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ENGLISH LANGUAGE DEPARTMENT

TITLE

PODCAST AS A STRATEGY TO IMPROVE PRONUNCIATION AMONG STUDENTS IN THE 2nd YEAR “C” OF BACHILLERATO AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

Thesis as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization.

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CERTIFICATION

LIC. KARINA ALEXANDRA CELI JARAMILLO, MG.SC
PROFESSOR OF THE ENGLISH LANGUAGE DEPARTMENT OF THE
UNIVERSIDAD NACIONAL DE LOJA,

CERTIFIES:

The present research work entitled **PODCAST AS A STRATEGY TO IMPROVE PRONUNCIATION AMONG STUDENTS IN THE 2nd YEAR “C” OF BACHILLERATO AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR**, under the responsibility of the undergraduate student: **WILSON ANTONIO CARRIÓN SAMANIEGO** has been thoroughly revised and fully analyzed; therefore, I authorize the presentation of the thesis for the pertinent legal aims.

Loja, July 1st, 2019



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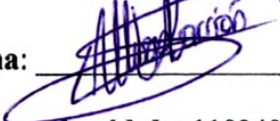
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THE AUTHOR

DEDICATION

I am glad to dedicate this work to my family, especially to my father because he always trusted me and always gave me his economic and emotional support.

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WILSON ANTONIO

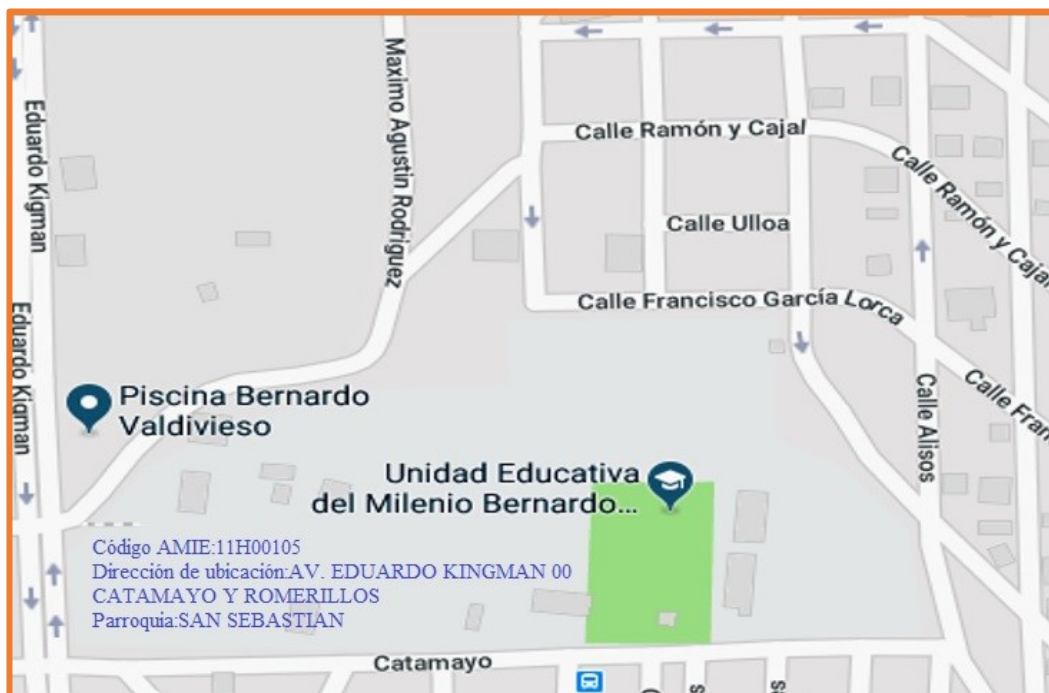
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CROQUIS DE LA INVESTIGACIÓN



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a. TITLE

PODCAST AS A STRATEGY TO IMPROVE PRONUNCIATION AMONG STUDENTS IN THE 2nd YEAR “C” OF BACHILLERATO AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

b. RESUMEN

El objetivo del siguiente trabajo de investigación fue mejorar la pronunciación a través de la implementación de podcasts como estrategia en los estudiantes de segundo año de bachillerato "C" de la Unidad Educativa del Milenio Bernardo Valdivieso, de la ciudad de Loja durante el año escolar 2018 – 2019. Los métodos aplicados fueron: el científico, descriptivo, analítico-sintético y estadístico, mismos que permitieron describir, sustentar, explicar, analizar, interpretar, recolectar y representar gráficamente los datos recopilados. Dos pruebas sobre pronunciación y dos cuestionarios fueron aplicados a veinticuatro estudiantes para medir su progreso. Diarios de campo y hojas de observación se utilizaron para evidenciar lo sucedido en cada clase. Los resultados mostraron que luego de la aplicación del plan de intervención los estudiantes obtuvieron un progreso aceptable respecto a entonación y énfasis de la palabra. En conclusión esta estrategia permitió a los estudiantes mejorar su pronunciación e incrementar su colaboración e interacción entre ellos.

ABSTRACT

The aim of this research work was to improve pronunciation through podcast as a strategy among students in the second year "C" of Bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2018 - 2019 school year. The methods applied during this research work were the scientific, descriptive, analytic-synthetic, and statistical, which enabled the researcher to support, explain, analyze, interpret, collect and represent graphically the gathered data. Two tests about pronunciation and two questionnaires were applied to twenty-four students to measure their progress. Field diaries and observation sheets were used in each class to evidence what happened during each period. The results showed that after applying the intervention plan students obtained an acceptable improvement in word stress and intonation. In conclusion, this strategy permitted students to improve their pronunciation and increased their collaboration and interaction among them.

c. INTRODUCTION

Oral communication is the most common way by which people express their thoughts and ideas. In pronunciation, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. Pronunciation is an essential ability and an important part of communication because people need to transmit a message in a clear way. Pronunciation is difficult for foreign language learners because they do not have enough exposure to the language.

According to previous class observations at Unidad Educativa del Milenio Bernardo Valdivieso, the researcher noticed that most of the students in the 2nd year “C” of bachillerato faced difficulties when they communicated with others. First, students when speaking they cannot pronounce the words correctly and changed the meaning of messages. Second, students when asking questions or exclamation sentences they spoke without the appropriate intonation. These problems motivated the researcher to investigate how podcasts can improve pronunciation.

After analyzing the students’ situation, it was necessary to formulate the following question: How does podcast as a strategy improve the pronunciation among the students in the 2nd year “C” of bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019? It was important because it gives students a powerful tool for starting a real interaction in a natural context by

practicing situations in the classroom that may happen in real life and improving their pronunciation.

The specific objectives of this research work are: to focus on the theoretical and methodological references about podcasts as a strategy to improve pronunciation; to diagnose the difficulties that limit pronunciation; to design an intervention plan based on podcasts as a strategy to improve pronunciation; to apply the most suitable podcasts as a strategy to improve pronunciation and to reflect upon the obtained results after the application of podcast as strategy to improve pronunciation among students in the 2nd year “C” of Bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso School during the 2018- 2019 school year.

Different methods were used during this research: the first one was the scientific method that provided the necessary information about the two variables and supported the results obtained from the data collection. The descriptive method served to describe the stages of the research work and the strategy applied. The analytical-synthetic method was useful to analyze and interpret the obtained results through the tests, questionnaires, field notes and observation sheets, as well as to draw up the conclusions. Finally, the statistical method helped to present the results from tests and questionnaires in tables and graphs.

This research work contains the following parts. First, the *Abstract* encompasses the general objective of the research work, methods, population and the main conclusions obtained from the data collected. Second, the *Introduction*, which contains the contextualization of the problem, the central problem, the reasons why

the theme was chosen, the specific objectives of the research, the methodology used and finally the content of the thesis. Third, the *Literature Review* which includes detailed information about the two variables: podcasts and pronunciation.

After that, the *Materials and Methods* section, which includes the design of the research, different techniques, materials and instruments that were used to obtain the information.

Also, the population who participated in the application of this research. Then, the *Results* section contains the analysis obtained from the application of the tests and questionnaires which is presented and organized into tables and graphs.

Futhermore, the *Discussion* includes a general analysis of the results gotten, and finally, the *Conclusions and Recommendations* section, which shows the main achievements and give some suggestions for future works.

d. LITERATURE REVIEW

Podcast

The term podcast is a combination of the terms “pod” (i.e., from the Apple iPod) and “broadcast”. Podcasts are series of digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds. RSS feeds allow listeners to download their favourite podcasts using podcatcher software like iTunes. Listeners do not need to visit every website frequently for new podcast episodes; they can now find a huge collection of podcasts on iTunes store. Many types of podcasts are found on the Internet such as television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts. (Hasan & Hoon, 2013, p. 128).

Integration of Computer-Assisted Language Learning (CALL) technology helps learners learn language in a real, meaningful, authentic situation. The socio-cognitive view of language learning stresses real language use in a meaningful, authentic context. Most of the podcasts found on the Internet are considered real and authentic. Computer-based podcasts can deliver combinations of text, sound, still images, graphics, animations, video and so on. Moreover, the interactionists believe that the basic element for successful language acquisition is input. Krashen (1985) (as cited in Hasan & Hoon, 2013) states that language is acquired in only one way which is by receiving comprehensible input, that is, by understanding a messages. Several CALL research studies carried out within an input perspective

have attempted to explain the meaningful input from podcasts that is helpful for learners (p. 129).

Chan, Chen, and Döpel (2011) (as cited in Mbah, 2014) studied two podcast projects organised at a university in Singapore, aimed to aid classroom instruction for Chinese language and Koreans language as a foreign language. They used a semi-structured interview to determine their perceptions of the podcasts' quality and usefulness. They observed that respondents who used podcasts on the move or outside their abodes had significantly positive attitudes towards podcasts and were also found to be interested in podcast-based learning after being exposed to the podcast course (p. 58). Hasan and Hoon (2013) (as cited in Mbah, 2014) "reviewed twenty journal articles to establish the effects of podcasts on ESL students' language skills and attitude levels. They found out that podcasts greatly facilitate L2 pronunciation, among other language skills" (p. 58).

Using Technology to Improve Pronunciation

Technology has been used in many ways to improve students' pronunciation. Since students often have a difficult time hearing their own pronunciation mistakes and judging the native-likeness of their speech, visual displays can help to show specific sounds and the patterns of prosody. Automated speech recognition (ASR) tools, such as WinPitch for example, are advantageous because they do not rely on students' own perceptions of their pronunciation, but they show exactly how their sounds compare to those of native speakers. One drawback of ASR tools, however, as pointed out by O'Brien (2006) (as cited in Ducate & Lomicka, 2009), "is their lack of contextualization. Technology, specifically the use of podcasts, could offer

opportunities for contextualizing tasks, while at the same time honing pronunciation” (p. 68).

Types of English Language Teaching Podcast.

There are various types of podcasts teachers and educators might use with their students. Stanley (2005) (as cited in Bartoš, 2008) divides them into 3 sections:

Authentic podcast:

Authentic podcasts are often not aimed at English Language Teaching (ELT) students but can be a rich source of listening. Many of these will only be suitable for use with advanced students, but others, such as 6 Minute English from BBC World service or Listen to English – Learn English, are ideal for use with upper and lower level classes. Such podcasts according to King & Gura (as cited in Bartoš, 2008), “can be played easily to the class in a whole group instruction activity, substituting the digital audio items for textbooks or supplementary hard copy items” (p. 41).

Teacher podcast:

These podcasts, as the heading suggests, are created by teachers, and are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavour. The Bob and Rob Show and The Word Nerds podcasts are two very different types of teacher produced podcast. King & Gura (as cited in Bartoš, 2008) state that such podcast material is “not intended to take the place of teaching but rather to extend the reach and availability of the teacher’s voice to times other than class time” (p. 41).

Students podcast:

These podcasts are produced by students, but often with teacher help. Students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. For example, English Conversations, is a podcast largely made by students for students. King & Gura (as cited in Bartoš, 2008) believe that “creating podcasts in a form of a project can be highly motivating opportunities to produce an authentic product/performance to be presented to real audience” (p. 42) (pp. 41-42).

Advantages of Podcasting

Podcasting offers an opportunity to bridge the traditional classroom setting with a medium that is both popular and part of students’ daily lives. The primary benefits of podcasting for the students and educators are quite simple. Foster & Havemann (2008) (as cited in Bartoš, 2008) believe that there are several advantages to use podcasts in the class for lectures and students assignments. “First, podcasting is an exciting and novel means for students to take a more active role in their own learning experience. As students realize their podcast assignments may be published online with potentially hundreds of listeners through free podcast directories, their attention to the quality and detail of their assignments may improve. Second, podcasting is adaptable to the students' learning needs. Students can access the material whenever and as often as they would like, thereby reinforcing critical concepts or details they may have missed in the original classroom lecture. Finally, assignments that require students to generate, edit, and

publish their own podcasts reinforce critical communication skills such as writing text that will be orally presented online or in a classroom” (p. 44).

To summarize what was written above a Podcast:

- makes it possible for students to remind connected to the school, their teachers, and their peers, but untethered to even the web, computers, wireless, and networks while they are of on their own.
- provides repeat access to lectures – for the students who absent from the class or for reviewing
- could assist students with different learning styles, international student with language barriers, and students with some types of learning disabilities.
- is portable and always available – thanks to mobile phones and MP3 players students can listen to the podcast wherever and whenever they want.
- is automatic – students no longer have to visit specific web and download new posts. Thanks to subscription the new content of the website is automatically pushed to the student’s computers.
- invites global audience – when student-created podcasts are posted on the Web anyone in the world can download and listen to it.
- is cheap – most of the podcast available on the Internet are free and the creation of a podcast is also a low cost process. (Bartoš, 2008, pp. 44-45).

Pronunciation

The term Pronunciation means how the learners say words. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in. In the same way how the learners use spoken stress and rhythm is also an important part of pronunciation. For example, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. There are also common patterns of

intonation in English which enable students to give special emphasis to particular words, phrases and sentences (Press C. U., 2018).

Having a good pronunciation of the language can help in normal communication, particularly with intelligibility. However, that is not the only reason for developing a stable pronunciation of a new language. There is a very important mechanism involved in working memory called the phonological loop. In essence, the phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory.

A good example of this is the way we say a telephone number over and over to ourselves in order to keep it in memory while we go about dialling the number. If learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop. Pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice-setting features, and stress and intonation. (Newton, 2009, p. 75).

Intonation

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Intonation involves pitch: stretched vocal cords make for higher pitch; relaxed vocal cords for lower. Pitch can convey additional meaning to speech. Some of these additional Meanings may simply reflect the lexical information or personal

characteristics of the speaker such as surprise or anger. Others can signal grammatical information: a question, a rhetorical question, or a statement that is final. Pitch can change during an utterance and produce different tones. If the change in these tones takes place between syllables, it is called a shift. If it takes place within a syllable, it is called a slide. Intonation patterns are not necessarily fixed, but can vary from speaker to speaker (Press C. U., 2018).

What is intonation, and why teach it?

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level. We perceive intonation, understand it and use it without having to examine the intricacies of everything we say or hear.

In dealing with intonation in the language classroom, we need to examine the nature of these unconscious processes, bring them to the surface and show we believe they work. To be of use to students, work on intonation in the classroom needs to focus on practice rather than theory.

We need to show learners how the choices they make with regard to intonation serve to determine the meaning of utterances. Traditionally, theorists have attempted to show links between grammatical constructions and certain patterns of intonation. Although these theories are not 100 per cent watertight, they give us some useful and teachable rules of thumb for helping students to use intonation successfully.

As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear a messages about their attitude from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying, and so on.

Such ideas can be used in the classroom to help underline the function of particular phrases and utterances.

Although certain aspects of intonation may be common to many languages, some of the ways in which intonation is used may be specific to particular ones. Scandivavian languages, for example, tend to pronounce unstressed syllables on a higher pitch than stressed ones, whereas we usually do the reverse in English, Italian tends to change the order of words in a sentence to stress a particular word where we would do this through intonation. Spanish intonation tends to have a noticeably narrower range than English. Speakers of these languages will almost inevitably carry their habits of intonation over into spoken English. There are languages in which intonation has quite a specific meaning, function, such as the various Chinese languages. These are called tone languages and they use the voice in quite a different way. The pitch and movement of the voice on a syllable determines the meaning. An often quoted example from Cantonese is *ma*, which can mean *mother*, *bemp* or *scold*, depending on whether the voice goes up or down or stays level.

