



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

**Informe final del trabajo de Titulación previo a la obtención del título de Licenciada en
Ciencias de la Educación Mención: Inglés**

Title: "BBC Learning English and English Intonation"

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Ambato – Ecuador

2026

SUPERVISOR APPROVAL

CERTIFY:

I, Lic. Mg. Dorys Maribel Cumbe Coraizaca, holder of the I.D No. 180369456-9 in my capacity as supervisor of the Research dissertation on the title: “BBC LEARNING ENGLISH VIDEOS AND ENGLISH INTONATION” investigated by Miss. Laura Maribel Quispe Acosta with I.D No. 050444104-9 confirm that this research report meets the technical, scientific and regulatory requirements, so its presentation is authorized to the corresponding body in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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I declare this undergraduate dissertation entitled “BBC LEARNING ENGLISH VIDEOS AND ENGLISH INTONATION” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.



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DEDICATION

TO:

God and for giving me the strength and ability to keep going day by day and guide me on the path of good, my parents as the fundamental pillars, because without their support and advice I could never have achieved what I have achieved so far in my life.

Laura.

ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to God for His guidance, strength, and countless blessings throughout this academic journey. His unwavering presence has given me the perseverance to overcome every challenge and achieve this important milestone.

I am profoundly grateful to my parents for their unconditional love, constant encouragement, and countless sacrifices. Their unwavering support and dedication to providing me with a quality education have been the foundation of my personal and academic growth.

I would also like to extend my sincere appreciation to my professors for generously sharing their knowledge, guidance, patience, and valuable advice throughout my studies. Their commitment to education has greatly contributed to my academic and professional development.

Finally, I would like to express my heartfelt thanks to my beloved neighbors, ***Vicente and Laurita***, for their constant motivation, encouragement, and belief in my abilities. Their support inspired me to remain determined and focused throughout the completion of this major. To everyone who contributed directly or indirectly to the successful completion of this research project, I offer my sincere gratitude.

Laura.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: BBC Learning English Videos and English Intonation.

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ABSTRACT

The main objective of this research was to determine the influence of BBC Learning English videos on the development of English intonation among A1-level students in the Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Técnica de Ambato. The study adopted a quantitative approach using a pre-experimental one-group pre-test and post-test design with 34 participants. Six instructional interventions were implemented through the Four A's Methodology (Activity, Analysis, Abstraction, and Application), integrating authentic BBC Learning English videos to teach grammatical and attitudinal intonation. Data were collected through pre-test and post-test and analyzed using an intonation assessment rubric and IntonTrainer software, which evaluated students' tone, pitch, stress, and intonation. The results demonstrated a significant improvement in learners' intonation performance, showing greater accuracy in the use of rising, falling, and fall-rise intonation patterns, more appropriate stress placement, better pitch control, and increased communicative confidence. Furthermore, the authentic audiovisual materials enhanced students' motivation, participation, and engagement throughout the instructional process. It was concluded that the integration of BBC Learning English videos with explicit instruction through the Four A's Methodology is an effective pedagogical strategy for improving English intonation and strengthening the communicative competence of EFL learners.

Key words: *English intonation, Intonation patterns, BBC Learning English videos, Stress, Tone, Pitch.*

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RESUMEN

El objetivo principal de esta investigación fue determinar la influencia de los videos de BBC Learning English en el desarrollo de la entonación inglesa entre estudiantes de nivel A1 del programa de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. El estudio adoptó un enfoque cuantitativo utilizando un diseño pre-experimental de un solo grupo con pre-test y post-test, con 34 participantes. Se implementaron seis intervenciones mediante la Metodología de las Cuatro A (Actividad, Análisis, Abstracción y Aplicación), integrando videos auténticos de BBC Learning English para enseñar entonación gramatical y actitudinal. Los datos se recopilaban mediante pre-test y post-test y se analizaron utilizando una rúbrica de evaluación de la entonación y el software IntonTrainer, que evaluó el tono, el timbre, el acento y la entonación de los estudiantes. Los resultados demostraron una mejora significativa en el desempeño de la entonación de los estudiantes, mostrando mayor precisión en el uso de patrones de entonación ascendente, descendente y descendente-ascendente, una colocación del acento más apropiada, un mejor control del timbre y una mayor confianza comunicativa. Además, los materiales audiovisuales auténticos mejoraron la motivación, la participación y el compromiso de los estudiantes a lo largo del proceso didáctico. Se concluyó que la integración de los vídeos de BBC Learning English con la instrucción explícita mediante la metodología de las Cuatro A es una estrategia pedagógica eficaz para mejorar la entonación en inglés y fortalecer la competencia comunicativa de los estudiantes de inglés como lengua extranjera.

Palabras clave: *Entonación en inglés, Patrones de entonación, Vídeos de BBC Learning English, Acento, Tono, Altura del sonido.*

CHAPTER I. THEORETICAL FRAMEWORK

1.1 Research background

Recent studies in the five past years have described the connection between BBC Learning English Videos and English intonation, which has shed light on the value of focused instructional strategies aimed at improving prosodic proficiency that contain English Intonation appropriate patterns among EFL learners. The following selection of studies illustrates this relationship, with each one placing English intonation at the center of its objectives and methodological design. Several papers were found in research databases such as Google Scholar, Science Direct, ERIC, and Consensus IA that is an AI-powered academic search engine designed to help users find, understand, and synthesize peer-reviewed scientific literature. These investigations were conducted in Saudi Arabia, Ukraine, the United States, Indonesia, and Azerbaijan.

Mospan (2022) aimed to show a useful approach to teach English intonation with ICT (Information and Communication Technology) tools which involved videos. A total of 315 students of second-year at Linguistec University participated in this experimental study while taking an English Phonetics course at university. Additionally, sixty second-year students from three universities' foreign language departments participated directly in the cross-experiment during the 2003–2004 academic year. From each university, two academic groups of ten students were chosen to form experimental groups. The results obtained were as follows. First, (EIP) Emotional Intonation Patterns of English, whose linguistic and psychological features need special attention from the professor. Second, this method of teaching intonation gives students equal opportunities to perceive and identify emotional intonation patterns in communication through both visual and auditory speech input. Needless to say, the analysis of thirty video courses revealed that psychological, linguistic, paralinguistic, extralinguistic, and methodologic factors make them suitable for teaching emotional intonation demonstrating high validity and effectiveness.

Sholeha (2025) examined student's viewpoint the BBC Learning English YouTube channel as a way to improve their English-speaking abilities. This study employed a qualitative approach using descriptive statistical and thematic analysis. It was conducted with 26 tenth-grade students. They were 15 female students and 11 male students. The students were observed after being exposed to the BBC English Learning Channel during the school vacation. In

addition, interviews and questionnaires were applied to data collection allowing the researcher to explore student's subjective experiences, involving student's understanding, feelings, and behaviors toward the learning materials provided by the channel. The observational results indicated that students experienced positive washback after engaging with the lessons. They are also reported feeling more comfortable and confidence in learning English and expressing their opinions. Furthermore, the interviews provided additional support for these findings. Students highlighted that the BBC Learning English Channel is a useful and accessible resource, offering clear explanations of vocabulary, idioms, and intonation which helped them practice English in everyday contexts.

Herlisma et al. (2024) conducted a qualitative study that investigated the teachers' implementation of the BBC Learning English YouTube channel as an authentic material to improve students' listening skills, as well as to examine students' perceptions of its use. The case study focused on social relationship and interaction between English language teachers and EFL learners' real-life activities. The participants included one English teacher and three categories of students: high-, middle-, and low-achieving learners. Data were collected through an observation checklist during the teaching and learning process and semi-structured interviews conducted afterward. The results demonstrated that BBC Learning English YouTube channel was an effective authentic resource for improving students' listening skills as well as an enhancing their aural perceptions. To sum up, this research provided evidence of BBC Learning English YouTube channel contributed to improvements in both teaching practices and student's listening development within the learning process.

Herna et al., (2023) investigated the effectiveness of the BBC Learning English Podcast (BBC LEP) for EFL students' speaking proficiency. This study employed a quantitative approach with a quasi-experimental design, involving an experiment group and a control group with a total of 40 EFL learners from a particular university in Indonesia. The experiment group received treatment through the use of BBC LEP, focusing on students' real-world performance in analyzing news from English podcasts as a means to develop speaking skills. Data were collected through pre-test and post-test measures to examine the impact of the treatment on students' performance. The results indicates that teaching speaking using BBC LEP significantly improved students' speaking abilities. Additionally, by applying appropriate instructional strategies associated with the use of English podcasts as both content and media, the study offers valuable pedagogical implication for EFL teachers and future researchers

seeking to enhance speaking performance. This study concludes Internet of Thing (IoT) in digital pedagogy, suggesting that tools such as BBC LEP should be widely and appropriately used by educators and learners to meet the demands of lifelong learning. Furthermore, speaking-related materials and media should be engaging, imaginative, and authentic in order to reduce students' speaking anxiety, address vocabulary limitation, and improve fluency, including the effective use of English intonation.

Cooper (2023) argued that YouTube has become becoming an increasingly popular entertainment platform, offering videos that cater to a wide range of interests. This study aimed to identify YouTube videos that include features of informal conversation, as these may enhance learning opportunities for EFL learners. The examiner compiled a near-random corpus of 2602 YouTube video transcripts was compiled and 200 randomly selected texts from the Spoken BNC2014. They were used as a reference corpus representing informal spoken English. The texts were tagged with 67 linguistic features as part of an additive multi-dimensional analysis. The study showed that this method has the potential to identify videos featuring informal speech and that some videos with similar categories have a very different linguistic style.

Berezovskyi (2025) analyzed the functions of intonation in shaping effective English communication, with a particular focus on its impact on meaning, listener interpretation, and intercultural understanding. Moreover, this study looked for determining how modification in pitch, stress, and rhythm provided to effective message delivery improved intelligibility and shape communicative intent different contexts. Pedagogical approaches were considered to teach intonation as well as communicative and technology-based methods being audio-visual materials, speech analysis software, and interactive classroom activities. The results showed that the role of English intonation needs to be recognized by listeners insofar as stress and intonation are fundamental for getting others idea and being understood. This study concluded that intonation plays an important role of spoken English in that intonational skills enables learners to achieve clearer, more expressive, and contextually appropriate communication in academic, professional, and intercultural settings.

De la Vega (2025) investigated the impact of multimedia integration on the development of oral expression among secondary school students. The study employed a quasi-experimental pre-test and post-test design with 80 participants. The findings revealed that students' interest and engagement increased significantly after the interventions, and they reported feeling more

confident and enjoying oral communication activities. In addition, teachers adopted more student-centered communicative approaches and adapted their lesson plans to incorporate technological resources. In conclusion, the study demonstrated that multimedia-based instruction in English language laboratories is an effective and flexible approach for improving speaking skills in foreign language learning. The findings also highlight the importance of continuous investment in digital resources and teacher training to ensure the sustainable implementation of technology-enhanced instruction. Furthermore, the results provide a foundation for replicating this model in similar educational contexts with the objective of strengthening students' communicative competence.

Hasan (2025) explored the role of authentic videos in improving the pronunciation skills of 80 intermediate-level EFL learners from Nakhchivan State University. Using a mixed-methods approach, the study collected data through pre- and post-tests, questionnaires, and semi-structured interviews. The findings revealed significant improvements in learners' pronunciation after a six-week intervention with authentic video materials, including better articulation of sounds and enhanced intonation, stress, and rhythm. Learners reported high levels of engagement and motivation, highlighting the effectiveness of authentic videos as a teaching tool. However, challenges such as fast speech rates and unfamiliar vocabulary were noted, emphasizing the need for careful material selection and scaffolding. This study concludes that integrating authentic videos into EFL instruction can enhance pronunciation skills while fostering learner motivation and engagement.

Al. Jarf (2026) conducted a systematic review to examine the effectiveness of online videos and podcasts for language learning in the Saudi context between 2010 and 2025. The main objective of the study was to synthesize research findings on the use of instructional videos and podcasts for developing English language skills in higher education. The methodology consisted of a systematic review of eighteen studies conducted by the author and organized into thematic categories, including pronunciation, listening, speaking, reading, grammar, English for Specific Purposes (ESP), cultural learning, and multimodal instruction. The findings revealed that instructional videos and podcasts consistently improved learners' comprehension, language proficiency, engagement, and motivation. The review also showed that audiovisual resources promoted autonomous learning and provided authentic language input in diverse educational settings. Furthermore, the studies highlighted the benefits of AI-generated videos, podcasts, and multimedia materials for supporting language development.

The results demonstrated that digital resources effectively enhanced both receptive and productive language skills. The author concluded that videos and podcasts are valuable pedagogical tools that enrich language learning experiences and increase learner participation. Therefore, the study recommends the integration of multimedia resources into English language instruction to foster more meaningful, flexible, and effective learning opportunities.

Kubashi (2023) studied English intonation approaches. The study aimed to examine the major theoretical approaches to English intonation and explore their application in second-language learning and teaching. The methodology consisted of a literature review that analyzed previous studies, linguistic theories, and pedagogical perspectives related to intonation acquisition. The study discussed the role of intonation in communication, pronunciation, and language development, emphasizing its importance for achieving effective oral interaction in English. The findings revealed that intonation is a crucial component of communicative competence and that many second-language learners experience difficulties in acquiring appropriate intonation patterns. The review also highlighted the benefits of incorporating explicit intonation instruction and technological tools into language teaching. Furthermore, the author found that exposure to authentic speech and communicative practice contributes to the development of learners' prosodic skills. The study concluded that intonation should receive greater attention in English language instruction because it significantly influences meaning, fluency, and communicative effectiveness. Therefore, teachers are encouraged to integrate intonation-focused activities and innovative teaching approaches into their instructional practices.

The researchers pointed out that students actively mimic, and teachers organize assignments around the audio-visual input. BBC Learning English videos are a useful, authentic resource for improving listening, pronunciation, and exposure to natural English intonation. Combining BBC resources with deliberate practice in pitch and stress can greatly enhance conversational naturalness because intonation is an essential and intricate component of English meaning.

