UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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

Theme:

"ENTERTAINMENT PODCASTS AND PRONUNCIATION SKILL"

Author: Cabrera Curco Magaly Shirley

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Ambato – Ecuador

2022

II. SUPERVISORAPPROVAL

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I, Mg, Ximena Alexandra Calero Sanchez holder of the I.D No. 1802884062, in my capacity as supervisor of the Research dissertation on the topic:"Entertainment podcast and pronunciation skill" investigated by Miss Cabrera Curco Magaly Shirley, with I.D No.1805401732, confirm that this research report meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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

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V. DEDICATION

TO:

My dear mother who was with me the whole time and encouraged me to pursue my academic goals.

Shirley.

VI. AKNOWLEDGEMENTS

First of all, I thank God for giving me the strength every day to live my life and achieve my goals. Thanks also to my family who supported me throughout the academic journey, to my mother who was with me and to my cousin who helped me in this research from the beginning. And finally, I want to thank my friends and teachers who were with me throughout the semester.

Shirley.

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TOPIC: "ENTERTAINMENT PODCASTS AND PRONUNCIATION SKILL"

AUTORA: Cabrera Curco Magaly Shirley

TUTOR: Mg. Calero Sánchez Ximena Alexandra

ABSTRACT

A podcast is an audio content in which anyone can listen to their topics of interest on any electronic device. A podcast can cover a wide range of topics, including entertainment, opinion, news and reviews. Additionally, they provide an excellent opportunity for students who have visual or attention issues to approach class materials in a more user-friendly format. This research aimed to determine the effect of podcast use on the development of pronunciation skills in first-year high school students. A quasi-experimental approachwas applied to a group of 18 learners, the instruments to examine the pronunciation level of the students were a pre-test and post-test. The study was carried out over a period of three weeks in which the researcher used various worksheets containing the supra-segmental features of pronunciation, which were: sound, linking, intonation and stress. To verify the hypothesis, it was utilized the SPSS software. As a result, it was foundthat the development of the students' pronunciation improved during the interventions, which is argued in the conclusions of this work. In conclusion, the findings of this studyconfirmed that the use of podcasts for the development of pronunciation skill does have a positive impact and it is recommended to use them.

Key words: podcasts, pronunciation, learning media, technology, English language.

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RESUMEN

Un podcast es un contenido de audio el cual permite que cualquier persona pueda escuchar sus temas de interés desde cualquier dispositivo electrónico, pueden cubrir una amplia gama de temas, incluidos entretenimiento, opinión, noticias y reseñas. Adicionalmente, brindan una excelente oportunidad para que los estudiantes que tienen problemas visuales o de atención se acerquen a los materiales de clase en un formato más fácil de usar. Esta investigación tuvo como objetivo determinar el efecto del uso de podcast en el desarrollo de habilidades de pronunciación en estudiantes de primer año de secundaria. Se aplicó un enfoque cuasi-experimental a un grupo de 18 aprendices, los instrumentos para poder examinar el nivel de pronunciación de los estudiantes fueron un pre-test y un post-test. El estudio se llevó a cabo durante un período de tres semanas en las que la investigadora utilizó diversas fichas que contenían las características supra-segmentarias de la pronunciación, que eran: sonido, enlace, entonación y acentuación. Para verificar la hipótesis se utilizó el software SPSS. Como resultado se encontró que el desarrollo de la pronunciación de los estudiantes mejoró durante las intervenciones, lo cual se argumenta en las conclusiones de este trabajo. En conclusión, los hallazgos de este estudio confirmaron que el uso de podcasts para el desarrollo de la habilidad de pronunciación tiene un impacto positivo y se recomienda su uso.

Palabras clave: podcasts, pronunciación, medio de aprendizaje, tecnología, inglés.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Research background

The main aim of this research is to analyze the impact of using entertainment podcasts on pronunciation skills. Therefore, several investigations whose studies are directly related to the topic of this research project, such as: scientific journals, articles, books and previous theses served as a point of reference and were considered for the same. The most closely related ones are described in this section.

Bijak (2017), in her research project, was concerned about learning media that could help students pronunciation using podcasts. This was action research to solve students' pronunciation problems while learners pronounce English words, especially animal names. The population were 8 male students and 7 female students who in total add up to 15 children. In addition, the instruments utilized during the interventions were pre-test and post-test about animal names. In addition, the used of flashcards, podcast, questionnaires, and pronunciation rubrics were necessary to evaluate and collect information data. On the other hand, the results showed that in the pre-test, the mean score was 3.7, and in the post-test, was 6.5, leaving a difference of 2.8. The results obtained in this study showed that the students had a positive reaction towards the approach and concluded that podcasts it is a very useful and adequate media to improve the learners pronunciation.

Bakla (2018) studied that podcast provides meaningful information in a listening and pronunciation class for intermediate learners of English. The research population was eight students. The researcher used a series of questions which were applied to analyze students' perceptions and found a short podcast and studied it extensively outside the classroom each week and did various activities before coming to class. The research used a qualitative approach since it explores the experience of intermediate learners of English in the use of podcasts to improve listening, speaking, and pronunciation skills.

Besides, interviewees frequently contrasted the beginning and end of the project regarding their perceived ability to speak and understand spoken language and how they felt listening to podcasts outside of class. The participants' attitude toward using podcasts for extended listening was not the same at the beginning and at the end of the project. With these results, it was concluded that this podcast project was useful to improve the listening and speaking skills of the participants. More importantly, the results indicated that listening to podcasts provided students with some meaningful input.

The most recent Sandoval (2022) study aimed to determine the influence of audiobooks on English pronunciation. For this study, a total of 17 level A1 English students from the Universidad Indoamerica were selected as a sample, a total of 17 men and women. In addition, the age of the participants ranged between 20 and 26 years. The researcher used a quantitative quasi-experimental research approach since the data was collected through a pre-test and post-test to demonstrate the effects of audiobooks on English pronunciation. The application of this research was carried out for 4 weeks with a total of 8 sessions, where a pre-test and a post-test were applied, using a standardized test of the Cambridge English: Key (KET) exam. During the lessons, the students listened to the last chapter of the audiobook twice and then recorded themselves reading a few sentences. Finally, the students took the post-test. The results obtained showed a significant improvement in this indicator, since during the previous test the students achieved an average of 3.59 points, then in the subsequent test they obtained 4.50 out of 5, showing an improvement of 0.91 points, which indicates that audiobooks influence positively in the pronunciation of the students. Finally, it is important to choose the audiobooks according to the level of English and the age of the students.

In the research project developed by Gonzales (2019), 47 native Spanish speakers thought about exploring the possibility of a podcast-based strategy to help students of foreign languages improve their pronunciation. All of them were randomly chosen to represent the experimental group and the control group. This study had a research design, where the researcher used pre-and post-tests to measure the participants' perception and output of the characteristics. The data was analyzed with

two-way mixed ANOVA. One group improved by 6 points (15%) compared to group 2, which improved by 3.4 points (8.5%). The findings indicated the training had a positive impact on the perception and production of the target sounds of the participants. In addition to an improvement, this approach allows to provide rookies with an efficient practice with destination functions, such as short texts with more than one example of destination sounds.

Mellisa et al. (2021) sought to improve students' pronunciation in speaking using podcasts as a media for Negeri's 10th class. They discovered that podcasts helped pupils pronounce of consonants /f/ and /v/, were able to implement drills and role-play activities so students could be active after class. In fact, the authors used action research with a population of thirty-five tenth grade students from MIA. It was carried out in two cycles in order to statistically analyze the results of the improvement in pronunciation. Additionally, the researcher collected data through the observation checklist, field note and oral evaluation. At the beginning the results of the first session were 46,4 student's performance which were classified as weak to regular. However, since the student's achievement in the second cycle was satisfactory the average score of the students increased to 72,8. Based on the results of the second cycle it was concluded that using podcasts as a media can improve the student's pronunciation.

In the research conducted by Yeh et al. (2021) the effects of podcasting on English skills were used to develop the oral skills of students. The samplechosen for the research was seventy-seven non-English speaking first-year students from a Taiwanese university. This study used a mixed method. The data included their pre- and post-test, two podcast and reflective essay scores. According to the statistics, before the treatment of the oral test the students could obtain an average of 2,30 at the and an average of 3,46 at the post-test, which meant that the student average score was 1,16. The investigation concluded that TOEIC speaking had a positive influence, indicating that after running podcasts, and from start to finish, students had greater fluency and accuracy in speaking which showed significant changes, such as having fewer pauses and mispronounced words. In addition, they perceived the benefitsand challenges of making podcasts.

Furthermore, Kafes and Caner (2020) conducted research on EFL freshmen's perception of the impact of creating pronunciation podcasts on their pronunciation skills. The participants were 80 first-year students at a Turkish state university. The methodology of this research was an exploratory qualitative design, based on a hermeneutic approach in order to obtain a deep understanding of the research problem. Data were collected through semi-structured interview study notes group activity log LMS performance monitoring and analysis log participant-generated podcast discussion group peer feedback logs. Additionally, the analysis revealed that approximately 15% of the participants had had moderately positive attitudes before podcasting. Furthermore, the researchers found that only 10% of the participants had relatively positive expectations of creating podcasts and hoped to improve their pronunciation skills. It indicates that participants had positive opinions about podcasts and that most of them (85%) agreed that podcasts helped them improve their pronunciation skills and develop positive opinions about podcasts, which demonstrates podcasting has largely freed them from the space-time constraints of the classroom, allowing them to study and practice pronunciation at their own convenience.

In addition, Hikmah et al. (2021) conducted research to improve students' oral skills using Podcast media. The methodology of this research used quantitative andqualitative methods. An independent sample t-test was used to find the significant difference in students' speech performance between pretest and control and experimental groups. Data were calculated using the SPSS software program that uses the normality test for both the control and experimental groups, where descriptive statistics are used to analyze the data from the students' perspective. The independent sample t-test result is 0.014, which means it is less than 0.05. Therefore, it can be concluded that there is a significant difference between the control and experimental group of 0.05, which means that the data used in this study was normally distributed. This meant that Ha was accepted, so there was an influence of the use of podcasts on speaking skills. It also shows that podcasts can help them learn English, especiallyspeaking.

Rahmawati and Sianturi (2021) studied the improvement of students' listening ability and pronunciation by using podcast in Dian Nusantara University students. The population was the students of fourth semester of English Literature. The researcher

used the concept of ADDIE (Analysis, Design, Development, Implementation and Evaluation). The research had quantitative and qualitative data. For qualitative data, questionnaires were used to elicit student perspectives on the effectiveness of podcasts, while quantitative data was collected through a series of tests, including a listening comprehension and pronunciation test. The implementation phase was divided into two stages, the initial (pre-test) and the final (post-test). the total average of the pretest was 72 and in the posttest 94 points. With these results, it was concluded that it was useful to implement the use of podcasts as a learning medium that received positive responses in the student survey. Students are encouraged to improve their listening skills because podcasts appeal to them as a means of learning.

In the Department of Education, Faculty of Education, Almaqrn (2019) in his research project, aimed to examine the attitudes of Saudi learners of English towards pronunciation and podcasts as facilitators. The subjects of this study were 23 level three students from the English department of Imam University. It was an exploratory survey in which both qualitative and quantitative methodologies are used, in addition, to collect information on the subject through research questions that have guided the study, a questionnaire has been used as the main data collection instrument. The questionnaire was divided into two parts, one part regarding correct pronunciation, and the other to the podcasts that have a high rate of acceptance of the results and that. In general, the students had positive attitudes towards them. The use of podcasting is particularly useful in Saudi EFL settings, as teachers are generally not native English speakers, and such technology makes it easy to incorporate standard and regional dialects.

All these previous studies have contributed to the development of the present research since they have demonstrated that the use of podcasts improves or has a positive impact on English language pronunciation skills. Furthermore, there are several kinds of podcasts that promote the use of technology in classrooms. In brief, it is a modern method of attempting to engage and focus on students' learning.

1.2 Independent variable

The independent variable was developed based on the research topic "Entertainment Podcasts and Pronunciation Skills," so it is associated with "Entertainment Podcasts." This has resulted in a main categorization of the variable in order to determine subtopics concerning the independent variable. The following subtopics were obtained from the statement: Information and communication technology, Web 2.0, Web 2.0 tools, and Entertainment podcasts.

1.2.1 Information and communication technology (ICT)

ICT are that class of tools that allow the access, creation, and transmission of information in various codes. According to Belloch (n, d), ICT emerges from the scientific advancement of computers and telecommunications. The computer, and especially the Internet, is undeniably one of the most visible examples of technological progress. To Palamuthu and Saravanakumar (2019) the most effective way to increase a student's knowledge is through technology.

For many years, one of the most important considerations for technology has been how it has improved individual and social interaction. According to Ratheeswari, (2018)**:**

> Many users often utilize ICTs in the job, in schools, and in the entertainment sector. Additionally, a lot of people believe that ICTs can improve workplaces, communication, pedagogies, learning methods, scientific research, and connectivity to ICT infrastructure. ICT use in schools is essential in this digital age for giving pupils the chance to learn and acquire 21st century skills. ICTs help teachers and students create new pedagogical contexts. (p,2.)

In short, ICT enables teachers to develop their technological resources for learners of all ages through interactive and simple educational programs.

1.2.2 Web 2.0

Sfetcu (2020) states that "The growth of the Web toward a greater emphasis on interconnection (offering anybody, individually or collectively, to contribute, exchange, and cooperate in numerous formats) and technical minimalism (users are not expected to have any equipment or technical knowledge)". In addition, the concept "Web 2.0" according to all the functions, technologies and uses ofthe World Wide Web that remain in their original form, in particular the interfaces, allow the user with limited technical skills to adopt a new design for creation and development of programs. As a side effect, users contribute to easy interaction, such assharing, transferring, etc. In fact, both the content and the quality of the website contribute to the creation of open networks. In sum, the term "2.0" is now used as a basic term to refer to the concept of Web 2.0 in other application domains.

1.2.3 Web 2.0 tools

According to Kanth (2021), "We refer to a web page that permits the transfer of information, interconnectivity, and cooperation between its users through a panel that favors their demands over those of the industry when we talk about Web 2.0 or Social Web tools." That is, a trend that the Internet promotes for the most interactive, in which users are notmere passive participants but are allowed to wander much further. In addition, Web 2.0 symbolizes an advance in the evolution of the Internet by implementing the user as a real participant in its operation instead of simply receiving information. Above all, this is achieved through web pages that make it easy for users to interact, create content and participate in online networks.

