



UTMACH

FACULTAD DE CIENCIAS SOCIALES

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Improvement of suprasegmental features of pronunciation,
namely intonation, stress and rhythm**

**RAMIREZ CAGUA HUGO ROMARIO
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**TINOCO AVECILLAS CARLA JOHANNA
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INTERVENCIÓN**

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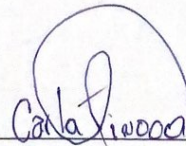
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DEDICATION

I dedicate this research to my family, sister Pamela Aguilar and her beautiful family for trusting me, for all their support, guidance, and advice that made me a better version of myself. To my father José Ramírez and my mother María Cagua who, despite being far away, have always led me to the end.

Hugo Romario Ramírez Cagua

I dedicate this thesis to my family, my parents, sisters, brothers, and grandfather, who have been a fundamental part of this work, because they have encouraged and supported me when I most needed, with their guidance and encouragement when achieving the goals in my life

Carla Johanna Tinoco AVECILLAS

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RESUMEN

Esta investigación tuvo como objetivo mejorar los aspectos sonoros de la lengua inglesa en estudiantes del sexto grado "A" de la escuela "Paul Harris", desarrollando un sistema de ejercicios diseñados para centrarse en el ritmo, fuerza de voz y la entonación de la lengua inglesa. Debido a las dificultades de aprendizaje de los alumnos, se ha propuesto la utilización de medios audiovisuales como recurso didáctico en las clases para mejorar el proceso de enseñanza-aprendizaje de la asignatura de inglés para el desarrollo de las competencias comunicativas. Este trabajo también se basa en un paradigma metodológico cuantitativo con un diseño experimental, que permite la aplicación de diferentes métodos y técnicas a nivel empírico y teórico, así como métodos estadísticos. La propuesta de intervención comprende un conjunto de ejercicios integradores que se aplicaron de forma progresiva y en función del nivel de conocimientos previos de los alumnos. Se aportan los resultados de valoración y evaluación de la eficacia y pertinencia del sistema de ejercicios para evidenciar la mejora en la comunicación oral en la asignatura de inglés.

Palabras clave: recursos audiovisuales, pronunciación, ritmo, fuerza de voz, entonación, sistema de ejercicios.

ABSTRACT

This investigation aimed at improving the suprasegmental features of pronunciation of the English language in students of the sixth grade “A” in “Paul Harris” school, developing a system of exercises designed to focus on intonation, stress and rhythm. Due to the students' learning difficulties related to pronunciation, has been proposed the use of audiovisual media as a didactic resource in classes to improve the teaching-learning process of the English subject for the development of the communicative skills. This research is also based on a quantitative methodological paradigm with an experimental design, which enables the implementation of different methods and techniques at empirical and theoretical levels as well as statistical methods.

The intervention proposal comprises a set of integrative exercises which were applied progressively and according to the students' level of their previous knowledge. The appraisal and evaluation outcomes of the effectiveness and pertinence of the system of exercises are provided in order to evidence the improvement in oral communication in the English subject.

Key words: audiovisual resources, pronunciation, rhythm, stress, intonation, exercise system.

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INTRODUCTION

Over the years, English has been considered the most widely spoken international language in the world, with almost two million speakers, and has been designated the language of business, culture, and entertainment. With their reach, bilingual education has become as important as necessary, resulting in many educational institutions integrating it with increasingly more relevance in their curricula, as a strategy to improve the competitiveness of future professionals, capable of integrating Latin America into the global economy and in cultural diversity.

The English language is a foreign language that includes four basic skills to be developed to complete the proficiency profile: Speaking, Listening, Reading, and Writing. The management of language skills should be fundamental at the same level of importance, considering that each one is an element of the other. According to Ardila Vahos and Ibarguen Moreno (2020):

Being proficient in a language implies mastering its four fundamental skills: listening, speaking, reading, and writing, as well as developing skills in linguistic, pragmatic, and sociolinguistic competencies (p. 18).

Ecuador's foreign language curriculum is oriented to prepare students with a minimum level of B1 in English; however, students have general difficulties in English.

Ecuador remains one of the countries in Latin America with the worst level of English language proficiency, which is why the country's teachers are focusing on mastering the four basic English skills and prioritizing the development of oral communication skills.

Oral expression should be included in the teaching processes by teachers in the classroom because it is essential for communication, therefore, learners are focused to achieve mastery of skills to create a fluid communication where they can be active in producing their knowledge and opinions.

According to Harmer (2015), one of the main objectives of English teachers is to help students to communicate fluently and spontaneously in English, reaching a higher level than the basic level. This

involves helping them understand what the functions of spoken English are, and will allow them to practice speaking strategies.

Even though the learning strategies are oriented to achieve English proficiency mainly in oral communication, for teachers and learners, there are many difficulties in the teaching process. Consequently, in Ecuador, the general results of the level of English proficiency are very low.

According to Shrouf (2014) “speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues” (pág. 3)

Concerning the foregoing, Speaking is the most difficult of the four basic skills, which is why it lacks practice in learning English. On the other hand, as mentioned by Bermello García and Vaca-Cárdenas (2022) teachers focus more on linguistic competence rather than on fostering and developing natural interaction in real contexts (pág. 10)

This means that there is a lack of preparation and that students have limitations in better developing meaningful communication mediated by pronunciation.

To analyze and have important details of what has been previously analyzed, we will carry out our research by focusing on the sound of pronunciation, or the suprasegmental phenomena: rhythm, stress and intonation, which constitute the characteristics of the language.

The following external manifestations were reflected from the observations directed to the sixth-grade students of the "Paul Harris" basic education school:

- Difficulties in pronouncing English sounds.
- Difficulties in learning basic vocabulary.
- Learners are not fluent in English.

- Insecurity does not allow pupils to speak confidently.
- Deficiency in listening comprehension.

In regards to the limitations and the context in which this investigation was developed, the following scientific problem was formulated: How to contribute to the improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm in the English language in students in the sixth-grade of basic "A" at the Paul Harris School?

The possible reasons behind the problems described above have to do with the following limitations:

- English classes do not focus enough on speaking.
- Lack of practice with letter sounds.
- Lack of playful activities that motivate students to talk.
- Lack of meaningful feedback regarding pronunciation.
- Difficulties in diction in general, students do not speak clearly and fluently.
- Lack of practice in the intonation of words.
- Learners do not master the phonetic alphabet

Based on the previous information, **the object of study** is the following: The teaching-learning process of the English language in basic education.

The general objective of this research is: To design a system of exercises with the use of audiovisual didactic resources to improve the suprasegmental features of pronunciation, namely intonation, stress and rhythm in the English language in the sixth-grade students of the Paul Harris School.

The field of action is delimited in the audiovisual resources.

The following **specific objectives** are taken into account for the development of the research:

- Providing a basis for the theoretical aspects of English as a foreign language like the rhythm, stress and intonation to develop oral competence.
- To diagnose the level of oral competence of students of the sixth grade "A" of the "Paul Harris" school.
- Develop a system of exercises focused on improving rhythm, stress and intonation and increase speaking practice in the learning process.
- Develop a system of exercises focused on improving rhythm, stress and intonation and increase speaking practice in the learning process.

The **dependent variable** is the development of the sonorous aspects of language: rhythm, stress and intonation

This educational research has a **quantitative methodological paradigm** with a pre-experimental experimental design, consisting of a pre-test and a post-test.

A population of 32 students in the 6th grade of the elementary school "A" of the Paul Harris School was considered.

The methods used at the **theoretical level** were: the elaboration of the research design, the historical-logical method to analyze the evolution and the most relevant contributions of the object and field of research, the synthetic analytical method for the critical study of the literature focused on the object of study and the review of the information obtained through the application of the research instruments.

This research is **important** because it aims to reproduce the sound aspects of language, using audiovisual didactic resources that favor the process and create a favorable environment for the teacher's work and the student's learning during class.

The practical contribution is oriented to contribute to the educational community different practical pedagogical activities based on the use of audiovisual didactic resources aimed at improving the reproduction of the sound aspects of the students' language in the classroom.

