UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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: Videogames and Suprasegmental Features of English

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SUPERVISOR APPROVAL

CERTIFY:

I, Lic. Manuel Xavier Sulca Guale Mg. holder of the I.D No. 180244754-8, in my capacity as supervisor of the Research dissertation on the topic: **"VIDEOGAMES AND SUPRASEGMENTAL FEATURES OF ENGLISH"** investigated by Mr. Miranda Chávez Fernando Fabricio with I.D No. 180462966-3, 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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I declare this undergraduate dissertation entitled **"VIDEOGAMES AND SUPRASEGMENTAL FEATURES OF ENGLISH"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"VIDEOGAMES AND SUPRASEGMENTAL FEATURES OF ENGLISH"** which is held by Miranda Chávez Fernando Fabricio undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April – September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

TO:

All people who stood by my side throughout this academic period. To my family, friends, Gabriela, who I will always love her from the deep of my heart, and the loving memory of my best friend Juan Carlos, who was more than a brother to me. I know for this moment; he would be proud of me.

To my parents, especially my mother Nancy who has been with me day by day, fighting life and overcoming problems. I am very grateful for all the values, the support, the strength, and the advices she has given me, that is what has shaped the man I am. To my brothers Daniel and Mauricio who are my inspiration to graduate and become a professional in life.

~Fernando

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To my dear friends from school, and the ones from college who are now colleagues, thank you for being part of this process, for every hour we spent sharing knowledge. Especial thanks to my family and friends who are the most incredible people in the world.

~Fernando

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: "Videogames and Suprasegmental Features of English"

AUTHOR: Fernando Fabricio Miranda Chávez

TUTOR: Mg. Manuel Xavier Sulca Guale

ABSTRACT

Education is on a progressive evolution where teachers try to find fresh and interactive methods for an effective learning in students. When interactivity is needed in class, videogames have become a useful tool to achieve it because they are not only games to entertain, but also a tool to engage students in learning and developing language skills such as the suprasegmental features of English. The aim of this research was to analyze how videogames improve the suprasegmental features of the English Language of students from 3rd level of Bachillerato General Unificado from Unidad Educativa "Ricardo Descalzi" in Ambato. The current research was experimental and carried out with a quantitative approach study. This study was performed with a total of 20 students with a quasi-experimental design, where 6 interventions divided into a 3-week period in which videogames were applied as the main tool to improve student's suprasegmental features. To achieve this improvement, Rock band 3 videogame showed a set of different sentences, from Wh-questions to affirmative/negative questions and sentences, each word showed the correct stress to pronounce, along with the intonation pattern, in this way students were able to identify and practice their pronunciation both alone or in pair work. Additionally, a pretest and posttest were needed to prove the alternative hypothesis had taken into effect. Finally, findings proved positive results towards students' suprasegmental features, especially with the recognition of different word stress and intonation patterns a sentence can develop. Also, students showed a better confidence and communicative competence between their partners in class.

Keywords: Videogames, entertainment software, suprasegmental features, stress, intonation.

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RESUMEN

La educación está en una evolución progresiva en la que los profesores tratan de encontrar métodos frescos e interactivos para un aprendizaje eficaz en los alumnos. Cuando la interactividad es necesaria en clase, los videojuegos se han convertido en una herramienta útil para conseguirlo, ya que no son sólo juegos para entretener, sino también una herramienta para involucrar a los estudiantes en el aprendizaje y desarrollo de habilidades lingüísticas como las características suprasegmentales del inglés. El objetivo de esta investigación fue analizar cómo los videojuegos mejoran los rasgos suprasegmentales del idioma inglés de los estudiantes de 3er nivel de Bachillerato General Unificado de la Unidad Educativa "Ricardo Descalzi" de Ambato. La presente investigación fue experimental y se realizó con un estudio de enfoque cuantitativo. Este estudio se realizó con un total de 20 estudiantes con un diseño cuasi-experimental, donde se realizaron 6 intervenciones divididas en un periodo de 3 semanas en las que se aplicaron los videojuegos como herramienta principal para mejorar las características suprasegmentales de los estudiantes. Para conseguir esta mejora, el videojuego mostraba un conjunto de frases diferentes, desde preguntas de tipo Wh hasta preguntas y frases afirmativas/negativas, cada palabra mostraba el acento correcto a pronunciar, junto con el patrón de entonación, de esta forma los alumnos podían identificar y practicar su pronunciación tanto solos como en el trabajo en parejas. Además, fue necesario realizar un pretest y un postest para demostrar que la hipótesis alternativa había surtido efecto. Finalmente, los hallazgos demostraron resultados positivos hacia las características suprasegmentales de los estudiantes. Además, los estudiantes mostraron una mayor confianza y competencia comunicativa entre sus compañeros de clase.

Palabras clave: Videojuegos, software de entretenimiento, características suprasegmentales, acento, entonación.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

The current research covered the function of video games as an educational tool, and how they can be applied in the improvement of a speaking skill, in this case suprasegmental features such as intonation and stress. To demonstrate this, the researcher aimed mainly in the fulfilling of the achievement of the research objectives where the researcher investigated monographs, articles, and pre- and post-graduated resources, whose contents helped to find a similar connotation and similitude to the current research. It is fundamental to emphasize that the documents previously mentioned contain essential information related to the main investigation.

Aguilar (2019), developed a study about Learning Prosody with the use of videogames in which it stablished how adding something fun to the learning process, students become more engaged and consequently, retain more knowledge, meaning videogames come in handy, in the educational context, and as a tool used in the classroom. In addition, the results of the research showed how videogames are useful in motivating the students' ability to exercise the voice. In addition, indicators of the degree of achievement served to identify other prosodic skills improvement as well.

A study carried out by Bautista (2018) focused on the use of videogames and the development on English Language from Bachelor Students from Fifth Level in which the objective was to measure the importance of videogames on English language learning, using a mixed methodological approach. The population was 50 students from bachelor and three language teachers in General. Survey results showed a lack usage of technological tools such as videogames into the teaching – learning process. The study concluded that videogames interface encourages students to improve their fluency as they need to communicate clearly and spontaneously without the fear of making mistakes or being scored. Final results proved that videogames are excellent tools for learners to be exposed to the English language and get better results.

Ortega (2016) developed a study related to the use of Videogames to teach auditory skills of the English Language. The main objective was to determine the influence of videogames on the auditory skills development in the English language. It had a qualitative – quantitative approach with a population of 120 high school learners and 4 English teachers. It was carried out on a

field research and documentary research. Results obtained by an interview showed that the participants claimed that videogames are a good technological tool in order to encourage learners to keep learning even in their free time. Additionally, the research work stablished that videogames significantly influence auditory skills development in learners, which are skills related to speaking and communication.

Barcomb and Cardoso (2020) applied a quasi-experimental study aimed to determine the effectiveness of using a gamified course management system with points and badges. During the study, participants were asked to engage in gamified pronunciation activities over a period of two weeks, using a popular learning site, showing that most English skills can be effectively taught using videogames tools, or by creating a gaming environment. Consequently, the results indicated that participants benefited from the proposed gamified system for L2 pronunciation instruction, as they improved their production of the target English /r/ and /l/ segments.

Pérez (2022) conducted a study to determine the improvements of segmental and suprasegmental features on undergraduate students from UPTC. The study procedure was based on action research through the implementation of the gamification strategy for English pronunciation mediation. The population consisted of thirty students from different engineering, management and technology programs with heterogeneous levels of English skills. The activities focused mainly on sound production, rhythm, accent and intonation, both segmental and suprasegmental pronunciation features. Results showed an evident improvement in the segmental and suprasegmental features of the participants as well as the fulfilling of the objective based on phonetic and phonological instruction given by the game, the feeling in the game to the motivation to improve pronunciation, the level of challenge the game transmits to the positive attitude of the participants, and the sociability environment created by the exposure of English pronunciation.

Gagné (2021) developed his research on how video games go further not only as an entertainment source, but also an authentic language input provider. This was accomplished through a survey distributed to 16 students who were divided into two groups: gamers and non-gamers. The production material that participants developed was 250 words written text in which grammar and lexical structured were evaluated. Comparison of results from both groups showed that gamers statically performed better than non-gamers. In addition, gamers were able to make fewer mistakes in general.

Ahmed et al. (2020) conducted a study aimed to investigate EFL learner' perceptions towards the use of digital video games to develop the speaking skill outside class. It was conducted with EFL learners at the University of Mohammed Seddik Ben Yahia- Jijel. In their research, it was hypothesized that if EFL learners do hold positive attitudes towards the use of video games, they will adopt them as a means to enhance their speaking skill. Data was collected through one research tool, which is a questionnaire in order to achieve the aim of the study. An online survey was implemented and a total of 106 students answered it. After analyzing the answers, the results indicated that students do hold positive attitudes towards the use of digital video games to develop the speaking skill outside class, showing that the use of video games is not limited to a class environment, but students can also take advantage of them by playing video games at home and at the same time, improve their language skills.

Furthermore, the use of video games as an educational tool seems to help the improvement of handicapped students, such as autism, dyslexia, and even down syndrome. Gonzáles et al. (2017) worked on a study directed to Down Syndrome (DS) students, where the researchers described the design, implementation and evaluation of an educational video game in order to help down syndrome students improve their speech skills, including suprasegmental features. Limitations of cognitive, learning and attention aspects of DS students were taken into account when the video game was implemented. Evaluation activities included narratives of the video game for their communicative competence, and activities to learn and improve students' speech while playing. Result showed positives results on DS students' performance, as well as acceptance by professionals, speech therapists, and special education teachers about these student' learning.

