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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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EXTRANJEROS**

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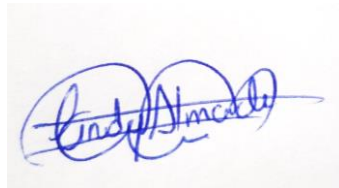
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Ambato – Ecuador 2021

DECLARATION PAGE

I declare this undergraduate dissertation entitled "MOVIE TECHNIQUE AND THE ENGLISH LANGUAGE PRONUNCIATION " 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.

A handwritten signature in blue ink, appearing to read "Cindy Almache", is centered on the page. The signature is written in a cursive style with a horizontal line through the middle of the letters.

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DEDICATION

TO:

To God, for giving me this opportunity to accomplish the thesis which would not have been possible otherwise. He has directed every path of my life and has always been there to support me with his love. To my parents for supporting me and give strength when been through difficult moments letting me know that I am strong and can fulfill whichever I propose.

Jazmín.

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TOPIC: MOVIE TECHNIQUE AND THE ENGLISH LANGUAGE PRONUNCIATION.

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Abstract

Pronunciation is an essential speaking subskill since learners need to understand and be understood. Including movies in the classroom can improve students' pronunciation. The Movie Technique uses authentic movies to bring an immense variety of authentic pronunciation into the classroom. The current research aims to determine the influence of movie technique in the English Language Pronunciation of students. A quasi-experimental design was applied to 40 students of the third semester in Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica De Ambato. The investigation was carried out for 3 weeks in online sessions. In order to collect data, it was conducted a pre-test, and a post-test to measure students' pronunciation level before and after applying the Movie Technique. The standardized test selected was the Cambridge English Key KET at Level A2. To verify the hypothesis proposed in the present research, Paired t-Test statistical method was used to compare the results from the pre-test and post-test. Regarding the results which showed an improvement in the students' pronunciation, it was concluded that the use of Movie Technique in the classroom influenced positively students' pronunciation. Students improved their intonation and were motivated, engaged, and eager to participate when they were asked to repeat the sentences. In addition, it was found that the movie scenes also helped students to develop vocabulary since they were exposed to new vocabulary and useful phrases.

CHAPTER I THEORETICAL FRAMEWORK

1.1 Investigative Background

For the present research, there were taken into consideration previous research related to Movie Technique, which were of great help since they worked as the basis of this investigation. The aim is to establish the relationship between the Movie Technique and the English Language Pronunciation in students.

Rayasa (2018) in his study developed in East Jakarta, aimed to improve students' pronunciation in speaking skills through the use of English movies and investigate the learners' perceptions towards that learning pronunciation with movies. The researcher applied two cycled action research in a group of 35 tenth graders which consisted of eight sessions applied one by one at the last minutes of the class. In order to collect data, it was used observation sheets, a pre-test, and a post-test, and a questionnaire addressed to students to analyze their perceptions towards learning with movies. Regarding the results which showed an improvement in the students' pronunciation and positive attitudes, it can be concluded that the use of movies as teaching media is helpful to develop students' pronunciation in speaking skills. The mentioned research has a strong relationship with the present one since it was investigated movies, which is one variable of the present study, and the subskill chosen for this study, that is pronunciation. Therefore, it can be said that the use of movies not only can improve the student's pronunciation but also awakens their motivation.

Ambar (2019) developed a study that aimed to discover the effects of watching English movies on the pronunciation of English. This research was developed at IAIN Palangka Raya with students of the second semester of the English Education Study Program. To attain the objectives, it was used an ex post facto design and a quantitative type of research. Additionally, a questionnaire that included 15 questions was applied by the author of the study to gather information about learners' attitudes in the implementation of movies in teaching. Later on, it was conducted a pronunciation test of participants' records. The results showed that students were there is a significant

effect that beneficiates students' pronunciation. Consequently, it was concluded that the use of English Movies affects students' pronunciation positively, but it is important to select a movie that goes with the students' interests and age. In addition, the main factor that supports the present research is the two variables that were investigated since they coincided with the ones of the present study. Thus, it may be inferred that watching movies can influence students' pronunciation and the teacher has to be cautious at the moment of movie selection.

Samir (2019) aimed to identify whether the movies are helpful tools to enhance students' pronunciation and inquire learners' perceptions towards this implementation. The methodology used was quantitative with an experimental design and the population consisted of thirty students from Tikrit University, in the second semester. It consisted of a cycle of three steps that were planned carefully before applying it. Moreover, the results taken from the data collected reflected that movies are beneficial for enhancing learners' pronunciation skills since students show an advance in the post-test. The students mentioned that movies help them to decrease their anxiety to speak in front of the class. Additionally, the author of this study confirmed that movies can be useful pedagogical tools when they are used properly. He also argued that having movies to teach a foreign language might increase students' motivation to learn since learners found them enjoyable. Another finding mentioned was related to some slang words and phrases students found in movies that seldom appear in textbooks. This study is an ideal support for the present research because it clearly demonstrates how effective movies are in developing pronunciation.

Sarif (2019) developed an investigation that had the objective of establishing how can Western Movie Media help learners with their pronunciation. This study was based on an experimental design that included thirty students, 10 male 20 female from the four semesters at IAIN Sultan Amai Gorontalo as subjects of study. Furthermore, the researcher used an observation sheet to gather information about teachers' and students' activities and a pre-test and post-test were applied to students to measure their pronunciation. The results demonstrated the use of movies had a positive effect on the lack of attention and learners' involvement in learning pronunciation. They

were from being passive recipients to become active learners eager to learn. Besides, in the post-test, they demonstrated an evident advance in their pronunciation skill. The researcher suggested that the teacher should prepare the experiment considering some aspects such as the length of the movie and the movie recommendation level which must fit with the students' needs. That is the reason why, in order to carry out the present research, the movie selected, was suitable for A2 EFL learners. The mentioned investigation contributes positively to the present research since it was confirmed that movies can be great sources to teach pronunciation when they are used appropriately.

Arias and Flórez (2018) led an investigation whose main objective was to describe the benefits of using movies with learners at Santo Tomás University. The methodology was primarily based totally on a descriptive case study which allowed the author of the investigation to observe, examine and study conditions that emerged in the classroom. The instruments utilized were learners' journals and observation sheets applied to two groups of seventh-semester learners chosen randomly. After the investigation, some categories emerged which affirmed educators can benefit from using movies to help learners with their oral skills. Some of these benefits were motivation, native speakers' pronunciation content, and self-confidence to express their opinions with their classmates. In addition, it was concluded that movies were great tools since they were perceived as an innovative technology in learning which assisted the students' needs of interacting with digital and audiovisual content. Hence, with the results, it can be inferred that movies played a significant role in the improvement of students' oral skills because they were willing to participate and share their ideas.

Ukhra, Usman, & Muslem (2020) conducted a study aimed to examine the impact of the utilization of comedy movies on learners' speaking skills. The population consisted of 60 students from two classes chosen randomly, who were given tests and questionnaires to collect data. One class was designated as the experimental group and the other as the control group. After conducting the experiment, the researchers detected that there was a considerable difference in the scores students obtained

between the experimental and control group. What the authors of the study deduced was that the participants found movie scenes as an innovative manner to make progress in their speaking ability. Furthermore, they unconsciously practiced pronunciation and improved the intonation since they followed some phrases as the actors spoke. On the other hand, the questionnaire result demonstrated that learners reacted positively to the use of movies because they all claimed they did not feel afraid of speaking in the class, and on the contrary, they were motivated to participate. 1

Halim and Weda (2020) carried out a study to investigate whether movies are suitable to improve learners' pronunciation and to analyze learners' perception of movies in the ELF classroom. This research was based on a mixed-method, quantitative and qualitative approach and an experimental design with a pre-test and post-test to measure students' pronunciation skills. The author of this study used questionnaires, and students' interviews to find out the students' perceptions about the implementation of movies. Twenty seventh-grade students were the participants of this study. Regarding the results from the tests, it was concluded that pronunciation can be improved through movies. Moreover, it was seen from the interview learners pointed out drama movies support them to enhance their pronunciation skills and they also mentioned that using movies can be motivating for students with different skill levels. The researcher also suggested preparing the implementation carefully before applying it, for that reason, a procedure consisting of 4 steps has been designed for the present research.

Equally important, Sriha (2020) carried out an investigation whose purpose was to investigate the impact of movies on students' pronunciation. The methodology implemented was based on a quasi-experimental design with 40 students of twelve grade at a school in Thailand. The instruments used were lesson plans, a pre-test, and a post-test to measure learners' pronunciation, and a questionnaire. To carry out the study, the participants were requested to watch two short scenes and try to imitate the sounds of the actors as they heard. The test's results showed improvement since the post-test scores were higher than the ones from the pre-test. Thus, the learners'

pronunciation improved after conducting the experiment. Based on the results, it was found that learners were motivated to learn English pronunciation since movies are way entertaining than just memorizing grammatical structures. Movies also provide good examples of how sounds can change in connected speech. This study was a great contribution to the present research since students expressed that they liked watching movies and they all coincided that this technique helped them with the improvement of their pronunciation, fluency, and vocabulary. 1

Rizal et al. (2020) carried out a study that sought to analyze the learners' attitudes towards the use of movie scenes to enhance their pronunciation skills. This study had a descriptive design and the population consisted of 50 students arranged into one experimental group and one control group. The tool used was a questionnaire, which aimed to understand students' views on the experiment. It was distributed to learners of the experimental group. Based on the results of the questionnaire, the author of the study led to the conclusion that the use of movies can awake the students' interest in learning pronunciation. The whole class that was noisy became silent and paid close attention to the English class. In addition, the author claimed that movies help students promote learning autonomy. This study is very important in the present work since it was demonstrated positive results from using movies such as engagement in watching movies, active participation in learning pronunciation, curiosity to know more about the movie, and autonomy development.

The research project made by Murshidi (2020) at Universities in UAE, aimed to study the effectiveness of the use of movies on improving the students' language proficiency. The study was based on a quantitative research method and the population consisted of 221 students who were asked to fill in a survey. According to the students' answers, it was found that watching English movies impact positively the improvement of speaking skills in an ESL classroom. Another finding was related to motivation, it was revealed that there is a strong relationship between watching English movies and motivation increment for learning the language. It was concluded that English movies, when linked with motivation to learn, can be valuable sources of learning English as a

foreign language. The mentioned research has a strong relationship with the present one since it was showed students developed a sense of enjoyment in learning when using movies. Besides, the research project suggests that exposure is related to watching English movies in the target language, so students will naturally learn. 1

Abdel and Waly (2018) carried out an investigation that aimed to enhance students' presentation skills using S-W-S-W activity with movies. The participants consisted of fifty-two students from the sixth year at primary level and it had an experimental design. To attain the objectives, it was administered a pre-test and post-test. Moreover, a paired sample t-test was applied to make a comparison between the results from the pre-test and post-test. Based on the results, which reflected advanced, the researchers deduced that students enhanced their presentation skills using speak-watch-speak-watch activity. In addition, it was concluded that students improved their pronunciation' skills since they were able to pronounce words accurately by recognizing accents and individual sounds from the movies. Finally, it was recommended to activate the captions because it helps to train pronunciation. 1

Laiya et al. (2020) developed an investigation using short movies whose main objective was to analyze whether the implementation of short movies improves students speaking skills. The methodology used was experimental and consisted of two groups: experimental and control. Both groups had pre-test and post-test, however, the treatment was not applied in the control group. The treatment consisted of 8 meetings which lasted 1 hour and 30 minutes each. There was a significant difference in the mean between the pretest and posttest of the experimental class. The test' results reflected a significant advance by comparing the mean between the pretest and posttest of the experimental class. Based on these results, it was concluded that learners improved their speaking ability since they reflected confidence to participate and speak in front of the class. This happened due to the interest they expressed in this kind of audio-visual input. Moreover, learners acquire vocabulary, understand grammar, and foremost, learn pronunciation from native speakers after watching the movies. Thus, movies are useful tools to help students enhance pronunciation because not only they learned how to pronounce words but also, learned vocabulary and grammar. 1

Liando et al. (2018) developed an investigation whose objective was to investigate learners' perceptions towards the use of English movies to increase listening and speaking skills. The participants were a group of 67 English major students at North Sulawesi university. A questionnaire addressed to learners was utilized to gather information about their perceptions towards movies English watching. Regarding the results, students mentioned that they can learn better pronunciation through English movies since movies provide native speakers' speech. Likewise, they responded that movies helped them learn new vocabulary, idioms, slang, and some phrases that are used in common conversations. Thus, the mentioned research has a strong relationship with the present one because it was demonstrated that students agreed that the use of movies is effective to develop students' pronunciation in speaking skills. 1

Topi et al. (2019) developed a study that had the objective to determine whether cartoon films can help students learn more effectively pronunciation ability. This study was based on collaborative action research and was conducted in two cycles. Furthermore, the researcher applied observation checklist sheets to documenting information about situations that arise in the classroom, activities the teacher used, and students' behaviors during the treatment. It was conducted some activities such as: listening and imitating techniques, reading aloud, and recordings of students' voices. The findings demonstrated that the cartoon movies had positive effects on the improvement of students' pronunciation by comparing the condition before and after the implementation. It also emerged some advantages related to motivation and encouragement to produce to listen to the actors' dialogues and to repeat and practice these English sounds. The researcher suggested to used movies with the following criteria: simple language, clear and intelligible pronunciation, and moral value. This study is an ideal support for the present research because it was reflected movies can direct students to improve pronunciation and also provides them with motivation and encouragement to listen and repeat what they hear from movies.

To summarize, some preliminary studies have been carried out applying movies to make learners develop pronunciation. These works contribute to the present research since it was affirmed that movies undoubtedly are great sources for teaching pronunciation. In addition, the authors made some suggestions to apply movies as a technique such as considering students' needs to select suitable movies that will be considered in this work. Besides, the authors mentioned coincided that movies awaken learners' interest because they felt motivated to participate and share their opinions when they were asked to do so. In addition, some other benefits were mentioned such as autonomy, vocabulary acquisition.

Independent Variable

ICT

Information and Communication Technology (ICT) is now frequently used in educational institutions. It can be applied successfully at school in teaching, learning, and assessment. In addition, it can be a powerful tool at home where students can use it as complementary activities. Another benefit of ICT is that it allows people to practice critical thinking abilities because it leads to meaningful tasks. An advantage of ICT is the independence of printed materials. There are a lot of resources on the Internet that can facilitate the acquisition of knowledge such as video clips, podcasts, visual presentations, online worksheets, and so on. These resources help transform a traditional teaching environment into a learner-centered one. Another advantage of ICT refers to opportunities to develop critical thinking skills since ICT allows students to develop meaningful tasks. (Hockly & Dudeney, 2007)

Technology in the classroom is now becoming increasingly significant, and in the future years, it will be a normal part of ELT practice. This is for a variety of reasons:

- Technology is immersed in the lives of younger students, and it is a natural and important part of everyday life. Technology provides a tool for these students to bring the outside learning process.