Social media, wikis, online sales, and other collaborative projects are one of the most common pages that anyone can find on the internet in which users must deliver content rather than merely consume it are illustrations of Web 2.0 webpage. Some of them are described below:

- **Social networks:** they are online communities where people from all over the world can interact in real time in written form (chat), express their thoughts and interact with other people who share their beliefs, identity or desires (even romantic ones).
- **Wikis:** Websites that, like old encyclopedias, offer easy access to information through the voluntary accumulation of knowledge, however this action is organized in a cooperative way: each user contributes a part of bit.
- **Blogs:** Individual or group pages that work as a journal, publication, or text type, able to share multiple forms of writing and background (including audiovisual) and getting feedback from users or followers via Internet tools.
- **Video hosting sides:** Most well of that is YouTube, a platform under which people can post varied audiovisual content and share their opinions, comments, and likes on the theme, as well as become "youtubers," or broadcasters and commentators.
- **Podcasts:** Radio isn't extinct, but it lives on in the version of podcasts, which become online medias that users can listen to every time and anywhere they wish, often sharing the information, study guides, or simply entertainment content.

Web 3.0

Web 3.0, also known as Web 3, is the concept of the next generation of the web, in which most users will be connected via a decentralized network and have access to their own data. Besides this information is about the technologies that will advance and change in the coming years. Furthermore, intelligent systems, semantic web, decentralization, metaverse, digital assets, and other emerging technologies will all be part of Web 3.0. Simplilearn (2022)

1.2.4 Entertainment podcasts

Through being audio blogs that subscribers may subscribe to and listen to on their computers, smartphones, and other devices, podcasts are similarly to radio shows, according to Winn (2021). In that sense, podcasters report on any topic for the general public and very often with input from public figures. In addition, podcasts are described as a digital audio file available on the Internet for downloading, play backing or sharing, from which subscribers can instantly receive new editions about their interests.

Podcasts can be a learning media that although is rarely used in classes, with its correct use it can support in the develop of skills. Gray (2021) states that in order to propagate language instruction programs, content from lectures and seminars is presented via podcast. Indeed, many people prefer to listen to podcasts while learning newwords on their own time, so the entertaining podcast is a good suggestion for anyone with a smartphone. Furthermore, since podcasts are portable and can be listened to on any smartphone, with or without internet access,they provide a digital experience for people to keep up with the newest events. In short, a podcast is a collection of audios that can also be found on any online platform and on any type of technological resource, such as a computer or portable device. It's a place where people can listen and be heard.

1.3 Dependent variable

The dependent variable is referred to "pronunciation skills" and emerges from the research topic "Entertainment podcasts and pronunciation skill." A main category of the variable thus has been developed in order to identify subtopics concerning the dependent variable. The following statement was pulled of subtopics: Language skills, productive skills, speaking skills, and pronunciation skill.

1.3.1 Language skills

Language is defined as a symbol system that allows people to communicate or interact. Another example about language is in terms of four fundamental language skills: listening, speaking, reading, and writing. These four skills are generally learned in the following order:

- **Listening:** People learn a new language for the first time when they hear someone else speaking.
- **Speaking**: This ability results in children clearly trying to repeat what they hear.
- **Reading:** People can see spoken language metaphorical expressed in text now.
- **Writing:** Finally, writing, which is represented on manuscript with icons.

These are the four language skills that should be attained in order to effectively communicate. The four types of communication skills instructed in an English language classroom are speaking, writing, reading, and listening (Areesha, n, d.). These four main language skillsare also alluded to as productive and receptive skills. Speaking and writing are both recognized as productive skills even though they depend heavily on native

components,whereas reading and listening are perceived as receptive skills. Likewise, productive skills are known as active skills, while receptive skills are known as passive skills.

1.3.2 Productive skill

According to Ong (2021), productive skills are "a fundamental form of expression utilized to share ideas and thoughts as well as influence or convince other humans." Also known as productive abilities, speaking and writing abilities are essential to learn since it allows students to practice real-life activities in class. These two skills can, in fact, be used as a "barometer" to determine how much the learners understand. Moreover, unlesssomebody is learning English purely for academic purpose and does not wish to communicate in English, the results would be unsatisfying, so for that reason learning speaking is essential. To summarize, good speaking skills supply learners with such a greater sense of development and build their confidence.

1.3.3 Speaking skill

One of the most important skills that students learn is speaking, which allows us to communicatewith others and express our thoughts and feelings. Speaking skills, for example, can bedivided into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout our lives. Conversations with friends and relatives require informal communication skills since they foster emotional bonds. In the meanwhile, formal language is essential in the workplace, in speeches, and in interactions with strangers. Harmer (2017)

Speaking skills facilitate anyone to communicate effectively when pronouncing sentences; good fluency is necessary so that the listener can understand what they are receiving in the audio. According to Harmer (2017), Speaking fluently requires both the capacity to process language and information as well as awareness of the features of the language. As a side effect, whenever that need to improve having a good pronunciation, it is vital to recognize that the process is both oral and auditory. In short, when learning a new language, this skill learning process is interconnected with the other skills.

1.3.4 Pronunciation skill

Pronunciation is defined as the set of speaking and listening skills, including the use of vocabulary and grammar, that are required to learn a new language. The sounds of pronunciation take part both in our minds and our bodies. When human acquire new sounds, it must adjust the old pronunciation patterns and learn to move the mouth muscles in new ways (Indahosa, 2017). Pronunciation is also different in different cultures depending on the language; in short, pronunciation is learned by acquiring a new language.

Hancock (2018) states that students can learn to talk in a way that is more understandable because to the range of phonological factors that contribute to the grammatical structure and the right use of vocabulary. In fact, the most essential factor that learners need to do is increase their knowledge for the developmentof appropriate and spontaneous communication. In fact, pronunciation is vital for effective communication, and English teachers should always impart this knowledge intheir learners.

On the other hand, pronunciation, is a complex field with many sub-skills that can be practiced with the basic rule that an average speaker can communicate and be understood. A proficient speaker can use increased pronunciation skills to emphasize and maximize the communicative influence of their speech. Increased pronunciation skills include emphasizing words and phrases, intonation, rhythm, and using a language's individual sounds. (Binus University, 2018)

Identifying everyone's pronunciation level in education is one of the best ways to develop English pronunciation, and appropriate activities are also required. Additionally, incentivizing students to speak English as much as possible is the best way to help them improve their pronunciation skills. Furthermore, when the teacher introduces students to the concept of speaking aloud, it allows them to improve them language skills, and based on pronunciation and intonation, stimulates effective language development and expressiveness. On the other hand, learning to pronounceEnglish correctly requires muscle coordination, so it is important to practice both physically and mentally. Some important points to teaching English pronunciationaccording to Kenneth (2019) are:

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- IPA Symbol: This facilitates students in learning phonetic symbols.
- Voiced and Voiceless Consonants: The distinction between voiced and voiceless consonants. For example: students touch their throats to note the difference between /z/ and /s/ or and /f/ and /v/ sounds pronunciation.
- Linking: It occurs when two vowel sounds frequently meet, the learners use phonemes to connect the previous vowel sound to the next.
- Stress and Intonation: One of the most effective ways to assist students is to direct their attention to the music English by using stress and intonation.

Finally, these four characteristics were the ones that were implemented in the investigation to be able to evaluate the pronunciation of the students.

1.4 Objectives
1.4.1 General Objective

- To determine the impact of entertainment podcasts on student's pronunciation.

1.4.2 Specific Objectives

- To evaluate student's pronunciation
- To apply podcasts as learning media
- To analyze the effect of using entertainment podcasts to develop pronunciation.

Description of the objectives

The current research was conducted to determine the impact of using podcasts to improve pronunciation skills. As a result, a procedure was carried out to achieve the stated goal, which included assessing student's pronunciation skills, using podcasts as learning media, and analyzing the effects of podcast use on the development of pronunciation skill. It was essential to examine the impacts of the research due in part to the interventions, obtaining satisfactory outcomes represented in the statistical data obtained at pre-test and post-test.

The first goal was implementing a validated pre-test to a total of 18 first-year high school students in the Unidad Educativa "Mario Cobo Barona", as well as the validated previous test,

which had four parts of feature of pronunciation: sounds, linking, intonation and stress. After the pre-test, it was feasible to determine the individuals' current pronunciation levels.

The second objective was performed once the researcher administered a pre-test to high school students using the Pronunciation Test for ESL Students, by Smith (2018) and the first four pages from the book "How to teach pronunciation" by Kelly (2007) that validated test covers all suprasegment features of pronunciation. This section, which had an Oral Pronunciation Test rubric (2022), facilitates in evaluating works and grading the students' pronunciation skills. The rubric included five key criteria: vowel sounds, consonants, sentence fluidity (linking), and word stress.

Finally, the third objective was completed when the researcher used different pronunciation intervention over the duration of the investigation and contrasted the different results of the pre-test and post-test, which required tabulation using Excel and SPSS software to obtain specific findings. As a result, the researcher was able to determine how the use of podcasts impacts students' pronunciation skills.

CHAPTER II

2. METHODOLOGY

This chapter describes the process that was used for this research, including the population and sample, instruments and techniques, research modality and methods, designs and, finally, and each one of interventions that have been used to reach the expected results.

2.1 Resources

Human, bibliographic, and material resources were required for this study. First, the key source of this research is the use of podcasts as a technology learning media to improve English pronunciation. Likewise, the participation and encourage of students from the first high school class "B," who represented as the quasi-experimental group for this research project.

2.1.1 Population and sample

This investigation was performed at the Unidad Educativa "Mario Cobo Barona" in Ambato. The participants were 18 first-year high school "B" students, 11 were females (62 %) and 7 males, (38 %). Besides this, the age ranging from 15 to 17 years old.

Table 1

Population

Population	Frequency	Total	Percentage
Women	11	11	62%
Men	7	7	38%
Total	18	18	100%

Note: Data taken from first-year high school students Unidad Educativa "Mario Cobo Barona" by Cabrera (2022)

2.1.2 Data collection technique and instruments

The following instruments had to be used in this investigation: pre-test and post-test, which the evaluating tutor had previously validated. The first section was taken from Smith, (2018) Pronunciation Test for ESL students, the next three sections were obtained from Kelly (2007) "How to Teach Pronunciation" book on pages 1–3",and the rubric used to measure the pronunciation level was Oral Pronunciation Test (2022), which contains all parameters for measuring supra-segmental pronunciation features.

On the other hand, the students were given a previously mentioned and approved English pronunciation test focus on four sections total as a pre-test to evaluate their pronunciation level before performing the treatments of sound, linking, intonation, and stress. The students were asked to answer the questions in the pre-test byselecting the answer in the sound section; instead that, they just had to read and record the previous parts to create their podcast. This technique was used in an introduction class with worksheets and cell phones. In addition, the students used to have to read the instructions, answer the first questions in the sounds section, and then continue to the other sections of linking, intonation, and stress in 15 minutes to record and upload it. The posttest was performed after the intervention of the features of pronunciation. This quiz was taken from the same part and section as the previous one, though and the content was different.

The learners used SoundCloud in the pre and posttest to record and upload their entertainment podcasts from any digital device with internet access, such as a cell phone, tablet, or computer. In addition, other platforms were used to collect data, and the means of communication to resolve doubts was a WhatsApp chat group. Finally, SPSS software was used to analyze and interpret the data, perform a more critical analysis, and determine whether the research hypothesis is null or alternative.

2.1.3 Procedure

Before beginning and supporting the development of this research, a request document was required to be sent to the rector of the Unidad Educativa "Mario Cobo Barona," in which first-year high school students were assigned to participate. In addition, it was

necessary to reach an agreement with the English tutor in order to coordinate work schedule and later present the learning objectives to initiate the interventions in a presential way.

Table 2

Topics covered during the intervention time

Day	Subject	Day	Subject
1st	Pre-test	6th	Falling intonation
2nd	Sounds	7th	Word stress
3rd	Consonants	8th	Sentences stress
4th	Linking	9th	Feedback
5th	Raising intonation	10th	Posttest

Note: These ten topics were covered during the application of the investigation.

Ten interventions in total were required for this research approach. On the first day of the investigation, the teacher introduced herself to the entire class and had the students take the pretest in 15 minutes and upload their recordings on the SoundCloud platform to know their scores, the students received a small introduction on how to differentiate the features of pronunciation during the next day of classes according to school hours. Afterbecoming familiar with the characteristics of the pronunciation, some activities were established for the students to practice the pronunciation using the podcasts according tothe established topic and of course they are entertaining to generate better attention and interest on the part of the students. Students were asked to work in groups or individually in some classes and upload their podcasts on the SoundCloud platform and share the link via WhatsApp. At the end of the experimental part, all students completedthe posttest in 15 minutes like the pretest.

Pretest

On the first day of the interventions, the researcher introduced herself to the class and described the research topic and the students listened carefully. The pretest worksheet was distributed to the students and asked them to read the instructions before proceeding. The teacher explained what the investigation was and how they would help. Once the purpose of the research was clearly explained, the students knew what they did

to do, first the participants should have read each section of the pretest and record themselves using any electronic device, this first day was 15 minutes in total. Finally, the students must upload their audios to the SoundCloud platform, in which the teacher would write the firsts feedbacks for the students in each one podcasts, and they would improve their pronunciation.

Application

The researcher used different worksheets on the second day of the treatments to introduce a new topic of pronunciation, which was the Movement of the mouth and the Phonetic sounds of the English language. During the class, the teacher played an audio of every one of the 44 phonetic sounds of English taken from English Club site which the students must listen to and repeat, after that the teacher explained each one of the names of the articulations that were used for right word-sound pronunciation, and finally, the movement of the mouth, which was represented visually on the same worksheet and the students had to follow the lesson. To finish the class, the teacher asked her students to record their voice reading the list of the superhero's names on the assignment worksheet, upload them to the SoundCloud platform, share the link on the WhatsApp group and finally the teacher gave them feedback on the comments.

On the third day of the intervention, the researcher used a YouTube video to introduce the topic: Sound in the Past tense. Students in this class had to pay attention about how regular verbs in English, mostly ending in -ed, worked in three different ways. Despite the introduction, the teacher handed out a worksheet in which the students had to correctly read regular verbs ending in -ed, using vibration and non-vibration depending on the previous sound of each verb. Once the students have practiced the -ed sound in three different ways, they must read Stan Lee's biography, which is a past tense text, and every time that they find a verb ending in -ed, they must pronounce it correctly and record it using their cell phones or other devices then upload it to the SoundCloud platform to made it a podcast, where the teacher could give them feedback in the comments section and therefore the students continuously improve with the pronunciation.