Students' difficulties with intonation are not helped by the fact that concentration on grammar and vocabulary often takes their attention away from this features.

Struggling to find the right words will mean that the smooth movement of intonation will be interrupted.

In short, intonation needs to be a features of classroom language analysis and practice. This will help students towards greater expressiveness and articulation in English, and also help them to a better understanding of some of the subtleties of native-speaker speech.

The main difficulty for teachers and students with regard to intonation is that its links with specific grammatical constructions or attitudes can only be loosely defined. The reason for analysing these links is that the same words and structures can be given different meanings, or convey a different attitude by altering the intonation. Grammatical and attitudinal analyses of intonation can offer no hard and fast rules, but they can help steer students towards appropriate choices of intonation.

More recent theories, particularly those developed by David Brazil, analyse how intonation relates to the surrounding discourse, rather than specifically to grammar or attitude. The term discourse defines any meaningful stretch of language. Analysing intonation within discourse means that the wider context of a conversation, or monologue, is taken into account, and enables us to see how intonation conveys ideas and information. Intonation helps us to indicate what is shared knowledge between the speaker and the listener and what is new information. In this approach, intonation patterns are no longer isolated and tied to particular grammar constructions or attitudes, but are related to the context in which they occur.

The advantage of this approach is that it is possible to give clear rules with regard to the appropriate choice of intonation patterns in a given context.

In this chapter, we will look at approaches based on grammar, attitude and discourse, and consider examples of lessons which might be appropriate for each. Before we do that, however, we need to look in a little more depth at the workings of intonation. (Kelly, 2015, pp. 86-87)

Raising awareness of word and sentence stress

Each time the teacher plans to introduce a new vocabulary item, it is important that he considers what the students actually need to know about the word: meaning, collocation (i.e. which other words commonly go with it), ‘currency’ (i.e. whether or not the word is restricted to certain situations or can be used widely), spelling and pronunciation.

With regard to pronunciation, stressed and unstressed syllables are important features. There are various ways in which the teacher can encourage a continuing awareness of stress. Receptive awareness is important, as it is through this that successful production tends to come.

Choral and individual drilling of new words usefully combines receptive awareness and productive skill. While it is important for teachers to appreciate that successful repetition during drilling will not necessarily lead to continued accurate production during other practice activities, or outside the classroom, it is vital to give students this opportunity to practice.

Teachers should try drilling words in a natural manner, first. If the students are having difficulty, it is a good idea to try exaggerating the stressed syllable (though as this inevitably changes the characteristics of the phonemes involved you should always come to the unexaggerated word once your students have got the point). Other techniques commonly employed are beating out the pattern of stress with your hand or finger, or tapping with a pen on the table, speaking or singing the stress pattern (DA da da), and so on.

Listening activities are particularly useful for helping to raise awareness of word stress. Some suggestions for these are outlined in the sample lessons.

As has been suggested throughout the book so far, pronunciation work should be seen as an integral part of what goes on in the classroom, and it is important that teachers treat it as such. With this in mind, it is important to get into the habit of indicating the stress pattern on any new words you have presented, particularly those words which you would like students to note down, remember and use.

There are several ways of indicating stress when it comes to writing a word on the board or in a handout for your students:

Circles can be written above or below the word: syllabus Ooo

Some teachers like to use boxes: engagement □□□

You can put a mark before the stressed syllable: ushe'rette

Note that this is also a convention used in dictionaries, when a phonemic transcription is given alongside the particular entry: /ʌʃə'ret/

You can simply underline the stressed syllable: *technical*

Or write it in capitals: *comPUter*

Inevitably teachers tend to develop particular habits, and find themselves using one convention more than the others. It is a good idea to aim to stick with the one which comes most naturally to you, and, as with many things in teaching, aim to be both clear and consistent, so that students become familiar with your teaching habits, students will know what the symbols mean, without having to ask, and students familiar with the habit can pass on their knowledge to new students, and so on.

When dealing with longer utterances and sentences, drilling is again important, and can be very useful for highlighting both stress and weak forms. With longer utterances, front or back chaining can be tried, and ‘beating’ stress can also help. A little caution is advisable, however, as it is important not to ‘overdo’ sentence stress, in the sense of giving stress to too many elements within an utterance. By way of examples, let us look again at the sentence we used earlier: he lives in the house on the corner. We should remember that though *lives* and *house* and *corner* may be ‘content’ words when the sentence is considered out of context, in reality within a conversation the sentence would have a tonic syllable, carrying a change in pitch, and being an important indicator of meaning. Drilling the sentence with an equal emphasis on all three content words, might lead to rather unnatural sounding production. Keep in mind the context in which the sentence appears, and the

meaning which the sentence is trying to convey, think about where the pitch movement occurs (i.e on the tonic syllable) and drill accordingly.

Weak forms can be isolated and drilled on their own, before being put back into the sentence or utterance. For example, in the sentence *If I'd known the answer, I would've told you*, the words *would've* can be isolated and drilled separately, if students are having difficulty with them. The whole sentence might then be drilled once more, to show again how the other language fits around it.

In raising awareness of issues relating to word and sentence stress, teachers should treat these issues as part of the language being studied. They should, for example, show students in both comprehension and language production. It is useful to use (and teach your students) questions like 'Which word is stressed?', 'Which syllable is stressed?', or 'Where does the voice go up/down?', so that you can elicit facts about the stresses in the language item you are teaching, and so that students can ask you about it, if they are not sure. (Kelly, 2015, pp. 75-77)

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

For Example:

- Where's the nearest post-office?
- What time does the film finish?

Speakers also use falling intonation when speakers say something definite, or when speakers want to be very clear about something:

For Example:

- I think we are completely lost.
- OK, here's the magazine you wanted.

Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions.

For Example:

- I hear the Health Centre is expanding. So, is that the new doctor?
- Are you thirsty?

Fall-rise intonation

Fall-rise intonation describes how the voice falls and then rises. Speakers use fall-rise intonation at the end of statements when speakers want to say something that they are not sure about, or when speakers may have more to add.

For Example:

- I don't support any football team at the moment. (But I may change my mind in future).
- It rained every day in the first week. (But things improved after that).

We use fall-rise intonation with questions, especially when speakers request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite.

For Example:

- Is this your camera?
- Would you like another coffee? (Press C. U., 2018).

Intonation Types

Intonation is based on seventy seven aspects:

Statements

Simple statements of facts or declarative sentences usually have falling intonation at the end of the sentence.

For example:

- This is my son

Wh- questions

Questions that begin with interrogative words such as what, who, which, why, when, where, and how have a falling pattern at the end of the word

For example:

- What IS the problem?
- Why did you go THERE?

Yes-no questions

General questions that may be answered with a yes or no usually rise at the end of the utterance.

For Example:

- Shal wE DANCE?
- Have theY FINISHED?

Comparisons and contrasts

With this intonation pattern, two ideas are being compared and receive a higher pitch, in generally one item is given an extra high note. It does not seem to matter which item gets the extra emphasis

For example:

- Their house is better than OURS.
- A DOG is not a CAT.
- HE sounds like his FATHER.
- The NEW wine is as good as the OLD.

Series with and

There is a rising pattern of intonation on all members except the last. On the last item there is rising-falling intonation.

For Example:

- She speaks SPANISH, ITALIAN, and RUSSIAN.

Alternative questions

Alternative questions require a choice. One of the items must be on an extra high note. It does not seem to matter which one.

For example:

- Do you prefer LOJA OR CUENCA?

Double yes-no

With this type of intonation pattern, the speaker does not necessarily want the listener to make a choice between the two items mentioned. The pattern can either have rising intonation at the end or can have a series of rising intonations

For Example:

- Have you ever visited New York or MIAMI?

Word Stress

In some languages, each syllable in each word is pronounced with the exact same stress.

English is not one of those languages. English has its own rhythm, complete with its own vocal music. This means that one part of a certain word is said louder and longer than other parts of the same word.

It is something that is completely natural for English speakers, but something ESL students can learn from learning the correct way to pronounce new words, practicing their conversational skills, and by learning the rules for using word stress.

A language learner needs to engage with a word many times, preferably in different ways, in order to really learn it - identifying and practicing word stress can provide one or two of those engagements (Teaching English, 2018).

Try saying the following words to yourself: quality, banana, understand. All of them have three identifiable syllables, and one of the syllables in each word will sound louder than the others: so, we get QUAlify, baNAna and underSTAND. (The syllables indicated in capitals are the stressed syllables.) Each stressed syllable, in a word in isolation, also has a change in the pitch, or the level of the speaker's voice, and the vowel sound in that syllable is lengthened.

Stress can fall on the first, middle or last syllables of words, as is shown here:

Ooo	oOo	ooO
SYLLabus	enGAGEment	usheRETTE
SUBStitute	baNAna	kangaROO
TECHnical	phoNETic	underSTAND

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group are stressed on the second syllable, and those in the third group are stressed on the third syllable.

If you have any difficulty initially in recognizing where the stress falls, try making the word in question the last word in a short sentence, and saying it over a few times (for example, It's in the syllabus; HE had a prior engagement, I don't understand).

What is unstress?

In order for one syllable to be perceived as stressed. The syllables around it need to be unstressed. For stressed syllables, three features were identified: loudness, pitch change and a longer syllable. Unstress may be described as the absence of these.

Have another look at the groups of words in the previous table. In the word syllabus, we said that the first syllable was stressed. This logically implies that the final two are unstressed. Also, in the word *banana*, the first and third syllables are

unstressed, and the middle one is stressed. The same applies to the other words in the table.

The idea, as we will see later, is a little simplified here, but the basic contrast between stressed and unstressed syllables is a useful concept to hold on to, and for many classroom situations, this level of detail is enough to help students towards more successful pronunciation.

On the subject of unstressed syllables, however, there are various things to notice. We considered the phoneme known as ‘schwa’ (the phonemic transcription is /ə/). This sound can be heard in the first syllable of *about*, in the second syllable of *paper*, and also in the third syllable of *intricate*. The table below shows the incidences of /ə/ with the corresponding written vowels underlined.

Ooo	oOo	ooO
SyLl <u>a</u> b <u>u</u> s	enGAG <u>E</u> ment	us <u>h</u> e <u>R</u> ETTE
SUB <u>S</u> t <u>i</u> tute	b <u>a</u> N <u>A</u> na	kang <u>a</u> ROO
TECH <u>n</u> ic <u>a</u> l	pho <u>N</u> ET <u>i</u> c	und <u>e</u> r <u>S</u> T <u>A</u> ND

The /ə/ is the most commonly occurring vowel sound in English. it never appears within a stressed syllable. Schwa is by nature an unstressed sound. If you try to stress any syllable which naturally contains /ə/, you change its properties, and another phoneme is produced.

Schwa is no unique to the English language, but it is its most frequent sound. Difficulties may arise for students if this sound does not occur in their first

language, or from the interference of other pronunciation rules and tendencies that they might bring over into spoken English. Perception is also crucial, in that as /ə/ is such a common feature of English, lack of awareness of its role may add to students' difficulties in understanding native speaker speech.

As can be seen from the words in the table below, /ə/ can be represented through spelling in a variety of ways. Here are some spellings, with the incidences of /ə/ underlined. Remember, though, that these may not always tally with the reader's own accent or variety of English.

a, as in *arise, syllable, banana*

e, as in *phenomenon, excellent and vowel*

i, as in *pupil, experiment and communicate*

o, as in *tomorrow, button or develop*

u as in *support, bogus and difficult*

Sometimes whole syllables or word endings may be 'reduced' to /ə/, as in *butter, thorough, facilitator and polar*. This is common among British English accents, though not so common in US English.

At other times /ə/ is a central sound in a syllable, and several written vowels may represent the sound; this is very common in words ending in -ous (like *conscious, and fictitious*). It also occurs frequently in -al endings (like *spatial, capital and topical*), in -ion words (like *session, pronunciation and attention*) and -ate endings (like *accurate, private and delicate*).

You will notice that there is one word in the table on the previous page in which /ə/ does not occur (substitute). It is important to remember that not all unstressed syllables contain /ə/, but it is our most common vowel sound. (Kelly, 2015, pp. 66-68)

Why word stress is important

Mistakes in word stress are a common cause of misunderstanding in English. Here are the reasons why:

- Stressing the wrong syllable in a word can make the word very difficult to hear and understand;

For example, try saying the following words:

- b'tell (o O)hottle (O o)

And now in a sentence:

- "I carried the b'tell to the hottle."

Now reverse the stress patterns for the two words and you should be able to make sense of the sentence!

- "I carried the bottle to the hotel."

Stressing a word differently can change the meaning or type of the word:

"They will desert* the desert** by tomorrow."

- desert*(o O) desert**(O o)

What word stress is

When speakers stress syllables in words use a combination of different features. Experiment now with the word 'computer'. Say it out loud. Listen to yourself. The

second syllable of the three is stressed. What are you doing so that the listener can hear that stress?

A stressed syllable combines five features:

- It is l-o-n-g-e-r: com p-u-ter
- It is LOUDER: comPUTer

It has a change in pitch: It from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.

It is said more clearly: The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.

It uses larger facial movements: Look in the mirror when you say the word. Look at your jaw and lips in particular (Teaching English, 2018).

e. MATERIALS AND METHODS

Materials

In this research work, three kinds of materials were used. First, the human resources that participated in the development of this research included the students of 2nd year of bachillerato “C. Second, the researcher who applied the intervention plan and third, the teacher who helped to monitor students’ work and fourth, the thesis advisor who helped carry out the intervention plan by giving suitable suggestions. The material resources used during the development of the research work included: student’s text book, notebook, transcripts, worksheets and podcast’s audio. The technical resources were a laptop to type all the information to develop this research, internet to play the podcast’s audios, download the transcripts and, a smartphone with speakers to play the podcast’s audio. The printed material was the transcripts and worksheets that students needed to practice.

Design of the research

This study was designed based on the action research. It was carried out in order to involve a self-reflective cycle of identifying a situation or problem, planning a change, observing the processes and consequences, acting and then evaluating. Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010), the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. This study is an educational research

that allowed the researcher to study and practice a variety of aspects making use of Podcasts with the purpose to improve the students' pronunciation.

This systemic process guided the development of this research, with the aim of improving student's development of pronunciation and it was carried out systematically, by collecting data on everyday students practice, analyzing it in order to draw conclusions about how future practice should be.

Methods

The following general methods were used along the research:

The Scientific Method that facilitated the study of appropriate resources to improve pronunciation. Also, it helped the researcher to develop the phases in the observations before and during the intervention. This method assisted with gathering data to make relevant predictions of the possible solution.

The Descriptive Method helped to describe the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

The Analytic/Synthetic Method used to analyze all the information found through the pre and post-tests and questionnaires, and make the interpretation and logical analysis of the data in order to draw up the conclusions.

The Statistic Method was first used to make: the quantitative statistical analysis of the data obtained from the tests and activities in class. Second, the qualitative

statistical analyses of the data obtained from the questionnaires. The results were presented in tables and graphs using percentages.

Techniques and instruments

In order to gather information, the following instruments were used:

Tests:

Two kinds of tests were used. A pre-test which contained two multiple choice questions was given to students in order to measure their pronunciation at the beginning of the intervention plan. At the end of the intervention, the same pre-test was used as a post-test to verify if the students had improved their pronunciation.

Questionnaires:

A questionnaire with five multiple choice questions was applied at the beginning of the intervention to obtain information from students about the use of podcast to improve the pronunciation. The same questionnaire was used as a post-questionnaire, which was applied to collect students' positive or negative changes after the application of the intervention plan.

Observation Sheet:

The observation sheet was a self-developed instrument that described accurately and comprehensively the indicators and all the relevant aspects about pronunciation. Also, it was used to determine what was happening in class, and then to analyze and reflect upon the findings when the intervention plan ended.

Field Notes:

Through field notes, the researcher recorded in each lesson a description of the events, the activities, the participants' behaviors, the attitudes and the feelings toward the group work interaction. It included some items such as: the lesson plans, the activities, the objective, the materials, the time, the procedures and, the participants.