- In electronically mediated environments, English is utilized as an international language.
- Technology, particularly the Internet, opens new possibilities for authentic tasks and materials, and access to a multitude of pre-made ELT materials.
- The Internet provides great chances for student collaboration and communication.

Educational Technology

The current world's relationship between technology and language use should encourage all language specialists to consider how technology is transforming the profession of English language instruction especially. Several English teachers might agree that their learners have to practice using the English language outside of the class if they want to improve their communication skills. Educational technology is a method of incorporating new technologies into teaching and learning. The application of new technologies involves instructional materials, methods, and organization. As the presence of new technologies is increasing in the educational field, the new generation of students is prepared to work with them. Moreover, the application of educational technology fosters autonomy since students are allowed to work alone at home and repeat material if is necessary. (Chapelle, 2003)

Teaching Techniques

Teaching techniques are the day-to-day activities that the educator includes in a lesson. For instance, debates, projects, or textbooks. It is also an activity that influences the learning process and how the student will acquire the main concepts or skills. In addition, there are some elements that regulate the success or failure of teaching techniques, for example, appropriateness. Therefore, the technique used must be related to the topic and objectives of the lesson to make good use of the students' time.

With the Internet, teachers can choose an unlimited number of techniques, however, they have to set criteria to base their choice which must have the potential to enhance the learning experience. (Larsen-Freeman & Anderson, 2011)

Movies

Hornby (1995) states that movies are stories recorded as a set of moving pictures with audio to be broadcasted on television. Movies are a way of entertaining very common in people of all ages. They reflect aspects of everyday and social life. Movies manage to catch students' attention through the content of the movie itself and visual and auditory input. Additionally, this way of entertainment can transform simple sentences into meaningful language and create an environment in which students enhance their interest to learn the target language. Therefore, bringing movies to classrooms means drawing students' attention to English learning unconsciously.

Learning outcomes from movies

Berk (2009) states that deep emotions and sensations such as enthusiasm, laughing, relaxation, fear, and even dissatisfaction occur when pupils watch movies since videos have a powerful impact on the senses. He listed 20 possible effects of the use of video snippets in English classes:

1. Catch students' attention.
2. Focus learners' attentiveness.
3. Stimulate interest in the classroom.
4. Generate a sense of expectation.
5. Relax learners in preparation for a learning activity.
6. Encourage learners to use their imaginations
7. Improve learning attitudes.
8. Connect with other classmates and teachers.

9. Improve content recall.
10. Increase comprehension.
11. Encourage innovation.
12. Encourage the flow of thoughts.
13. Encourage learning.
14. Allow students to express themselves freely.
15. Act as a; vehicle for teamwork.
16. Motivate and encourage learners.
17. Create a fun atmosphere to learn.
18. Settle a suitable environment in the class.
19. Reduce anxiety and tension when discussing difficult topics.
20. Create pictures that students will remember.

Movie Technique

AJ Hoge (2014) Including movies in the classroom can improve students' pronunciation. The Movie Technique uses authentic movies to bring an immense variety of meaning into the classroom. The teacher can provide a rich stream of intelligible input considering an appropriate degree of complexity. This input is supported and reinforced by the plot's coherence, the attraction of the characters, and the subjective impact of the scenes.

Before applying this technique, some aspects need to be considered. The teacher should select the movie carefully taking into account the students' personalities, the make-up of the class, and cultural background. It is important to look for modern movies because they make use of daily English conversation that people use right now. Another aspect to regard is that most of the students tend to like science fiction movies. It is recommended to avoid comedy movies since there could be found some jokes that

are hard to understand for learners. The steps to consider in the implementation of this technique have to be carried out every day in a row.

The class began by recounting the scenarios in systematic English, describing and commenting on the items, characters, places, and actions that are currently on the screen. This allows learners to link what they hear to what they see, making the spoken input more understandable. Narration enables students to perceive the language that they have not yet learned, so initiating the acquisition process.

Then, the teacher paraphrases parts of the conversation, particularly when it is very interesting or crucial to the story's progression. It is recommended to replace less frequent vocabulary with more popular ones. Some directions for putting this strategy into practice in order to develop their pronunciation ability are divided into six days, each with its own set of actions:

Day 1

The first thing students have to do on day one is watching a scene, which lasts about two or three minutes with English subtitles. They must write down the unknown words while they listen and read the subtitles. They can then use a dictionary to check up the definitions of the unfamiliar words and watch the scene again. They must pay attention to the words this time since they have written them down and know what they mean. They should watch the opening scene as many times as possible to listen to the actors' pronunciation.

Day 2

On the second day, learners will watch the first scene as previously, but without the English subtitles. Students have to rewatch the entire scene and pay close attention to the characters' pronunciation. They must pause the scene after watching it and go over

the word lists, they had generated previously. It is for recalling the first scene's forgotten sentences or words.

Day 3

Because students have listened to the material several times and have a good understanding of the context, the third day focuses on pronunciation. To begin, students must return to the same scene as before. The first sentence of the scene requires students to pause. They then repeat the statement exactly as the actor says it, including the actor's pronunciation and gestures. The students can then move on to the next sentence and repeat the process. Day three's key is to pay close attention to the actor's pronunciation since learners should speak as close to the actor's emotion and intonation as possible. To improve, they have to imitate the actor's voice as many times as needed.

Day 4

On this day, students watch the scene without pausing and try to talk at the same time as the actors. Students must try to follow the actor in a loud voice at the same time without pauses. They will be left with the actor, but they should continue to work hard to say it as quickly as the actors. The subtitles should be on.

Day 5

On day five, the students will go deeper than they did the prior days. They must start by watching the scene without subtitles. After that, they will speak the lines with the actor's intonation, attitude, imitation, accent, and pronunciation.

Day 6

The learners can choose to do Day 6 as an optional step. Students have to do the imitation again, but this time they must record themselves. They can listen to the

actor's pronunciation and compare it to their own. They will notice the difference in pronunciation and find ways about how to improve on it.

Dependent Variable

English Language

With the globalized and changing world, the English language has become more and more vital that people start to learn English. Nowadays, is it spoken by almost a quarter of the world's population being in this group native and non-native speakers. That is the reason why the English Language has become a lingua franca which is when speakers whose native languages are different use a language to communicate. It's sometimes referred to as the bridge language. The English users of the language speak different Englishes. It has different varieties, British or American English, varieties of Chinese, and sometimes it is indigenized (Harmer, 1983)

Some factors have assured the widespread use of English:

- **Economics:** As the English language has been dispersed in global commerce, it has turned into the world economic power. As English is leading the world economy, most of the countries that are involved in business with the USA use this language as a mediator.
- **Information exchange:** A big part of academic discourse is developed in English. It is used as a lingua franca in research, we can find that many journal articles are written in English. In addition, on the Internet, this language is predominant.
- **Travel:** The majority of travel and tourism is conducted in English throughout the world. It can be seen that in numerous airports there are announcements that have been glossed in English.

- **Popular culture:** English is so far, the language that is leading the popular culture. Most popular songs are made in English; hence, non-native speakers are willing to learn the lyrics of these songs. Furthermore, movies play a crucial part since most of them come from the USA.

Productive skills

These skills are also known as active skills and refer to the exchange of information that a learner generates in spoken or written form, writing and speaking. Productive skills need the existence of receptive skills such as listening and reading because through these it is possible the learning grammar structures, vocabulary, and how the words sound which is fundamental when producing language. Both types of skills are indivisible and need for the other to complete the learning process. On the other hand, an important difference between these two skills is that meanwhile speaking tends to be unplanned and spontaneous, writing is usually detailed planned, and well-organized. People have a variety of qualities that assist them to express emotions, attitude, proximity, and other things during interactions. Intensity, pitch, and gestures are examples of these characteristics. In contrast, writing uses other features such as signs and symbols, exclamations marks, commas, etc. As learners are expected to perform real-life situations, speaking skills is considered one of the most difficult skill. Additionally, the classroom environment plays an important part when teaching and learning productive skills so, the teachers must design useful and interesting activities. (Harmer, 1983)

Speaking skills

It is considered as one of the productive skills that, unlike the productive ones, it involves producing language. Speaking includes some subskills: use of grammar, vocabulary, and functions, use of register (level of appropriacy), connected speech, body language, and interactive strategies. When we are speaking, we desire successfully convey meaning, hence, we make use of some strategies to accomplish this. These strategies include the use of body language, to demonstrate we wish to join

a conversation or invite other people to speak, eye contact, gestures, and facial expressions that help to maintain the interaction. This also helps to transmit functions such as asking questions, regretting, and transmitting the information. (Mary Spratt, Alan Pulvernes, Melanie Williams, 2011)

Thornbury (2005) states that knowing a language is not the same as being good at speaking. Some people think that knowing grammar rules and vocabulary to form sentences makes them able to speak. This idea is mistaken. Speaking is interactive and requires speakers to speak in turns to conduct a natural conversation in which the speaker and the listener share information. Additionally, the spoken grammar is different from written one since people used to say simple utterances when speaking (not a sentence itself) which do not follow certain rules. Therefore, knowledge about grammar does not mean the ability to speak.

Speakers generate thousands of words every minute, therefore this skill is vital in everyday life, and professionals such as politicians or auctioneers produce even much more. As speaking is so natural in our lives, we do not even think about that or struggle to manage this skill. However, while learning to talk in a foreign language, complications might arise, and we have to study what aspects speaking really involves. First, it is linear which means that it takes place in real-time. This can be difficult for learners because there is no time for correction. Another related element is spontaneity, speech production is not planned, or the time to play what to say is limited. Planning sentences to say can interrupt communication and the listener can find this unusual.

Pronunciation

According to Harmer (2001), one of the most significant aspects of learning English is improving one's ability to produce sounds, which includes a variety of factors that can change the pronunciation and result in a different meaning. The phonemic chart, for example, is a collection of phonemic symbols that demonstrates how words and sounds are spoken. It is divided into three parts vowels, diphthongs, and consonants.

Because of the shifting from one vowel sound to another inside a single word, diphthongs are regarded as the most difficult element to pronounce. Pronunciation is a speaking subskill and vital since learners need to understand and be understood. It refers to is the production of sounds, in this case, the production of English sounds. When students do not pronounce words correctly, they cannot maintain a conversation with native speakers. In addition, there is a link between pronunciation and listening and hence teachers should focus on both unified when teaching English pronunciation. Furthermore, supramental features such as intonation, rhythm, and stress are important when it comes to intelligible speech.

There are three areas of English pronunciation that can affect meaning.

- **Pitch:** It influences how we recognize people. For example, we frequently refer to a speaker's voice as having a high or deep voice. When the voice is high, we can assume that is a high-pitched voice. It changes according to our emotions. People use a higher pitch when they in moments of tension or excitement, whereas, a lower pitch is used when people are we are tired, relaxed, or bored.
- **Intonation:** It is a feature of connected speech which means the manner speakers vary the pitch level of the voice of a word or a sentence to convey meaning. Speakers can show emotions or attitudes as well as highlight some parts of a sentence to show the importance of the things they say. When saying a statement, the pitch tends to fall, but, when asking questions, the tone of the voice raises. Raising intonation also works for tag questions. Functions can be shown through intonation like asking questions, expressing surprise, or requesting something.
- **Individual sounds:** Words and sentences are made up of phonemes which are the smallest unit of language. They alone may not have meaning, but when are joined to others, form words, and phrases. Speakers make sounds with the use of using some parts of the mouth: lips, tongue, teeth, alveolar ridge, palate, velum, and vocal cords. These sounds include vowels, diphthongs, and

consonants which are divided into voiced sounds and unvoiced sounds and are presented in the phonemic chart.

- **Word stress:** It is the term to describe the emphasis that we place on a specific syllable of a word when pronouncing it while the other unstressed syllables are pronounced with less energy. In a one-syllable word, it is easier to recognize which syllable is stressed since there is only one. Words having more than one syllable are more difficult to pronounce. Multiple-syllable words have more than one stressed syllable. In these cases, we name the main stressed syllable as the primary stress and the weaker syllable as the secondary stress. Stress also affects the way to convey meaning in phrases and sentences. Some parts of the sentences are said with more or less stress which is often the word that the speaker thinks are most important to the meaning of the sentence.

1.2 Objectives

1.2.1 General Objective

- To determine the influence of movie technique in the English Language Pronunciation of students of third semester in Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica De Ambato.

1.2.2 Specific Objectives

- To apply the Movie technique to students of third semester in Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros.
- To evaluate the level of proficiency of the students' pronunciation before and after using Movie Technique.
- To analyze how Movie Technique influences the English Language Pronunciation.

Description of the fulfillment of objectives

In order to achieve the objectives stated in the present study, it was developed a set of steps. First, to achieve the general objective it was necessary to set three specific objectives that helped to determine the influence of movie technique in the English Language Pronunciation.

Then, it is vital to know the level of proficiency of students' pronunciation. For this purpose, a pre-test and post-test were applied to students. It was selected a Cambridge English Key KET at Level A2 according to the Common European Framework of Reference (CEFR). Additionally, it was taken into consideration just the speaking part which measured students' ability through a rubric. For this research, it was used just the pronunciation parameter. Besides, the rubric is divided into five bands from 1 to 5, with 1 as the lowest and 5 as the highest.

After that, the researcher applied Movie Technique to students of the third semester in Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros, which consisted of a four steps cycle that was planned carefully according to the authors' suggestions. Students were able to develop the English Language Pronunciation by watching shot movie scenes. This implementation was carried out via Zoom platform.

Finally, in order to fulfill the last objective, it was analyzed the influence of the Movie Technique on students' pronunciation in the analysis of the results by comparing scores from the pre-test and the post-test. It was necessary to tabulate these results to reach suitable conclusions. In this way, the researcher was able to determine which contribution to pronunciation arose from the implementation of the technique applied.

CHAPTER II. METHODOLOGY

2.1 Resources

Human resources

- Research tutor
- Review tutors
- Students from the third semester
- Researcher

Material resources

- Standardized Test
- Computer
- Cellphones
- Internet connection
- Educational websites
- Zoom Platform

Institutional resources

- Technical University of Ambato.
- Humanities and Education School.

2.2 Methods

2.2.1. Approach

According to Cresswell (2009), in the book entitled “Research Design”, cites that quantitative approach research involves collecting, analyzing, interpreting, the results of research. It also involves analyzing the links among variables that need to be measured by instruments in order to test the hypothesis. The approach used in this

study is quantitative since it was obtained numerical data that contributed to the verification of the hypothesis. In addition, it was analyzed the relationship among variables by an instrument, in this case, a test applied to students.