Most of the analyzed studies used quantitative or mixed-method approaches, commonly applying experimental or quasi-experimental designs that included pre-test and post-test evaluations. These investigations were mainly carried out in secondary education institutions and university settings. The findings demonstrated that multimedia and video-based has a positive impact on students' English intonation. Although the results revealed significant

benefits, further research is required to examine the implementation BBC Learning English videos in diverse educational environments and with different learner populations.

1.2 Theoretical foundation of the variables

1.2.1 Independent variable

English language teaching

Teaching English as a foreign language in contemporary education is crucial because English is an essential means of communication that can be useful in various fields, including business, education, tourism, science, and even technology on a global scale. Due to the popularity of English, many schools and universities have been working to implement more efficient teaching methods that enable students to develop effective communication skills. Mastering English opens doors to international and intercultural experiences and can even contribute to a global society (Jon, 2021). Therefore, English language teaching has shifted from a teacher-centered approach to one focused on autonomous and constructive student learning.

For effective English learning, it is important to develop skills such as listening comprehension, speaking, reading comprehension, and writing. A holistic approach can be used to foster a deeper understanding of the language. Furthermore, developing listening comprehension leads to improved speaking comprehension and pronunciation, which in turn enhances students' oral communication skills and ability to participate in dialogues (Ali, 2022). On the other hand, reading comprehension helps enrich vocabulary and makes text comprehension easier. Similarly, written expression helps students' structure and articulate their ideas more clearly. Effective English teaching integrates these four skills into educational activities where students participate and engage in everyday situations (Soomro, 2026).

The job role of the English teacher has changed significantly in recent years. In previous years, the teacher was the sole source of knowledge, and the emphasis was on teaching grammar rules and lists of vocabulary. At present, their purpose has become more that of a facilitator of learning, encouraging students to engage with one another and cooperate in learning (El, 2023). The teacher is responsible for putting students in a forward position in the learning process so that students can use English without fear of mistakes and are able to be active learners. In addition, the teacher has to adjust teaching strategies in response to the ability, interest, and learning style of students to achieve more meaningful learning (El, 2023).

Today, the teaching and learning of English are more focused on communication and interaction instead of mere memorization. One interesting method is Communicative Language Teaching (CLT), which concentrates on helping learners acquire English for real-life situations. This approach allows for interaction between pairs and/or groups, problem solving, and role playing, and so promotes meaningful communication (Asrul, 2022). Likewise, Task-Based Learning (TBL) has been known to facilitate the process of language learning by using realistic tasks. In L2 learning, the use of TBL could be implemented in a practical way by setting tasks that are represented with real-life contexts (Sholeh, 2021). These methods provide students with the chance to learn a language organically and boost their fluency, confidence, and critical thinking.

The other significant feature of teaching English is that of vocabulary learning, a factor which affects the pupil's ability to understand the language and to produce it effectively. Susanto (2021) states that a lack of vocabulary inhibits a student's ability to communicate, to gain meaning from the text of a reading, or to engage in a discussion. The teacher, therefore, uses a range of methods to help students to learn words, including games, music, stories, flash cards, digital tutorials, and contextual exercises (Haque, 2024). The research showed that interactive and game-oriented methods have a high effectiveness in vocabulary learning as they tap into the interests and motivation of students. Getting to see words in enjoyable and meaningful experiences helps students remember them more effectively than if they were merely memorized.

English language learning is now in a new era with advancements in technology; it has equipped us with a variety of creative materials for teaching and learning in and outside the classroom. The use of online applications, websites, games, and VLEs enables students to practice the English language independently and with engagement. The idea of “M-learning” (mobile learning) is not new, and there is great enthusiasm to have students learning through their smartphones or tablets anytime and anywhere (Naveed, 2023). In addition, technology tools enable collaborative learning and engage students by providing videos, quizzes, and collaborative activities with online communication tools.

Motivation is one of the basic factors that is very important in language learning. Students who are motivated become more engaged, engage more often, and have better results as students. But there are many students who feel anxious, lack confidence, and are concerned about making mistakes in learning English (Lăpădat, 2023). Therefore, it is important to

establish an atmosphere in the classroom that would enable students to take risks and express themselves well. Gamification, collaborative exercises, reward systems, and relevant content, among others, can remarkably enhance student motivation and create positive attitudes for learning English (Sahli, 2023). Learners who enjoy learning are more likely to be engaged and persist with language learning.

The teaching of English is an active and ever-changing discipline that has a significant influence on modern education. The importance of English is becoming global with educators who have been innovative in their pedagogies, with communication and engagement as the focus, in which the students were and are active participants in their learning. This emphasis on the importance of English in communication has led to innovative teaching designs adopted by teachers to champion interactionism, communication, and learner-centered design (Rose, 2021). Wagner et al. (Wagner, 2022) mentioned that teaching English should have a good combination of language teaching, learning that is engaging, and teaching methods should use technologies to students' learning. In foreign language teaching, the use of creative and interactive teaching methods can improve students' language proficiency and communication skills, but teachers may meet various obstacles in the process, including insufficient teaching equipment, high teacher enthusiasm, and different teaching needs.

Resources and materials

In today's educational context, the use of English as a Second Language (ESL) materials in the classroom has become increasingly important. With the rise of English as a global language, the need for ESL instruction is greater than ever. In this article, we will analyze the advantages of using ESL materials in the classroom and how they can enhance the learning experience for children of all abilities (Meisani, 2021).

Alisoy (2024) argues that there are various ESL resources available to address multiple aspects of language acquisition, such as grammar, vocabulary, listening comprehension, speaking, reading, and writing. These resources aim to motivate students and make the learning process more interactive and engaging. ESL resources are presented in a variety of formats, including books, workbooks, online platforms, and multimedia technologies, which can be used by both teachers and students.

One of the main advantages of using ESL materials in the classroom is their adaptability to diverse learning styles and preferences. Students with a visual learning style can benefit from

colorful flashcards and other visual resources, while students with an auditory learning style can excel through listening comprehension exercises and podcasts. ESL materials take a holistic approach to language learning, allowing students to practice and develop their skills in a dynamic and engaging environment (Meisani, 2021).

Furthermore, ESL resources contribute to the development of an inclusive and supportive learning environment, where students are encouraged and empowered to actively participate. Teachers can adapt to the needs of all students, including those with varying levels of English proficiency, by using a variety of resources and activities. ESL materials also foster cultural awareness and sensitivity, instilling a sense of respect and appreciation for diverse languages and cultures (Course, 2021).

Use of digital platforms and applications.

Therefore, they must be leveraged across all subjects and integrated into students' learning and activities as much as possible to maximize their educational opportunities and benefits when using digital platforms and applications. Their use is critical in all subject areas to fully harness the benefits they can provide in English language development. Quizzes, games, and other web-based group exercises are used by teachers to support students' grammar, vocabulary, listening, and speaking development (Irzawati, 2021). This is a way for students to have a learning experience in both the classroom and in other settings, thus encouraging proactive learning and practice. Thanks to the instant feedback given by the mobile apps, students can quickly see where they need improvement and work on their language skills. Furthermore, digital platforms enhance student motivation with visual materials like videos, sound recordings, animation, and games (Hanh, 2024).

Technology can also be utilized effectively for the communication and collaboration process among students in English language teaching. Students can use virtual classrooms, forums, and online assignments to communicate in English and take an active part in their learning process (Su, 2022). Creating activities that will challenge or stretch the students in the class to varying extents and provide support to help them learn, accommodating their existing skills and knowledge, and giving flexibility and a more student-centered approach is fundamental (Irzawati, 2021). Moreover, the Internet can be used to access authentic resources like articles, videos, and podcasts, giving students the chance to learn the language within authentic contexts as well as other cultures.

Audiovisual resources.

Listening skills, such as comprehension, pronunciation, and speaking, are effectively taught using audiovisual materials in English language instruction. Videos, songs, films, podcasts, and audio recordings help students become familiar with the pronunciation, intonation, and colloquial expressions of native speakers. These resources create a more dynamic and realistic learning environment that engages students in language acquisition within an authentic context. Songs and videos are particularly useful, as they make lessons more enjoyable, interesting, and memorable, increasing attention and engagement in class (Төлеужан, 2022).

Furthermore, Dinh (2023) argues that audiovisual materials offer other advantages, including their flexibility to adapt to different learning styles and their ability to improve comprehension through the visual and auditory stimulation they provide. By listening to English, students can observe gestures, facial expressions, and contextual cues, which help them understand better, even with limited vocabulary. Through audiovisual materials, teachers can develop activities and exercises focused on listening, role-playing, discussion, and pronunciation. This allows students to feel more confident and capable of interacting in English, as well as understanding authentic spoken English (Төлеужан, 2022).

Teaching materials for English classes.

Teaching materials, such as textbooks, are fundamental in English language education because they offer organized content aligned with the curriculum. These books typically include grammar explanations, word-building games and activities, writing and reading exercises, as well as listening comprehension tasks that guide learning progressively. Workbooks are designed to complement textbooks, providing additional practice opportunities and activities that reinforce the work students do in the classroom (Febriati, 2022).

One of the main advantages of textbooks is that they help teachers remember the objectives of their lessons and the order of the activities. Furthermore, these books can standardize language instruction and be useful at various proficiency levels. However, instead of relying exclusively on textbooks, teachers also incorporate additional resources into their lessons to make them more dynamic and communicative (Zhang, 2021). Although textbooks and other printed resources are useful for structuring English language instruction, it is essential

to maintain flexibility and integrate materials that foster students' genuine communicative skills, as well as spark their curiosity.

In the teaching of the English language, several parts of listening skills are taught well using audiovisual aids for English language learning. Videos, songs, films, podcasts, and audio recordings introduce students to the pronunciation, intonation, and colloquial language of native speakers. The authentic, dynamic, and realistic learning contexts provided by these resources motivate students in language acquisition. Songs and videos are especially useful, making lessons more using, interesting, and memorable, increasing attention and engagement in class (Sardi, 2022).

In addition, audiovisual materials also have other benefits: flexibility in adapting to students' learning profiles and the ability to enhance students' comprehension owing to the visual and audio stimulation they create. Students may better understand even with a limited vocabulary by listening to the English, observing gestures, facial expressions, and some context (Sardi, 2022). Teachers can use audiovisual materials to create listening, role-playing, discussion, and pronunciation activities or exercises. This allows students to feel more confident and capable of interacting in English, as well as understanding authentic spoken English.

Textbook.

Textbooks play an important role in English language teaching as teaching materials because it contains organized materials according to the English curriculum. A typical book will have a grammar explanation, word-building activities, word games, writing, reading, and listening comprehension tasks that will progress in steps. Workbooks are used alongside textbooks and should be used to offer practice/exercises and other activities that will reinforce what students are learning in the classroom (Banaruee, 2023).

One of the great benefits of textbooks is that they can remind teachers of the learning goals for their lessons and the sequence of activities. Moreover, these books can help standardize the language teaching and learning process, and they can help to be used at different levels of proficiency. But teachers also use other resources to supplement textbooks so as to make the learning process more dynamic and communicative (Aftab, 2022). The textbooks or any printed materials are helpful for structuring teaching and learning of English, but great

flexibility and a flexible use of some materials that can stimulate students' real communicative ability and their curiosity about English are necessary.

Flashcards and visual resources.

Using visual aids and flashcards is very effective for teaching students, particularly young students, new vocabulary. The use of images, diagrams, posters, charts, and cards makes words more likely to be understood and remembered. When learning a new language, integration of visual resources can help to give abstract concepts a 'feel' and to present them in understandable terms (Ahmad, 2024). Flashcards, however, are often used in class to introduce new vocabulary, help students with pronunciation, and to provide language practice games and interactive activities.

Wiyati et al. (2021) explain that the use of visual resources also motivates and raises student engagement in class, making the classroom more attractive. Using words that students can see helps them learn the words and remember them. Moreover, visual resources are geared to the varied learning styles of students, especially those who require visuals and graphic representations. The utilization of visual resources in English teaching classes can enhance the quality of teaching by resonating and enlivening teaching activities, meaning, and interest.

Printable worksheets.

Practice and assessment are often provided by printed worksheets and activity sheets, which reinforce language practice and test students' understanding. The task areas that could be included on these sheets can encompass grammar, reading, vocabulary, writing, and communication activities. They help students to practice with self-management and enable teachers to track students' learning within and after lessons (Basurto, 2024). They come in handy in low-tech learning environments where technology is not widely available, where they are easily accessible and readily available, and where they can be easily adapted, especially in low-resourced countries, for students.

The other benefit of the worksheets is that they can be created to various educational goals and understanding styles. Each one of the 1000s of educators can develop tailored tasks that meet individual student needs, interests, and abilities. Printed texts also aid students' attention to the production and structure of language, rather than being distracted by the technological facades. Worksheets are certainly a loyal tool that is beneficial when added to a

communicative approach and interaction in the classroom setting that encourages meaningful use of language (Stensson, 2023).

Authentic materials

Authentic materials are those that are created for native speakers of the language and not language learners. These materials sensitize the student to the language in the real world so that students can communicate in the context of the real world. Authentic materials are important in the field of English language teaching because they provide natural vocabulary, grammar, and pronunciation, and cultural expressions that may not be simplified or covered in the textbook. Their usage enables the learner to communicate with the language in real and natural ways (Akhmedova, 2022).

Authentic materials help to motivate learners as they see them as practical materials and relevant to the students' needs. Learners become aware of how classroom learning relates to actual communication beyond the classroom when engaging with real songs, newspaper articles, videos, advertisements, or podcasts. This relevance can often boost the involvement of learners, their curiosity, and their confidence in learning a language (Dinh, 2023).

One of the other key benefits of real prose is that it helps strengthen the four language skills: listening, speaking, reading, and writing. Students will get better at understanding what they hear with an interview or podcast, expand their vocabulary with articles they read, practice speaking in a discussion about a video, and write responses to authentic text (Al-Jiboury, 2024). Accordingly, these resources provide integrated learning experiences, which have many characteristics of real communication contexts.

Students are also guided to get used to the cultural aspects of the English-speaking world, using authentic materials. Learners can view cultural behaviors, expressions, humor, traditions, and interactions through films, magazines, social media, or television programs. Through this cultural experience, greater intercultural competence is gained, key to effective communication in a globalized world (Nicolaou, 2021).

