



**UNIVERSIDAD DE GUAYAQUIL FACULTAD DE FILOSOFÍA,  
LETRAS Y CIENCIAS DE LA EDUCACIÓN SISTEMA DE  
EDUCACIÓN SUPERIOR PRESENCIAL CENTRO  
UNIVERSITARIO: MATRIZ GUAYAQUIL**

**EDUCATIONAL PROJECT**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE  
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IN: LENGUA Y LINGÜISTICA INGLESA**

**TOPIC:**

**INFLUENCE OF WORD STRESS IN SPEAKING SKILLS.**

**PROPOSAL: BOOKLET WITH A MULTIMEDIA CD ROM  
INCLUDE FOCUSED ON WORD STRESS ACTIVITIES**

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EDUCACIÓN SISTEMA DE EDUCACIÓN PRESENCIAL CENTRO  
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Propuesta: Booklet with a multimedia CD included focused on word stress activities

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“THE INFLUENCE OF WORD STRESS IN SPEAKING SKILLS IN STUDENTS OF TENTH YEAR “B” OF BASIC GENERAL EDUCATION SCHOOL JOSÉ HERBOSO CORRESPONDING TO ZONE 8, DISTRICT 1, PROVINCE GUAYAS, CANTÓN GUAYAQUIL, PARISH XIMENA, AND 2015-2016 ACADEMIC YEAR”.

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**PROYECTO**

“THE INFLUENCE OF WORD STRESS IN SPEAKING SKILLS IN STUDENTS OF TENTH YEAR “B” OF BASIC GENERAL EDUCATION SCHOOL JOSÉ HERBOSO CORRESPONDING TO ZONE 8, DISTRICT 1, PROVINCE GUAYAS, CANTÓN GUAYAQUIL, PARISH XIMENA, AND 2015-2016 ACADEMIC YEAR”.

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Tribunal No 3

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LA CALIFICACIÓN DE: \_\_\_\_\_

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**CALIFICACION DEL TRIBUNAL**

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## **DEDICATION**

I want to dedicate this thesis to God because he has always given me a lot of energy and helped me to acquire many knowledge during all these years of studies and have allowed me to finish this goal.

I also dedicate it with great affection to my mother and my children for their unconditional support.

Lucy Angely Bermudez Muñiz

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Finally, I thank my mother and my children very much for their help and their confidence.

Lucy Angely Bermudez Muñiz



## **DEDICATION**

This Project is dedicated to God for being my inspiration in each one step in my daily life; to my parents for their help and confidence in all my goals, and teachers that always believed in me.

My loving parents

My brothers

María Fernanda Anchundia Vasquez

José Fernando Anchundia Vásquez

To my dear teacher

Msc. Maria Barragan

José Raúl Anchundia Vásquez

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## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FORMA DE REGISTRO DE TESIS

Tema: La influencia del estrés en la palabra de la expresión oral

subtema: Folleto con CD multimedia enfocado en actividades de estrés en las palabras

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PALABRAS CLAVE:

Estrés en las palabras, expresión oral, tecnología

RESUMEN:

Este proyecto educativo muestra la influencia de la acentuación de las palabras en la expresión oral de los estudiantes y cómo estas habilidades pueden ayudar a los estudiantes a mejorar sus habilidades comunicativas. En este caso, los investigadores aplicaron los instrumentos de investigación a 35 estudiantes de décimo año "B" de la Escuela de Educación Básica General José Herboso correspondientes a la zona 8, Distrito 1, Provincia de Guayas, Cantón Guayaquil, parroquia Ximena, 2015-2016 año académico. En primer lugar, estos instrumentos como una guía de observación que ayudo a observar cómo el maestro y los estudiantes a desarrollaban las clases. En segundo lugar, una entrevista se aplicó con el fin de saber acerca de la metodología y la pedagogía utilizada en la clase. En tercer lugar, una encuesta aplicada a los estudiantes con el fin de su postura sobre el proceso de enseñanza-aprendizaje y, finalmente, una prueba oral para evaluar la expresión oral de los estudiantes de la mencionada institución. Además, esta tesis se basa en algunas guías educativas como lingüística, pedagógica y psicológica que contribuyen a hacer un proceso de enseñanza integral en beneficio de los estudiantes. Por lo tanto, se ha diseñado un folleto con un CD multimedia incluido centrado en las actividades practicar la acentuación de las palabras.

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## NATIONAL REPOSITORY IN SCIENCE AND TECHNOLOGY

### THESIS REGISTRATION FORM

Title: Influence of word stress in speaking skills

subtitle: Booklet with a multimedia cd rom included focused on word stress activities

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SUMMARY:

This educational project shows the influence of the word stress in speaking skills of students and how word stress activities can help students to improve their communicative skills. In this case, the researchers applied research instruments to 35 students of tenth year "B" of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. First, these instruments as observation guide which help to observe how teacher and students develop classes. Second, an interview was applied in order to know about the methodology and pedagogy used in class. Third, a survey applied to students in order to their stance about the teaching-learning process and finally an oral test to evaluate speaking skills of students of the institution aforementioned. Additionally, this thesis is based on some educational guidelines as linguistic, pedagogical and psychological that contribute to make an integral teaching process to benefit those students. Therefore, it has been designed a booklet with a multimedia CD included focused on word stress activities.

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**UNIVERSIDAD DE GUAYAQUIL**  
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**SISTEMA DE EDUCACIÓN: PRESENCIAL ESPECIALIZACIÓN:**  
**INGLÉS**

**ABSTRACT**

This educational project shows the influence of the word stress in speaking skills of students and how word stress activities can help students to improve their communicative skills. In this case, the researchers applied research instruments to 35 students of tenth year "B" of Basic General Education School José Heriberto corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. First, these instruments as observation guide which help to observe how teacher and students develop classes. Second, an interview was applied in order to know about the methodology and pedagogy used in class. Third, a survey applied to students in order to their stance about the teaching-learning process and finally an oral test to evaluate speaking skills of students of the institution aforementioned. Additionally, this thesis is based on some educational bases as linguistic, pedagogical and psychological that contribute to make an integral teaching process to benefit those students. Therefore, it has been designed a booklet with a multimedia CD included focused on word stress activities.

Key words: Word stress, English speaking skills, technology

## **RESUMEN**

Este proyecto educativo muestra la influencia del acento de las palabras en las habilidades del habla de los estudiantes y cómo las actividades del acento de la palabra pueden ayudar a los estudiantes a mejorar sus habilidades comunicativas. En este caso, los investigadores aplicaron instrumentos de investigación a 35 estudiantes de décimo año "B" de la Escuela de Educación Básica José Herboso correspondientes a la zona 8, Distrito 1, Provincia Guayas, Cantón Guayaquil, Parroquia Ximena y año lectivo 2015-2016.

Primero, estos instrumentos son como una guía de observación que ayuda a observar cómo el maestro y los estudiantes desarrollan las clases.

En segundo lugar, se aplicó una entrevista para conocer la metodología y la pedagogía utilizada en clase.

En tercer lugar, una encuesta aplicada a los estudiantes para su postura sobre el proceso de enseñanza-aprendizaje y finalmente una prueba oral.

Además, esta tesis se basa en algunas bases educativas como lingüística, pedagógica y psicológica que contribuyen a hacer un proceso de enseñanza integral para beneficiar a esos estudiantes. Por lo tanto, ha sido diseñado el cuadernillo con un CD multimedia incluido y centrado en las actividades del acento de las palabras.

Palabras clave: acento de la palabra, habilidades para hablar inglés, tecnología

## INTRODUCTION

This research is based on the Common European Framework (2001) that was used by Ecuadorian government as a guideline to improve the English teaching-learning process. Besides, the influence of the word stress in speaking skills can contribute to the improvement of communicative skills of 35 students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year.

**Chapter I** defines the research problem in its respective context by making the problem formulation to find the causes and consequences in order to create a general and specific objectives to solve this problem. The research questions were applied and scientific information helped to researchers find more information about this problem.

**Chapter II** explains all the theoretical aspects about the two variables starting by establishing a background studio which mentions people who have investigated the same variables and the theorists that give a strong support to this educational research and foundations that help to make a scientific construction of theoretical bases.

**Chapter III** determines the methodology process to analyze and discuss the results obtained the methodological design by means of the types of research. The population and sampling were important as research methods, techniques and research instruments that help to make an accurate analysis and

interpretation of the information gathered to make conclusions and recommendations.

**Chapter IV** presents the innovative proposal with its justification. In the same way, the general and specific objectives that aim this proposal by applying the theoretical aspects researched and presenting the feasibility of its implementation and the conclusions of this innovative proposal.



## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. CONTEXT OF INVESTIGATION**

Ecuador has been implementing new educational strategies in order to improve the proficiency in English language following the guidelines of Common European Framework in references for languages, not only to benefit students but also for training teachers with new methodologies of teaching for improving the teaching-learning process in this foreign language.

This investigation was developed to 35 students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, 2015-2016 academic year, and this investigation had as main purpose to find the problem that this students have in English learning.

#### **1.2. CONFLICT SITUATION**

The problem detected in the students of this institution was difficulties for expressing their ideas at the time to speak showing deficient pronunciation, limited vocabulary and a marked deficiency in applying stress in words in all its levels changing several meanings of words having as result the inadequate use of language and losing the real objective of this productive skill that is to convey a message in correct way.

### 1.3. SCIENTIFIC FACT

The teacher of this classroom showed some difficulties in classroom management and deficient speaking strategies for developing this skill, other issue detected was a deficiency of technique to develop stress in which the teacher just merely repeated words without taking into account the several characteristics that stress contains within its use.

Consequently, this project of science pretends to be an orientation guide and support for teachers helping to facilitate the teaching process in order to strengthen speaking skills in an effective way and also in order to encourage students to improve their communication proficiencies since a constructivist point of view such as is established in Common European Framework (2001), used as reference in National English Curriculum Guidelines (2013) designed by Ecuadorian Government.

### 1.4. CAUSES

Causes
Deficient knowledge in stressed and unstressed words.
Deficient didactic resources to work with word stress.
Inadequate strategies to develop English speaking skills.
Lack of motivation.

*Table 1: Causes*

*Researchers: Lucy Bermudez, Raul Anchundia*

## **1.5. PROBLEM FORMULATION**

How does the word stress influence in speaking skills in students of Tenth year “B” Basic General Education School José Herboso corresponding to Zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year?

## **1.6. OBJECTIVES OF INVESTIGATION**

### **1.6.1. GENERAL OBJECTIVE**

To determine the influence of the word stress in speaking skills by means of a bibliographical study, statistical and field analysis to design a Student's Booklet with a multimedia CD ROM included focused on word stress activities.

### **1.6.2. SPECIFIC OBJECTIVES**

- To evaluate the influence of word stress through a field study, bibliographical and statistical research.
- To characterize the speaking skills through a field study, bibliographical and statistical research.
- To design a student's booklet with multimedia CD ROM focused on word stress activities to strengthen English language pronunciation through an interpretation and analysis based on the data obtained.

### **1.7. SCIENTIFIC QUESTIONS**

- What is the current status of students of tenth year “B” of Basic General Education School Jose Herboso in speaking skills?
- What is the current status of the teacher of tenth year “B” of Basic General Education School Jose Herboso in speaking strategies?
- Which are the theoretical bases to evaluate speaking skills from the use of stress?
- What innovative proposal would improve the speaking skills in the English language through the use of stress?

### **1.8. JUSTIFICATION**

An adequate use of word stress helps to develop an effective communication in students achieving to strengthen speaking skills for contributing in a positive way to science using innovative methods in order to emphasize a correct use of language that has to be understandable.

Speaking skills are productive skills that need to be developed with a lot of practice, for that reason is necessary to design the student’s booklet with a multimedia CD ROM focused on word stress in order to help students to recognize the different kinds of levels, placement and to practice correct pronunciation, accentuation and emphasis of the words allowing them to improve the speaking skills in English language.

This thesis is based on the Common European Framework (2001) where stress is integrated within phonological competence that refers to the ability of perceive and produce phonetic composition of words as word stress, word tones, sentence stress, intonation and rhythm. Besides, The Common European Framework (2001) that provides “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.”(p.1), this references are a model to follow for many countries in English languages proficiencies helping those countries to make strategic plans in order to improve those proficiencies.

In addition, the Common European Framework (2001) expresses that “the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners’ progress to be measured at each stage of learning and on a life-long basis” (p.1).

On the other hand, Constitution of the Republic of Ecuador (2008), article 26, established that education is right that Ecuadorian people has guaranteed by Government, this right means that every person will obtain free access to education from primary levels to third level of superior education having into account that education is imperative to the progress of society.