Finally, Paney (2014) developed research using rhythm video games such as Rock Band and Karaoke Revolution to carry out the experiment. Both pretest and posttest were applied in order to get accurate results. These results proved that videogames not only caught the attention of all the class, but students also developed a huge interest in class participation, raising a feeling of camaraderie and competition, improving their English skills significantly, and showing improvements on musical skills, like tone of voice, also called pitch-matching accuracy. In this scenario, the researcher of this project opted for the use of the Rock Band 3 videogame software, which is considered the king among rhythm videogames, as well as the right one to test and analyze the students' suprasegmental features, prioritizing stress and intonation features.

Independent variable

1.1.1 ICT tools

Hennessy et al. (2022) mentioned how technologies have amplified any kind of options focused on connectivity, devices, and new teaching methodologies to use in class. It is necessary to create a professional development of teachers in a technological environment that facilitates the creation of new training environments and pedagogical strategies due to technologies' complexity, allowing teachers to take advantage of technological tools and facilitating quickly the access and organization of information. Advances in information and communication technologies (ICT) have become an essential component of human daily life, generating new forms of socialization, education, knowledge production and access to information.

1.1.2 Computer Assistance Language Learning

Derakhshan et al. (2015) referred CALL as Computer Assisted Language Learning, a term used by teachers and students to describe the use of computers as part of a language. Computer-Assisted Language Learning (CALL) is an evolving academic field that explores the role of information and communication technologies (ICTs) in language learning and teaching. It includes a wide range of activities and initiatives, both in the development of didactic materials and pedagogical practice, as well as a research project. Within the field of CALL, a wide variety of foreign language teaching methodologies have emerged, which have given rise to a wide range of high interactive learning environments to foster different language skills. However, it is also necessary to investigate the results provided in student learning through the use of CALL.

1.1.3 Entertainment software

Nowadays, entertainment software has become important in everyday life as it is not limited to the area of games and fun, but covers fields of study, business, training, etc. According to Alpert (2007), it is an interactive software which can be played virtually in a wide variety of devices, such as videogame consoles, computers, handheld portable consoles, internet or mobile phones. It allows people to interact with processes or activities perceived as complex in the real world in a friendly and easy to understand way through animated representations. However, it has been detected that there are many problems at the time of development of entertainment software focused on education due to poor estimation of applying and resources because this software does not usually meet the requirements and standards expected by teachers in the English learning.

1.1.4 Videogames

Aguilar (2019) mentioned how videogames in the 21th century has become a cultural object and embracing different elements such as art, literature, image, social evolution, etc. Videogames are an entertainment software that have gained a total attention of younger people, with many genres, and adapting to all kind of personal interests. Boudreau and Poremba (2019) emphasized how a few video games engage player's experience in media creation as "rhythm video games" do. In the context of this research, Rhythm videogames is the main focus to research, these types of videogames, also called music videogames, are games that induce player interaction with music by following the patterns of a song in the video game, executing the panels, buttons or even voice intonation. Campillo et al. (2020) explained about rhythm videogames and the involvement of them in a series of everyday life situations in which these games can be introduced in an educational way, starting from 6 to now on years of age. The purpose of this kind of videogame is not to get a score, nor to compete, but the main objective is that children and all spectators feel good doing it, having fun but at the same time the capability to learn, making rhythm videogames one of the most comforting activities for the student since it combines two aspects: music and the use of technology.

In addition to the understanding of rhythm video games' role, DeHaan (2008) stablished that in early stages, music can be present in countless moments, from waking up, to doing more complex activities such as studying or working. Furthermore, music can be related with a language such as English, because as previous research concluded, English is a Universal language, and such, can be correlated to be used in an everyday life. So, it is clearly stated that the use of a rhythm videogame as a tool to teach English is viable.

To conclude, English education contributes greatly to the achievement of basic language skills: listening, speaking, reading and writing. Cancer, et al., (2020) stated how language acquisition relies mainly on two activities a child develops: Pronunciation and repetition of sounds. All of these benefits carried out by the child not only help him to develop English fluency, but also awaken their interest in learning in a playful way, contents and concepts that may otherwise be boring. Consequently, the use of an entertaining tool like rhythm videogames is essential for an appropriate speaking learning.

Dependent variable

1.1.5 Productive skills

The classification of linguistic skills is based on the mode of transmission (written and oral) and the role it plays in communication; thus, there are productive skills (writing and speaking) and receptive skills (reading and listening). Wang (2020), in his investigative reseach, mentioned that Active skills are the result of language production through speaking and writing skills. Furthermore, in an academic environment, students must have a receptive experience: listening to a conversation or song; and a productive one: speaking in a fluent way. In the end, the productive experience becomes a skill where students use the extracted information to be produced in an oral development, allowing students to approach the use of the language in an autonomous way.

1.1.6 Language skills

According to Sam et al. (2016), Language skills are the ways in which the use of language is activated, and are divided into four elements: Listening comprehension, oral expression, reading comprehension and written expression. Additionally, these set of linguistic processes that are developed throughout life, in order to participate efficiently and skillfully in all spheres of communication and human society. From them, people develop in culture and society, becoming communicatively competent. A person commonly learns a language by listening, then speaking, then reading and finally by writing. When learning English or any other language, it is necessary to develop these skills appropriately.

1.1.7 Speaking skills

Speaking skills are born as a human need to express feelings, desires, emotions, ideas, etc. and thus share them with other individuals, but the ideas must be structured in a clear and concise manner. Burns (2019) concluded in his study that these skills produce an effective communication in relation to a circumstantial context. In other words, when communication is developed, speaking proficiency in certain circumstances is broader than speech, and it requires paralinguistic elements to complete its final meaning. Therefore, speaking not only implies an adequate knowledge of the language, but also encompasses several non-verbal skills. The importance of the latter is crucial because without them we could not have a good communication.

1.1.8 Suprasegmental features

Suprasegmental features are aspects of pronunciation that affect more than one segment (sound) such as stress, intonation and rhythm, in other words they are the musical aspects of pronunciation. Suwartono and Rafli (2015) stablished how Pronunciation goes beyond linking individual sounds. It must examine the level of organization that exists at the segmental level, the suprasegmental level. In addition, many English sounds are not only different by phonemes, for example, the stress is important when the word is pronounced with greater voice strength on the first syllable than on the second. For this reason, native speakers recognize that it is a noun by having the stress on the first syllable, while it is a verb when the stress is on the second syllable.

One of the main elements forming suprasegmental features is called word stress. According to Josias (2021), word stress resumes as part of the word that shows emphasis or strength in a particular syllable when it is pronounced. Phonetically speaking, word stress is where the syllable is going to be pronounced with more effort, and by doing this, determine which part of speech a word belong to. The research work conducted by Wong (1987) called "Teaching Pronunciation: Focus on English Rhythm and Intonation" showed that intonation and rhythm in English are two important features to organize and structure a process in speech, but not only that, as they also take part in communicative effectiveness by creating a receptive focus on the listener, for example in vowels and word initial and final sounds in a sentence. Furthermore, while intonation is the sound change usually at a final word in a sentence, rhythm is more like a timing pattern applied in a set of syllables.

Aguilar (2019) stated how intonation forms characterize and defines communication with the interlocutor, for example, with the use of statements, questions, exclamations, and requests. In this context, intonation takes an essential role in communication because the receptor analyzes and comprehends the message and communicative affair the interlocutor wants to express. A well-defined example of the importance of intonation, is when the word right is pronounced with a high tone at the end of the word it will be heard as a question, otherwise, if the tone of voice drops it will be heard as a confirmation.

Likewise, communication also relies on a speaking skill most students have difficulties in understanding and practice, it is called pronunciation. Gilakjani (2016) defined pronunciation as the method of making logical word sounds through utterances, in other words, the ability to produce and express words that has a syntactic structure and hence, a communicative purpose.

That being said, pronunciation in the English language is of extraordinary importance, since it is closely related to the meaning of the words, which in turn contain the information provided in oral discourse or a meaning expressed by the interlocutor.

Kang and Johnson (2018) connoted a fact concerting speaking assessment, and how nowadays suprasegmental features are receiving a growing attention because general assessment of speaking is not limited to the structure of aspects like grammar or vocabulary, but also the communicative purpose, in which way you express what you say, how you say, and how you engage your receptor, gaining its attention in a communicative accuracy.

To achieve the goal of an effective communication thought the use of suprasegmental features, Mirfatemi et al. (2020) demonstrated how suprasegmental features is considerably more effective in improving EFL learners' pronunciation performance in spontaneous contexts in which learners have to focus on the interaction and messages communicated, rather than solely on the form of language, showing that the improvement of communication and pronunciation through suprasegmental features can be carried out with activities for example, especially those considered interactive and entertaining, in which these activities gain the attention and motivation of students.

Huwari and Al-Khasawneh (2019) divided word stress into 4 characteristics: Tonic stress refers to the syllable in a word which receives the most stress in an intonation unit; Emphatic stress to give a clear thought on the purpose on the sentence; Contractive stress to point out the difference between one object and another, generally with the use of determiners; and new information stress, used in an answer to give emphasis on a requested information. Each type of word stress gives lets people to be understood by native speakers, avoid awkward mistakes in comprehension, make a positive impression when speaking English and improve self-confidence, motivation and pride.