This research has a planned and organized structure, starting from the introduction where the established research problem will be evidenced, followed by the first chapter where the historical, conceptual, and contextual antecedents of the problem are developed. Next, the methodological framework is described, detailing the study of the problem, how it is developed, and the methods used in the research. Finally, the intervention proposal is explained including the recommendations and conclusions based on the bibliographic study.

Theoretical framework

Historical evolution of the use of audiovisual resources in the English language teaching and learning process for the improvement of the reproduction of the sound aspects of the language.

The development of communications techniques and technology has been a modernizing element during the evolution of the human race, not only in the productive sectors, but also in society and, of course, in education.

The digitization of information, which makes language training and the dissemination of multimedia documents via the Internet feasible, gives ICT a privileged place in the world of education. From this point of view, the audiovisual media are characterized from their definition, their history and their scope within the educational development.

Audiovisual resources are those materials that are the equipment responsible for reproducing, recording and disseminating a desired message.

If we take into account López de Quintana (1994), he indicates that audiovisual media, "are those that present information in video or audio separately and titles formed by alternative supports: video, sound recordings or slides".

On the other hand, Fothergill and Butchart (1992) state the following about audiovisual media: "those that are not part of a book and excludes any printed message that is presented in the form of a manuscript, map, periodical, pamphlet or sheet music"... "it covers a broad spectrum since it also includes the previously excluded materials, provided they are presented in a different form, such as a map on a slide or a periodical on microfiche".

Beginnings of audiovisual education: Audiovisual education was integrated as a discipline in the 1920s, thanks to the scientific and technological advances of the time, in classrooms began to spread the use of audiovisual media to teach issues of high complexity and understanding, however, before that time there had been some inventions that are milestones.

Main antecedents in the 19th century:

- **1835: HENRY TALBOT INVENTS CALOTYPE PHOTOGRAPHY**

The calotype is based on the photographic method that was created by the English scientist William Henry Fox Talbot. This method was developed on a type of paper sensitized with silver nitrate and gallic acid that had to be exposed to light in order to be able to observe the photographs. This procedure is the first that generated a negative image that could be observed as many times as desired. The first appearances of negative images were useful for the teaching-learning process, after the industrial revolution and considering the enigmatic changes in society.

-1877: Thomas Edison created the phonograph.

On November 21, 1877, Edison announced the introduction of a device to record sound. A handmade cylindrical drum covered with metallic paper reproduced Edison's voice reciting the well-known nursery rhyme Maria had a little lamb. (Beltran) The phonograph was the most common device for reproducing recorded sound from the 1870s to the 1980s. It was commonly used in the offices of the time, so it inevitably became necessary to have this device in educational establishments.

From 1880 onwards, the technological "explosion" changed the world of education completely in all fields; the contributions of science and industry were brought into the classroom. From this point onwards, the dissemination of audiovisual media as teaching methods became unstoppable.

-1887 Heinrich Hertz : Creation of the radio

The history of radio began in 1887 when the German physicist Heinrich Hertz detected electromagnetic radiation. Radio was a major invention that revolutionized human communications forever and enabled the development of later technologies such as television, wireless Internet, Radar and Sonar (Uriarte).

It should be noted that in ancient times communication in rural areas was very difficult, access to information was a dilemma of daily life, which is why the spread of radio facilitated the possibility of access to education through programs that were dedicated to the transmission of educational channels for the community.

Nowadays, the use of radio as a pedagogical resource is still valid, many online schools use radio programs as a tool to reinforce teaching and learning, this is because radio favors active listening, stimulates reflection and increases students' imagination ("IMPORTANCE OF RADIO IN EDUCATION | Official Website").

The use of radio as a didactic resource has the following advantages:

It reaches the student in a personal way and that generates an affective communication. This is important because learning is stimulated through emotion.

It can be listened to by students from all social groups or with different economic possibilities.

It is technically simple and facilitates the production of educational programming.

Stimulates the creation of mental images by developing students' creativity.

It is instantaneous.

- 1927 : Philo Taylor Farnsworth developed the image dissector.

Farnsworth developed the first image dissector in the summer of 1921, when he was about to turn 15, and demonstrated the first version of the work on September 7, 1927. Farnsworth called his device an image dissector revolutionizing the ways of communication and opening up a world of possibilities for people to maintain contact and knowledge with events around the world.

Television has also played an important role in the development of education, for example, in Chile, since 1978, the television channel "teleduc", belonging to the Catholic University of Chile, has been broadcasting programs with educational content.

As mentioned in the following blog "educational television is aimed at enhancing information, improving the cultural standard, and optimizing the levels under the educational reference" (Chavez). (Chavez) The broadcasting of educational television media has undoubtedly been one of the best didactic resources available today for the propagation of educational training for all.

-1941: KONRADZUSE INVENTS THE FIRST COMPUTER WITH SOFTWARE

The first functional computer with software was developed by Konrad Zuse, in 1941, being his most outstanding achievement. He also designed a high-level programming language that allowed him to have access to the computer algorithms he had created. On the other hand, it is important to note that he founded the first computer company in 1946 and built the Z4, which in 1950 became the first computer to be commercialized.

-1960s: Spread of computers in the educational environment

In the early 1960s, computers began to spread exponentially in universities, mainly in the United States, first among teachers, but it was not long before university students in certain careers began to require the use of computers.

Patrick Suppes, a philosopher and mathematician at Stanford University, in an article that appeared in 1966 in the popular Scientific American magazine, summarized the expectations and ideas of that time and argued that the real revolutionary role of computers in education was due to the new area of computer-assisted instruction". ("Evolution of Computer-Assisted Instruction").

-1990: TIM BERNERSLEE- CREATES THE INTERNET

In 1990 the British Tim Berners-Lee developed the World Wide Web to improve communication between scientists at CERN, in Switzerland, creating a server and a search engine that allowed accessing and sharing information from different computers. The project was a technological revolution that popularized the use of the Internet. (Leiva) Something that was developed as a work tool for a group of scientists ended up as one of the greatest technological and social revolutions in history.

The use of the Internet in education expanded with the increase in the number of people with access to a computer, so the Internet began to take off in education, and at the same time, as the Internet got better and better, search engines continued to evolve and improve, more and more content was created and posted on the Internet by users (both experts and amateurs), and the cycle began again: better search engines, more content, easier to reach ("So we have evolved in the way we use the Internet in the classroom").

The optimization of the use of technologies generated that students began to use the Internet to complement school assignments, consult more information or for self-education, and in the same way it worked for teachers, who took full advantage of the possibilities offered by having a computer and Internet connection within reach. This shows us that the Internet is a fundamental piece in the world of education and turned out to be a useful tool used as a didactic resource.

1.2 Theoretical characterization of the use of audiovisual didactic resources in the English language teaching-learning process and its relationship with the development of reproduction in the sound aspects of the language.

The use of audiovisual didactic resources in the educational world aims at the transmission of knowledge through visual and auditory codifications. It tends to be used through a physical means, a protagonist-mediator that offers knowledge adapted to curricular needs. this new horizon of teaching

and learning widens the range of possibilities that can be enabled, enriching its use for a new culture of knowledge (Forero and Diaz, 2018).

It should also be considered that the use of audiovisual didactic resources for the teaching and learning process of a specific language requires certain requirements that are relevant to the subject. Marino et al. (2020) Proposes that the interaction of those resources while learning English produces and builds audiovisual knowledge that allows continuity, by planning objectives through stimulation of sight and hearing.

The audiovisual element as a tool for the development of learning creates a relationship between sound and image in such a way that the transmission of this form is intended to be effective in academic activities. Thus, there is importance in the insertion of sound aspects. This presents an adequate orientation and awakens interest for English, Assisting their listening comprehension and, in turn, improving their speech (Calaña et al., 2021).