Likewise, Ley Orgánica de Educación Intercultural (2011), in its Title I, unique Chapter about Ambit, principles and objectives, article 2, Principles stated that:

Calidad y calidez.- Garantiza el derecho de las personas a una educación de calidad y calidez, pertinente, adecuada, contextualizada, actualizada y articulada en todo el proceso educativo, en sus sistemas, niveles, subniveles o modalidades; y

que incluya evaluaciones permanentes. Así mismo, garantiza la concepción del educando como el centro del proceso educativo, con una flexibilidad y propiedad de contenidos, procesos y metodologías que se adapte a sus necesidades y realidades fundamentales. Promueve condiciones adecuadas de respeto, tolerancia y afecto, que generen un clima escolar propicio en el proceso de aprendizajes (p.10).

Likewise, this thesis is supported on the objectives, strategies and guidelines of Plan Nacional del Buen Vivir (2013), Objective 4.4, Paragraph “a”, stated that is a duty from Ecuadorian Government “Fortalecer los estándares de calidad y los procesos de acreditación y evaluación en todos los niveles educativos, que respondan a los objetivos del Buen Vivir, con base en criterios de excelencia nacional e internacional” (p.170).

In the same way, this project is based on National English Curriculum Guidelines (2013) expresses that English is the world’s lingua franca<sup>1</sup> at present, and is used in many fields as educational, technological, academic and cultural, resulting a language spoken very used to communicate in this globalized world. Additionally, The National English Curriculum Guidelines (2013) established that “the importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries” (p.3).

Besides, the realization of this project, also is framed in the Matrix of tensions and problems in the context of sustainable habitat in the education axis, problems related to Zone 5 and 8 are:

- Universal education and knowledge dialogue
- Improve the quality of education.
- Furthermore, the problems corresponding to the zone 8 are:
- Reduction of illiteracy
- Educational and employment inclusion of students with special needs.

Therefore, the direct beneficiaries of this educational project are students of tenth year “B” of Basic General Education School José Herboso, because the students are going to increase their speaking skills level by using this Student's Booklet with a multimedia CD ROM included focused on word stress activities, responding to quality standards imposed by the government.

Finally, the indirect beneficiaries are the institution and teachers of Basic General Education School José Herboso, because they could use also this project of science in order to improve the teaching-learning process obtaining as a result a better performance in classroom and new technological, pedagogical and didactic techniques to teach English speaking skills achieving to increase the teaching level in this institution.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK**

#### **2.1. BACKGROUND OF INVESTIGATION**

The stress in English linguistics is a suprasegmental feature of pronunciation that has its own action fields in order to complement the different characteristics that speaking skills have at time to make an effective communication with people, because “words stressed incorrectly or within appropriate pitch or intonation will impede the learner in getting the intended message across” (Hebert, Richards and Renandya, 2002, p. 188), for that reason, in this project of science will make a historical background by means of different researchers that will explain not only about the evolution of teaching related to stress in words and sentences, but also the evolution of methodologies, strategies and techniques for teaching English speaking skills.

Jones, Richards and Renandya (2002) expressed that the teaching of stress was growing fast with development of certain methods of teaching as Direct Method, Audio Lingual method, Communicative language Teaching method and Natural Approach, these methods not only was focused on improving the stress in words and sentence but also helped to enhance speaking skills in all its features.

Likewise, Pratima (2010) stated that direct method was applied last century expressing that is a “monolingual method with emphasis on the direct use of the target language without translation” (p.37), expressing that the main purpose of this method is to encourage learners to speak only in L2 by using adequate models of learning a language, where phonetics is practiced every



day in classrooms focusing on appropriate pronunciation of words in a meaningful context.

Audio-lingual method was famous by the use of technology in language teaching that started during the World War II where “tapes and audio cassettes were used. Language laboratories were established. Army training programmes involved intensive exposure to the target language with the help of linguists and language specialists” (Pratima, 2010, p.38), in this method the foreign language is focused on developing the communicative proficiencies through practicing speaking skills using intensive drills in sentences patterns repeated and memorized, also the Audio lingual Method makes emphasis on stress, rhythm and intonation.

Zainuddin (2011) cited that Natural Approach was developed by Terrell (1977) having as main goal to “develop immediate communicative competency. For this reason, most, if not all, classroom activities are designed to encourage communication” (p. 71) focusing on oral production of learners and making emphasis on language form. Other method focused in the development of speaking skills was the communicative language teaching makes emphasis on the adequate use stress of the words due to that an inappropriate use of stress in words can change the real meaning of the context resulting in a confusing communication to be understood. In this method, the teacher is a facilitator of knowledge using different types of speaking techniques as individual work, pair work or group work, discussion, debates and role-play in order to encourage students to use only the foreign language that students want to acquire.

Lopez (2015) presented a thesis titled “Pronunciation activities and oral English language skills” applied in students of First year of High school of General Basic Educational Unit Mario Cobo Barahona from Ambato-Ecuador,

the author expressed that after applied the research instruments and to analyze the data collected showing that due to the deficiencies on activities focused on pronunciation, the students of this institution could not develop their speaking skills effectively. Therefore it is concluded that stress and pronunciation activities do influence in speaking skills through different kinds of strategies and techniques to enhance the performance in those students, for that reason, the author of that project recommended to use pronunciation activities that included word stress in order to develop speaking skills.

## **2.2. EPISTEMOLOGICAL FOUNDATION**

According to Lenk (1988) cited by Bernal (2010) states that epistemology is “a basic philosophical discipline that inquires scientific methodological concepts and at the same time is trying to explain them and evaluate them” (p.25), establishing that epistemology invites to make a reflection based on science facts and its related fields with the purpose to establish accuracy in every research becoming in a fundamental aspect in the academic fields that must have a critical opinion about different types of phenomena faced in daily life.

According to Campbell (2006) indicates that “we cannot understand what knowledge is unless we understand how it is acquired. In turn, we cannot understand how knowledge is acquired unless we carry out psychological and historical investigations” (p. 1). In addition, Piaget (1950) cited by Labbas (2013) establishes that “epistemology has always been the concern of philosophers knowledge is in perpetual evolution, so there is no definitive state of knowledge because it is a process of continual construction and

reorganization (p. 1). it means that psychological and sociological factors help to understand the nature of knowledge.

In addition, Bunge (1980) cited by Bernal (2010) affirmed that epistemology must take into account the following aspects in the next table:

Logic	Semantic	Ontology	Axiology
Epistemology should investigate the logical problems as well as the logical structure required by science	Epistemology must study the concepts of reference, representation, content, interpretation and truth of scientific research	Ontology is the analysis and systematization of assumptions of scientific knowledge	Axiology is the study of the values of the scientific community

*Table 2: Epistemological aspects*

*Source: Adapted from (Bernal, 2010, p.27)*

*Researchers: Lucy Bermudez, Raul Anchundia*

### 2.3. WHAT IS STRESS?

According to Harmer (2001), the term stress is used to “describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases” (p.32), it is a suprasegmental feature of pronunciation, but this feature is very important at the time to convey a message because depending of its place the message can be different.

In the same way, Dalton and Seidlhofer (1994) cited by Lane (2010) describes word stress as “a communicatively important and teachable pronunciation topic, bridging the continuum between segmentals (consonants and vowels), which are considered relatively easy to teach, and

suprasegmentals (rhythm and intonation), which are considered more difficult to teach” (p.17).

Also stress in words has some factors that make a syllable prominent, according to Balogné (2006) expressed that pitch roughly “corresponds to the acoustic feature of frequency, the rate of vibration of the vocal cords, which is produced by their stretching and tensing: the tenser they are, the higher the rate of vibration, and the higher the pitch” (p.108), these vibrations and sounds are controlled by the muscles that every person that produce in order to complement the speaking skills.

Likewise, Balogné (2006) wrote that loudness or volume is other part in stress explaining that it will depend on how high are the vibrations in the vocal cords produce by a person. In addition Kelly (2000) affirms that in order to produce low tones is necessary to lengthen the cords and for obtaining a high-pitched tone a speaker will need to pull them taut.

Roach (2009) suggests that “the nature of stress is simple enough: practically everyone would agree that the first syllable of words like ‘father’, ‘open’, ‘camera’ is stressed, that the middle syllable in ‘potato’, ‘apartment’, ‘relation’, and the final syllables stressed in ‘about’, ‘receive’, ‘perhaps’.” (p.73), establishing different level of stress as primary, secondary and tertiary level.

Lane (2010) expresses that “**primary stress** are longer and louder than unstressed vowels. In citation form (the word pronounced in isolation), the stressed vowel is also pronounced on a higher pitch in connected speech” (p.21). Likewise, Roach (2009) affirms that “the prominence that results from this pitch movement, or tone, gives the strongest type of stress; this is called

primary stress” (p.75), establishing that primary stress is stronger level of stress and it is very important in compound words.

Items	Characteristics of primary stress
TELEphone	
Vowel length	longest
Pitch level	High
Loudness	Loud (clear)
Vowel quality	Full vowel

Table 3: Primary stress

Source: Adapted from (Lane. 2010, p.18)

Researchers: Lucy Bermudez, Raul Anchundia

According to Lane (2010) some vowels in syllables that have **secondary stress** marked “have full vowels (i.e, not reduced), length, and loudness. The major difference between secondary stress and primary /heavy stress is pitch: vowels with secondary stress are pronounced at a lower pitch than vowel with primary stress” (p.28).

Items	Characteristics of secondary stress
tele <b>phone</b>	
Vowel length	long
Pitch level	Low
Loudness	Loud (clear)
Vowel quality	Full vowel

Table 4: Secondary stress

Source: Adapted from (Lane. 2010, p.18)

Researchers: Lucy Bermudez, Raul Anchundia

Roach (2009) expressed that **unstressed** is “the absence of any recognizable amount of prominence” (p.75). It means that this level of stress is weaker than the other ones that have high prominence like primary and

secondary level because the unstressed vowels are shorter and usually are pronounced using minor pitch than in stressed words.

Items	Characteristics of unstressed words
<b>telephone</b>	
Vowel length	Short
Pitch level	Low
Loudness	Softer (indistinct)
Vowel quality	Full vowel

*Table 5: Unstressed*

*Source: Adapted from (Lane. 2010, p.18)*

*Researchers: Lucy Bermudez, Raul Anchundia*

### 2.3.1. PLACEMENT OF STRESS IN WORDS

According to Roach (2009) different theorists express that English word stress is complicated to locate indicating that the best technique to find stress in words would be finding word by word and using some rules in order to identify stress placement in verbs, adjectives and nouns. In English, a syllable is a unit in the pronunciation of the words and those words usually have one or more syllables, and these are some examples:

One syllable words	
'car	'grass
'dog	'red
'sky	'cat

*Table 6: One syllable words*

*Source: Adapted from (Roach. 2009, p.77)*

*Researchers: Lucy Bermudez, Raul Anchundia*

Two syllable words	
First syllable	Second syllable
' <b>Ta</b> -ble	To ' <b>day</b>
' <b>O</b> -pen	Com ' <b>plete</b>
' <b>Pa</b> -per	Be ' <b>hind</b>

Table 7: Two syllable words

Source: Adapted from (Roach. 2009, p.77)

Researchers: Lucy Bermudez, Raul Anchundia

Three syllable words	
Stressed-unstressed-unstressed	' <b>a</b> -ni-mal
Unstressed-stressed-unstressed	Po ' <b>ta</b> -to
Unstressed-stressed-stressed	Chi ' <b>ca</b> -go
Stressed-unstressed-stressed	' <b>Bu</b> -ffa-lo
Stressed-stressed-unstressed	E ' <b>lec</b> -tric

Table 8: Three syllable words

Source: Adapted from (Roach. 2009, p.78)

Researchers: Lucy Bermudez, Raul Anchundia

### 2.3.2. COMPLEX WORD STRESS

There are different types of words called polysyllabic that can be combined in order to create new words and meanings, some of them belong to other languages, according to Roach (2009) there are two types of complex words:

- Words made with affixes (prefixes and suffixes)
- Compound words

### **2.3.2.1. SUFFIXES**

According to Cambridge (2015), Suffixes are added after the base of a word.

Examples:

Annual al – means “related to”

Tireless less – means “without” or “not affected to”

### **2.3.2.2. PREFIXES**

According to Cambridge (2015) prefixes are added before the base or stem of a word. Examples:

Unusual un - means “not” or opposite to”

Prehistory pre - means “before”

### **2.3.2.3. COMPOUND WORDS**

According to Cambridge (2015) compounding deals linking together two or more bases to create a new word and usually the first item identifies the meaning of the new word. Examples:

Noun + verb

Time + line = timeline

Noun + noun

Sun + light = sunlight



### 2.3.3. WORLD CLASS PAIRS

According to Roach (2009) "there are several dozen pairs of two-syllable words with identical spelling which differ from each other in stress placement. Apparently according to word class(noun, verb or adjective)" (p. 87), in addition to some rules which need to be applied and depend on the stress this word will be either a noun, adjective or verb:

Word class pairs	
<b>'Pro</b> duce (noun)	Pro <b>'duce</b> (verb)
<b>'Pre</b> sent (noun-adjective)	Pre <b>'sent</b> (verb)
<b>'re</b> cord (noun-adjective)	Re <b>'cord</b> (verb)

Table 9: Word class pairs

Source: Adapted from (Roach. 2009, p.87)

Researchers: Lucy Bermudez, Raul Anchundia

### 2.4. FEATURES OF SPEAKING SKILLS RELATED TO STRESS

According to (Nunan, 2000) "speaking is the single most important aspect of learning a second or foreign language, language, and success is measured in terms of the ability to carry out a conversation in the language" (p.39). Besides, speaking is also a "fast-paced mental and physical activities that requires the speaker to process linguistic knowledge automatically. Successful communication also requires speakers to make strategic linguistic choices that convey intentions pragmatically" (Chapelle, 2008, p. 151). In order to improve this productive skills, the foreign language learners have to develop some

features of speaking related to stress in words, these features are rhythm, intonation, vocabulary, fluency and accuracy. According to Gower, Phillips and Walters (1995) define rhythm as "the ability to link words together and group them effectively into units of meaning is no less important" (p. 75), this reference will help students to connect words to make pronunciation easier.