On the other hand, Vilaplana (2017) classified intonation by 4 types: Falling intonation where the pitch is lowered at the end of a sentence or informative question; Rising intonation used to raise the pitch level, used mainly in yes/no questions; non-final intonation where the speaker rises and falls it's tone of voice within the sentence, used commonly in unfinished thoughts, introductory phrases, series of words or to express choices; and Wavering intonation, used to express specific emotions or attitudes within a word, like happiness, anger, surprise, among other, for example. Teaching intonation is important because small differences in intonation can cause two messages, with the same words, to be understood in totally different ways. Such

is the case, for example, with impolite commands and polite requests. The speaker can ask someone to do something with a totally polite intention and have it be perceived as a discourteous intention. To avoid this, one main tool to develop is the ability to modulate our voice.

To conclude, Thibodeaux (2022) defines Discourse Management as the ability to communicate both spoken or written conversation in a specific way. In this context, Stress and intonation are part of this criteria to be evaluated because these are considered features used very frequently in communication, as it gives information beyond just the basic meaning of the words. It can express the speaker's attitude or feeling about something, as well as giving grammatical information (like distinguishing between a statement and a question).

1.2 Objectives

1.2.1 General objective

To analyze how videogames improve the suprasegmental features of the English Language

1.2.2 Specific objectives

- To determine the level and use of students' suprasegmental features.

- To apply videogames as tools for the students to enhance the suprasegmental features.

- To describe how videogames improve students' suprasegmental features applied in a communicative context.

1.3 Fulfillment of objectives

The first objective was fulfilled by evaluating students with an adapted pretest from speaking section of the KET exam (Cambridge English: Key), divided into two parts, the first part related of a set of personal questions, and the second part with the interaction of a pair group of students. Additionally, a rubric was created to evaluate four main criteria: Grammar and Vocabulary, discourse management, pronunciation, interactive communication, but giving more emphasis in discourse management criteria, where stress and intonations takes part into.

The second objective was fulfilled by applying a copy of the "Rock Band 3" videogame software required to boot along with a laptop, a microphone and a group of words and sentences programmed in the videogame to be played at the moment the activities were applied.

Finally, to fulfill the third objective, a pretest and posttest were applied to the students in order to analyze the improvement of the scores obtained in the interventions using an adapted posttest

from speaking section of the KET exam (Cambridge English: Key). Data collected from all tests was examined using the SPSS statistic program.

CHAPTER II

METHODOLOGY

2.1 Resources

To develop the research, a group of students from Unidad Educativa Ricardo Descalzi collaborated voluntarily, for both pre-test and post-test of this research. The researcher also got the approval and collaboration of authorities, teachers and students from the institution where the investigation took place. Additionally, the economic resources were as follow: Money invested from the researchers' workplace, researchers' own material, and the finance coming from the authorities from the Universidad Técnica de Ambato, Facultad de Ciencias Humanas y de la Educación, Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, institution where the research became as source.

2.2 Methods of research

2.2.1 Quantitative approach

According to Hernández and Mendoza (2018), quantitative approach is the method where data is collected through a set of sequential and evidential processes, using data numbers to evaluate a hypothesis. This process was carried out with the use of statistical and mathematical tools for the purpose of quantifying, generating, analyzing and interpretating results obtained, and give conclusions based on the data compiled.

2.2.2 Quasi-experimental design

A quasi-experimental design refers to a design in which subjects or groups of subjects are not randomly assigned, moreover, this method can establish a cause-and-effect relationship between independent and dependent variables (Martin & Bridgmon, 2012). The evaluation method of this design is usually applied with the use of pre-tests, and post-tests to demonstrate the validity of the research hypothesis. This study used this design because its main objective was to analyze the effects of videogames on students' suprasegmental features of English. Additionally, this research was carried out with a group of students in which a pre-test, the use of an instrument, and a post-test were applied to obtain data.

2.3 Research modality

2.3.1 Field

Hernández and Mendoza (2018) defined field research as the method where data is obtained from the research participants and where the research is applied. The group selected to the research study and the phenomenon helps the researcher collect data for the analysis in real

conditions. This research used this modality since it was carried out at Unidad Educativa Ricardo Descalzi, and there was an interaction with the study subjects in a face-to-face interaction.

2.3.2 Bibliographic

Allen (2017) stated that bibliographic research is the one that collects data from various sources such as books, scientific articles, reviews, online resources, etc. These documents can be printed or electronic and they are useful to analyze the information. Therefore, this current study had bibliographic research since scientific articles were used to know studies that have been carried out with the same topic as this research, as well as books to elaborate the theoretical framework and to investigate more about the established variables and have a better understanding of pre-reading activities and reading comprehension.

2.3.3 Exploratory

According to Hernández and Mendoza (2018), exploratory research is used to examine a research topic that has not been studied or has not been done before. Furthermore, it is useful to become familiar with something unknown and to obtain information to conduct a study. This research used exploratory research to further explore the research topic and thus obtain more information about the effects of videogames on suprasegmental features of English.

2.4 Level or type of research

2.4.1 Correlational research

Hernández and Mendoza (2018) stated that correlational research seeks to find the relationship or degree of association that exists between research variables. To prove the relationship between the variables, the hypotheses must be tested. This type of research was applied in this study to find out whether or not there is a relationship between the independent variable (videogames) and the independent variable (suprasegmental features).

2.5 Population

This research work was carried out with 20 students from 3rd Bachelor Level at Unidad Educativa Ricardo Descalzi. Only on experimental group was needed to evaluate and apply the research instrument. The group was formed by 9 men and 11 women.

Table 1

Population

Population	Experimental group	Percentage

Male	9	45%
Female	11	55%
Total	20	100%

Note: Population table, showing number and percentage of male and female participants.

2.6 Materials

To develop the research, the following resources materials were used at all circumstances: whiteboard, markers, pens, pencils and papers. The technological materials needed for the development of the research were: a laptop, Rock Band 3 video game software, a microphone, a printer and bibliography sources (online articles, and other online documents).

2.7 Techniques and instruments

A pre-test was used to evaluate the students' speaking level before treatment. This test was taken from the speaking section of the KET exam (Cambridge English: Key), which is one of the Cambridge English exams. The evaluation consisted of 2 parts. The first part consisted in a set of personal questions and everyday topic questions in which the researcher asked each of the paired students to answer whether they could. Then the second part consisted in an observation of a set of pictures for the students to interact and discuss, students had to look at the pictures, analyze them to ash and answer different questions given by the research related to the pictures. The test lasted 45 minutes and the students were evaluated according to their level. Likewise, a post-test was applied after the treatment to know if the students had an improvement in their speaking skill. The post-test was taken from the speaking section of the KET exam. This test was different from the pre-test because it contained other questions, topics and pictures. The criteria evaluation from bot pretest and posttest were the following:

- Grammar & Vocabulary: 2.5 points

- Discourse Management: 2.5 points

- Pronunciation: 2.5 points

- Interactive Communication: 2.5 points

2.8 Procedure

The general procedure of the interventions lasted 3 weeks and the classes were taught in face-to-face classes on different schedules.

- In the first session, the researcher introduced himself, explaining what today's class would be about, and giving instructions about the pre-test to be applied for each student. The researcher asked students to get in pairs and proceeded to evaluate each of the groups. In addition, the pre-test was applied with printed copies of the KET speaking part, along with a rubric for each one of the students. This test lasted 40 minutes.

- In the second session, the researcher explained all about the first class, then the researcher played an introductory video about word stress. After that, the researcher gave an explanation about the importance of word stress in communication and why students should be aware of stress changes of words and their meanings. Finally, the researcher asked students to recognize the stress of different words written on the whiteboard.

- In the third session, the researcher played an introductory video about intonation. After that, the researcher gave an explanation about how intonation modify the context on how a person communicate a message, and the different intonation patterns existing in the English Language. Finally, the researcher asked students to recognize these patterns in different kind of sentences written in the whiteboard.

- In the fourth session, the researcher explained the students what the activity would be about. First, The Rock Band 3 video game software was opened on a laptop, then a microphone was connected to it, subsequently, the researcher asked students to get in pairs to listen and observe a set of recorded audios from the video game, in which the software showed the stress of the words with a guiding intonation and in CAPS for the students to realize where the stress was focused on. Students had to listen and pronounce the words and recognize the word structure (e.g., subject, verb, adjective, etc.).

- In the fifth session, the researcher opened the video game software used in his laptop, connected a microphone, and explained the students what the activity would be about, to get in pairs and played a set of recorded audios, but this time, they were a set of sentences, following by both stress focus and intonation patterns. The sentences varied from different questions, to affirmative/negative sentences. They had to listen and pronounce the sentences, this time they had to pay attention primary on intonation of sentences.

- In the final session, the researcher applied the post-test to know if the students improved or not their speaking skill after the application of the videogame activities. The test was a KET exam and it lasted 45 minutes.

2.9 Hypothesis

Null hypothesis

Videogames do not have a positive effect on the improvement of students 'suprasegmental features of English at Unidad Educativa "Ricardo Delcalzi"

Alternative hypothesis

Videogames have a positive effect on the improvement of students 'suprasegmental features of English at Unidad Educativa "Ricardo Delcalzi"

2.10 Variable identification

Videogames (Independent variable)

Suprasegmental Features of English (Dependent variable)

<center>**CHAPTER III**</center>

<center>**RESULTS AND DISCUSSIONS**</center>

3.1 Analysis and discussions of the results

This study employed the quantitative method, it was also based on a pretest and posttest application in which twenty students from Unidad Educativa "Ricardo Descalzi" were pre-tested at the beginning of the research project using an adapted Cambridge Standardized test called KEY (B1). An excel program was used to compile and analyze data results.