2.3 Research modality

Bibliographic

According to Allen (2017), bibliographic research needs the process of collecting data from published materials. These materials can be taken from many sources such as books, magazines, journals, newspapers, and reports. It is the researcher's work to discern which resources are suitable to include in academic research. For this research, it was gathered information from some sources such as books and journal articles that were selected carefully considering relevance and significance for the present study. This data helped to detect, expand, and deepen the topics that are the basis of the Movie technique and the English Language pronunciation.

Field

Burguess (2015) states that in this type of study the researcher work with subjects of study in their natural settings. Therefore, the researcher collects firsthand data about the participants. Furthermore, the researcher plays a vital role because it is required to develop a detailed comprehension of the situation being study. The modality of this study is field research since the researcher collected data from the implementation of movies to develop pronunciation directly from students from the 3rd semester of Pedagogía de Los Idiomas Nacionales y Extranjeros major.

2.4 Level and type

Descriptive

Kumar (2011) claims that this type of research aims to describe the population, circumstance, or phenomena under investigation. This research is descriptive since it was described in detail the characteristics and features of the phenomenon, movie technique, to be investigated in a given time and space. Furthermore, it was proved how methodological application increases the quality of students' pronunciation.

Exploratory

Kumar (2011) affirms that exploratory research takes place when an investigation aims to explore an area, topic that hasn't been thoroughly researched or is not well-known. This research developed an exploratory level since even though there are many kinds of research focused on the benefits and applications of movies in ESL classrooms, they are frequently linked to listening and speaking skills, and the goal of this research is to improve the English Language Pronunciation which is a subskill of speaking.

2.5 Design

Quasi Experimental

This research had a quasi-experimental design with a pre-test and post-test. It was quasi-experimental since, according to Reichardt (2019) this type of research requires to establish a cause-and-effect relationship between the dependent and independent variables, where the independent is manipulated and the dependent variable is measured. It differs from experimental research because the groups are not assigned randomly but are intact. For this research, the dependent variable (English Language Pronunciation) was measured through tests, and the independent variable (Movie Technique) was manipulated to find the relationship between these two.

2.6 Procedure

To apply the experiment of this research project, a set of steps had to be followed to obtain the data that were used to analyze the results.

- First of all, a document to the coordination of Universidad Técnica de Ambato was sent with the aim to be permitted to carry out the experiment of the current research. (See Annex 3).
- Second, it was necessary to talk to the professor of Pedagogy subject in order to work with the third-semester students.
- Next, in the first session via zoom, the researcher introduced herself to the class and explained what the experiment would consist of, and the activities that would be done in six sessions. Then, a pre-test was applied to measure students' pronunciation level through the Wizer Platform.
- Then, in the second, third and fourth, and fifth sessions the researcher started applying the Movie Technique. It is important to mention that this technique was designed according to AJ Hoge (2014), but some changes were done. In this study, three steps were applied:
 1. The teacher played a scene from a movie. Students watched it with the subtitles on, which must be in the target language, in this case, English. The scene was repeated twice.
 2. The teacher stopped in each sentence and asked students to imitate the actors' pronunciation. Students were told to do this imitation as closest as possible to the actor's speech. It was suggested that students exaggerate their imitation and pay attention to word stress and intonation. The subtitles were on since they help students to read the sentences.
 3. In the third step, students tried to imitate the actor's pronunciation but saying the words at the same time without pauses. This part was done twice. Later on, they recorded their voices in Vocaroo Platform and share the link in Online Word Document.

- In the last intervention, the teacher and students discussed the experiment and the technique they have learned. It was suggested to keep practicing. After the explanation, the whole group took the post-test on the Wizer Platform to verify whether the students had improved their pronunciation.
- Finally, with the obtained results, the data was registered in the computer and analyzed and with the statistical software called IBM SPSS. This program helped to calculate the frequency means and standard derivation.

2.7 Population

The population for this research was 40 students 27 women and 13 men of the third semester in Carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros at Universidad Técnica De Ambato 2021-2022. As it is small, it is not necessary to select a sample from it. Therefore, the researcher worked with the total population. This research lasted 6 sessions in which all the students received online instruction.

2.8 Data collection

- It was applied the Cambridge exam in order to measure the pronunciation level of the students. It was selected Cambridge English Key KET at Level A2 according to the Common European Framework of Reference (CEFR). The selection of the test was based on students' level of proficiency, being this A2. For the present research, it was chosen just the speaking part since the rubric evaluates pronunciation. The answers to the test were recorded using the Wizer Platform. These questions were scored according to a rubric which is divided into five bands from 1 to 5, with 1 as the lowest and 5 as the highest. Scores of 3 and above indicate that students' performance is at least at the A2 level. The post-test was similar to the pre-test, but some questions were different. The pre-test was applied before the experiment and the post-test after.

- Curated short scenes were taken from 4 movies to be shown in the classes. These scenes were selected considering the students' level, age, and interests.
- Wizer Platform where students took the pre-test and post-test. This platform was selected since it was needed to use a platform where students could record their voices. Besides, it was also a simple method to collect learners' responses.
- The classes were divided into six synchronic online sessions using the Zoom Platform.
- Vocaroo Platform allowed students to record their voices and it provided a link that allowed students to share their recordings.

2.9. Hypothesis

Alternative: Movie Technique influences The English Pronunciation.

Null: Movie Technique does not influence The English Pronunciation.

2.10 Variable identification

Independent Variable: Movie Technique

Dependent Variable: The English Pronunciation

CHAPTER III. RESULTS AND DISCUSSION

Analysis and discussion of the results

This chapter presents the data collected from the pre-test and post test of 40 third semester students in Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Tecnica de Ambato.

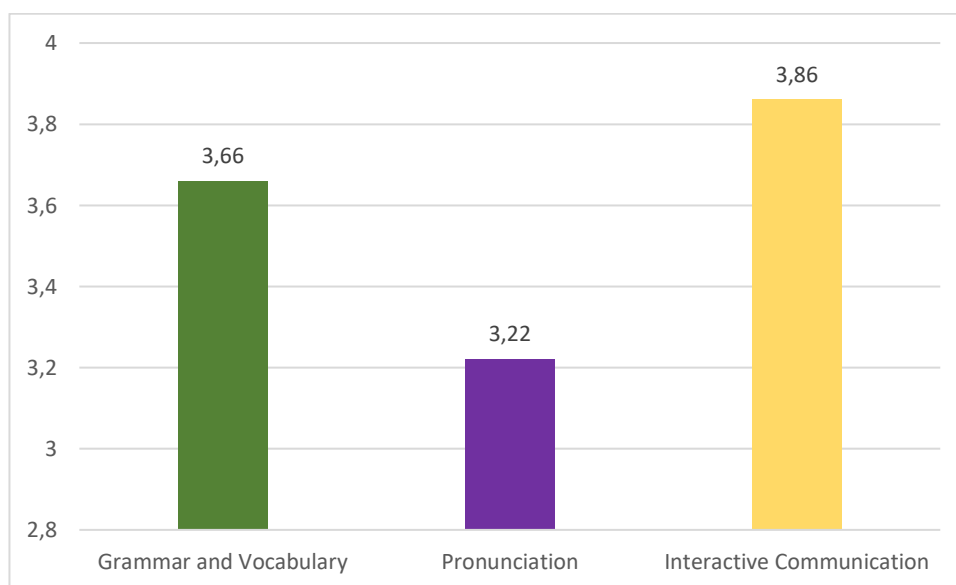
3.1 Pre-test results:

Table 1 Pre-Test results

Criteria	Average
Grammar and Vocabulary	3,66
Pronunciation	3,22
Interactive Communication	3,86
General	3.58

Source: Students from third semester of PINE at Universidad Técnica De Ambato
Elaborated by: Almache, C. (2021)

Figure 1 Pre-Test Results



Source: Students from third semester of PINE at Universidad Técnica De Ambato
Elaborated by: Almache, C. (2021)

Analysis and interpretation of results

It was decided that the best procedure for this thesis was Cambridge English Key KET at Level A2 applied to 40 students in the third semester at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato. The test was scored under the criteria of Grammar and Vocabulary, Pronunciation, and Interactive Communication with a scale which is divided into five bands from 1 to 5, with 1 as the lowest and 5 as the highest. As was expected, the general average students achieved is above 3 which reflects that students' performance is at A2 level.

According to figure number 1, it is represented in green the average score that the 40 students achieved in the grammar and vocabulary criteria in the grammar and vocabulary criteria, 3,66; the column in purple corresponds to the average score students achieved in pronunciation criteria, 3,22; and the column in yellow corresponds to average score students achieved in interactive communication criteria, 3,86. This performance was expected since the participants are in the third semester and their level corresponds to A2.

The most remarkable result that emerged from the data corresponds to pronunciation criteria as it is the subskill for the present research. It evidenced some deficiencies students present concerning intonation, sentence, and word stress according to the performance descriptors that are described in the rubric. Regarding intonation, they did not sound natural as they tended to use raising intonation when saying statements or use falling intonation when asking questions. Considering word stress, there were some simple mistakes and about sentence stress students sometimes placed the main stress on words that were not so important to the meaning of the sentence or in structural words. This performance led to the conclusion that students do not have enough exposure to the English language or do not use additional resources to improve their pronunciation.

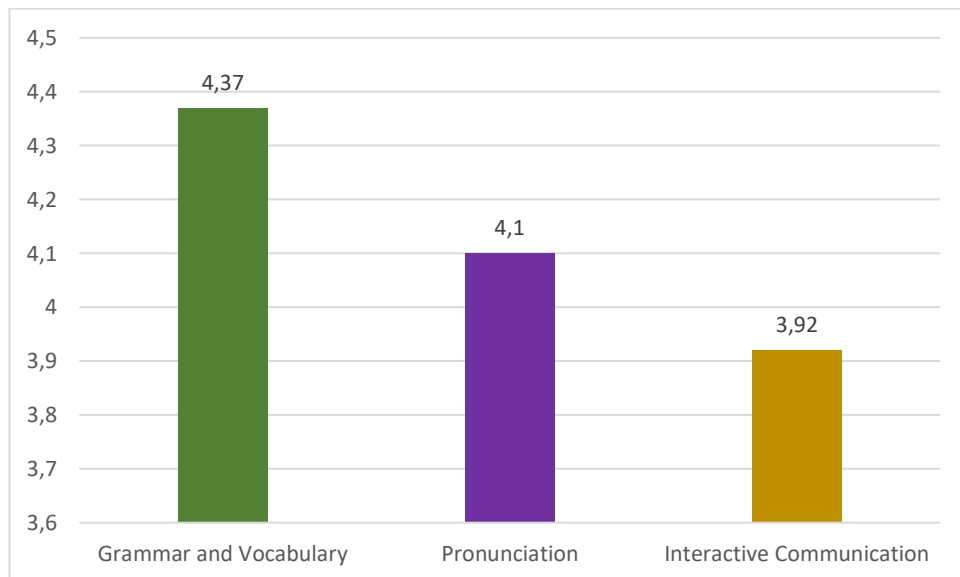
3.2 Post-test results

Table 2 Post-test results

Criteria	Average
Grammar and Vocabulary	4,37
Pronunciation	4,1
Interactive Communication	3,92
General	4,17

Source: Students from third semester of PINE at Universidad Técnica De Ambato
Elaborated by: Almache, C. (2021)

Figure 2 Post-test Results



Source: Students from third semester of PINE at Universidad Técnica De Ambato
Elaborated by: Almache, C. (2021)

Analysis and interpretation of results:

The same procedure in the pre-test was considered for the pos-test. As anticipated, students improve their performance due to the activities carried out before the pos-test. These activities were designed to make students enhance their pronunciation through the repetition of the actors' speech presented in the four scenes they watched.

In figure number 2, it is represented in green the average score that the 40 students achieved in the grammar and vocabulary criteria, 4,37; the column in purple corresponds to the average score students achieved in pronunciation criteria, 4,1; and the column in yellow corresponds to average score students achieved in interactive communication criteria, 3,92.

Based on the collected data, it was evidenced that the Movie Technique was effective since students improve their general average as can be seen in table 2. Even though students improved in all the parameters presented in the rubric, the most striking result that emerged from the data is related to pronunciation. Students seemed to have more control of pronunciation features such as intonation, word and sentence stress. Their speech had proper intonation as they used falling pitch when saying sentences. Therefore, they sounded more natural. Likewise, students reflected an advance on grammar and vocabulary criteria. As students were exposed to four movie scenes, they were able to learn some useful phrases and vocabulary. However, the parameter that had the lowest advance was interactive communication, as the tasks designed did not focus on this part of the rubric. This finding proves that the tasks and activities were helpful for the subskill (pronunciation) this research is focused on.

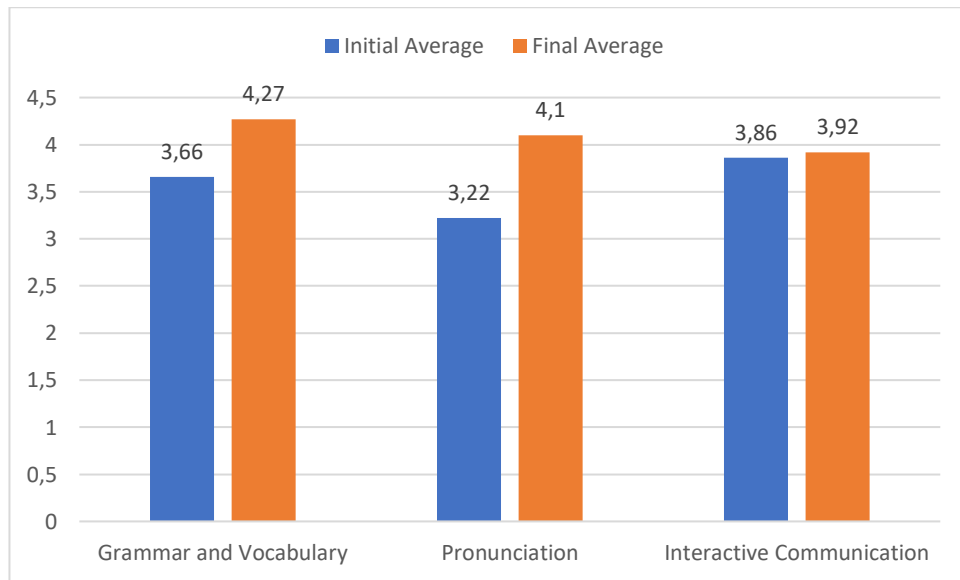
3.3 Comparative results

Table 3 Comparative results (PRE-POST TEST)

Criteria	Initial Average	Final Average
Grammar and Vocabulary	3,66	4,27
Pronunciation	3,22	4,1
Interactive Communication	3,86	3,92
General	3,58	4,09

Source: Students from third semester of PINE at Universidad Técnica De Ambato
Elaborated by: Almache, C. (2021)

Figure 3 Comparative Results (Pre-Post Test)



Source: Students from third semester of PINE at Universidad Técnica De Ambato
Elaborated by: Almache, C. (2021)

Analysis and interpretation of results:

In figure 3, it can be seen the comparison based on the results obtained from the pre-test and the post-test. There was a significant difference between the initial and final average since students improve the average scores.