In addition, Montgomery (2007) expressed that vocabulary used for speaking are all words that a person uses for achieving oral communication through sound production, which means that sounds are ruled by stress and intonation for obtaining the fluency required to maintain a conversation due to most of this speaking activities "consist to a very large extent of such common words and short phrases" (Thornbury, 2005, p.22).

Furthermore, Gower, Phillips and Walters (2005) expressed that "fluency is the ability to keep going when speaking spontaneously" (p.100), but these authors also express that fluency is easy to understand by foreign language learners the message conveyed without grammatical rules or mistakes. In fact, speak in a fluently is also related in how words are stressed because it is known that "in order to be able to speak fluently in a foreign language requires a lot of practice" (Pinter, 2006, p.55), but this fluency will be meaningless if the speaker does not apply correctly the stress in words because the message will be inappropriate and misunderstood.

Finally, Gower, Phillips and Walters (2005) expressed that accuracy means the appropriate use of some features at the time to speak such as grammar, vocabulary and the correct use of stress in words or phrases, but it is very natural that students make mistakes in word stress during a speaking activity. This is the reason why teachers should develop different types of activities focusing on stress in order to practice this feature of speaking skill.

### **2.4.1. COMMUNICATIVE KNOWLEDGE**

According to Thornbury (2005) Sociocultural knowledge “is knowledge about social values and the norms of behaviour in given society, including the way these values and norms are realized through language” (p.12) which implies knowing also extralinguistic clues because the “knowledge of language alone does not adequately prepare learners for effective and appropriate use of target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language” (Richards and Renandya, 2002, p.207). This kind of knowledge can help the students to understand different cultures having a big relevance in English learning due to the importance of stress in words according to the different ways of pronunciation with the purpose of achieving communication and easily understanding other cultures.

### **2.4.2. LINGUISTIC KNOWLEDGE**

“It includes knowledge and lexical, syntactic and phonological skills, and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations” (Common European Framework, 2012, p.120). In the same way, Scarcella and Oxford (1992) cited by Richards and Renandya (2002) express that linguistic knowledge deals “with regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress” (p.207). This kind of knowledge will help them to improve their abilities in words stress which will contribute to their fluency.

### **2.4.3. DISCOURSE KNOWLEDGE**

According to Richards and Renandya (2002) “EFL learners must develop discourse competence, which is concerned with intersentential relationships. In discourse, whether formal or informal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way” (p.207), this knowledge is important to develop communicative skills effectively as coherence and cohesion that constitute a fundamental part inside of constructing a logical speech.

### **2.5. WORD STRESS ACTIVITIES**

Games are particularly useful with younger learners but are generally popular with students of all ages, especially if they appreciate how they can help them improve their English” (Gower, Phillips and Walters, 2005, p.110), because the use of games in word stress activities can be very useful for students as they can create a relaxing environment for them in order to improve their abilities.

Besides, Limericks are very humorous poems that consist in five lines where the first, second and fifth line rhyme among them, they can also help students to improve word stress and sentence stress easily and fun, because according to Gower, Phillips and Walters (2005) “many conventional games can be adapted to foreign language teaching. As with any communication activity the areas of language produced may be predictable, and therefore useful as a guided activity” (p.110).

Moreover, Stevick (1988) describes Cuisenaire rods as plastic or wooden blocks that have measures among one to ten centimeters that are portable and very useful to teach students different patterns. This technique can be used for teaching word stress. Likewise, Underhill (2005) indicates that cuisenaire rods can be a very useful tool for teaching word stress, establishing that cuisenaire rods are easy of use.

Finally, stress timing and worksheet activities can be a useful tool because “English is sometimes called a stress timed language. This refers to an underlying tendency for stressed syllables (whether prominent or accented) to occur at roughly intervals of time, regardless of the number of unstressed syllables in between” (Underhill, 2005, p.71), this activity can help students to improve their abilities of words stress contributing to their fluency by means of the improvement of their pronunciation because students need to be aware to the fact if one word is mispronounced, it will change its meaning at all.

## **2.6. SOCIOLOGICAL FOUNDATION**

Bhushan (2011) states that “Language cannot be taught without coming face to face with social context factors which have significant impact on language teaching and learning. Language and society are closely linked” (p.309). Likewise, Liang (2013) stated that sociocultural theories are closely related to second language acquisition and present two aspects to take into account as cognitive and social. These aspects help to understand how social interactions are related to cooperative learning to constructing cognitive and emotional ideas of reality, because human learning is acquired by reciprocal process of interaction among cognitive, behavioral and environmental factors.

Moreover, Johnson (2004) indicates that “Vygotsky maintains that sociocultural factors occupy the central position in the development of human higher functioning. Although he recognizes the importance of biological constraints on human mental development, he denies the human brain the central position in cognitive development” (p. 111).

In other words, Vygotsky expresses that sociocultural context has strong influence in cognitive processes as learning that not only depends on attitudes, stimuli, responses and beliefs of learners because according this theorist, learning process requires also of social contexts in order to develop that cognitive processes aforementioned. In addition, Vygotsky establishes that social context is divided in three parts:

<b>Immediate interactive level</b>
The immediate interactive level, consisting of (the) individuals with whom (s) the child interacts at the time.
<b>Structural level</b>
This level consists of social structures that influence the child, such as family and school.
<b>Cultural or general social level</b>
It is constituted by society in general, such as language, the numerical system and technology "

*Table 10: Social contexts*

*Source: Adapted from (Johnson. 2004, p.74)*

*Researchers: Lucy Bermudez, Raul Anchundia*

## **2.7. PSYCHOLOGICAL FOUNDATION**

Pinter (2006) states that in the theory of cognitive development that was developed by Piaget, who made conducted experiments until construct the four stages describing the abilities that children develop during their biological process of growth.

Sensori-motor 0 to 2 years	Pre-operational from 2 to 7 years	Specific operations from 7 to 11 years	Formal operations from 11 years to adulthood
The child learns to interact with the environment by manipulating things around him	The child is capable of logical thinking progressively	Children develop the ability to apply logical reasoning in some areas at the same time	Children are able to use logical and deductive reasoning.

*Table 11: Four stages of cognitive development*  
Source: Adapted from (Pinter. 2006, p.7)  
Researchers: Lucy Bermudez, Raul Anchundia

Vygotsky (1988) cited by Baquero (2004) expressed that ZPD is the distance between the real “level of development as determined by the capacity to solve a problem, and the level of potential development as determined through the resolution of a problem under the guidance of an adult or in collaboration with a more capable companion”(p.137), establishing that a learner can develop their abilities in better way with help of teachers.

In addition, Brown (2007) defines meaningful learning as “a process of relating and anchoring new material to relevant established entities in cognitive structure. As new material enters the cognitive field, it interact with, and is appropriately subsumed under, a more inclusive conceptual system”(p.91).

In the same way, Ausubel, Novak and Hanesian (2010) explained that human being has the capacity to acquire lots of information and ideas about different types of knowledge and save it in memory, this ability is called meaningful learning by reception. Therefore, all these theories are useful because represent how mind works to acquire new knowledge in benefit of educational purposes.

## **2.8. PHILOSOPHICAL FOUNDATION**

De Orneas (2011) expressed that axiology is “the branch of philosophy that studies the nature of values and value judgments. Axiology is the formal system to identify and measure the values. It is the structure of values of a person who provides their personality, their perceptions and decisions” (p. 2).

In addition, Fermoso (2009) defines axiology “as a philosophical discipline placed by some authors in metaphysics, because values are referred to the human being; for others, ethics, because they deal exclusively with the ethical values” (p. 168). These two theorist express that axiology is important students are going to work by groups where to obtain a successful activity they will need to put in practice some human values exlapined in axiology in oredto benefit their own teaching-learning process.

## **2.9. PEDAGOGICAL FOUNDATION**

Hall, Murphy and Soler (2008) affirmed that “Pedagogy encompasses the performance of teaching together with the theories, beliefs, policies and controversies that inform and shape it “(p.1), these theorists establish that pedagogy works in different fields in order to integrate and help teachers at the



time to teach improving the teaching performance and facilitating the English learning.

Likewise, Ausubel, Novak & Hanesian (2010) described learning by discovery as “the method of discovery is especially appropriate for learning the scientific method (the way they discover new knowledge) in a particular discipline” (p. 447), this method is recommended for development speaking skills because students will acquire lots of quantities of knowledge helping them to relate the previous information with the new information for building a new knowledge. Furthermore, Piaget (1964) cited by Woolfok (2010) expressed that **constructivism** is:

Knowledge is not a copy of reality. Knowing an object, an event known simply involves observing it and not make a copy or a mental image of them. Knowing an object is to act on it. Knowing is to modify, is to transform the object and understand the process of this transformation and, therefore, understand how the object is constructed (p. 49).

## **2.10. TECHNOLOGICAL FOUNDATION**

Dudeney and Hockly (2008) affirm that “technology is becoming increasingly important in both our personal and profesional lives, an our learners are using technology more and more” (p.5), establishing how technology has become in fundamental part in people’s daily routine but also having a big application in educational fields facilitaing the practice of speaking skills by means of different types of resources as CDs, internet and more.

In the same way, Dudeney and Hockly (2008) wrote that technology has too many uses in education that gives an impressive help to second language learners offering many books and English courses in order to practice English language interactively and creating a positive expectation in students by using technology in innovative ways to accomplish tasks to get better in stress by practicing different types of exercises in which learners can use different varieties of technology for improving stress and position.

Dudeney and Hockly (2008) cited that a “CD ROM looks exactly like an audio CD but contains multimedia files that are programmed to used text, images, audio and video to provide interactivity” (p.113), but this kind of technology has been used to help language learners to improve their deficiencies through exercises recorded in CDs Where students can use the exercises any time they need in order to enhance their abilities, also nowadays most of books are coming with a CD included to practice what those books propose in its lessons. Others important competences such as stress, intonation etc.

## **2.11. LEGAL FOUNDATION**

This thesis is based on The Common European Framework (2001) where stress is integrated within phonological competence that refers to the ability of perceive and produce phonetic composition of words as word stress, word tones, sentence stress, intonation and rhythm. Besides, The Common European Framework (2001) that provides “a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations and textbooks across Europe” (p.1), these references are a baseline to follow in English languages learners helping those countries to make strategic plans in order to improve those proficiencies.

Likewise, la Constitución de la República del Ecuador (2008), about education indicates that:

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen derecho y la responsabilidad de participar en el proceso educativo (p.27).

Which freely translated means that the Ecuadorian constitution established that education is right that Ecuadorian people has guaranteed by Government, this right means that every person will obtain free access to education from primary levels to third level of superior education having into account that education is imperative to the progress of society.

Likewise, Ley Orgánica de Educación Intercultural (2011), in its Title I, unique Chapter about Ambit, principles and objectives, article 2, Principles stated that:

Calidad y calidez.- Garantiza el derecho de las personas a una educación de calidad y calidez, pertinente, adecuada, contextualizada, actualizada y articulada en todo el proceso educativo, en sus sistemas, niveles, subniveles o modalidades; y que incluya evaluaciones permanentes. Así mismo, garantiza la concepción del educando como el centro del proceso educativo, con una flexibilidad y propiedad de contenidos, procesos y metodologías que se adapte a sus necesidades y realidades fundamentales. Promueve condiciones adecuadas de respeto,

tolerancia y afecto, que generen un clima escolar propicio en el proceso de aprendizajes; (p.10).

This chapter above related to La Ley Orgánica de Educación Intercultural (2011), which freely translated means that Ecuadorian people has the right to get access to have a quality education in all its levels that includes methodologies and an educational process that is adapted to their needs and realities under appropriate conditions for studying as respect and tolerance that generate an adequate scholar environment to learn.

Likewise, this thesis is supported on the objectives, strategies and guidelines of Plan Nacional del Buen Vivir (2013), Objective 4.4, Paragraph “a”, stated that is a duty from Ecuadorian Government “Fortalecer los estándares de calidad y los procesos de acreditación y evaluación en todos los niveles educativos, que respondan a los objetivos del Buen Vivir, con base en criterios de excelencia nacional e internacional” (p.170), which freely translated means that Ecuadorian government is compromised to fortify the quality standards in educational fields in order to accomplish the objectives of the national plan of good living taking as references the international and national criteria for excellence.

