physically, mentally, you've got to push, push, push. You've got to push through shyness and self-doubt.

01:55

Goldie Hawn says, "I always had self-doubts. I wasn't good enough; I wasn't smart enough. I didn't think I'd make it."

02:02

Now it's not always easy to push yourself, and that's why they invented mothers.

02:07

(Applause) Frank Gehry said to me, "My mother pushed me."

02:14

Serve! Sherwin Nuland says, "It was a privilege to serve as a doctor."

02:20

A lot of kids want to be millionaires. The first thing I say is: "OK, well you can't serve yourself; you've got to serve others something of value. Because that's the way people really get rich."

02:31

Ideas! TEDster Bill Gates says, "I had an idea: founding the first micro-computer software company. I'd say it was a pretty good idea. And there's no magic to creativity in coming up with ideas -- it's just doing some very simple things. And I give lots of evidence.

02:47

Persist! Joe Kraus says, "Persistence is the number one reason for our success." You've got to persist through failure. You've got to persist through crap! Which of course means "Criticism, Rejection, Assholes and Pressure."

03:02

So, the answer to this question is simple: Pay 4,000 bucks and come to TED.

03:09

Or failing that, do the eight things -- and trust me, these are the big eight things that lead to success.

03:15

Thank you TEDsters for all your interviews!

Kitra Cahana: A glimpse of life on the road

https://www.ted.com/playlists/263/talks_to_watch_when_you_need_f

As a little girl, I always imagined I would one day run away. From the age of six on, I kept a packed bag with some clothes and cans of food tucked away in the back of a closet. There was a deep restlessness in me, a primal fear that I would fall prey to a life of routine and boredom. And so, many of my early memories involved intricate daydreams where I would walk across borders, forage for berries, and meet all kinds of strange people living unconventional lives on the road.

00:45

Years have passed, but many of the adventures I fantasized about as a child -- traveling and weaving my way between worlds other than my own — have become realities through my work as a documentary photographer. But no other experience has felt as true to my childhood dreams as living amongst and documenting the lives of fellow wanderers across the United States. This is the nomadic dream, a different kind of American dream lived by young hobos, travelers, hitchhikers, vagrants and tramps.

01:21

In most of our minds, the vagabond is a creature from the past. The word "hobo" conjures up an old black and white image of a weathered old man covered in coal, legs dangling out of a boxcar, but these photographs are in color, and they portray a community swirling across the country, fiercely alive and creatively free, seeing sides of America that no one else gets to see.

01:48

Like their predecessors, today's nomads travel the steel and asphalt arteries of the United States. By day, they hop freight trains, stick out their thumbs, and ride the highways with anyone from truckers to soccer moms. By night, they sleep beneath the stars, huddled together with their packs of dogs, cats and pet rats between their bodies.

02:11

Some travelers take to the road by choice, renouncing materialism, traditional jobs and university degrees in exchange for a glimmer of adventure. Others come from the underbelly of society, never given a chance to mobilize upwards: foster care dropouts, teenage runaways escaping abuse and unforgiving homes.

02:33

Where others see stories of privation and economic failure, travelers view their own existence through the prism of liberation and freedom. They'd rather live off of the excess of what they view as a wasteful consumer society than slave away at an unrealistic chance at the traditional American dream. They take advantage of the fact that in the United States, up to 40 percent of all food ends up in the garbage by scavenging for perfectly good produce in dumpsters and trash cans. They sacrifice material comforts in exchange for the space and the time to explore a creative interior, to dream, to read, to work on music, art and writing.

03:19

But there are many aspects to this life that are far from idyllic. No one loses their inner demons by taking to the road. Addiction is real, the elements are real, freight trains maim and kill, and anyone who has lived on the streets can attest to the exhaustive list of laws that criminalize homeless existence. Who here knows that in many cities across the United States it is now illegal to sit on the sidewalk, to wrap oneself in a blanket, to sleep in your own car, to offer food to a stranger? I know about these laws because I've watched as friends and other travelers were hauled off to jail or received citations for committing these so-called crimes.

04:07

Many of you might be wondering why anyone would choose a life like this, under the thumb of discriminatory laws, eating out of trash cans, sleeping under bridges, picking up seasonal jobs here and there. The answer to such a question is as varied as the people that take to the road, but travelers often respond with a single word: freedom. Until we live in a society where every human is assured dignity in their labor so that they can work to live well, not only work to survive, there will always be an element of those who seek the open road as a means of escape, of liberation and, of course, of rebellion.