In elementary school, students in the subject of English acquire knowledge through practice , that is to say, they need to continuously listen to how grammar is presented and at the same time repeat it orally in order to concretize their knowledge. The proposals on audiovisuals in the area in question make possible the development of corroborating pronunciation, in addition after a good intonation and other sound aspects make a better oral expression is encouraged, channeling students able to be participants of a correct communication in relation to the activities (Villalba, 2019).

English language learning usually knows to be very technical, but after the experience of audiovisual resources is contextualized as a learning that improves reading, writing, and speaking, since it comprises a constant of oral expression and auditory understanding by the different activities that can be presented, influencing the study if this constitutes a good intonation and accentuation, among other factors that may be of interest to students such as rhythm (Hernandez and Barreiro, 2021).

With respect to the sound aspects of the language and its role within the audiovisual didactic resources, the dimension of the context and the scope of its reproduction must be contemplated, since it questions the object and subject and the mechanism for listening, considering as an essential part in its design the rhythm, stress and intonation of that sound emitted as a relevant value to constitute a good interpretation.

The presence of various methods, techniques and resources for teaching English has been very varied, but with regard to the audiovisual, there is a certain confidence in imposing it in their classes for learning this language, because it is considered dynamic and strengthen oral communication in the person, all under autonomous responsibility because after the correct listening they can perform better, likewise through the visual to see how they vocalize everything according to the type of activity (Quevedo et al., 2021).

In children it is very common that different ways of learning are presented, the teacher together with the use of audiovisual resources tries to build a better pronunciation. In addition to this, it is important to emphasize that the knowledge of the language considers expanding the vocabulary, for which an example that can be inserted in the planning is the use of videos on a topic and then the student's voice is recorded to see if it is correct intonation (Villafuerte and Alonzo, 2021).

Listening and speaking as activities that constitute the English language as the main source, makes students have an active listening for the development of their comprehension and oral expression, it must be taken into account that the activities or videos that are presented must implement a correct tone of voice, present a correct accent and rhythm (Rodriguez, 2020). That is to say that the process through which the student has to go through to understand the language, must contemplate the series of sounds emitted, the variation in the tone that the person speaks, and the correct accent in each of the words that are mentioned.

The voice is one of the major sources to capture the pronunciation of the English language, because of its oral emission it constitutes a set of articulations and voice control that make it possible to perceive pauses, accentuation and rhythm in each of the sentences that are exposed, which is why there is a preference for teaching based on the reproduction of audiovideos, which form a better analysis and experience the educational process with pleasantness (Machuca Ayuso & Ríos, 2022). The perception of vision and sound makes the student independently build his participation through a copy that stimulates him to repeat and improve through the voice.

1.2.1 Characteristics of the English language teaching and learning process

The English language teaching process has become an exercise that attributes theory and practice, consisting of the careful selection of where teachers must build based on a methodology the design of activities that are embodied in planning according to the educational sublevel, although it is true that many of the actions considered by the teaching staff is separately and then involving grammar enabling a correct feedback in activities such as pronunciation (Ortiz et al., 2020).

In order to begin teaching, several aspects must be considered, among them the motivation and interest must be taken into account so that the learning of English can be fully realized, since the recognition of those is a strong influence on the behavior of the individual, where through guidance they can achieve significant knowledge, in addition to that the affective attitude is also relevant for a favorable interaction between teacher and student considering the self-esteem as an element of self-confidence (Romero and Santana, 2021).

The significance in the teaching of English as part of their communicative development allows them to determine the goals that teachers should plan behind their teaching model. It is usually complemented by focusing the interest in their expression, autonomy and discovery of learning, opting for it to be dynamic and of quality, it can be argued that currently for English the use of information and communication technologies is solved, which allows strengthening and building new knowledge to meet these objectives (Arana, 2021).

The teaching of a language does not leave aside the parts of the educational process, where the planning is involved and, on many occasions, according to the teachers how they are going to implement their classes if under a design of experience, reflection, conceptualization and application. There are many elements that after the methodology and adaptations that are required can be preserved for the achievement of objectives, for English it is very important the theory, practice and evaluation, leading to the achievement of competences through socialization, that is to say, the expression and agreement of knowledge, since being a language different from the mother tongue, it must be performed in grammar and speaking (Alcantar et al., 2020).

The teacher should enable interaction as a source of interest to address the topics that form an understanding of the English language. Among other characteristics of English teaching is that it should be a flexible process, that it should be built from the students' ways of learning, under a face-to-face modality, that it should be dynamic so that it does not fall into the error of traditionalism, and above all that the resources should be accessible and motivating, welcoming the use of collaborative work and information and communication technologies (Calderón and Córdova, 2020).

Another point of view argues that theory is necessary to improve the students' perspective, besides that grammar is the most correct orientation that reflects a great point of view towards the English language. Also the teacher should consider that the preparation consists of inquiry and concretion of knowledge, according to the age of the students understand the knowledge that should be an experience, perceiving the language from a guide that allows them to practice in a comprehensive way intervening directly in their educational process (Fernandez, 2021).

According to the perspectives that denote the teaching of English is to leave aside the traditional habits that build practices and activities that remain only in theory. But they should consider that for an effectiveness in their praxis they should reflect on dynamizing grammar through resources and materials that promote knowledge and can produce communication, whether they are activities of

exposure, discussion, singing, among others, which attribute a correct expression and interpretation (Estupiñan, 2020).

The teaching of the English language must be developed with adequate dedication so that it can contribute to the teaching process. But focusing on teaching, it should be determined that they are people who know the subject, are responsible, are able to energize their classes, motivate their students, and use appropriate methods that share the passion for acquiring this knowledge in a flexible way, whether under a virtual or face-to-face modality, the development of skills and abilities should be concentrated (Mendieta et al., 2021).

Demonstrating that the auditory and visual is essential to achieve knowledge of this language, it is of great importance to be autonomous and constantly motivated to be able to manage and communicate properly. English language education is a constant discipline that requires interaction in order to develop the skill, its teaching is based on oral and written expressions, listening and written comprehension where under perspective, audiovisual understanding is also added (Soncco, 2022).

The different approaches that can promote the teaching of English constitute a change in the course of the class, being constructivism one of its contributions, is to require innovation and creativity in the activities, then you can determine the use of technological resources to discriminate both auditory and visual information to acquire knowledge about the language, you can consider the use of adaptations and alternatives to enhance memorization, comprehension and expression in the student (Laura et al., 2021).

1.2.2. Audiovisual didactic resources in the teaching-learning process of the English language.

The audiovisual didactic resources for the English language educational process make it enriching to learn the English language, breaking traditional barriers, and stimulating the construction of knowledge through analysis, understanding and expression of the language being learned (Abreu et al., 2021). Intentionally trying to ensure that those resources contain the content to be taught and that it

goes hand in hand with the objective, since it will present a greater scope of learning achievements and understanding of the language.

The insertion of audiovisuals in the educational process considers specifying how it will be inserted in the class, in addition to developing digital skills in the teacher and the student, it is also important that the management of information is adequate and constant communication for practice. The incorporation of those for English education contains a wide range of interactive topics, which are accompanied by technology, the video can present the development of skills by holding the senses of hearing and sight for understanding (Quevedo et al., 2021).

According to the report, some of the methods most commonly used in English language teaching are traditional, predominantly grammar and translation, avoiding the use of innovative resources and materials, however, the training in which knowledge and language skills are transmitted is important as long as the student interacts and develops autonomously, considers updated vocabulary, reasoning, and experiences through activities inside and outside the classroom (Arias et al., 2021).

For English education, there should be stages that establish how the class will be determined and the precision in the access to learning will be assessed.

As a first stage the objective, considering the analysis of the student's level of knowledge about the subject and the resource to be used, in addition to the design that will be established for the reproduction in reference to the sequence and the visual-sound style, then the development where the content is contemplated and finally an evaluation (Sandoval et al., 2020).

During the educational process the student has to perceive the content and in turn express it, granting that they become critical of their own learning, forming themselves in a communication and appropriation of the English language (Soler and Figueroa, 2019). Teachers who present to their students a training with audiovisuals make them become more independent by the constant socialization of the language, pretending that from that they correct themselves and develop in their oral expression.