In the same way, this project is based on National English Curriculum Guidelines (2013) expresses that English is the world’s lingua franca<sup>1</sup> at present, and is used in many fields as educational, technological, academic and cultural, resulting a very used language spoken to communicate in this globalized world. In addition, the realization of this project, also is framed in the Matrix of problems in the context of sustainable habitat in the education axis, problems related to Zone 5 and 8 are:

- Universal education and knowledge dialogue
- Improve the quality of education.
- Furthermore, the problems corresponding to the zone 8 are:
- Reduction of illiteracy
- Educational and employment inclusion of students with special needs.

Therefore, the direct beneficiaries of this educational project are students of tenth year “B” of Basic General Education School José Herboso, because the students are going to increase their speaking skills level by using this Student's Booklet with a multimedia CD ROM included focused on word stress activities, responding to quality standards imposed by the government. Finally, the indirect beneficiaries are the institution and teachers of Basic General Education School José Herboso, because they could use also this project of science in order to improve the teaching-learning process obtaining as a result a better performance in classroom and new technological, pedagogical and didactic techniques to teach English speaking skills achieving to increase the teaching level in this institution.

## **CHAPTER III**

### **METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS**

#### **3.1. METHODOLOGICAL DESIGN**

Reguera (2010) affirms that methodology is a plan or system to solve specific problems by using specific elements in a research that needs to be developed through different types of phases, tasks, methods, techniques, strategies and instruments in order to achieve a detailed investigation to give to researchers the facility to expose the research by using appropriate methods to allow a transmission of data as clear and precise as possible not only using the epistemological aspects but also using a mixture of methods having as main purpose a positive contribution to science.

In the same way, Hernandez, Fernandez and Baptista (2010) define methodological design as a set of “systematic, empirical research and critical processes that involves the collection and analysis of quantitative and qualitative data as well as their integration and joint discussion to make inferences of all the information collected and greater understanding the phenomenon under study” (p. 546).

#### **3.2. RESEARCH METHODOLOGY**

Bernal (2010) affirms that nowadays there are several schools and research methods that have been implemented in order to present new methods to conduct an investigation using methods as inductive, deductive, analytical-synthetic, Historical-comparative, quantitative and qualitative methods.

Bernal (2010) indicates that the **inductive** method uses reasoning and critical thinking to obtain conclusions from particular facts that have been inquired before and accepted in order to make conclusions of general aspects and its starting point is to study individual aspects in order to construct general conclusions. In the same way, **deductive** method takes general conclusions to obtain particular explanations by using the analysis of theories, laws and principles that are generally applied in every research and its has been proven to solve particular facts and solve problems of research presented.

Similarly, Bernal (2010) affirms that the analytical-synthetic method makes “studies facts since of the decomposition of the problem of research in each one of its parts to study them individually (analysis), and then integrates those parts to study them in a holistic and integrative way (synthesis)” (p. 60).

In addition, other method to be used in this project of science is the **historical-comparative** method that is a “procedure of research and clarification of cultural phenomena which is to establish the similarity of these phenomena, inferring a conclusion about their genetic parentage, it means, their common origin” (p.60). This type of method is useful to find other scientific studies made before about the problem that is going to be researched and make a comparisons to researches in nowadays in order to find a baseline.

Finally, Hernandez, Fernandez and Baptista (2010) indicate that an investigation not only has to contain a **qualitative** method which produces hypothesis and questions before to obtain and analyze the information needed to accomplish some phases of the research to describing behavior and experiences of students, but also is necessary to use a **quantitative** method with the objective to measure numerical aspects as hours of studying or frequencies of speaking activities developed in class by using surveys,

questionnaires and interviews that will be analyzed by means of statistical and mathematical methods to obtain conclusions about the topic of investigation. Therefore, all these research methods are going to help to the researchers to analyze, compare and measure the information collected during the investigation process in order to make more accurate conclusion to reach a better solution for this research problem.

### 3.3. TYPES OF RESEARCH

According to Bernal (2010) in science “there are different types of research and is necessary to know its characteristics to understand which of those types can be used according to the research that is going to be developed” (p. 110).

Therefore, the authors of this project decided to apply several types of research as exploratory, descriptive, explanatory, correlational and purposeful research with the objective to determine, analyze and solve the problem of research that was found after the execution of the research instruments that reveal some deficiencies in speaking skills and the use of stress in words.

**Exploratory** research makes "review of literature that reveals there are only guides uninvestigated and ideas vaguely related to the problem of study, or if we want to investigate issues and areas from new perspectives" (Hernandez, Fernandez and Baptista , 2010, p. 79).

Additionally, **descriptive** research makes “demonstrations, narratives, reviews or identification of facts, situations, features of the object of study, or is designed product, models, prototypes, guides etc. but no explanations or reasons of situations, facts or phenomena” (Bernal, 2010, p. 113).



Likewise, Hernandez, Fernandez and Baptista (2010) affirm that **explanatory** research explains “concepts or phenomena or the establishment of relationships between concepts; that is, they are aimed at responding to the causes of events and physical or social phenomena” (p.79).

Consequently, Hernandez, Fernandez and Baptista (2010) state that **correlational** research “aims to understand the relationship or degree of association that exists between two or more concepts, categories or variables in a context particular” (p.81), this type of research tries to find what influence has the independent variable over dependent variable.

Finally, these types of research are useful to make a more detailed and organized report of the problem of investigation facilitating this process of study by means of exploring, description, explanation and trying to find a relation between variables of this project of science.

### **3.4. POPULATION AND SAMPLE**

The population of this thesis is 35 students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. According to Fracica (1998) cited by Bernal (2010) population is “a set of all elements within an investigation. It also can be defined as the set of all unities of sampling” (p. 160).

In addition, Bernal (2010) expresses that sampling is a “part of the population selected, and from it is obtained the information to the development of the study and over it will execute the measurement and the observation of

the study case” (p. 161). Therefore the sample of thesis is 35 which is the sample taken from the population of students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year.

ITEM		POPULATION	SAMPLING	PERCENTAGE
1	students	35	35	100 %
2	teacher	1	1	100 %
3	total	36	36	100 %

*Table 12: Population and simple*  
*Source: Tenth year B of Basic General Education School José Herboso*  
*Researchers: Lucy Bermudez, Raul Anchundia*

### 3.5. INDEPENDENT VARIABLE

<b>Stress</b> According to Harmer (2001), the term stress is used to “describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases” (p.32),	Dimensions	Indicators
	Levels of stress	Primary stress Secondary stress Unstressed
	Placement of stress in words	One syllable words Two syllable words Three syllable words
	Complex word stress	Suffixes Prefixes Compound words World class pairs

Table 13: Independent variable

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

### 3.5.1. DEPENDENT VARIABLE

<p><b>Speaking skills</b>  Nunan (1991) "speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p.39).</p>	Dimensions		Indicators
	Features of speaking skills related to stress		Rhythm Vocabulary Fluency Accuracy
	Communicative knowledge		Sociocultural knowledge Linguistic knowledge Discourse knowledge
	Word stress activities		Games Limericks Cuisenaire rods Stress timing

Table 14: Dependent variable

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

### **3.6. EMPIRICAL TECHNIQUES AND RESEARCH INSTRUMENTS**

Scientific research has different types of empirical techniques and instruments to obtain information about of the study case, the instruments and techniques that will be used in this scientific project are the following:

- Observation sheet
- Interview
- Oral test
- Survey

#### **3.6.1. OBSERVATION SHEET**

According to Bernal (2010) “observation as scientific research technique, is a process that allows to know directly the study case to describe and analyze situations about the reality studied” (p. 257) therefore, this instrument was applied to 35 students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year.

#### **3.6.2. INTERVIEW**

According to Buendia, Colás and Hernandez (2001) cited by Bernal (2010) an interview is a “technique that involves collecting information through a process of communication between interviewer and interviewee, in which the interviewee answers questions previously designed according to the dimensions that will be studied, raised by the interviewer” (p.256).

Consequently, an interview was applied to the teacher of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year.

### **3.6.3. ORAL TEST**

An oral test was applied to 35 students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. The principal objective to apply this oral test was to know in what status the students were in speaking skills and the use of stress in words.

### **3.6.4. SURVEY**

According to Cozby (2004) “Surveys most frequently study people at one point in time. On many occasions, however, researchers wish to make comparisons over time” ((p. 127).

In addition, Brace (2008) cited by Hernandez, Fernandez and Baptista (2010) expressed that “a questionnaire is a set of questions regarding one or more variables to be measured. It must be consistent with the problem statement and hypotheses” (p.217).

Therefore, a survey was applied to 35 students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year.

### 3.7. ANALYSIS AND INTERPRETATION



UNIVERSITY OF GUAYAQUIL  
FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE EDUCATION  
SCHOOL LANGUAGES AND LINGUISTIC



#### 3.7.1. OBSERVATION SHEET

Teacher: Mercedes Perez		
Researchers: Lucy Bermudez and Raul Anchundia		
Time: 40 minutes      course: Tenth year "B"		
Topic: Present continuous		
<b>1- Appropriate</b>	<b>2- Regular</b>	<b>3- Deficient</b>

Indicators	1	2	3
Speaking activities in class			√
Didactic material for developing speaking skills			√
Word stress activities in class			√
Didactic material for developing stress in words			√
Pedagogical strategies and methods		√	
Motivation			√
Classroom management		√	
Use of technology in the classroom			√

Table 15: Observation sheet

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

### 3.7.1.1. ANALYSIS OF THE OBSERVATION SHEET

<b>Speaking activities in class</b>	Speaking activities were not applied appropriately, some students could not speak while others students tried to speak but they were interrupted by the teacher in order to make corrections making difficult to finish the speaking activity.
<b>Didactic material for developing speaking skills</b>	That day, the teacher did not use didactic material to develop speaking skills, this factor surprised to the authors of this thesis because speaking skills need to be practiced every day in order to obtain fluency and accuracy.
<b>Word stress activities in class</b>	The teacher did not apply word stress activities to develop speaking skills, these skills are an important factor in develop pronunciation in students of foreign learners.
<b>Didactic material for developing stress in words</b>	The teacher did not have didactic material to develop stress in words, this aspect is closely related to the several deficiencies in speaking skills and the use of stress in words and sentences complicating their performance in class.
<b>Pedagogical strategies and methods</b>	The pedagogical strategies were not enough to manage the class and to develop an adequate speaking activity that showed several deficiencies in giving instructions and the way how students were evaluated in class.
<b>Motivation</b>	The students of this course felt unmotivated to start the class at the beginning and that aspect was constant until the class was ended, this aspect represents a strong influence in their performance in speaking or any activity to be developed by them.
<b>Classroom management</b>	This aspect was regular, the teacher could handle some aspects in the class but there were others aspects as seating arrangement or make groups for developing an activity that was not well managed by the teacher.
<b>Use of technology in the classroom</b>	The school does have projectors, recorders or laboratory in order to develop some activities that need of technology for being used.

*Table 16: Analysis of observation sheet*

*Source: Tenth year B of Basic General Education School José Herboso*

*Researchers: Lucy Bermudez, Raul Anchundia*



### 3.7.2. INTERVIEW

<b>Name of the teacher: Mercedes Perez</b>
<b>Observers: Lucy Bermudez, Raul Anchundia</b>
<b>Subject: English language</b>
<b>Length: 25 minutes      course: tenth year “B”      N: 35 students</b>
<b>Question 1: could you tell me how many years do you have teaching in this institution?</b> Yes, I have taught in this institution about five years.
<b>Question 2: what do you think about changes and requirements that Ecuadorian government is doing in reference to English language?</b> My opinion is that Ecuadorian government is doing the right thing because education in this country needed a radical change to improve the teaching learning-process.
<b>Question 3: do you considered that your students have difficulties at the time to develop speaking activities?</b> To be honest, my students do have problems in the development of speaking skills, not all of them because I have three courses but there are some students that dislike English language and they do not have the will to learn it.
<b>Question 4: do you apply word stress activities to develop speaking skills in your students?</b> Yes, I used to apply those kind of activities but I do not have material enough to teach stress in words.
<b>Question 5: What do you think about teaching word stress activities with technological devices?</b> That would be great! As you know technology is attractive for them but unfortunately the institution does not have enough technological devices to apply those kind of activities.
<b>Question 6: what do you think about motivation in teaching English?</b> Motivation? Motivation is too important in teaching English because if students are not motivated then it will be difficult to make a successful class.
<b>Question 7: what are you techniques to improve word stress in your students?</b> I used to apply some techniques that are in the English book.
<b>Question 8: do you know what Cuisenaire rod technique is?</b> Yes, that technique is about using some wood or plastic pieces in order to work stress in words or sentences.
<b>Question 9: Have you ever used limericks to develop word stress in your students?</b> No, I have never used that technique.
<b>Question 10: Would you like to count with a student's booklet with a multimedia CD ROM included focused on word stress activities?</b> Yes, I would like to have that kind of support for improving pronunciation in my students.