It is known that there are experimental studies where researchers use two groups to observe if they cause changes in behavior which are control and experimental groups, but there are also some experiments that are conducted with only one group of participants in which the treatment is the speaking and communicative aspects that was used in this research. Therefore, data was collected through interventions applied to twenty students of both genders who were selected from 3rd level of BGU in order to be observe their speaking skills when they used videogames during the learning process. It took about 3 weeks, with 2 lessons per week to see if they were able to maintain an appropriate speaking and communication and express their ideas while the students worked in class. Each intervention took 40 minutes. Different activities were presented during the 3 weeks, including the application and performance of the Rock Band 3 videogame.

Tables and figures show in detail the results of both pre and posttest. In addition, the information demonstrates the averages of the scores that students got in each of the 2 parts of tests, thus facilitating the review of the scores obtained in both tests

In addition, a series of wh-questions were produced to emphasize the development of intonation in wh-questions, this process was compared to assess improvement under interactive speaking activities being applied during 3 weeks. Two videos about intonation were shown to those students in order to hear and understand the high and low intonation when people produce wh-questions. Furthermore, the students recorded five wh-questions in order to analyze intonation using the phonetic alphabet. At the end, the 20 students were evaluated with a post-test from an adapted Cambridge Standardized test called KEY (B1) speaking level.

3.1.1 Pre-test results

Table 2

Pre-test results

<center>16</center>

Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	2.0	2.0	2.0	2.0	2.0
2	1.5	1.5	1.5	1.5	1.5
3	1.0	1.0	1.0	1.0	1.0
4	1.5	1.5	1.5	1.5	1.5
5	2.0	2.0	2.0	2.0	2.0
6	1.0	1.0	1.0	1.0	1.0
7	1.5	1.5	1.5	1.5	1.5
8	1.0	1.0	1.0	1.0	1.0
9	1.5	1.5	1.5	1.5	1.5
10	2.0	2.0	2.0	2.0	2.0
11	1.5	1.5	1.5	1.5	1.5
12	1.5	1.5	1.5	1.5	1.5
13	1.5	1.5	1.5	1.5	1.5
14	1.0	1.0	1.0	1.0	1.0
15	1.5	1.5	1.5	1.5	1.5
16	2.0	2.0	2.0	2.0	2.0
17	1.5	1.5	1.5	1.5	1.5
18	1.5	1.5	1.5	1.5	1.5
19	1.5	1.5	1.5	1.5	1.5
20	1.5	1.5	1.5	1.5	1.5
T	1.5	1.4	1.6	1.5	6.0

Note: Pre-test results obtained from twenty students evaluated. Scores are divided into 4 criteria: Grammar and vocabulary, discourse management, pronunciation and interactive communication.

Figure 1

Pre- test results
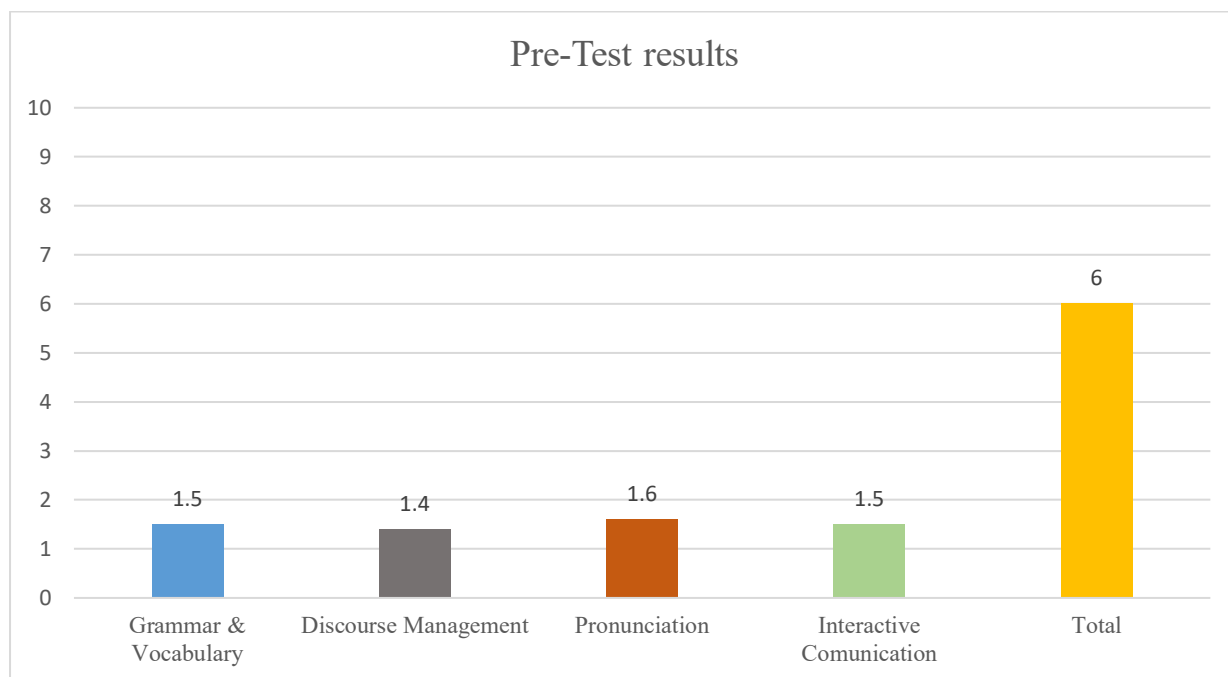
Pre-Test results

Note: Pre-test results graphic organized by general score of each criterion, and the total average evaluation.

Analysis and interpretation

Figure 1 shows the averages of the four evaluation criteria of the pre-test based on the standardize test KEY speaking section, which are scored over 2.5 each, and the general average of these four criteria scored over 10 points. The first average was 1.5, which is related to grammar and vocabulary criteria. Additionally, it was possible to notice that in the criteria of discourse management, pronunciation and interactive communication, students obtained an average of 1.4, 1.6 and 1.5 respectively. The sum of all four criteria resulted in a general average of 6 out of 10.

According to the results, it can be concluded that the majority of third level (BGU) students of the Unidad Educativa "Ricardo Descalzi" have a regular level of speaking. They had some errors in pronunciation, grammar, and use of vocabulary. The students got somewhat confused when they answered and asked questions and most of the time they maintained a normal interactive communication. This may have occurred because the students did not understand all the questions and felt nervous when taking the test, which means that they could had a good performance but they needed to improve some aspects to have an excellent speaking level.

3.1.2 Post-test results

Table 3

Post-test results

Students	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	2.00	2.0	2.0	2.0	8.0
2	2.00	2.0	2.0	2.0	8.0
3	1.50	2.0	2.0	2.0	7.5
4	2.00	2.5	2.0	2.5	9.0
5	2.00	2.5	2.0	2.0	8.5
6	2.00	2.0	2.0	2.0	8.0
7	2.00	2.0	1.5	2.0	7.5
8	2.00	2.0	2.0	2.0	8.0
9	2.00	2.0	2.5	2.0	8.5
10	2.00	2.5	2.0	2.5	9.0
11	2.00	2.5	2.0	2.0	8.5
12	2.00	2.0	2.5	2.5	9.0
13	2.00	2.0	2.0	2.0	8.0
14	1.50	2.0	2.0	1.5	7.0
15	2.00	2.5	2.5	2.0	9.0
16	2.50	2.5	2.5	2.0	9.5
17	2.50	2.5	2.5	2.0	9.5
18	2.00	2.0	2.0	2.5	8.5
19	2.00	2.0	2.0	2.5	8.5
20	1.50	2.0	2.5	1.5	7.5
T	2.0	2.2	2.1	2.1	8.4

Note: Post-test results obtained from twenty students evaluated. Scores are divided into 4 criteria: Grammar and vocabulary, discourse management, pronunciation and interactive communication.

Figure 2

Post-test results
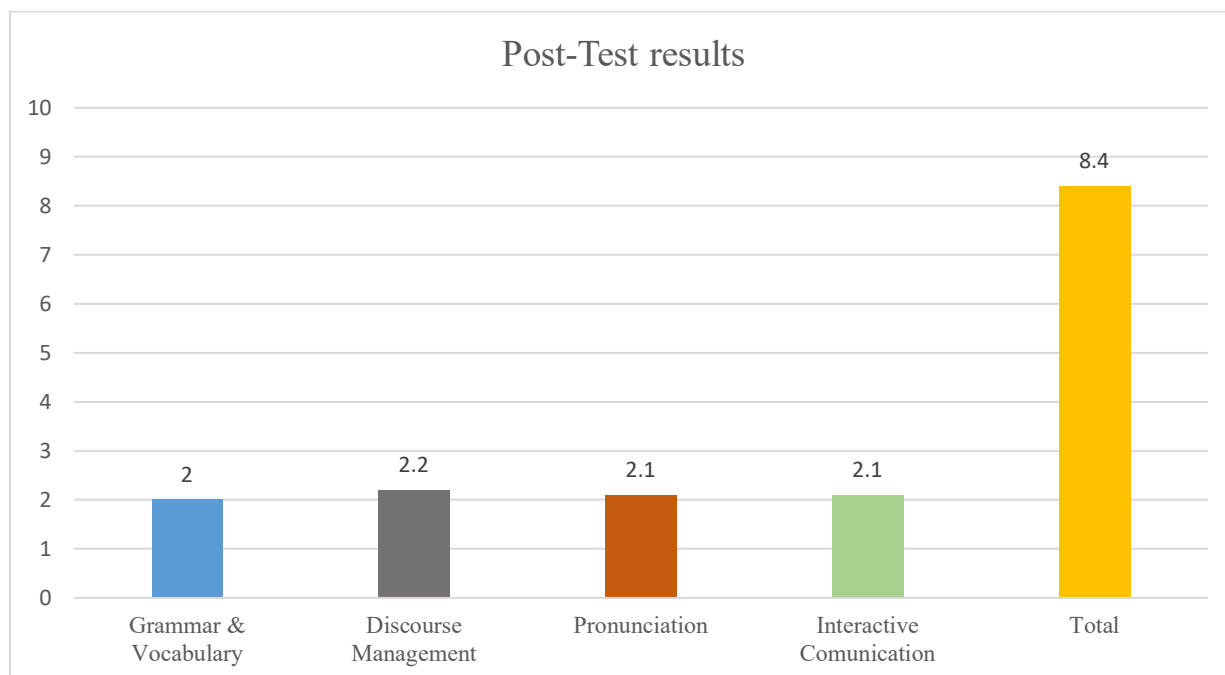
Note: Pre-test results graphic organized by general score of each criterion, and the total average evaluation.