On the fourth day of the pronunciation class, a new topic was introduced: Linking. To carry out this class, the researcher used a worksheet that contained the lyrics of a song called "Heroes tonight" by Janji. Once the students had their worksheet, the teacher asked them to read the lyrics of the song while she played the song from YouTube using her cellphone. The students had to listen the linking sound and identify them in the worksheet and then the students had to pronounce them correctly. The teacher repeated the song as many times as the students required. To finish, the teacher gave her students the worksheet lyrics and students must be recorded themselves singing the song and uploaded to the free SoundCloud platform, as a final point the researcher listened each podcast and provided feedback to the learners.

On the fifth day of the investigation was seeing studied a new theme for the development of pronunciation: Raising intonation in Yes/no questions. First, the teacher used worksheets to work with the students in this section, which contained a brief definition of raising intonation and some examples about how to read and pronounce it correctly. After the introduction to the lesson, the teacher asked her students to work in pairs, so that the student had to ask the question correctly using rising intonation at the end of the sentence and his/her partner had to answered it with yes or no, and once the questions were finished, they had to exchange the order of reading. As additional work, the teacher gave the students a worksheet that contained a total of seven rising intonation Yes/no questions and the students had to record themselves in pairs and upload it to SoundCloud, just like in previous lessons, as a final step the students had to read all teacher's feedback on their podcasts to improve their pronunciation.

The teacher came back to the topic of intonation on the sixth day of research, but this time it was about the Falling Intonation in the Wh-words questions. The teacher distributed a new worksheet towards each student to initiate the class, which also included, as in the previous lesson, a brief introduction to falling intonation and some examples where the students had to pay attention as the falling intonation in the Wh-words questions sound at the end. After the presentation the teacher asked her students as same as the fifth class, that they will work in pairs, students were required to ask and answer the Wh-words questions about their favorite movie during the class, there were no correct answers in this section. Finally, the teacher gave them worksheets so they could complete their homework in pairs at home. As explained previously, they must be

recorded themselves using the correct falling intonation in the Wh-words questions at the end, and their classmates must be answered them. Once the conversation is recorded, they must upload their audios to Soundcloud, and the teacher would write down the comments for their respective feedback.

During the seventh class of pronunciation development, the researcher introduced a new theme: Word stress, in this class lesson the teacher provided her students with worksheets to present this new theme in English pronunciation. To start the lesson in the worksheet there was a list of different types of books that the students had to read, then the researcher used an audio where that list of words was pronounced correctly, after hearing where the stress was in each one word, the students had to repeat using the correct stress pronunciation. In the second part of the activities, there was a list of movies genre, here the students had to pay attention to the highlight part of the words since that's where the stress located, and once again, the researcher used an audio where the list was pronounced correctly, the students did the same, listen and repeat the list correctly. Finally, to make the podcast, the students had to record themselves using the worksheet that the teacher had given them, this time identifying the stress place in the list of words of the music genre, when the recording is complete, they had to upload it to SoundCloud and share it with the teacher so she can provide feedback.

Continuing with the theme of stress in pronunciation, the researcher used worksheets and electronic devices for the class called: Sentences stress. In order to start this eighth lesson, the teacher gave the students worksheets in which an example of a sentence was first presented, which was underlined in certain words to indicate that the accent was found there. Following this brief introduction, the teacher played an audio clip in which the entire sentence could be clearly heard, with the accent clearly pronounced. In this case, the students were able to recognize the accent and correctly repeat it. For the task section, the students had to read some quotations that had previously been provided in the same worksheet, which they had to identify where the stress was in both short phrases. Besides identifying them, the students read and record themselves to make their podcast, using any electronic device. And finally, upload it to the SoundCloud platform and share it to the researcher so that she could listen to them and make recommendations.

The research topic in the ninth class covers all the previous ones since this class was a Feedback. The introduction of the class was answering all the doubts that the students had been throughout all this time of investigation, the researcher answered each one of their doubts. The class begin, firstly with the Sound section, which the students had to read correctly the list of superhero's names using the correct sound. In the second section of the lesson was the Linking, which consist of that student sing a song using the right pronunciation of linking. In the third section, the teacher asked the students to work in pairs to carry out the Intonation activity for the questions of Yes/no and Wh-words, the students had to use raising and falling intonation relying on the correct position. And finally in the last section was the Stress, where the students were to read a little dialogue, using raising and falling intonation depending on the correct place. Thus, to finish with the interventions on pronunciation, the students had to practice each of the sections learned at home for the final day to give way to the completion of the post-test.

Posttest

The post-test previously validated by experts was used in the final day to determine if the use of entertainment podcasts impacts the pronunciation of the students. The post-test consisted of the same four sections of the features of pronunciation, sound, linking, intonation, and stress; some changes were made since although it had the same structure as the pretest the content is different. In this final intervention, the researcher instructed the students to read each question correctly and then record their podcasts as they did with the pretest, the students also had to answer the questions in the sounds section, in order to determine if there was progress in the investigation, a rubric and the last ones' recommendations were required to evaluate their pronunciation level. Finally, the researcher collected all posttests.

2.2 Methods
2.2.1 Research approach
In this study, this researcher implemented a quantitative approach since the data was collected from the participants through a pre and posttest to test hypotheses based on numerical measurements and statistical analysis.

The quantitative approach, according to many authors, uses data collection to test hypotheses based on numerical measurements and statistical analysis to establish behaviors and attitudes. (Hernández et al. 2020). As a result, it is one of the most effective methods as it has a large number of benefits that allow a more systematic research project, some of which are: the probability of projecting the results of the selected population in general, where it allows to identify in the perception of a population, increase the validity of information, among other benefits, the ability to obtain comparable measurements in real time, the ability to perform advanced statistical analysis and predictive models of human or market behavior. (p. 2)

2.2.2 Research modality

Field research

Field research involves the collection of study results in the objects at natural environment, with the researcher interacting with the population while collecting data. (Enago Academy, 2022). The researcher was able to observe and collect important information about the impact of the podcast on English pronunciation during face-to-face classes of the first-year high school at Unidad Educativa "Mario Cobo Barona."

Bibliography research

Bibliographic research, according to Pant and Sharma (2018), is research that collects information from published materials. Materials can be traditional resources like books, reviews, and journals, or they would be acquired digitally like online resources, websites, and bibliographic data. This research information comes from a variety of academic articles, theses, and electronic books, which provide data and references for the topic development.

2. 2. 3 Design
Quasi- experimental

For Shuttleworth (2022) a quasi-experiment is an observable intervention study in which the causal impact of an intervention on the sample population is estimated using nonrandom assignment. Furthermore, since a large random preselection is not necessary, experimentation time and resources are reduced. In short, this is a good option for getting an overview and then delving into the reasons for the case study

results. Therefore, in this way, the use of podcasts for pronunciation development was implemented in students, where students were asked to practice their pronunciation through audios related to specific topics in about ten 15-minute sessions. The independent variable could be measured before and after the strategy was implemented using previously validated pre- and post-tests.

2.2.4 Level or type of research

McCombes, (2022) determine that descriptive research can be used in a variety of ways and for a variety of purposes before carrying it out, it is critical to define its objectives and design organizations currently use descriptive research in the following ways:

• **Define survey characteristics**: The use of closed questions allows you to draw specific conclusions about surveys.

• **Measure data trends**: Data trends can be measured over time thanks to descriptive research's statistical power.

Finally, the descriptive study in this research sought to understand the current problems through a process of describing how the use of podcasts impacts the pronunciation of students.

CHAPTER III

3. RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter presents the results and interpretation of the pre-test and post-test. The test consists of four sections of supra-segmental features of pronunciation: sounds, linking, intonation, and stress, which were evaluated to determine the level of the student's pronunciation. The sections chosen were generally considered the most important for recognizing the needs of the students in real-time when assessing their pronunciation.

3.1.2 Pretest results

Table 3

Pretest scores

Oral Pronunciation Test scales	Vowels sounds	Consonants	Fluidity of sentences (linking)	Intonation	Word stress
2	5	7	6	2	3
4	7	5	7	6	7
6	4	4	4	8	7
8	2	2	1	2	1
10.	0	0	0	0	0

Note: Pretest scores

Table 4

Pronunciation Pretest results

Oral Pronunciation Test scales

Criteria	2	4	6	8	10	Percentage	Average /10
Vowels sounds	27,8%	38,9%	22,2%	11,1%	0%	100%	6,7
Consonants	38,9%	27,8%	22,2%	11,1%	0%	100%	5,3
Fluidity of sentences	33,3%	38,9%	22,2%	5,6%	0%	100%	5,8
Intonation	11,1%	33,3%	44,4%	11,1%	0%	100%	6,0
Word stress	16,7%	38,9%	38,9%	5,6%	0%	100%	6,5
						Total	5,3

Note: Pretest results

Figure 1

Pronunciation Pretest results

Figure 1: Pronunciation Pretest results
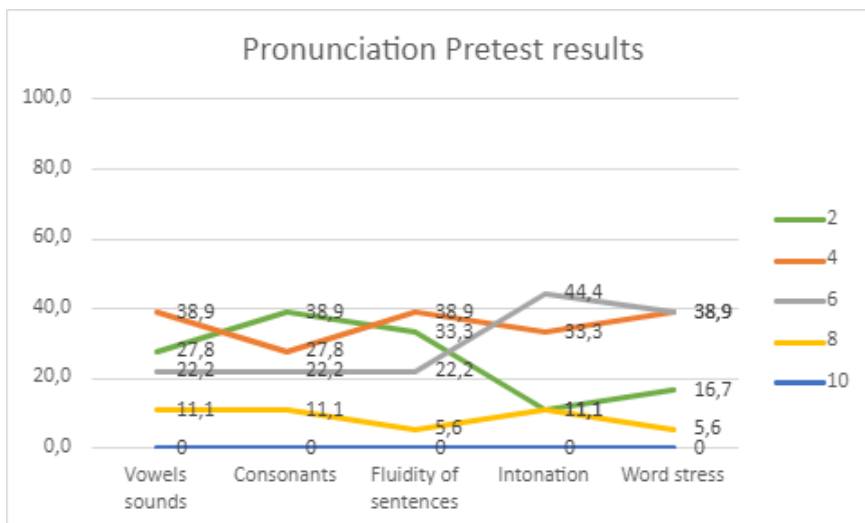
Figure 1: Pretest results

Analysis and Interpretation

Table 4 presents data collected during the pre-test of the oral pronunciation test, with the goal of assessing the writing skills of 18 students form Unidad Educativa "Mario Cobo Barona". Four evaluation criteria are considered: sound, sentence fluidity (linking), intonation, and stress. In addition, each criterion is scored on a scale of 2 to 10, for a total of 10 points, or the highest possible score for the participant. Then, for each criterion, statistical analysis is performed, and the specific mean of each criterion is obtained to arrive at the total average. The previous test overall average score was 5.3/10, indicating that students' pronunciation skills need to be improved.

The following results are reported in vowels based on the results obtained in each criterion: A score of 2 was obtained by 27.8% of students. At the same time, 38.9% of students received a 4 on a scale of 1 to 5. On the other hand, 22.2% of students received a 6 on the scale. Furthermore, 11.1% of students received an 8 on a scale of 10. Finally, 0% of the students received a 10 scale. We obtained 100% by adding all the previous results. Furthermore, the average for this criterion is 6.7/10, indicating that some students failed to present relevant information via their podcast or simply made a mistake when recording the assignment.

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In addition, the following findings were presented in relation to the consonant criteria: The two scales were obtained by 38.9% of the students. The rest 27.8% received the scale 4, and 22.2% received the scale 6. Meanwhile, 11.1% received an 8 on a scale of 10. Finally, the 0% received a score of 10. Furthermore, the average of this criterion was 5.3/10, indicating that students' pronunciation of consonants is poor because they do not usually use the final sounds due to a lack of learning in this area.

Similarly, the fluidity of sentences criterion generated the following results. To begin, 33.3% of the students scored a 2 on the scale. While 38.9% of the students received a score of 4, On the other hand, 22.2% of students scored a 6 on a scale of 10. 5.6%, on the other hand, achieved 8. Ultimately, 0% of them received a score of 10. When all the previous results were added together, 100% was obtained. Furthermore, the average of this criterion was 5.8/10, indicating that most students' linking in sentence pronunciation is very low, and they need to improve significantly.

As well as 11.1% of students achieved 2 scales, according to the results reported in the content of intonation. Second, 33.3% of students completed 4 scales. In contrast, 44.4% of students received a maximum of 6 points. Furthermore, 11.1% of students received a good score of 8. Finally, 0% of them scored a 10 on the scale. Adding all of the previous results achieved 100%. In addition, the average for this criterion was 6.0 out of 10. Since some students did not understand the question correctly, the pronunciation level in this area is low.

Finally, the respective findings respecting word stress criteria were: In first place, 16.7% of students received scale 2. Following that, 38.9% of students received scales of 4 and 6. Whereas, 5.6% of students received 8 scales, and 0% received 10 score. Consequently, the average for this criterion was 6.5/10. That is, the students used stress only at the beginning of the sentence and neglected to pay attention to the other word places in order to change the context that they wanted to express.

Table 5

Posttest scores

Oral Pronunciation Test scales	Vowels sounds	Consonants	Fluidity of sentences (linking)	Intonation	Word stress
2	0	0	0	0	0
4	0	0	0	0	0
6	5	8	4	8	7
8	7	6	7	6	6
10	6	4	7	4	5

Note: Posttest scores.

3.1.3 Posttest results

Table 6

Pronunciation Posttest results

Oral Pronunciation test scales

Criteria	2	4	6	8	10	Percentage	Average /10
Vowels sounds	0,0	0,0	27,8	38,9	33,3	100%	8,5
Consonants	0,0	0,0	44,4	33,3	22,2	100%	7,5
Fluidity of sentences	0,0	0,0	22,2	38,9	38,9	100%	8
Intonation	0,0	0,0	44,4	33,3	22,2	100%	7,5
Word stress	0,0	0,0	38,9	33,3	27,8	100%	7,3
						Total	8,5

Note: Percentage and average of pronunciation posttest results.