Population

The target population was composed of twenty four students who were between fourteen to seventeen years old.

The students of 2nd year "C" of bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso who participated in the development of this research. The students received five hours of English per week.

f. RESULTS

This section details how the objectives of the research work were accomplished.

The first objective was accomplished through the research, by looking on the internet and in books the *Literature Review*, which helped to design the intervention plan and the research instruments that were applied. It also was useful to support and analyze the results gathered in order to give a logical explanation of the findings.

The second objective was validated with the pre-test results which was applied at the beginning of the intervention plan and it guided the researcher to identify the issues that limited pronunciation.

The third objective was achieved through the design of the intervention plan, which included eight lessons that were executed over three months to students in the 2nd year “C” of bachillerato. Each lesson involved activities from the text students’ book, podcast audios and completing worksheets according to the topic.

The fourth objective was achieved through the application of the most suitable podcasts as a strategy to improve pronunciation among students and the results gathered from pre and post questionnaires.

The fifth objective was validated with the post-test results obtained after the application of podcast as a strategy to improve pronunciation, and it verified that the strategy was effective, and its positive effect on students’ progress.

Pre Test Results

Objective Two: To diagnose the issues that limit pronunciation among students of 2nd year of bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso

a. Table 1

Pre-test Score of the 2nd Year “C” Students in Podcast

Students' code	I /5	WS /5	Total /10
UEMBV001	0.00	3.00	3.00
UEMBV002	1.00	2.00	3.00
UEMBV003	1.00	4.50	5.50
UEMBV004	2.00	3.00	5.00
UEMBV005	0.50	4.50	5.00
UEMBV006	1.00	2.00	3.00
UEMBV007	1.00	0,50	1.50
UEMBV008	1.50	2.50	4.00
UEMBV009	0.00	2.00	2.00
UEMBV010	1.50	3.00	4.50
UEMBV011	3.00	2.50	5.50
UEMBV012	0.00	3.50	3.50
UEMBV013	1.00	2.00	3.00
UEMBV014	0.50	3.00	3.50
UEMBV015	0.00	4.00	4.00
UEMBV016	0.00	0.00	0.00
UEMBV017	0.50	2.00	2.50
UEMBV018	1.50	3.00	4.50
UEMBV019	1.00	0.00	1.00
UEMBV020	2.00	2.50	4.50
UEMBV021	1.50	3.00	4.50
UEMBV022	1.00	2.50	3.50
UEMBV023	0.00	2.50	2.50
UEMBV024	0.00	3.5.0	3.50
Mean	0.90	2.46	3.44

Note. **UEMBV** = Unidad Educativa del Milenio Bernardo Valdivieso; **001** = Student's code; **I** = Intonation; **WS** = Word Stress.

b. Interpretation and Analysis

According to the results in Table 1, students achieved the total mean score of 3.44/10 in pronunciation, which corresponds to the low qualitative score range (see

grading scale, p. 138). However, the highest mean score gotten was for “word stress” with the mean of 2.46/5, which indicates that students could identify where the word stress occurs in two-syllable words but they could not identify where the word stress occurs in three-syllable words and compound words. In “intonation” students obtained the lowest mean score that was 0.90/5. It means that students were not able to use the correct intonation in wh-questions, simple present sentences and yes-no questions. Therefore, students had difficulties in using the correct intonation when they asked questions and expressed ideas, they were not able to express emotions and attitudes, with the correct emphasis or make less important particular things they are saying.

As Newton (2009) says that “having a good pronunciation of the language can help in normal communication, particularly with intelligibility. Pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice-setting features, and stress and intonation” (p. 76).

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable podcast as a strategy to improve pronunciation among students in the 2nd year “C” of Bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018-2019 school year.

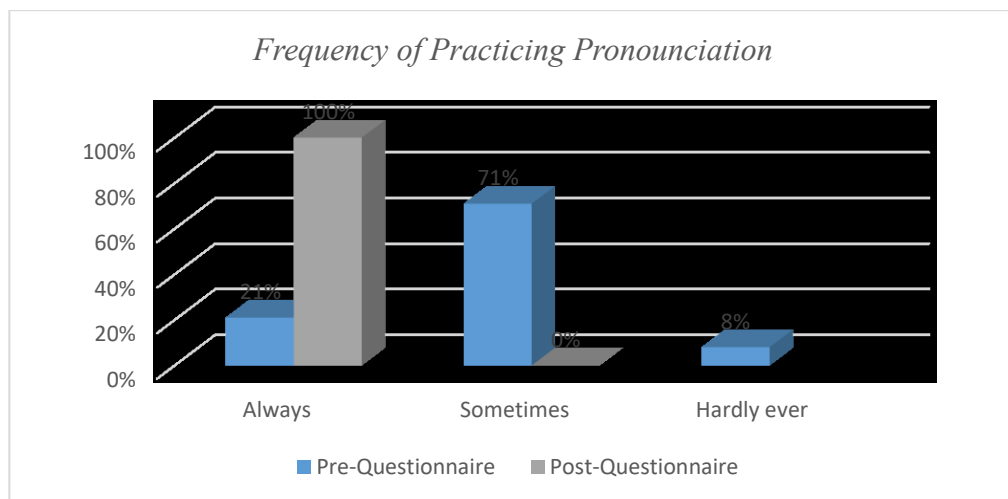
Question 1: How often does your teacher make you practice pronunciation?

a. Table 2:

Frequency of Practicing Pronunciation

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	5	21	24	100
Sometimes	17	71	0	0
Hardly ever	2	8	0	0
Total	24	100	24	100

b. Figure 1



c. Interpretation and analysis

The results in Table 2, show that 71% of students answered that the teacher sometimes makes them practice pronunciation. This means, students were not rehearsing enough how to pronounce words and how to identify the sounds. They could not identify the correct intonation of questions and sentences when they listened the audios. But after applying the intervention plan, 100% of students

answered that they always practice pronunciation. They asked questions and exclamation sentences with the appropriate intonation.

According to Press C. U. (2018) affirms that “in pronunciation is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. There are also common patterns of intonation in English which enable learners to give special emphasis to particular words, phrases and sentences”.

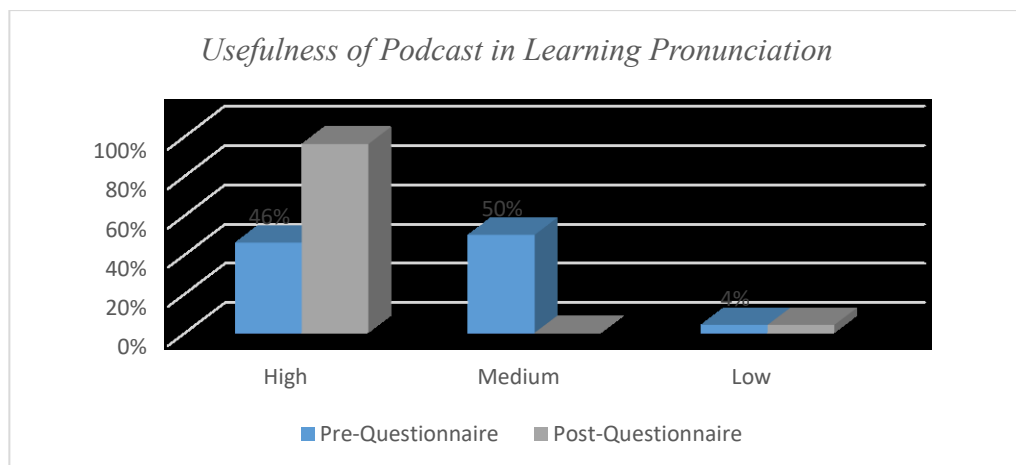
Question 2: How useful do you think the learning of pronunciation with a podcast is?

a. Table 3:

Usefulness of Podcast in Learning Pronunciation

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
High	11	46	23	96
Medium	12	50	0	0
Low	1	4	1	4
Total	24	100	100	100

b. Figure 2



c. Interpretation and analysis

The data shown in Table 3 indicates that 50% of students think that the learning of pronunciation with podcast is medium. This demonstrates, students considered that listening to podcast provided them a lot of practice but the language presented in them is not clear. However, after the intervention, students changed their perception. They said that podcast was a helpful tool for them. Podcast helps them to identify the sound and stress words.

Hasan and Hoon (2013) (as cited in Sayadi & Heidar, 2018) mention that “research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners’ language skills, especially in developing learners’ speaking and listening skills” (p. 74).

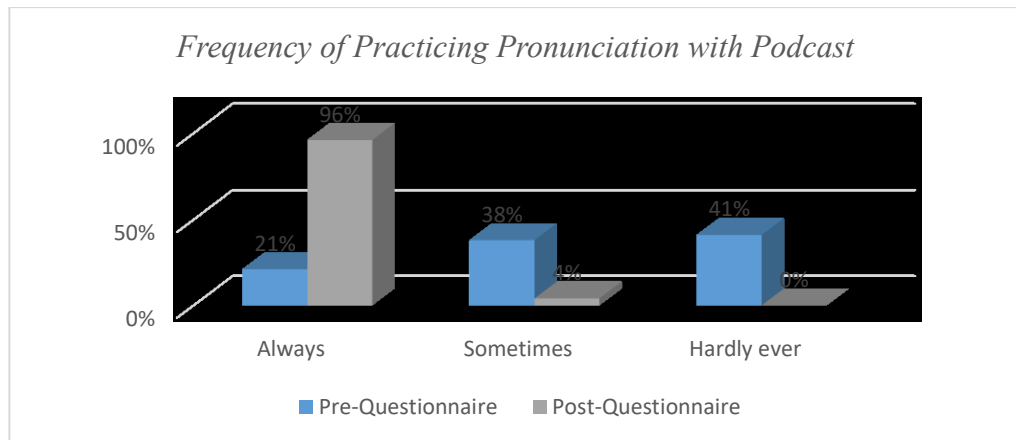
Question 3: Do you practice pronunciation through podcasts?

a. Table 4:

Frequency of Practicing Pronunciation with Podcast

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	5	21	23	96
Sometimes	9	38	1	4
Hardly ever	10	41	0	0
Total	24	100	100	100

b. Figure 3



c. Interpretation and analysis

The results in Table 4, indicate that 41% of students answered that they hardly ever practice pronunciation through podcast. The results showed that students did not have the culture of listening to podcasts. They could not produce the sounds of words appropriately. After the intervention plan 96% of students indicated that they improved their pronunciation through the podcast. For instance it is shown that podcasts helped them to pronounce words, say questions and simple sentences with the correct intonation and word stress.

According to Rosell (2007), “the podcast is strongly connected with constructivist approaches to learning, where an individual constructs knowledge through active exploration, observations, processing and interpretation” (p. 6).

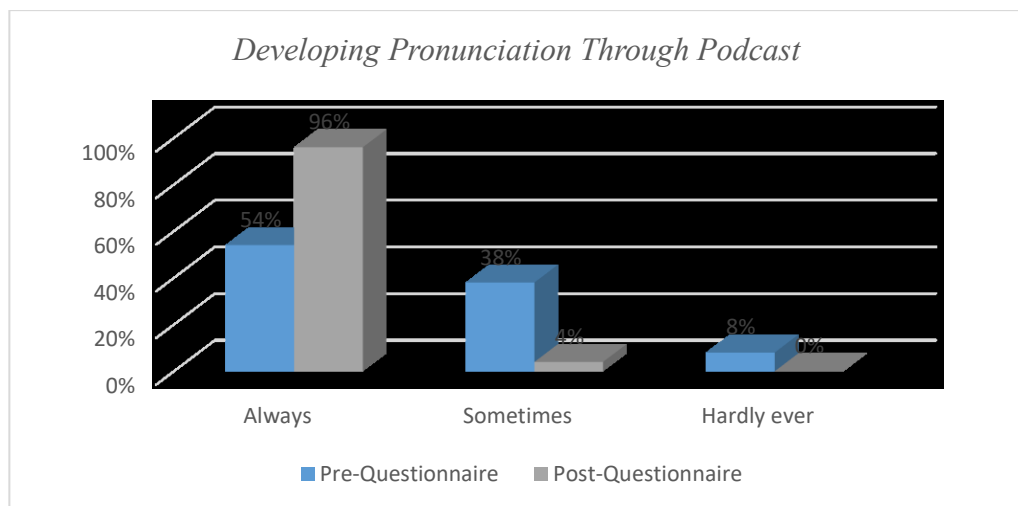
Question 4: Do you think that podcasts help you to develop pronunciation?

a. Table 5:

Developing Pronunciation Through Podcast.

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	13	54	23	96
Sometimes	9	38	1	4
Hardly ever	2	8	0	0
Total	24	100	100	100

b. Figure 4



c. Interpretation and analysis

The results in Table 4 state that 54% of students think that podcast always help them to develop pronunciation. This indicates that students were conscious that podcast gives them the opportunity to listen to variety of dialects from different people around the world and to be updated with vocabulary pronunciation. However, after applying podcast, students took advantage of this kind of resources in order to improve their pronunciation. Students were encouraged to listen and read

the script about different topic, which helped them to correct pronunciation errors by themselves.

Ducate & Lomicka (2009) state that podcasting can function as a tool for developing pronunciation among students. Another benefit is, podcast develops extensive listening, it carry out students' interest in listening to English with native speakers' speech (p. 69).

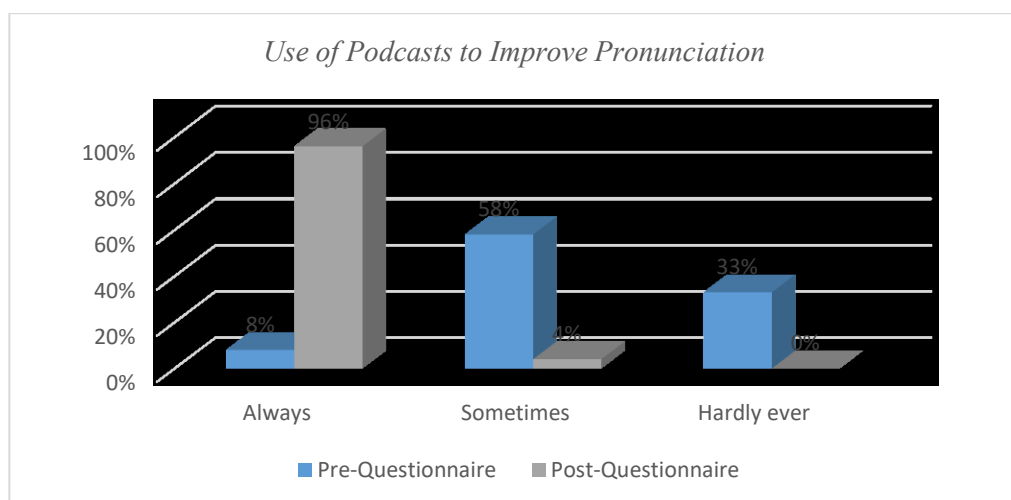
Question 5: How often does the teacher use podcast to improve pronunciation?

a. Table 6:

Use of Podcasts to Improve Pronunciation

Option	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Always	4	17	23	96
Sometimes	12	50	1	4
Hardly ever	8	33	0	0
Total	24	100	24	100

b. Figure 5



c. Interpretation and analysis

The data shown in Table 5 indicates that 50% of students answered that the teacher sometimes used podcast to improve pronunciation. This means, podcast was not the main resource used to practice pronunciation. The students only are exposed to listen to audio tracks of the book when they working in class, as a result, they were not allowed to ask and answer questions with the correct intonation and stress. However, after the application of the intervention plan 96% of students stated that Podcast was easy to apply for practicing pronunciation. Students also felt a lot of motivation in the development of the tasks. Consequently, students worked better and students' interest increased.

King & Gura (2007) (as cited in Bartoš, 2008) mentioned that “Podcast can be played easily to the class in a whole group instruction activity, substituting the digital audio items for textbooks or supplementary hard copy items” (p. 41).