*Table 17: Interview*

*Source: Tenth year B of Basic General Education School José Herboso*

*Researchers: Lucy Bermudez, Raul Anchundia*

### 3.7.2.1. ANALYSIS OF TEACHER'S INTERVIEW

According to answers of the teacher, she does not have material for developing word stress and speaking skills. Also she does not count with new methodologies, strategies and techniques for developing her class and she explained also that the institution does not have too many resources in the English area.

### 3.7.3. ORAL TEST

The authors of this thesis applied an oral test to the students of tenth year "B" of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. This activity had as purpose to know in what the level the students were in speaking skills at that moment. Besides, it was developed an activity in what students had to express their daily routines asking to each one of students in order to be measured with a speaking skills rubric created for this specific case by the authors taking into account some aspects as level, proficiencies and some basic features related to speaking skills.

#### 3.7.3.1. ORAL TEST ANALYSIS

Criteria	1 point	2 points	3 points	Score obtained from 35 students		
				1	2	3
<b>Fluency</b>	Deficient	Regular	Adequate	25	8	2
<b>Accuracy</b>	Deficient	Regular	Adequate	27	4	4
<b>Vocabulary</b>	Deficient	Regular	Adequate	24	6	5
<b>Rhythm</b>	Deficient	Regular	Adequate	26	5	4

Table 18: Oral test rubric

Source: Tenth year B of Basic General Education School José Herboso  
Researchers: Lucy Bermudez, Raul Anchundia

### 3.7.3.1.1. FLUENCY

students	Score	Percentage
25	1 point	71 %
8	2 points	22 %
2	3 points	7 %
<b>Total : 35</b>		<b>100%</b>

Table 19: Fluency

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

On the first statement, 75 % of the students could not express their ideas fluently, some of them did not want to speak during the oral test, while the students that spoke did not convey a clear message. Finally, few students that could complete the speaking activity that represents only 7 % of students who spoke with fluency.

### 3.7.3.1.2. ACCURACY

students	Score	Percentage
27	1 point	77 %
4	2 points	11 %
4	3 points	12 %
<b>Total : 35</b>		<b>100%</b>

Table 20: Accuracy

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

On the second statement, most of students were not able to speak with accuracy showing several deficiencies in its features as grammar and pronunciation while few students tried to speak appropriately but without having success. Finally, only four students spoke with an acceptable accuracy that represents only 12 % of total sampling.

### 3.7.3.1.3. VOCABULARY

students	Score	Percentage
24	1 point	68 %
6	2 points	18 %
5	3 points	14 %
<b>Total : 35</b>		<b>100%</b>

Table 21: Vocabulary

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

68 % of students spoke without using an adequate vocabulary during the oral test, while some of students did not know the exactly word to complete their ideas correctly. Finally, only five students could use an appropriate vocabulary in order to accomplish the oral test adequately.

### 3.7.3.1.4. RHYTHM

students	Score	Percentage
26	1 point	75 %
5	2 points	14 %
4	3 points	11 %
<b>Total : 35</b>		<b>100%</b>

Table 22: Rhythm

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

This ability of linking words showed to be a weakness in students of this institution because most of them could not make rhythm correctly while some of them tried to do it but in a regular performance. Finally, only 11 % that represents four students of the classroom could link words in order to make an effective pronunciation.

### 3.7.4. SURVEY

Statements	Totally disagree	Disagree	Indifferent	Agree	Strongly agree
The incorrect use of stress in words can influence your pronunciation	-	-	-	5	30
The use of didactic material (flashcards, activity sheets) can motivate you to learn English	-	-	-	5	30
The use of games can help to improve stress in new words	-	-	-	-	35
Stress patterns activities can help you to improve your pronunciation	-	-	1	5	29
You enjoy learning new words using innovative activities	-	-	-	4	31
The teacher should use groupwork in order to practice stress in words in class	-	-	-	2	33
The teacher helps you correct your mispronounced words	-	32	-	3	-
Personalized speaking activities can increase your interest to learn English	-	-	-	6	29
You can improve your pronunciation with effective ludic games and activities	-	-	-	5	30
The use of technology in class helps to practice stress in words easily	-	-	-	1	34

Table 23: Survey

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

### 3.7.4.1. ANALYSIS OF THE SURVEY

#### 3.7.4.1.1. STATEMENT 1

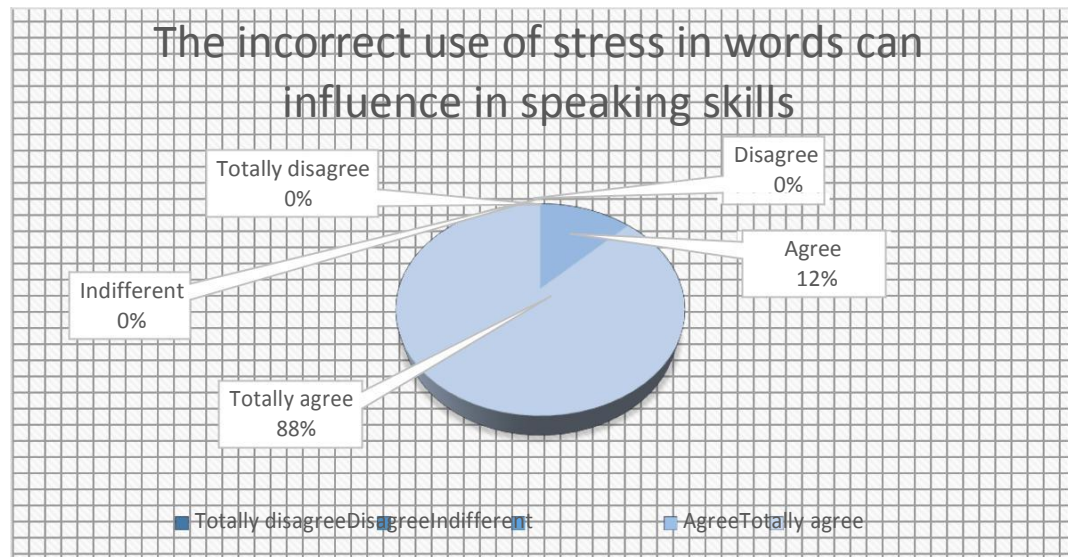


Figure 1: Statement 1

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	5	12 %
<b>Totally agree</b>	30	88 %
<b>Total</b>	35	100%

Table 24: Statement 1

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

This results show that 88% of students totally agree that the incorrect use of stress in words can influence their pronunciation, this information is useful because the students need to learn how to pronounce words to feel comfortable when they speaking. Therefore, it is recommended to apply word stress activities in class in order to practice stress patterns to improve the English pronunciation of the students.

### 3.7.4.1.2. STATEMENT 2

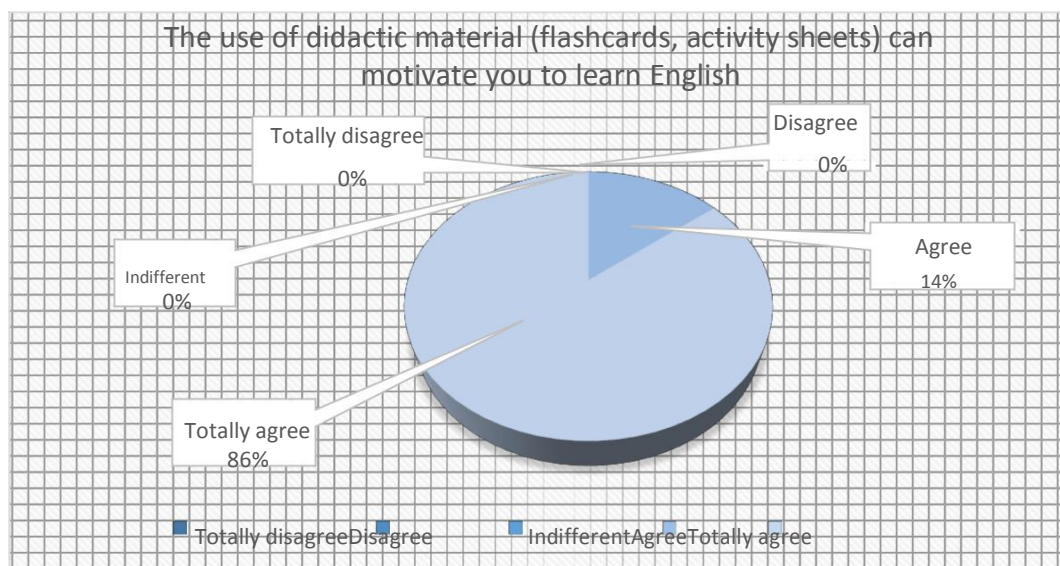


Figure 3: Statement 2

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	5	14 %
<b>Totally agree</b>	30	86 %
<b>Total</b>	35	100%

Table 25: Statement 2

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

86 % of students agree that didactic material focused on speaking skills can improve oral production, while 5% only agree. This information also shows what students consider necessary to use didactic materials focused on speaking skills can help them to enhance their performance in oral activities developed by the teacher. In this case, the researchers suggest to design didactic material focused on developing stress in words to be applied in class.



### 3.7.4.1.3. STATEMENT 3

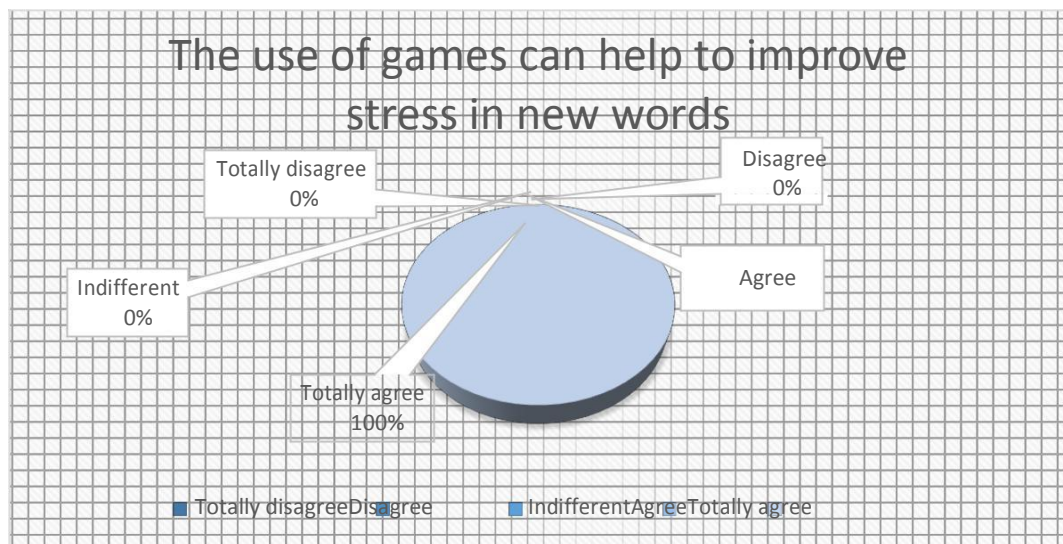


Figure 5: Statement 3

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	0	0 %
<b>Totally agree</b>	35	100 %
<b>Total</b>	35	100%

Table 26: Statement 3

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

100 % of students think that the use of games can help to improve stress in words. This result indicates that students need to have a new teaching learning style to practice word stress in class. In this way, it is recommended to use some educational games to enhance their abilities to pronounce new words that are introduced by the teacher of the class.



#### 3.7.4.1.4. STATEMENT 4

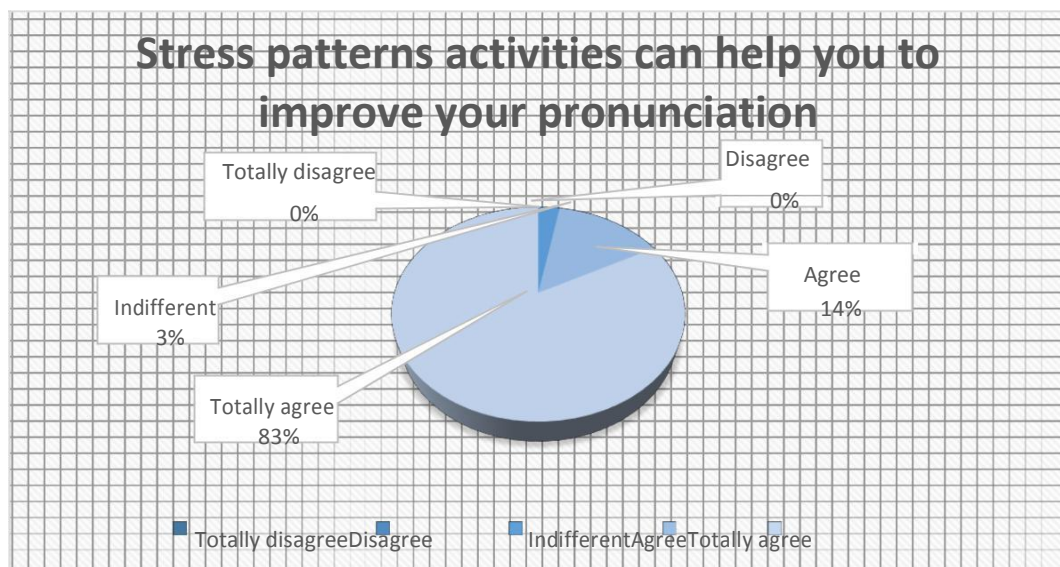


Figure 7: Statement 4

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	1	3 %
<b>Agree</b>	5	5 %
<b>Totally agree</b>	29	83 %
<b>Total</b>	35	100%

Table 27: Statement 4

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

This results show that most of students agree that stress patterns can help to improve their pronunciation and in the same way to improve their speaking skills by the correct use of the stress in words. Therefore, it is recommended to apply stress patterns activities as the use of dictionary in which is indicated primary and secondary stress.