Going into the insertion of audiovisuals, it should be examined how to introduce it, and that they will fulfill their objective if they are consolidated after a good planning, some of the materials used to implement them should be presented in the classroom context, whether it is a television, computer, projector, graphic material, etc., which promote active listening and vision to improve their phonetics, oral and written comprehension, and expand their vocabulary (Sandoval, 2018).

In English language education, there is a process that has different phases, each stage or level of the class goes step by step with the contents that will be explained in the classroom, and the learning experience can be evaluated.

In the first phase, the objective, considering the analysis of the student's level of knowledge of the subject and the resource to be used, in addition to the design to be established for the reproduction of the sequence and the visual-sound style, then the development where the content is contemplated and finally an evaluation (Sandoval et al., 2020).

When the educational process is being applied, the learner is expected to have the ability to perceive the content and also to express it, and at the same time to be critical of their learning, forming them in a communicative and appropriation of the English language (Soler and Figueroa, 2019).

In this way, teachers who develop their classes using audiovisual materials, make them more independent due to the constant socialization of the language so that they can correct themselves and develop their oral expression.

To have more clarity on the use of audiovisual materials, we must examine how to introduce them in English classes, and how they will fulfill their purpose if they are integrated with good planning, some of the materials used to implement them should be introduced in the classroom context, whether it is a television, computer, projector, graphic material, etc., which promotes active listening and vision to improve their phonetics, oral and written comprehension, and expand their vocabulary (Sandoval, 2018).

A substantial portion of the teaching resources can be implemented by materials such as cell phones or computers, which can be presented as videos, music, and images with sound, among others that make student learning easier and more interesting for teaching English language curricular content, developing activities that can also be applied through those resources and worked on by platforms (Ames, 2019).

The audiovisual resources for education are reusable, presented through animations and interactive graphics, reinforcing grammatical structures and oral expression, in addition to the development of listening and reading comprehension, which stimulates students' competencies and especially enhances their knowledge of the language and vocabulary of society, either through presentations, videos and different multimedia that allow them to improve their communication (Sosa and Roque, 2022).

Music is one of the most used audiovisual resources in modern society, it is used to enhance the learning of English, considering a suitable context, this language can be taught through technological devices, either a speaker, a computer, or a projector that contains access to sound, where a significant knowledge is reproduced according to the planning (Almeida and Zambrano, 2020). Consider that after having designed the classes, the intention is to carry out the grammatical theme to be used by playing the music related to the planned content, then the activities are carried out, being a tool that contains the direct exposure of the foreign language, correct pronunciation, and vocabulary expansion.

Films as part of an audiovisual resource are one of the most interesting when teaching (Lin and Cheng, 2022). This is because it makes students feel that they are in a communicative environment in which they can analyze and understand pronunciation and accents, and also during the classes, audio and visual comprehension is improved, which can be developed using subtitles and by watching the images.

In the same way, the presentation of videos that are used as an audiovisual resource is valued for the information they contain, where concepts and pronunciation, and to reinforce the content, a class

recording can be used to get the attention of the learners, it all depends on the teacher and his or her vision for teaching the English language, In addition, audiovisual resources should have characteristics that support education, such as a wide vocabulary, updated content with modern topics and that contribute knowledge of today's society to improve communication (Alvear et al., 2020).

1.2.3 The development of communicative skills in English language in the sound aspects of language.

In learning the English language, communication is important because the information is received by listening and oral expression, and for this to happen there must be methodologies that support successful learning. The sonorous aspects of the language are the main characters of this interaction. Within this process, there has to be fluency, good pronunciation, presentation of ideas, vocabulary, and intonation. (Quevedo et al., 2021). The development of oral expression, grammar, vocabulary, and oral fluency can be evidenced by having a good study of grammatical knowledge and by assessment criteria evaluated by teachers. (Cuitiño et al., 2019).

Good pronunciation implies knowledge; if the student knows the theory, they are more probably to have a good intonation, and rhythm of speech. (Tipula y Tapia, 2019). Although theoretical knowledge of phonetics is important, it is also important to practice social interaction, acquire fluency, improve listening, to learn idioms that allow us to interact better with people. (Barriga, 2020)

The oral expression represents the main source of intonation, pronunciation, and grammar, supporting the communicative skills where speaking and listening are included, resulting in a great impact on listening comprehension (Culqui et al., 2021). And speaking of oral expression, to develop the sonorous aspects of the language it is necessary to focus on pronunciation as the most potent aspect of

speaking, for this it is also important to develop reading aloud to listen to the pronunciation and detect mispronounced sounds.

1.3. Contextual characteristics of the English language teaching-learning process in the sixth parallel year "A" students of the "Paul Harris" basic education school.

In the sixth grade of the Paul Harris elementary school located in the city of Machala, there are certain contextual characteristics that revolve around the process of teaching and learning English.

To begin with, it is necessary to establish a position in the context of the English teaching process, a context that is related to the school years developed during the virtual classes due to the World pandemic. In the educational system in general, this situation caused a delay in the contents and in the execution of fundamental skills for the study of school subjects, in this case, in the English language. Based on this reality, the teaching-learning process in the sixth grade of the Paul Harris School is characterized by the old teaching methods, there is a notable lack of pedagogical flow, which is why there is a great lack of motivation to study a new language. It is also important to mention that the national educational curricula need to keep up with the current reality in the country's schools, since it is necessary to retake the contents taught during the years of confinement in virtual education and generate an equality of knowledge together with cognitive skills. Taking into consideration the historical context in which we have been working, it is possible to establish the following characteristics:

- Differences in individual cognitive abilities play an important role in the development of classes, some students possess more mastery and intellectual abilities than other students.
- Students are in a process of change, in which they are matching their knowledge with the school level they are in.
- The teaching and learning process is characterized by being dynamic and fun to capture the attention of the students.
- It is modified according to the capabilities and scope of the students; it adapts to the educational reality and the school's own context.

-Progress in the teaching process is constantly monitored through evaluation and assessment to determine if students are following the learning process successfully.

1.3.1 The process of teaching and learning English in basic general education in Ecuador.

Nowadays, the educational process in the Ecuadorian basic general education level includes English as one of the mandatory subjects; determined that to be a teacher, an upper-intermediate level (B2) should be contemplated to be able to practice and support English language proficiency, considering it as an adequate level for proficiency in the language (Criollo et al., 2020). Establishing that level for teachers to improve grammatical and pronunciation skills in this language.

Since 2016, the curricular proposal for the foreign language English has been proposed for 2nd to 10th grades in basic general education, in addition, it is expected that students can take five curricular blocks based on the student profile, developing knowledge according to the basic guidelines established in the curriculum, like avoid memorization, and promote communication to interact, focus on methodologies that provide challenges and enhance knowledge, develop creative thinking, integrate English content, and set class designs based on international standards (MINEDUC, 2016).

According to Article 57, paragraph 14 of the Constitution of the Republic of Ecuador, the development of bilingual education requires the use of qualitative methodologies for the adequate achievement of knowledge; On the other hand, based on the general regulations of the government, it is established that students will have access to the contents of two languages, which will be selected by the educational institution.

In the Organic Law of Intercultural Education (LOEI) Article 3, states that bilingual intercultural education should be promoted (LOEI, 2011). The guidelines provided by the aforementioned law confer that the teaching and learning process considers a second language in addition to the country's mother tongue, to support the educational and cultural development of Ecuador.

Over time, English education in Ecuadorian territory has become difficult for many students, where private institutions offer more quality education than public institutions, which is why it has been possible to demonstrate the deficiencies that remain in the learning of English.

For effective teaching of this language, good strategic planning must be presented to help the teacher, in the same way, to guarantee significant knowledge to the students, and for this, there must be a change in the traditional teaching of the country. For this, some educational institutions consider that for effective English language teaching it is necessary to guide teachers to the use of information and communication technologies to enhance learning and amplify content, use of digital platforms for virtual education, interaction with other people, and evaluations with criteria focused on writing and speaking (Fernández et al., 2018).