Post Test Results

Objective Five: To reflect upon the obtained results after the application of Podcast as strategy to improve pronunciation among students in the 2nd year of Bachillerato students' pronunciation, at Unidad Educativa del Milenio Bernardo Valdivieso.

a. Table 7

Post-test Score of the 2nd Year “C” Students in Podcast

Students' code	I /5	WS /5	Total /10
UEMBV001	3.00	3.50	6.50
UEMBV002	2.00	3.50	5.50
UEMBV003	4.00	5.00	9.00
UEMBV004	3.00	2.50	5.50
UEMBV005	5.00	4.50	9.50
UEMBV006	1.50	3.00	4.50
UEMBV007	2.50	2.50	5.00
UEMBV008	1.00	3.50	4.50
UEMBV009	3.00	4.00	7.00
UEMBV010	4.00	2.50	6.50
UEMBV011	2.00	2.50	4.50
UEMBV012	3.50	3.50	7.00
UEMBV013	1.50	2.50	4.00
UEMBV014	2.50	2.50	5.00
UEMBV015	3.00	3.00	6.00
UEMBV016	2.00	3.50	5.50
UEMBV017	3.50	3.00	6.50
UEMBV018	4.50	3.50	8.00
UEMBV019	1.50	2.50	4.00
UEMBV020	2.00	4.00	6.00
UEMBV021	4.00	3.00	7.00
UEMBV022	2.00	3.00	5.00
UEMBV023	3.50	3.50	7.00
UEMBV024	0.00	3.50	3.50
Mean	2.81	3.21	6.02

Note. **UEMBV** = Unidad Educativa del Milenio Bernardo Valdivieso; **001** = Student's code; **I** = Intonation; **WS** = Word Stress.

b. Interpretation and Analysis

According to the results in Table 7, students achieved the total mean score of 6.02/10 in pronunciation, which corresponds to the acceptable qualitative score range (see grading scale, p. 138). The highest mean score obtained was in word stress, which was 3.21/5. It indicated students could identify where the word stress occurs in two-syllable words and compound words, but they had difficulties in three-syllable words. In intonation, students achieved the lowest mean score that was 2.81/5. This shows that students were not able to recognize how to pronounce

wh-questions, but they could identify how to pronounce simple present sentences and yes-no questions. Students were able to overcome the previous results, which determined that students developed pronunciation.

Knight (2010) state, “the exercises of podcasts are very effective for developing learners’ phonetics” (p. 2). Learners like the ability to repeat the recordings many times and feel that there are an improvement in their confidence in their transcription and test scores due to the use of podcasts.

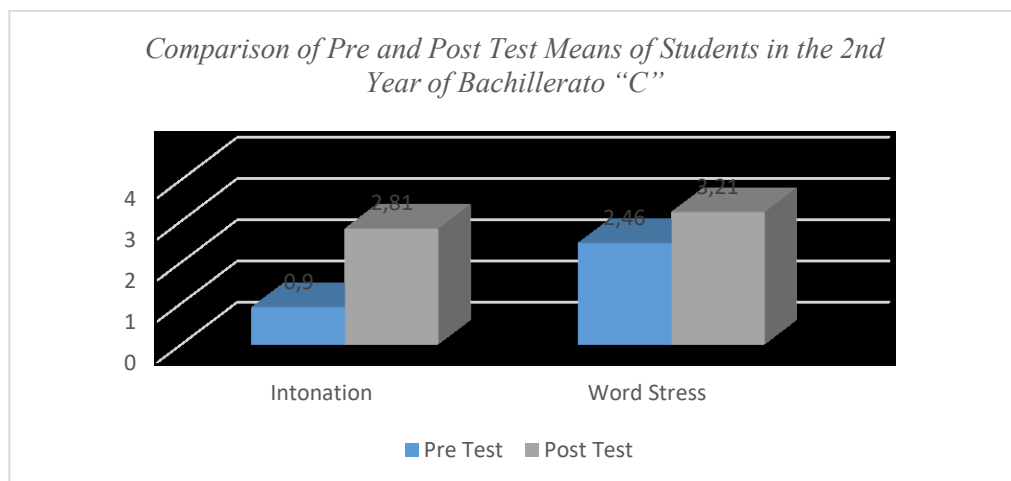
Comparison of the Pre and Post Test Means

a. Table 8:

Comparison of Pre and Post Test Means of Students in the 2nd Year of Bachillerato “C”.

	Pre-Test	Post-Test
Intonation	0.90	2.81
Word Stress	2.46	3.21
Total Means	3.44	6.02

b. Figure 6



c. Interpretation and analysis

Observing the results in Table 8 and figure 6, it can be expressed that after the application of the intervention plan, Podcast had a positive increase in the students' pronunciation. In intonation students improved from 0.90/5 to 2.81/5, students developed their ability to ask questions and simple sentences with the appropriate intonation; in word stress students improved from 2.46/5 to 3.21/5, they could recognize where the stress of word occurs. It reflects that the implementations of podcast in class helps students to obtain an acceptable level in pronunciation. However, students did not enhance their pronunciation as it was expected.

g. DISCUSSION

The application of podcast as a strategy improve the pronunciation among the students in the 2nd year “C”of Bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso during 2018-2019; they demonstrated a significant improvement in learners’ pronunciation. Before the application of the intervention plan students’ mean score in the pre-test was 3.44/10. After the application the mean score post-test was 6.02/10. That increase of the students’ total mean score shows the positive impact that podcast had on the improvement of students’ pronunciation. As Foster & Havemann (2008) (as cited in Bartoš, 2008) express, there are several advantages to using podcasts in the class for lectures and students assignments. “First, podcasting is an exciting and novel means for students to take a more active role in their own learning experience” (p. 44).

The aspects that researcher considered to evaluate student's pronunciation were Intonation and Word Stress. Through the results of the pre-test and post-test and the pre-questionnaire and post-questionnaire, the development and improvement that students accomplished was noticeable. The pre-test showed that students could not identify where the word stress occurs in three-syllable words. Additionally, students were not able to recognize how to pronounce wh-questions, simple present sentences, exclamation sentences and yes-no questions with the correct intonation. In the post- test after the intervention, the findings indicated that the problems mentioned before were solved. This demonstrates that Podcast is effective to

improve the student's pronunciation, which means this tool helped students to develop intonation and word stress in an acceptable way.

At the beginning of the intervention plan, students faced difficulties working with podcasts. They were not interested in learning pronunciation. But during the intervention, students' attitude improved little by little, considering the difficulties that they had in pronunciation. At the end of the intervention plan, the students felt satisfied and liked to work with podcasts and their desire for learning, how to pronounce words, sentences and questions increased.

In addition, this research work had some strengths and limitations that helped and affected it. Some strengths were: class had an excellent collaboration and students felt motivated to participate and work listening to podcasts for improving their intonation and word stress. The material was helpful and appropriate for each lesson and the time for each lesson was enough to work in all the activities. The number of students was convenient as they were twenty four and the size of the classroom was big with enough space for work. Nevertheless, the weaknesses presented were: the behavior of some students was not appropriate, six students had problems with attendance. Another limitation was that some students arrived late to class.

Moreover, the implementation of podcasts offered students a new way of learning and practicing pronunciation. It also allowed students to know new accents and learn pronunciation of words from different countries. It contributed to make students to be aware of the importance of learning pronunciation using podcast in

and outside the class. Finally, Podcasts encouraged students to feel really engaged and motivated to learn pronunciation.

h. CONCLUSIONS

Students in the 2nd year “C” of Bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso faced difficulties in word stress and intonation. These aspects affected students that had problems when identifying the correct intonation in wh-questions and the correct word stress in three-syllable words. In consequence, their communication was unclear making it difficult to understand a message.

The use of podcast as a strategy to improve pronunciation reduced students' limitations in recognizing the correct stress in wh-questions, yes-no questions, simple sentence, and exclamatory sentences. The Podcast helped them to improve their word stress and intonation accurately and reach an acceptable level in pronunciation and be more confident during the class.

The findings of the research work showed that the implementation of podcasts as a strategy was acceptable in the development of pronunciation during the teaching process. This strategy helped the students feel comfortable with their results. They were motivated to practice how to recognize the intonation and word stress with podcasts, which permitted them to improve their pronunciation and increase their collaboration and interaction among themselves.

i. RECOMMENDATIONS

Teachers should increase the practice time in the area of pronunciation in order to reduce the students' deficiencies when they pronounce words, sentences, and questions. Also, teachers should incorporate podcasts to awaken interest in learning pronunciation.

Teachers ought to use podcasts to improve the students' pronunciation with emphasis on word stress and intonation of wh-questions, yes-no questions, simple sentences, two - three-syllable words and compound words. Teachers could combine audio tracks of books and podcasts with the aim of offering a new way of learning and practicing pronunciation, and also to increase their motivation.

The researcher recommends the implementation of a specific podcast in the teaching-learning process related to the topic of the class in order to increase the students' pronunciation and allow them to reinforce the topic of the class with a different material from that provided by the academic text.

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k. ANNEXES



1859

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME:

PODCAST AS A STRATEGY TO IMPROVE PRONUNCIATION AMONG STUDENTS IN THE 2nd YEAR “C” OF BACHILLERATO AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

This Project as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Specialization.

TEACHER CANDIDATE

Ing. Wilson Antonio Carrión Samaniego.

COORDINATOR OF THE SUBJECT

Dra. Carmen Aurora Ojeda, Mg.Sc.

LOJA– ECUADOR

2018

a. THEME

PODCAST AS A STRATEGY TO IMPROVE PRONUNCIATION AMONG STUDENTS IN THE 2nd YEAR OF BACHILLERATO “C” AT UNIDAD DEL MILENIO BERNARDO VALDIVIESO OF THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

b. PROBLEM STATEMENT

Background.

The present research work will be carried out at Unidad Educativa del Milenio Bernardo Valdivieso during the academic period 2018-2019. This high school began its trajectory in the year of 1772 with the presbyter Jose Fausto de la Cueva y Francisco Rodríguez.

It was founded on October 1922 with the name of San Bernardo in Loja Ecuador, starting with the first course which was then called Modern Philosophy.

The Bernardo Valdivieso high school was taken for the Jesuits. When Mr. Bernardo Valdivieso died in 1805, he gave the farm in order to settled the high school and continue working under the philosophy of educating.

The founders of this educational expelled the Jesuits from our country and the high school stayed without teachers for a while, even when they had to face economic problems, the institution continued working with the help of the city hall structure.

Therefore the definitive creation of Bernardo Valdivieso high school was on October 22nd 1922, after Simon Bolivar solved the problems that it had, and they elaborated the first internal regulation to control its working.

At the beginning of 20th century San Bernardo took the name of Bernardo Valdivieso national high school through the decree number, 098 on July 6th 1967.

Bernardo Valdivieso high school had as its fundamental slogan “La educación de los jóvenes de Loja y su provincia”.

At the beginning of 1990-1991, the high school acquired the experimental category and the educative evaluation alternative project started, which had been applied to the four major specialization: Social-Sciences, Physical-Mathematics, Chemical-Biological and Computing.

Currently the Bernardo Valdivieso high school has three sessions; morning, afternoon and night session. The Bernardo Valdivieso high school has a total population of 4729 students in the three sessions, 212 teachers and 23 administrative staff.

The vision of the Bernardo Valdivieso high school is to be an institution of humanist and academic prestige with scientific-technical basis; based on values of: justice equity, solidarity and citizen respect that promotes the research and human development, for the people of Loja.

The mission of the Bernardo Valdivieso high school is to educate children and youth of the public sectors of Loja and the regional context through an efficient teacher service and influence in the family action that appropriate meaningful learning, in the dynamic quality of education.

In the same way this high school trained capable, authentic and triumphal students in Bachillerato. Offering an education based on the discovery and the application of capacities and values; committed with the citizen development, the culture and a fairer society.

Current situation of the research problem.

Around the world, pronunciation is an essential ability. In fact, children learn how to speak and acquire in elementary school all these abilities but the students do not have a good fluency and pronunciation.

However, some students have difficulties in pronunciation. Most of them try to produce the sounds without the appropriate guide as a result, the students do not learn the correct pronunciation of the world.

All the problems mentioned above could be solved effectively by using different methods and resources. One of them is “Podcast”, this constitutes an excellent and effective way to improve speaking skill due to the fact that it is a remarkable resource that contributes to improve the pronunciation, the fluency and stress. Students like listening a lot of things about the real situation over and over again, which help them to adopt some language items and acquire certain vocabulary and structures that are frequently used in a particular podcast’s script.

Nevertheless the main problem is the students of second year do not have the ability to pronounce in English. The relevance of this research work is focused on the implementation of use of “Podcast” nowadays the use of new tools into education is increasing.

Moreover the students present some problem to repeat the Podcast’s script said by the teacher in a correct way. Furthermore, the research thinks that the complications with the students’ pronunciation and fluency are influenced by their mother tongue meaning that they always relate English with Spanish. So, it can cause difficulties in spelling, fluency and pronunciation, because if the student ca

not say the words correctly, then they are not going to be able to speak in other contexts them accurately. As a result, the students need to have a clear understanding of vocabulary and grammar structure in order to be able to perform a Podcast after.

Subsequently, in the learning process there are some students who do not feel motivated to learn; the observation could see that students are not interested in learning English, for this reason they do not participate so much, and they do not speak in better way. Therefore, with the implementation of the Podcast, it is possible to improve their motivation in pronunciation and make the students work and be part of the learning process in an active way.

Finally, in consideration with all the previous problems it is necessary to say that through the implementation of Podcast the students will improve their pronunciation.

RESEARCH PROBLEM:

HOW DOES PODCAST AS A STRATEGY IMPROVE THE PRONUNCIATION AMONG THE STUDENTS IN THE 2ND YEAR OF BACHILLERATO “C”, AT UNIDAD EDUCATIVA DEL MILENIO BERNARDO VALDIVIESO DURING 2018- 2019?

DELIMITATION OF THE PROBLEM:

Timing:

This research will be carried out during the 2018- 2019 school year.

Location:

This research work will be developed at Unidad Educativa del Milenio Bernardo Valdivieso, It is located in the city of Loja in “La Pradera” neighborhood. Between Catamayo Street and Eduardo Kigman Avenue.

Observation Units/ Participants:

The observation units in this research will be students in the 2nd year of Bachillerato “C”.

The Sub-problems:

- What kind of theoretical and methodological references about Podcast as strategy help to improve Pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year?
- What are the difficulties that limit the improvement of Pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year?
- What are the phases of the intervention plan that address the current issues to improve Pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year?
- Which are the most suitable Podcast strategies to improve pronunciation, among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year?

- How effective was the application of Podcast as a strategy to develop Pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year?

c. JUSTIFICATION

The researcher has chosen to use Podcast as a strategy to improve English Pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019. That is because Podcast is defined as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of context, for that reason, Podcast is helpful to achieve a good pronunciation at the time to use the Podcast’s scripts.

Effective podcast elicit students imitate and remember language than words which are just 'spoken'. This action research about the use of Podcast can be used to increase the pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019.

This action research is relevant since it will help students to increase pronunciation in learning English as a foreign language in an interactive way through the use of Podcast. Research studies on podcast in language learning have identified its potentiality in developing learners’ language skills Podcast can accelerate language learners’ learning not just in listening but also in other language areas such as pronunciation, vocabulary, grammar, speaking and related learning activities.

The research work is important because with the practice of Podcast, learners are not only able to understand the words of the foreign language, but also understand the correct language rules. Furthermore, Podcast gives students a powerful tool for start a real interaction in a natural context by practicing in the classroom the situation that may happen in real life.

The present work will be useful to the researcher because it is going to help the investigator to achieve a good and meaningful experience into the teaching field. With this study the researcher will acquire experience in teaching English as a foreign language and to obtain the bachelor's degree in Science Education, English Language Specialization.

It is essential to develop this research work because it is a fundamental requisite that will permit to the researcher get the Bachelor's Degree in Sciences of Education, English Language Specialization, likewise the accreditation of the subject.

d. OBJECTIVES

General

To improve Pronunciation through Podcast as strategy among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019.