At first, students scored 3,66 points in the grammar and vocabulary criteria while in the post-test they obtained 4,27 points. It means that they advanced 0,61. Concerning pronunciation criteria, students started with 3,22 points and, in the post-test, they achieved 4,1. It reflected an advance of 0,88 points. Finally, in the interactive communication criteria, the initial average was 3,86 and the final average went up to 3,92. The difference corresponds to 0,06. Therefore, the upgrade was not significant in this parameter.

Initially, the weakest parameter of students from the third semester was pronunciation. Nonetheless, this was the parameter that most improved after the application of the Movie Technique. This was expected since the present research intended to develop that specific pronunciation' subskill. In addition to this, these results confirm that the activities carried out in the six sessions through the Zoom platform were useful for students from the third semester at Pedagogía de Los Idiomas Nacionales y Extranjeros major. Then, students also reflected an advancement in the grammar and vocabulary parameter. In addition, the parameter that achieved the lowest improvement was interactive communication. This result was also expected because the lesson plan activities were not focused to develop communication but on repetition and pronunciation' enhancement.

3.4 Discussion of results

Initially, it was found through the pre-test results that the third semester students at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato presented some deficiencies related to pronunciation. These deficiencies were related to whether the pronunciation was intelligible and control of phonological features which refers to sentence and word stress. They were described in the parameters of the rubric used to score participants. They also presented difficulties concerning grammar and vocabulary since they did not use a wide range of vocabulary when talking about common situations.

After applying the experiment, scores from the post-test reflected an advance in all the parameters but mostly on pronunciation criteria. This advancement was expected since the lesson plans and the tasks were designed to improve pronunciation skill. Furthermore, scores from the post-test also reflected an advancement in the grammar and vocabulary criteria. The successfulness of this parameter relies on the vocabulary and useful phrases presented in the movie scenes. The participants were asked to solve some activities related to the vocabulary they found in the movie. Additionally, they showed good control of simple and some complex grammatical forms. Finally, the students did not achieve a significant advancement in interactive communication criteria since students did not practice communication, they just focused on their pronunciation.

The Movie Technique which consisted of having students repeating actors' voices in a set of steps was successfully applied to students. For this research, short movie scenes were used intending to bring authentic material to the class where students could find native pronunciation. The tasks were useful to make students develop intonation, they sounded more natural as they were told to follow the exact actor's speech. Additionally, they improve word and sentence stress since they could listen to the pronunciation more than once.

3.5 Hypothesis verification

Alternative: Movie Technique influences The English Pronunciation.

Null: Movie Technique does not influence The English Pronunciation.

To verify the hypothesis proposed in the present research, Paired t-Test statistical method was used to compare the results from the pre-test and post-test. The paired t-test was chosen since the data were from the same subject before and after the application of The Movie Technique.

Table 4 Mean T-Student

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	3,5750	40	.63599	.10056
	Post_Test	4,1750	40	.50064	.07916

Source: Pre-test and Post-test Statistics
Elaborated by: Almache, C. (2021)

As it can be seen in table 5, there is a remarkable difference between the mean of the pre-test and post-test, which started with 3,58, and then it increased to 4,17 with an advance of 0,59. The statistical software called IBM SPSS helped to generate the data presented.

Table 5 Mean T-Student

Paired Samples Test							t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_Test - Post_Test	-,60000	,59052	,09337	-,78886	-,41114	-	39	.001

Elaborated by: Almache, C. (2021)
Source: Pre-test and Post-test Statistics

Results

According to the obtained results in Table 5, it was checked the hypothesis. If the p-value is smaller than or equal to 0.05, the null hypothesis is rejected, which means that the experiment had good results. In this case, the p-value corresponds to 0,001 which is smaller than 0.05. Thus, the null hypothesis is rejected, and the alternative hypothesis is accepted which means that the experiment was effective.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After analyzing the results from the present research study, some conclusions were obtained:

- The use of Movie Technique in the classroom influenced positively students' pronunciation. This was reflected at the end of the experiment through the students' scores in the post-test. Watching movies scenes allowed them to listen to native pronunciation and they seemed to enjoy the experiment. They improved their intonation and were motivated, engaged, and eager to participate when they were asked to repeat the sentences. In addition, it was found that the movie scenes also helped students to develop vocabulary since they were exposed to new vocabulary and useful phrases.
- After administering the pre-test and the post-test it was found positive results. In the beginning, students scored 3,66 points in the grammar and vocabulary criteria while in the post-test they obtained 4,27 points. It means that they advanced 0,61. Concerning pronunciation criteria, students started with 3,22 points and, in the post-test, they achieved 4,1. It reflected an advance of 0,88 points. Finally, in the interactive communication criteria, the initial average was 3,86 and the final average went up to 3,92. The difference corresponds to 0,06. Therefore, the upgrade was not significant in this parameter. These findings of this study indicate that The Movie Technique can help students to improve their pronunciation.
- The Movie Technique which consisted of having students repeating actors' voices in a set of three steps was successfully applied to students into six sessions. First, students watched a movie scene with the subtitles twice. Then, they repeat each sentence trying to imitate the actors' pronunciation. Third,

students tried to imitate the actor's speech but saying the words at the same time without pauses. This part was done twice. The scenes were subtitled since it helped them to read.

- This research study establishes that the use of the movie technique helped to enhance the English Language Pronunciation of the third-semester students at Pedagogía de Los Idiomas Nacionales y Extranjeros Major from Universidad Técnica de Ambato. At the end of the experiment, their speech became more intelligible, and they demonstrate to have more control of pronunciation features such as intonation, word and sentence stress. The comparison between the results of the initial and the final test shows that there was a significant difference of 0,88 points.

4.2 Recommendations

- This research study suggests educators apply the Movie Technique in order to help students enhance their English Language Pronunciation. This technique uses short movie scenes because this was a way to bring authentic material to the class where students could find native pronunciation. In long term, students not only will develop their pronunciation but also their vocabulary range will be extended.
- It is recommended that teachers pay special attention to students' pronunciation and try to find techniques to help them to improve this subskill. As this is too challenging, the movie technique described in this research is suitable. Moreover, it is important to focus on suprasegmental features of pronunciation such as word stress and intonation.
- It is recommended that students continue practicing this Movie Technique since it contains authentic content, and their pronunciation can be enhanced significantly if this is done continuously. It can be done by themselves, so, it is autonomous learning. In addition, as movies are sources of entertainment, this will not be seen as learning but enjoyment.
- For applying the Movie Technique in the classroom, it is essential to choose the appropriate movie which must suit students' level of proficiency, interest, and age. Avoid using movies that contain offensive language as students will have to repeat everything in them. Comedy movies are also not recommended since they contain some jokes that students will find difficult to understand. Finally, the teacher should analyze all the dialogues in the movie scenes before presenting to the students and know almost everything about it such as the characters and the plot and explain to students before watching it.

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ANNEXES

ANNEX 1

SPEAKING RUBRIC

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Cambridge English Language Assessment

Elaborated by: Almache, C. (2021)

ANNEX 2
CAMBRIDGE PRE-TEST

Test 1																													
Part 1 (3-4 minutes)																													
<i>Phase 1</i>																													
Interlocutor																													
<i>To both candidates</i>	Good morning / afternoon / evening. Can I have your mark sheets, please?																												
	<i>Hand over the mark sheets to the Assessor.</i>																												
	I'm, and this is																												
<i>To Candidate A</i>	What's your name?																												
<i>To Candidate B</i>	And what's your name?																												
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;"></th> <th style="width: 35%; text-align: left;">Back-up prompts</th> </tr> </thead> <tbody> <tr> <td></td> <td style="padding: 5px;">B, do you work or are you a student?</td> <td style="padding: 5px;">Do you work? Do you study? Are you a student?</td> </tr> <tr> <td style="padding: 5px;"><i>For UK, ask</i></td> <td style="padding: 5px;">Where do you come from?</td> <td style="padding: 5px;">Are you from (Spain, etc.)?</td> </tr> <tr> <td style="padding: 5px;"><i>For Non-UK, ask</i></td> <td style="padding: 5px;">Where do you live?</td> <td style="padding: 5px;">Do you live in ... (name of district / town etc.)?</td> </tr> <tr> <td></td> <td style="padding: 5px;">Thank you.</td> <td></td> </tr> <tr> <td></td> <td style="padding: 5px;">A, do you work or are you a student?</td> <td style="padding: 5px;">Do you work? Do you study? Are you a student?</td> </tr> <tr> <td style="padding: 5px;"><i>For UK, ask</i></td> <td style="padding: 5px;">Where do you come from?</td> <td style="padding: 5px;">Are you from (Spain, etc.)?</td> </tr> <tr> <td style="padding: 5px;"><i>For Non-UK, ask</i></td> <td style="padding: 5px;">Where do you live?</td> <td style="padding: 5px;">Do you live in ... (name of district / town etc.)?</td> </tr> <tr> <td></td> <td style="padding: 5px;">Thank you.</td> <td></td> </tr> </tbody> </table>					Back-up prompts		B , do you work or are you a student?	Do you work? Do you study? Are you a student?	<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?	<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?		Thank you.			A , do you work or are you a student?	Do you work? Do you study? Are you a student?	<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?	<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?		Thank you.	
		Back-up prompts																											
	B , do you work or are you a student?	Do you work? Do you study? Are you a student?																											
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?																											
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	Thank you.																												

Source: Cambridge English Language Assessment

Elaborated by: Almache, C. (2021)

<i>Phase 2</i>	
Interlocutor	
Now, let's talk about friends .	
A , how often do you see your friends?	Back-up prompts
What do you like doing with your friends?	Do you see your friends every day?
B , where do your friends live?	Do you like going to the cinema?
When do you see your friends?	Do your friends live near you?
Extended Response	Do you see your friends at weekends?
Now A , please tell me something about one of your friends.	Back-up questions
	Do you like your friend?
	Where did you meet your friend?
	Did you see your friends last weekend?
Interlocutor	
Now, let's talk about home .	
B , who do you live with?	Back-up prompts
How many bedrooms are there in your house / flat?	Do you live with your family?
A , where do you watch TV at home?	Are there three bedrooms in your house / flat?
What's your favourite room in the house?	Do you watch TV in the kitchen?
Extended Response	Is your bedroom your favourite room?
Now, B , please tell me something about the things you like doing at home, at the weekends.	Back-up questions
	Do you like cooking at the weekends?
	Do you play computer games at the weekends?
	What did you do at home, last weekend?

Source: Cambridge English Language Assessment

Elaborated by: Almache, C. (2021)

Test 1

Part 2 (5-6 minutes)

**Phase 1
Interlocutor**

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....

⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

**Interlocutor /
Candidates**

Use as appropriate.
Ask each candidate
at least one
question.

Do you think...
....eating on the beach is fun?
... eating in restaurants is expensive?
....eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do you think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Source: Cambridge English Language Assessment

Elaborated by: Almache, C. (2021)

Do you like these different places to eat?



Source: Cambridge English Language Assessment

Elaborated by: Almache, C. (2021)

ANNEX 3
APPROVAL

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato,03/05/2021

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

Mg. Sarah Iza Pazmiño, en mi calidad de Coordinador 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: " Movie Technique and the English Language Pronunciation" propuesto por el/la estudiante Cindy Jazmin Almache Ortiz, portador/a de la Cédula de Ciudadanía, 0504333915 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

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

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....
Lda. Mg. Sarah Iza Pazmiño
0901741060
0984060528
Sj.iza@uta.edu.ec

ANEXX 4

PRE-TEST RESULTS

Students	Score
Student 1	4
Student 2	3
Student 3	4
Student 4	4
Student 5	4
Student 6	4
Student 7	4
Student 8	3
Student 9	3
Student 10	4
Student 11	3
Student 12	5
Student 13	4
Student 14	4
Student 15	3
Student 16	3
Student 17	4
Student 18	3
Student 19	4
Student 20	3
Student 21	3
Student 22	4
Student 23	3
Student 24	4
Student 25	3
Student 26	3
Student 27	3
Student 28	2
Student 29	4
Student 30	4
Student 31	3
Student 32	3
Student 33	4
Student 34	4
Student 35	3
Student 36	5
Student 37	3
Student 38	4
Student 39	4
Student 40	4
Average	3.55

Source: Field research

Elaborated by: Almache, C. (2021)

POST-TEST RESULTS

Students	Score
Student 1	4
Student 2	4
Student 3	5
Student 4	5
Student 5	4
Student 6	4
Student 7	5
Student 8	4
Student 9	4
Student 10	4
Student 11	4
Student 12	5
Student 13	4
Student 14	4
Student 15	5
Student 16	5
Student 17	4
Student 18	4
Student 19	4
Student 20	4
Student 21	4
Student 22	4
Student 23	4
Student 24	4
Student 25	3
Student 26	4
Student 27	4
Student 28	3
Student 29	5
Student 30	4
Student 31	4
Student 32	4
Student 33	5
Student 34	4
Student 35	4
Student 36	5
Student 37	4
Student 38	4
Student 39	4
Student 40	4
Average	4,17

Source: Field research

Elaborated by: Almache, C. (2021)