While useful, native language support can be a challenge for some language learners, particularly learners who are beginning their studies. Items used in these resources are not thoughtfully designed for educational purposes and may include complex wordage or fast or specialized speech, jargon, or unfamiliar references. For this reason, teachers are required to

choose and select their materials based on their students' mastery skills and offer sufficient scaffolding activities for their students to grasp the material (Pawlak, 2025).

Dind (2023) suggested that authentic materials and pedagogical adaptation by the teacher are important for education. Good adaptations can be done by making directions easier to understand, previewing key terms, providing subtitles, breaking texts into shorter portions, creating guided comprehension activities, etc. The tools used assist students in engaging with difficult material without becoming overwhelmed.

In today's learning environment, technology has grown to facilitate access to authentic materials. For true-to-life information, virtual newspapers, podcasts, blogs, and social media outlets are at your disposal. Digital tools also enable teachers to design activities centered on real content that are interactive, stimulating participation, and collaborative learning (Al-Jiboury, 2024).

Authentic materials are extremely effective in communicative approaches because they help to generate meaningful interaction. When responding to real-life situations, analyzing ads, or discussing topical issues, students can be engaged. These help to encourage analytical thinking and real communication rather than rote learning (Dinh, 2023).

Furthermore, learner exposure to words and phrases in a natural context helps to acquire vocabulary; using authentic materials helps to make words meaningful for students. Students will grasp how vocabulary is used in actual communication, such as word phrases, idioms, and usage of informal language patterns. This situational learning will enhance the retention and application of the language (Pawlak, 2025).

In general, authentic materials are useful materials that can enrich the language learning process. They are used to establish links between classroom instructional processes and real-world communication, and improve students' motivation, cultural awareness, and communicative competence. If selected judiciously and used properly, authentic resources could be an effective aid to the development of students' English language skills.

Types of authentic materials.

Printed materials.

These are authentic materials, such as newspapers, magazines, brochures, restaurant menus, comics, flyers, or books written for native speakers. The primary purpose of these

materials is the enhancement of words and comprehension of text. Children study the way English is structured in authentic written texts and are introduced to various text forms and writing styles. Learners can also examine authentic grammar structures and discourse by using printed materials (Skoufaki, 2021).

Visual materials.

Examples of visual materials include photos, posters, signs, infographics, maps and adverts. These materials facilitate language learning with the aid of images and context information. Visual elements are frequently utilized in beginning to teach new vocabulary, provide input to facilitate conversation, or to generate input for descriptive speaking exercises. With low-level learners, visual aids are invaluable in aiding understanding without the need for too much language (Birinci, 2021).

Audiovisual materials.

Audiovisual materials are those that use visuals and aural or verbal elements, such as videos, films, documentaries, TV videos, and commercially produced media. They offer comprehensive language input, which is communicated to the learner through a rich set of contextually rich materials, as well as using body language, gestures, and patterns of interaction. Audiovisual resources enhance listening, pronunciation, and representations of culture at the same time (Dinh, 2023).

Materials from the digital and online environment.

Karademir et al, (2021) explain that digital authentic materials are blogs, websites, social media posts, forums on the internet, email, and mobile apps. The materials are contemporary in terms of how communication is used in the world and have great student interest value. Use digital resources to create engaging classroom activities, label collaborative projects, and set up communication activities to occur in real time. In addition, students are introduced to online usage of updated English in online materials.

BBC Learning English videos

BBC videos are educational audiovisual materials that are developed to teach and enhance a person's English language proficiency are called videos. The BBC is a well-known media institution that generates reliable factual and educational videos throughout the world. BBC videos have been created to make them accessible for players of different levels and

contain lessons on grammar, spelling, pronunciation, speaking, and listening comprehension (Aini, 2023).

Combined with real-life contexts in natural English, BBC videos are regarded as authentic material. The videos contain dialogues, interviews, news reports, and discussions that illustrate authentic English speech. This authenticity allows students to become acquainted with the communicative style of natural pronunciation, intonation, and expressions they use in common communicative exchange scenarios (Öztürk, Authentic BBC videos in primary school EFL classroom: An action research study. *ELT Research Journal*, 2022).

Multimodality is another important feature of the videos produced by the BBC. The learner is able to hear the spoken information, watch what others are saying, and read the subtitles and/or script. This way of providing audio and visual support contributes to understanding and helps to process information better. Students, therefore, will have a clearer perception of the meaning of the material in both language and context (Aini, 2023).

You can also easily use BBC Learning English videos, since they're free to watch online on websites, YouTube channels, and educational sites. The materials are accessible from computers or mobile/digital devices at any time of the day, helping students to learn on their own and advance in the target language on their own time (Nur'aini, 2024).

Importance of BBC videos.

Importance of BBC videos in Language education: BBC videos serve as an effective way for learners to experience real communication in English. Traditional textbooks present language in a simplified form, and the BBC videos show learners English as it is used in the real world. Through this exposure, students are prepared for real-life communication and excel in communicating outside the classroom (Öztürk, 2022).

They also contribute to student motivation, which is why they're important. Most students prefer watching videos or listening to audio to reading than reading newspapers or textbooks. In the videos the students watch with the BBC, they are accompanied by lively visuals, authentic conversations, and engaging topics, which ensure the students pay attention and actively participate in lessons. More motivated students mean more successful learning and more interaction with the teacher (Aini, 2023).

Another point that is important about BBC videos is that they cater to various approaches to learning. Eviaa et al. (2021), there are three types of learners: visual learners, auditory learners, and kinesthetic learners, all of which can receive enhanced solace from the images and subtitles, while the audio can help auditory learners; and finally, the interactive activities for the videos can help kinesthetic learners. The versatility of BB materials leads to their use with different types and groups of students with educational needs.

Additionally, BBC video aids bridge the gap between language learning and global knowledge and cultural awareness. There are many videos on the news, social issues, science, or everyday topic which are about other countries. Thus, students not only develop English language skills, but also knowledge of the world and various cultural viewpoints (Nur'aini, 2024).

The Benefits of BBC videos.

A crucial advantage of BBC videos is better listening skills. Learners are introduced to natural pronunciation, connected speech, stress, and intonation. Developed by means of repeated listening, students begin to adjust and get used to spoken natural English, gaining more confidence to engage in communication with native speakers (Aini, 2023).

Words and expressions are also introduced in meaningful contexts through BBC videos, which also facilitates vocabulary acquisition. Students do not memorize lists of words but watch how they come into use in the real world. This contextualized learning helps learners to build up their vocabulary and to understand collocations, idiomatic expressions, and practical uses (Massicilia, 2023).

One of these advantages is improving pronunciation and speaking ability. Many programs on the BBC concentrate on the area of pronunciation and speech. Learners listen to native speakers and repeat the sounds or sentences to train their fluency, pronunciation, and confidence in speaking English (Salama, 2024). Students are further helped to understand mouth movements and articulation patterns by visual demonstration.

The learners' autonomy can also be encouraged by using BBC videos. The materials are readily accessible on the internet, so that students can practice independently outside the class. Video content is available to pause, replay, and review at the learners' own speed. This flexibility supports the student's viewing of language development as a on-going process (Daeli, 2025).

Benefits of English intonation.

Benefit 1: Understanding grammatical meaning

Grammatical intonation helps EFL learners distinguish between statements and questions. Correct pitch movement allows speakers to communicate their intentions more clearly. For example:

Table 1

Grammatical intonation patterns

Grammatical intonation	Intonation patterns
Statements.	a1. Betty lives in London. ↗
Wh-Questions	b1. What is his name? ↘
General questions	c1. Are you ready to start? ↗
Alternatives questions.	d. Do you want coffee ↗ or tea? ↘
Tag questions.	e1. It's ↘ a beautiful ↗ town ↘, isn't ↗ it? ↘
Enumerating/listing.	f1. One, ↗ two, ↗ three. ↘
Commands.	g1. Close ↗ your book. ↘
Exclamatory sentences.	h1. How nice of you! ↘

Note: This tables shows the grammatical intonation patterns

By recognizing these patterns, learners improve both speaking and listening comprehension. This ability makes communication more accurate and natural in everyday interactions.

Benefit 2: Improving intelligibility and clarity

Correct grammatical intonation makes speech easier to understand. Even when learners make minor grammatical mistakes, appropriate intonation helps listeners interpret the intended meaning. For example:

- Confirmation: "You finished the project." ↘
- Checking information: "You finished the project?" ↗

The falling arrow (↘) signals certainty, while the rising arrow (↗) indicates a request for confirmation. As a result, learners become more effective communicators.

Benefit 3: Expressing emotions through attitudinal intonation

Attitudinal intonation enables learners to express feelings and basic emotions naturally. Changes in pitch communicate attitudes such as excitement, surprise, anger, sadness or curiosity. For example:

Figure 1: Attitudinal Intonation

Emotion	Voice Movement	Example Sentence	How It Sounds
Excitement	Rising then falling	"That's amazing!"	Bright, energetic
Surprise	Sharp rise	"You did what?"	High, quick lift
Anger	Low, sharp fall	"Stop that."	Firm, heavy tone
Sadness	Slow fall, softer volume	"I miss her."	Gentle, low energy
Curiosity	Slight rise at end	"Oh, really?"	Light, questioning tone

Note: This table shows attitudinal intonation in basic emotions, voice management, sample sentences, and how they sound.

The rise-fall pattern (↗↘) conveys excitement, whereas a simple fall (↘) may sound neutral or less emotional. Consequently, learners can make their speech more expressive and engaging.

Benefit 4: Developing politeness and social interaction

Attitudinal intonation helps learners sound polite and appropriate in social situations. The same words can convey different attitudes depending on the speaker's tone. For example:

- Polite request: "Could you help me, please?" ↗
- Firm command: "Help me, please." ↘
- Sarah came by car, ↗didn't she? ↘

The rising intonation (↗) sounds more courteous and friendly, while the falling intonation (↘) sounds more direct. Therefore, mastering attitudinal intonation improves interpersonal communication and intercultural competence.

The Limitations of BBC Videos.

Although BBC videos can have benefits, it might pose challenges to beginner learners. Spoken English may include fast, higher-level words, expressions like idioms, and accents that may be unfamiliar. Limited English Proficient students may find that without teacher guidance or supplemental materials, they are not able to understand the material (Gunter, 2024).

Another constraint is the accessibility of technology. Interpretations with BBC videos are internet, digital devices, and audiovisual equipment. Students and teachers may not be able to consistently access these technological tools in other education settings, particularly in low-resource settings. This restriction may decrease the effectiveness of integrating videos into FY HSS instruction (Gunter, 2024).

If the teacher fails to develop interactive learning activities around the BBC videos, then there is a passive learning process that occurs. Uncommented, unanalyzed bystander watching may have restricted educational value. It is therefore the responsibility of the teacher to carefully design tasks that will foster the sense of participation of the students in such a way that it will support their critical thinking (Aini, 2023).

Moreover, the accents or topics used in the videos could not always be related to students' cultural background or level of linguistic mastery. Thus, educators need to choose the right material that will motivate learners' comprehension and interest in the available material for learning.

The interactive and student-centered learning promoted by BBC videos makes them very useful in education. Teachers can develop activities related to the video, whether they are debates, role plays, comprehension exercises, or group discussions. Students participate in these activities to communicate, cooperate, and collaborate (Barclay, 2023).

Another educational advantage of BBC videos is that they can support blended and online learning. Videos can be used at the end of class, as home learning, as tasks to work on in a flipped classroom, or as additional independent work (Öztürk, 2022). Access to the

materials can occur anytime and anywhere with increased flexibility and continuous exposure to English.

Interdisciplinary education is also possible with the use of BBC videos. Several videos cover science, history, health, technology, and social issues. Teachers can then use the content to enhance students' knowledge of the language and teach English while teaching mathematics, science, social studies, and other subjects (Aini, 2023).

Additionally, digital literacy skills are fostered using BBC videos. Students acquire strategies for interacting with online learning materials, critical thinking about multimedia, and how to browse online learning environments. These skills are becoming more and more relevant now in an educational and working setting.

The Usefulness of BBC Videos in English Classes.

A key advantage of BBC videos, which are suitable for English classes, is exposing students to real spoken English and thus improving their listening comprehension. Lesson activities can be planned to target the extraction of key information, analysis of specific details, or pronunciation patterns. These listening activities develop and enhance learners' accuracy and understanding of their listening (Nur'aini, 2024).

Words and grammar in context can be taught using BBC videos. Grammar and vocabulary will be in context for students to witness their real use in speech and presentations. Teachers can ask students to identify expressions, to analyze sentence structure, or to do communicative tasks involving new words (Setiadi, 2021).

Another significant application in a classroom is the encouragement of using speaking skills. Students will view a video and then join in a discussion, debate, presentation, or role play on a topic. These activities raise the level of speech production and lead the learner to become fluent, convivial, and have a good level of interaction in English (Sert, 2024).

Lastly, BBC videos motivate students and engage them in class. The use of materials that are authentic and attractive in terms of graphics, etc., provides a more dynamic learning space than the mere provision of textbooks. The use of videos linked to relevant situations and topics is effective in attracting students' involvement and interest.

1.2.2 Dependent variable

Linguistics

Linguistics is the systematic study of language and its form, growth, and application as it is used in human communication. It explores the genesis of language, its operation, and language acquisition in various settings. There are several subfields of Linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics. The following areas look at sound, word making, sentence structure, meaning, and how things are communicated. Linguistics is specifically an interdisciplinary field; the field is linked to many other disciplines such as psychology, sociology, anthropology, neuroscience, and education (Herman, 2023).

Noam Chomsky (1950) is one of the major contemporary influences in the field of modern linguistics. In the twentieth century, Chomsky changed the face of the study of language with his generative grammar theory. He hypothesized that humans have an innate capacity to learn language, called the Language Acquisition Device (LAD). Chomsky believes children are naturally predisposed to learn language when they hear the language input. His theories paved the way for the future study of language and had a great impact on modern language teaching methods.

An influential idea that Chomsky brought along was that of 'universal grammar', which implies that all human languages have comparable structural principles. He proposed that in spite of the language differences, there are certain commonalities in the shape of grammatical patterns which can be found in every language system. This viewpoint transformed linguistics from a behaviorist theory of learning to a theory of the mind explaining the processes involved in language generation and human creativity (Chomsky, 1950).