### 3.7.4.1.5. STATEMENT 5

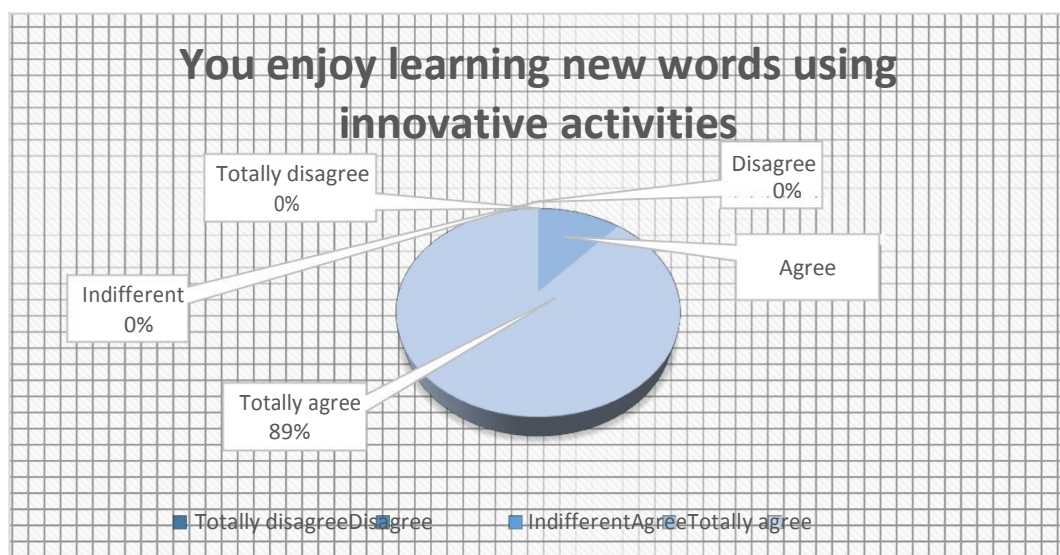


Figure 9: Statement 5

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	4	11 %
<b>Totally agree</b>	31	89 %
<b>Total</b>	35	100%

Table 28: Statement 5

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

89 % of students totally agree that they learn better by means of innovative activities. While 4% of students agree. This information is relevant because students are eager to use other alternative for acquiring new words. In this case, the researchers of this project propose to apply new alternatives of learning in order to renew the interest of students to acquire new words.

### 3.7.4.1.6. STATEMENT 6

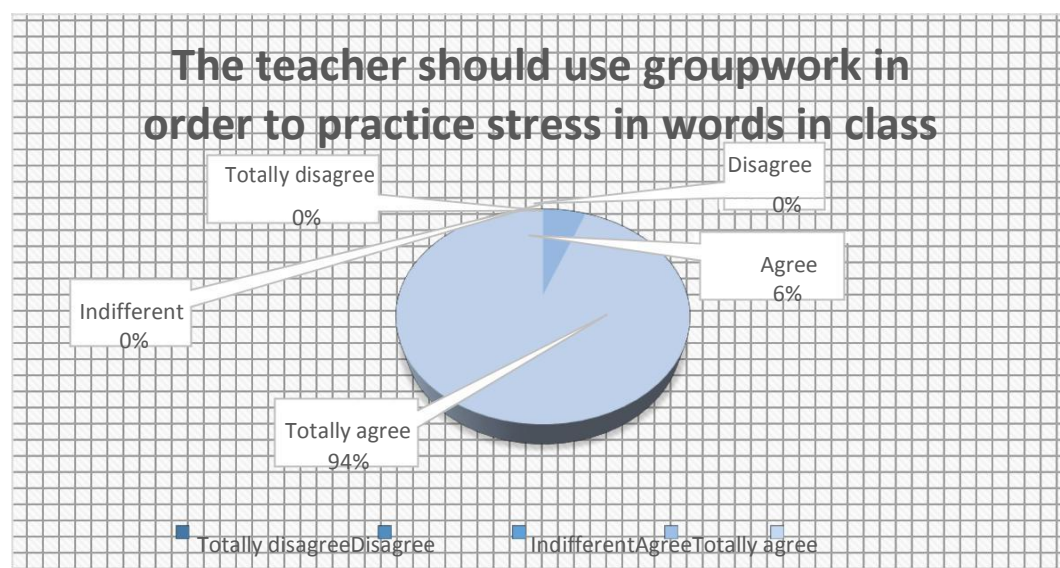


Figure 11: Statement 6

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	2	6 %
<b>Totally agree</b>	33	94 %
<b>Total</b>	35	100%

Table 29: Statement 6

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

94 % of students totally agree that the use of group work is a technique very effective at the time to motivate them to practice stress in words in class. This information reveals the preferences of the students to practice stress in words by using groups which can be a powerful technique to improve the features of word stress. Therefore, it is recommended to work in groups to make word stress exercises for achieving a better performance in pronunciation activities.

### 3.7.4.1.7. STATEMENT 7

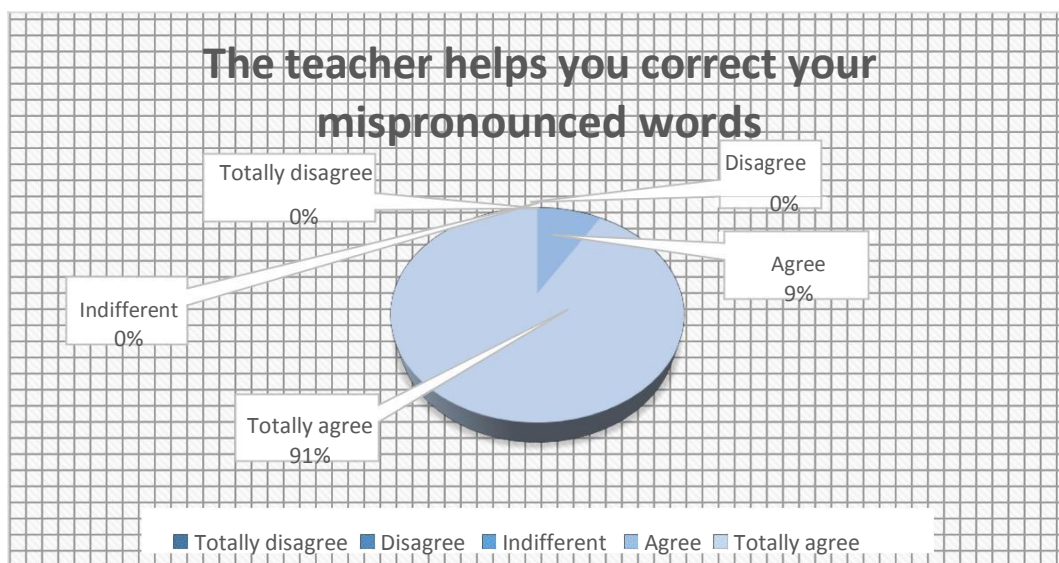


Figure 13: Statement 7

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	32	91 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	3	9 %
<b>Totally agree</b>	0	0 %
<b>Total</b>	35	100%

Table 30: Statement 7

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

91 % of students disagree that the teacher does not usually correct their mispronounced words. This data will help us to design activities to help students feel comfortable in word stress activities and also will facilitate to the teacher in correcting words through the speaking activities that will be applied in class.

### 3.7.4.1.8. STATEMENT 8

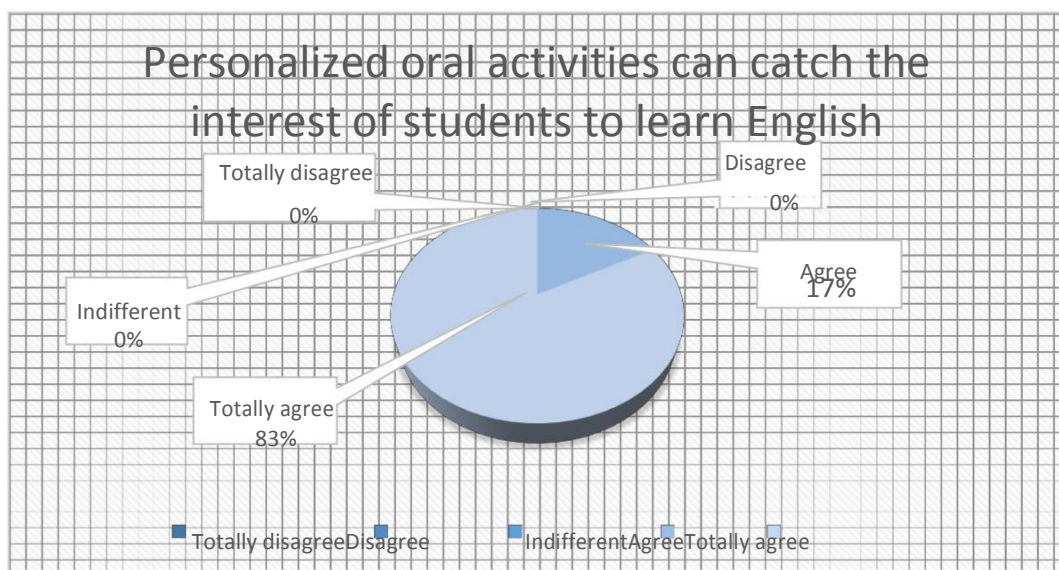


Figure 15: Statement 8

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	6	17 %
<b>Totally agree</b>	29	83 %
<b>Total</b>	35	100%

Table 31: Statement 8

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

Most of students agree that personalized speaking activities can increase the interest of students to learn English. This result is important because shows another preference of students in learning by means of the personalization of speaking activities can motivate them to speak more in class. In this case, it is advisable to design or personalize speaking activities by using topic that they prefer and like in order to increase their interest in acquire English language.



### 3.7.4.1.9. STATEMENT 9

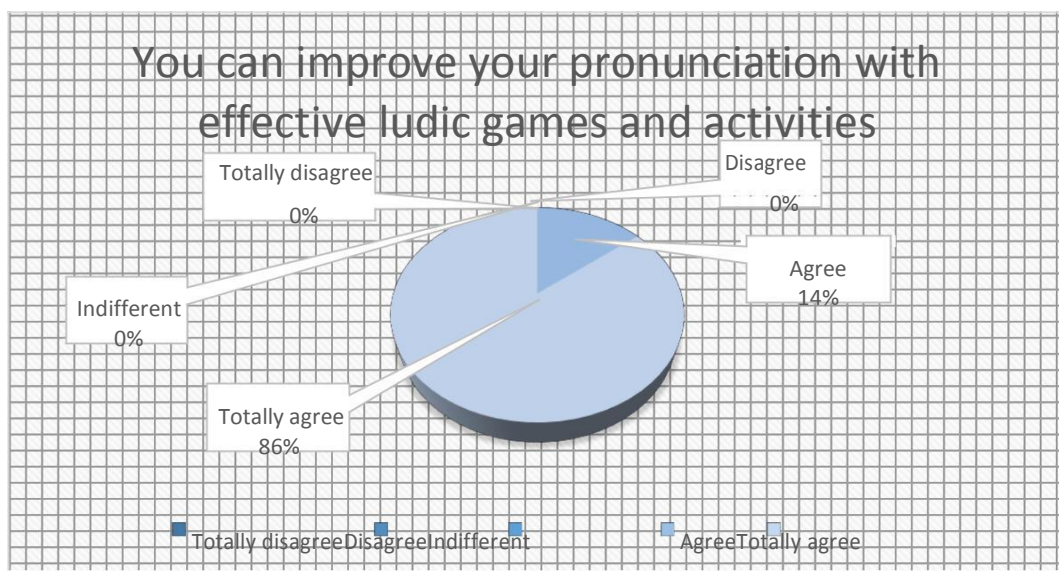


Figure 17: Statement 9

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	6	14 %
<b>Totally agree</b>	29	86 %
<b>Total</b>	35	100%

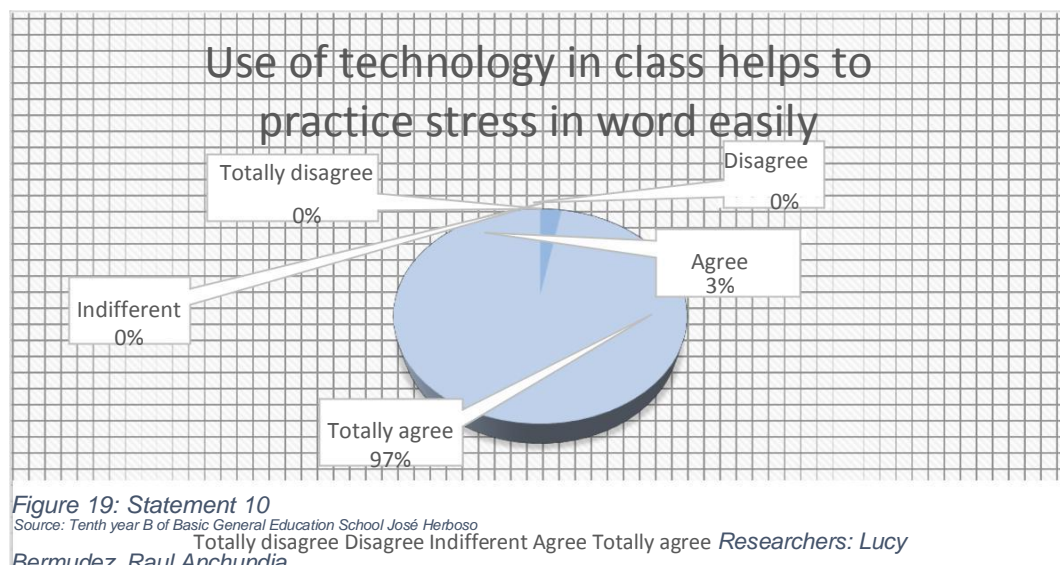
Table 32: Statement 9

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

86 % of students totally agree that pronunciation can be improved using effective techniques as ludic games While 6% of students agree. This statement helps to realize that students prefer to use games in class. In this case, it is recommended to use games focused on pronunciation of words.