ANEXX 5

Lesson Plan 1

Teacher: Jazmín Almache

Subject: Pedagogy

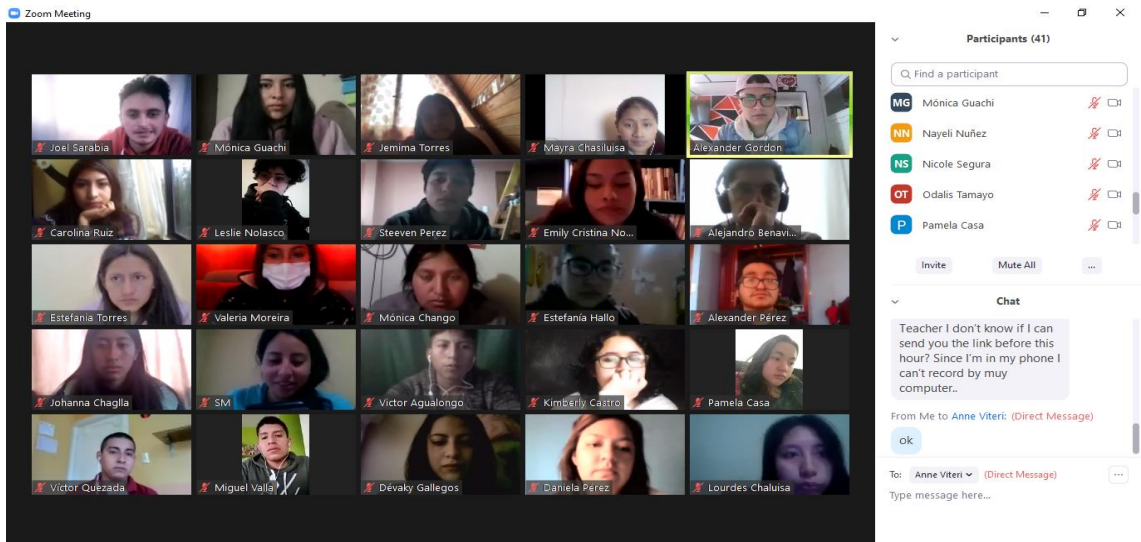
Level: Third semester

Age: 20-21 years old		
Date: 16/ 06/ 2021		
Duration: 40 minutes		
Objective:		
<ul style="list-style-type: none">• To evaluate the level of proficiency of the students' pronunciation.• To explain the process that the teacher will apply to develop pronunciation with movies.		
Time	Activities	Resources
5 min	<ul style="list-style-type: none">• Warm-up: Movie Quiz <p>The teacher plays some audio tracks from movies and asks students to guess the one that corresponds.</p>	<ul style="list-style-type: none">• Zoom meeting• YouTube link https://youtu.be/sLoBacOrYWw
5 min	<ul style="list-style-type: none">• The teacher introduces herself and explains what the treatment will consist of and the activities that would be done in the six sessions.	<ul style="list-style-type: none">• Google Slides https://docs.google.com/presentation/d/1Itc1z4sD4vjMkKX7yrTGZUGgtJtXdCKu2GNHNdOj3JY/edit?usp=sharing
25 min	<ul style="list-style-type: none">• The teacher shares the Wizer.me link to take the pre-test. Then the teacher explains the instructions. Students have to answer 9 questions by recording their voices.	<ul style="list-style-type: none">• Wizer.me https://app.wizer.me/learn/XGCNWV
5 min	<ul style="list-style-type: none">• The teacher plays a scene from the movie Mean Girls. Students are asked to	<ul style="list-style-type: none">• YouTube link https://youtu.be/GlunZpix30I

	<p>pay special attention to the actors' pronunciation. Students watch it twice with the subtitles on, which must be in the English language.</p>	
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Evidence

ZOOM

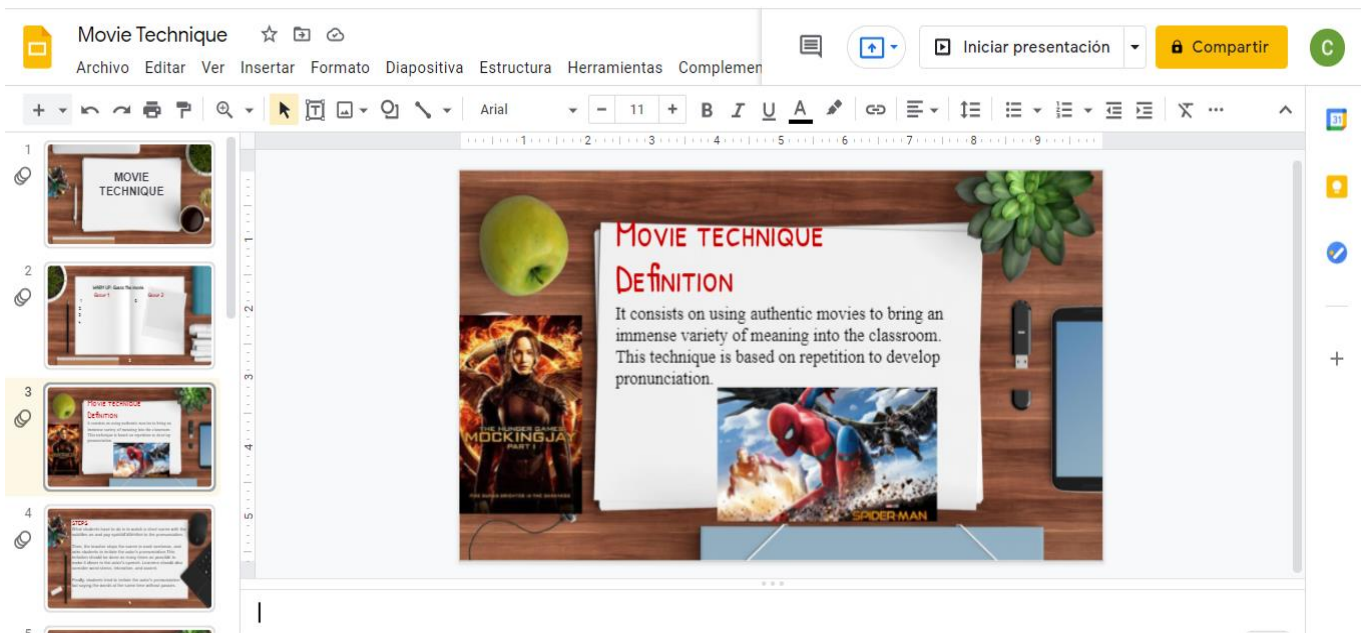


Source: Field research

Elaborated by: Almache, C. (2021)

Google Slides

<https://docs.google.com/presentation/d/1Itc1z4sD4vjMkKX7yrTGZUGgtJtXdCKu2GNHNdOj3JY/edit?usp=sharing>



**3. How often do you see your friends?
What do you like doing with your friends?**

B U T I - 🔊 🗨️ 📷 📄 📝 📌 Ω x₁ x₂ x² ↺ ↻ ✎

Write your answer...

Answer recorder (optional) -  Voice

**4. Where do your friends live?
When do you see your friends?**

B U T I - 🔊 🗨️ 📷 📄 📝 📌 Ω x₁ x₂ x² ↺ ↻ ✎

Write your answer...

**5. Now, let's talk about home.
Who do you live with?
How many bedrooms are there in your house / flat?**

B U T I - 🔊 🗨️ 📷 📄 📝 📌 Ω x₁ x₂ x² ↺ ↻ ✎

Write your answer...

Answer recorder (optional) -  Voice

**6. Where do you watch TV at home?
What's your favourite room in the house?**

B U T I - 🔊 🗨️ 📷 📄 📝 📌 Ω x₁ x₂ x² ↺ ↻ ✎

Write your answer...

Part 2
Now, in this part of the test you are going to talk together.
Here are some pictures that show different places to eat.
Do you like these different places to eat? Say why or why not.
Now, talk together.




Source: (B1 Preliminary Handbook for teachers for exams, 2020)
Taken from: <https://www.cambridgeenglish.org/images/504505-a2-key-handbook-2020.pdf>

8. So, which of these places to eat do you like best?

B U T1 - [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons]

Write your answer...

Answer recorder (optional) -  Voice

9. Now, do you prefer eating with friends or family, B? (Why?)

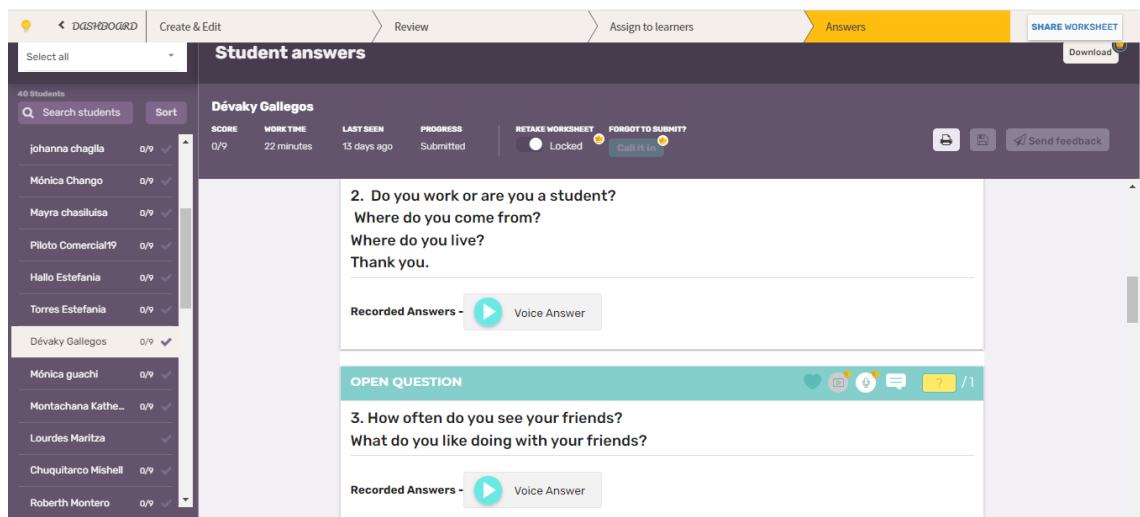
B U T1 - [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons] [Icons]

Write your answer...

Source: Field research


Elaborated by: Almache, C. (2021)

Pre-Test Answers




The screenshot shows a digital assessment interface with a navigation bar at the top containing 'Create & Edit', 'Review', 'Assign to learners', 'Answers', and 'SHARE WORKSHEET'. A sidebar on the left lists 40 students, with 'Dévaky Gallegos' selected. The main area displays the student's answers for two questions:

2. Do you work or are you a student?
Where do you come from?
Where do you live?
Thank you.

Recorded Answers -  Voice Answer

OPEN QUESTION

3. How often do you see your friends?
What do you like doing with your friends?

Recorded Answers -  Voice Answer

Source: Field research

Elaborated by: Almache, C. (2021)

Lesson Plan 2

Teacher: Jazmín Almache

Subject: Pedagogy

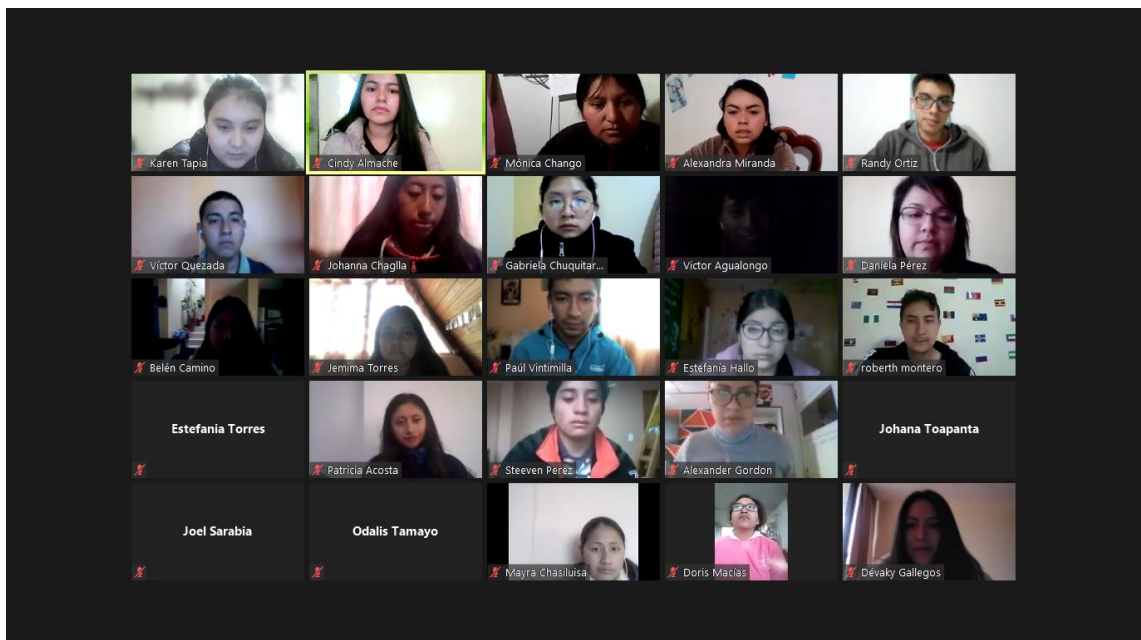
Level: Third Semester

<p>Age: 20-22 years old</p> <p>Date: 18/ 06/ 2021</p> <p>Duration: 45 minutes</p>		
<p>Objective:</p> <ul style="list-style-type: none"> • To apply the Movie Technique to make students develop pronunciation. 		
Time	Description	Materials
5 min	<ul style="list-style-type: none"> • The teacher sends students a link and asks students to match a list of words from the movie with their meaning. 	<ul style="list-style-type: none"> • Zoom meeting • Educaplay https://www.educaplay.com/learning-resources/9695221-mean_girls_vocabulary.html • Movie Scene https://utaedu-my.sharepoint.com/:video/g/person/calmachi3915_uta_edu_ec/EQ-th3l-Dk1Kl8VZAIepqw8B660ajhgHASR2P3QR-AVGLg?e=jz1yWm
5 min	<ul style="list-style-type: none"> • The teacher checks the answers whether they are correct or not. 	
20 min	<ul style="list-style-type: none"> • Then, the teacher plays the scene from the last class and stops the scene in each sentence, and asks some students to imitate the actor's pronunciation by reading the subtitles. This activity is done twice. 	
10 min	<ul style="list-style-type: none"> • The teacher asks students to imitate the actor's pronunciation but saying the words at the same time without pauses twice. The subtitles should be on since they help students read the sentences. 	