Studying linguistics is significant because language is one of the human interactions and social developments. Researchers understand the importance of communication to culture, identity, education, and society through a study of language. Linguistics also helps to understand language variation, dialects, bilingualism, and language evolution (Aliyeva, 2023). The field plays a role in maintaining endangered languages and developing an understanding of language and human thought, as well as social relationships.

Language has important applications in the field of education, both in terms of education and learning and teaching in education. Huang et al. (2023) state that linguistics is of great importance in terms of education, in terms of learning, and in terms of teaching in education.

The knowledge of language principles by the teachers can help examine students' language problems and plan effective teaching methods. Pronunciation, syntax, and semantics knowledge allow the teacher to be more effective while teaching pronunciation, grammar, vocabulary, and communication skills. Thus, linguistics serves as a basis for language instruction and curriculum.

Linguistics is particularly important in the field of English language teaching as it gives the teacher an insight into the English language in terms of structure and communication. When teachers understand the principles of language, they can explain grammar rules, identify common learner mistakes, and design tasks that facilitate language learning (Daulay, 2021). Linguistic knowledge is also helpful in the training of pronunciation, stress, intonation, and discourse patterns in English communication.

Another important aspect in which language instruction and the teaching of English have benefited from proficiency in linguistics is the appreciation of second-language acquisition. Linguists investigate how learners gain new languages and what factors affect the positive acquisition of a new language (Utami, the role of linguistic in English language teaching. In Conference on English Language Teaching, 2023). Chomsky's cognitive theories also gave impetus to educators to realize that learning involves active thinking in the acquisition of language (Chomsky, 1950).

Linguistics is also responsible for creating teaching resources and evaluation frameworks. Linguistic research is a source of insights for a range of textbooks, dictionaries, language tests, and digital learning applications. Applied linguistics is concerned with practical problems of language that appear in the field of teaching, translation, discourse analysis, and language policy, and has defined itself as a branch of the discipline of linguistics. This field is crucial to enhancing modern English language teaching (Tomlinson, 2023).

Linguistics also breeds another level of cultural awareness and intercultural communication. Language will display values, traditions, and social norms. Learners acquire knowledge from the study of linguistic variation and discourse that helps them to understand different cultures and approaches to communication (Yurtsever, 2021). English language teaching (ELT) is one of the subjects where this intercultural competency is given more importance as in the teaching of English, it becomes the language of the world that is used among people belonging to different cultures.

The field of linguistics in general is a core study that can provide some insight into the way languages function and the nature of human communication. Noam Chomsky's work in modern language learning changed the language learning theories and methodology, where he taught the cognitive and universal properties of the acquisition of language (Chomsky, 1950). Linguistics is essential to knowledge, communication, language learning, and intercultural understanding in all contexts of general education and in the context of English language teaching.

Phonology

Crystal (2025) stated that the study of sound patterns within and between languages is known as phonology. Phonology is the study of how speech sounds are categorically arranged in languages and employed for expressing meaning. In the same way, phonology examines the abstract sound systems of languages and attempts to understand how sounds are organized and used in speech. Furthermore, Weise (2006) states that the goal of phonology is to identify the regularities and underlying principles of sound structure, both for specific languages and for language. Phonology has seen significant diversification and a wide range of applications in more recent times. The previous concept places a strong focus on systematicity since it recognizes a known set of invariable, repeated, and more abstract features that drive each speech unit's infinitely variable properties.

Phonology plays an essential role in language learning, both in the native language and in a second language. From an early age, children begin to identify and reproduce the phonological patterns of their native language, which is fundamental for expanding their vocabulary and understanding grammar. The ability to detect and manipulate sounds, known as phonological awareness, is a reliable indicator of reading success (Luthfi, The Role of Phonology in Language Learning: A Case Study of Indonesian EFL Learners. MUDABBIR Journal Research and Education Studies, 2025).

From a cognitive perspective, phonology provides information about the mental mechanisms involved in how we perceive and produce speech. The mental lexicon, which refers to how words are stored in the brain, is organized not only based on their meanings but also considering their sound structure. This organizational model impacts how we access and process words. The perception of phonological similarities can increase lexical efficiency, which in turn influences response times during vocabulary recognition tasks (Mohamad, 2021). Moreover, phonemes are the specific and fundamental units of sound within that system

that change the meaning of a word, which is why they are an important unit of phonology. We are going to analyze phonemes in relation to the learning of a second language.

Phonemes.

Phonemes are based on speech and can be represented with special symbols, such as those of the International Phonetic Alphabet. In transcription, linguists commonly place phoneme symbols between slashes, such as /m/. The term phoneme generally refers to vowels and consonants, but some linguists broaden its use to include phonologically important differences in tone, stress, and rhythm. Currently, the phoneme tends to have a less central role in phonological theory than it once did, especially in American linguistics (Naqsyah, 2021). Many linguists view the phoneme as a set of simultaneous distinctive features, rather than as an unanalyzable unit.

Al-Hamzi et al. (2021) suggested that phonemes are important to study for EFL learners, as many sounds in English cannot be matched to those of the learners' L1. Pronunciation problems typically result from phoneme problems and communication difficulties. Minimal pairs exercises, repeated practice, and listening activities are often among the common exercises employed by teachers to explain and practice the target sounds. Pronunciation and listening discrimination skills are aided by developing phonemic awareness. Also, there are almost 44 phonemes that are divided into two main groups: vowel sounds and consonant sounds. Here, there is an explanation of each one.

Vowel sounds.

Vowel sounds are sounds made by the speaker's voice, where the vocal tract is open, and there is not much constriction restricting the air flow from the lungs. Vowels are articulated by allowing the air to pass freely through the mouth, depending primarily on the position of the tongue, lips, and jaw. Vowels are important in English as each syllable is normally made up of at least one vowel sound (Mirzayev, 2024).

The vowel sounds may be described based on tongue height (high, mid, or low), tongue placement (front, mid, or back), and lip shape (rounded or unrounded). Vowels can also be short or long in English. English is a language with many sounds and many vowel sounds, so EFL learners sometimes have problems with pronunciation, particularly when there is no similar sound to what is in their mother tongue (Mirzayev, 2024).

Consonant sounds.

Consonant sounds are speech sounds in which part or all of the vocal tract obstructs the air flow, such as lips, teeth, tongue, or palate. Consonants have some type of obstruction/friction created when they are pronounced and don't sound like vowels (Wiranda, 2023).

Consonant sounds can be grouped by their place of articulation, their manner of articulation, and their degree of voicing. Certain consonants are voiced as the vocal cords vibrate, and some are voiceless as the vocal cords don't vibrate. Consonants matter as they play an important role in differentiating word meanings and in facilitating intelligibility during speech. Proper pronunciation of consonants makes communication and listening to English easier (Amalia, 2023).

Desmeules-Trudel et al. (2023) mentioned that phonemes are the sound building blocks of all spoken words. They help differentiate one word from another by contrasting sounds. Understanding phonemes allows for the correct production of speech sounds. It reduces mispronunciation and improves clarity. It increases the ability to blend and separate sounds for fluent reading. It helps students associate sounds with the correct letter combinations. It also encourages consistent and accurate spelling practice. It allows students to identify and produce new sounds in a different language. Phonemes improve listening, speaking, and comprehension skills in multilingual situations.

Furthermore, identifying phonemic errors aids in the diagnosis and correction of speech problems. It forms the basis for articulation and phonology interventions. It provides information about the structure and function of language systems. It facilitates the study of sound patterns in different languages by linguists. Phonemes improve the ability to notice subtle sound differences. It supports better comprehension in verbal communication. Phonemes facilitate the effective identification of words during reading and conversation (Desmeules-Trudel, 2023). They help in learning new words by analyzing sound structures.

The importance of phonology to EFL (English as a foreign language) learning stems from the fact that pronunciation and listening skills are crucial in the learning of a foreign language. In engineering, EFL learners' perceptions of how English sounds are organized and utilized in communication, phonology enables them to do this. Students acquire correct pronunciation of words, their stress patterns, and how the tone quality, pitch, and accent are

used to understand speech through phonological instruction. This learning enhances communicative competence and understanding (Luthfi, 2025).

In addition, phonology helps the learner to deal with the interference of his or her first language. English sounds that do not appear in the student's first language are the ones that cause many students to trip when speaking the second language. Practicing phonological features like connected speech and rhythm helps students get to know the natural pronunciation of English. Phonology, then, is a factor that enhances fluency, confidence, and intelligibility when speaking English (Luthfi, 2025).

Prosody

According to Arvaniti (2020), prosodic phonetic representation is affected by factors such as duration, volume, and pitch frequency. These factors are crucial for distinguishing words based on tone and for conveying emotions beyond lexical meaning. The importance of these features may differ significantly among languages. It is therefore essential to distinguish the elements that comprise prosody and their phonetic expressions, as well as the linguistic and paralinguistic functions associated with these expressions. A thorough understanding of prosody entails acknowledging that speech is structured into phrasal units with phonetically indicated boundaries. For example, there is heightened articulation at the beginning and end of phrases, as well as at the end of phrases.

Prosody can be defined as the melodic aspects of speech. These aspects stem from variations in frequency, loudness, and duration. Prosody conveys meaning through paralinguistic cues that provide a structural framework for language. Prosody is also crucial in the process of language acquisition. Prosody generally encompasses the patterns of variation in these properties. Intonation, for example, refers specifically to changes in pitch during a phrase, sentence, or utterance in English (Gussenhoven, 2025).

Prosody plays a crucial role in manifesting the meaning, emotions, and attitudes of the speaker in spoken communication. Prosody helps listeners comprehend more than just the word's explicit meaning; it also helps them figure out the communicator's attitude via features like stress, rhythm, pitch, and intonation. The same sentence can have a different meaning, such as being surprised, angry, happy, or uncertain, based on the prosodic pattern used. If you didn't have any prosody, then spoken language would be flat, and having a conversation wouldn't be clear or understandable (Ivanova, 2022).

Prosody is an important aspect of any language learning, particularly if it is for the purpose of developing pronunciation and fluency in English. Prosodic awareness helps learners to be understood more easily, as they apply the correct stress, intonation, and rhythm patterns. If the prosody is correct, students sound more natural when talking. Correct use of grammar and vocabulary does not necessarily mean appropriate use of prosody, which can impact intelligibility and communication.

Prosody also plays a key role in listening comprehension as listeners use prosodic cues to draw meaning and to make sense when they need to locate significant information. Native speakers will, of course, use stress and intonation to highlight the important words, to mark questions, and to signal emotion. Appreciation of prosodic patterns among EFL learners helps them to identify natural intonation, comprehend conversation, and the attitudes and intentions of speakers (McAndrews, 2023).

Also, prosody helps in communicative competence and social interaction. The use of appropriate intonation and stress in speech serves to make them sound polite, confident, interested, and/or respectful of others in the environments in which they use it. The way these sounds are combined in the above sense can then help to achieve good interpersonal communication in academic, professional, and everyday situations. Therefore, teachers use songs, dialogues, role plays, and AVs in English lessons to have students practice and improve prosodic features in natural spoken English (Ivanova, 2022).

Prosody is the study of how sound is in rhythms, stress, pitch, intonation, and timing in English speech. It is regarded as a suprasegmental feature because it centers on the organization of the speech outside the phonemes or sounds. By using prosody, the speaker can better communicate his/her meaning, feelings, attitudes, and emphasis, thus facilitating a more natural and clearer manner of speaking (Arvanti, 2020).

Stress was one of the important components in prosody. If you're learning English, you should identify that there are syllables and words that are stressed in the language and others that are relaxed. Stress can alter the denotation of words and help to point to significant content in sentences. Another feature is intonation, which is the variation in pitch throughout speech. In questions, the intonation differs, as well as in statements, emotions, and in expressions of surprise or politeness.

Ahmed (2022) states that the rhythm and pitch of English are also important to English prosody. The natural flow of English, the patterns of stressed and unstressed syllables in that language, and how high or low the voice is in English. Elevating or lowering pitch to convey feelings and highlight ideas. Linking and contractions also enhance fluency and help to make speech sound natural.

Prosody plays an important role in English language learning due to its impact on the three aspects mentioned earlier: English language ability, listening ability, and ability for communicative competence. Prosodic awareness enables learners to sound more fluent and be understood. In teaching stress, rhythm, and intonation for meaningful communication, teachers make use of songs, dialogues, role plays, and audiovisual materials (Canonici, 2022).

Components of Prosody.

Each of these components contributes significantly to the transmission of meaning through speech. By understanding and using these techniques, readers can improve their fluency and comprehension when reading aloud.

There are six characteristics of prosody to consider when teaching reading: Phrasing is the way a sentence is broken down into smaller parts. Good phrasing allows the reader to grasp the meaning of the text and makes it sound more natural when read aloud. Intonation is the variation in pitch that occurs when reading aloud. Stress occurs when certain words in a sentence are emphasized more than others.

Therefore, rhythm refers to how words are stressed and unstressed when speaking aloud. Appropriate timing can help the reader understand the meaning of the material, as well as make it sound more pleasant to listen to. A pause is a spoken or unspoken interruption that a reader uses to differentiate sections or to enrich the context. Pace, or tempo, refers to the speed at which you read the text aloud. An appropriate pace can help the reader understand the content and make it sound more natural when reading aloud. Speed up or slow down reading to contextualize the passage (Centers., 2022).

English intonation

Intonation refers to the way our voice varies in pitch to emphasize ideas, convey feelings, or ask questions. This tonal variation in spoken communication allows us to convey more than just the literal content of our words. Along with the vocabulary and grammatical

structure we use, intonation involves changes in tone we employ to interact effectively (Pike, 2026).

This aspect of intonation is crucial for correct English pronunciation. Various factors in pronunciation influence clarity, such as specific sounds and fluency. However, just like stress in a sentence, intonation also has a significant impact on the meaning of what we say. In the English language, intonation is the change of volume of the voice that occurs during speech. As an important suprasegmental feature, it facilitates the expression of meaning, emotions, attitudes, and communicative intentions of the speaker. In intonation, the listener can determine if a sentence is a question, an expression of surprise, a statement, or doubt. In spoken English, therefore, intonation is an important factor to make it natural and understandable (Sarkhan, 2022).