Figure 2

Pronunciation Posttest results

Pronunciation Postest results
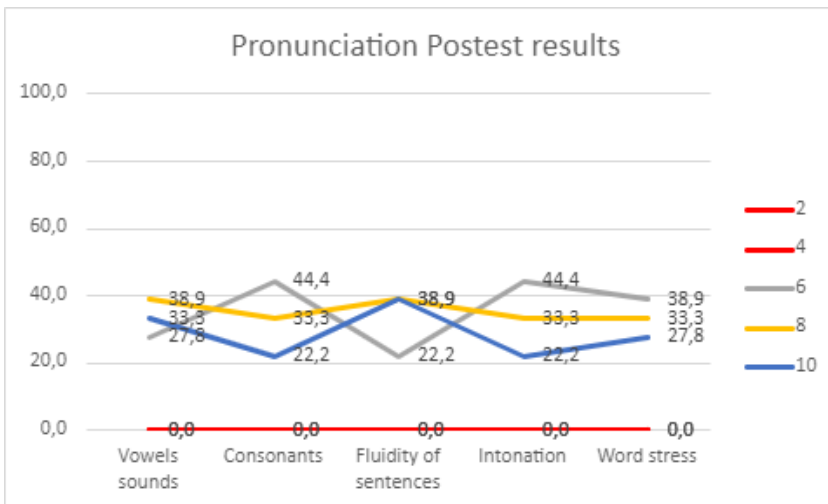
Figure 2: Pronunciation posttest results.

Analysis and Interpretation

The data from the post-test with the oral pronunciation test are presented in table 6 above. It is important to note that this posttest was performed using the same features and sections, but it was a different content. On the same scale, the data reveals improvement in student pronunciation as well as better fluency of sound, linking, intonation, and stress. As a result, the performance post-test average was 8.5/ 10. This is evidenced by a 3.2-point improvement in the student's average pronunciation skills. According to the results the author could conclude that podcasts as learning media have influenced students' pronunciation.

The following results were obtained for vowel sounds in the first findings collected for each criterion: 0% of students received scales of 2 and 4. Meanwhile, 27.8% of students received a 6 on a scale of 10. Similarly, 38.9% of students received an 8 on a scale of 10. On the other hand, 33.3%, is finally got 10 scales. Aside from the previous results, received a perfect score. Furthermore, the average for this criterion was 8.5/10. In short, students were able to improve their pronunciation of sounds and present more accurate and interesting information by voice recording, depending on the topic, attributable to the use of podcasts.

Addition, on the consonant criterion, the following findings were presented: Scales 2 and 4 were achieved by 0% of the students. Even though 44.4% of students received a grade of 6, and 33.3% received a grade of 8, Finally, 22.2% of students received 10 grades. In addition to the previous results, received 100%. Lastly, the average of this criterion was 7.5/10, which were related to students improving their pronunciation of consonants in the correct places.

Similarly, in the fluidity of sentence (linking) criteria, the following results have been presented: On scales 2 and 4, 0% of students scored. Then, 22.2% of students scored a 6 on a scale of 1 to 10. As a result, 38.9% of students received an 8 on a scale of 10. Eventually, 38.9% of students scored a 10 on a scale of 1 to 10. By adding all of the previous results together, 100% was obtained. In fact, the average of this criterion was 8/10, indicating that students present better linking pronunciation in their podcasts.

Other findings include intonation criteria with 0% of students scoring on a scale of 2 to 4. While the, 44.4% of students received a score of 6 on a scale of 10. Instance, 33.3% of students received an 8 on a scale of 10. Afterward, 22.2% of them receive a score of 10 out of 10. Through adding all the previous results together, 100% was obtained. Therefore, the average for this criterion was 7.5/10, indicating that after the intervention of intonation lessons, students were able to pronounce correctly the different question types and record their podcasts more accurate and precise information.

Ultimately, the word stress criteria achieved the following results: On a scale of 2 to 4, 0% of students scored it. The left 38.9% of students scored a 6 on a scale of 1 to 10. Following that, 33.3% received an 8 on a scale of 1 to 10. Suddenly, 27.8% received a score of 10. Add all the results that are greater than 100%. Additionally, the average for this criterion was 7.3/10, indicating that the students used word stress appropriately, even though some of them continued to make mistakes in their approach.

Table 7

Pre-test and Posttest results

Comparative pronunciation pre- test and post- test results

Criteria	Initial average	Final average	Differen ce
Vowels sounds	6,7	8,5	1,8
Consonants	5,3	7,5	2,2
Fluidity of sentences	5,9	8,1	2,2
Intonation	6,1	7,5	1,4
Word stress	6	7,3	1,3
Total	**5,3**	**8,5**	**3,2**

Note: Comparative pronunciation pre- test and post- test results, and difference.

Figure 3

Pronunciation pretest and posttest averages
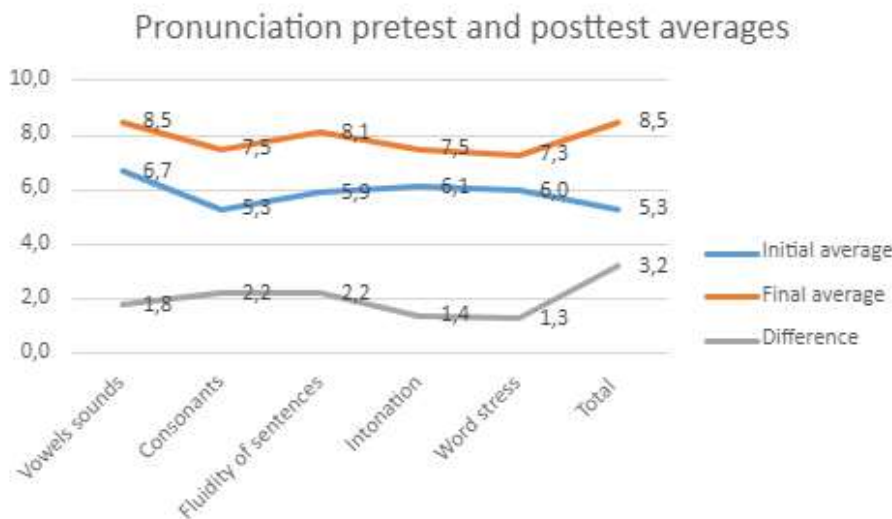
Figure 3: Pronunciation pretest and posttest averages

Analysis and Interpretation

As can be seen in the table 7 using podcasts as a learning media improves students' pronunciation development by mainly working sound, linking, intonation, and stress. Based on the results of the pre-test and post-test, which measure students' pronunciation progress on each scale, a comparative study has been presented.

Following that, in the content section, the vowel sounds criterion began with 6.7 points out of 10 and increased to 8.5, giving the student a 1.8-point advantage. Even so, the initial average of the constant part was 5.3, and the final average was 7.5, representing a 2,2-point increase. The linking section score, on the other hand, begins at 5.9 and rises to 8,1. At the end, the difference was 2.2 points. Afterward, the stress criterion began at 6out of 10 and increased to 7.3, indicating that the student improved by 1.3 points.

On the other hand, after implementing interventions to improve the students' pronunciation, the final score obtained was 8.5 points, which indicates that the average of the previous test had increased by 3.2 points. So at least 5.3 points were scored at the start. As a result, using podcasts as a learning media greatly influences in students' pronunciation.

3.2 Verification of the hypothesis

The Wilcoxon Signed Rank test with the SPSS program was used to analyze the research finding.

3.2.1 Hypothesis statement

Alternative hypothesis (H1)

Entertainment podcasts has an impact in the development of pronunciation skill of the first-year high school students from Unidad Educativa "Mario Cobo Barona"

Null hypothesis (H0)

Entertainment podcasts does not have an impact in the development of pronunciation skill of the first-year high school students from Unidad Educativa "Mario Cobo Barona"

3.2.2 Test of normality

The normality test was used in SPSS software to analyze and compare the pre-test and post-test findings. Knowing that there are two tests of normality, Shapiro-Wilk for df < 50 and Kolmogorov-Smirnov for df > 50, the Shapiro-Wilk test was requested to be used if the degree of freedom (df) of the data was 18<50.

Table 8.

Test of normality

Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Static	**df**	**Sig.**	**Static**	**df**	**Sig.**
Pretest	0,234	18	0,019	0,873	18	0,02
Postest	0,214	18	0,019	0,812	18	0,002

a. **Lilliefors Significance Correction**

Note: Shapiro-wilk normality test.

Analysis and Interpretation

Regarding the fact that there are two common degrees of such that sig < 0.05 belonging to a normal distribution and Sig > 0.05 corresponding to a distribution the SPSS program showed that results not a normal distribution having as sig. 0.010 and in both tests below the required value. Therefore, of two existing tests to be used according to normality; the Wilcoxon test for non-normal distribution and the T-test for normal distribution are available. The Wilcoxon test was used to verify the alternative hypothesis is accepted or rejected.

3.3.3 Wilcoxon signed

Table 9.
Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
	Negative Ranks	1[a]	2,5	2,5
Pretest- Posttest	**Positive Ranks**	15[b]	8,9	133,5
	Ties	2[c]		
	Total	18		

a. Post-test Total < Pre-test Total

b. Post-test Total > Pre-test Total

c. Post-test Total = Pre-test Total

Note: Wilcoxon Signed Ranks Test.

Analysis and Interpretation

Table 9 indicates the statistical data obtained after its analysis in the SPSS program using the Wilcoxon test, which shows the ranges of the total post-test minus the total pre-test, resulting in 1 negative range (a), 15 ranges positives (b), 2 draws (c) with a total of 18. In addition, the mean ranges obtained were 2, 50 and 8.90. After that, the sum of ranges returned two results: 2.50 and 133.50

3.3.4 Test statics

Table 10.

Test statistics

Test Statistics[a]

	Postest - Pretest
Z	-3,419[b]
Asymp. Sig. (2-tailed)	0,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Note: Test statistics

Analysis and Interpretation

The reports in the table above test the statistics on asymptotic significance, assuming if the null hypothesis is rejected sig < 0.05, otherwise, if the null hypothesis is accepted Sig > 0.05, the above results generated a sig value of 0.000. Since 0.000 is less than the confidence range (0.05), the null hypothesis is rejected, and the alternative is accepted. Therefore, the use of podcasts influences the pronunciation skill of the 1st year high school students of the Unidad Educativa"Mario Cobo Barona"

3.3.5 Pair simple test

Table 11.

Paired sample test

	Related Differences					t	bl	Sig. (bilateral)
	mean	**Deviation St**	**St. error of the mean**	**95% Confidence interval for the difference**				
				lower	**uper**			
Pretest-Postest	-3,7778	2,7344	0,6445	-5,1376	-2,418	-5,861	17	,000

Note: Paired simple test.

Analysis and Interpretation

Paired sample as described in Table 11 regarding the data of pre and posttest, in first shows the media with 3,7. Then the deviation with a value of 2,7. Next the median with 0,6. On the other hand, the lower interval with 5,1 the high with 2,4. Also the t results with 5,8, similarly the bl findings with 17. And finally, the Sig (bil) with a 0,00 demonstrating that the use of entertainment podcasts has an impact in pronunciation skill.

3.4 Discussion of the results

In the present investigation it has been possible to determine the following results from the intervention of the use of podcasts as media learning for the development of pronunciation skill of the English language, due to the analysis of data obtained through the SPSS program and the verification of themselves, thus determining that the alternative hypothesis was accepted, and then the most relevant results.

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Rivero at al. (2017) the results of the use of podcasts as a tool to improve the pronunciation of the fricative sounds of /s/ and /z/ positively favored the development of pronunciation in students. In the first place, the results showed that after the application of the use of podcasts as a learning media for the development of the students' pronunciation, it improved when comparing the pretest and posttest data. The findings indicated that the use of technology for pronunciation can promote better performance in language learning processes, which is consistent with previous research indicating that podcasts help improve participants' listening and speaking skills (Bakla, 2018). In addition, the use of podcasts undoubtedly influenced the simplicity of creation, editing and publication, as well as portability, ease of access, flexibility and ease of use (pause, rewind, repeat), dynamism and interactivity are some of the characteristics that podcasts make desirable personalized learning tools in teaching pronunciation. (Abbdedaim, 2013 at al. cited in Kafes and Caner, 2020). Finally, the students showed that after making podcasts, and from the first to the end, they had better fluency and precision when pronouncing sounds, linking, intonation and stress. (Oral pronunciation test 2020).

In the vowel sound criterion, six students scored 10 points on the pronunciation scale. 10 points were established for students who were able to complete the podcasts by presenting correct information. On the contrary, in the consonants, four students obtained 10 points, which means that they did not use the appropriate function and sound to be able to record their podcasts and that the listeners understand. In addition, on fluidity of sentences criterion, seven students obtained 10 points, thus giving the largest number of learners in this area with the highest qualification, while on the other hand, intonation section, four students obtained 10 points, thus that a better understanding was lacking when differentiating the appropriate intonation when asking yes and no questions and Wh-questions. Finally, in the stress criterion, 10 students obtained 10 points, but seven of them obtained 6 points, which is a disadvantage since they used the same rhythm when pronouncing complex sentences, which prevented them from focusing on the key words. (Oral pronunciation test, 2020)

Second, podcasting, among the various advanced technological tools available today, is the most suitable for developing pronunciation skills. (As cited by Constantine, 2007 in Al-Harbi, 2019). Stated that to get teacher feedback on a podcast exercise, the student

can listen to the audio, record their output, and send an audio file to the teacher for assessment, then the teacher would listen to the student's recording and give the appropriate feedback on the students' pronunciation. Also added that such activities helped students develop fluency in speech and pronunciation. In this way, during the interventions, the participants were trained in new and entertaining ways to develop their level of pronunciation with the purpose of learning, expressing, explaining something to others, etc. It was even more useful by giving them the freedom to decide the topic and choose the audience they are interested in according to the given topic, therefore instead of talking about apathetic topics that the listener is not interested in, that changed it to something fun. Demonstrating that the use of podcasts can help in the development of pronunciation skill.

CHAPTER IV

4. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the research was completed by analyzing and interpreting the various statistical data obtained with the use of podcasts as learning media in first-year high school students of the Unidad Educativa "Mario Cobo Barona" to improve their English pronunciation skills, some conclusions and recommendations were presented.

For the development of oral skills, the use of instruments and technological means is necessary for better progress. Using podcasts for the development of pronunciation in learners can really show an improvement. Besides, podcasts have enabled students to develop orally through the use of technology in the classroom; this type of learning media has recently emerged, allowing a better understanding of oral learning. Additionally, this previously validated test coincides with sound, linking, intonation, and stress, all related to the suprasegmental features of pronunciation. The results revealed that the students' level of pronunciation was very low, given that they did not know much about the subskills of pronunciation and did not demonstrate little use of technology, resulting in a poor understanding when recording their voice and creating the podcasts.