5 min	<ul style="list-style-type: none"> The third time students have to record their voices in the Vocaroo platform and students paste the link in a Google Share Document. 	<ul style="list-style-type: none"> Shared word document https://docs.google.com/document/d/1e6fyY7y7Xh8x6rk_V94LUR5_tW3-CGibl58GHeWakH4/edit?usp=sharing
-------	---	--

Evidence

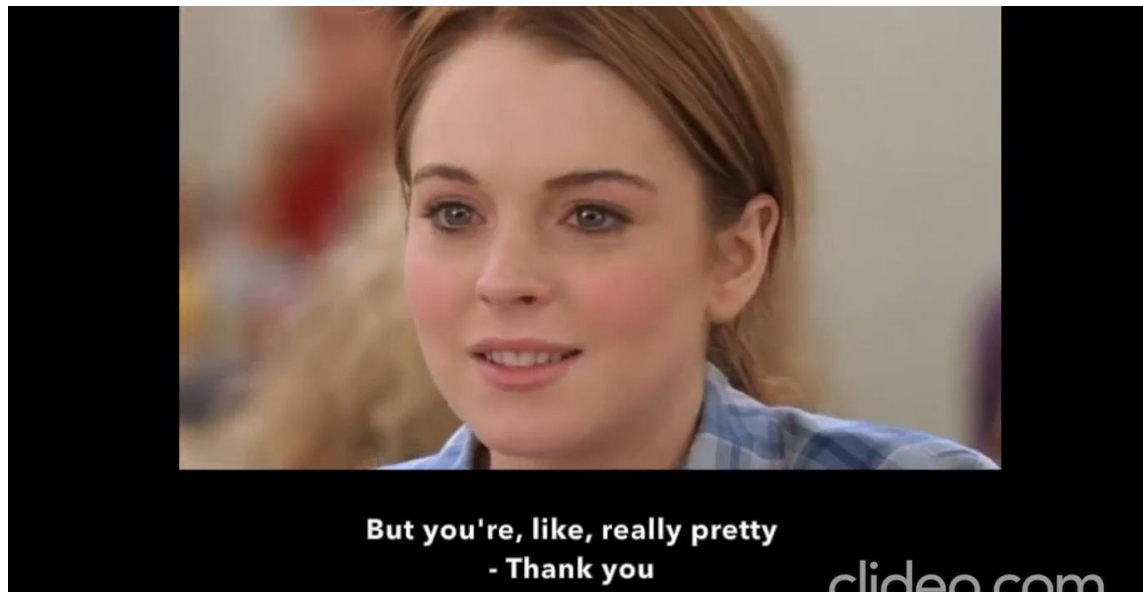
Zoom



Source: Field research

Elaborated by: Almache, C. (2021)

Movie Scene



Source: Field research

Elaborated by: Almache, C. (2021)

Educaplay

https://www.educaplay.com/learning-resources/9695221-mean_girls_vocabulary.html

Mean Girls Vocabulary	NUM. TRIES	SCORE	TIME
Home-schooled	0 / 5	100	00:22
Huge deal			
Fetch			
shut up			
Privacy			
Education at home instead of school			
(Slang) Be quiet, stop making noise			
Isolation, away from attention			
Something really important			
British slang, cool, interesting			

Source: Field research

Elaborated by: Almache, C. (2021)

Shared word document with students' recordings

Name	Vocaroo link
Patricia Acosta	https://voca.ro/1bm1iNSgBocx
Aracelly Andaluz	https://voca.ro/1njksW7g03kH
Alejandro Benavides	https://voca.ro/17DOzZ0OoUIH
Alexander Gordon	https://voca.ro/12IV4ITDVdgT
Belen Camino	https://voca.ro/1nIY19VIDvtx
Kimberly Castro	https://voca.ro/17Z0CjhhDg74
Randy Ortiz	https://voca.ro/13sPLwUTgNtg
Mónica Guachi	https://voca.ro/1do7yGcmLWfl
Alexandra Miranda	https://voca.ro/1fQbMr801Kly
Kerly Fiallos	https://voca.ro/1jkkzFownBlo
Gabriela Chuquitarco	https://voca.ro/1mLKpcNy7h1U
Johanna Chaglia	https://voca.ro/1iu16GQ5tz6v
Emily Noroña	https://vocaroo.com/1bbl1BAa7c9H
Odalís Tamayo	https://voca.ro/1orHiCHWT9YO
Nayeli Nuñez	https://voca.ro/1njNiLhYQCrs
Daniela Pérez	https://voca.ro/1i0D1aSTxNS6
Jemima Torres	https://voca.ro/1gHSfJEPVpKC

Víctor Quezada	https://voca.ro/1ePMIPDf4SHA
Mayra Chasiluisa	https://voca.ro/18ehxKg4t7Jv
<u>Dévaky</u> Gallegos	https://vocaroo.com/1lyew4Ad9HQj?fbclid=IwAR2KdSwcObkVeMfOpGjxaGFw-aaMy3_SHDumkmYLGewjBCg9pr0Teu4RfSI
Estefania Hallo	https://voca.ro/17X9cb8fa9lx
Doris Macías	https://voca.ro/1omNziLpoPIH
Leslie Nolasco	https://voca.ro/148c5a1KoT6D
Silvana Montachana	https://voca.ro/12uSLMTOLGFY
Carolina Ruiz	https://voca.ro/1btICPOggxNr
Valeria Moreira	https://voca.ro/17nyCMzMbf0O
Pamela Casa	https://voca.ro/16WKjHxkwRP1
Paúl Vintimilla	https://voca.ro/1izQuctBpJQU
Joel Sarabia	https://vocaroo.com/12YcApAN13P5

Estefania Torres	https://voca.ro/1kLyuA4uFA9p
Wilma Sopa	https://voca.ro/1aqtcsglFKaq
Monica Chango	https://voca.ro/15nUoSNRtoiz
Johana Toapanta	https://voca.ro/1aF7MYzYkcTY
Victor Agualongo	https://voca.ro/15Q1afDodIW2
Nicole Segura	https://voca.ro/1bOhpsMiy7zr
Steeven Pérez	https://voca.ro/1cSzUbY54jdW
Miguel Valla	https://voca.ro/1i1He26fm23h
Karen Tapia	https://voca.ro/1ixsZyRYbTI3
Genesis Oñate	https://voca.ro/14tcylh9I
Alexander Pérez	https://voca.ro/1cjNe3PFLyhK
Lourdes Chaluisa	https://voca.ro/1h4cS3HVY8UR

Source: Field research

Elaborated by: Almache, C. (2021)

Lesson Plan 3

Teacher: Jazmín Almache

Subject: Pedagogy

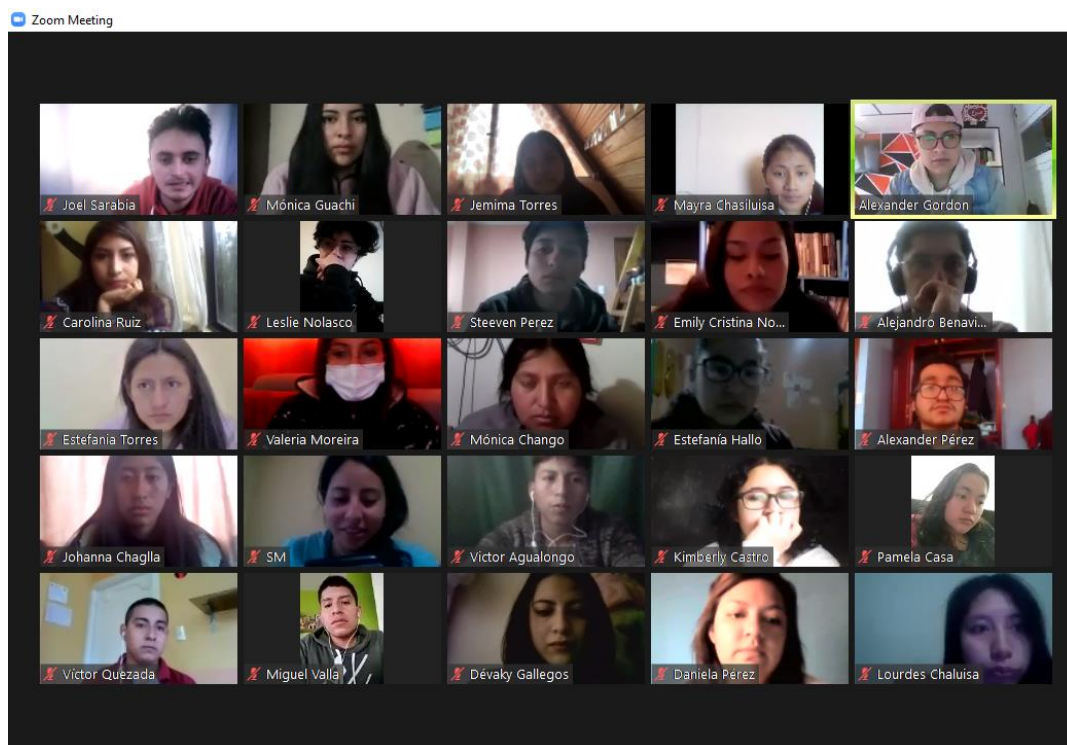
Level: Third Semester

<p>Age: 20-22 years old</p> <p>Date: 23/ 06/ 2021</p> <p>Duration: 45 minutes</p>		
<p>Objective:</p> <ul style="list-style-type: none"> To apply the Movie Technique to make students develop pronunciation. 		
Time	Description	Materials
5 min	<ul style="list-style-type: none"> The teacher sends students a link and asks students to match a list of words from the movie with their meaning. 	<ul style="list-style-type: none"> Zoom meeting Educaplay
5 min	<ul style="list-style-type: none"> The teacher checks the answers whether they are correct or not. 	<p>https://www.educaplay.com/learning-resources/9752598-spiderman_vocabulary.html</p> <ul style="list-style-type: none"> Movie Scene https://utaedu-my.sharepoint.com/:v/g/personal/calmachi3915_uta_edu_ec/EQV3DasY1DdOgokVZn1lj_sBbIF8rwVCkb27hjKWfLlKCG?e=3LpaaV Shared word document https://docs.google.com/document/d/1hmjVznDOdonWh6MFk8x9qe5eEqq510LIJOMADPx2nXg/edit
5min	<ul style="list-style-type: none"> The teacher plays a scene from the movie Spiderman: Homecoming twice. 	
20 min	<ul style="list-style-type: none"> Then, she stops the scene in each sentence and asks students to imitate the actor's pronunciation. The teacher asks some students to repeat the sentences aloud. This activity is done twice. 	
10 min	<ul style="list-style-type: none"> The teacher asks students to imitate the actor's pronunciation but saying the words at the same time without pauses twice. The third time they have to record their voices 	

	in the Vocaroo platform and students paste the link in a Google Share Document.	
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Evidence

Zoom



Source: Field research

Elaborated by: Almache, C. (2021)

Movie Scene

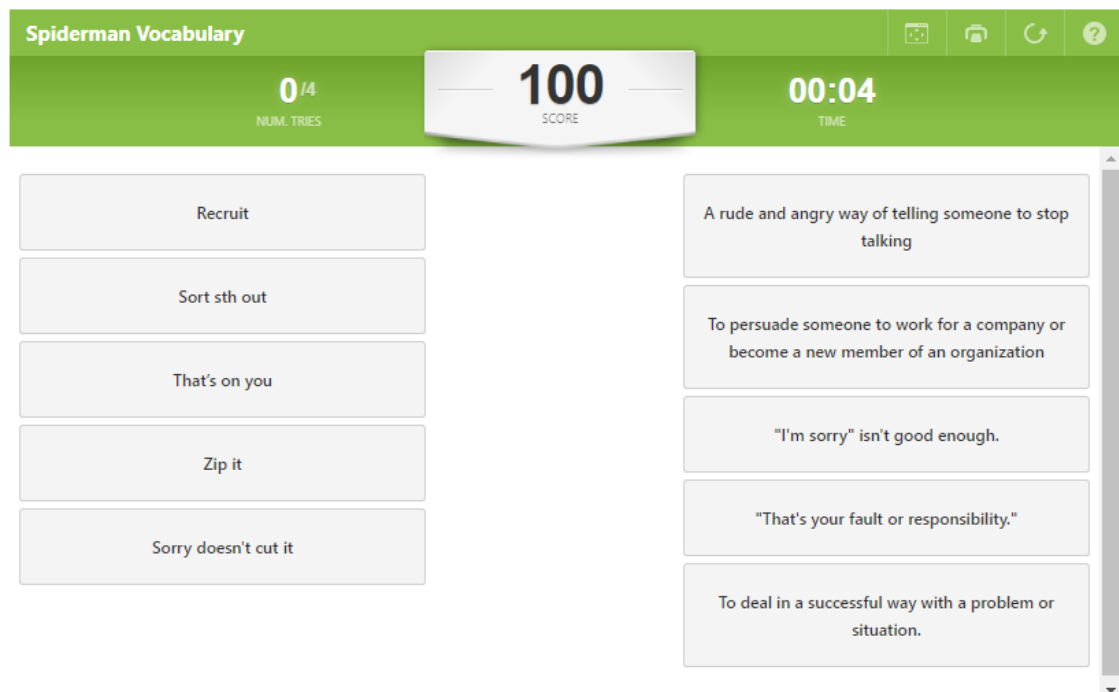


Source: Field research

Elaborated by: Almache, C. (2021)

Educaplay Activity

https://www.educaplay.com/learning-resources/9752598-spiderman_vocabulary.html



Word	Definition
Recruit	A rude and angry way of telling someone to stop talking
Sort sth out	To persuade someone to work for a company or become a new member of an organization
That's on you	"I'm sorry" isn't good enough.
Zip it	"That's your fault or responsibility."
Sorry doesn't cut it	To deal in a successful way with a problem or situation.

Source: Field research

Elaborated by: Almache, C. (2021)

Shared word document with students' recordings

Name	Vocaroo link
1 Acosta Montesdeoca Patricia Fernanda	https://voca.ro/18XzWhPc01pz
2 Agualongo Palate Victor Rolando	https://voca.ro/1bE9c2jJ86Wx
3 Andaluz Freire Aracelly Abigail	https://voca.ro/1mYTHGEB2XgS
4 Benavides Guaman Emanuel Alejandro	https://voca.ro/152YG7KyRsmg
5 Camino Cordero Odalis Belen	https://voca.ro/17oufkqb0tQy
6 Casa Molina Pamela Elizabeth	https://voca.ro/1dOM1p38fQRj
7 Castro Lozada Kimberly Yadira	https://voca.ro/1bjdh6r4XKOM
8 Chaglla Moyolema Johanna Lisette	https://vocaroo.com/1TVcLvm0YeUy
9 Chaluisa Chaluisa Lourdes Maritza	https://voca.ro/1dNI72QeXI5h
10 Chasiluisa Chicaiza Mayra Alejandra	https://voca.ro/1026ELM9vvygK
11 Chuquitarco Guagchinga Gabriela Mishell	https://voca.ro/1kkUZbtbIRco
12 Gallegos Pandacina Devaky Maeba	https://voca.ro/14n5Zjp5gh4J
13 Gordon Fiallos Bryan Alexander	https://voca.ro/16bDhWB9Gves
14 Guachi Caiza Monica Katherine	https://voca.ro/11i35cPruUwL
15 Hallo Salazar Laura Estefania	https://voca.ro/1iw29vR5IWqh
16 Macias Pujos Doris Yamileth	https://voca.ro/12lpGvmqudT

Source: Field research

Elaborated by: Almache, C. (2021)