Each of the practices that are carried out to achieve knowledge, strategies, techniques, and use of resources or materials are understood to obtain good results. Thus, Ortega and Minchella (2019) state that workshops, modern vocabulary, a database, and the use of technology should be inserted, all of which are oriented to the formation of speaking.

The fact of including the English language in the national curriculum has provided that basic general education is based on an inclusive education, which promotes the active participation of students by focusing learning mainly on oral expression (Peña, 2019). After discovering the indicators that are required, the mastery of the English language is oriented to master communication skills.

English language learning requires a lot of interest and motivation to facilitate the acquisition of knowledge, it is not only about studying what is necessary but also about researching and practicing the language. Teachers have a very important role in this process because they have to motivate their students to study English and apply it in their daily lives, and they also have the responsibility to improve their strategies and methodologies to create more interest in the students to learn.

1.3.2 Diagnosis the current state of the reproduction of suprasegmental features of pronunciation, namely intonation, stress and rhythm in the students of the sixth year "A" of General Basic Education of the "Paul Harris" School.

This section details the results obtained from the non-participant observation and the pre-test to evaluate the level of pronunciation of the students. To obtain this information, the observation form (APPENDIX 1), the pre-test (APPENDIX 2) and the rubric with the evaluation indicators (APPENDIX 3) were applied.

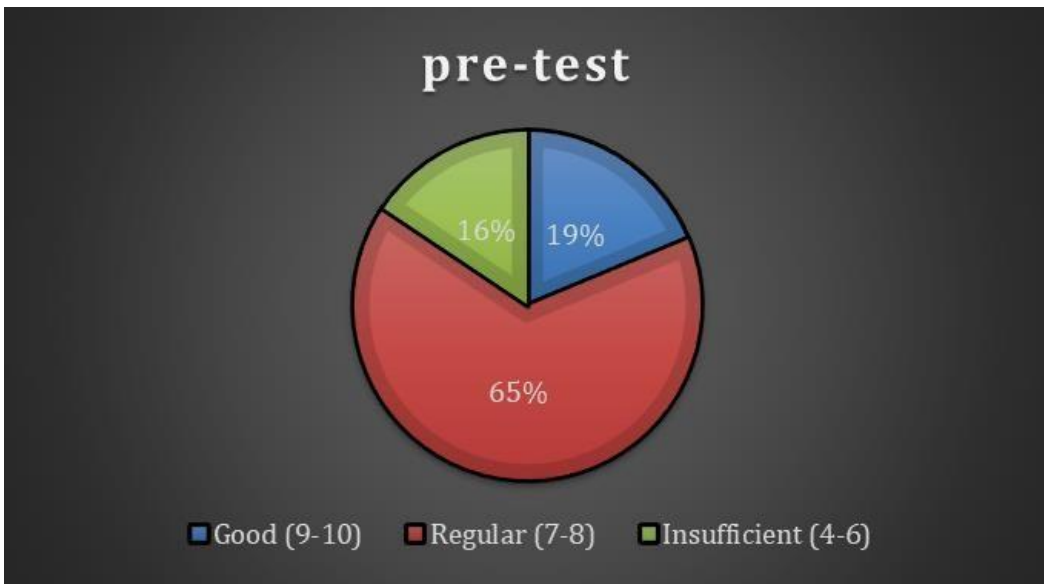
Analysis of results of the observation sheet and application of instruments.

This tool was implemented as an evaluation instrument to identify the initial condition of the sound aspects of the language such as rhythm, stress and intonation in the students; to analyze the management of their classes by the teachers and the improvement of the sound aspects in the English language; the difficulties identified were the following:

- Difficulty in recognizing the correct pronunciation of words.
- Difficulty in recognizing the number of syllables in a word.
- Difficulty distinguishing the accentual foot of words.
- Difficulty in identifying the stress voice in words

Pre-test:

- 65 % of the students have a regular level of suprasegmental features of pronunciation, namely intonation, stress and rhythm
- Sixteen percent of the students present problems in correctly distinguishing the number of syllables in a word, and in identifying the rhythm and intonation.
- 19% of the students have an excellent level of suprasegmental features of pronunciation, namely intonation, stress and rhythm complying with the established evaluative indicators.



CHAPTER 2: METHODOLOGICAL FRAMEWORK

This chapter explains the methodological aspects implemented for the development of the investigation process, such as the paradigm, the type of research, as well as the design, the methods at a theoretical and empirical level and the population selected for this research. Furthermore, the techniques used in order to carry out the respective analysis of the data selected in the sample are described.

2.1 Paradigm and type of investigation

This research is developed from a quantitative paradigm because it is intended to identify the real causes of the proposed phenomenon that starts from a given reality and that at the same time will be studied and tested to explain and intervene in the process, looking/ searching for a relationship between the variables.

According to Neill and Cortez (2018), The objective of a quantitative research is to acquire fundamental knowledge and the choice of the most appropriate model that allows knowing the reality in a more impartial way, since data are collected and analyzed through measurable concepts and variables. (p. 13) i.e., the acquisition and construction of knowledge are fundamental to the process of data analysis in quantitative research.

2.2 Research design

The experimental design type will be applied in this investigation in order to carry out a controlled intervention where the effect caused by the independent variable on the dependent variable can be observed. The research design will help the researchers to look for the ideas to design the way in which the stated hypothesis will be tested.

"Design is synonymous with outline, sketch, or blueprint. Experimental is nothing other than testing, proving, proving, investigating, or seeking the truth. Therefore, experimental design is a process of testing or investigation of trial(s) that seeks the truth, using a design or mathematical model, which allows us to test a hypothesis." (Plaza and Pazmiño, 2015, p. 26)

2.3 Population and sample or object of study.

The study population will be constituted by the group of sixth grade students of the basic education school "Paul Harris" of the city of Machala, a course that has 32 students, of which 20 are boys and 12 are girls, with an age range between 10 and 11 years old.

Due to the nature of this research the entire population will be involved in this investigation process.

2.4 Methods

In the research process it is necessary to apply methods that allow to put into practice what has been proposed theoretically, thus they have to have all the necessary resources to analyze the important

information of the study, therefore, the methods selected for this research are of theoretical and empirical level.

2.4.1 Methods at the theoretical level

Theoretical methods "Make it possible to reveal the essential relationships of the object of investigation, which are not directly observable. They participate in the stage of assimilation of facts, phenomena and processes." (Cova, Romeu, & Macias, 2010, p.6). Therefore, they allow the construction of knowledge, make possible the analysis of the facts, and of all the information obtained in the research that has relevance. The theoretical methods applied in this study are presented below.

Historical-logical method: This method is based on analyzing the facts of an event and its evolution from the beginning to the end, it includes the details that exist around its history and the causes that gave rise to a specific situation. According to (Rodriguez, 2017) the historical and the logical aspects are closely connected, the former provides data necessary and the latter is used to discover the essence of the object. Otherwise, it would be a simple speculative argument. However, the logical aspect must reproduce the essence and not merely describe the historical facts and data.(p. 9).

Hypothetical-deductive method:

According to (Flores, 2019) The hypothetico-deductive model is used to reach a specific conclusion, which would be the hypothesis to falsify or contrast its veracity, which is necessary to increase the effectiveness of the theory and the solutions to the theoretical problem posed.

2.4.2 Empirical level methods

The empirical level methods are those activities that are applied to obtain information corresponding to the object of study. "They reveal and explain the phenomenological characteristics of the object. They are used fundamentally in the first stage of accumulation of empirical information and in the third stage of experimental testing of the working hypothesis" (Cobas, Romeu, Macías, 2010, p.6) The

selection of methods should be carefully related to the type of research chosen, in this case, the research is oriented to apply quantitative methods.

Non-Participant Observation:

In this type of method, the researcher observes the behavior of the group without getting involved. "Non-participant observation is a research technique that consists of collecting information from a totally distant position and without any involvement by the researcher with the fact or social group that is intended to be addressed." Rodriguez, Daniela (July 24, 2019).