To evaluate and obtained information data the researched utilized four sections of the characteristics of pronunciation taken from Gerald Kelly book were applied in total in order to evaluate the level of pronunciation of first-year high school students; podcasts are a technological media that allows students to improve their oral skills by listening to or downloading them from any smart device with internet access. Students could improve their pronunciation level with the creation of podcasts, demonstrating that after recording themselves in each one of the four sections: sound, linking, intonation and stress, they achieve a post-test average of 8.5 points with an increase of 3.2 points. As a result, it demonstrated an improvement in the students' pronunciation.

Third, podcasts are effective in developing speaking skills, particularly in the expression of words that students want to communicate through mobile devices. There are varieties of types of podcasts that allow the creation and development of various topics, not only can they be entertainment but also podcasts allow the expression of educational thoughts or debates which in the same way develop the speaking ability in students. Moreover several devices can be used with or without internet and the expansion by inviting podcasters can be healthy for human social development. Additionally, podcasting is a great way for students to learn on their own outside of the classroom; students can freely create audios on any topic at any time, and the thoughts they want and the context in which they do it can motivate them to better acquisition and improvement of English pronunciation skills.

Finally, the use of podcasts as learning media improved the students' pronunciation skill in a productive way, as it helped them to articulate and focus on the pronunciation of sounds in a better way, allowing them to express their ideas fluently and using the rhythm appropriate to what they wanted to express. Furthermore, by allowing students to use technology productively, this procedure increased their motivation by encouraging them to create their own podcasts in entertaining and interesting ways.

4.2 Recommendations

To generate a real impact in the use of technology for the development and learning of a second language, it is important to have these types of resources, otherwise there will not be as much progress in teaching. Podcasts, as previously mentioned, are a set of audios that allow the user to listen to, download and share them using any electronic device, if this type of tools is used in the classroom there will be an improvement in learning and develop the different skills.

To demonstrate that the level of student's pronunciation the teacher might use various digital tools to be able to connect with the learners and encourage practice at home, when the students are out of the classroom they commonlyforget to perform their homework, but if the teacher can facilitate them with any type ofsolution, then the students should do their assignment and organize themselves in the best possible way to carry out their tasks and thus the teacher will be able to verify the progress with

technological platforms.

Teachers should give students more freedom in designing their speaking tasks so that
 they can produce their audios according to their resources and needs. For example,
onlythe subject and, instructions need to be established, but the environment and devices
need to be chosen by the students. This can motivate them to use the appropriate
segment of pronunciation related to the topic, for example when students do something
that catches their attention, more expressions can be learned in terms of tone of voice,
so the process can be made easier speaking learning trough podcasts.

As final point, when analyzing students' pronunciation through podcasts, teachers
should use electronic devices with free web access that help students better develop
their English pronunciation and as well achieve desired learning outcomes. With them,
teachers check the progress and give feedback if they have pronunciation difficulties.
And thus, there can be progress in learning that can motivate learners to continue using
technology for educational purposes and with favorable results.

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ANNEXES

Annex 1. Approval

ANEXO 3

CARTA DE COMPROMISO

Ambato 27 de abril de 2022
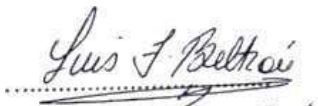
Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idioma Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg, Luis Fabián Beltrán Barona en mi calidad de Rector responsable de la Unidad Educativa"Mario Cobo Barona", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Entertainment Podcast and Pronunciation Skill" propuesto por la estudiante Cabrera Curco Magaly Shirley, portadora de la Cédula de Ciudadanía, 1805401732 , 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.

Luis Fabián
Beltrán Barona
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Fabian.beltran@educacion.edu.ec

PRONUNCIATION PRETEST

Name: ……………………………. **Level:** ……………………. **Date:** …………………

Instructions to answer the test:
- Read each question before answering it
- The correct option must be marked like the example below:

PRONUNCIATION TEST FOR ESL STUDENTS
SECTION 1 (SOUNDS)

A. In this section read the following questions. Select the correct sound according what you hear.

1) **Does the word *basic* have a '*z*' or a '*s*' sound?**
   A. ○ z
   B. ○ s

2) **Does the word *of* have a "*v*" or an "*f*" sound?**
   A. ○ v
   B. ○ f

3) **Are '*sun*' and '*son*' pronounced the same way?**
   A. ○ no
   B. ○ yes

4) **Does "*fool*" and "*rule*" rhyme?**
   A. ○ no
   B. ○ yes

5) **Are "*where*" and "*were*" pronounced the same way?**
   A. ○ no
   B. ○ yes

6) **Does "*throw*" and "*love*" rhyme with one another?**
   A. ○ no
   B. ○ yes

7) **Are "*role*" and "*roll*" pronounced in the same way?**
   A. ○ no
   B. ○ yes

8) **Does "*broad*" and "*road*" rhyme?**
   A. ○ no
   B. ○ yes

9) **Does "*good*" and "*food*" rhyme with one another?**
   A. ○ no
   B. ○ yes

10) **Is *any* pronounced like "*nanny*" or "*penny*"?**
   A. ○ nanny
   B. ○ penny

Source: Pronunciation Test for ESL Students (Smith, 2018)

SECTION 2 (LINKING)

A. Read the following sentences and look how two vowel sounds meet.

1. My brother always phones at the wrong time.
2. Princess Diana was a victim of media exploitation.
3. I am, therefore I ought to be.
4. Are you inside, or are you outside?
5. Mr. Johnson owes you a lot of money.

SECTION 3 (INTONATION)

B. Look at the following questions and read them using the right intonation.

WH/ Questions

1. Where do you live?
2. What's your name?
3. Why are you sad?
4. How are you?
5. When is your birthday?

Yes/ No questions

1. Do you have a pet?
2. Does she make a cake?
3. Do they feel nervous?
4. Does Juan play soccer?
5. Do we go to the cinema?

SECTION 4 (STRESS: WORD STRESS AND SENTENCE STRESS)

C. Read the following words using the stress on the right place:

1. Paper **5.** Long
2. Bottle **6.** Necessarily
3. House **7.** Identity
4. Fewer **8.** Giving

Read the following sentences using the stress on the right place:

1. I would like a cup of herbal tea   (focus on the pronoun)

2. I would like a cup of herbal tea   (focus on the verb)

3. I would like a cup of herbal tea   (focus on the mug's name)

4. I would like a cup of herbal tea   (focus on the sort of tea)

5. I would like a cup of herbal tea   (focus on the type of drink)

Source: book "*How to teach pronunciation*" (Kelly, 2007)

Answer sheet

SECTION 1 (SOUNDS)

A. In this section read the following questions. Select the correct sound according what you hear.

1) Does the word *basic* have a '*z*' or a '*s*' sound?

  A. ○ z

  B. ☐ s

2) Does the word *of* have a "*v*" or an "*f*" sound?

  A. ☐ v

  B. ○ f

3) Are '*sun*' and '*son*' pronounced the same way?

  A. ○ no

  B. ☐ yes

4) Does "*fool*" and "*rule*" rhyme?

  A. ○ no

  B. ☐ yes

5) Are "*where*" and "*were*" pronounced the same way?

  A. ☐ no

  B. ○ yes

6) Does "*throw*" and "*low*" rhyme with one another?

  A. ○ no

    ☐

7) Are "*role*" and "*roll*" pronounced in the same way?

  A. ○ no

    ☐

8) Does "*broad*" and "*road*" rhyme?

  A. ☐ no

  B. ○ yes

9) Does "*good*" and "*food*" rhyme with one another?

  A. ☐ no

  B. ○ yes

10) Is *any* pronounced like "*nanny*" or "*penny*"?

  A. ○ nanny

  B. ☐ penny

Source: Pronunciation Test for ESL Students (Smith, 2018)

PRONUNCIATION POST-TEST

Name: ……………………………..   **Level:** …………………….   **Date:** …………………

Instructions to answer the test:
- Read each question before answering it
- The correct option must be marked like the example below:

PRONUNCIATION TEST FOR ESL STUDENTS
SECTION 1 (SOUNDS)

B. In this section read the following questions. Select the correct sound according what you hear.

11) Does the word *basic* have a '*z*' or a '*s*' sound?

    A. ○ z

    B. ○ s

12) Does the word *of* have a "*v*" or an "*f*" sound?

    A. ○ v

    B. ○ f

13) Are '*sun*' and '*son*' pronounced the same way?

    A. ○ no

    B. ○ yes

14) Does "*fool*" and "*rule*" rhyme?

    A. ○ no

    B. ○ yes

15) Are "*where*" and "*were*" pronounced the same way?

    A. ○ no

    B. ○ yes

16) Does "*throw*" and "*love*" rhyme with one another?

    A. ○ no

    B. ○ yes

17) Are "*role*" and "*roll*" pronounced in the same way?

    A. ○ no

    B. ○ yes

18) Does "*broad*" and "*road*" rhyme?

    A. ○ no

    B. ○ yes

19) Does "*good*" and "*food*" rhyme with one another?

    A. ○ no

    B. ○ yes

20) Is *any* pronounced like "*nanny*" or "*penny*"?

    A. ○ nanny

    B. ○ penny

Source: Pronunciation Test for ESL Students (Smith, 2018)

SECTION 2 (LINKING)

C. Read the following sentences and look how two vowel sounds meet.

1. "They gave it me," Humpty Dumpty continued, "for an un-birthday present."
2. "I beg you pardon?" Alice said with a puzzled air.
3. "I'm not offended", said Humpty Dumpty.
4. "I mean, what is an un-birthday present?"
5. "A present given when it isn't your birthday, of course."

SECTION 3 (INTONATION)

D. Look at the following questions and read them using the right intonation.

WH/ Questions

1. Where are my boots?
2. What's the matter?
3. Why were you late?
4. How does it work?
5. When can I see you?

Yes/ No questions

1. Are you a new student here?
2. She is Mary Jane, right?
3. Were they here at 10 pm?
4. Does Bruce travel last year?
5. Are we already for tomorrow exposition?

SECTION 4 (STRESS: WORD STRESS AND SENTENCE STRESS)

E. Read the following words using the stress on the right place:

1. Movies	5. Ugly	
2. Actress	6. Hopeless	
3. Heroes	7. Investigation	
4. Power	8. People	

F. Read the following sentences using the stress on the right place:

1. When scientist Bruce Banner gets angry he becomes The Hulk (focus on the WH word)
2. When scientist Bruce Banner gets angry he becomes The Hulk (focus on the noun)
3. When scientist Bruce Banner gets angry he becomes The Hulk (focus on the character's name)
4. When scientist Bruce Banner gets angry he becomes The Hulk (focus on the adjective)
5. When scientist Bruce Banner gets angry he becomes The Hulk (focus on the heroes' name)

Source: book "*How to teach pronunciation*" (Kelly, 2007)

Answer sheet

SECTION 1 (SOUNDS)

A. In this section read the following questions. Select the correct sound according what you hear.

1) Does the word *basic* have a '*z*' or a '*s*' sound?

   A. ○ z

   B. ☐ s

2) Does the word *of* have a "*v*" or an "*f*" sound?

   A. ☐ v

   B. ○ f

3) Are '*sun*' and '*son*' pronounced the same way?

   A. ○ no

   B. ☐ yes

4) Does "*fool*" and "*rule*" rhyme?

   A. ○ no

   B. ☐ yes

5) Are "*where*" and "*were*" pronounced the same way?

   A. ☐ no

   B. ○ yes

6) Does "*throw*" and "*low*" rhyme with one another?

   A. ○ no

      ☐

7) Are "*role*" and "*roll*" pronounced in the same way?

   A. ○ no

      ☐

8) Does "*broad*" and "*road*" rhyme?

   A. ☐ no

   B. ○ yes

9) Does "*good*" and "*food*" rhyme with one another?

   A. ☐ no

   B. ○ yes

10) Is *any* pronounced like "*nanny*" or "*penny*"?

   A. ○ nanny

   B. ☐ penny

Source: Pronunciation Test for ESL Students (Smith, 2018)

Annex 4. Pre and Post approval by tutors

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

"ENTERTAINMENT PODCASTS AND PRONUNCATION SKILL"

Autora: Magaly Shirley Cabrera Curco.

This test is based on Pronunciation Test for ESL Students by M, Smith (2018) and the book "How to teach pronunciation by G, Kelly. (2007)

Part 1: Students read the question and identify the answer through the voice reading developing pronunciation skill.
Part 2: Students identify how the sounds linking through reading sentences.
Part 3: Students identify the correct intonation through the WH, and Yes/No question. Part 4: Students identify the stress trough words stress and sentences stress.

Class: Level A2.
Time: 30 minutes.
Objective: To evaluate the students' pronunciation level before the use of Entertainment Podcasts.

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE   **2R: REGULAR**   **3B: BUENO**   **4O: ÓPTIMO**

PARÁMETROS PREGUNTAS	Pertenencia de las preguntas del instrumento con los objetivos				Pertenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
• **PRONUNCIATION – PART 1 SOUNDS** • *Read carefully and mark ( ) the circle.* **QUESTION 1 –** Does the word *basic* have a 'z' or a 's' sound?				✓				✓				✓				✓
QUESTION 2 – Does the word *of* have a				✓				✓				✓				✓
"*v"* or an "*f*" sound? **QUESTION 3 –** Are 'sun' and 'son' pronounced the same way?			✓				✓				✓					✓
QUESTION 4 – Does "fool" and "rule" rhyme?				✓				✓				✓				✓

QUESTION 5 – Are "where" and "were"pronounced the same way?				✓				✓				✓				✓
QUESTION 6 – Does "throw" and "low"rhyme with one another?				✓				✓				✓				✓
QUESTION 7 – Are "role" and "roll"pronounced in the same way?				✓				✓				✓				✓
QUESTION 8 – Does "broad" and "road"rhyme?				✓				✓				✓				✓
QUESTION 9 – Does "good" and "food"rhyme with one another?				✓				✓				✓				✓
QUESTION 10 – Is *any* pronounced like"nanny*"* or "penny*"*? **Assessment:** Students should be assessed on their answers in the section(pronunciation skill). **Part One** consists in selecting the correct answer according to their voice pronunciation.				✓				✓				✓				✓
• **PRONUNCIATION – PART 2LINKING** * **Read the following sentences and lookhow two vowel sounds meet.** **N°1** - My brother always phones at thewrong time. **N° 2-** Princess Diana was a victim of mediaexploitation. **N° 3**- I am,therefore I ought to be. **N° 4**- Are you inside, or are you outside? **N°5**- Mr Johnson owes you a lot of money. **Assessment: Part two** is to identify howvowel sounds meet in sentences. Students must read and pronounce themcorrectly.			✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓
• **PRONUNCIATION** – **PART 3INTINATION**																

52

* Look at the following questions andread them using the right intonation. **WH/ Questions** **N° 1 –** Where do you live?**N° 2-** Why are you sad? **N° 3-** What is your name?**N° 4-** How are you? **N° 5**- When is your birthday?				✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓	
YES/ NO Questions **N° 1 –** Do you have a pet? **N° 2-** Does she make a cake?**N° 3-** Do they feel nervous? **N° 4-** Does Juan play soccer? **N° 5**- Do we go to the cinema? **Assessment: Part three** is to identify how the rising and falling intonation has on WH and Yes/no questions. Students must read the questions using the correctintonation.				✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓	
• **PRONUNCIATION – PART 4WORD STRESS** *** Read the following words using the stresson the right place:** **N°1** - Captain **N° 2-** Weapon. **N° 3-** Power **N° 4-** Spider **N° 5**- Strong **N°** **6** - Police **N° 7-** Inventor **N° 8-** Protect				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

PRONUNCIATION – PART 4 SENTENCES STRESS																

- **PRONUNCIATION –**
  PART 4SENTENCES
  STRESS

* Read the following sentences using thestress on the right place: ✓   ✓   ✓   ✓

N°1 - I would like a cup of herbal tea (focuson the pronoun)   ✓   ✓   ✓   ✓

N° 2- I would like a cup of herbal tea(focus on the verb)   ✓   ✓   ✓   ✓

N° 3- I would like a cup of herbal tea(focus on the mug's name)   ✓   ✓   ✓   ✓

N° 4- I would like a cup of herbal tea(focus on the sort of tea)

N°5- I would like a cup of herbal tea(focus on the type of drink)   ✓   ✓   ✓   ✓

Assessment: Part four is to identify the stress on word and sentences in the correct place. Students must read and pronounce them correctly.