Analysis and interpretation

Figure 2 shows the average that the students obtained in the four evaluation criteria of the post-test, which were rated over 2.5 each of them, and the general average over 10. In the first criteria related to grammar and vocabulary, students obtained an average of 2.0. Meanwhile, students got a better score in the third of fourth criteria related to pronunciation and interactive communication, where they got an average of 2.1. Finally, the highest score obtained in the post-test was from the second criteria about discourse management, where students obtained an average of 2.2. Furthermore, the sum of all four criteria resulted in a general average of 8.4 out of 10.

It can be concluded that students had better performance after the application of the treatment using videogames to improve students speaking skills; this could be noticed because students had better management of grammar and vocabulary, and fewer pronunciation errors and mistakes than in the pre-test, as well as better interactive communication and better discourse management during the pre-test application. This improvement was because the activities carried out during the treatment increased the motivation and confidence of the students and developed their critical thinking, and promote individual and collaborative work. Furthermore, the activities allowed

students to practice word stress to differentiate the different types exiting and also to practice intonation patterns showed in both the videogame applied and the activities in class. Additionally, students could listen to their pronunciation as many times, as they preferred and had feedback made by the researcher to their voice recordings, which allow them to practice their errors and consequently improve their pronunciation. Moreover, the activities were focused on promoting individual and collaborative work, which was essential for the students to be in constant contact with both their classmates and the researcher, resulting in a significant improvement in their interactive communication and discourse management. Therefore, the average of each evaluation criterion increased and the overall average of these four criteria was considerably higher than the result obtained in the pre-test.

3.1.3 Evaluation criteria differences

Table 4

Evaluation criteria differences

KEY test	Grammar and vocabulary	Discourse management	Pronunciation	Interactive communication
Pre-test	1.5	1.4	1.6	1.5
Post-test	2.3	2.2	2.1	2.1

Note: Evaluation criteria differences stablished in both pre-test and post-test from each criteria.

Figure 3

Evaluation criteria differences
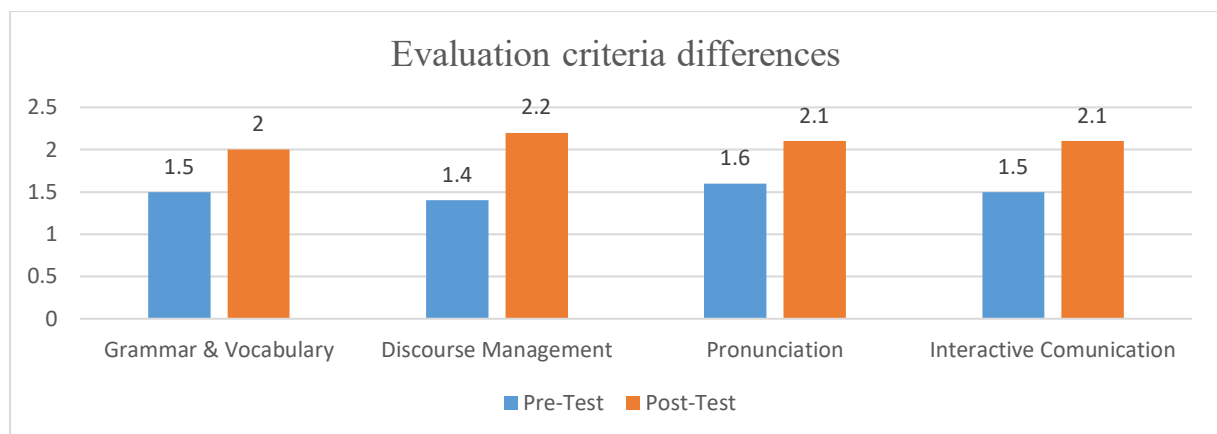
Note: Graphic showing Evaluation criteria differences stablished in both pre-test and post-test from each criteria.

Analysis and interpretation

The figure above shows differences in the total average obtained by students in each of the four evaluation criteria of both pre-test and post-test. The first part is about the grammar and vocabulary criteria of the standardized test KEY speaking section. First, the average achieved in the pre-test section was 1.5 points, however, students obtained a total of 2.0 over 2.5 in the post-test part. Additionally, the second section on the figure shows results about the discourse management criteria. Students achieved a total average of 1.4 in the pre-test and consequently, they achieved an average of 2.2 over 2.5. in the post- test. The third section of the figure brings the results obtained from pronunciation criteria. Students obtained a total of 1.6 in the pre-test, then they obtained a total result of 2.1 over 2.5 in the post-test. Finally, the fourth section of the figure indicates the average obtained from the interactive communication criteria. Students had an average of 1.5 in the pre-test exam, while they had a total average of 2.1 over 2.5 in the post-test.

Finally, it can be deduced that students obtained a huge and significant progress in each one of the criteria, especially in the discourse management part after applying the research, this is because they had the possibility to learn and practice suprasegmental features like stress and intonation in the Rock Band 3 videogame software, where the researcher made a set of different type of questions and sentences for them to practice. In addition, recording voice audios were necessary to analyze and interpretate each of the students' progress. Also, students improved their discourse management skills because the activities allowed them to maintain constant contact with their partners, dialogue and share ideas, emotions or thoughts in order to engage the communicative purpose. Furthermore, Students had less mistakes because the researcher observe their activities and provides them with the appropriate feedback. Moreover, students were able to interact constantly with the researcher and with their partners, this created a good environment where students were gaining more motivation and confidence in the activities and practices, leading in an understandable and interactive communication. This was demonstrated in the post-test scores, showing positive results towards all evaluation criteria. Therefore, general results proved the purpose, interactivity and efficacy of videogames within the research process because the results obtained revealed the effect of videogames to improve suprasegmental features of students.

3.1.4 Pre-test and post-test results difference

Table 5

Pre-test and post-test results difference

Results	Pre-test	Post-test	Difference
Average	*6.0*	*8.4*	*2.4*

Note: Pre-test and post-test results difference generated from the group' final score, with a point difference of 2.4

Figure 4

Pre-test and post-test results difference
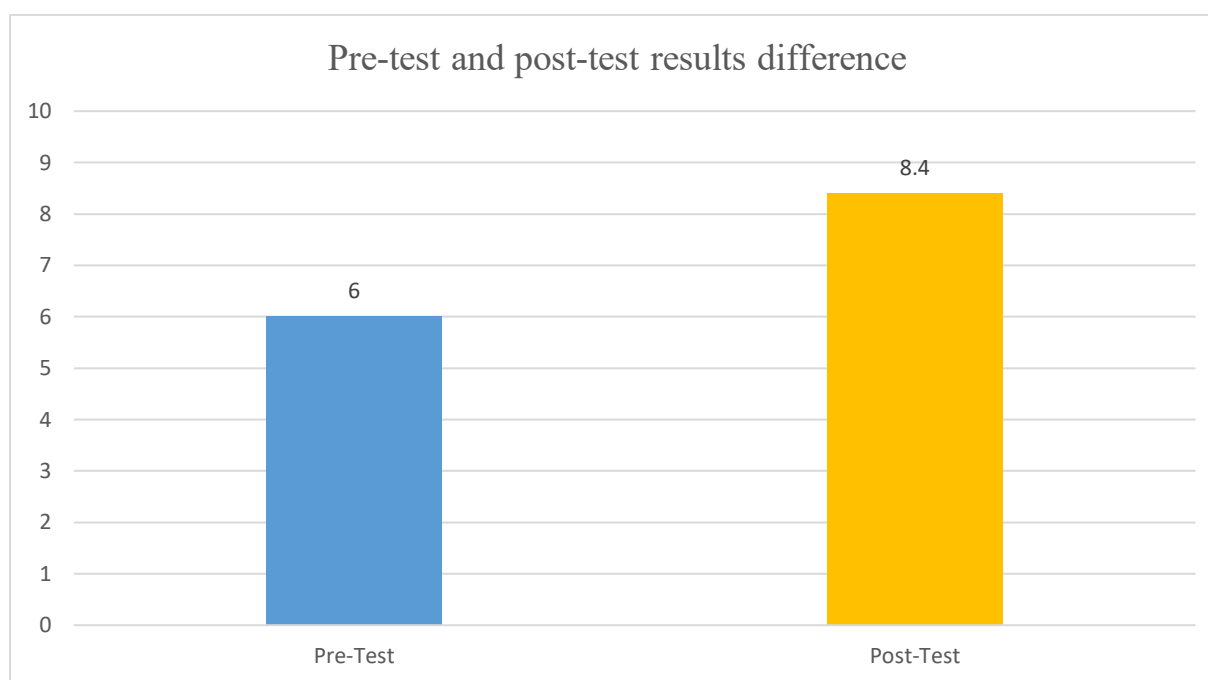
Note: Graphic of the pre-test and post-test results difference generated from the group' final score, with a point difference of 2.4.