Specific

- To focus on the theoretical and methodological references about Podcast as a strategy to improve pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018-2019 school year.
- To diagnose the difficulties that limit the pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year.
- To design an intervention plan based on Podcast as a strategy to improve pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year.
- To apply the most suitable Podcast as strategy to improve pronunciation among students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during the 2018- 2019 school year.
- To reflect upon the obtained results after the application of Podcast as strategy to improve pronunciation among students in the 2nd year of Bachillerato students’ pronunciation, at Unidad Educativa del Milenio Bernardo Valdivieso School during the 2018- 2019 school year.

e. THEORETHICAL FRAMEWORK

PODCAST

The term podcast is a combination of the terms pod and broadcast Press O. U.(2017)

Podcasts are series of digital audio and video recordings uploaded on the web with the aid of Rapid Simple Syndication (RSS) feeds Walch & Lafferty(2006).

RSS feeds allow listeners to download their favorite podcasts using podcatcher software like iTunes. Listeners do not need to visit every website frequently for new podcast episodes; they can now find a huge collection of podcasts on iTunes store. Many types of podcasts are found on the Internet such as television podcasts, radio podcasts, classroom podcasts, and individual or group podcasts. Television podcasts, radio podcasts and classroom podcasts are existing programs and lectures turned into podcasts such as those created by VOA (Voice of America). Individual or group podcasts are real podcasts designed for multiple purposes such as those created by the website <http://grammar.quickanddirtytips.com/>.

According to Rosell (2007), the podcast technology is strongly connected with constructivist approaches to learning, where an individual constructs knowledge through active exploration, observation, processing and interpretation.

How Podcast Works.

One typical use of podcasting in education is recording lectures that students can later download from the school web pages and listen whenever they want. These

lecture podcasts are recorded for reviewing or for making-up in the case of students who miss a class.

Over the past years, more faculties at colleges and universities have begun podcasting lectures. For example Stanford University has its own page at iTunes (itunes.stanford.edu) that includes publicly available podcast lectures as well as private section for students of specific classes Kuang Yun (2014).

Malan (2007) in his study describes the usage of recorded lectures at Harvard University as very effective. Traditional lectures were recorded and then podcast to allow students to review them if they wished. He claims that publishing the podcast increased subscribers by 100-fold from the 60 actually enrolled in his class to over 6000 from all over the globe. However, many educators believe that if the lecture is provided as podcast the students will skip classes and therefore the attendance will drop King & Gura (2007)

Anyhow, the features and potentials of podcasting give the research and students more variations in use than just reproducing the lectures and making them available for review. One of them must be use of the audio materials for independent learning outside of the classroom.

The non-profit association EDUCASE whose mission is to advance higher education by promoting the intelligent use of information technology, describes how podcast works a unique innovation in content publishing based in large part on its inherent simplicity and ease of use. The listeners sync their devices with any, subscription service, and subscribe to that site's feeds. Audio content is then "pushed" from the original source directly and automatically to the user's device.

All of the tools needed to create, modify, and distribute podcasts are within reach of anyone with a reasonably well-configured laptop.

In addition McLellan (2018) mention five clear steps for produce a great Podcast it does not matter the content or type of podcast.

- **Step 1:** Create a checklist to keep yourself on task.
- **Step 2:** Set up your basic show format.
- **Step 3:** Leverage the heck out of your network.
- **Step 4:** Download your Track.
- **Step 5:** Produce great content consistently.

The Importance of Using Podcast as Teaching Tool.

Research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners' language skills, especially in developing learners' speaking and listening skills Ashton Hay & Brookes (2011).

Podcast can accelerate language learners' learning not just in listening but also in other language areas such as pronunciation, vocabulary, grammar, speaking and related learning activities.

Ducate & Lomicka (2009) states that podcasting can function as a tool for developing pronunciation among students, into the podcast there are different categories but the most appropriate for pronunciation is spotlightenglish.

Other benefit is, podcast develops extensive listening, it carry out students' interest in listening to English with native speakers' speech.

According to Renandya (2016) Extensive Listening aims to help develop listening fluency. Fluency in listening allows L2 students to process spoken text with greater ease and accuracy. In order to build fluency in listening, students will need to do a large quantity of extensive listening so that they can recognize words they hear effortlessly, at the same time understanding the overall meaning of the texts to which they are listening.

Moreover, students develop some aspects and benefits such as:

- **It can enhance learners' ability to deal with speech rate:** One of the reasons is that what is considered 'normal' speech by more proficient listeners is often perceived as being too fast by beginning or lower proficiency students. Repeated listening practice via it is believed to gradually help L2 listeners become accustomed to listening to speech at native speaker rate.
- **It can improve students' oral word recognition skill:** Students may know words in written text, but they may not be able to recognize these words in speech. For that, students have the opportunity to 'catch' words in speech that they already could recognize while reading.
- **It can enhance students' bottom-up listening skills:** In normal speech, words often take on different forms from when they are said in isolation.
- **It increased familiarity with common language features of spoken form of the target language:** Spoken language is different from written language. Spoken language often contains language features not found in written language and language also tends to be less formal or colloquial, and enriched by the

presence of slang or non-standard grammar and vocabulary more often than is written language.

- **It can provide L2 learners many opportunities to experience a higher and deeper level of language comprehension:** Students learn when they listen to spoken text; it has been suggested that this type of comprehension is more likely to lead to acquisition.
- **It can result in higher overall proficiency in the language:** Students in general improvement in different areas not only in their listening comprehension, but also in their vocabulary or speaking skills.

Base for Use Podcast in Pronunciation.

Knight (2010) studies, examined the use of podcasts for phonetics exercises. A total of 36 respondents participated and 11 podcasts of graded phonetics were developed and uploaded to the website for students. Students of this project found the exercises of podcasts very effective for developing their phonetics. They liked the ability to repeat the recordings many times and felt that there was an improvement in their confidence in their transcription and test scores due to the use of podcasts.

Types of Podcast.

There are different types of podcast according the nature such as: Lecture(Traditional, invited lecture, online lecture), Feedback Assignments (Instructor's formative feedback on activity and/or conceptions, suggestions on activity Guidelines on assignments or assessment), Additional learning materials (Interviews with students or experts discussion groups) (Practical or field works

Summaries Guidelines) (Speeches Music or other audio recordings music or other audio recordings), Preparatory materials (Additional materials used before a main learning activity) (Primer podcast with epistemic questions) (Fieldwork), Specific materials (Specific sounds - phonetics) and Creative activities (Student generated Content Podcasts as assessment).

In general all this types of podcast have a common characteristic, Podcast is One-way or non-reciprocal, this kind of listening occurs when the listeners are not actively taking part in the exchange of a message.

For Example:

- Radio and television programs
- Public address announcements (airports, train/bus stations, stores)
- Speeches and lectures
- Telephone customer service recordings.

Podcasting in education may have many forms and purposes. Bartoš (2008), offers several suggestions:

- Lectures online.
- Presentations.
- Supplemental Material.
- Primary Sources.
- Lectures.
- Distance learning.
- Facilitate self-paced learning.
- Re-mediation of slower learners.

- Advanced and or highly motivated learners extra content.
- Helping students with listening and/or other disabilities.
- Multi-lingual education.
- Provide the ability for educators to feature guest speakers from remote locations.
- Allow educators to escape the tedium of lecturing.
- Offer a richer learning environment.

Types of ELT Podcast.

There are various types of podcasts teachers and educators might use with their students. Stanley (2018) divides them into 3 sections:

Authentic podcast:

Such podcasts are often not aimed at ELT students but can be a rich source of listening. Many of these will only be suitable for use with advanced students, but others, such as 6 Minute English (<http://www.bbc.co.uk/radio/podcasts/how2/>) from BBC World service or Listen to English – Learn English (<http://www.listen-to-english.com/>), are ideal for use with upper and lower lever classes. Such podcast according to King & Gura (2007) “can be played easily to the class in a whole group instruction activity, substituting the digital audio items for textbooks or supplementary hard copy items”.

Teacher created podcast:

These podcasts, as the heading suggests, are created by teachers, and are usually aimed at helping students learn by producing listening content that is not available elsewhere, or that gives a local flavour. The Bob and Rob Show

(<http://www.thebobandrobshow.com>) and The Word Nerds podcasts are two very different types of teacher produced podcast. King & Gura (2007) state that such a podcast material is “not intended to take place of teaching but rather to extend the reach and availability of the teacher’s voice to times other than class time”.

Students created podcast:

These podcasts are produced by students, but often with teacher help. Students can listen to these and experience the culture and hear about the lives and interests of other students from around the world. For example English Conversations (<http://englishconversations.org/>) is a podcast largely made by students for students. King & Gura (2007) believe that “creating podcast in a form of a project can be highly motivating opportunities to produce an authentic product/performance to be presented to real audience”.

Advantages of Using Podcast in Pronunciation

Podcasting offers an opportunity to improve students’ pronunciation and brings some benefits.

Foster & Havemann (2008) believe that there are several advantages of using podcasts in the class for lectures and students assignments. “First, podcasting is an exciting and novel means for students to take a more active role in their own learning experience. As students realize their podcast assignments may be published online with potentially hundreds of listeners through free podcast directories, their attention to the quality and detail of their assignments may improve. Second, podcasting is adaptable to the students' learning needs. Students

can access the material whenever and as often as they would like, thereby reinforcing critical concepts or details they may have missed in the original classroom lecture. Finally, assignments that require students to generate, edit, and publish their own podcasts reinforce critical communication skills such as writing text that will be orally presented online or in a classroom”.

The most remarkable advantage of using podcast are:

- Podcast provides repeat access to lectures – for the students who were absent from the class or for reviewing.
- Podcast could assist students with different learning styles, international student with language barriers, and some types of learning disabilities (Field, 2008).
- Podcast is portable and always available – thanks to mobile phones and MP3 players students can listen to the podcast wherever and whenever they want.
- Podcast is automatic – students no longer have to visit specific web and download new posts. Thanks to subscription the new content of the web site is automatically pushed to the student’s computers.
- Podcast invites global audience – when students-created podcast is posted on the Web anyone in the world can download and listen to it.
- Podcast is cheap – most of the podcast available on the Internet are for free and the creation of podcast is also a low cost process.

PRONUNCIATION

The term Pronunciation means how the learners say words. Most people speak the dialect of Standard English with an accent that belongs to the part of the country they come from or live in. In the same way how the learners use spoken stress and rhythm is also an important part of pronunciation. For example, it is important to know which syllables in a word are stressed and how different patterns of stressed and unstressed syllables are pronounced. There are also common patterns of intonation in English which enable students to give special emphasis to particular words, phrases and sentences (Press C. U., Dictionary Cambridge, 2018).

English Pronunciation

The learners use the term 'accents' to refer to differences in pronunciations. Pronunciation can vary with cultures, regions and speakers, but there are two major standard varieties in English pronunciation: British English and American English.

Within British English and American English there are also a variety of accents. Some of them have received more attention than others from phoneticians and phonologists. These are Received Pronunciation (RP) and General American (GA).

Received Pronunciation is a form of pronunciation of the English language, sometimes defined as the "educated spoken English of southeastern England". RP is close to BBC English (the kind spoken by British newscasters) and it is represented in the pronunciation schemes of most British dictionaries. RP is

rather a social accent than regional, associated with the educated upper classes (and/or people who have attended public schools) in Britain.

English pronunciation is also divided into two main accent groups, the rhotic and the non-rhotic, depending on when the phoneme /r/ is pronounced. Rhotic speakers pronounce written "r" in all positions. They will pronounce the "r" in stork, whereas non-rhotic speakers will not, making no distinction between stork and stalk. Non-rhotic speakers pronounce "r" only if it is followed by a vowel - right, rain, room, Robert, far away, etc.

Non-rhotic accents are British Received Pronunciation and some other types of British English, Australian, New Zealand and South African English. American English is rhotic (the "r" is always pronounced), with the notable exception of the Boston area and New York City. Rhotic accents can be found also in most of Canada. SE Britain is apparently the source of non-rhotic. England is non-rhotic, apart from the south-western England and some ever-diminishing northern areas. Scotland and Ireland are rhotic (Association, International Phonetic Association, 2018).

Formal and Informal Language

The Speaker uses formal language in situations that are serious or that involve people that speakers do not know well. Informal language is more commonly used in situations that are more relaxed and involve people that speakers know well.

Formal language is more common when students write; informal language is more common when participants speak. However, there are times where writing

can be very informal, for example, when writing postcards or letters to friends, emails or text messages. There are also examples where spoken English can be very formal, for example, in a speech or a lecture. Most uses of English are neutral; that is, they are neither formal nor informal.

Formal language and informal language are associated with particular choices of grammar and vocabulary.

Contractions, relative clauses without a relative pronoun and ellipsis are more common in informal language.

For Example:

Formal: She has decided to accept the job.

Informal: She's decided to accept the job.

More formal vocabulary commonly involves longer words or words with origins in Latin and Greek. More informal vocabulary commonly involves shorter words, or words with origins in Anglo-Saxon. Most dictionaries indicate very informal and/or formal words

For Example:

Formal: Commence, Terminate.

Informal: Start, End.

Speakers often choose to use certain modal verbs to be more formal and polite:

- Can I suggest you try this new model? (Neutral)
- May I suggest you try this new model? (More formal)
- Might I suggest you try this new model? (Very formal) (Press C. U., Dictionary Cambridge, 2018).

The Sounds of English and Their Representation

In English, there is no one-to-one relation between the system of writing and the system of pronunciation. The alphabet which speakers use to write English has 26 letters but in (Standard British) English there are approximately 44 speech sounds. The number of speech sounds in English varies from dialect to dialect, and any actual tally depends greatly on the interpretation of the researcher doing the counting. To represent the basic sound of spoken languages linguists use a set of phonetic symbols called the International Phonetic Alphabet (IPA). The IPA chart contains symbols used to represent the sounds of the English language. This is the standard set of phonemic symbols for English (RP and similar accents) Association (2018).

Phonetics and Phonology

Phonetics is a primary part of Linguistics and itself has three different aspects such as Articulatory Phonetics, Acoustic Phonetics and Auditory Phonetics.

The Articulatory Phonetics

It describes how vowels and consonants are produced or “articulated” in various parts of the mouth and throat.

Acoustic Phonetics

It is a study of how speech sounds are transmitted it means how sound travels and the form of vibrations through the air.

Auditory Phonetics

It is a study of how speech sounds are perceived and analyze the way in which the hearer's brain decodes the sound waves back into the vowels and consonants produce by the speaker.

The actual sound produced, such as a simple vowel or consonant sound is called phone.

Phonology deals with the way speech sounds behave in particular languages or in languages generally. This focuses on the way languages use differences between sounds in order to convey differences of meaning between words. All theories of phonology hold that spoken language can be broken down into a string of sound units (phonemes). A phoneme is the smallest 'distinctive unit sound' of a language. It distinguishes one word from another in a given language. This means changing a phoneme in a word, produces another word that has a different meaning. In the pair of words (minimal pairs) 'cat' and 'bat', the distinguishing sounds /c/ and /b/ are both phonemes. The phoneme is an abstract term (a speech sound as it exists in the mind of the speaker) and it is specific to a particular language.

A phoneme may have several allophones, related sounds that are distinct but do not change the meaning of a word when they are interchanged. The sounds corresponding to the letter "t" in the English words 'tea' and 'trip' are not in fact quite the same. The position of the tongue is slightly different, which causes a

difference in sound detectable by an instrument such as a speech spectrograph. Thus the [t] in 'tea' and the [t] in 'trip' are allophones of the phoneme /t/.

Phonology is the link between Phonetics and the rest of Linguistics. Only by studying both the phonetics and the phonology of English is it possible to acquire a full understanding of the use of sounds in English speech (Association, International Phonetic Association, 2018).

Intonation

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Intonation involves pitch: stretched vocal cords make for higher pitch; relaxed vocal cords for lower. Pitch can convey additional meaning to speech. Some of these additional Meanings may simply reflect the lexical information or personal characteristics of the speaker such as surprise or anger. Others can signal grammatical information: a question, a rhetorical question, or a statement that is final. Pitch can change during an utterance and produce different tones. If the change in these tones takes place between syllables, it is called a shift. If it takes place within a syllable, it is called a slide. Intonation patterns are not necessarily fixed, but can vary from speaker to speaker.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

For Example:

- Where's the nearest post-office?
- What time does the film finish?