Experimentation: In a research that has a quantitative approach, experimentation deals with the study of causal relationships between the independent and dependent variables, for the description, analysis and/or explanation of phenomena, depending on the actual extent of the study. (Mata, 2019, p. 1). In fact, its implementation consists of the analysis of the educational environment used for the observation of the behavior of the object of study under conditions controlled by the researchers.

Pedagogical test: this method is generally applied within the pedagogical research with the objective of identifying the study, to obtain the results that will be interpreted, through its application the learning of the students is checked, besides being a legal document that justifies the qualifications" Studocu, (2017) (pg. 1) Such tests can be objective as valid and very reliable instruments, that is why this type of test has been used in the present research in order to obtain a valid diagnosis.

2.5 Data processing techniques.

2.5.1 Content Analysis

This research will have the following elements and respective steps meant to obtain the results that will be interpreted in order to determine the conclusions and recommendations of the research.

In the present study, quantitative content analysis is applied "Quantitative Content Analysis (QCA) is a research method in which the characteristics of textual, visual or auditory material are systematically classified and recorded in order to be able to analyze them." (Bastis, 2021)

2.6 Description of research analysis processes

To carry out this research work it is necessary to have a clear definition of the units of analysis, which are based on the adapted problem, in order to obtain the appropriate resources to design the instruments for the collection of the required data.

"We define the unit of analysis as a categorical structure from which we can respond to the questions formulated to a practical problem as well as to the questions of research" (Picon & Alejandra, 2014, p.3) In the present research, the units of analysis on pronunciation improvement are: rhythm, accentuation and intonation in English; they are studied and from there the subcategories of analysis are defined

2.7 Working with the unit of analysis

Problem	Variable in the study	Dimensions	Indicators	Instruments	Items or questions	Level
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How to contribute to the improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm in the English language?	Improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm	Rhythm	Rhythmic unit	Pedagogical sheet	1. Rhythm: Do children distinguish the accentual foot of words?	GOOD: 9-10
		stress	Sound intensity	Pedagogical test	2. Stress: Do children identify when vowels are unstressed?	REGULAR: 5-8
		Intonation	Variation from one tone to another		3. Intonation: Are children able to express emotions with intonation?	LOW: 0-5

Source: Own elaboration

Table 2. Representation of the categories in the instruments

Categories	Pedagogical Test	Teacher interview	Analysis
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Rhythm	Analysis 1	<ol style="list-style-type: none">1. Students are at a high level in distinguishing the accentual foot in words.2. Students show a medium level distinguishing the accentuation in words used in oral expression.3. Students do not distinguish the accentual foot.
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Stress	Analysis 2	<ol style="list-style-type: none"> 1. Students recognize unstressed vowel sounds. 2. Students recognize atonic vowel sounds with difficulty. 3. Students do not recognize atonic vowel sounds.
Intonation	Analysis 3	<ol style="list-style-type: none"> 1. Students are able to express emotions with correct intonation. 2. Students express emotions through intonation with difficulty. 3. Students do not express emotions through intonation.

Source: Own elaboration

CHAPTER 3. Exercise system for the improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm

This chapter presents the theoretical foundation of the system of exercises planned in this research, starting from the description of the importance of its elaboration, detailing the structural operation and the pedagogical bases on which the exercise systems are based and also their respective evaluation to determine their effectiveness, to improve the sonorous aspects of the English language in the students of 6th grade of basic education of the Paul Harris School.

3.1 Theoretical foundations of the system of exercises to improve the suprasegmental features of pronunciation, namely intonation, stress and rhythm of the students of 6 "A" of General Basic Education of the "Paul Harris" School.

The improvement of the suprasegmental features of the language is achieved in the development of the learning process, where the student is able to identify these elements and the result is a coherent communication and a correct pronunciation. Rhythm, stress and intonation are the most important components of speech and their teaching should be considered essential in the English language, which also depends on the way pedagogical methods are used in the classroom.

Therefore, the proposed intervention is a system of classroom exercises using audiovisual media to improve the aforementioned sonorous aspects of language in the students.

According to the author Martínez González, a system of activities "is a set of exercises related to each other in such a way that they integrate a unit and contribute to the achievement of a general objective as a solution to a previously determined scientific problem" (2011). Likewise, the system of exercises is linked to the real learning needs of the students and the different linguistic variations necessary to provide enough language practice to achieve communicative competence.

The system of exercises to improve the sonorous aspects of the language is composed of interrelated exercises, where the learning of the English language is integrated with the sonorous elements of the language, developing educational, instructive, systematic, coherent, creative and motivating activities.

In the adaptation of the proposal of a system of exercises, value is given to the communicative style being this flexible for the student, which goes hand in hand with cooperative work that promotes self-correction in a more direct environment, and at the same time as the self-evaluation and co-evaluation of the linguistic development achieved by the student and his rank in oral communicative competence (Salas, 2011). Communicative competence as an ability to reproduce the sonorous aspects of language emphasizes knowing the correct way to speak, respecting rhythm, accentuation and intonation.

During the elaboration of the system of exercises to improve the sonorous aspects of language in students, the pedagogical, didactic, sociological and psychological foundations were taken in consideration to guarantee the investigative approach, which have the evidence of verbal activity, relating the students with their environment and at the same time motivating them to themes proposed in class which are of their interest; contributing to their knowledge, skills and habits as well as their improvement. Based on the General Theory of Systems, assuming that the sound elements of language form a single system and each of them fulfills a function and specific objectives among which there is a close didactic relationship where it is necessary to integrate them gradually as part of the teaching-learning process.

From the pedagogical point of view, the exercise system is based on the theory of cognitivism, according to the authors (Guaman et al., 2020) who state that "from the perspective of cognitivism, learning is defined as a mental activity that implies a structuring and restructuring of knowledge by the learner. The acquisition of new knowledge takes place when information is stored in memory in an organized and meaningful way". Under this conception, students will be able to mentally organize the contents and learning offered by teachers to later make them part of their own cognitive formation.

Training, practice, repetition of exercises and direct exposure to the acquired knowledge, and finally the evaluation of the final result ensures that the student manages to accumulate all the knowledge in an optimal way and put it into practice.

From the didactic point of view, the system of exercises for the improvement of the sonorous aspects of language includes the didactic categories of the teaching-learning process, which are the objectives of classes, contents, teaching methods, and the evaluation of contents.

Class objectives guide the teaching-learning process, facilitate the teacher's selection of didactic methods and techniques, and help clarify the goals to be achieved. On the other hand, Mena (2021) mentions that school contents are the reason for teaching and are defined as the set of knowledge or cultural ways accumulated by humanity, whose assimilation and appropriation by students are considered valuable and essential for their development and socialization.

From the sociological point of view, the exercise system is based on the humanistic approach which states that students are able to create and evolve in the middle of their differences using their own cognitive abilities, making reference to the life circumstances associated with different situations such as intellectual and material, which stand out in education (Robles & Muñiz, 2020).

3.1.1.-Characteristics of the system of exercises for the improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm

The system of exercises as a scientific pedagogical result has the following characteristics:

-The exercises are flexible because they are adapted to the student's needs, it is important to highlight that the teaching-learning experiences inside the classroom, as well as the ones that can be performed outside the classroom are considered to evaluate their effectiveness accordingly.

-They motivate students because their practical guide has a potential that is aligned to different elements such as the age and level of the learners in the language. The didactic guide will enhance active participation in the different phases and scenarios that the teacher has in the classroom, likewise it displays information about the mastery of the language and ways to take advantage of the different learning styles that the pupils have.

-According to (Zayra, 2013) the system of exercises has an interdisciplinary approach, which seeks that the student appropriates the system of exercises, and become the true object and subject of the learning process. The system of exercises is composed of grammar, and exercises that contribute to the development of English skills which is part of the speaking skill as a fundamental part of the reproduction of the sound aspects of language.

-They can be individualized for the teaching tasks, to exchange opinions and personal experiences with the students. Within the teaching approach focused on the development of English language skills, objectives, activities, approximate time and evaluation are taken into account, specifying that they are activities to be carried out in the academic period already established.