OBSERVACIONES:

Realizado Por:
Magaly Shirley Cabrera Curco
1805401732

Validado Por:
Lic.Mg. Edgar Guadia Encalada TrujilloCI:
CI: 0501824171

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

"ENTERTAINMENT PODCASTS AND PRONUNCATION SKILL"

Autora: Magaly Shirley Cabrera Curco.

This test is based on Pronunciation Test for ESL Students by M, Smith (2018) and the book "How to teach pronunciation by G, Kelly. (2007)

Part 1: Students read the question and identify the answer through the voice reading developing pronunciation skill.

Part 2: Students identify how the sounds linking through reading sentences.

Part 3: Students identify the correct intonation through the WH, and Yes/No question.
Part 4: Students identify the stress trough words stress and sentences stress.

Class: Level A2.

Time: 30 minutes.

Objective: To evaluate the students' pronunciation level before the use of Entertainment Podcasts.

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE   **2R: REGULAR**   **3B: BUENO**   **4O: ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertenencia de las preguntas del instrumento con los objetivos				Pertenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
• **PRONUNCIATION – PART 1 SOUNDS** *Read carefully and mark ( ) the circle.*																
QUESTION 1 – Does the word *basic* have a 'z' or a 's' sound?				✓				✓				✓				✓
QUESTION 2 – Does the word *of* have a "*v"* or an "*f"* sound?				✓				✓				✓				✓
QUESTION 3 – Are 'sun' and 'son' pronounced the same way?				✓				✓				✓				✓
QUESTION 4 – Does "fool" and "rule" rhyme?				✓				✓				✓				✓

QUESTION 5 – Are "where" and "were"pronounced the same way?			✓				✓			✓				✓
QUESTION 6 – Does "throw" and "low"rhyme with one another?			✓				✓			✓				✓
QUESTION 7 – Are "role" and "roll"pronounced in the same way?			✓				✓			✓				✓
QUESTION 8 – Does "broad" and "road"rhyme?			✓				✓			✓				✓
QUESTION 9 – Does "good" and "food"rhyme with one another?			✓				✓			✓				✓
QUESTION 10 – Is *any* pronounced like"nanny*"* or "penny*"*? **Assessment:** Students should be assessed on their answers in the section(pronunciation skill). **Part One** consists in selecting the correct answer according to their voice pronunciation.			✓				✓			✓				✓
• **PRONUNCIATION –** **PART 2LINKING** * **Read the following sentences and lookhow two vowel sounds meet.** **N°1** - My brother always phones at thewrong time. **N° 2-** Princess Diana was a victim of mediaexploitation. **N° 3**- I am,therefore I ought to be. **N° 4**- Are you inside, or are you outside? **N°5**- Mr Johnson owes you a lot of money. **Assessment: Part two** is to identify howvowel sounds meet in sentences. Students must read and pronounce themcorrectly.			✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓
• **PRONUNCIATION** – **PART 3INTINATION**														

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
SEMESTRE ABRIL – SEPTIEMBRE 2022
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
SEMESTRE ABRIL – SEPTIEMBRE 2022

* Look at the following questions andread them using the right intonation. **WH/ Questions** **N° 1 –** Where do you live?**N° 2-** Why are you sad? **N° 3**- What is your name?**N° 4**- How are you? **N° 5**- When is your birthday? **YES/ NO Questions** **N° 1 –** Do you have a pet? **N° 2-** Does she make a cake?**N° 3**- Do they feel nervous? **N° 4**- Does Juan play soccer? **N° 5**- Do we go to the cinema? **Assessment: Part three** is to identify how the rising and falling intonation has on WH and Yes/no questions. Students must read the questions using the correctintonation.			✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
• **PRONUNCIATION –****PART 4WORD STRESS** *** Read the following words using the stresson the right place:** **N°1 -** Captain **N° 2-** Weapon. **N° 3**- Power **N° 4**- Spider **N° 5-** Strong **N°** **6** - Police **N° 7-** Inventor **N° 8**- Protect			✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

• **PRONUNCIATION – PART 4 SENTENCES STRESS**																
* Read the following sentences using the stress on the right place:			✓				✓			✓			✓			
N°1 - I would like a cup of herbal tea (focus on the pronoun)			✓				✓			✓			✓			
N° 2- I would like a cup of herbal tea (focus on the verb)			✓				✓			✓			✓			
N° 3- I would like a cup of herbal tea (focus on the mug's name)			✓				✓			✓			✓			
N° 4- I would like a cup of herbal tea (focus on the sort of tea)			✓				✓			✓			✓			
N°5- I would like a cup of herbal tea (focus on the type of drink)			✓				✓			✓			✓			
Assessment: Part four is to identify the stress on word and sentences in the correct place. Students must read and pronounce them correctly.																

OBSERVACIONES:

_____

_____

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CI: 1805401732

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Lic.Mg. Jordan Buenaño Cristina del Rocio
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UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS SEMESTRE ABRIL – SEPTIEMBRE 2022

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "POST-TEST" PERTENECIENTE A LA

INVESTIGACIÓN:

"ENTERTAINMENT PODCASTS AND PRONUNCIATION SKILL"

Autora: Magaly Shirley Cabrera Curco.

This test is based on Pronunciation Test for ESL Students by M, Smith (2018) and the book "How to teach pronunciation by G, Kelly. (2007)

Part 1: Students read the question and identify the answer through the voice reading developing pronunciation skill.
Part 2: Students identify how the sounds linking through reading sentences.
Part 3: Students identify the correct intonation through the WH, and Yes/No question. Part 4: Students identify the stress trough words stress and sentences stress.

Class: Level A2.
Time: 30 minutes.
Objective: To evaluate the students' pronunciation level before the use of Entertainment Podcasts.

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE   **2R: REGULAR**   **3B: BUENO**   **4O: ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertenencia de las preguntas del instrumento con los objetivos				Pertenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
PRONUNCIATION – PART 1 SOUNDS *Read carefully and mark ( ) the circle.*																
QUESTION 1 – Does the word *basic* have a 'z' or a 's' sound?				✓				✓				✓				✓
QUESTION 2 – Does the word *of* have a "*v"* or an "*f"* sound?				✓				✓				✓				✓
QUESTION 3 – Are 'sun' and 'son' pronounced the same way?				✓				✓				✓				✓
QUESTION 4 – Does "fool" and "rule" rhyme?				✓				✓				✓				✓

QUESTION 5 – Are "where" and "were"pronounced the same way?				✓				✓				✓		✓
QUESTION 6 – Does "throw" and "low"rhyme with one another?				✓				✓				✓		✓
QUESTION 7 – Are "role" and "roll"pronounced in the same way?				✓				✓				✓		✓
QUESTION 8 – Does "broad" and "road"rhyme?				✓				✓				✓		✓
QUESTION 9 – Does "good" and "food"rhyme with one another?				✓				✓				✓		✓
QUESTION 10 – Is *any* pronounced like"nanny*"* or "penny*"*?				✓				✓				✓		✓
Assessment: Students should be assessed on their answers in the section(pronunciation skill).														
Part One consists in selecting the correct answer according to their voice pronunciation.														
• **PRONUNCIATION – PART 2LINKING**														
* Read the following sentences and lookhow two vowel sounds meet.														
N°1 - "They gave it me," Humpty Dumptycontinued, "for an un-birthday present."				✓				✓				✓		✓
N° 2- "I beg you pardon?" Alice said with apuzzled air.				✓				✓				✓		✓
N° 3- "I'm not offended", said HumptyDumpty.				✓				✓				✓		✓
N° 4- "I mean, what is an un-birthday present?"**N°5-** "A present given when it isn't your birthday, of course."				✓				✓				✓		✓
				✓				✓				✓		✓
Assessment: Part two is to identify how vowel sounds meet in sentences. Students must read and pronounce them correctly.														

- **PRONUNCIATION –PART 3**

  INTINATION

  * Look at the following questions and read them using the right intonation.

  WH/ Questions
  WH/ Questions
  N° 1 – Where are my boots? **N° 2-** What's the matter? **N° 3-** Why were you late? **N° 4-** How does it work?
  N° 5- When can I see you?

  YES/ NO Questions
  N° 1 – Are you a new student here?
  N° 2- She is Mary Jane, right?
  N° 3- Were they here at 10 pm?
  N° 4- Does Bruce travel last year?
  N° 5- Are we already for tomorrow exposition?

  Assessment: Part three is to identify how the rising and falling intonation has on WH and Yes/no questions. Students must read the questions using the correct intonation.

			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓

- **PRONUNCIATION – PART 4 WORD STRESS**
  * Read the following words using the stress on the right place:

  N° 1 – Movies
  N° 2- Actress
  N° 3- Heroes
  N° 4- Power
  N° 5- Ugly
  N° 6 - Hopeless
  N° 7- Investigation
  N° 8- People

			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓
			✓			✓			✓			✓

PRONUNCIATION – PART 4 SENTENCES STRESS														
* Read the following sentences using the stress on the right place:			√				√			√				√
N°1 - When scientist Bruce Banner gets angry he becomes The Hulk (focus on the WH word)			√				√			√				√
N° 2- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the noun)			√				√			√				√
N° 3- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the character's name)			√				√			√				√
N° 4- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the adjective)			√				√			√				√
N°5- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the heroes' name) **Assessment: Part four** is to identify the stress on word and sentences in the correct place. Students														

OBSERVACIONES:

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Realizado Por

Magaly Shirley Cabrera Curco

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Validado Por:

Lic.Mg. Edgar Guadia Encalada Trujillo

CI: 0501824171

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
SEMESTRE ABRIL – SEPTIEMBRE 2022

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "POST-TEST" PERTENECIENTE A LA INVESTIGACIÓN:

"ENTERTAINMENT PODCASTS AND PRONUNCATION SKILL"

Autora: Magaly Shirley Cabrera Curco.

This test is based on Pronunciation Test for ESL Students by M, Smith (2018) and the book "How to teach pronunciation by G, Kelly. (2007)

Part 1: Students read the question and identify the answer through the voice reading developing pronunciation skill.
Part 2: Students identify how the sounds linking through reading sentences.
Part 3: Students identify the correct intonation through the WH, and Yes/No question.
Part 4: Students identify the stress trough words stress and sentences stress.

Class: Level A2.
Time: 30 minutes.
Objective: To evaluate the students' pronunciation level before the use of Entertainment Podcasts.

Señale con un ✓, según la validación para cada pregunta:

1D: DEFICIENTE　　　　**2R: REGULAR**　　　　**3B: BUENO**　　　　**4O: ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertenencia de las preguntas del instrumento con los objetivos				Pertenencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y Lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
• PRONUNCIATION – PART 1 SOUNDS *Read carefully and mark ( ) the circle.																
QUESTION 1 – Does the word *basic* have a 'z' or a 's' sound?				✓				✓				✓				✓
QUESTION 2 – Does the word *of* have a "*v*" or an "*f*" sound?				✓				✓				✓				✓
QUESTION 3 – Are 'sun' and 'son' pronounced the same way?				✓				✓				✓				✓
QUESTION 4 – Does "fool" and "rule" rhyme?				✓				✓				✓				✓

QUESTION 5 – Are "where" and "were"pronounced the same way?			✓				✓			✓				✓
QUESTION 6 – Does "throw" and "low"rhyme with one another?			✓				✓			✓				✓
QUESTION 7 – Are "role" and "roll"pronounced in the same way?			✓				✓			✓				✓
QUESTION 8 – Does "broad" and "road"rhyme?			✓				✓			✓				✓
QUESTION 9 – Does "good" and "food"rhyme with one another?			✓				✓			✓				✓
QUESTION 10 – Is *any* pronounced like"nanny*"* or "penny*"*?			✓				✓			✓				✓
Assessment: Students should be assessed on their answers in the section(pronunciation skill). **Part One** consists in selecting the correct answer according to their voice pronunciation.														
• **PRONUNCIATION – PART 2LINKING** * **Read the following sentences and lookhow two vowel sounds meet.** N°**1** - "They gave it me," Humpty Dumptycontinued, "for an un-birthday present." N° **2-** "I beg you pardon?" Alice said with apuzzled air. N° **3-** "I'm not offended", said HumptyDumpty. N° **4-** "I mean, what is an un-birthday present?"**N°5-** "A present given when it isn't your birthday, of course." **Assessment: Part two** is to identify how vowel sounds meet in sentences. Students must read and pronounce them correctly.			✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓			✓ ✓ ✓ ✓ ✓				✓ ✓ ✓ ✓ ✓
• **PRONUNCIATION –PART 3** **INTINATION**														

* Look at the following questions andread them using the right intonation.

WH/ Questions
N° 1 – Where are my boots?N° 2- What's the matter?
N° 3- Why were you late?**N° 4**- How does it work? **N° 5**- When can I see you?