Speakers also use falling intonation when speakers say something definite, or when speakers want to be very clear about something:

For Example:

- I think we are completely lost.
- OK, here's the magazine you wanted.

Rising intonation

Rising intonation describes how the voice rises at the end of a sentence.

Rising intonation is common in yes-no questions.

For Example:

- I hear the Health Centre is expanding. So, is that the new doctor?
- Are you thirsty?

Fall-rise intonation

Fall-rise intonation describes how the voice falls and then rises. Speakers use fall-rise intonation at the end of statements when speakers want to say something are not sure, or when speakers may have more to add.

For Example:

- I don't support any football team at the moment. (But I may change my mind in future).
- It rained every day in the first week. (But things improved after that).

We use fall-rise intonation with questions, especially when speakers request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite.

For Example:

- Is this your camera?
- Would you like another coffee? (Press C. U., Dictionary Cambridge, 2018)

Intonation Types

It is based on seventy seven aspects:

Statements

Simple statements of facts or Declarative sentences usually have falling intonation at the end of the sentence.

For example:

- This is my son

Wh- questions

Questions that begin with interrogative words such as what, who, which, why, when, where, and how have a falling pattern at the end of the word

For example:

- What IS the problem?
- Why did you go THERE?

Yes-no questions

General questions that may be answered with a yes or no usually rise at the end of the utterance.

For Example:

- Shal wE DANCE?
- Have theY FINISHED?

Echo questions

Pronouncing a Wh-question with a rising intonation creates an Echo Question. An echo question seems to ask: “Is that really what you said?” or “Could you repeat that?”

For example:

- What day IS IT?
- WHAT?

Comparisons and contrasts

With this intonation pattern, two ideas are being compared and receive a higher pitch, in generally one item is given an extra high note. It does not seem to matter which item gets the extra emphasis

For example:

- Their house is better than OURS.
- A DOG is not a CAT.
- HE sounds like his FATHER.
- The NEW wine is as good as the OLD.

Implicit contrasts

Implicit contrasts do not mention the second item to be compared with.

For example:

- I wouldn't do THAT.

- Can you believe THAT?

Non final intonation

When a sentence is divided into two thought groups (or more), each thought group has its own intonation pattern. If the end of the group is a rising-falling pattern—up to a high note on the final stress, then down to a low note—then the two sentences are distant or almost separate thoughts.

For Example:

- I'll tell you the TRUTH: it can't be DONE.
- I don't want to GO; it's too SERIOUS.

Series with and

There is a rising pattern of intonation on all members except the last. On the last item there is rising-falling intonation.

For Example:

- She speaks SPANISH, ITALIAN, and RUSSIAN.

Alternative questions

Alternative questions require a choice. One of the items must be on an extra high note. It does not seem to matter which one.

For example:

- Do you prefer LOJA OR CUENCA?

Alternatives with or

The first and second items of the utterance have rising intonation. The last item has rising –falling intonation. This indicates that the items are intended to be heard as a sequence of items.

For Example:

- We study at HOME, in the LIBRARY, and in the CLASSROom?.

Double yes-no

With this type of intonation pattern, the speaker does not necessarily want the listener to make a choice between the two items mentioned. The pattern can either have rising intonation at the end or can have a series of rising intonations

For Example:

- Have you ever visited New York or MIAMI?

Direct address

Direct address requires starting off on a low note and then rising. Direct address may also come at the end of a sentence.

For Example:

- I'm happy to SEE you, Senator Smith.

Tag question real.

Tag questions begin with words such as aren't you and will he or she. If the tag is pronounced with a rising pattern, it is a genuine question.

For example:

- You are hungry, ↑aren't you?
- I can speak well, ↑can't I?

Tag questions—rhetorical

Tag questions begin with words such as aren't you and will he or she. If the tag is pronounced with a rising-falling pattern, it is not a genuine question.

For Example:

- You're HUNGry, AREN'T you?

Focus

Attention is focused on the word in a thought group by singling it out with a higher pitch note occurring on the syllable of that word.

For Example:

Was it YOU who baked the cake?. I took the new course (Who took the new course). I TOOK the new course. (Did you take the course, or skip it?). I took the NEW course (Did you take the old course or the new one).

Perfunctory

Perfunctory intonation indicates no genuine feeling. It is slightly rising-falling intonation.

For Example:

- GREat.
- THAnks

Enthusiasm

Enthusiastic intonation starts off at a extra-high point and falls.

For Example:

- great!
- thANKS!

Coaxing

Coaxing or persuading intonation begins on a high note, comes down to a low note, and then rises to normal at the end of a sentence

For Example:

- DON'T ↓speak lik→e that.

Irony

When a Yes-No question begins on a normal note, then rises to high on the last sentence stress, and returns to normal usually indicates irony.

For Example:

- Do I KNOW her? (She is my wife).

Shock

Shock can be indicated by an extra high note that seems to intensify the force of the adjective or adverb

For Example:

- That is HORRible!

Surprise

Surprise, like shock puts an extra high note on the word that is important

For Example:

- How AMAzing!
- Oh my GOD!

Approval

Approval is signalled by an extra high note on the adjective or adverb

For Example:

- He golfs beautifully.

Place-names

To signal an important name of a city or state the following pattern is used

For Example:

- Marco lives in HOLLYwood, FLORIda.

New information

New information tends to take special intonation attention. In English, the new information tends to have higher pitch and is located at the end of the sentence.

For Examples:

- I'm looking for a BOOK.

Meaning shift

Nominal compounds and sequences of individual words can be distinguished with the high note that falls on the last sentence-stress.

For Example:

- I saw a black ↓BIRD.

Slide

If the last sentence-stress and the high note come on the very last syllable, the intonation pattern is a slide or glide rather than a shift.

For Example

- She said I could HEAr you (shift).
- The tea is ↓HOT (slide).

Determined

With Determination, a separate stress and a downward slide is given to every word.

For Example:

- We will not be defeated by software glitches (Donahue, Pronunciation Manual, 2006).

Stress

Stress is emphasis given to certain syllables in words. In English, stress is produced with a longer, louder and higher pitched sound than unstressed sounds.

For Example:

- The word 'banana' has stress on the second syllable, the word 'photographic' on the third.

Stress pattern

The stress pattern of a word is the way all the syllables are stressed in it. There can be main and secondary stress, or unstressed sounds.

For Example:

The following are some stress patterns showing main stress and unstressed syllables:

- 0o e.g. key/board o0 e.g. con/duct (as a verb) o0o e.g. com/pu/ter 0oo e.g. mi/cro/phone oo0o e.g. ed/u/ca/tion (Teaching English, 2018).

Word Stress

In some languages, each syllable in each word is pronounced with the exact same stress.

English is not one of those languages. English has its own rhythm, complete with its own vocal music. This means that one part of a certain word is said louder and longer than other parts of the same word.

It is something that is completely natural for English speakers, but something ESL students can learn from learning the correct way to pronounce new words, practicing their conversational skills, and by learning the rules for using word stress.

A language learner needs to engage with a word many times, preferably in different ways, in order to really learn it - identifying and practicing word stress can provide one or two of those engagements.

Why word stress is important

Mistakes in word stress are a common cause of misunderstanding in English.

Here are the reasons why:

- Stressing the wrong syllable in a word can make the word very difficult to hear and understand;

For example, try saying the following words:

- b'tell (o O) hottle (O o)

And now in a sentence:

- "I carried the b'tell to the hottle."

Now reverse the stress patterns for the two words and you should be able to make sense of the sentence!

- "I carried the bottle to the hotel."

Stressing a word differently can change the meaning or type of the word:

"They will desert* the desert** by tomorrow."

- desert*(o O) desert**(O o)

What word stress is

When speakers stress syllables in words use a combination of different features. Experiment now with the word 'computer'. Say it out loud. Listen to yourself. The second syllable of the three is stressed. What are you doing so that the listener can hear that stress?

A stressed syllable combines five features:

- It is l-o-n-g-e-r: com p-u-ter
- It is LOUDER: comPUTer

It has a change in pitch: It from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.

It is said more clearly: The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.

It uses larger facial movements: Look in the mirror when you say the word. Look at your jaw and lips in particular Teaching English(2018).

Word stress rules

- 1. Two-Syllable nouns and adjectives:** In most two syllable nouns and adjectives, the first syllable takes on the stress.

For Examples:

- SAMples
- CARton
- PURple
- RAIIny
- CHIIna

- HAPpy

2. Two-Syllable verbs and prepositions: In most two syllable verbs and prepositions, the stress is on the second syllable.

For Examples:

- reLAX
- reCEIVE
- diRECT
- aMONG
- aSIDE
- beTWEEN
- deCIDE

More about word stress on two-syllable words

- About 80% of two-syllable words get their stress on the first syllable.
- There are, of course, exceptions to this rule, but very few nouns and adjectives get stress on their second syllable.
- Verbs and prepositions usually get stress placed on the second syllable, but there are exceptions to this too.

Note: There are many two-syllable words in English that can be pronounced in two different ways. The stress change also changes the part of speech of the word.

For Examples:

- PREsent = a gift (noun); non past or future (adjective)
- preSENT = to give something to someone (verb)

- Object = something you can see and touch (noun)
- obJECT = to disagree with something (verb)

3. Three-Syllable words: For three-syllable words, look at the word ending (the suffix), using the following as your guide:

4. Words ending in er, ly: For three-syllable words ending with the suffixes “er” or “ly”, the stress is placed on the first syllable.

For Examples:

- ORderly
- SIlently
- LOvingly
- MAnager
- GARdener
- EAsier

5. Words ending in consonants and in y: If there is a word that ends in a consonant or in a y, then the first syllable usually gets the stress.

For Examples:

- RARity
- OPTimal
- GRAdient
- GENorous

6. Words with various endings: Take a good look at the list of suffixes below (suffixes are word endings).

The stress is going to be on the syllable right before the suffix. This applies to words of all syllable lengths.

For Examples:

- **able:** ADDable, DURable, LAUGHable
- **ial:** differENTial, SOcial, fiNANcial
- **cian:** muSIcian, phySIcian, cliNICian
- **ery:** BAKery, SCEnergy
- **ian:** coMEDian, ciVILian, techNICian
- **ible:** reSIstible, imPOSSible, TERRible
- **ic:** arCHAic, plaTONic, characteRIStic
- **ics:** diaBETics, paediAtrics, TOpics
- **ion:** classifiCAtion, repoSition, vegeTAtion
- **ia:** MEDIA, bacTERia, vicTORia
- **ient:** inGREdient, PATient, ANcient
- **ious:** mySTERious, reLIgious, VARious
- **ish:** SELfish, ENGLISH, PUnish
- **osis:** hypNOsis, diagNOsis, osMOsis

7. Words ending in ade, ee, ese, que, ette, oon:

Words that use the suffix ade, ee, ese, eer, que, ette, or oon have the primary stress actually placed on the suffix.

This applies to words of all syllable lengths.

For Examples:

- **ade:** lemoNADE, cruSADE, arCADE

- **ee:** aGREE, jamborEE, guaranTEE
- **eer:** sightSEER, puppeTEER
- **ese:** SiamESE, JapanESE, chEESE
- **ette:** cassETTE, CorvETTE, towelETTE
- **que:** unIQUE, physIQUE
- **oon:** baLOON, afterNOON, carTOON

8. Stress on the second from the end syllable: You put stress on the second syllable from the end of the word with words ending in ic, sion, and tion.

For Examples:

- iCONic
- GRAPHic
- hyperTENSion
- teleVIsion

Note: Native English speakers do not always agree on where to place the stress on a word.

For example, some people pronounce television as "TELevision" while others say "teleVIsion."

9. Stress on the third from end syllable: You put stress on the third from end syllable with words that end in cy, ty, phy, gy and al.

For Examples:

- deMOcracy
- geOGraphy
- ALlergy

10. Word stress for compound words:

a. Compound noun is a noun made out of two nouns that form one word. In a compound noun, the most stress is on the stressed syllable of the first word.

For Examples:

- SEAfood (sea + food)
- ICEland (ice + land)
- TOOTHpaste (tooth + paste)
- FOOTball (foot + ball)
- BASKetball (basket + ball)

b. Compound adjectives is an adjective made of at least two words.

Often, hyphens are used in compound adjectives. In compound adjectives, the most stress is placed in the stressed syllable of the second word.

For Examples:

- rock-SOLID
- fifteen-MINute

c. Compound verbs is when a subject has two or more verbs. The stress is on the second or on the last part.

For Examples:

- Matilda loves bread but deTESTS butter.
- Sarah baked cookies and ATE them up.

d. Noun + compound nouns are two word compound nouns. In noun + compound noun, the stress is on the first word.

For Examples:

- AIRplane mechanic
- PROject manager

11. Proper nouns: These are specific names of people, places or things. For example: Jeniffer, Spain, Google.

The second word is always the one that takes the stress.

For Examples:

- North DAKOTA
- Mr. SMITH

12. Reflexive pronouns

Reflexive pronouns show that the action affects the person who performs the action.

For example:

- I hit myself. The second syllable usually takes the stress.

For Examples:

- mySELF
- themSELVES

13. Numbers

If the number is a multiple of ten, the stress is placed on the first syllable.

For Examples:

- FIFty
- ONE-hundred Really-Learn-English.com(2016).

f. METHODOLOGY

DESIGN OF THE RESEARCH

Action research in Education as a constructive enquiry, which is carried out in order to understand, to evaluate and then to change a situation, at the time the researcher is conducting and improve educational practice. Action research in education involves finding out immediate solutions in the teaching-learning environments. According to Burns (2010) the main aim of action research is to identify a problematic situation that the participants consider worth looking into more deeply and systematically. This study is an educational research that will allow the practitioner to study and practice a variety of aspects making use Podcast with the purpose to improve the pronunciation.

This process will help the researcher to see if any necessary modification or amendment would be necessary to improve student's development of pronunciation. Also it will be carried out systematically, by collecting data on one's everyday practice, analyzing it in order to draw conclusions about how future practice should be.

Methods, Techniques and Instruments

Methods

To carry out this research work it is important to consider the most appropriate methods, which will guide the research to use and apply them in the different action research steps. They are the following:

The Scientific Method

It will facilitate the study of appropriate resources to improve pronunciation. Also, it will help in the observations done before and during the intervention. This one will support with gathering data to make relevant predications about the possible solution.

The Descriptive Method

It will be useful to describe the different stages of the study and kind of resources used by the researcher. It will serve to explain and analyze the object of investigation.

The Analytic / Synthetic Method

It will be used to analyze and interpret the obtained results through the questionnaires and the pre-test/post-test. It also will help to draw up the conclusions.

The Statistics method

It will be used to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from the observations. The researcher will collect and analyze all the answers which will be represented in graphics to indicate the percentages and results gotten from the questionnaires, observation sheet and tests applied to students to then give a quantitative and qualitative analysis and interpretation according to the theoretical reference and draw up the respective conclusions.

Techniques and Instruments

Data Collection

Researchers close observations of students' performance during class and two test and two sets of structured questionnaires will be used to collect data in this study. Quantitative data will come from the questionnaires. All the data will be triangulated to confirm validity. To collect the data, Pre/Post-tests, observations and questionnaire will be designed and applied at the beginning, during and after the application of the intervention plan.

Tests:

The test will refer a numerical score by which the research will calculate the mean to compare the pre and post-test results.

A pre-test that will contain some information questions which will be used to collect student's answers, in order to diagnose the level of students' knowledge about pronunciation, at the beginning of the intervention plan. The same pre-test will be used as post-test and applied at the end of the intervention plan, to obtaining information about students' progress on pronunciation improved during the intervention. The test will be conducted in class and the researcher will give students a clear explanation and clarify all queries raised.

Observation:

Through the observation sheet the researcher will observe the students' performance during the lessons. It also will be used to determine what has happened in class and then analyze and reflect upon the findings when the plan ends.

Participant observation

In the participant observation, the researcher will become a part and a participant in the situation being observed. The researcher will participate deliberately and actively during all process in order to develop the pronunciation. The instrument of this participant observation is the field notes.

Field notes

The researcher will record a description of the events, activities, and people (e.g., what happened). The researcher will record the participants' behaviors, attitudes and feelings toward the treatment to develop the oral communication.