English has varying intonational patterns as per the communicative function. Rising intonation is typically used in yes/no questions and in expressions of doubt or questions, and falling intonation tends to be used in statements or WH- questions. There are other patterns, like rise-fall and fall-rise intonation, that add to the expression of emotions, politeness, hesitation, or emphasis. Variations are used by speakers to convey nuances of meaning other than the literal meaning of the words used (Oyebola, 2023).

In English language learning, intonation plays a vital role as it helps enhance the speaking, listening, and communicative competence of the students. Students learn to speak naturally and fluently with correct intonation patterns in speech. Even if the grammatical and the vocabulary parts are correct, the intonational aspect may lead to misinterpretations or make speech unnatural, given the incorrect intonation. Dialogues, songs, role play, and audiovisual materials are used extensively by teachers for teaching English intonation to students (Pavlovskaya, 2022).

In English, there are several common intonation patterns. Familiarizing yourself with these patterns can facilitate clearer expression and a better connection with the person you're speaking to. This is because they add depth, emphasis, and feeling to your conversations. These are some of the most frequently occurring intonation patterns.

Tone.

The emotional quality or attitude of the voice during communication is called tone in English intonation. tone conveys emotion, e.g., happy, angry, surprised, polite, sarcastic,

unsure. When you change the tone of a phrase, you can change the meaning and interpretation of your message, but the words stay the same. The tone is therefore vital to the expression of an idea in the spoken language as it enables the listener to grasp the meaning of a person's utterances (Creel, 2023).

Tone is significant in English language learning because it is not only important to have the correct grammar and vocabulary to communicate, but it's also important to know how to deliver the message. When learners use an inappropriate tone, it may make them seem rude, uninteresting, and unnatural. Dialogues, role plays, and audios or videos are employed with students frequently to identify variations in both emotional and communicative expression in the spoken form of English.

Haddad (2024) emphasized that tone also plays a role in interpersonal relations and social interaction. Natural adjustments in tone for the purpose, audience, and context are naturally made by the native speaker. There are tonal patterns for formal conversation, academic presentation, etc., and informal. Awareness may sound like a trivial skill for an experienced individual; however, it proves to be a useful tool for the development of EFL students' ability to communicate effectively and appropriately in various social contexts.

High-pitched intonation.

High pitch is when the speaker speaks in a relatively high voice. The use of high pitch in English is used to indicate excitement, surprise, enjoyment, and intense emotions. Pitch levels are often raised with questions, exclamations, and expressions of interest. Other uses of high pitch are to make important information stand out in communication.

English is a language that depends on pitch variation, as it gives feelings and expressions to speech. Speech can be less interesting and more monotonous without pitch variations. Natural speech will be influenced by the emotional state and communicative goals of the native speaker. The development of pitch awareness will enhance the naturalness and fluency of learners' spoken English (Perticone, 2022).

The use of high-pitched patterns is to support the students in having good pronunciation and listening skills in the EFL classroom. Repetition exercises, dialogues, songs, and audiovisual material can be used to show the function of pitch in authentic communication within the classroom. Learners practice their way into expressing emotions and emphases appropriately as they repeat the exercise over time (Perticone, 2022).

Low-pitched intonation.

Low pitch is the use of a lower/softer voice frequency while talking. A low pitch is seen as serious, calm, authoritative, or certain in English communication. Pitch changes are frequently seen at the end of ideas when giving important information and when expressing confidence. This is especially for the listeners' perception of attitude and intention, given a low pitch (Bolinger, 2018).

Low Pitch is essential in achieving communication and expression of emotion. An appropriate range of variation in pitch makes the speaker sound more natural and believable. At the professional or formal level, low pitch could also mean control, confidence, and maturity. Thus, intonation plays a large part of the role in verbal communication (Vainio, 2024).

Low-pitch patterns help EFL learners enhance both their speaking and listening skills. Students are more adept at interpreting and expressing emotions and communication in oral English. Pronunciation activities that are based on the awareness of pitch enable learners to improve their sense of pitch when speaking fluently, avoid inappropriate levels of pitch or flat tone, and lead to improved oral skills (Vainio, 2024).

Stress.

Stress is the emphasis given to selected syllables, words, or phrases in English pronunciation. English is a stress-timed language because there is regularity in the occurrence of stressed syllables, and each unstressed syllable is reduced. The reason for stress is that it assists with discerning meaning and with organizing verbal interaction (Hall, 2023).

Word stress may alter the meaning or word class of a word. For instance, the word present can be written with either of several stress patterns for different meanings as a noun or as a verb. An element of sentence stress is also significantly important because, in the process of communication, people give preference to the pronunciation of some words to highlight the main part or introduce a contrast (Cutler, 2021).

Ghasemi et al. (2021) suggested that stress patterns need to be learnt for EFL learners to be understood and to achieve fluent production. Stress placement can lead to misinterpretation and/or misunderstanding. Often, teachers give their students listening activities, chants, and repetition exercises to identify and generate appropriate stress patterns in English.

Rise intonation.

Rise intonation is a general rise at the end of the sentence or clause. Rising intonation is typical in queries and questions, uncertainty, requests for confirmation or if an idea is incomplete. Often, the question "Are you ready?" will be brief and sound more like a rising question (Sypacheva, 2024).

With rising intonation, the expression of politeness, curiosity, and interest in conversation takes place. It is frequently and usefully employed to elicit a response or to ask the listener to participate. In social communication, rising intonation helps keep the conversation going and maintain interaction between the talkers (Sypacheva, 2024).

Using rise intonation in EFL teaching is beneficial for the students' adaptability and naturalness in language use. If a learner's intonation pattern is incorrect, he or she might alter the meaning of what is being said or seem rude. Students will be able to listen and recognize good use of rising intonation, and express it in words, by using dialogues and listening in (Kuru, 202).

Fall intonation.

Fall intonation is when the voice falls towards the end of an utterance. As in statements/compound sentences, commands, WH-questions, and complete ideas. Usually, falling intonation indicates 'so', 'right,', or 'all right' in conversation. In the case of the sentence, "I finished my homework," the tone is typically down, that is it falls (Sostarics, 2023).

Falling intonation is significant both to help listeners interpret what the speaker wishes to express and to understand the nature of spoken communication. The falling tone is often used to signal confidence, authority, or the end of a thought, and this is why native speakers use it naturally. This is a very typical intonation pattern in spoken English (Sostarics, 2023).

Knowing fall intonation benefits EFL learners by raising their speaking clarity and improving their listening skills. Having the proper intonation at the end of sentences makes speaking more natural and smoother for students. Guided reading-through is a commonly used classroom practice that helps teachers reinforce appropriate intonation patterns, as is role play and the use of AV materials (Ahmed, 2022).

Rise-fall intonation.

Rise-fall intonation is the intonation with a rising and then falling pitch during one statement. Strong emotions like surprise, admiration, excitement, or emphasis are commonly expressed in this way. There is also a possibility of rise-fall intonation to indicate some assurance or emotional involvement in the meaning expressed by the speaker (Blanchette, 2025).

In expressive and emotional speech, this kind of intonation gives expression to the elusive meanings of English. Absence of a rise-fall pattern may convey speech as being flat or less interesting. Intonation is something that is used intuitively by native speakers, particularly when expressing emotion or emphasis (Blanchette, 2025).

Students' ability to express themselves in their speech using rise-fall intonation improves when it is practiced during EFL learning. Students acquire an understanding of pitch changes affecting the meaning and emotion of the texts. Various activities help to develop control over rise-fall intonation patterns, including storytelling, drama, and dialogues (Lestari, 2022).

Fall- rise intonation.

Fall-rise intonation is the use of rising pitch at the end of a sentence or expression after a fall. Often this pattern is used to indicate uncertainty, politeness, hesitation, contrast, or partial agreement. Fall-rise intonations are common in speech when the speaker intends to communicate with caution or indirectness (Nolan, 2022).

Fall-rise intonation is crucial in English as it goes beyond the literal meaning of the words and spreads attitudes and nuances. For instance, a speaker could use fall-rise intonation to show his or her disapproval or to imply something more is going on than what has been stated. In the native language, this is often used in conversational speech to keep politeness and interpersonal relations in check (Nolan, 2022). Fall-rise intonation can be difficult for EFL learners as they need to be attuned to the pitch movement and communicative context. Yet, developing this pattern has beneficial effects on pragmatic competence and conversation fluency. Usually, teachers resort to listening discrimination exercises, imitation, and conversational practice to help the students to successfully recognize and produce appropriate fall-rise intonation (Barragán, 2021).

Functions of English intonation.

Attitudinal.

In many spoken languages of the world, especially English, the listener can easily understand the speaker's mood: boredom, curiosity, surprise, anger, appreciation, and pleasure are common emotions that manifest in speech. For example, a waiter in a restaurant asks, "How's the chocolate muffin, ma'am?" and you reply, "Mmmmmm," with a rising intonation in the middle and a falling intonation at the end. The waiter nods with a smile. Why? Because you have expressed your appreciation for the product with the musicality of your voice, without using a single (usually meaningful) word.

Another example would be your tone when receiving a surprise birthday cake at work. "Did you buy it for me?" you might ask, with a rising intonation, especially on the word "me" at the end, indicating surprise and joy. Boredom or indifference, on the other hand, can be communicated with a monotone (robot-like) tone. Compare the "thank you" you give to the mail carrier delivering a bill (without electricity) with the "Thank you!" you say when someone helps you fix a flat tire on the side of the road (expressive, sincere) (Muniem, 2025).

Grammatical.

In English, certain intonation patterns are closely related to the use of certain grammatical structures. The most common example is the use of questions with interrogative pronouns (questions beginning with "who," "what," "why," "where," "when," "which," or "how"), which typically have a falling intonation. The following questions would sound more natural with a falling intonation when asked in a conversation with a new classmate: "What's your name?" "Where are you from?" "Why did you choose this school?" and "How long will you study here?" On the other hand, questions that require a "yes" or "no" answer usually have a rising intonation. In the same conversation with your classmate, your tone would rise at the end when asking the following questions: "Have you studied here before?", "Do you like the teacher?", and "Will you come back tomorrow?" (Muniem, 2025).

Ways to improve your intonation.

The simplest way for a student to improve their intonation is to become more aware of it. Paying close attention to recorded conversations, such as those found on YouTube, is an excellent starting point. Students will notice how other people use intonation to communicate.

Another option is to record their own voice. These days, even the most basic mobile phones have voice recorders. It's always interesting to listen to your own voice because it sounds so different from what you imagine! Trying to record a conversation with a friend can be very helpful, as students pay attention to their intonation. With recordings, you can always listen back and experiment with different versions. Recordings are a fantastic way to track your progress (Muniem, 2025).

Methodological procedure.

According to JSC. (2026), the Four A's methodology is a learner-centered instructional design that promotes active participation and meaningful learning. The four stages—Activity, Analysis, Abstraction, and Application—guide students from initial exposure to a topic toward practical use of acquired knowledge. In the present research project, this methodology was implemented to teach English intonation through BBC Learning English videos. The framework encouraged students to observe authentic language use, analyze intonation patterns, and practice them in communicative contexts. As a result, learners became more engaged in the learning process and developed greater awareness of English pronunciation features. The Four A's methodology provided a structured approach for improving students' intonation skills.

The first stage, Activity, focused on capturing students' attention and activating prior knowledge. During this phase, participants watched selected BBC Learning English videos that demonstrated authentic examples of rising, falling, and fall-rise intonation patterns. Students listened to conversations, identified emotions and speaker intentions, and completed guided observation tasks. The videos provided meaningful and contextualized input that increased learners' motivation and interest. Through exposure to native-speaker models, students began recognizing how intonation functions in real communication. This stage established the foundation for subsequent learning activities.

The second stage, Analysis, encouraged learners to examine the intonation features presented in the videos. Students compared different pitch movements, stress placement, and tone variations used by the speakers. They discussed how intonation influenced meaning, attitude, and communicative intention in each dialogue. The teacher guided learners in identifying specific rising and falling patterns and their functions in English discourse. Through collaborative discussion and focused listening activities, students developed a deeper understanding of intonation. This analytical process helped learners notice pronunciation features that are often overlooked in traditional language instruction.

The third stage, Abstraction, enabled students to formulate general rules about English intonation. Based on the observations made during the analysis phase, learners identified the characteristics and functions of different intonation patterns. The teacher explained concepts such as grammatical and attitudinal intonation, pitch variation, and stress placement. Students organized the information through charts, examples, and guided explanations. This stage transformed practical observations into explicit knowledge that learners could consciously apply. Consequently, students gained a clearer understanding of how intonation contributes to effective communication.

The final stage, Application, provided opportunities for students to practice and produce English intonation independently. Participants completed speaking activities, role plays, dialogues, and oral recordings based on the intonation patterns learned from the BBC Learning English videos. They applied rising and falling intonation to express questions, statements, emotions, and attitudes appropriately. Their performances were recorded and evaluated using an intonation rubric and IntonTrainer software. Continuous practice allowed learners to improve their pronunciation accuracy and communicative effectiveness. This stage demonstrated the practical impact of the Four A's methodology on the development of English intonation skills.

1.3 Objectives

General Objective

To determine the influence of BBC Learning English Videos on the English intonation.

Specific Objectives

To analyze the benefit of using BBC Learning English Videos on students' English intonation.

To evaluate students' English intonation using Intontrainer speech intonation analyzer trainer software.

To compare the results of the pre-test and post-test after exposing students to BBC Learning English Videos to improve English intonation.

1.4 Fulfillment of the objectives

This study will examine how BBC Learning English Videos contribute to the development of students' English intonation. The research will focus on identifying changes in

pitch, stress, and rhythm patterns after exposure to the videos. By integrating audiovisual materials, students are expected to improve their pronunciation and intonation awareness. The study will also consider how consistent exposure influences learners' ability to produce natural speech patterns. Ultimately, the findings will determine whether these videos serve as an effective tool for enhancing intonation. This objective guides the overall direction of the research.

To achieve the first specific objective, the study will analyze the benefits of using BBC Learning English Videos in the classroom. It will explore how these videos support learners in recognizing and practicing correct intonation patterns. The analysis will include students' engagement, comprehension, and ability to imitate native-like speech. Additionally, the study will consider how visual and auditory input enhances learning outcomes. Data collected from observations and student feedback will support this analysis. This objective aims to highlight the pedagogical value of the videos.