YES/ NO Questions
N° 1 – Are you a new student here?N° 2- She is Mary Jane, right?
N° 3- Were they here at 10 pm?
N° 4- Does Bruce travel last year? **N° 5**- Are we already for tomorrowexposition?

Assessment: **Part three** is to identify how therising and falling intonation has on WH and Yes/no questions. Students must read

- **PRONUNCIATION – PART 4WORD STRESS**

* Read the following words using the stresson the right place:

N°1 – Movies
N°2- Actress **N° 3**- Heroes
N° 4- Power
N° 5- Ugly
N° 6 - Hopeless
N° 7- Investigation
N° 8- People

• **PRONUNCIATION – PART 4 SENTENCES STRESS** *** Read the following sentences using the stress on the right place:**			✓			✓		✓		✓						
N°1 - When scientist Bruce Banner gets angry he becomes The Hulk (focus on the WH word) **N° 2-** When scientist Bruce Banner gets angry he becomes The Hulk (focus on the noun)			✓			✓		✓		✓						
			✓			✓		✓		✓						
N° 3- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the character's name)			✓			✓		✓		✓						
N° 4- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the adjective) **N°5**- When scientist Bruce Banner gets angry he becomes The Hulk (focus on the heroes' name) **Assessment: Part four** is to identify the stress on word and sentences in the correct place. Students			✓			✓		✓		✓						

OBSERVACIONES: _____

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Validado Por:

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CI: 1804010500

Annex 5. Pre and Posttest results

Pre and Post-test Results

Population	Pre-test	Post-test
Student 1	4	8
Student 2	6	10
Student 3	6	8
Student 4	8	6
Student 5	8	8
Student 6	4	10
Student 7	2	10
Student 8	4	8
Student 9	6	6
Student 10	4	6
Student 11	2	8
Student 12	4	10
Student 13	4	10
Student 14	2	6
Student 15	2	10
Student 16	4	8
Student 17	6	8
Student 18	2	6
Total	5,3	8,5

Annex 6. Lesson plan

Lesson Plan for Pronunciation class

Class: 1st Pre-test.

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: Pre-test

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the suprasegmental features of pronunciation.

Possible solutions: Teacher explains the importance of pronunciation.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class introducing the topic: Suprasegmental features of pronunciation: sounds, linking, intonation, and stress. ➢ Students pay attention.	5 mins
Pre-test	➢ After the explanation the teacher uses the pre-text to explain the different sections about pronunciation (See annex 1). ➢ Students must read the pre-test. First activity: ➢ Teacher says her Ss read the pre-test and record using SoundCloud to make it a podcast.	10 mins
Additional possibilities	Teacher shares online resources to her students SoundCloud.	
Homework	Students must practice pronunciation at home.	

Lesson Plan for Pronunciation class

Class: 2nd the mouth movement

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: The mouth movement

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with nasal cavity into play sounds

Possible solutions: Teacher show the picture more detailed of the articulation of individual phonemes.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class introducing the new topic: The mouth movement. ➢ Students pay attention ➢ The teacher gives her Ss Worksheet No. 1 about phonics (See annex 2) ➢ The teacher plays the audio of the chart phonics sounds. Link: https://drive.google.com/file/d/1s8zRGrNXyBIjotvQTFAcuzKvA6vlrYaH/view?usp=sharing ➢ Students listen to the 44 sounds in Part 1, carefully.	5 mins
Presentation activities	➢ After the listening presentation, the teacher uses the picture on the worksheet of the articulation of individual phonemes. (Worksheet 1, Part 2, See annex 2). ➢ Students pay attention to the picture of articulation of individual phonemes. (Worksheet 1, Part 2, See annex 2). ➢ The teacher asks Ss to read the part of speech on worksheet. (Worksheet 1, Part 2, See annex 2) ➢ Then the teacher explains how the sounds on the phonics chart change with the movement of articulation. (Worksheet 1, Part 1 and 2, See annex 2)	10 mins

	> Finally, the teacher asks Ss to read and make the lips position for a better comprehension of mouth movements. (Worksheet 1, Part 3, See annex 2). **Homework:** > The teacher gives (Worksheet No. 2, Annex 2.) "Phonics Activity", to Ss and they record all the 18 words of the phonics chart. > After that, the Ss upload their record on SoundCloud and share the link with the teacher using the WhatsApp group. > The teacher listens to Ss recordings on SoundCloud and writes comments.	
Additional possibilities	Teacher shares the phonetics sounds chart to her students.	
Homework	Students must practice pronunciation of vowels and consonants sounds at home.	

Lesson Plan for Pronunciation class

Class: 3rd Sounds

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: Sounds

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the /t/, /d/ and /ɪd/ sounds.

Possible solutions: Teacher shares the audio sounds of /t/, /d/ and /ɪd/ for a better listening.

Lesson Section	Activities	Time
Introduction	> Greeting > The teacher starts her class introducing the topic: The simple past tense verbs with the regular sounds > Students pay attention to the /t/, /d/ and /ɪd/ ending sounds	3 mins
Presentation activities	> After the presentation, the teacher uses a video to show [t], [d] or [Id] "-ed" sounds. Link:https://www.youtube.com/watch?v=j32SurxnE4s&ab_channel=ElementalEnglish > Students pay attention to the video and repeat the [t], [d] or [Id]	12 mins

sounds.
- ➢ Then teacher gives the worksheet "Sounds_ Past tense verbs '-ed' (Worksheet 3, Part 1, See annex 3).
- ➢ Teacher reads each word verb on the worksheet and asks Ss repeat the past tense verbs using the "-ed" final sounds on each word correctly (Worksheet 3, Part 1, See annex 3).
- ➢ Students must practice the –ed" (Worksheet 3, Part 1, See annex 3) final sounds making the voiceless and unvoiced sounds in the correct verb.
- ➢ Then the teacher asks students to listen to the Stan lee Biography and pay attention to the –ed" al sounds.

Link: https://www.biography.com/media-figure/stan-lee

Homework:

- ➢ Students must record the Stan Lee Biography (Worksheet 4, See annex 3) using SoundCloud and share the link to the teacher.
- ➢ The teacher must listen to each podcast and write a recommendation on the Ss recordings.

Additional possibilities	Teacher shares the video about [t], [d] or [Id] "-ed" Past Tense.	
Homework	Students must practice the "-ed" Past Tense pronunciation at home.	

Lesson Plan for Pronunciation class

Class: 4th Linking

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: Linking

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the pronunciation of linking sounds on words.

Possible solutions: Teacher helps to her Ss on the correct linking pronunciation.

Lesson Section	Activities	Time

Introduction	➢ Greeting ➢ The teacher starts her class introducing the topic: Linking. ➢ Students pay attention to how two or more words meet and listen to linking sounds that are pronounced. (Worksheet 5, Part 1, sections A & b, See Annex 4).	5 mins
Presentation activities	➢ After the explanation, the teacher plays a song and students listen to how the words on the song are "linked". Link:https://www.youtube.com/watch?v=3nQNiWdeH2Q&ab_channel=NoCopyrightSounds ➢ The teacher gives the worksheet with the lyrics to her Ss. (Worksheet 6, Part 1, See annex 4). ➢ Each student follows the song I'm walking alone, the streets are empty… ➢ The teacher repeats the song if necessary. ➢ Then teacher asks her students to find the "linking" sounds on the lyrics. ➢ The students say all the linking words that they found in the lyrics. ➢ The teacher sings the song together with her Ss and they use the correct pronunciation, as well as the linking sounds. Homework: ➢ Students record themselves singing the song and uploading it on SoundCloud and share it with the teacher on the WhatsApp group. ➢ The teacher listens to each Ss audio and writes suggestions about linking pronunciation.	10 mins
Additional possibilities	Teacher shares the link of the song.	
Homework	Students must practice linking pronunciation at home.	

Lesson Plan for Pronunciation class

Class: 5th Intonation

Time: 15 minutes

Teacher: Cabrera Shirley

Topic: Intonation Yes/No questions

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the rising pronunciation on Yes/No questions.

Possible solutions: Teacher explains the importance of rising pronunciation.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class introducing the topic: Rising Intonation Yes/No questions. ➢ Students pay attention.	5 mins
Presentation activities	➢ After introducing the topic, the teacher uses a worksheet to present her Ss with some Yes/No questions examples. Worksheet 7, Part 1. (See Annex 5). ➢ Students pay attention on the rising intonation questions sounds. ➢ Then, the students read the next two Yes/No question examples using the correct rising intonation. Worksheet 7, Part 2 (See Annex 5). ➢ Finally, the teacher asks her student to practice on class. Reading the seven Yes/No questions. Worksheet 7. Part 3. (See Annex 5). ➢ And the Ss must find someone to ask all the Yes/No questions using the rising intonation. Homework: ➢ The teacher gives her students Worksheet No. 7. Part 3. (See Annex 5) with the Yes/No questions. ➢ And Ss record with a partner the Yes/No question and upload on SoundCloud. ➢ The teacher listens to the Ss podcasts and give suggestions about rising intonation.	10 mins
Additional possibilities	Teacher shares online resources to her students.	
Homework	Students must practice rising intonation questions at home.	

Lesson Plan for Pronunciation class

Class: 6th Intonation

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: Intonation WH questions

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the falling intonation questions.

Possible solutions: Teacher explains how the falling intonation question work.

Lesson Section	Activities	Time
Introduction	➤ Greeting ➤ The teacher starts her class introducing the topic: Intonation WH words questions. ➤ Students pay attention.	5 mins
Presentation activities	➤ After the explanation, the teacher uses the Worksheet 8. Part 1, to present her Ss to the falling intonation questions (See annex 6). ➤ The Ss pay attention on how the falling intonation on the WH questions sounds. ➤ Then, the teacher asks her Ss reads the "Favorite movie dialogue" in pairs using the falling intonation at the end of the WH, questions. (Worksheet 8. Part 2. See Annex 6). ➤ Finally, the teacher asks her students to practice on class. ➤ Students must find someone who to ask the WH words questions using the falling intonation. (Worksheet 8. Part 3. See Annex 6). Homework: ➤ The teacher gives her students the worksheet 8, part 3, with 6 WH questions and they record in pairs using the falling intonation. ➤ Students upload on SoundCloud, and they share the link on the WhatsApp group. ➤ The teacher listens the Ss podcasts and give suggestions about falling intonation.	10 mins
Additional possibilities	Teacher shares online resources to her students.	

Homework	Students must practice falling intonation WH questions at home.

Lesson Plan for Pronunciation class

Class: 7th Stress

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: Word stress.

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems to pronounce the stress on the correct place.

Possible solutions: Teacher explains where the stress is on each word.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class by introducing the topic: Word Stress. (Worksheet 9. Part 1. See Annex 7) ➢ Students pay attention.	5 mins
Presentation activities	➢ After the explanation the teacher uses the worksheet 9, part 2 to explain her Ss how the stress sounds on the types of books (See annex 7). ➢ The teacher plays the first audio about book types. Link: https://es.liveworksheets.com/mo1860208zi ➢ Ss listen to each word and pay attention on the stress sounds. ➢ Then the teacher asks her Ss to read the types of books using the stress in the correct place. ➢ After the practice the teacher uses the part 2 of the worksheet 9, Activities and plays the second audio about movie genres. (See Annex 7) Link: **https://www.youtube.com/watch?v=R2jdO_H5JbI** ➢ Students listen to the audio and underline the stress on the correct place on the movie's genres list (Worksheet 9. Part 2. See Annex 7) ➢ Then the teacher asks her Ss to read the movies genres using the	10 mins

	stress on the right place. Homework: ➢ The teacher gives her Ss the list of words "types of music" (Worksheet 9. Part 3. See Annex 7). ➢ Students read and record the "types of music" using the stress on the correct place. ➢ After that Ss upload their recording on SoundCloud and shares the link in the WhatsApp group. ➢ The teacher listens to her Ss podcasts and write a suggestion about stress.	
Additional possibilities	Teacher shares online resources to her students.	
Homework	Students must practice stress pronunciation on words at home.	

Lesson Plan for Pronunciation class

Class: 8th Stress

Teacher: Cabrera Shirley

Time: 15 minutes

Topic: Sentences stress.

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems to pronounce the stress on the correct place.

Possible solutions: Teacher explains where the stress is on each sentence.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class introducing the topic: Sentences Stress. ➢ Students pay attention.	5 mins

Presentation activities	➢ After the explanation the teacher uses the worksheet 9 to explain how the stress on sentences sounds (Worksheet 9. part 1. See Annex 8) ➢ Students read and listen the example A. Part 1. Link: https://www.englishclub.com/pronunciation/sentence-stress.htm ➢ After listening the teacher asks her Ss to read the sentence example A using the stress in the right place. Homework: ➢ The teacher gives her Ss worksheet 8, part 3 with some quotations. (See Annex 8). ➢ Ss read and record themselves one of the two quotations using the stress on the correct place. ➢ Students upload their recordings on SoundCloud and share the link in the WhatsApp group. ➢ The teacher listens to her Ss podcasts and writes a suggestion about sentences stress sounds.	10 mins
Additional possibilities	Teacher shares online resources to her students.	
Homework	Students must practice sentences stress pronunciation at home.	

Lesson Plan for Pronunciation class

Class: 9th Feedback

Time: 15 minutes

Teacher: Cabrera Shirley

Topic: A class review.

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the previous class.

Possible solutions: Teacher answer the doubts of her Ss.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class making a review related about Suprasegmental features of pronunciation: sounds, linking, intonation, and stress. ➢ Students pay attention.	5 mins
Presentation activities	➢ The teacher gives her Ss the worksheet 10 that contains all related about suprasegmental features of pronunciation. (See Annex 9). ➢ The students ask their teacher if they have any doubt. ➢ The teacher answers the questions. ➢ The teacher asks her Ss to complete the part 1 Sounds on the worksheet. (Worksheet 10. Part 1. See Annex 9) ➢ Ss complete the first activity and read each superheroes name. ➢ Then, the teacher asks her Ss to read the two comics on the part 2. (Worksheet 10. Part 2. See Annex 9) ➢ Ss read each comic using the rising and falling intonation respectively. ➢ Finally, the teacher asks her Ss to read the part 3, dialogue. (Worksheet 10. Part 3. See Annex 9). ➢ Ss read the dialogue using the stress on the correct place. Homework: ➢ Teacher says her Ss read the final activity and record using SoundCloud to make it a podcast. ➢ The teacher listens to her Ss podcasts and give the final suggestions.	10 mins
Additional possibilities	Teacher shares online resources to her students.	
Homework	Students must make a review about pronunciation on home.	