Questionnaires:

A questionnaire of multiple choices will be used to collect students' answers about the use of Podcast to improve the pronunciation at the beginning, and at the end of the intervention plan. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised.

Procedures

The action research work process will involve the following stages:

The intervention plan will start and end with of two tests. The first one will be applied at the beginning of the study to collect data from students. And the other one will be applied at the end to verify if students improve or not their pronunciation. During the development of the lessons a variety of activities will be introduced to practice and improve students' pronunciation. Likewise, the observation checklist will be used to record particular situations and to observe

students' performance. The findings before and after the intervention plan will be compared and analyzed to draw up conclusions about the research work.

Tabulation

The tabulation of data will be done with the results obtained in the tests and questionnaire. A logical analysis will be done with the information received.

Organization

The researcher will organize the work based on the information received in all the strategies apply to compare and analyze the impact of the intervention plan. The report of the intervention plan will be disseminated with the findings and ideas among the teachers' partners and the school.

Description

The obtained data will be described in graphics considering the information pre and post intervention. The description of each question will be completed to facilitate the interpretation of the information shown, and also do the logical analysis of the data received.

Graphic Representation

After researcher has described the data, and will represent the data graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. Finally research will use the bars diagram to show this information.

Interpretation and analysis

Once researcher has presented the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into

account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

Formulation of conclusions and elaboration of the report

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated our research.

Finally, the final report will be designed through chapters that let the understanding of the theory and of the results that we will obtain in our research which can be used to develop other research in the future.

Population

The students in the 2nd year of Bachillerato “C” are who will participate in the development of this action research. The participants of the study are 30 students between boys and girls. They are between fifteen and sixteen years old. The students receive four hours of English peer week with a certified teacher.

Intervention and Observation Plan

Theme:

Podcast as a strategy to improve Pronunciation among the students in the 2nd year “C”, of Bachillerato at Unidad Educativa del Milenio Bernardo Valdivieso of the city of Loja during the 2018- 2019 school year.

Objective

To improve Students' Pronunciation through Podcast among students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019 school year.

Introduction

The intervention plan will be designed based on a lesson plan model that contains three stages. Activation (before), Connection (during), and affirmation (after). The intervention plan is a two months course program that will prepare students of 2nd year, to pronunciation in a correct manner and with correct Phonetic, intonation, and a Word Stress through the Podcast to encourage students to enjoy every English class through:

- Scripts
- Audio CD (listening).

Also, it includes eight lessons with a set of short funny scripts, which are based on the topic students are studying. Each lesson will be developed considering three steps:

Activation

Herrera (2016) manifest that, in the activation phase, some activities will be done to identify the students' prior knowledge such as Phonetics, Intonation, and Words Stress that permits teachers to make their instruction more relevant to learners using the oral communication. In this phase students can interact with each other and debate their knowledge with peers in pairs or small groups. While students are performing these tasks, the teacher listens and documents background knowledge.

The teacher is then in the position to maximize this knowledge in building a bridge between what is known and what is unknown about the new vocabulary pronunciation, and processes to be taught.

Connection

Herrera (2016) holds that, in the connection phase, teacher acts as facilitator, to engage students in having better understanding of knowledge, where the teacher must be transparent teaching. In this phase students are connecting from what they already know to the new. As students share their experiences and get their knowledge, prior knowledge, and academic knowledge into the classroom and look to their pairs or to the teacher for assurance that what they know is important to build significant meaning. Also, the learners will be provided with activities that connect the relationship between teacher-student where the teacher will organize groups to get benefits of collaborative peer. Even though, there will be time for individual work and whole group instruction, pairs and small groups. Learners will have experiences for interpreting the curriculum and applying learning to real world issues

Affirmation

Herrera (2016) says that, in this phase, the students will be recognized their progress and keep in mind the varying linguistic and academic starting points of the learners in the classroom. The teacher affirms the progress made at both the individual and collective levels. In this context, every aspect of content-area learning and language acquisition is worthy of celebration in the classroom.

Some of the activities that will be developed during the intervention plans are: games in pairs or groups, conversations/dialogs in pairs, debates into the class use colloquial expressions.



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 1

INFORMATION DATA:

Institution: Unidad Educativa del Milenio Bernardo Valdivieso
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato “C”.
School Year 2018-2019
Topic: Character and Personality Traits

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato “C”, at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?

GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.

LEARNING OBJECTIVES: This lesson will enable learners to describe people’s characters and personality traits.

Contents	Implementation Plan	Resources Available/Needed
<p>Structures</p> <ul style="list-style-type: none"> • Phrasal verbs • Gerunds and infinitives • Prefixes and suffixes <p>Key words: ambitious, analytical, competitive, humble, impatient, indecisive, irresponsible, reliable, reserved, sensible, sensitive, sociable, curious, unpredictable, vain</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Descriptors of character and personality • Words related to feelings and emotions 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate introduces himself, after that he does an activity as a warm up, next, teacher presents the topic of class. Then teacher candidate explain the correct pronunciation of some word into the Word Bank (Aries= /'eəri:z / Aquarius= /ə'kwɛəriəs/ ... Scorpio= /'skɔrpiəʊ/ Sagittarius= /,sædʒə'teəriəs/ Capricorn= /'kæprɪkɔrn/). <p>Connection</p> <ul style="list-style-type: none"> • Teacher candidate gives students podcast’s script then students mark words relate with the contents of the unit after that students take turns talking about the people’s characters and personality using words related with the topic. • The Teacher plays podcast’s audio and students take note about pronunciation, later teacher practices by asking students to read the sentences out loud and/or repeat after the Podcast. • Students work individually using phrasal verbs and word related to the topic and complete the activities in the English book. Finally, they work in pairs to compare their answers. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher plays again the podcast’s audio and asks the students complete the last part of the script where words related to the topic are messy, at the end, each student says it in front of the class. Finally, the teacher checks it in a whole class. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Podcast’s script • Students’ book • Teacher’s book

<p>Monitoring Plan: Data source 1: Pre-test and pre-questionnaire. Data source 2: Field Notes. Data source 3: Podcast's audio by https://spotlightenglish.com/listen/manutebol-blocker-and-builder</p>
<p>Support: Coaching and guidance from Project advisor.</p>
<p>Date/Time: November 19th to November 23rd, 2018</p>

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 2

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year: 2018-2019
Topic: Posting Your Feelings and Emotions

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?

GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.

LEARNING OBJECTIVES: This lesson will enable learners to describe people's life events and emotions.

Contents	Implementation Plan	Resources Available/Needed
<p>Structures</p> <ul style="list-style-type: none"> • Grammar • Gerunds and infinitives <p>Key words: annoyed, disappointed, doubtful, excited, hopeless, interested, pleased, resistant, skeptical</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Describes person's emotions • Specific circumstance. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate does an activity as a warm up, after that teacher presents the topic of class. • Then teacher candidate shows students five pictures with words that contain the Podcast's topic then explain the correct pronunciation of each one. <p>Connection</p> <ul style="list-style-type: none"> • Teacher candidate gives the Podcast's script. • Teacher candidate plays the Podcast and Students listen to the audio and report what they hear then students write the correct way to pronounce some words, after that they repeat each line of the script with correct pronunciation. • Teacher candidate monitors students while the Podcast's audio develop. • Teacher continues the pronunciation practice by asking students to read the sentences out loud and/or repeat after the Podcast. • Next, In groups of three, students have to think an example of a conversation using the podcast's information, also, if students want, they can use some gerunds and infinitives, after that, the conversations of each group are exchange to other group. Finally each group checks if the conversation has the correct greetings with the customs. <p>Affirming</p>	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Pictures • Podcast's script. • Students' book • Teacher's book

	<ul style="list-style-type: none"> • Teacher plays again the podcast’s audio and asks the students complete the last part of the script where words related to the topic are messy. • Students read the Podcast’s script and highlight all the word with the suffixes –ful, and -less, at the end, each student says it in front of the class. Finally, the teacher checks it in a whole class. 	
<p>Monitoring Plan: Data source 1: Field Notes. Data source 2:Podcast’s audio by https://spotlightenglish.com/listen/the-risks-of-sexting.</p>		
<p>Support: Coaching and guidance from Project advisor.</p>		
<p>Date/Time: November 23rd, 2018 to November 30th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 3

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year: 2018-2019
Topic: People's Highlights

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?		
GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.		
LEARNING OBJECTIVES: This lesson will enable learners to identify key elements and synthesize information in order to write a biography.		
Contents	Implementation Plan	Resources Available/Needed
<p>Structures</p> <ul style="list-style-type: none"> • Reading • Transform base words into nouns • suffixes: –er, –or, and –ist. <p>Key words: charming, successful, producer, administrator, sociable, rapper, turntablist, ambitious, competitive, energetic</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Word information • Word relate biography 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate does an activity as a warm up, after that teacher presents the topic of class. • Teacher candidate shows students five pictures with words that contain the Podcast's topic then explain the correct pronunciation of each one. <p>Connection</p> <ul style="list-style-type: none"> • Teacher candidate gives students the Podcast's script. • Teacher candidate plays the Podcast and Students listen to the audio and report what they hear. • Teacher candidate monitors students while the Podcast's audio develop. • Students write the correct way to pronounce the Podcast's script after, they repeat each line of the script with correct pronunciation. • Teacher develop the pronunciation practice by asking students to read the sentences out loud and/or repeat after the Podcast. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher plays again the podcast's audio and asks the students complete the last part of the script where words related to the topic are messy. • Students read the Podcast's script and highlight all the word with the suffixes –er, -or, and -ist, at the end, each student says it in front of the class. Finally, the teacher checks it in a whole class. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Pictures • Podcast's script • Students' book • Teacher's book
Monitoring Plan: Data source 1: Field Notes.		

Data source 2:Podcast's audio by https://spotlightenglish.com/listen/george-mueller-father-to-many
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Support: Coaching and guidance from Project advisor.

Date/Time: December 3 rd to December 7 th , 2018

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 4

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year: 2018-2019
Topic: Grinning From Ear to Ear

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?

GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.

LEARNING OBJECTIVES: This lesson will enable learners to communicate using idioms.

Contents	Implementation Plan	Resources Available/Needed
<p>Structures Listening Pay attention to the speakers' tone of voice to interpret their feelings. Key words: Grin from ear to ear Head over heels in love Make your blood boil Your heart sinks Vocabulary</p> <ul style="list-style-type: none"> • Idiomatic • Expressions to talk about emotions. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate does an activity as a warm up : Teacher explains and describes the picture before showing it, and ask to the students to guess the emotion. The student who correctly guesses can get to keep the card. Then, the activity starts again until all of the pictures have been used. The student with the most cards at the end of the game is the winner. After that teacher presents the topic of class. • Teacher candidate shows students five pictures with words that contain the Podcast's topic then explain the correct pronunciation of each one. <p>Connection</p> <ul style="list-style-type: none"> • Teacher candidate gives students the Podcast's script. • Teacher candidate plays the Podcast and Students listen and pay attention to understand the speakers, then fill in the blanks with the verbs according to they hear. Finally, students check the answers with the teacher. • Teacher candidate monitors students while the Podcast's audio develop. • Students write the correct way to pronounce the Podcast's script after, they repeat each line of the script with correct pronunciation then fill in the blanks with the verbs according to they hear. Finally, students check the answers with the teacher. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Pictures • Podcast's script • Students' book • Teacher's book

	<p>Affirming</p> <ul style="list-style-type: none"> • Teacher divides the class in two groups, then the teacher chooses one section of the podcast's script and ask to the students to describe the topic, each group chooses a member who represent the group and if he or she win the group has one point. Finally, the group that has more points will be the winner. • Students write the correct way to pronounce the Podcast's script after, they repeat each line of the script with correct pronunciation. • Students read the Podcast's script, recognize, identify and highlight the different parts of the idioms such as verbs and nouns relate with the topic. • Students choose one section of podcast's script and read in front of the class. • Finally, the teacher checks it in a whole class. 	
<p>Monitoring Plan: Data source 1: Activity on page 95. Data source 2: Field Notes. Data source 3: Podcast's audio by https://spotlightenglish.com/listen/what-is-a-kiss.</p>		
<p>Support: Coaching and guidance from Project advisor.</p>		
<p>Date/Time: December 10th to December 14th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 5

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year 2018-2019
Topic: Appeal of Traditions!

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?		
GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.		
LEARNING OBJECTIVES: This lesson will lead students to talk about changes over time.		
Contents	Implementation Plan	Resources Available/Needed
Structures Grammar In style Passive voice in Simple Present tense Passive voice in Simple Past tense Key words: finished finish, known know, celebrated celebrate, give. Vocabulary <ul style="list-style-type: none"> • Old traditions and customs • Activities carried out to celebrate traditions. 	Activation <ul style="list-style-type: none"> • Teacher candidate does an activity as a warm up: Teacher encourages students to play Hangman with words related to celebrations. Teacher thinks of a word or phrase and writes a number of letters on the board using dashes to show many letters there are. Ask students to suggest a letter, if it appears in the words, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and being drawing the image of a hanging man, after that teacher presents the topic of class. • Later teacher makes activities use of some words that contain the Podcast then explain the correct pronunciation of each one. Connection <ul style="list-style-type: none"> • Students give or say some examples about traditions that they know and in groups of two persons they have to write a script about the topic or use their imagination to show to the class the traditions what they a going to explain. • Teacher candidate gives students the Podcast's script. • Teacher candidate plays the Podcast and Students listen to the audio and report what they hear. • Students write the correct way to pronounce the Podcast's script after, they repeat each line of the script with correct pronunciation. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Podcast's script • Students' book • Teacher's book

	<ul style="list-style-type: none"> • Teacher candidate monitors students while the Podcast's audio develop. • Teacher continues the pronunciation practice by asking students to read the sentences out loud and/or repeat after the Podcast and monitor students' tone and pronunciation. <p>Affirming</p> <ul style="list-style-type: none"> • Teacher gives students some pieces of paper where the letter is disorderly, students have to order correctly and underline the expressions that they have learned, then they go and stick it on the board, teacher check it in a whole class. • Teacher plays again the podcast's audio and asks the students complete the last part of the script where words related to the topic are messy. • Students read the Podcast's script and highlight all the Irregular verbs • Students choose one section of podcast's script and read in front of the class. • Finally, the teacher checks it in a whole class. 	
<p>Monitoring Plan: Data source 1: Field Notes. Data source 2:Podcast's audio by https://spotlightenglish.com/listen/saving-bajau-culture</p>		
<p>Support: Coaching and guidance from Project advisor.</p>		
<p>Date/Time: December 17th to December 21st, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 6

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year: 2018-2019
Topic: Past Echoing in the Present

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?		
GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.		
LEARNING OBJECTIVES: This lesson will enable learners to mention people's experiences and accomplishments.		
Contents	Implementation Plan	Resources Available/Needed
<p>Structures Vocabulary Present Perfect Passive Used to Key words: quoted, portrayed, considered, cited, printed, published Present Perfect Passive, Used to Vocabulary</p> <ul style="list-style-type: none"> • Historical people and events. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate does an activity as a warm up: Two groups, for each group teacher gives a sentence or phrase related to the topic, after that, the leader passes it to the person beside her/him. That person will then whisper what she heard to the next person. When the message reaches the end of the chain that person says it in front of the class, after that teacher presents the topic of class. • Teacher candidate shows students five pictures with words that contain the Podcast then explain the correct pronunciation of each one. <p>Connection</p> <ul style="list-style-type: none"> • Students work individually using vocabulary related to the topic to complete the activities in the Student's book, then they work in pairs to compare their answers. Finally, students write three sentences with Used to. • Next, teacher candidate gives students the Podcast's script. • Teacher candidate plays the Podcast and Students listen to the dialogue and report what they hear. • Teacher candidate monitors students while the Podcast's audio develop. • Teacher Continue the pronunciation practice by asking students to read the sentences out loud and/or repeat after the Podcast. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Pictures • Podcast's script. • Students' book • Teacher's book