04:50

Thank you.

Frans Lanting: Photos that give voice to the animal kingdom

https://www.ted.com/playlists/263/talks_to_watch_when_you_need_F

00:12

Humanity takes center stage at TED, but I would like to add a voice for the animals, whose bodies and minds and spirits shaped us.

00:25

Some years ago, it was my good fortune to meet a tribal elder on an island not far from Vancouver. His name is Jimmy Smith, and he shared a story with me that is told among his people, who call themselves the Kwikwasut'inuxw.

00:43

Once upon a time, he told me, all animals on Earth were one. Even though they look different on the outside, inside, they're all the same, and from time to time they would gather at a sacred cave deep inside the forest to celebrate their unity. When they arrived, they would all take off their skins. Raven shed his feathers, bear his fur, and salmon her scales, and then, they would dance. But one day, a human made it to the cave and laughed at what he saw because he did not understand. Embarrassed, the animals fled, and that was the last time they revealed themselves this way.

01:32

The ancient understanding that underneath their separate identities, all animals are one, has been a powerful inspiration to me. I like to get past the fur, the feathers and the scales. I want to get under the skin. No matter whether I'm facing a giant elephant or a tiny tree frog, my goal is to connect us with them, eye to eye.

02:00

You may wonder, do I ever photograph people? Sure. People are always present in my photos, no matter whether they appear to portray tortoises or cougars or lions. You just have to learn how to look past their disguise.

02:20

As a photographer, I try to reach beyond the differences in our genetic makeup to appreciate all we have in common with every other living thing. When I use my camera, I drop my skin like the animals at that cave so I can show who they really are.

02:45

As animals blessed with the power of rational thought, we can marvel at the intricacies of life. As citizens of a planet in trouble, it is our moral responsibility to deal with the dramatic loss in diversity of life. But as humans with hearts, we can all rejoice in the unity of life, and perhaps we can change what once happened in that sacred cave.

03:18

Let's find a way to join the dance.

03:23

Thank you.

Lucy McRae: How can technology transform the human body?

https://www.ted.com/playlists/263/talks_to_watch_when_you_need_f

00:12

I call myself a body architect. I trained in classical ballet and have a background in architecture and fashion. As a body architect, I fascinate with the human body and explore how I can transform it.

00:25

I worked at Philips Electronics in the far-future design research lab, looking 20 years into the future. I explored the human skin, and how technology can transform the body. I worked on concepts like an electronic tattoo, which is augmented by touch, or dresses that blushed and shivered with light. I started my own experiments. These were the low-tech approaches to the high-tech conversations I was having. These are Q-tips stuck to my roommate with wig glue.

00:59

I started a collaboration with a friend of mine, Bart Hess -- he doesn't normally look like this -- and we used ourselves as models. We transformed our apartments into our laboratories, and worked in a very spontaneous and immediate way. We were creating visual imagery provoking human evolution.

01:19

Whilst I was at Philips, we discussed this idea of a maybe technology, something that wasn't either switched on or off, but in between. A maybe that could take the form of a gas or a liquid. And I became obsessed with this idea of blurring the perimeter of the body, so you couldn't see where the skin ended and the near environment started. I set up my studio in the red-light district and obsessively wrapped myself in plumbing tubing, and found a way to redefine the skin and create this dynamic textile. I was introduced to Robyn, the Swedish pop star, and she was also exploring how technology coexists with raw human emotion. And she talked about how technology with these new feathers, this new face paint, this punk, the way that we identify with the world, and we made this music video.

02:07

I'm fascinated with the idea of what happens when you merge biology with technology, and I remember reading about this idea of being able to reprogram biology, in the future, away from disease and aging. And I thought about this concept of, imagine if we could reprogram our own body odor, modify and biologically enhance it, and how would that change the way that we communicate with each other? Or the way that we attract sexual partners? And would we revert back to being more like animals, more primal modes of communication? I worked with a synthetic biologist, and I created a swallowable perfume, which is a cosmetic pill that you eat and the fragrance comes out through the skin's surface when you perspire. It completely blows apart the way that perfume is, and provides a whole new format. Its perfume coming from the inside out. It redefines the role of skin, and our bodies become an atomizer.