For the second specific objective, students' English intonation will be evaluated using Intonetrainer speech intonation analyzer software. This tool will provide objective measurements of pitch variation and intonation accuracy. Students will complete tasks that allow their speech to be recorded and analyzed systematically. The results will offer quantitative data on their intonation performance. This evaluation will help identify strengths and areas for improvement in students' pronunciation. It will also ensure that the assessment process is reliable and consistent.

To accomplish the third specific objective, the study will compare pre-test and post-test results after students' exposure to BBC Learning English Videos. The pre-test will establish a baseline of students' intonation abilities before the intervention. After six interventions of using the videos of the BBC Learning English, a post-test will measure any improvements. The comparison will reveal the effectiveness of the instructional strategy. Statistical analysis will be used to determine significant differences between the two sets of results. This objective will confirm whether the use of BBC Learning English Videos leads to measurable progress in English intonation.

CHAPTER II. METHODOLOGY

2.1 Materials

The current research project considered relevant resources necessary. To develop an effective method that aligned with the research objectives, the selection of appropriate materials was essential. Also, the materials described in the methodology section permit readers to evaluate the research project validity, reliability, and if needed to replicate the research to verify its findings.

The human resources consisted of 34 students first-semester of Pedagogy of National and Foreign Languages program at Universidad Técnica de Ambato. All 34 students participated in the pre-test, six instructional interventions, and the post test. They enthusiastically and actively collaborated members of the experimental group throughout the study.

Regarding technological resources, which was used to evaluate and analyze participants' English intonation as well as a rubric which evaluated tone, speech and appropriate fall and rise intonation. Furthermore, students used their personal devices and voice-recording application to record their oral performances following each intervention. Printed worksheets, PowerPoint presentation, and access to cloud-based for storing recordings and research data were also essential materials throughout the study.

2.2 Methods

2.2.1 Research approach

The research approach was purely quantitative. Hernández et al. (2014) considered that a quantitative approach involves the collection of data based on numerical measurements and statistical analysis to establish patterns of behavioral patterns and test theories. Similarly, Kumar and Praveenakumar (2023) defined the quantitative approach as a research method that focuses on numerical data and employs statistical tools to test hypotheses, measure variables, and identify patterns or relationships. This approach seeks to quantify phenomena, enabling researchers to generalize findings from a sample to a larger population with a high degree of confidence. In the present study, data collected through pre- and post-tests were used to analyze the influence of BBC Learning English Videos on the participants' English intonation.

2.2.2 Modality

In order to provide a solid theoretical and conceptual foundations, this study employed a bibliographic research modality, which involved the identification, selection, and analysis of

current academic resources. Bibliographic research requires the collection of data from academic publications. According to Boon (2017), conventional sources include books, journals, newspapers, and reports. In addition, digital resources such websites, websites, blogs, and bibliographic databases are valuable sources of information, as they are frequently updated.

Furthermore, this study adopted a field-based research modality. Hernandez et, al. (2014) state that field-based research modality is conducted in a realistic situation where the researcher collect data directly from participants within their natural environment. This modality allows researchers to observe and analyze phenomena as they occur without altering the natural context, thereby ensuring the authenticity and relevance of the data collection.

2.2.3 Research design

Hernandez (2014) argue that experimental research enables researchers to determine causal relationships between variables. This approach contributes to the development of theories and provides valuable insights into the underlying mechanics of various phenomena. the present study employed a pre-experimental research design because the interventions were only applied to one group. Thyer (2010) states that a pre-experimental research design typically involved a single-group and its often used as an initial approach to investigate a research problem in real-world setting. In accordance with this principle, the current study used students from Universidad Técnica de Ambato's first semester of Pedagogía de los Idiomas Nacionales y Extranjeros program.

2.2.4 Techniques and tools

Testing is the data collection used in this research. According to Hernández et, al. (2014) testing is a technique of measurement that uses standardized tools to collect measurable and objective data. English intonation was evaluated before and after the six interventions using a rubric. Jackson (2026) defines a rubric as a scoring instrument that identify the potential levels of performance after identify the pertinent criteria related to an assignment or learning objective. The criteria taken into account was tone, pitch, stress, and intonation.

The instrument used in this study was the Intotrainer Speech Intonation Analyzer and Trainer, a software program developed by Vladimit Zhitko, and the professor Boris Lobanov. This software is designed to analyze, display, and compare the tone, pitch, and intonation patterns of a reference phrase and the phrase spoken by the learner. The comparison is represented graphically, allowing users to similarities and differences between the two intonation contours. (Lobanov, 2019)

Once the software is opened, the main window provides a selection of utterances representing different grammatical intonation patterns such as statements, special questions (wh-questions), general questions, alternative questions, tag questions, enumerating, commands, and exclamatory sentences. The test taker selects a phrase by clicking on it. A pop-up window then appears, displaying the intonation contours of the reference phrase as a red line. On the right side of the pop-up window, the test taker clicks “Rec-Test” button and records the selected phrase. The test taker spoken production is subsequently displayed as a brown line, enabling a visual comparison between the reference model and the recorded utterance.

2.2.5 Procedure

At the beginning of the process, main concepts about what is pitch, stress, tone, intonation patterns and why intonation is important were explained. After that, students took a pre-test to find out students’ English intonation level and to determine students’ weakness and strengths English Intonation, a statement from the reference software was given to each student in order to record the statement production in the software. Then, their performance was evaluated with an intonation rubric. Each interventions were applied based on the four A’s learner-centered instructional design.

During the second intervention, entitled *Talking about weekend plans*, students learnt to differentiate between statements and yes/no questions by identifying their corresponding intonation patterns. Subsequently, a video from BBC Learning English was presented. Students were asked to identify the three statements and three yes/no question from the video based on their intonation patterns. At the end of the intervention, students recorded a conversation talking about their weekend plans. These recordings were then uploaded to a cloud-based system for analysis and data collection purposes.

In the third class, *Visiting places*, students answers three alternative questions. Then, students shared their personal experiences about visiting places. After that, a video from BBC Learning English was presented where students identify alternative questions intonation patterns. At the end of the intervention, teacher checks understanding by asking students to work in pairs to create a two-minutes conversation about visiting places using the alternative questions and its appropriate intonation. These recordings were then uploaded to a cloud-based system for analysis and data collection purposes.

For the fourth class, *What makes you happy*, five pictures that intended to make feeling different emotions were presented. Students share how those pictures made them feel. Then, students watched video from BBC Learning English “What makes you happy” in order to

identify intonation patterns by expressing exclamatory sentences. After that, the teacher shows a PPT to explain the intonation patterns in exclamatory sentences. Finally, students recorded their voices talking about what makes them happy using exclamatory sentences.

During the fifth class, *Intonation in tag questions*, concentrated in helping students identify and produce rise and fall intonation patterns in grammatical intonation function as in tag questions. The lesson started with examples of tag questions to activate prior knowledge and motivate students to mirror the intonation patterns. Students then participated in a random wheel game and watched a video from the BBC Learning English Channel. The teacher subsequently explained the use of rising and falling tones through a PowerPoint presentation. To reinforce learning, students completed a worksheet containing tag question exercises. Finally, they recorded five tag questions using appropriate intonation and uploaded their recordings to a shared Google Drive folder for evaluation.

Intervention sixth, entitled *How to Talk About Your Feelings*, aimed to develop students' ability to recognize and produce intonation patterns associated with basic emotions. The lesson started with a guessing game in which students identified emotions expressed through different intonation patterns. Next, learners analyzed charts and audiovisual materials illustrating how pitch, tone, and stress convey emotions such as happiness, sadness, surprise, and anger. Students watched educational videos and identified rising and falling intonation patterns in emotional expressions. The teacher guided learners in connecting sound patterns with communicative meaning. After discussing the examples, students worked collaboratively to create short conversations expressing different emotions. At the end of the intervention, pairs recorded their conversations and submitted them for assessment.

At the end of the process, students took a post-test to find out students' English intonation level and to determine students' weakness and strengths English Intonation after the interventions, a statement from the reference software was given to each student in order to record the statement production in the software. Then, their performance was evaluated with an intonation rubric.

2.2.6 Population

Table 2

Population

Gender	Frequency	Percentage
Female	27	79.41%
Male	7	20.59%
Total	34	100%

Note. The table shows the gender distribution of the participants.

2.2.7 Hypothesis

Alternative hypothesis (H1) the use of BBC Learning English Videos has a significant effect on English Intonation of first semester Pine students.

Nule hypothesis (H0) the use of BBC Learning English Videos does not have a significant effect on English Intonation of first semester Pine students.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the analysis and discussion of the results obtained from the pre-test and post-test administered to the participants. To evaluate students' English intonation performance, the IntonTrainer Speech Intonation Analyzer and Trainer software was used as the primary assessment tool. The software enabled the visual analysis and comparison of learners' intonation patterns with reference models by displaying pitch, tone, and intonation contours graphically. Through this process, it was possible to identify changes in the participants' production of English intonation before and after the instructional interventions. The data collected through IntonTrainer provided objective evidence of students' progress and served as the basis for the subsequent statistical analysis.

The quantitative data obtained from the assessments were processed and analyzed using the Statistical Package for the Social Sciences (SPSS). This software facilitated the organization, coding, and interpretation of the numerical data collected throughout the study. Descriptive statistics were used to summarize participants' performance.

3.1.1 Pre-test results

Table 3

Students' English intonation results

Criteria	Tone	Pitch	Stress	Intonation	Total Pre-test Score X
Average	2,0	2,1	2,5	2,2	8.4

Note: Each criteria was evaluated using a five-point scale, and the total of the four scores is over 20 points.

Based on the pre-test results presented in Table 3, students demonstrated a low level of English intonation proficiency before the implementation of the instructional interventions. The average total score obtained was 8.4 out of 20 points, indicating that participants experienced difficulties in producing the suprasegmental features of English accurately. Since each criterion was evaluated on a five-point scale, the results suggest that students had not yet developed sufficient control over the intonation patterns required for effective oral communication in English.

Regarding the individual criteria, stress obtained the highest average score (2.5), suggesting that students showed a moderate ability to emphasize syllables and key words appropriately. In contrast, tone received the lowest average score (2.0), revealing limitations in the learners' ability to express attitudes, emotions, and communicative intentions through variations in voice quality. Similarly, pitch (2.1) and intonation (2.2) presented low average scores, indicating that students had difficulties varying their pitch range and applying appropriate rising and falling intonation patterns during speech production.

Overall, the pre-test findings highlight the need for explicit instruction in English intonation. The low scores across all evaluated criteria demonstrate that participants lacked sufficient mastery of tone, pitch, stress, and intonation before the intervention. These results establish a baseline for measuring students' progress throughout the study and provide evidence supporting the implementation of pedagogical strategies aimed at improving English intonation. Therefore, the pre-test results justify the use of BBC Learning English videos and targeted pronunciation activities to enhance learners' oral communication skills.

3.1.2 Post-test results

Table 4

Students' English intonation results

Criteria	Tone	Pitch	Stress	Intonation	Total Post-test Score X
Average	3,3	3,0	3,3	3,2	12,8

Note: Each criteria was evaluated using a five-point scale, and the total of the four scores is over 20 points.

The post-test results presented in Table 4 indicate a noticeable improvement in students' English intonation performance after the implementation of the instructional interventions. The average total score increased to 12.8 out of 20 points, demonstrating a higher level of proficiency in the suprasegmental features of English compared to the pre-test results. This increase suggests that the participants developed greater control over the use of tone, pitch, stress, and intonation in their oral production. Consequently, the findings provide initial evidence of the effectiveness of the instructional activities and BBC Learning English videos used throughout the study.

A closer examination of the individual criteria reveals positive progress in all evaluated areas. Tone and stress obtained the highest average scores (3.3), indicating that students improved their ability to express attitudes, emotions, and communicative intentions while also applying appropriate word and sentence stress. Similarly, intonation reached an average score of 3.2, reflecting better use of rising and falling intonation patterns during speech. Although pitch recorded the lowest score among the four criteria (3.0), it still represents a considerable improvement and suggests that students became more capable of varying their pitch range to convey meaning effectively.

Overall, the post-test findings demonstrate that students achieved a more satisfactory level of English intonation after participating in the six instructional interventions. The improvement observed across all criteria suggests that explicit instruction, supported by authentic audiovisual materials and pronunciation practice, contributed positively to the development of learners' oral communication skills. Furthermore, the higher post-test scores indicate that students were able to apply the intonation patterns learned during the intervention process more accurately. Therefore, these results support the conclusion that the instructional treatment had a beneficial impact on the participants' English intonation performance.

3.1.3 Comparative Results

Table 5

Comparative results: Pre-test and Post-test

Criteria	Pre-test	Post-test	Difference
Tone	2.0	3.3	1.3
Pitch	2.1	3.0	0.9
Stress	2.5	3.3	0.8
Intonation	2.2	3.2	1.0
Total	8.4	12.8	4.4

Note: Each criteria was evaluated using a five point3 scales, and the total of the four scores is over 20 points.

Table 5 presents a comparison between the pre-test and post-test results obtained by the participants in the four evaluated criteria: tone, pitch, stress, and intonation. The findings reveal an overall improvement in students' English intonation performance after the implementation of the instructional interventions. The total average score increased from 8.4 in the pre-test to

12.8 in the post-test, representing a gain of 4.4 points. This improvement suggests that the instructional treatment contributed positively to the development of learners' suprasegmental skills and their ability to communicate more effectively in English.

An analysis of the individual criteria shows that tone experienced the greatest improvement, increasing from 2.0 to 3.3, with a difference of 1.3 points. This result indicates that students became more capable of expressing attitudes, emotions, and communicative intentions through appropriate vocal variations. Likewise, intonation improved by 1.0 point, rising from 2.2 to 3.2, which demonstrates a better use of rising and falling intonation patterns in spoken English. Pitch also showed a significant increase of 0.9 points, while stress improved by 0.8 points, reflecting greater control over pitch variation and the placement of stress on important words and syllables.