Analysis and interpretation

The above figure shows the comparison of results obtained by students in the pre-test and the post-test. The initial result obtained in the pre-test was an average of 6.0, which indicated that students had a regular level of speaking. On the contrary, the post-test result was an average of 8.4 having a difference of 2.4 between each test.

It can be deduced that results obtained in the post-test were significantly higher than those obtained in the pre-test because the videogame applied along with the activities in the project increased students' motivation and skills and as a result, a positive improvement, demonstrating

an excellent level of speaking and communication in students after using videogames as an educational tool. Furthermore, it was revealed that the use of videogames is useful and relevant to engage and improve the speaking skills of students, specially of suprasegmental features of English

3.2 Hypothesis verification

The SPSS Statistic Data Editor was used to develop the t-test statistic to compare the average obtained in the pre-test and post-test in order to know the validity of the hypotheses proposed in this research project. The t-test method was chosen because it allowed to know statistics elements such as the mean, the standard deviation, correlations of the paired samples, and accept or refute the alternative hypothesis that affirm videogames improve the suprasegmental features of students of the third level of BGU from Unidad Educativa "Ricardo Descalzi".

Hypothesis statement:

Null hypothesis (Ho)

Videogames do not have a positive effect on the improvement of students 'suprasegmental features of English at Unidad Educativa "Ricardo Delcalzi"

Alternative hypothesis (H$_1$)

Videogames have a positive effect on the improvement of students 'suprasegmental features of English at Unidad Educativa "Ricardo Delcalzi"

Significance level:

<.001

Decision criteria:

If p>=0.05: The null hypothesis (Ho) is accepted.

If p<0.05: The alternative hypothesis (H1) is accepted.

Table 6

Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	5.4000	20	1.00786	.22537
	PostTest	8.3500	20	.79637	.17807

Note: Paired sample statistics showing different relations regarding mean, n, standard deviation and standard error mean between pretest and posttest results.

Table 7

Pair sample correlations

				Significance	
		N	Correlation	One-Sided p	Two-Sided p
Pair 1	PreTest & PostTest	20	.685	<.001	<.001

Note: Paired sample correlation showing different relations regarding n, correlation, one-sided p and two-sided p between pretest and posttest results.

Table 8

Paired samples test

		Paired Differences					t	df	Significance	
					95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	PreTest - PostTest	-2.95000	.74162	.16583	-3.29709	-2.60291	-17.789	19	<.001	<.001

Note: Paired sample test showing different results between pretest and posttest such as paired differences, t-test, df and significance.

Analysis and interpretation

The above tables indicate the statistical data obtained from the pre-test and post-test results after having been analyzed with the statistical method of the t-test. The result obtained in the pre-test was a mean of 5.40 and the mean achieved by the students in the post-test was 8.35 reflecting a significant improvement. Also, a value of 0, 685 was generated in the pair sample correlations between pretest and posttest, showing that the application of videogames in class has made a huge difference in students' speaking performance, taking into account the students' low development of the language due to the pandemic situation and limitations in virtual class education. Furthermore, the paired sample test showed that P had a value of 0,001 which is less than 0,05 overall result, concluding the null hypothesis is rejected, in contrast, the alternative hypothesis is accepted which means that Videogames is an effective tool for the improvement of students 'suprasegmental features of English from Unidad Educative "Ricardo Descalzi"

3.2.1 Discussion of the results

The results presented in this research work prove that students were able to improve their speaking skill score, specially from suprasegmental features according to the discourse management criteria after the implementation of videogames within the classroom. Students had low scores in suprasegmental features such as stress and intonation since the beginning of this research study, but after the interventions, students improved their scores significantly.

A similar investigation that supports these results was developed by Gagné (2021), which showed that the students' speaking skills scores increased after the application of videogames because this method allows students to explore, interact and concentrate on their own performance in order to reflect and understand the different suprasegmental features taught. However, the researcher used 2 groups of students defined as gamers and non-gamers, while it was only necessary to implement one group work during a 3-week lapse for this research study.

Likewise, the study conducted by Mohamad et al. (2020) concluded that the implementation of videogames influences students L2 acquisition through vocabulary development, interactivity, and communication, adapting students' schema through imitation and trial-error. This was similar to videogames implemented in this research because students could pronounce words, phrases and sentences showed in the videogames, repeating them constantly and noticing common mistakes students were making in the process. Finally, both research stated that, in fact, videogames is an effective tool focused on providing interactive ways for students to engage, reflect, discuss, improve and evaluate different suprasegmental features of English, and other English speaking skills respectively.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Once the analysis and interpretation of the data collected about videogames as an educational tool to improve suprasegmental features of students have been stablished, it is of a relevant importance to develop the conclusions and recommendations based on the results.

- The Suprasegmental features level of 3rd BGU students from Unidad Educativa "Ricardo Descalzi" has revealed a low performance, this is because they lack motivation, struggling about learning a new language, and hence, acquiring new oral skills to develop communication. The main problem in this scenario lies in the teacher' inability to teach suprasegmental features, and making students realize how important is to mark all kinds of meanings, or speakers' stances to what they are saying, or to mark out how one utterance relates to another, for example.

- During the treatment, the application of videogames helped as an effective tool for students to engaged in speaking class activities and improve their suprasegmental features during class because the software itself facilitate the understanding of these features by showing a set of word, phrases and sentences, each one with a specific word stress and intonation patterns for the student to practice. Consequently, students also felt motivated in practicing and enhance suprasegmental features by using them in all class activities in the lesson plan. In conclusion, not only videogames can offer an interactive way to teach, but also engage students into a cooperative class environment, where the teacher can help them develop a language skill without any complications.

- Videogames proved to be an effective tool in the communicative context because it created a fun environment for learners to practice without being pressured to show scored results. Furthermore, learners felt comfortable when they had to do activities in pairs, this is because students began to experience with the characteristics the videogame had to offer, along with a good learning process based on the different questions and sentences the students practiced, showing even a sense of joy and teamwork from students, this is because videogames are considered useful and innovative these days, as they exist in lots of genres, purposes and fulfill the students' ability to learn in this case the English learning process, taking into account that young students have a fresh mind, and they can get adapted easily to new technologies.

4.2 Recommendations

- It is recommended to discuss with the English teachers and authorities of the institution about the importance of video games in the educational area, since apart from being a powerful teaching tool, it also represents a great motivation for students to improve their listening skills. Furthermore, videogames promote the creation of relationships between students and teacher-students. In addition, videogames are authentic material that uses the real language of the English language.

- It is suggested to look for methods to integrate videogames as a main tool for the majority of English activities in class, as well as experimenting the different kind of videogames genres they can offer according to the skill the teacher wants to teach. Videogames demonstrated a huge impact into the English learning process during research because it let students learn in a positive way, taking out the traditional method of teaching language and finding into them the necessary motivation to improve their skills through the use of these videogames.

- It is recommended to apply videogames mainly in activities in which students need to cooperate in pair or group, in this way they can be able to feel confident and stablish appropriate communication, in addition, students can manage to stablish a good communicative process, where they work to talk with confidence, being able to apply their skills' improvement when they talk about many topics in class.

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ANNEXES

Annex 1 – Carta de Compromiso

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 21 de abril de 2022

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

Yo, Juan Carlos Ortíz en calidad de Rector de la Unidad Educativa "Ricardo Descalzi", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Videogames and Suprasegmental Features of English" propuesto por el estudiante Miranda Chávez Fernando Fabricio, portador de la Cédula de Ciudadanía No. 180462966-3, estudiante de la Carrera de Pedagogía de los Idiomas Nacional 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.

Mg. Juan Carlos Ortíz
Cédula de Ciudadanía: 1803658028
No teléfono convencional: 032411560
Correo electrónico: rectorado.uerd@gmail.com

Annex 2 – Tutor Designation

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
Ambato-Ecuador

Ambato 16 mayo, 2022
Res. Nº FCHE-CD-1792-2022

Señores/as
Miranda Chávez Fernando Fabricio
Estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 16 mayo, 2022 en atención a informes Favorables **Mg. Ruth Infante Y Mg. Wilma Suárez** de la Facultad, sobre el tema **"VIDEOGAMES AND SUPRASEGMENTAL FEATURES OF ENGLISH"** por usted propuesto resuelve:

DESIGNAR AL DOCENTE MG. XAVIER SULCA COMO TUTOR DE LA PROPUESTA DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL ART.17 "REGLAMENTO PARA LA EJECUCIÓN DE LA UNIDAD DE INTEGRACIÓN CURRICULAR Y LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL, DE GRADO EN LA UNIVERSIDAD TÉCNICA DE AMBATO DICE: Del tiempo para el desarrollo del trabajo de Integración Curricular. - El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de Integración Curricular, concluir y aprobar la modalidad de titulación escogida en el período académico destinado en la malla curricular. Se entenderá que el estudiante concluye y aprueba su trabajo de Integración Curricular únicamente cuando haya realizado la sustentación de este. Para tal efecto el estudiante podrá entregar su trabajo final (informe final del trabajo de Integración Curricular hasta 30 días témino antes de la culminación del ciclo académico destinado a la Integración Curricular). En el caso de las carreras con Internado Rotativo los estudiantes podrán entregar su trabajo final (informe final del trabajo de Integración Curricular dentro de los 30 días término antes de la culminación del Internado Rotativo).