	<p>Affirming</p> <ul style="list-style-type: none"> • Teacher divides the class in four groups, after that the teacher gives students some cards where the multiple intelligences are missed. Then, students stick on the board and say the word in front on the class. • Teacher plays again the podcast's audio and asks the students complete the last part of the script where words related to the topic are messy. • Students write the correct way to pronounce the Podcast's script after, they repeat each line of the script with correct pronunciation. • Students read the Podcast's script and highlight all the word with the world used to, use and used. • Orally students have to say any section of the podcast in front of the class. Finally, the teacher checks it in a whole class. 	
<p>Monitoring Plan: Data source 1: Field Notes. Data source 2:Podcast's audio by https://spotlightenglish.com/listen/shakespeare-known-and-unknown</p>		
<p>Support: Coaching and guidance from Project advisor.</p>		
<p>Date/Time: January 7th to January 11th, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 7

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year: 2018-2019
Topic: Old Times and Modern World

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?		
GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.		
LEARNING OBJECTIVES: This lesson will enable learners to discuss about how means of communication have changed over time.		
Contents	Implementation Plan	Resources Available/Needed
<p>Structures Reading Strategy Scan the text to identify specific information. Key words: text messaging, pigeon post, fire signals, video conference, word of mouth, online chat, although, however, while, but. Vocabulary Words relate to Communication</p>	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate does an activity as a warm up: Students write three sentences with information about the topic, two of these bits of information must be true, and one is a lie. After that, they should walk around the classroom, read the sentences and see if they can guess which statement is a lie, after that teacher will present the topic of class. • Teacher candidate shows students five pictures with words that contain the Podcast then explain the correct pronunciation of each one. <p>Connection</p> <ul style="list-style-type: none"> • Teacher candidate gives the Podcast's script. • Teacher candidate plays the Podcast and Students listen to the audio and report what they hear. • Teacher candidate monitors students while the Podcast's audio develop. • Teacher continues the pronunciation practice by asking students to read the sentences out loud and/or repeat after the Podcast. <p>Affirming</p> <ul style="list-style-type: none"> • Students take turns talking about the topic using some expressions and words related with the this. • Students write the correct way to pronounce the Podcast's script after, they repeat each line of the script with correct pronunciation. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Pictures • Podcast's script. • Students' book • Teacher's book

	<ul style="list-style-type: none"> • Students read the Podcast’s script and highlight all the word relate with communication. • Students practice the Podcast’s script. 	
Monitoring Plan: Data source 1: Field Notes.		
Data source 2:Podcast’s audio by https://spotlightenglish.com/listen/code-talkers-serving-with-their-native-language		
Support: Coaching and guidance from Project advisor.		
Date/Time: January 14 th to January 18 th , 2018		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN WEEK 8

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Teacher: Ordoñez Iñiguez Lida Maruja.
Teacher candidate: Wilson Antonio Carrión Samaniego
Participants: 2nd year of Bachillerato "C".
School Year: 2018-2019
Topic: Breaking with...

RESEARCH PROBLEM: How does Podcast as a strategy improve the Pronunciation among the students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio Bernardo Valdivieso during 2018- 2019?

GOAL: By the end of intervention plan students will be able to improve their pronunciation considering the following indicators: Intonation and Word Stress through the use of Podcast as a strategy.

LEARNING OBJECTIVES: This lesson will guide students to use idioms and colloquial expressions in informal conversations.

Contents	Implementation Plan	Resources Available/Needed
<p>Structures</p> <ul style="list-style-type: none"> • Speaking • Use that's for sure or no doubt about it to express agreement. <p>Key words: A crowning achievement to break with tradition to break the habit.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Traditions • Achievements • Habits. 	<p>Activation</p> <ul style="list-style-type: none"> • Teacher candidate gives the final instructions the he does an activity as a warm up: Spin the bottle: Sit the students in a circle with a bottle in the middle. Teacher spins the bottle, when it stops spinning the student it is pointing to has to say an vocabulary. If the answer is correct then that student can spin the bottle. After that teacher will present the topic of class. • Teacher candidate shows students five pictures with words that contain the Podcast then explain the correct pronunciation of each one. <p>Connection</p> <ul style="list-style-type: none"> • Students complete the activities of the Student's book. Finally, interview a partner using some expressions about the topic. • Teacher candidate gives the Podcast's script and plays the Podcast and Students listen to the audio and report what they hear. • Teacher candidate monitors students while the Podcast's audio develop. • Teacher continues the pronunciation practice by asking students to read the sentences out loud and/or repeat after the Podcast and monitor students' tone and pronunciation. • Teacher candidate gives the test. • Teacher candidate explains students the way in which they have to develop the test. 	<ul style="list-style-type: none"> • Cd with the Podcast • Computer • Pictures • Podcast's script. • Students' book • Teacher's book

	<p>Affirming</p> <ul style="list-style-type: none"> • Teacher plays again the podcast’s audio and asks the students complete the last part of the script where words related to the topic are messy, at the end, each student says it in front of the class. Finally, the teacher checks it in a whole class. Finally, students develop the Test and questionnaire. • Researcher monitors students while they develop the test. 	
<p>Monitoring Plan: Data source 1: Post-test and post-questionnaire. Data source 2: Activity on page 96. Data source 3: Field Notes. Data source 4: Podcast’s audio by https://spotlightenglish.com/listen/protecting-culture-in-malawi</p>		
<p>Support: Coaching and guidance from Project advisor.</p>		
<p>Date/Time: November 19th to November 23rd, 2018</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. Kansas, Kansas State University; Cambridge University (2018) Cambridge Dictionary, Cambridge, Cambridge University Press.

g. ORGANIZATION AND MANAGEMENT

Resources.

Human

The teacher candidate

The teacher advisor

The students of 2nd year of Bachillerato “C” of afternoon session.

Material

Pictures

Tape

Paper with pre/post-test and pre/post-questionnaire

Podcast’s script.

Book Level B1.1

Technical

Mp3 Player

Computer

Speaker

Internet

h. BUDGET AND FINANCING

Resources	Cost
Internet	\$ 201
Transportation	\$ 120
Printed of report	\$ 15
Printed of the project	\$ 15
Printed photocopies of Podcast's scripts and Pictures	\$ 41
Print of Final reports	\$ 50
Technical advices	\$ 900
Printed of final project and thesis	\$ 20
Unexpected expenses	\$ 350
Total	\$1712

Financing

The financing of the expenses derived from the present research work will be assumed by the research group. All expenses related to the present work will be assumed entirely by the researcher conducting the investigation.

i. TIMELINE

N	ACTIVITIES	2018											
		Months											
		October				November				December			
		1°	2°	3°	4°	1°	2°	3°	4°	1°	2°	3°	4°
	PHASE I: PROJECT												
01	Presentation of the Project	X	X										
02	Designation of the Project Advisor			X									
03	Project revision and Approval						X	X	X				
04	Designation of Thesis Advisor									X			
	PHASE II: ACTION PLAN												
05	Application of instruments										X	X	
06	Act and observe											X	X
	PHASE III: THESIS PROCESS												
07	Tabulation and elaboration of tables and Graphs												
08	a. Theme		X										
09	b. Introduction												
10	c. Summary												
11	d. Review of Literature			X	X	X							
12	e. Material and methods												
13	f. Results (interpretation and analysis)												
14	g. Discussion												
15	h. Conclusions												
16	i. Recommendations												
17	j. Bibliography and Annexes												
	PHASE III: REVISION AND APPROVAL												
18	Thesis revision												
19	Thesis presentation												
20	Thesis approval												
	PHASE IV: PHASE OF INCORPORATION												
21	Presentation of documents												
22	Private review												
23	Corrections												
24	Public sustentation and incorporation												

j. BIBLIOGRAPHY

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ANNEXES

Annex 1: Observation sheet



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: OBSERVATION SHEET

Observation N:	Date/Time:
Topic:	Participants: Students of 2 nd year "C" & The researcher
Objective of the session:	Role of the researcher: Nonparticipant observer
	Duration of the observation:

Things to be observed	Levels of Acceptability				Remarks
	Excellent	Acceptable	Satisfactory	Poor	
Intonation					
Stress/Word Stress					

Annex 2: Field notes



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION SOURCE: FIELD NOTES

Observation N:	Date/Time:
Topic:	Participants: Students of 2 nd year "C" & The researcher
Objective of the session:	Role of the researcher: Nonparticipant observer
	Duration of the observation:

Description of the event	Reflective Notes

Annex 3: Pre and Post-test & Scoring Guide (Rubric)



UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT
PRE / POST TEST

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Participants: 2nd year of Bachillerato "C".
Teacher candidate: Wilson Antonio Carrión Samaniego
Date:
Student's code:

1. Mark with (X) the correct box o boxes where the intonation occurs.

Literal a: One option

Why	did	you	go there ?

Literal b: Two options

a	dog	is	not a cat

Literal c: Three options

she	speaks	spanish,	italian, and russian

Literal d: One options

This	is	my	son

Literal e: One options

What	is	the	Problem?

Literal f: One options

Shall	we		Dance?

Literal g: One options

Have	They		Finished?

2. Mark with (X) the correct box or boxes where the word stress occurs.

Literal a: Three option

s	a	m	p	l	e	s

Literal b: Three option

r	e	l	a	x	

Literal c: Two option

e	a	s	i	e	r

Literal d: Three option

s	e	a	f	o	o	d

Literal e: Three option

i	c	e	l	a	n	d

Literal f: Four option

f	o	o	t	b	a	l	l

Literal g: Three option

p	r	e	s	e	n	t

Literal h: Two option

m	a	n	a	g	e	r

Literal i: Three option

l	m	p	o	s	i	b	l	E

Literal j: Four option

a	f	t	e	r	n	o	o	n

Student's signature

Test Scoring Guide

N	Answer	Score
1	Intonation Literal a • There Literal b • Dog • Cat Literal c • Spanish • Italian • Russian Literal d • Son Literal e • Is Literal f • Dance Literal g • Finished	0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5
2	Stress/Word Stress Literal a • SAM Literal b • LAX Literal c • EA Literal d • SEA Literal e • ICE Literal f • FOOT Literal g • PRE Literal h • MA Literal i • POS Literal j • NOON	0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5
Maximal Score		10

Grading scale for Pronunciation

GRADING SCALE FOR PRONUNCIATION				
Aspects	Excellent	Acceptable	low	Poor
Intonation	5	3-4	1-2.5	0-0.5
Stress/Word Stress	5	3-4	1-2.5	0-0.5

Annex 4. Pre and Post Questionnaire



UNIVERSIDAD NACIONAL DE LOJA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT QUESTIONNAIRE

INFORMATION DATA:

Institution: Unidad Educativa del Milenio "Bernardo Valdivieso"
Participants: 2nd year of Bachillerato "C".
Teacher candidate: Wilson Antonio Carrión Samaniego
Date:
Student's code:

As an undergraduate of the English language career, the researcher is doing an action research about the Podcast, this study will help you to improve your pronunciation at the English language learning for that reason, I ask you politely to answer the questions in a real and responsible way.

1. How often does your teacher make you practice pronunciation?

Always ()

Sometimes ()

Hardly ever ()

2. How useful do you think the learning pronunciation with podcast is?

High ()

Medium ()

Low ()

3. Do you practice pronunciation through podcast?

Always ()

Sometimes ()

Hardly ever ()

4. Do you think that podcast help you to develop pronunciation?

Always ()

Sometimes ()

Hardly ever ()

5. How often does the teacher use Podcast to improve pronunciation?

Always ()

Sometimes ()

Hardly ever ()

Student's signature

Annex 5: Research Matrix

Research Matrix

Theme: PODCAST AS A STRATEGY TO IMPROVE PRONUNCIATION AMONG STUDENTS IN THE SECOND-YEAR OF BACHILLERATO "C" AT UNIDAD DEL MILENIO "BERNARDO VALDIVIESO" OF THE CITY OF LOJA DURING THE 2018-2019 SCHOOL YEAR

Problem	Objetives	Theoretical Frame	Methodological Design (Action research)	Techniques and Intruments
<p>General</p> <p>How does Podcast as a strategy improve the English Pronunciation among students in the 2nd year of Bachillerato "C", at Unidad Educativa del Milenio "Bernardo Valdivieso" during the Academic Period 2018-2019?</p> <p>Specific</p> <ul style="list-style-type: none"> • What kind of theoretical and methodological references about Podcast and Pronunciation are effective to improve the use of English language students in the 2nd year of Bachillerato during the academic period 2018- 2019? 	<p>General</p> <p>To improve Students' English Pronunciation through Podcasts in order to increase their pronunciation in the 2nd year of Bachillerato during the academic period 2018- 2019.</p> <p>Specific</p> <ul style="list-style-type: none"> • To investigate the theoretical and methodological references on Podcast and pronunciation to improve the English language students in the 2nd year of Bachillerato during the academic period 2018- 2019. 	<p>INDEPENDENT VARIABLE</p> <p>Podcast</p> <ul style="list-style-type: none"> • How Podcast work • The importance of Using Podcast as teaching Tool. • Base for use Podcast in Pronunciation. • Advantage of using Podcast • Types of Podcast as teaching tool. <p>DEPENDENT VARIABLE</p> <p>Pronunciation</p>	<p>Preliminar Investigation</p> <ul style="list-style-type: none"> • Observing the English clases • Stating background of the research problem • Describing the current situation • Locating and reviewing the literature • Creating a methodological framework for the research • Designing an intervention plan 	<ul style="list-style-type: none"> • Observation sheet. • Pre and Post Pronunciation Survey. • Listening practice Scripted Pronunciation Podcast. • Pronunciation practice/ presentational skills • Provide individual feedback. • Pre and Post rec. • Field Notes.

<ul style="list-style-type: none"> • What are the difficulties that limit the improvement of the Pronunciation of the students in the 2nd year of Bachillerato during the academic period 2018-2019? • What are the important phases of the intervention plan that address the current issues of improving Pronunciation of the students in the 2nd year of Bachillerato during the academic period 2018-2019? • Which are the most suitable Podcast implemented to improve pronunciation, with students in the 2nd year of Bachillerato during the academic period 2018-2019? • How effective was the application of Podcast to develop Pronunciation among students in the 2nd year of Bachillerato during the academic period 2018-2019? 	<ul style="list-style-type: none"> • To diagnose the difficulties that limit the improvement of English language pronunciation among students in the 2nd year of Bachillerato during the academic period 2018- 2019 have in pronunciation. • To design an intervention plan with Podcast in order to improve pronunciation among students in the 2nd year of Bachillerato during the academic period 2018-2019. • To apply the intervention plan using Podcast as classroom activities in order to reach a good pronunciation among students in the 2nd year of Bachillerato during the academic period 2018-2019. • To reflect upon the effect that the Podcast had in the 2nd year of Bachillerato students' pronunciation, at Unidad Educativa del Milenio "Bernardo Valdivieso" School during the academic period 2018-2019. 	<ul style="list-style-type: none"> • Benefit and base components of pronunciation. • Types of pronunciation. • Parts or components of pronunciation. 	<p>Intervention and Observation</p> <ul style="list-style-type: none"> • Administering test and questionnaires • Observing and monitoring student's performance according to the intervention plan. • Presentation of the research findings • Reflecting, analyzing and answering the proposed inquires. • Organizing the final report.
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Annex 6. Grading Scales

Rubric for Pronunciation

N	Category	Score
1	Intonation <ul style="list-style-type: none"> • All the answers are correct • Six answers are correct • Five answers are correct • Four answers are correct • Three answers are correct • Two answers are correct • One answer is correct • Any answer are correct 	5 4.5 4 3.5 3 2-2.5 0.5-1.5 0
2	Stress/Word Stress <ul style="list-style-type: none"> • All the answers are correct • Nine answers are correct • Eight answers are correct • Seven answers are correct • Six answers are correct • Five answers are correct • Four answers are correct • Three answers are correct • Two answers are correct • One answer is correct • Any answer are correct 	5 4.5 4 3.5 3 2.5 2 1.5 1 0.5 0
Maximal Score		10

Grading scale

Pronunciation

Quantitative score range	Qualitative score range
9-10	Excellent
6-8.5	Acceptable
2-5.5	low
0-1.5	Poor

Podcast

Quantitative score range	Qualitative score range
90-100	High Level of effectiveness of Podcast to improve pronunciation
50-80	Medium Level of effectiveness of Podcast to improve pronunciation
0-40	Low Level of effectiveness of Podcast to improve pronunciation

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