### 3.7.4.1.10. STATEMENT 10



variable	Frequency	Percentage
<b>Totally disagree</b>	0	0 %
<b>Disagree</b>	0	0 %
<b>Indifferent</b>	0	0 %
<b>Agree</b>	1	3 %
<b>Totally agree</b>	34	97 %
<b>Total</b>	35	100%

Table 33: Statement 10  
Source: Tenth year B of Basic General Education School José Herboso  
Researchers: Lucy Bermudez, Raul Anchundia

97 % of students totally agree that technology helps to practice stress. This statement will help us to add basic and innovative activities to make learning enjoyable. Therefore, the researchers suggest to use technology to make exercises of stress in words and improve their speaking abilities.

### 3.7.5. CHI-SQUARE TEST

Case Processing Summary						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
The incorrect use of stress in words can influence your pronunciation * You can improve your pronunciation with effective ludic games and activities	35	100,0%	0	0,0%	35	100,0%

Table 34: Chi-squared test

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

**The incorrect use of stress in words can influence your pronunciation \* You can improve your pronunciation with effective ludic games and activities**

#### Cross tabulation

			You can improve your pronunciation with effective ludic games and activities		Total
			Agree	Totally agree	
The incorrect use of stress in words can influence your pronunciation	Agree	Count	5	0	5
		Expected	,7	4,3	5,0
		Count	0	30	30
	Totally agree	Count	4,3	25,7	30,0
		Expected			
		Count			
Total	Count		5	30	35
	Expected		5,0	30,0	35,0
	Count				

Table 35: Chi-squared test 2

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia



### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	35,000 <sup>a</sup>	1	,000		
Continuity Correction	27,310	1	,000		
Likelihood Ratio	28,708	1	,000		
Fisher's Exact Test				,000	,000
Linear-by-Linear Association	34,000	1	,000		
N of Valid Cases	35				

a. 3 cells (75, 0%) have expected count less than 5. The minimum expected count is 0,71.

b. Computed only for a 2x2 table

Table 36: chi-squared test 3

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

### Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient	,707	,000
N of Valid Cases	35	

Table 37: Chi-squared test 4

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

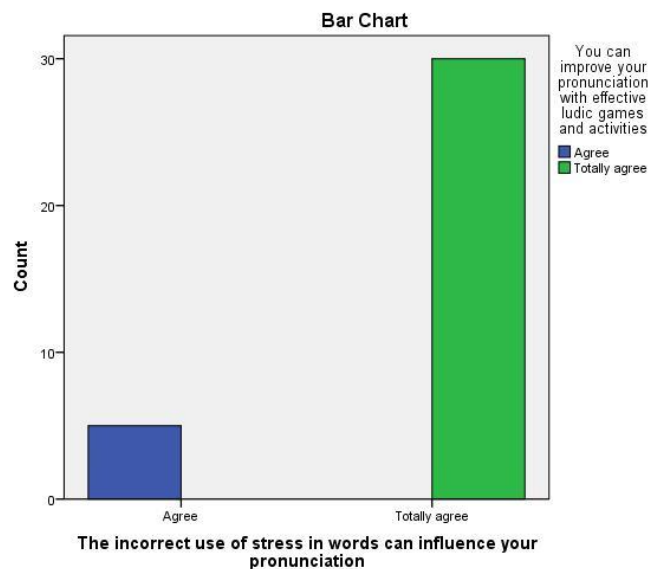
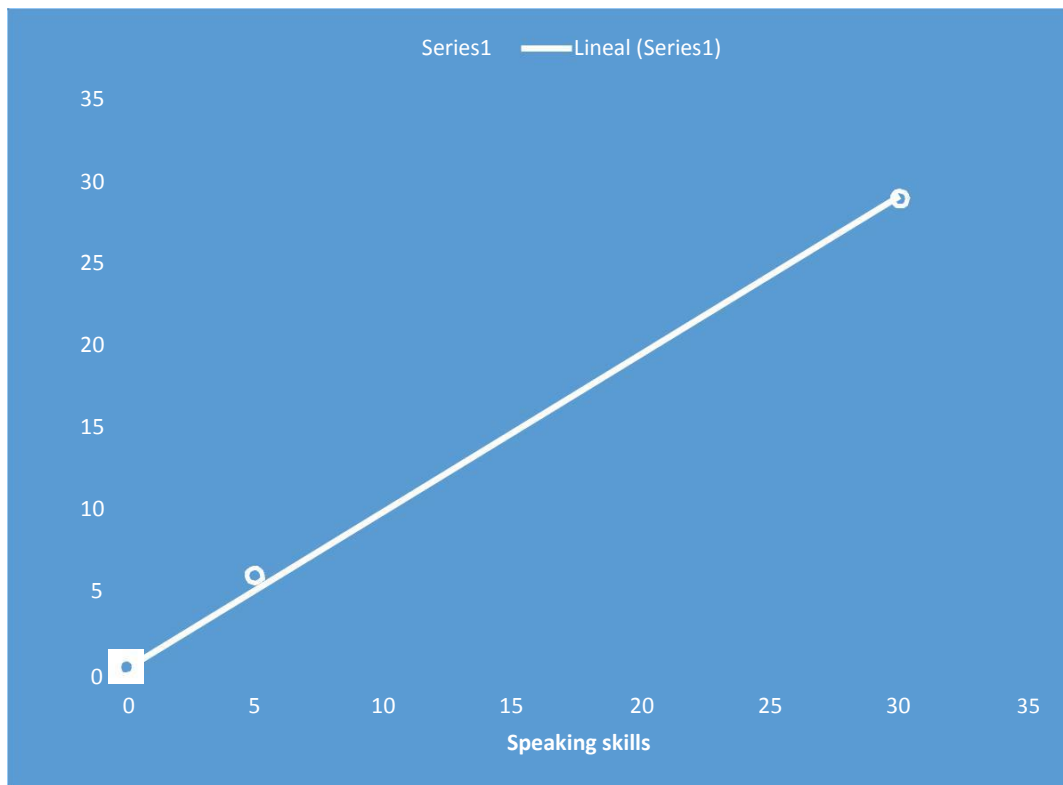


Figure 21: Chi-squared test 5

Source: Tenth year B of Basic General Education School José Herboso

Researchers: Lucy Bermudez, Raul Anchundia

### 3.7.6. CORRELATION BETWEEN STRESS AND SPEAKING SKILLS



This statistical process has a positive covariance of 128, 2 showing that the correlation between stress and speaking skills is 0, 9904059, establishing a direct correlation between these variables. Therefore, the use of stress has influence in speaking skills.

## **CONCLUSIONS**

1. The speaking activities are not applied effectively to encourage to students to speak in classes.
2. Students were unable to express their ideas orally effectively showing many difficulties in rhythm, accuracy, vocabulary and fluency.
3. The teacher does not use innovative methodologies to help students cooperate and enjoy activities.
4. Students do not have motivational and ludic games to help them practice with the language.

## **RECOMMENDATIONS**

1. It is important to increase speaking activities that contain topics that students feel comfortable to speak in order to encourage them to speak more in classes until achieve that they feel the confidence to speak any time they want.
2. It is useful to implement more speaking activities where students can practice these communication aspects in classroom.
3. It is advisable to create and practice word stress activities in order to improve their pronunciation.
4. It is important to have audiovisual materials as CDs to reach different type of learners and learning styles.

## **CHAPTER IV**

### **DESING A BOOKLET WITH A MULTIMEDIA CD ROM FOCUSED ON WORD STRESS ACTIVITIES**

#### **4.1. JUSTIFICATION**

This booklet represents a great didactic material for improving the speaking skills through activities of stress in words for students of tenth year “B” of Basic General Education School José Herbozo corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. In addition, this proposal is a great support for the integral development of those students, because they will be able to improve their proficiency in the English language to obtain better students to contribute excellent professionals to the society. Besides, in the English area, the Ecuadorian government is requiring excellence for improving the teaching-learning process. Additionally, this proposal will benefit the teacher of this educational institution because this booklet represents a new and interactive material for teaching word stress.

#### **4.2. GENERAL OBJECTIVE**

- To improve speaking skills in students by means of word stress activities.

#### **4.3. SPECIFIC OBJECTIVES**

- To motivate students to practice stress in words
- To improve pronunciation in students to enhance oral production
- To practice word stress activities in class.

#### **4.4. THEORETICAL ASPECTS**

##### **4.4.1. EPISTEMOLOGIC ASPECT**

Bernal (2010) contributes to this thesis with his concept of epistemology that is a branch of philosophy that seeks construct knowledge under scientific methodologies in order to analyze and evaluate this knowledge to be used in academic fields. In addition, Piaget (1950) affirms that knowledge is in continuous progress or evolution because the study of knowledge is a process of continuous construction.

##### **4.4.2. SOCIOLOGICAL ASPECT**

Bhushan (2011) contributes to this project expressing that language needs to be learned by using social context because language is closely related to society. Similarly, Liang (2013) makes a positive contribution with the theory of second language acquisition in which according to this theorist is divided in cognitive and social aspect that interact between them in order to make a construction of knowledge by using cognitive, behavioral and environmental factors as experiences, culture, motivation and instruction.

Finally, Vygostky (1950) explains that social context does influence in learning more than simple attitudes and beliefs because it has a deep influence in how learners think about the information acquired. In this case, social contexts is part of the development process because it gives shape to cognitive processes of learners.

#### **4.4.3. PSYCHOLOGICAL ASPECT**

Piaget (1964) makes a great contribution with his psychological theories of the stages of development in which this theorist explained the different cognitive processes that people develop through years. In this case, this proposal uses the formal operation stage because at this stage, learners are able to use logical and deductive reasoning which is a useful factor for teaching all the structures of word stress as how to apply primary, secondary and tertiary stress according its patterns.

Additionally, Vygotsky (1988) cited by Baquero (2004) expresses that the abilities of learners can be enhanced by the assistance or guidance of students more capable or teachers that help them to reach their real potential. Finally, this proposal aims to improve the methodology of teaching word stress to the students by using meaningful exercises, concepts and stress patterns that can interact with the previous knowledge that students have in their memory in order to understand the different ways of patterns of word stress sounds.

#### **4.4.4. PEDAGOGICAL ASPECT**

Hall (2008) indicates that pedagogy helps to teachers in educational fields in order to facilitate the teaching-learning process because pedagogy is integrated to other fields as didactics, psychology and philosophy for improving the performance of teachers in learning process. Likewise, Ausubel (2010) contributes to this thesis with the theory of learning by discovery that implies that students will discover the different stress patterns and how to apply these patterns to pronounce words appropriately in a conversation. Finally, Piaget (1964) contributes to this proposal with his

theory of constructivism that implies an interaction between the word stress material (object) and the students (subject) to obtain a positive evolution in the development of speaking skills.

#### **4.4.5. PHILOSOPHICAL ASPECT**

Fermoso (2009) expresses that axiology is important for improving moral values in students because axiology studies fields as behaviour, moral and ethics. This branch of philosophy is important to teach in classrooms in order to students have an integral education full of values as moral values that will help students to express respect for their partners, social values will help students to improve their capacities to interact successfully with classmates by using groupworks, and intellectual values that will help them to seek and construct knowledge. In the same way, all these human values will help to the improvement of the teaching word stress patterns.