Generally, these exercises are developed from a need of the educational practice, where the results are reflected in the improvement of the students' English level. The activities that are elaborated and implemented have a variety of actions where the student can personalize the language, making use of his or her socio-professional experience.

3.2.- Description of the system of exercises for the improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm in the English language.

This section details the planning of the proposed system of exercises meant to improve the suprasegmental features of pronunciation which are rhythm, stress, and intonation in the students of the sixth year of basic education at "Paul Harris" school. The proposed system of exercises has a functional structural systemic approach; that takes into account mainly the general objective of this research that focuses on improving the sonorous aspects of language through audiovisual media.

Exercise 1

Title: Counting Syllables

Objective: Students will demonstrate that they understand syllables as units of sound that can be counted.

Procedure: The teacher projects different images and videos for students to observe examples of counting syllables so that they can later identify individually the number of syllables in a given group of words.

Didactic resources: Projector, speaker, blackboard, interactive sheets, markers.

Exercise 2

Title: Word stress

Objective: Students will be able to use word stress to convey meaning and place emphasis.

Procedure: The instructor plays an audio to the class so that the students can recognize the accent of the words, underlining and repeating them to identify the pronunciation correctly.

Teaching resources: loudspeaker, blackboard, colors.

Exercise 3

Title: Rhyming Words

Objective: Students will be able to identify words that rhyme.

Procedure: The teacher provides words that sound alike using a speaker so that students will learn how to recognize the rhythm of the words and then perform an exercise where they will be able to relate words that sound alike.

Didactic resources: Speaker, blackboard, interactive sheets, pencils, markers.

Exercise 4

Title: American English Vowel Sounds: /ʊ/

Objective: Students will be able to recognize the sound /ʊ/, segmenting and blending words for reading and spelling.

Procedure: The instructor will provide a list of words that contain the sound /ʊ/, where the student will be able to recognize the variation of rhythm and intonation in the vocabulary. Afterwards, the students will have to classify them correctly by their short or long sound.

Didactic material: Speaker, blackboard, interactive sheets, markers, pencils.

CHAPTER 4. DISCUSSION OF RESULTS

This chapter shows the results obtained after having applied the system of exercises that contribute to the improvement of suprasegmental features of pronunciation, namely intonation, stress and rhythm, using audiovisual media in the school "Paul Harris" with the students of 6th grade "A" of General Basic Education and their interpretations; this project was carried out during a period of 4 weeks, and started with the application of the pre-test on Wednesday, January 18 of the present year 2023.

4.1 Description of the application

Pre-test

The pre-test was implemented on Wednesday, January 18, 2023, as well as **a socialization about** the four exercises **used in this project was made** with the 32 students of the 6th grade ,each of them has its own objective, focused on the suprasegmental features of pronunciation, namely intonation, stress and rhythm, students should make use of previous knowledge to develop coherent and clear answers.

Post-test

The purpose of implementing a system of exercises to improve the suprasegmental features of pronunciation is due to the mistakes found in the previous evaluation, which was a synthesis of the activities in the proposed topic. As a result, four different exercises were designed focusing on

intonation, stress and rhythm; applying audiovisual resources as an important foundation to achieve results in the students, in the process of correcting and reinforcing individually the learning process; videos and audios were **useful** tools that enhanced the interest of students in the practice of the exercises.

Once the guide of the system of exercises was established at the beginning of the class, the post-test was carried out on February 8, 2023, after having finished applying the last planned exercise, for which a brief and clear explanation of how to develop the questions was made to the 32 students of the 6th grade of Basic, the following results were obtained:

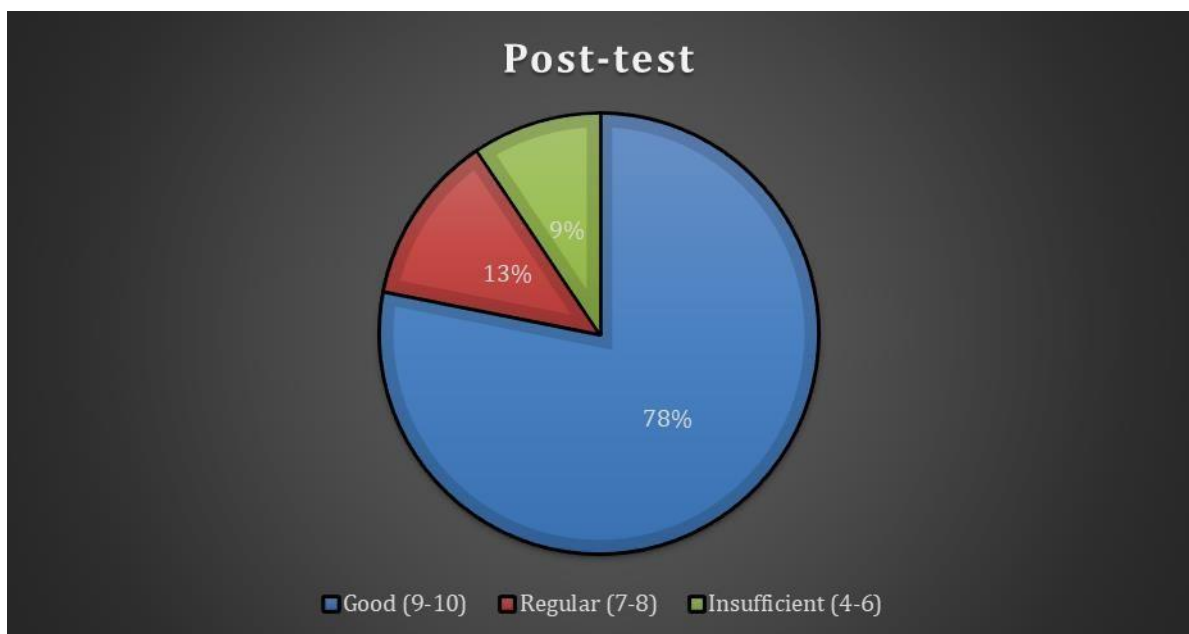


Figure 2. Post-test results

After applying the post-test **and the system of exercises** on the same population, the results were as follows:

-78 % of the population, corresponding to 25 students out of 32, achieved a very good score in the domain of suprasegmental features of pronunciation, namely intonation, stress and rhythm

-13% of the population, which corresponds to 4 students, obtained a regular score in the domain of suprasegmental features of pronunciation, namely intonation, stress and rhythm

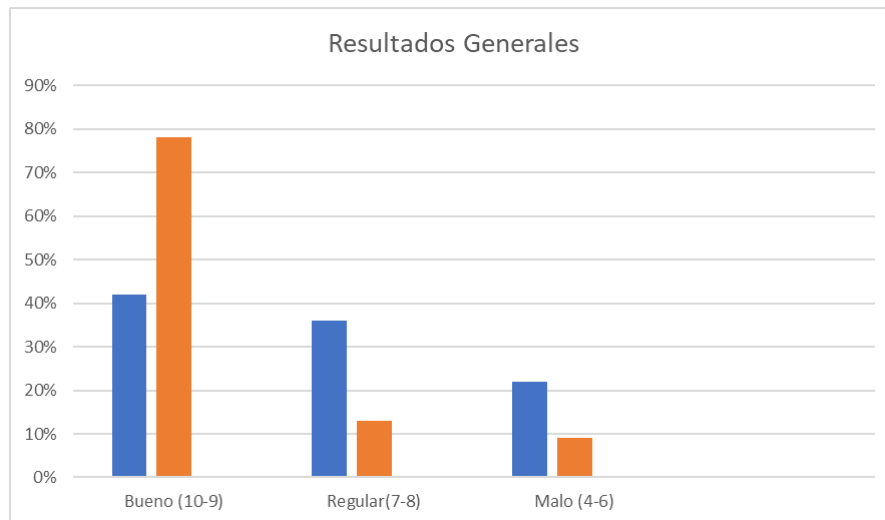
-9% of the students, corresponding to 3 students, obtained a low score in the domain of suprasegmental features of pronunciation, namely intonation, stress and rhythm

After having applied the post-test it was possible to observe that the exercise system had a positive effect on the students, helping them to recognize and make use of the suprasegmental features of pronunciation to improve their pronunciation in the English language, both inside and outside the classroom, where 78% of the population representing 25 students out of 32, mastered the suprasegmental features of pronunciation, namely intonation, stress and rhythm in English language

Salas (2011) points out that the exercise system boosts the development of oral communicative competence, likewise it has a positive influence on the learning-teaching process compared to other programs. This system enhances the oral communicative competence among students, and improves message comprehension and classroom autonomy in the English language.