03:02

I've learned that there's no boundaries, and if I look at the evolution of my work, I can see threads and connections that make sense. But when I look towards the future, the next project is completely unknown and wide open. I feel like I have all these ideas existing embedded inside of me, and it's these conversations and these experiences that connect these ideas, and they kind of instinctively come out.

03:30

As a body architect, I've created this limitless and boundless platform for me to discover whatever I want. And I feel like I've just got started.

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So, here's to another day at the office.

03:42

Thank you!

03:48

Thank you!

Graham Hill: Less stuff, more happiness

https://www.ted.com/playlists/263/talks_to_watch_when_you_need_f

00:16

What's in the box? Whatever it is must be pretty important, because I've traveled with it, moved it, from apartment to apartment to apartment.

00:32

Sound familiar? Did you know that we Americans have about three times the amount of space we did 50 years ago? Three times. So, you'd think, with all this extra space, we'd have plenty of room for all our stuff. Nope. There's a new industry in town, a 22 billion-dollar, 2.2 billion sq. ft. industry: that of personal storage. So, we've got triple the space, but we've become such good shoppers that we need even more space. So, where does this lead? Lots of credit card debt, huge environmental footprints, and perhaps not coincidentally, our happiness levels flat-lined over the same 50 years.

01:19

Well I'm here to suggest there's a better way, that less might actually equal more. I bet most of us have experienced at some point the joys of less: college -- in your dorm, traveling -- in a hotel room, camping -- rig up basically nothing, maybe a boat. Whatever it was for you, I bet that, among other things, this gave you a little more freedom, a little more time. So, I'm going to suggest that less stuff and less space are going to equal a smaller footprint. It's actually a great way to save you some money. And it's going to give you a little more ease in your life.

01:59

So, I started a project called Life Edited at lifeedited.org to further this conversation and to find some great solutions in this area. First up: crowd-sourcing my 420 sq. ft. apartment in Manhattan with partners Mutopo and Jovoto.com. I wanted it all -- home office, sit down dinner for 10, room for guests, and all my kite surfing gear. With over 300 entries from around the world, I got it, my own little jewel box. By buying a space that was 420 sq. ft. instead of 600, immediately I'm saving 200 grands. Smaller space is going to make for smaller utilities -- save some more money there, but also a smaller footprint. And because it's really designed around an edited set of possessions -- my favorite stuff --and really designed for me, I'm really excited to be there.

02:53

So how can you live little? Three main approaches. First of all, you have to edit ruthlessly. We've got to clear the arteries of our lives. And that shirt that I hadn't worn in years? It's time for me to let it go. We've got to cut the extraneous out of our lives, and we've got to learn to stem the inflow. We need to think before we buy. Ask ourselves, "Is that really going to make me happier? Truly?" By all means, we should buy and own some great stuff. But we want stuff that we're going to love for years, not just stuff.

03:30

Secondly, our new mantra: small is sexy. We want space efficiency. We want things that are designed for how they're used the vast majority of the time, not that rare event. Why have a six-burner stove when you rarely use three? So, we want things that nest, we want things that stack, and we want it digitized. You can take paperwork, books, movies, and you can make it disappear -- it's magic.

03:58

Finally, we want multifunctional spaces and housewares -- a sink combined with a toilet, a dining table becomes a bed -- same space, a little side table stretches out to seat 10. In the winning Life Edited scheme in a render here, we combine a moving wall with transformer furniture to get a lot out of the space. Look at the coffee table -- it grows in height and width to seat 10. My office folds away, easily hidden. My bed just pops out of the wall with two fingers. Guests? Move the moving wall, have some fold-down guest beds. And of course, my own movie theater.

04:40

So, I'm not saying that we all need to live in 420 sq. ft. But consider the benefits of an edited life. Go from 3,000 to 2,000, from 1,500 to 1,000. Most of us, maybe all of us, are here pretty happily for a bunch of days with a couple of bags, maybe a small space, a hotel room. So, when you go home and you walk through your front door, take a second and ask yourselves, "Could I do with a little life editing? Would that give me a little more freedom? Maybe a little more time?"

05:13

What's in the box? It doesn't really matter. I know I don't need it. What's in yours? Maybe, just maybe, less might equal more. So, let's make room for the good stuff.

05:32

Thank you.