SE RECOMIENDA QUE EN LA EJECUCION DEL TRABAJO DE TITULACIÓN SE TOME EN CUENTA LA REDACCIÓN, ORTOGRAFIA, EL NOMBRE DE LA CARRERA Y EL TITULO A OBTENER, SE ENCUENTRE CORRECTO.

Atentamente,

Firmado electrónicamente por:
SEGUNDO VICTOR
HERNANDEZ DEL
SALTO

Dr. Mg. Víctor Hernández del Salto
PRESIDENTE

CC: DIRECTOR DE PROYECTO Adj: Proyecto
        SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
        ARCHIVO NUMERICO CONSEJO DIRECTIVO
        CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Autorizado
03/06/2022

Ses/VHS

Annex 3 – Lesson Plan #1

LESSON PLAN	
Teacher: Miranda Chávez Fernando	**Type of lesson:** PPP
Class: 3rd BGU "A"	**DATE:** MAY 25th
Topic: A meeting with a friend.	
General objective:	**Specific Objectives:**
SWBAT differenciate the meaning and effect of word stress. SWBAT Identify the changes in meaning of words as the stress changes.	• To explain about word stress. • To analyze speaking. • To dialogue in pairs about word stress.
Anticipated problems: Students don't know what is word stress is about. Students do not understand the different word stress used in a sentence. Students do not participate in class, due to a low English knowledge. **Solution:** Teacher will explain the concept and usage of word stress. Teacher will do some activities for the students to understand. Teacher will help students participate by being part of the class explanation and activities, using mother language if necessary.	
Aim: Students understand about word stress and its importance in English communication.	
Materials: Board, markers, pencils, activity sheets, laptop, slides.	

Warm up: Teacher will start the class by writing some sentences on the board and speaking each one of them carefully, pronouncing stress with higher emphasis: • I'm going to the bank, what about you? • I'm going to the store; I need new shoes. • I need new shoes, just like you! • Then get your money and come along too! • That's a great idea for a beautiful day. • Let's stop for lunch at a small café **Presentation:** Teacher will ask students some questions related to the warm up activity. Class, have you noticed that there are some words in the poem that were given *Class answers.* What do you call those syllables that were given emphasis? *Class answers.* *What is stress? Do you have any idea what stress is?*	**TIME:** 40 minutes

(Teacher elicits answers from the whole class and asks a student to sum up what the classmates answered)

> STRESS in language is a special emphasis given to syllables of words. It is a strong syllable to give emphasis. The symbol for stress is usually a (').

> Noun and Verb Pairs
> English has a number of word pairs that may be nouns or verbs. They are nouns when stressed on the first syllable, and verbs when stressed on the second syllable.
>
> EXAMPLES:
> | | | | |
> |---|---|---|---|
> | Digest | content | produce | increase |
> | Desert | record | present | |

Practice

Students will be grouped into two. Each group will be asked to make a sentence out of the word that will begiven by the teacher. Each group will use the word as a noun and as a verb. The group who got the highest correct answer wins.

Then, the teacher asks general questions about the topic explained:

- What is stress?
- Why do we have to use stress in speaking?
- Is stress import ant in communicating with others?
- What is the importance? Can you cite one?

Production

The teacher gives students an activity sheet for them to answer:

Put the stress on the underlined word and identify its function on the sentence.
1.   That insult calls for an apology.
2.   Should I apologize if I didn't insult her?
3.   I hesitate to present such a little present to her.
4.   He has made a material progress, but he needs to progress spiritually.
5.   Anyone who tries to conduct himself properly is praised for his conduct.

ASSESSMENT

Informal Assessment: Teacher asks students to form sentences from a list of words given. Record as an audio file and sent it to a WhatsApp group provided by the teacher.

Annex 4 – Lesson Plan #2

<table>
<tr><td colspan="2" align="center">LESSON PLAN</td></tr>
<tr><td>Teacher:
Miranda Chávez Fernando</td><td>Type of lesson: PPP</td></tr>
<tr><td>Class: 3rd BGU "A"</td><td>DATE: JUNE 01st</td></tr>
<tr><td colspan="2">Topic: Word Stress – Speaking Practice</td></tr>
<tr><td>General objective:</td><td>Specific Objectives:</td></tr>
<tr><td>SWBAT use words with correct stress in the discourse of speaking.
SWBAT recognize the importance of speaking with the correct stress of words.</td><td>To identify different word stress used in the Rock Band 3 videogame software.
To pronounce and practice word stress.
To work in pairs and practice using the videogame software.</td></tr>
<tr><td colspan="2">Anticipated problems:
Students don't know what is the videogame software used for the activity.
Students do not understand the usage of the videogame to identify different word stress.
Students do not participate in class, due to be ashamed.
Solution:
Teacher will explain the purpose .and utility of the videogame software used for the acivity
Teacher will give a demonstration of how the videogame works and how the student can identify the word stress applied in it.
Teacher will help students participate by being part of the videogame activity.</td></tr>
<tr><td colspan="2">Aim: Students practice and learn to pronounce and identify different word stress.</td></tr>
<tr><td colspan="2">Materials: laptop, microphone, face mask, alcohol, rock band 3 videogame software.</td></tr>
<tr><td>Presentation:

Teacher will open the videogame software and will explain students what the activity will be about.

Then the teacher will proceed to open a "song" which will contain a set of words with the stress syllable shown in CAPS, and an intonation pattern for the students to guide them about where the stress emphasis is located.</td><td align="center">TIME:

40 minutes</td></tr>
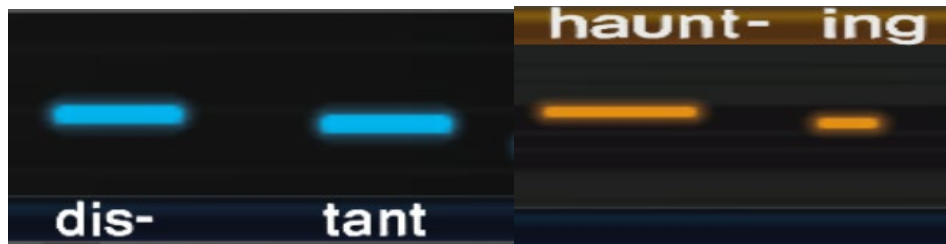</table>

start- ed

dis- tant

Practice

Students will be grouped in pairs. Student A repeat the words corresponding to its color pattern (blue) and student B to its color (orange).

Student A   Student B

dis- tant   haunt- ing

Production

The teacher gives students an activity sheet with a list of words for them to speak and identify stress:

1.   'de- sert / de- 'sert.
2.   'add-ict / add-'ict
3.   'con- trast / con – 'trast
4.   'per- mit / per- 'mit

ASSESSMENT

Informal Assessment: Teacher asks students to form sentences from a list of words given. Record as an audio file and sent it to a WhatsApp group provided by the teacher.

Annex 5 – Lesson Plan #3

<table>
<tr><td colspan="2" align="center">**LESSON PLAN**</td></tr>
<tr><td>**Teacher:**
Miranda Chávez Fernando</td><td>**Type of lesson:** PPP</td></tr>
<tr><td>**Class:** 3rd BGU "A"</td><td>**DATE:** JUNE 2nd</td></tr>
<tr><td colspan="2">**Topic:** A meeting with a friend.</td></tr>
<tr><td>**General objective:**</td><td>**Specific Objectives:**</td></tr>
<tr><td>SWBAT identify the terms intonation.
SWBAT read sentences that change meaning depending upon intonation</td><td>• To explain about intonation.
• To analyze speaking.
• To dialogue in pairs about intonation.</td></tr>
<tr><td colspan="2">**Anticipated problems:**
Students don't know what intonation is about.
Students do not understand the different intonation patterns used in a sentence.
Students do not participate in class, due to a low English knowledge.
Solution:
Teacher will explain the concept and usage of intonation.
Teacher will do some activities for the students to understand.
Teacher will help students participate by being part of the class explanation and activities, using mother language if necessary.</td></tr>
<tr><td colspan="2">**Aim:** Students understand about intonation and its importance in English communication.</td></tr>
<tr><td colspan="2">**Materials:** Board, markers, pencils, activity sheets, laptop, slides.</td></tr>
<tr><td>**Warm up:**
A good way to introduce this topic is ask students to tell you the difference between "really?" and "really!" and write on the board. How do you know what I mean? How do you know what to say next? It's the same word, but the responses to it are different. So, what is the difference between saying "really?" and "really!

Presentation:

Teacher will ask students some questions related to the warm up activity.

Class, have you noticed that there are some words that sound different depending on how you pronounce them at the end of a sentence?

Class answers.

What do you call those changes that were given pronunciation emphasis at the end?
Class answers.

What is intonation? Do you have any idea what intonation is?
(Teacher elicits answers from the whole class and asks a student to sum up what the classmates answered)</td><td align="center">**TIME:**

40 minutes</td></tr>
</table>

Practice

Students will be grouped into pairs. Each pair will be asked to make a set of questions and sentences depending on the type of sentence the teacher will ask. Each group will create these sentences and pronounce to each partner.