Comparative analysis of pre-test and post-test results

Examining the general results obtained between the pre-test and post-test it is possible to observe that 78% of the target population significantly improved in recognizing and making use of the sound aspects of language such as rhythm, accentuation and intonation, while 22% of the target population still have difficulties in recognizing and making use of the sound aspects of language.



4.2 Hypothesis testing

Scientific hypothesis: The application of a system of exercises using audiovisual didactic resources will improve the suprasegmental features of pronunciation, namely intonation, stress and rhythm in the English language in sixth grade "A" students of the Paul Harris School.

4.2.1 Scale of students' values in the Pre-test and Post-test (Table 1).

Margin of error: 0.5

Low	Regular	Good	Total
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Pre-test	5	21	6	32
Post-test	3	4	25	32
Total	8	25	31	64

H0: The application of a system of exercises with audiovisual media will NOT improve the suprasegmental features of pronunciation

H1: The application of a system of exercises with audio-visual media WILL IMPROVE the suprasegmental features of pronunciation

4.2.2 Observed and Predicted Frequencies (Table 2)

PRE-TEST	Observed	Theoretical formula	Expected	Chi-Square
Low	5	$8 \cdot 32 / 64$	4	0,25
Regular	21	$25 \cdot 32 / 64$	12,5	5,78
Good	6	$31 \cdot 32 / 64$	15,5	5,82

POST-TEST	Observed	Theoretical formula	Expected	Chi-Square
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Low	3	$8 \cdot 32/64$	4	0,25
Regular	4	$25 \cdot 32/64$	12,5	5,78
Good	25	$31 \cdot 32/64$	15,5	5,82

4.2.3 Chi-square results (Table 3)

PRE-TEST	POS-TEST	TOTAL AMOUNT
11,85	11,85	23,7

v/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,6660	19,0228	16,9190	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,3070	15,9872

Conclusion: In the application of the chi-square formula it was possible to obtain favorable results regarding the purpose of the research, they are shown in the chi-square distribution table, having as degrees of freedom $V = 2$ and as margin of error 0.05 in consequence of the data validation in table 3;

the chi-square result was 23.7, that is higher in comparison to the amount indicated in the distribution table, therefore the null hypothesis is rejected, in other words, the application of the system of exercises has a positive influence in the improvement of the suprasegmental features of pronunciation in the English language.

CONCLUSION

The theoretical base provided knowledge and made possible the analysis of the facts of all the information collected in this research, and showed methods such as the historical-logical, and the hypothetical-deductive that were applied in the study and used for analyzing important information in the process of data selection for this research.

The level of speaking ability of the students in the sixth grade of basic "A" of the "Paul Harris" school was diagnosed through a test; the results brought to light an initial idea of the students' previous knowledge, which facilitated a correct planning of the methodology to be applied to achieve the best learning results in the classroom.

The system of exercises based on rhythm, accentuation and intonation was elaborated to enhance the pronunciation of words in English in the target population in this research. To apply this system of exercises, audiovisual resources were useful for the class development and boost students' interest and motivation to participate in the planned activities.

In the evaluation of the results obtained, it was evidenced that the application of the proposed system of exercises for the improvement of the suprasegmental features of pronunciation, increased notably the correct use of rhythm, stress and intonation in the English language, ensuring a coherent and better communication.

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Annexes

Annex 1

Semi-structured interview with the teacher

Teaching period: 2022-2023

Objective: To analyze the phenomena constituted by the suprasegmental features of pronunciation, namely intonation, stress and rhythm in the English language.

Unit of analysis 1: Rhythm

1. Can the students differentiate the accentual foot in words?

2. Do you integrate exercises to identify the accentual foot in the grammar in the classroom?
3. Do you think students recognize the phenomenon of vowel reduction that occurs due to contractions in grammar?

Unit of Analysis 2: Stress voice

1. Do you classify stressed vowels and stressed vowels in class?
2. Do you implement in-class activities that help students identify word stress?

Unit of Analysis 3: Intonation

1. Based on your experience, do students show a relationship between intonation and the intention of what is intended to be expressed.
2. Are there dynamics in classes where students can express their emotions with the second language?

Annex 2

DIAGNOSTIC TEST

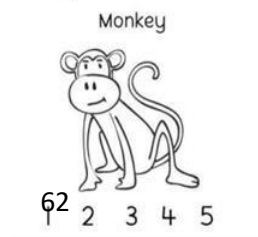
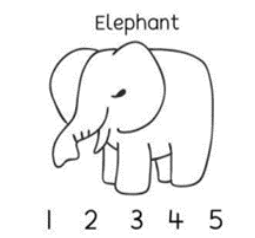
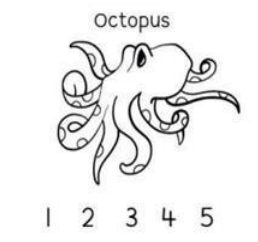
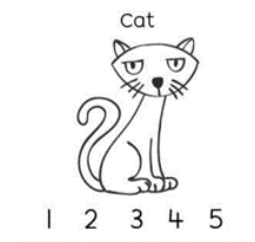
Name:

Grade:

Date:

Read the following questions and answer them aloud.

- 1) **Choose the correct numbers of syllables in the following pictures.**



2. **Highlight the stress sound in the following words.**

Tiger Window

Fishing Teacher

Hotel Travel

Alarm Prefer

Balloon Begin

Annex 3

Observation guide

Institution	Paul Harris" Basic Education School
Location of the institution	Ciudadela el Bosque, Machala, El Oro
Population	Students of 6th year parallel "A".
Observers	Hugo Romario Ramírez Cagua, Carla Johanna Tinoco AVECILLAS

Date	25 /01/ 2013	
Aspects to be evaluated	YES NO	YES NO
1. The student showed ability to speak quickly, naturally and without many pauses.		x
2. The student showed ability to use vocabulary, words and phrases differentiating unstressed syllables.		x
3. The student demonstrated ability to use correct patterns of stress, rhythm and intonation.		x
4. Gestures and body language helped the student to convey the message during the practice exercises in class.	x	
5. The student distinguishes the accentual foot in words.		x
6. Students manage an appropriate voice timbre in the L2.	x	

7. Students manage coherent oral discourses.		x
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Annex 4

RUBRIC FOR COLLECTING AND PROCESSING RESULTS

<i>Criteria or categories of evaluation</i>	3 <i>Good</i>	2 <i>Regular</i>	1 <i>Bad</i>	<i>Score Awarded</i>
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Rhythm	Students do not distinguish the accentual foot.	Students show a regular level in distinguishing the accentual foot of words used in oral expression.	Students do not distinguish the accent	
Stress	Students recognize unstressed vowel sounds.	Students recognize tonic vowel sounds with difficulty.	Students do not recognize unstressed vowel sounds.	
Intonation	Students are able to express emotions with correct intonation.	Students express emotions through intonation with difficulty.	Students do not express emotions through intonation.	

Annex 5

Post-test

Name:

Activity 1: Put the words into the correct columns.

Paper, toy, pencil, eraser, table, camera, umbrella, animals, December, watermelon, funny, important, motorcycle

One syllable

Two syllables

Three syllables

Four syllables

Activity 2: Put the words into the correct columns.

Word stress

□□

□□

Activity 3

Highlight the stress sound in the following words.

Tiger Window

Fishing Teacher

Hotel Travel

Alarm Prefer

Balloon Begin

Annex 6