17 Miranda Moya Evelyn Alexandra	https://voca.ro/18YDao3WhHLv
18 Montachana Chicaiza Silvana Katherine	https://voca.ro/1nUT1lswupe7
19 Montero Llundo Roberth Vicente	https://voca.ro/19Vau2Fa2ftn
20 Moreira Garcia Valeria Isabel	https://voca.ro/1n8QavPx7Ud0
21 Nolasco Zapata Leslie Estefania	https://voca.ro/13ZI35iOs4st
22 Noroña Tapia Emily Cristina	https://vocaroo.com/1bzAFRRHGLbn
23 Nuñez Melo Nayeli Nicole	https://voca.ro/15HAQbv31loy
24 Oñate Perez Genesis Mireya	https://voca.ro/18tkZHYsqr67
25 Ortiz Mera Randy Israel	https://voca.ro/1oe9lyLOO9z7
26 Perez Barahona Abner Steeven	https://voca.ro/19dp2AVOWnlh
27 Perez Hidalgo Saul Alexander	https://voca.ro/12FkM7H3C3Q4
27 Perez Hidalgo Saul Alexander	https://voca.ro/12FkM7H3C3Q4
28 Perez Luzuriaga Daniela Noemi	https://voca.ro/1IH3EBCKNiMp
29 Quezada Peñarreta Victor Hugo	https://voca.ro/1fNarbb2zebQ
30 Sarabia Moreno Joel Paul	https://voca.ro/1h0Y7KfSVOjD
31 Segura Pilatasig Nicole Abigail	https://voca.ro/1ioHWCFZyXIE
32 Sopa Chillagana Wilma Cecilia	https://voca.ro/1iHrfCAa9JtT
33 Tamayo Villena Odalis Analia	https://voca.ro/1gX0mTqeQyLW
34 Tapia Benitez Karen Viviana	https://voca.ro/1cMlrKEg1mbp

Source: Field research

Elaborated by: Almache, C. (2021)

35 Toapanta Basantes Johana Lisbeth	https://voca.ro/1hiu9PO6D6mr
36 Torres Bustos Yomaira Estefania	https://voca.ro/1e6ygQZAeOUm
37 Torres Perez Jemima Abigail	https://voca.ro/12GjtpziLJWR
38 Valla Bonilla Luis Miguel	https://voca.ro/17hNQjjB8mfR
39 Vintimilla Jumbo Paul Andres	https://voca.ro/1g3HL7VCivDW
40. Monica Chango	https://drive.google.com/file/d/160CXmzCWbS-Y8TBvS76lZLPIE_gWBLok/view?usp=sharing

Source: Field research

Elaborated by: Almache, C. (2021)

Lesson Plan 4

Teacher: Jazmín Almache

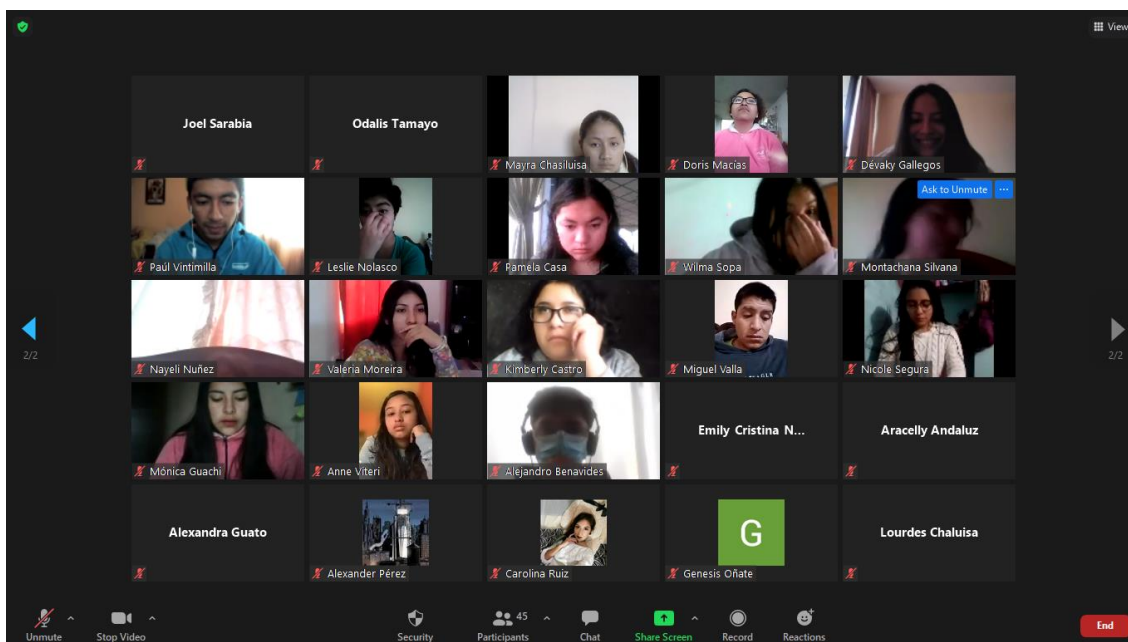
Subject: Pedagogy

Level: Third Semester

<p>Age: 20-22 years old</p> <p>Date: 25/ 06/ 2021</p> <p>Duration: 45 minutes</p>		
<p>Objective:</p> <ul style="list-style-type: none"> To apply the Movie Technique to make students develop pronunciation. 		
Time	Description	Materials
5 min	<ul style="list-style-type: none"> The teacher sends students a link and asks students to match a list of words from the movie with their meaning. 	<ul style="list-style-type: none"> Zoom meeting Educaplay <p>https://www.educaplay.com/learning-resources/9784360-spiderman_vocabulary.html</p>
5 min	<ul style="list-style-type: none"> The teacher checks the answers whether they are correct or not. 	<ul style="list-style-type: none"> Movie Scene https://utaedu-my.sharepoint.com/:v/g/personal/calmachi3915_uta_edu_ec/EQGLcO8lc9tDjNaFww2_w5EBzXJp_U7p05_1b7RrFXW616w?e=hoowpE
5 min	<ul style="list-style-type: none"> The teacher plays a scene from the movie Spiderman twice. The teacher explains to students they will work in pairs in breakout rooms. They are asked to develop the same process they did with the other scenes which consist of watching, repeating, and recording. As in the scene, there are two characters, each student is going to take the role of one character and perform the imitation. 	
25 min		<ul style="list-style-type: none"> Google Docs https://docs.google.com/document/d/1XSZQ253nXodpDqefcvOWkwUwf5jF99ABksx2RPkxNMk/edit?usp=sharing

5 min	<ul style="list-style-type: none"> Students record their voices in the Vocaroo platform and students paste the link in a Google Share Document. 	
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Zoom



Source: Field research

Elaborated by: Almache, C. (2021)

Movie Scene

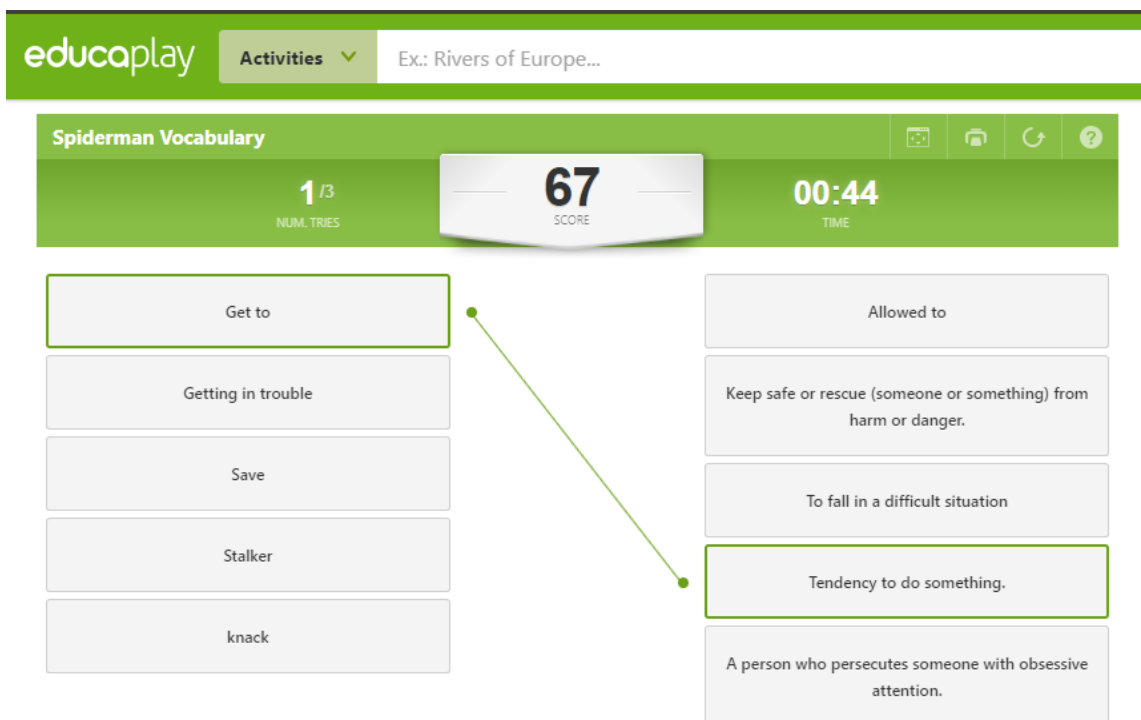


Source: Field research

Elaborated by: Almache, C. (2021)

- **Educaplay Activity**

https://www.educaplay.com/learning-resources/9784360-spiderman_vocabulary.html



Spiderman Vocabulary

Activities Ex: Rivers of Europe...

1/3 NUM. TRIES 67 SCORE 00:44 TIME

Get to	Allowed to
Getting in trouble	Keep safe or rescue (someone or something) from harm or danger.
Save	To fall in a difficult situation
Stalker	Tendency to do something.
knack	A person who persecutes someone with obsessive attention.

Source: Field research

Elaborated by: Almache, C. (2021)

Shared word document with students' recordings

Name	Vocaroo link
1 Acosta Montesdeoca Patricia Fernanda	https://voca.ro/17h4bWqi6936
2 Agualongo Palate Victor Rolando	https://voca.ro/11PlvYjC6XOJ
3 Andaluz Freire Aracelly Abigail	https://voca.ro/1il68XG5vZi4
4 Benavides Guaman Emanuel Alejandro	https://voca.ro/1hS1UdstugB4
5 Camino Cordero Odalis Belen	https://vocaroo.com/1oJLs3UdZYdj
6 Casa Molina Pamela Elizabeth	https://voca.ro/1cWsjhhAFHBV
7 Castro Lozada Kimberly Yadira	https://voca.ro/1hS1UdstugB4
8 Chaglla Moyolema Johanna Lissette	https://voca.ro/1cWsjhhAFHBV
9 Chaluisa Chaluisa Lourdes Maritza	https://voca.ro/1mhOOTefYbGU
10 Chasiluisa Chicaiza Mayra Alejandra	https://voca.ro/1jDg1tyyJt1g
11 Chuquitarco Guagchinga Gabriela Mishell	https://voca.ro/1jDg1tyyJt1g
13 Gordon Fiallos Bryan Alexander	https://voca.ro/19ZoLiOm1Blc
14 Guachi Caiza Monica Katherine	https://vocaroo.com/1oJLs3UdZYdj
15 Guato Mena Lissette Alexandra	https://voca.ro/1nfHe9MLSPjb
16 Hallo Salazar Laura Estefania	https://voca.ro/1nfHe9MLSPjb

17 Macias Pujos Doris Yamileth	https://voca.ro/1mCN11jGjIT3
18 Miranda Moya Evelyn Alexandra	https://voca.ro/1g3ELE4UUJN0
19 Montachana Chicaiza Silvana Katherine	https://voca.ro/1mCN11jGjIT3
20 Montero Llundu Roberth Vicente	https://vocaroo.com/18hZPZxm8hND
21 Moreira Garcia Valeria Isabel	https://voca.ro/1kOLGQTVuVFZ
22 Nolasco Zapata Leslie Estefania	https://voca.ro/1kOLGQTVuVFZ
23 Noroña Tapia Emily Cristina	https://vocaroo.com/18hZPZxm8hND
24 Nuñez Melo Nayeli Nicole	https://voca.ro/1a2nhf8QvSxa
25 Oñate Perez Genesis Mireya	https://vocaroo.com/18hZPZxm8hND
26 Ortiz Mera Randy Israel	https://voca.ro/15CL73NucZlc
27 Perez Barahona Abner Steeven	https://voca.ro/1hf5OVc2uZHw
28 Quezada Peñarreta Victor Hugo	https://voca.ro/11Wlt9OBhzDu
29 Ruiz Proaño Carolina Marisol	https://voca.ro/1il68XG5vZi4
30 Sarabia Moreno Joel Paul	https://voca.ro/11Wlt9OBhzDu
31 Segura Pilatasig Nicole Abigail	https://voca.ro/15CL73NucZlc
32 Sopa Chillagana Wilma Cecilia	https://voca.ro/1o6QjutXAyzC

33 Tamayo Villena Odalis Analia	https://voca.ro/19ZoLiOm1Blc
34 Tapia Benitez Karen Viviana	https://voca.ro/1hCHWPgtolVN
35 Toapanta Basantes Johana Lisbeth	https://voca.ro/1o6QjutXAyzC
36 Torres Bustos Yomaira Estefania	https://voca.ro/1kSkRchjvC1m
37 Torres Perez Jemima Abigail	https://voca.ro/12Wiv0uayKmk
38 Valla Bonilla Luis Miguel	https://vocaroo.com/1jxgeMx82IKj
39 Vintimilla Jumbo Paul Andres	https://voca.ro/1hf5OVc2uZH
40 Mónica Chango	https://voca.ro/1idz8qTcy1SM

Source: Field research

Elaborated by: Almache, C. (2021)