Overall, the comparative results provide evidence that the participants made substantial progress in all the evaluated aspects of English intonation. The positive differences observed between the pre-test and post-test scores indicate that the instructional interventions, supported by BBC Learning English videos and guided pronunciation practice, were effective in enhancing students' oral production skills. Furthermore, the consistent improvement across all criteria suggests that learners developed a more comprehensive understanding of English prosody. Therefore, the comparative analysis supports the conclusion that the intervention had a favorable impact on students' English intonation performance.

Figure 2

Pre-test: Sample of the participant 1.



Note: This image shows the English intonation patterns, tone, pitch, and stress of the participant 1 in the pre-test.

Figure 3

Post-test: Sample of the participant 1.



Note: This image shows the English intonation patterns, tone, pitch, and stress of the participant 1 in the post-test.

Pre-test analysis.

The pre-test results show that the student had limited control of English intonation patterns. The student's intonation differs considerably from the reference model, indicating difficulties in producing appropriate rising and falling tones. The pitch range is weak and inconsistent, which affects the natural rhythm of the utterance. Stress placement on key syllables appears inaccurate, making some words less prominent than expected. The software score (F – Failure) suggests that the student's tone and intonation did not closely match the target pronunciation. Overall, the pre-test reflects developing pronunciation skills that require further practice in pitch variation, stress, and intonation.

Post-test analysis.

The post-test demonstrates noticeable improvement in the student's intonation performance. The melodic contour is closer to the reference pattern, indicating better use of appropriate intonation and tone. Pitch variation is more controlled and natural, helping to convey meaning more effectively. Word stress is more accurately placed, which improves the clarity and comprehensibility of the sentence. The software score increased to B (Good), showing significant progress in matching the target intonation pattern. Overall, the results suggest that the student developed stronger control of tone, pitch, stress, and intonation after the instructional intervention.

3.2 Normality test

Table 6

Test of normality: Kolmogorov-Smirnov and Shapiro-Wilk Normality test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	,155	34	,037	,954	34	,158
Post-test	,125	34	,199	,974	34	,586

a. Lilliefors Significance Correction

Note: This table presents the normality test of the results focusing on the number of participants.

Table 6 presents the results of the normality test conducted to determine whether the data followed a normal distribution before selecting the appropriate statistical procedure for hypothesis testing. Since the study involved 34 participants, the Shapiro–Wilk test was

considered the most suitable indicator for assessing normality. According to the results, the pre-test obtained a significance value of 0.158, while the post-test obtained a significance value of 0.586. Both values are greater than the significance level of 0.05, suggesting that the data are normally distributed.

Overall, the normality analysis indicates that both the pre-test and post-test scores satisfy the assumption of normal distribution. As a result, the data are appropriate for the application of parametric statistical tests to compare the participants' performance before and after the interventions. The confirmation of normality strengthens the validity of the statistical analysis and supports the use of inferential procedures to determine whether the observed differences between the pre-test and post-test scores are statistically significant.

3.3 Verification of hypotheses

3.3.1 Paired t-test results

Table 7

Paired Samples Test

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test – Post-test	-4,412	4,046	,694	-5,824	-3,000	-6,358	33	,000

Note: This table shows the comparative changes, and the examination of progress and variation with in the pre-test and the post-test.

Table 7 presents the results of the paired samples t-test used to compare the students' English intonation performance before and after the instructional intervention. The analysis revealed a mean difference of -4.412 between the pre-test and post-test scores, indicating that participants obtained higher scores on the post-test. This improvement suggests that students developed greater proficiency in the use of tone, pitch, stress, and intonation patterns after participating in the instructional activities supported by BBC Learning English videos.

The statistical results show a t-value of -6.358 with 33 degrees of freedom ($df = 33$) and a significance value ($p = 0.000$). Since the obtained p-value is lower than the established significance level of 0.05, the difference between the pre-test and post-test scores is statistically significant. In addition, the 95% confidence interval of the mean difference ranges from -5.824 to -3.000, excluding the value zero. This finding confirms that the improvement observed in the post-test scores was not due to random variation but rather to the effect of the instructional intervention.

Based on these findings, the null hypothesis (H_0), which stated that BBC Learning English videos do not significantly influence students' English intonation, is rejected. Consequently, the alternative hypothesis (H_1), which proposed that BBC Learning English videos significantly influence students' English intonation, is accepted. Therefore, it can be concluded that the use of BBC Learning English videos had a statistically significant positive effect on the development of students' English intonation. The results demonstrate that the instructional treatment effectively enhanced learners' oral production skills, particularly in the areas of tone, pitch, stress, and intonation, supporting the use of authentic audiovisual materials in English language teaching.

3.4 Discussion

The findings of the present study indicate that BBC Learning English videos contributed positively to the development of students' English intonation. Throughout the instructional process, students were exposed to authentic audiovisual materials that provided models of natural speech, enabling them to observe and practice different intonation patterns in meaningful communicative contexts. The improvement observed in learners' performance suggests that the integration of authentic videos into pronunciation instruction can facilitate the acquisition of suprasegmental features, including tone, pitch, stress, and intonation. These findings support the idea that audiovisual resources are valuable tools for enhancing oral communication skills in EFL classrooms.

The results are consistent with the findings reported by Mospan (2022), who concluded that the use of videos and information and communication technology (ICT) tools facilitates the perception and production of English intonation patterns. The author emphasized that audiovisual materials provide learners with both visual and auditory input, allowing them to identify emotional and communicative aspects of speech more effectively. Similarly, the participants in the present study benefited from repeated exposure to BBC Learning English

videos, which provided clear models of authentic pronunciation and intonation. The improvement observed in tone and intonation scores suggests that students became more aware of how pitch movement and voice modulation contribute to meaning and communication.

Likewise, the findings support the conclusions of Sholeha (2025), who found that students perceived the BBC Learning English YouTube channel as a useful resource for improving speaking skills, pronunciation, and intonation. According to the author, learners reported greater confidence and comfort when communicating in English after engaging with BBC Learning English materials. In the present study, students showed improvements in all evaluated criteria, particularly in tone and intonation, which may be attributed to the authentic language models presented in the videos. Theoretical contributions from Aini (2023), Öztürk (2022), and Nur'aini (2024) also explain these results, as they argue that BBC videos provide authentic language, multimodal support, and accessible learning opportunities that facilitate language acquisition and pronunciation development.

The results also support the theoretical principles related to English intonation presented in the framework. Authors such as Sarkhan (2022), Pavlovskaya (2022), and Haddad (2024) highlight that intonation, tone, pitch, and stress are essential components of communicative competence because they help speakers express meaning, emotions, and intentions accurately. Before the intervention, students obtained relatively low scores in all criteria, indicating limited mastery of these suprasegmental features. However, after six instructional interventions using BBC Learning English videos, significant improvements were observed across all dimensions. Therefore, the findings confirm that explicit instruction combined with authentic audiovisual resources can enhance students' English intonation and contribute to more natural, fluent, and effective oral communication.

In conclusion, the findings of this study support the use of BBC Learning English videos as an effective pedagogical resource for teaching English intonation. The authentic language, multimodal features, and accessibility of the videos provided learners with meaningful opportunities to develop their pronunciation skills and improve their communicative competence. Furthermore, the results reinforce previous research and theoretical perspectives that advocate the use of audiovisual materials in language learning. Therefore, integrating BBC Learning English videos into EFL instruction can be considered a valuable strategy for promoting more accurate, natural, and confident oral communication among learners.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The main purpose of this study was to determine the influence of BBC Learning English Videos on the English intonation. Using the results of this study a number of conclusions were obtained.

The first specific objective was achieved because the study demonstrated the benefits of using BBC Learning English videos to improve students' English intonation. The videos provided authentic models of spoken English that helped learners identify and practice different intonation patterns in meaningful contexts. Through continuous exposure to audiovisual materials, students developed greater awareness of tone, pitch, stress, and intonation. The multimodal nature of the videos facilitated comprehension and pronunciation practice. In addition, students showed increased participation and confidence during speaking activities. Therefore, BBC Learning English videos proved to be an effective resource for developing English intonation and communicative competence.

The second specific objective was accomplished through the use of the IntonTrainer Speech Intonation Analyzer and Trainer software. This tool enabled the evaluation of students' English intonation before and after the instructional interventions. The software provided visual representations of learners' productions and allowed comparisons with reference models. Furthermore, the rubric assessing tone, pitch, stress, and intonation offered a structured evaluation process. The combination of these instruments helped identify students' strengths and weaknesses in pronunciation. Consequently, IntonTrainer was a useful and reliable tool for assessing English intonation and monitoring learners' progress.

The third specific objective was fulfilled through the comparison of the pre-test and post-test results. The findings revealed improvements in all evaluated criteria after the instructional interventions. Students demonstrated greater control of intonation patterns and a better ability to express meaning through speech. The positive changes observed indicate that the instructional activities contributed to the development of pronunciation skills. Moreover, learners were able to apply intonation patterns more effectively in communicative situations. Therefore, the study confirmed the positive influence of BBC Learning English videos on the improvement of students' English intonation.

4.2 Recommendations

English teachers should incorporate BBC Learning English videos into pronunciation and speaking lessons. These materials provide authentic examples of language use and expose students to natural intonation patterns. Teachers should complement the videos with interactive activities such as role plays, discussions, and recording tasks. Such activities encourage students to practice intonation in meaningful communicative contexts. Additionally, regular exposure to authentic audiovisual resources can increase motivation and participation. Therefore, the integration of BBC Learning English videos is recommended to strengthen students' oral communication skills and pronunciation development.

Educational institutions should encourage the use of technological tools such as IntonTrainer to support pronunciation instruction and assessment. These resources provide visual feedback that helps learners recognize and correct pronunciation difficulties. Teachers can use the software to monitor progress and design personalized learning activities. Furthermore, training opportunities should be provided so that educators can effectively integrate technology into their teaching practices. The availability of digital tools can make pronunciation assessment more objective and engaging. Therefore, schools and universities should invest in technological resources that promote English intonation development.

Future researchers should continue exploring the effects of audiovisual materials on English pronunciation and communicative competence. Similar studies could be conducted with larger samples and different educational levels to expand the evidence available. Researchers may also compare BBC Learning English videos with other digital learning resources. In addition, future investigations could examine the impact of these materials on speaking fluency, listening comprehension, or pragmatic competence. Such studies would contribute to a broader understanding of technology-assisted language learning. Therefore, further research is recommended to strengthen knowledge about the role of audiovisual resources in English language education.

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ANNEXES

ANNEX 1: Carta de compromiso

ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5 de Marzo de 2026

Doctora
Marina Zenaida Castro Solórzano, Mtr.
Presidenta de la Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación
Presente

Yo, Ana Jazmina Vera de La Torre, en mi calidad de Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "BBC Learning English Videos and English Intonation" propuesto por la estudiante Quispe Acosta Laura Maribel portadora de la Cédula de Ciudadanía, 0504441049 estudiante de la Carrera de Idiomas, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Lic. Ana Jazmina Vera de la Torre, Mg.
C.I. 1801249341
Telf.: 099811806
E-mail: aj.vera@uta.edu.ec



ANNEX 2: Lesson plans for each intervention.

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N°1

CLASS: First Semester “B”, PINE. DATE: May 6 th , 2026. TEACHER’S NAME: Laura Quispe.		TOPIC: Talking about weekend plans. TIME: 40 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology.		LESSON OBJECTIVES: GENERAL: By the end of the lesson, students will be able to identify and produce rising and falling intonation in short sentences, using appropriate pitch, tone, and stress. SPECIFIC: To listen to information and identify intonation patterns To distinguish rising and falling intonation To produce rising and falling intonation.		
METHODOLOGY USED: The four A’s method.		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Intonation components, falling and rising intonation.				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activity (2 min)	Engage prior knowledge and raise awareness of intonation. Teacher presents 2 statements and 2 questions. Teaches asks students to identify if they are statements or questions. • “You’re coming.” (falling) • “You’re coming?” (rising)		Students’ participation	Teacher’s observation
Analysis (8 min)	-The teacher asks the students to watch the video about “talking about weekends plans” and write 3 statements (falling intonation) and 3 yes/no questions (rising intonation).	Imagery Auditory	PPT Students’ participation https://h5pstudio.ecampusontario.ca/content/56196	Teacher’s observation
Abstraction (8 min)	- The teacher shows a PPT to explain the intonation components such as pitch, stress and tone unit. - The teacher introduces the intonation patterns for statements and yes/no questions.	Note-taking Elaboration	Notebook https://www.youtube.com/watch?v=lrTRNbC3BDQ&list=P_LcetZ6gSk96_IQnT7zKUjp7GtQeeGDI1a&index=15	Teacher’s observation

Application (10 min)	-The teacher checks understanding by asking student's to work in pairs to records a two-minutes conversation about their weekend plans applying falling and rising intonation.	Employing actions	Students' posters Classroom	Teacher's observation
Assessment (2 min)	- The teacher asks the students to upload their recordings to the drive.	.	https://drive.google.com/drive/folders/1wR0Hr1P3HrmWyAJiXNPZtEKWCgj-yiTV?usp=sharing	

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N°2

CLASS: First Semester “B”, PINE. DATE: May 11 th , 2026 TEACHER’S NAME: Laura Quispe.		TOPIC: Visiting places. TIME: 30 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology.		LESSON OBJECTIVES: GENERAL: By the end of the lesson, students will be able to identify and produce rise-fall intonation in alternatives questions using appropriate pitch, tone, and stress. SPECIFIC: To listen to information and identify intonation patterns To distinguish rise-fall intonation in alternative questions. To produce rise-fall intonation in a conversation using alternative questions.		
METHODOLOGY USED: The four A’s method.		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Intonation components, falling and rising intonation.				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activity (5 min)	Engage prior knowledge and raise awareness of intonation. Teacher presents 3 alternatives questions. Teaches asks students to identify if they are statements or questions. • “Would you prefer to visit the city or the countryside?.” • “Which one do you prefer cats or dogs?” • “Do you prefer to go to the mountain or to the beach?”	Auditory	PPT Students’ participation	Teacher’s observation
Analysis (10 min)	-Before the video, students have to share their own experiences about visiting places. - The students watch the video about “talking about visiting places” - Students identify intonation in alternative questions.	Auditory	PPT https://www.youtube.com/watch?v=MyWav72LcRg&t=25s	Teacher’s observation
Abstraction (7 min)	- The teacher shows a PPT to explain the intonation patterns in alternative questions. - The teacher introduces rise-fall intonation pattern for alternative questions. -The teacher asks all students to repeat 4 example questions.	Note-taking Elaboration	Notebook PPT https://usefulenglish.ru/phonetics/listening-for-intonation-in-questions-and-answers	Teacher’s observation