Then, the teacher asks general questions about the topic explained:

- What is intonation?
- Why do we have to use intonation in speaking?
- Is intonation important in communicating with others?
- What is the importance? Can you cite one?

Production

The teacher gives students an activity sheet for them to answer:

Identify the intonation pattern and define its function on the sentence.
1. What are you doing?
2. Do you like pizza?
3. I didn't do anything!
4. Really? That's a shame…
5. Am I happy for you?

ASSESSMENT

Informal Assessment: Teacher asks students to form sentences from a list of sentences and questions given. Record as an audio file and sent it to a WhatsApp group provided by the teacher.
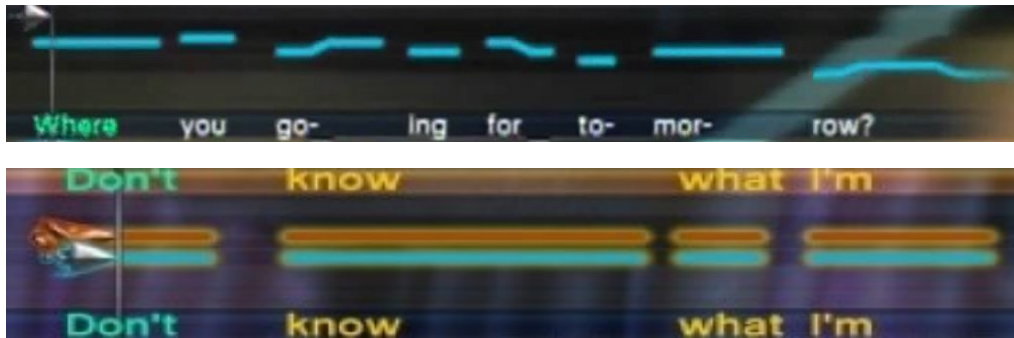
Annex 6 – Lesson Plan #4

LESSON PLAN	
Teacher: Miranda Chávez Fernando	**Type of lesson:** PPP
Class: 3ʳᵈ BGU "A"	**DATE:** JUNE 06ᵗʰ
Topic: Intonation – Speaking Practice	
General objective:	**Specific Objectives:**
SWBAT recognize different intonation patterns in a sentence. SWBAT pronounce sentences with the correct intonation pattern according to the type of sentences / question.	• To identify different intonation pattern used in the Rock Band 3 videogame software. • To pronounce and practice intonation. • To work in pairs and practice using the videogame software.
Anticipated problems: Students don't know what is the videogame software used for the activity. Students do not understand the usage of the videogame to identify different intonation patterns. Students do not participate in class, due to be ashamed. **Solution:** Teacher will explain the purpose .and utility of the videogame software used for the activity Teacher will give a demonstration of how the videogame works and how the student can identify the intonation applied in it. Teacher will help students participate by being part of the videogame activity.	
Aim: Students practice and learn to pronounce and identify different word stress.	
Materials: laptop, microphone, face mask, alcohol, rock band 3 videogame software.	
Presentation: Teacher will open the videogame software and will explain students what the activity will be about. Then the teacher will proceed to open a "song" which will contain a set of sentences with different intonation patterns, where students can identify them easily. 	**TIME:** 40 minutes

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Practice

Students will be grouped in pairs. Student A repeat the words corresponding to its color pattern (blue) and student B to its color (orange).

Student A

Production

The teacher gives students an activity sheet with a list of sentences for them to speak and identify stress:

1.   Are you eating fast food?
2.   Where are you going?
3.   This is not my pen
4.   This is not my pen!

ASSESSMENT

Informal Assessment: Teacher asks students to form sentences from a list of sentences given. Record as an audio file and sent it to a WhatsApp group provided by the teacher.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
PRE-TEST

INTRUCTIONS: This test is designed to evaluate your general speaking. It has two speaking parts and it is done in pairs.

- Part 1 contains questions of a factual and personal nature to each candidate.
- Part 2: candidates talk to each other about some pictures and a prompt question given by the researcher who also leads a follow—up discussion on the same topic.

TIME: 5-8 min per pair.

TEST

PART 1:

Questions about factual and personal nature.

1. What's your name?
   What's your sur name? (family name)
2. How old are you?
3. Where do you live?
4. Do you enjoy studying English? Why? Why not?
5. Do you think that English will be useful for you in the future?
6. Have you got any brothers or sisters?
7. How do you get to school?
8. What are your favorite foods?
9. What are your hobbies?
10. What did you do yesterday / last weekend?
11. What do you do in your spare time?
12. What are your favorite subjects?

Topic-based interview

Friends

13. Do you like going out with friends?
14. What do you like doing with friends?

Home

15. Do you live with your parents?
16. What's your favorite room in the house?

Music

17. How often do you listen to music?

18. Do you like to play the guitar? Why?

Shopping

19. Do you often go shopping?
20. What do you like to buy with your money?

PART 2

Conversation Holidays

Do you like these different holidays? Why or why not

Do you think…
…beach holidays are fun?
…city holidays are interesting?
…camping holidays are exciting?
…walking holidays are expensive?
…holidays in the mountain are boring?
• Which of these holidays do you like best?

Follow-up questions

• Do you prefer to go on holidays with your family or friends? Why?
• Which country would you like to visit in the future? Why?

Source: KET speaking exam

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
POST-TEST

INTRUCTIONS: This test is designed to evaluate your general speaking. It has two speaking parts and it is done in pairs.

- Part 1 contains questions of a factual and personal nature to each candidate.
- Part 2: candidates talk to each other about some pictures and a prompt question given by the researcher who also leads a follow—up discussion on the same topic.

TIME: 5-8 min per pair.

TEST

PART 1:

Questions about factual and personal nature.

21. What's your name?
22. How old are you?
23. Where do you live?
24. Do you enjoy studying English? Why? Why not?
25. Do you think that English will be useful for you in the future?
26. Have you got any brothers or sisters?
27. How do you get to school?
28. What are your favorite foods?
29. What are your hobbies?
30. What did you do yesterday / last weekend?
31. What do you do in your spare time?
32. What are your favorite subjects?

Topic-based interview

Friends

33. Do you see your friends every day?
34. Where did you meet your friend?

Home

35. who do you live with?
36. Do you like cooking at the weekends?

Music

37. What music do you like best?
38. Do you listen to music every day?

Shopping

39. who do you like to go shopping with?
40. Do you like to buy clothes with your money?

PART 2

Places to eat

Do you like these different place to eat?

Do you thin
- ..
- ..
- ….eating at home is boring?
- … eating at college/work is cheap?
- … eating in the park is nice?
- Which of these places to eat do you like best?

Follow-up questions

- Do you prefer eating with friends or family? Why?

Source: KET speaking exam

Annex 9 – Evaluation Rubric

Speaking Criteria Rubric (B1 Cambridge English Speaking Test rubric)

Educative Institution: _____

Student's name: _____

Level: _____

Date: _____

Criteria	2.5 pts	2 pts	1.5 pts	1 pts
Grammar and Vocabulary	Shows a good degree of control of grammatical forms and attempts of more complex grammar forms Use a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics	Student is able to express / orally produce good skills / control of simple grammatical forms and also attempts some advanced grammatical forms. Equivalent to Level B2 Band 3	Student is able to express / orally produce satisfactory skills / control of simple grammatical forms. Equivalent to Level B2 Band 1	Student is unable to express / orally produce satisfactory skills / control of simple grammatical forms. Below Level B2 Band 0
Discourse Management	Pronunciation is very good, clear, and easy to understand. Articulation and intonation is very good. Word stress is accurate. Equivalent to Level B2 Band 5	Pronunciation is good, mostly clear, and at most times easy to understand. Articulation and intonation is good. Word stress is mostly accurate.	Pronunciation is satisfactory, sometimes unclear, but can still be understood. Articulation and intonation is satisfactory but needs improvement. Word stress is sometimes inaccurate.	Pronunciation is unsatisfactory, unclear, and difficult to understand. Articulation and intonation is unsatisfactory. Word stress is inaccurate.

		Equivalent to Level B2 Band 3	Equivalent to Level B2 Band 1	Below Level B2 Band 0
Pronunciation	Student uses an appropriate and impressive range of vocabulary when speaking on a wide range of common topics. Equivalent to Level B2 Band 5	Student uses an appropriate and broad range of vocabulary when speaking on a wide range of common topics. Equivalent to Level B2 Band 3	Student uses a satisfactory but limited range of vocabulary when speaking about common everyday topics. Equivalent to Level B2 Band 1	Student is unable to use a satisfactory or limited range of vocabulary appropriately when speaking about common everyday topics. Below Level B2 Band 0

Interactive communication	Student produces very good and extended stretches of appropriate language with almost no hesitation. Maintains interaction and can negotiate outcomes very well and independently. Equivalent to Level B2 Band 5	Student produces good and sometimes extended stretches of appropriate language with some hesitation. Maintains interaction and can negotiate outcomes independently. Equivalent to Level B2 Band 3	Student produces satisfactory stretches of appropriate language but with extended hesitation. Satisfactorily maintains interaction but needs support to negotiate outcomes. Equivalent to Level B2 Band 1	Student is unable to produce stretches of appropriate language and displays a great degree of hesitation. Cannot maintain interaction and is unable to negotiate any outcomes. Below Level B2 Band 0
Total				_____/20