Lesson Plan 5

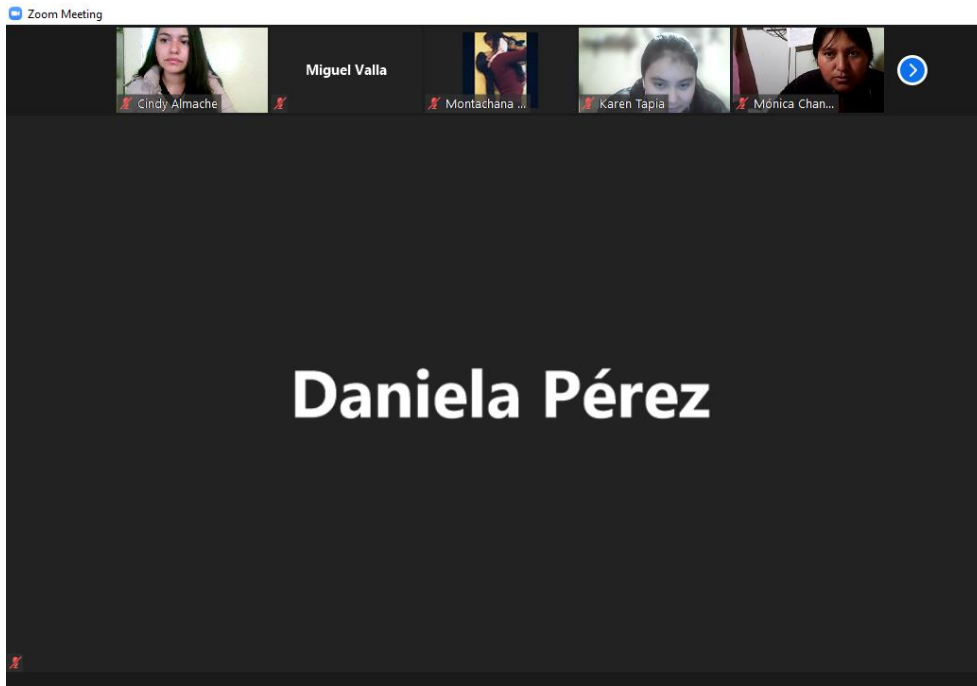
Teacher: Jazmín Almache

Subject: Pedagogy

Level: Third Semester

<p>Age: 20-22 years old</p> <p>Date: 30/ 06/ 2021</p> <p>Duration: 35 minutes</p>		
<p>Objective:</p> <ul style="list-style-type: none"> • To apply the Movie Technique to make students develop pronunciation. 		
Time	Description	Materials
5 min	<ul style="list-style-type: none"> • The teacher explains to students they will work in pairs in breakout rooms again with the same scene of the last class. This time, they are going to play the others' character role. 	<ul style="list-style-type: none"> • Zoom meeting
25 min	<ul style="list-style-type: none"> • The teacher sends students the scene link. • Students are asked to develop the same process they did with the other scenes which consist of watching, repeating, and recording. 	<ul style="list-style-type: none"> • Movie Scene https://utaedu-my.sharepoint.com/:v/g/personal/calmachi3915_utaedu.ec/EQGLcO8lc9tDjNaFww2_w5EBzXJp_U7p051b7RrFXW616w?e=hoowpE
5 min	<ul style="list-style-type: none"> • Students record their voices in the Vocaroo platform and students paste the link in a Google Share Document. 	<ul style="list-style-type: none"> • Google Docs https://docs.google.com/document/d/1XSZQ253nXodpDqefcvOWkwUwf5jF99ABksx2RPkxNMk/edit?usp=sharing

Zoom



Source: Field research

Elaborated by: Almache, C. (2021)

Shared word document with students' recordings

Name	Vocaroo link
1 Acosta Montesdeoca Patricia Fernanda	https://voca.ro/1kSkRchjvC1m
2 Agualongo Palate Victor Rolando	https://voca.ro/15LUURPmYcqT
3 Andaluz Freire Aracelly Abigail	https://voca.ro/125udzo1FLHJ
4 Benavides Guaman Emanuel Alejandro	https://voca.ro/18kaKcDF1xJ0
5 Camino Cordero Odalis Belen	https://voca.ro/1mhOOTefYbGU
6 Casa Molina Pamela Elizabeth	https://voca.ro/1a2nhf8QvSxa
7 Castro Lozada Kimberly Yadira	https://voca.ro/18kaKcDF1xJ0
8 Chaglla Moyolema Johanna Lissette	https://voca.ro/1mhOOTefYbGU
9 Chaluisa Chaluisa Lourdes Maritza	https://voca.ro/1mhOOTefYbGU

10 Chasiluisa Chicaiza Mayra Alejandra	https://voca.ro/1jCM9xQuEXJw
11 Chuquitarco Guagchinga Gabriela Mishell	https://voca.ro/1jCM9xQuEXJw
12 Gallegos Pandacina Devaky Maeba	https://voca.ro/1hCHWPgtolVN
13 Gordon Fiallos Bryan Alexander	https://voca.ro/1itMdgoDxiOI
14 Guachi Caiza Monica Katherine	https://vocaroo.com/1g3ELE4UUJN0
15 Guato Mena Lissette Alexandra	https://voca.ro/1bRuwN2NQvHN

Source: Field research

Elaborated by: Almache, C. (2021)

16 Hallo Salazar Laura Estefania	https://voca.ro/1bRuwN2NQvHN
17 Macias Pujos Doris Yamileth	https://voca.ro/1mCN11jGjIT3
18 Miranda Moya Evelyn Alexandra	https://voca.ro/1oJLs3UdZYdj
19 Montachana Chicaiza Silvana Katherine	https://voca.ro/1mCN11jGjIT3
20 Montero Llundo Roberth Vicente	https://vocaroo.com/1lVuqXpA4s7B
21 Moreira Garcia Valeria Isabel	https://voca.ro/1dVwIAVqXYkZ
22 Nolasco Zapata Leslie Estefania	https://voca.ro/1dVwIAVqXYkZ
23 Noroña Tapia Emily Cristina	https://vocaroo.com/1lVuqXpA4s7B
24 Nuñez Melo Nayeli Nicole	https://voca.ro/1cWsjhhAFHBV
25 Oñate Perez Genesis Mireya	https://voca.ro/12Wiv0uayKmk
26 Ortiz Mera Randy Israel	https://voca.ro/11Ya5JsKPwLd
27 Perez Barahona Abner Steeven	https://voca.ro/15MuhM26HRG
28 Perez Hidalgo Saul Alexander	https://voca.ro/1dsuhBMIDoBg
29 Quezada Peñarreta Victor Hugo	https://voca.ro/1dLBJ8aM9cv
30 Ruiz Proaño Carolina Marisol	https://voca.ro/125udzo1FLHJ
31 Sarabia Moreno Joel Paul	https://voca.ro/1dLBJ8aM9cv

Source: Field research

Elaborated by: Almache, C. (2021)

32 Segura Pilatasig Nicole Abigail	https://voca.ro/11Ya5JsKPwLd
33 Sopa Chillagana Wilma Cecilia	https://voca.ro/1noWaVWYwXfM
34 Tamayo Villena Odalis Analia	https://voca.ro/1itMdgoDxiOI
35 Tapia Benitez Karen Viviana	https://voca.ro/1dsuhBMIDoBg
36 Toapanta Basantes Johana Lisbeth	https://voca.ro/1noWaVWYwXfM
37 Torres Bustos Yomaira Estefania	https://voca.ro/17h4bWqi6936
38 Torres Perez Jemima Abigail	https://voca.ro/1jpKEXmEXJeY
39 Valla Bonilla Luis Miguel	https://vocaroo.com/18OqinbNCzCf
40 Vintimilla Jumbo Paul Andres	https://voca.ro/15MuhM26HRGg

Source: Field research

Elaborated by: Almache, C. (2021)

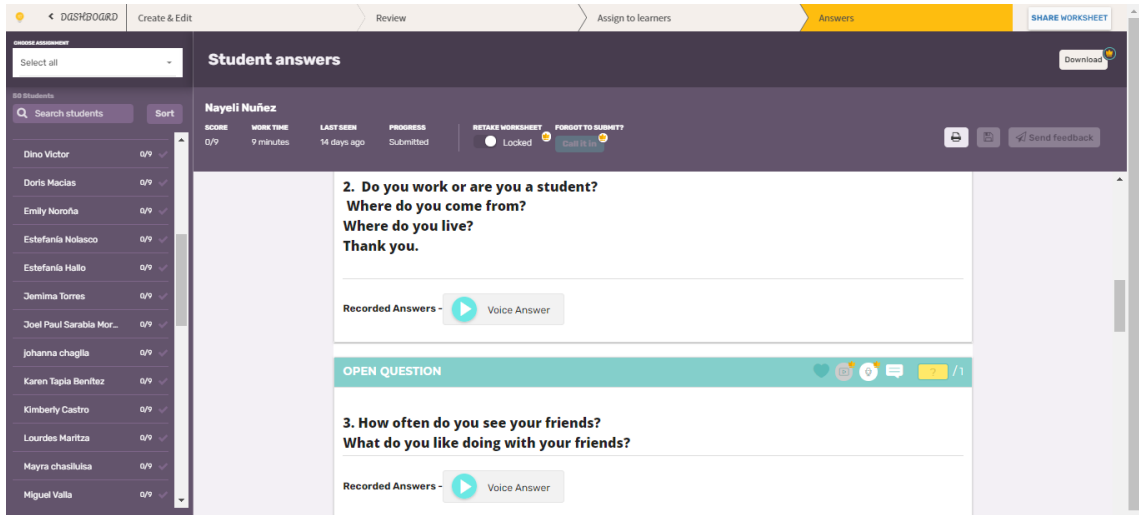
Lesson Plan 6

Teacher: Jazmín Almache

Subject: Pedagogy

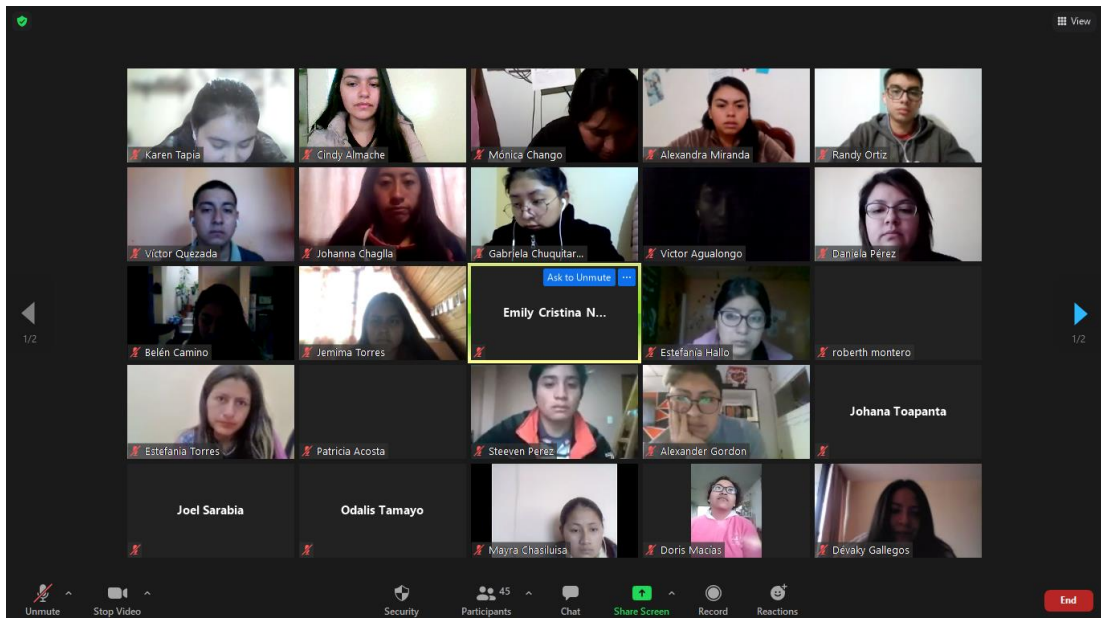
Level: Third semester

<p>Age: 20-21 years old</p> <p>Date: 2/ 07/ 2021</p> <p>Duration: 35 minutes</p>		
<p>Objective:</p> <ul style="list-style-type: none"> To evaluate the level of proficiency of the students' pronunciation after the experiment. 		
Time	Activities	Resources
5 min	<ul style="list-style-type: none"> Warm-up: Spelling game 	<ul style="list-style-type: none"> Zoom meeting
5 min	<ul style="list-style-type: none"> The teacher and students discuss the experiment and the technique they have learned. It is suggested to keep practicing since it can be developed autonomously. 	<ul style="list-style-type: none"> Bamboozle https://www.baamboozle.com/game/192341
20 min	<ul style="list-style-type: none"> The teacher shares the Wizer.me link to take the pre-test. Then the teacher explains the instructions. Students have to answer 9 questions by recording their voices. 	<ul style="list-style-type: none"> Wizer.me https://app.wizer.me/learn/EC41JK
5 min	<ul style="list-style-type: none"> End of the treatment and farewell 	



Source: Field research

Elaborated by: Almache, C. (2021)



Source: Field research

Elaborated by: Almache, C. (2021)



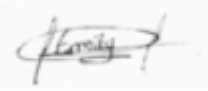

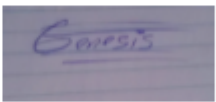


ANEXX 5







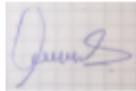
Students' signatures

Name	Signature	Id Number
1 Acosta Montesdeoca Patricia Fernanda		1804710760
2 Agualongo Palate Victor Rolando		1850508969
3 Andaluz Freire Aracelly Abigail		1850288166
4 Benavides Guaman Emanuel Alejandro		0604311621
5 Camino Cordero Odalis Belen		1850460146
6 Casa Molina Pamela Elizabeth		0550632061

7 Castro Lozada Kimberly Yadira		1850104886
8 Cevallos Oñate Leonardo Daniel		0803402967
9 Chaglia Moyolema Johanna Lissette		1805626387
10 Chaluisa Chaluisa Lourdes Maritza		1850043769
11 Chasiluisa Chicaiza Mayra Alejandra		0550832061
12 Chuquitarco Guagchinga Gabriela Mishell		0550107957
13 Gordon Fiallos Bryan Alexander		1850099118

14 Guachi Caiza Mónica Katherine		1850507888
15 Guato Mena Lissette Alexandra		1804779310
16 Hallo Salazar Laura Estefania		1804380259
17 Macias Pujos Doris Yamileth		1805440755
18 Miranda Moya Evelyn Alexandra		1850826514
19 Montachana Chicaiza Silvana Katherine		1803733847
20 Montero Lundo Roberth Vicente		1850027374

21 Moreira Garcia Valeria Isabel		2150045363
22 Nolasco Zapata Leslie Estefania		0504021882
23 Noroña Tapia Emily Cristina		0503574881
24 Nuñez Melo Nayeli Nicole		0503849259
25 Oñate Perez Genesis Mireya		1850995455
26 Ortiz Mera Randy Israel		1804659660
27 Perez Barahona Abner Steeven		1850755826

28 Perez Hidalgo Saul Alexander		
29 Perez Luzuriaga Daniela Noemi		
30 Quezada Peñarreta Victor Hugo		1950188779
31 Ruiz Proaño Carolina Marisol		1727148589
32 Sarabia Moreno Joel Paul		1804391199
33 Segura Pilatasig Nicole Abigail		1803983954
34 Sopa Chillagana Wilma Cecilia		0504714734

ANNEX 6

Urkund Report



Document Information

Analyzed document	Almache Jazmin, Proyecto de Trabajo de Titulación.pdf (D110705405)
Submitted	7/23/2021 10:23:00 PM
Submitted by	
Submitter email	calmachi3915@uta.edu.ec
Similarity	8%
Analysis address	ve.chicaiza.uta@analysis.orkund.com

Sources included in the report

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SA	UNIVERSIDAD TECNICA DE AMBATO / ALL CHAPTERS.docx Document ALL CHAPTERS.docx (D110525190) Submitted by: msolis2888@uta.edu.ec Receiver: elsamchimboc.uta@analysis.orkund.com	1
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