Application (8 min)	-The teacher checks understanding by asking students to work in pairs to create a two-minutes conversation about visiting places using the alternative questions and its appropriate intonation. -Students upload the file the drive.	Employing actions	Students' cellphones. Recording voice app online drive https://drive.google.com/drive/folders/1AoqKYa7kIVgiCe-8JMZrOURX7TVHA2QA	Teacher's observation
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UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N°3

CLASS: First Semester “B”, PINE. DATE: May 13 th , 2026 TEACHER’S NAME: Laura Quispe.		TOPIC: What makes you happy? TIME: 30 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology.		LESSON OBJECTIVES: GENERAL: By the end of the lesson, students will be able to identify and produce rise-fall and fall-rise intonation in exclamatory sentences using appropriate pitch, tone, and stress. SPECIFIC: To listen to information and identify intonation patterns in exclamatory sentences. To distinguish rise, fall, rise-fall, and fall-rise intonation in exclamatory sentences. To produce rise, fall, rise-fall, and fall-rise intonation in exclamatory sentences.		
METHODOLOGY USED: The four A’s method.		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: intonation patterns in exclamatory sentences.				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activity (5 min)	Engage prior knowledge and raise awareness of intonation. -Teacher presents 5 pictures. -Teaches asks students to read the 5 exclamatory sentences. <i>What a wonderful surprise!</i> <i>How beautiful this garden looks!</i> <i>I can't believe we won!</i> <i>That was amazing!</i> <i>How very strange it was!</i>	Auditory	PPT Students’ participation	Teacher’s observation
Analysis (10 min)	-Before the video, students make their own exclamatory sentences according to the pictures presented. - The students watch the video about “what makes you happy?” - Students identify intonation in exclamatory sentences	Auditory	Video: https://www.youtube.com/watch?v=JjESWHykTJQ&t=31s	Teacher’s observation
Abstraction (7 min)	- The teacher shows a PPT to explain the intonation patterns in exclamatory sentences.	Note-taking Elaboration	Notebook PPT	Teacher’s observation
Application (8 min)	-The teacher checks understanding by asking students about what makes them happy using exclamatory sentences. -Students record their opinions individually. Students upload the file to the drive shared.	Employing actions	Students’ cellphones. Recording voice app,	Teacher’s observation

			Drive. https://drive.google.com/drive/folders/1hxFMCKrVJ7DadWaV5ANCJBceGhwO_Rn-?usp=sharing	
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UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N°4

CLASS: First Semester “B”, PINE. DATE: May 18 th , 2026 TEACHER’S NAME: Laura Quispe.		TOPIC: Intonation in tag questions TIME: 30 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology.		LESSON OBJECTIVES: GENERAL: By the end of the lesson, students will be able to identify and produce rise-fall and fall-rise intonation in tag questions using appropriate pitch, tone, and stress. SPECIFIC: To listen to information and identify intonation patterns in tag questions To distinguish rise-fall and fall-rise intonation in tag questions. To produce rise-fall or fall-rise intonation in tag questions.		
METHODOLOGY USED: The four A’s method.		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: Intonation patterns in tag questions.				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activity (5 min)	Engage prior knowledge and raise awareness of intonation. Teacher presents 3 tag questions. Teaches asks students to read aloud the 3 examples given. • “Sarah came by car, ↘didn’t she ↗?” • “You won’t forget to do your homework, ↘will you ↗?” • “It’s raining, ↗isn’t it ↘?”	Auditory	PPT Students’ participation	Teacher’s observation
Analysis (10 min)	-Before the video, students have to participate in a question show game. - The students watch the video about “tag questions” - Students identify intonation in alternative questions.	Auditory	Questions Show Game: https://wordwall.net/resource/9358878/question-tags-gameshow-quiz Video: https://www.youtube.com/watch?v=oEnxKothgLI	Teacher’s observation
Abstraction (7 min)	- The teacher shows a PPT to explain the intonation patterns in tag questions.	Note-taking Elaboration	Notebook PPT	Teacher’s observation

Application (8 min)	-The teacher checks understanding by asking students to work individually in a worksheet of 10 tag questions items. -Students record 5 tag questions using appropriate English intonation. Students upload the file to the drive shared.	Employing actions	Students' cellphones. Recording voice app, Drive. https://drive.google.com/drive/folders/11ozKKN-X59i4TDioDjmt-rMu4zq0JMY?usp=sharing	Teacher's observation
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UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N°5

CLASS: First Semester “B”, PINE. DATE: May 20 th , 2026 TEACHER’S NAME: Laura Quispe.		TOPIC: How to talk about your feelings TIME: 20 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology.		LESSON OBJECTIVES: GENERAL: By the end of the lesson, students will be able to recognize and produce rising and falling intonation patterns to express basic emotions using appropriate pitch, tone, and stress in short spoken sentences. SPECIFIC: To listen to short spoken sentences and identify rising and falling intonation patterns, pitch, and stress related to basic emotions. To distinguish between rising and falling intonation when expressing basic emotions such as happiness, surprise, sadness, and anger. To produce short sentences using appropriate rising and falling intonation to express basic emotions in simple conversations.		
METHODOLOGY USED: The four A’s method.		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: intonation patterns in exclamatory sentences.				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activity (5 min)	Guess the emotion game. -The teacher says the same sentence using different intonations. - “Really?” The teacher changes the intonation to express: surprise anger happiness sadness Students listen and guess the emotion.	Auditory	Students’ participation https://www.youtube.com/watch?v=tuPHm37D0h0 Audio clips or teacher’s voice Emotion flashcards	Teacher’s observation
Analysis (10 min)	-Teachers presents a chart about basic emotions and their intonation patterns. -Students analyze sound patterns and connect them with meaning. -Before the video, students become familiar with pitch and tone naturally before learning the intonation pattern in basic emotions.	Auditory Note-taking	Chart Notebook https://www.youtube.com/watch?v=otDI52broHk	Teacher’s observation
Abstraction (7 min)	- The teacher asks to watch the video and identify the intonation patterns.	Note-taking Elaboration	https://www.youtube.com/watch	Teacher’s observation

			h?v=yyClpj_GJDc	
Application (8 min)	-The teacher checks understanding by asking students to create a conversation about basic emotions. -Students record in pairs the conversation.	Employing actions	Students' cellphones. Recording voice app, Drive. https://drive.google.com/drive/folders/1Aw-HjOABqmiUPr-R6K9AAm_zYgwvr8uv?usp=sharing	Teacher's observation

UNIVERSIDAD TECNICA DE AMBATO - INTERVENTION N°6

CLASS: First Semester “B”, PINE. DATE: May 20 th , 2026 TEACHER’S NAME: Laura Quispe.		TOPIC: What is in your to-do list? TIME: 30 minutes		
GENERAL COMPETENCE: To develop communicative competence through linguistic competence by using an innovative methodology.		LESSON OBJECTIVES: GENERAL: By the end of the lesson, students will be able to listen to short sentences and identify rising and falling intonation patterns used in listing or enumerating applying correct pitch, stress, and tone in enumerating statements SPECIFIC: To listen to short spoken sentences and identify rising and falling intonation patterns, pitch, and stress related to enumerating statements To distinguish between rising and falling intonation when expressing enumerating statements To produce short sentences using appropriate rising and falling intonation to express enumerating statements in conversations.		
METHODOLOGY USED: The four A’s method.		FOCUS ON VALUES: Cooperation, responsibility, and respect.		
CONTENT: intonation patterns in exclamatory sentences.				
PROCEDURE				
STAGES AND TIME	ACTIVITIES	LEARNING STRATEGY	MATERIALS	EVALUATION
Activity (min)	-The teacher shows pictures of shopping items: apples bananas oranges milk -The teacher reads the list aloud using correct listing intonation: “ I bought ↗ apples, ↗ bananas, ↗ oranges, and ↘ milk.” -Students listen and repeat.	Auditory	PPT Students’ participation	Teacher’s observation
Analysis (5 min)	-Before the video, students become familiar with the sound pattern of lists naturally. -Students guess which word has falling intonation. “Find the Intonation Pattern” -Students listen to different lists. Examples: “I like ↗ pizza, ↗ hamburgers, and ↘ tacos.” “She bought ↗ pencils, ↗ notebooks, and ↘ markers.”	Auditory	PPT	Teacher’s observation

	-Students underline: words with rising intonation ↗ the final word with falling intonation ↘ -Teacher asks: Which items go up? Which item goes down?			
Abstraction (7 min)	- The teacher asks to watch the video and identify the intonation patterns.	Note-taking Elaboration	Notebook https://www.youtube.com/watch?v=2flwR_BYDDQ	Teacher's observation
Application (8 min)	-The teacher checks understanding by asking students to work in pairs in a role play. Each student creates a short list about: favorite foods school subjects hobbies animals Students say their lists using correct intonation. Students record the conversation.	Employing actions	Students' cellphones. Recording voice app, Drive. https://drive.google.com/drive/folders/1vBeB0OpzTRNkw_XS1yI0OvbYMCp3yFEN?usp=sharing	Teacher's observation

RESOURCES

Resources of each intervention:

https://drive.google.com/drive/folders/1CXPSM29KJXeAUmmqqBDQYI-GhknugN7S?usp=drive_link

ANNEX 3: Intonation Rubric

Intonation Rubric

Name: _____

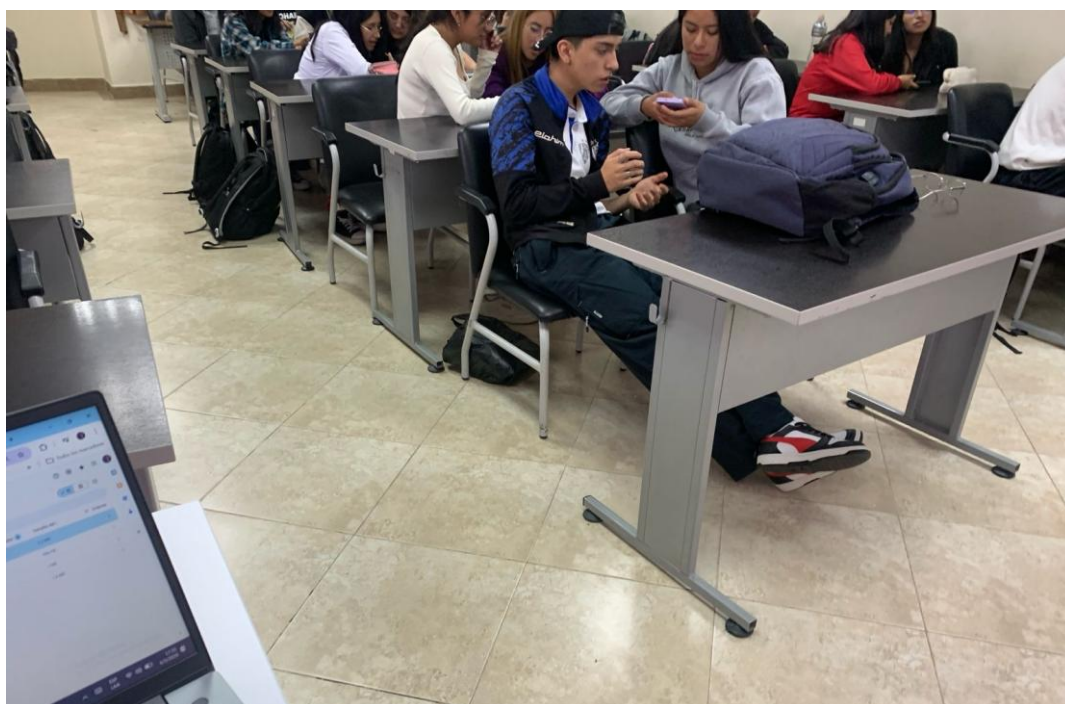
Criteria	5 - Excellent	4 - Good	3 - Satisfactory	2 - Developing	1 - Beginning
Intonation	Uses appropriate rising, falling, and fall-rise patterns consistently; meaning is conveyed naturally and effectively.	Uses correct intonation most of the time with minor inconsistencies that do not affect meaning.	Demonstrates some control of intonation patterns, though errors occasionally affect communication.	Limited use of appropriate intonation; patterns are often inaccurate and affect listener comprehension.	Intonation patterns are mostly absent or incorrect, making communication difficult to understand.
Pitch	Maintains an appropriate pitch range and varies pitch naturally to express meaning and emotion.	Shows good pitch variation with occasional monotony or excessive variation.	Uses some pitch variation but lacks consistency or naturalness.	Limited pitch variation; speech often sounds flat or unnatural.	Little or no pitch variation; speech is consistently monotone or inappropriate.
Tone	Tone consistently matches the communicative purpose, attitude, and emotion intended.	Tone generally supports the message with minor mismatches.	Tone is sometimes appropriate but lacks consistency.	Tone frequently does not match the intended meaning or context.	Tone is inappropriate or absent, obscuring the intended message.
Stress	Correctly places stress on words and syllables consistently; pronunciation is clear and natural.	Mostly correct stress placement with few errors that do not affect comprehension.	Some errors in stress placement, but overall meaning remains understandable.	Frequent stress errors that interfere with understanding.	Incorrect stress placement throughout; significantly impairs comprehension.
TOTAL: 2/0					

Adapted from Roach, P. (2009). English phonetics and phonology: A practical course (4th ed.). Cambridge University Press.

ANNEX 4: Photographic Record



Note: Participants engaged in practicing English intonation patterns to express basic emotions.



Note: Participants working collaboratively in pairs to record their English performances.

ANNEX 5: Plagiarism report



Certificado de análisis

Compilatio Magister+ | UTA - ECU (Universidad Técnica de Ambato)

Trabajo de Titulación Final Quispe Laura

ID : 5c9cb0742ffc7321fd1a866ba3c08381868f9f78



Elaborado por:
DORYS MARIBEL CUMBE
CORAZACA



5%

Textos sospechosos

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Número de palabras : 17.743

Número de caracteres : 125115

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