Lesson Plan for Pronunciation class

Class: 10th Pot-test

Time: 15 minutes

Teacher: Cabrera Shirley

Topic: Post-test

Aim: At the end of the class, the teacher will be able to identify the level of the student's pronunciation.

SWBAT: Analyze, interpret and practice the suprasegmental features of pronunciation.

Materials: worksheet, cellphone, SoundCloud.

Anticipated problems: Students may have problems with the suprasegmental features of pronunciation.

Possible solutions: Teacher explains the importance of pronunciation.

Lesson Section	Activities	Time
Introduction	➢ Greeting ➢ The teacher starts her class introducing the topic: Suprasegmental features of pronunciation: sounds, linking, intonation, and stress. ➢ Students pay attention.	5 mins
Post-test	➢ After the explanation the teacher uses the post-test to explain the different sections about pronunciation. (See annex 10). ➢ Students must read the post-test. Final activity: ➢ Teacher asks her Ss to read the pre-test and then they record themselves using SoundCloud to make it a podcast.	10 mins
Additional possibilities	Teacher gives the final recommendations and say goodbye.	
Homework	Students must practice pronunciation.	

Annex 2

Worksheet 1.
Class 1: Sounds

Name: ………………………….

1. **Phonetic Chart. Listen to the phonemic chart. Then listen again and repeat.**

This phonetic chart uses symbols from the International Phonetic Alphabet. IPA symbols are useful for learning pronunciation. The symbols on this chart represent the 44 sounds:

Source: English Club "Interactive Phonemic Chart" (2022)

2. **Articulation: Look and read the Organs of Speech**

We speak using the lips, tongue, teeth, hard and soft palate, and alveolar ridge. The diagram below shows the location of the main areas of the head and necks associated with the production of sounds:

3. **The mouth movement. Look, read and make the lips positions:**

Tongue and lip positions are illustrated below show the basic lip positions which are used in describing the articulation of vowel sounds.
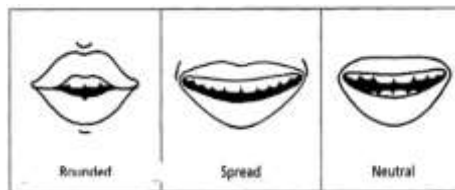
Source: Book "*How to teach pronunciation*" Kelly (2007)

Worksheet 2

Activity: Phonics

Name: ………………………………

1. Identify the names of the pictures.

2. Circle or connect the correct sound of each word on the blank.

3. Read the words correctly and record them using SoundCloud.

4. Don't forget send the link on the WhatsApp group.

_atman b v p	_rofessor X b v p
_lash b v f	_ision b v f
_aptain k g p	_alactus k g p
_hor t d b	_octor doom t b d
_arcian m n h	_ightwing m n h
_uperman s x z	_eus s x z

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_ulk	_ustice
h_dʒ_w	h_dʒ_w
_olverine	_oung x men
w_v_j	w_v_j
_obin	so__bird
r g ŋ	r g ŋ

Annex 3

Worksheet 3.

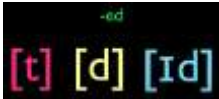**Class 2: Sounds_ Past tense verbs '-ed'**

Name: …………………………

1. **Simple past tense verbs show actions that took place in the past. Look how the "–ed" sounds on three different ways:**

The sounds of [t], [d] or [Id] | are pronounced when the verb ending on "-ed" Past Tense.
-ed [t] [d] [Id]
Look: When and how to pronounce the [t], [d] or [Id] sounds ending:
past tense verb: "walked" [wɑkt]   past tense verb: "smelled" [smɛld]   past tense verb: "visited" [vɪzətɪd]
Remember The final sounds: [t], [d] or [Id]

[t] final sound	[d] final sound	[ə d] or [ɪd] final sound
voiceless		

There are some "rules" here which can be given to students in order to help them generate further examples:		
When the verbs ending on:		
[p] [k] [θ] [f] [s] [ʃ] [tʃ] "th" "sh" "ch" voiceless	[b] [g] [ð] [v] [z] [ʒ] [dʒ] [m] [n] [ŋ] [r] [l] voiced (vibration)	[t] [d]
Examples:		
[p] "He popped a balloon." [pap**t**] [p] "pop**p**ed" [t]	[b] "It bobbed up and down." [bab**d**] [b] "bob**b**ed" [d]	[t] "I visited the Empire State Building." [vɪzɪt**ɪd**] [t] "visit**ed**" [ɪd]
Remember the vibration:		
-ed ⟶ [t] (no vibration)	-ed ⟶ [d] voiced (vibration)	-ed ⟶ [ə d] or [ɪd]

Source: YouTube –ed sound

Worksheet 4.

Activity: Listen the –ed" sounds on the Stan Lee biography

Name: …………………………………

1. **Read and listen the Stan Lee biography.**
2. **Practice the past tense verbs –ed" sounds and record.**
3. **Upload on SoundCloud and shares the link on WhatsApp group.**

Who Was Stan Lee?

Stan Lee went on to work for the company that would eventually become Marvel Comics. With artist

Jack Kirby, Lee launched the superhero team the Fantastic Four in 1961 and was soon responsible for creating popular characters like Spider-Man, the X-Men, the Hulk and Thor. Lee later worked in a number of comic-related business and multimedia ventures.

Marvel Comics became a highly popular franchise, and Stan Lee was promoted to editorial director and publisher in 1972. He later moved to the West Coast to be involved in Marvel's film ventures and eventually became chairman emeritus.

Early Life and Career

Stan Lee was born Stanley Martin Lieber on December 28, 1922, in New York City to Romanian immigrants Celia and Jack Lieber. With part of his childhood spent during the Great Depression, Lieber and his younger brother, Larry, watched his parents struggle to make ends meet for the family.

Lieber, who later shortened his name to "Lee" as a writer, went on to be hired as an office assistant at Timely Comics in 1939 and became an interim editor for the company in the early 1940s. Lee also served domestically in the Army during World War II, working as a writer and illustrator.

Source: Biography Newsletter (2018)

Annex 4

<div align="center">

Worksheet 5
Class 4: Linking
</div>

Name: ………………………………….

1. What is linking? Linking is the meaning of multiple words together until they sound as if they are only one word. Look the following examples:

<div align="center">

a. Linking Consonant to Vowel
</div>

- When a word ends in a consonant sound, we often move the consonant sound to the beginning of the next word if it starts with a vowel sound.

➢ For example, in the phrase turn off...

We write it like this:	turn off
We say it like this:	tur-noff

<div align="center">

b. Linking Vowel to Vowel
</div>

- When one word ends with a vowel sound and the next word begins with a vowel sound, we link the words with a sort of *Y* or *W* sound. It depends on the shape of our mouth at the end of the first word.

- For example, with the Y sound.

Write:	They all buy at the arcade.
Say:	they**y**all buy**y**at the**y**arcade

- When the first word ends in an o, u vowel sound [əʊ / u:], our lips are round. Then we insert a W sound at the beginning of the next word:

- For example, with the W sound.

Write:	You all go out too often.
Say:	you**w**all go**w**out too**w**often

Source: English Club "Pronunciation Linking" (2022)

Worksheet 6

Song activity
Heroes tonight
Janji.

Name: ……………………….
1. **Read and listen to the song.**
2. **Then listen again using the linking sounds on the right places.**
3. **Finally, record the song using SoundCloud and share the link on WhatsApp group.**

I am walking alone, the streets are empty
The only thing I can see is my own silhouette
I am getting stronger, step by step
The clock is ticking but there is no time for regrets

I have been flying from town to town
From London to Taiwan
I have been all around the globe
Trying to protect your soul

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We are heroes tonight
we will fly above the sky
we are heroes tonight, yeah

I am feeling like a dynamite
Ready to explode right up in the sky
I need you to listen, I need you to hear
and do not show any fear

I have been flying from town to town
From London to Taiwan
I have been all around the globe
Trying to protect your soul

Source: YouTube "Janji - Heroes Tonight (feat. Johnning) [NCS Release]" (2015)

Annex 5

Worksheet 7

Class 5. Rising Intonation. Yes/No Questions

Name: ……………………………

1. **What is rising intonation? Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:**
➢ Example: Read the following questions and look at how the arrow indicates the rising intonation.

I hear the Health Centre is expanding. So, is that the new doctor?

Are you thirsty?

2. **Read the yes/ no questions and don't forget use rising intonation at the end.**

.Do you swim in March ?
No, I do   No, I don't

.Do you fly a kite in April ?
Yes, I do   No, I don't

March

April

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3. Now read the following Yes/No questions with a partner and record using SoundCloud.

→ Don't forget the rising intonation at the end.

a. Now, that we are in the park, are you having a good time?

Yes, I am/ No, I'm not.

b. Hi Andrea, did you see the new Spiderman movie?

Yes, I did/ No, I did not.

c. Is he dancing with his girlfriend?

Yes, he is/ No, he isn't.

d. Are they listening to music?

Yes, they are/ No, they're not.

e. Does she like Christmas?

Yes, she does/ No, she doesn't.

f. Are you and Peter playing any instrument?

Yes, we are/ No, we aren't.

Source: Cambridge Dictionary/grammar intonation (2022)

Annex 6

<div align="center">

Worksheet 8
Class 6. Falling Intonation. WH- words questions

</div>

Name: ………………………………

1. **What is falling intonation? Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. Falling intonation is very common in WH questions.**
   ➢ Example: Read the following questions and look at how the arrow indicates the falling intonation.

Where's the nearest post-office?

What time does the film finish?

2. **Read the following movie dialogue using the falling intonation.**

Favourite Movie Dialogue
A: What is your favourite movie?
B: My favourite movie is ___Love Actually___.
A: What kind of movie is that?
B: It's a ___romantic comedy___ movie. How about you, what's your favourite movie?
A: My favourite movie is ___Harry Potter___. It's a ___fantasy___ movie.

3. **Read the followings Wh-word questions, and don't forget to use falling intonation at the end. Now read again with a partner and record using SoundCloud.**

→ Don't forget the falling intonation

    a. **What's your favorite movie?**

My favorite movie is Spiderman

    b. **Which is better? books or movies?**

For me, movies/books

    c. **Why is the mall closed?**

Because there is a strike

    d. **How old is Jackie Chan?**

He is 68 years' old

    e. **Where is Adele's concert?**

The Adele's concert is in Mexico

    f. **Who is the new Pop singer?**

He is James and he is a student.

    g. **When is your birthday?**

It's on 15ᵗʰ June.

Source: Cambridge Dictionary/ grammar intonation (2022)

Annex 7

Worksheet 9

Class 7. Word stress

Name: …………………………………

1. **What is stress? Stress is a quality of vowel sounds.**

Stress and syllables are closely related. Almost all syllables in English contain a vowel sound; therefore, we usually say that *syllables* are stressed or unstressed. Every multi-syllable English word contains at least one stressed syllable. For example:

Types of books

    ❖ **Fair**y tale   **Scie**nce **fic**tion
    ❖ **Com**ic strip   **Po**etry
    ❖ Bi**og**raphy   **Mys**tery

2. **Activities:**
    a. **Listen to these words.**
    a. **Which syllable is stressed?**

b. **Repeat each word.**

MOVIE GENRES

- ❖ Animated   Action
- ❖ Comedy   Sci-fi
- ❖ Horror   Adventure
- ❖ Romantic   Musical
- ❖ Drama   Thriller

3. **Pronounce the words below, taking care to use correct stress placement.**
   a. **Then, listen to the words. Were you correct?**
   b. **Now read again and record.**

MUSIC GENRES

- ❖ Classical   Electronic
- ❖ Instrumental   Reggae
- ❖ Hip-hop   Country
- ❖ Indie   Metal
- ❖ Alternative   Opera

Source: Introduction to Stress (2022)

Annex 8

Worksheet 9
Class 8. Sentences stress

Name: ………………………

1. **Sentence stress:** Sentence stress is accent on certain words within a sentence.

Sentence stress is what gives English its rhythm or "beat". You remember that word stress is accent on one syllable within a word.

   a. **Look the following example and listen**

Will you **SELL** my **CAR** because I've **GONE** to **FRANCE.**

2. **Pronounce the words below, taking care to use correct stress placement**
   a. Read the following quotations and look where the stress is.
   b. Then read again and don't forget using the stress on the correct place
   c. Now record the quotation

Source: Englis Club "Pronunciation sentence stress" (2022)

Annex 9

Worksheet 10

Class 9. Feedback

Name: …………………………

    1. Sounds feedback
        a. Look the picture and write the correct sound.
        b. Now read correctly.

__uperman

__at woman

__reen latern

__lash

__quaman

__onder woman

2. Intonation feedback
a. Read the following comics and remember to use the falling and rising intonation

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3. Stress feedback

a. Read the following dialogue using the stress on the correct place

"One thing you should know, no matter where I go, we'll always be together." "What should happen if you forget about me?" asked Pooh. "Silly old bear, I won't ever forget about you," said Christopher Robin."

 Source: Pinterest (2022)

Annex 7. Rubric

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS
SEMESTRE ABRIL – SEPTIEMBRE 2022

 Rubric: Pronunciation rubric

Pronunciation	Poor 2 points	Approved 4 points	Good 6 points	Very good 8 points	Excellent 10 points
Vowel sounds	All of the vowelsounds need attention.	Several of the vowels soundsneed attention.	A few of vowelsounds need attention.	Most of the vowelsounds are pronounced quiet naturally.	All the vowels sounds are pronounced naturally all the time.

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Consonants	All consonants need attention.	Most consonants need attention.	Several consonants needattention.	Most of the consonants are pronounced quite naturally.	All consonants arepronounced naturally all the time.
Fluidity of sentenc es (linking)	Speech does not sound natural at all because, you don't link words together at all.	Speech does notsound natural because you don't link wordstogether at all.	Speech sound somewhat disjointed because you often pronounce d each Word individually.	Sentences are generally linked well. But try to linkwords that ends in constants and beingwith vowel or end and being with similar consonants.	Words are linkingnaturally in all the right places.
Intonation	Intonation soundquiet flat.	Intonation is ok in some places however most ofintonation is flat.	Intonation is improving .	Intonation usuallysounds quite natural.	Intonation sounds very natural and your voice goes up and down in the right places.
Word stress	Most of the words are not stressed correctly, makingthe impossible to comprehend the section.	Most of the words are not stressed correctly. Difficult to comprehend thesection.	Some of the words are stressed correctly. Makesure your voice goes up and down at the end of the sentences.	Most words are stressed in the rightplaces it do not affect understanding. Therest of the Word sounds naturally.	All words are stressed correctly.
TOTAL					

Source: ORAL PRONUNCIATION TEST rubric (2022)