#### **4.4.6. TECHNOLOGICAL ASPECT**

Dudeney and Hockly (2008) expressed that nowadays technology has become in a fundamental part in daily routines in educational fields because technology helps students to practice and improve their language competences by means of CD-ROM, computers and more.

Therefore, the use of technology will offer to students new ways to practice word stress patterns for achieve to improve their English pronunciation.



#### 4.4.7. LEGAL ASPECT

The authors have based the legal feasibility of this project on La Constitución de la República del Ecuador (2008):

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen derecho y la responsabilidad de participar en el proceso educativo (p.27).

In freely translated means that Ecuadorian Government must increment the quality of education in public institution to achieve international standards in order to enhance not only this educational aspect but also to ensure the progress of this country and improve the quality of life of its citizens.

#### 4.5. FEASIBILITY OF APPLICATION

##### 4.5.1. FINANCIAL FEASIBILITY

Units	Description	Cost
2	Pack of sheets	\$ 6,00
190	Printed sheets	\$ 19,00
350	Copies from books	\$ 14,00
1	Bookbinding	\$ 3,00
1	Research cost	\$ 90,00
<b>TOTAL</b>		<b>\$138,00</b>

Table 38: Finacial feasibility

Researchers: Lucy Bermudez, Raul Anchundia

#### **4.5.2. HUMAN FEASIBILITY**

This booklet for students has been developed by assistance of the human talents of its authors, but is necessary to remind that also it has a lot of collaboration a from authorities, teachers and students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, 2015-2016 academic year.

#### **4.5.3. POLITICAL FEASIBILITY**

This project is based on the objectives and strategic guidelines of “El Plan Nacional del Buen Vivir” 4.4 literal B which states that “Fortalecer los estándares de calidad y los procesos de acreditación y evaluación en todos los niveles educativos, que respondan a los objetivos del Buen Vivir, con base en criterios de excelencia nacional e internacional” (p.170). This article in freely translated means that Ecuadorian government seeks to fortify quality standards in every educational institution of the country.

#### **4.6. DESCRIPTION**

This booklet contains word stress activities to develop the speaking skills by using different types of exercises that will help students in the development of oral production. In addition, booklet contains 10 word stress activities that were elaborated taking as reference the vocabulary level in English book level three and the support of the National English Curriculum Guidelines which specified that students of tenth grade are in level A2.1

#### 4.7. TABLE OF CONTENTS

Exercises	Didactic material	Pronunciation	Grammar
<b>Word stress 1</b>	CD/recorder/worksheets	Stress on first syllable Stress on second syllable	Simple present Simple past
<b>Word stress 2</b>	CD/recorder/worksheets	Stress on first syllable Stress on second syllable	Simple present Simple past
<b>Word stress 3</b>	CD/recorder/worksheets	Stress on first syllable in a two-syllable word Stress on first syllable in a three-syllable word	Simple present Simple past
<b>Word stress 4</b>	CD/recorder/worksheets	Stress on second syllable in a two-syllable word Stress on second syllable in a three-syllable word	Simple present Simple past
<b>Word stress 5</b>	CD/recorder/worksheets	Stress on second syllable in a three-syllable word Stress on first syllable in a three-syllable word	Simple present Simple past
<b>Word stress 6</b>	CD/recorder/worksheets	Stress on second syllable in a three-syllable word Stress on first syllable in a three-syllable word	Simple present Simple past
<b>Word stress 7</b>	CD/recorder/worksheets	Stress on first syllable in a three-syllable word Stress on last syllable in a three-syllable word	Simple present Simple past
<b>Word stress 8</b>	CD/recorder/worksheets	Stress on first syllable Stress on second syllable Stress on last syllable	Simple present Simple past
<b>Word stress 9</b>	CD/recorder/worksheets	Stress on second syllable in a four-syllable word Stress on third syllable in a four-syllable word	Simple present Simple past
<b>Word stress 10</b>	CD/recorder/worksheets	Stress on second syllable in a four-syllable word Stress on third syllable in a four-syllable word	Simple present Simple past

Table 39: Table of contents  
 Researchers: Lucy Bermudez, Raul Anchundia

## **CONCLUSION**

This proposal was designed to improve speaking skills that have strong deficiencies in the students of tenth year “B” of Basic General Education School José Heriboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil and Parish Ximena 2015-2016 academic year. In this case, this booklet with word stress activities will contribute for improving not only in pedagogical fields, didactic techniques for teachers but also to increase the level in oral production in these students. Therefore, this proposal represents a positive work for students that will help them in the English learning process.

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## **ANEXXES**

## ACCEPTANCE LETTER (TUTOR)



Guayaquil, Noviembre 10 del 2015

MSc.

GLENDA MORALES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
Ciudad

De mis consideraciones:

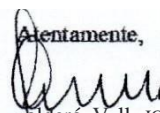
Por disposición de la autoridad se le comunica que ha sido designado(a) como Revisor -Asesor de Proyectos Educativos..

En dicha designación consta el nombre de los estudiantes de la Escuela de Lenguas y Lingüística: ANCHUNDIA VASQUEZ JOSE RAUL Y BERMUDEZ MILLANZ LUCY ANGELA

TOPIC: INFLUENCE OF WORD STRESS IN THE ENGLISH LANGUAGE.

PROPOSAL: DESIGN OF A CD WITH INTERACTIVE ACTIVITIES THAT A SUITABLE PRONUNCIATION OF THE WORDS PROMOTES.

El mismo que deberá ser revisado, corregido, y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,  
  
Ab. Jacinto Calderón Vallejo, MSc.  
DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA

DE GUAYAQUIL  
: "c." «SIO AD Letras Y  
de Filosofía, Letras y Ciencias de la Educación  
Unidad de Titulación de Lenguas y Lingüística  
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ELABORADO POR		CARGO		FIRMA
Elaborado por:	Funcionario Responsable	Secretaría I		
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR		

## ACCEPTANCE LETTER (SCHOOL)

Ministerio  
de Educación

### Escuela de Educación Básica Fiscal "JOSÉ HERBOSO"

Dirección: Cda. Pradera 1 Mz.E-9- Teléfono:(04)2493550 •mail: josehtrboso@hotmail.com  
Guayaquil - Ecuador



Guayaquil, Noviembre 25 del 2016

### CERTIFICADO DE APLICACIÓN DE TEST DE DIAGNÓSTICO

Yo, Ledo. Carlos Manuel Gamarra Zamora MSc., con número de cédula 0907846638 y en calidad de representante legal de la Escuela de Educación Básica Fiscal "José Heriboso";

#### CERTIFICO QUE:

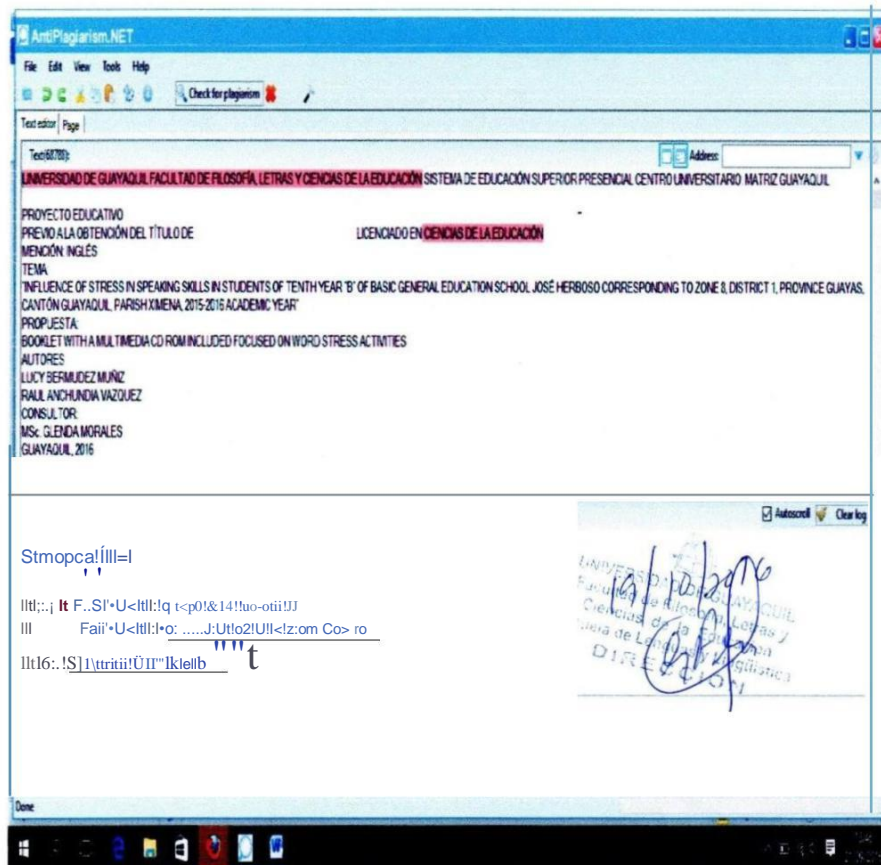
La Sr. **ANCHUNDIA VÁSQUEZ JOSÉ RAÚL**, portador de la Cédula de Ciudadanía No. 092905743-8; egresado de la Carrera de Lenguas y Lingüística de la Facultad de Filosofía, Letras y Ciencias de la Educación de la Universidad de Guayaquil, ha aplicado en éste Plantel Educativo el Test de Diagnóstico dirigido a los Estudiantes del Décimo Año Básico Sección "B" de la jornada vespertina en la fecha 15 de Julio/2015; previo a la elaboración del Proyecto para la obtención del Título de Licenciado en .Ciencias de la Educación Mención Lenguas y Lingüística.

Para constancia firmo,

Ledo.Cario amarra Zamora  
DIRECTOR (E)



## ANTIPLAGIARISM RESULT





**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA : IDIOMAS**

**CERTIFICADO DE PORCENTAJE DE SIMILITUD**

Habiendo sido nombrado MSC. GLENDA MORALES RAMIREZ, tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por ANCHUNDIA VASQUEZ JOSE RAUL con C.C: 0929057438 y BERMUDEZ MUÑIZ LUCY ANGELY con C.C.: 0913408878 con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACION en la carrera: IDIOMAS

Se informa que el trabajo de titulación PEDAGOGÍA ACTIVA EN EL PROCESO ENSEÑANZA APRENDIZAJE EN LA ASIGNATURA DE LENGUA EXTRANJERA, PROPUESTA: BOOKLET WITH A MULTIMEDIA CD ROM INCLUDED FOCUSED ON WORD STRESS ACTIVITIES, ha sido orientado y ejecutado en el programa antiplagio AntiPlagiarism.NET, quedando un 99 % coincidencia.

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## OBSERVATION SHEET

Teacher:		
Researchers:		
Time:		course:
Topic:		
<b>1- Appropriate</b>	<b>2- Regular</b>	<b>3- Deficient</b>

Indicators	1	2	3
Speaking activities in class			
Didactic material for developing speaking skills			
Word stress activities in class			
Didactic material for developing stress in words			
Pedagogical strategies and methods			
Motivation			
Classroom management			
Use of technology in the classroom			

## INTERVIEW

<b>Name of the teacher:</b>
<b>Observers:</b>
<b>Subject:</b>
<b>Length:</b> <b>course:</b> <b>N:</b>
<b>Question 1: could you tell me how many years do you have teaching in this institution?</b>
<b>Question 2: what do you think about changes and requirements that Ecuadorian government is doing in reference to English language?</b>
<b>Question 3: do you considered that your students have difficulties at the time to develop speaking activities?</b>
<b>Question 4: do you apply word stress activities to develop speaking skills in your students?</b>
<b>Question 5: What do you think about teaching word stress activities with technological devices?</b>
<b>Question 6: what do you think about motivation in teaching English?</b>
<b>Question 7: what are you techniques to improve word stress in your students?</b>
<b>Question 8: do you know what Cuisenaire rod technique is?</b>
<b>Question 9: Have you ever used limericks to develop word stress in your students?</b>
<b>Question 10: Would you like to count with a student's booklet with a multimedia CD ROM included focused on word stress activities?</b>

## SURVEY

Statements	Totally disagree	Disagree	indifferent	Agree	ally agree
The incorrect use of stress in words can influence your pronunciation					
The use of didactic material (flashcards, activity sheets) can motivate you to learn English					
The use of games can help to improve stress in new words					
Stress patterns activities can help you to improve your pronunciation					
You enjoy learning new words using innovative activities					
The teacher should use groupwork in order to practice stress in words in class					
The teacher helps you correct your mispronounced words					
Personalized speaking activities can increase your interest to learn English					
You can improve your pronunciation with effective ludic games and activities					
The use of technology in class helps to practice stress in words easily					



## ORAL TEST

Criteria	1 point	2 points	3 points	Score obtained by 35 students per each feature of speaking skills		
				1	2	3
<b>Fluency</b>	Deficient fluency	Regular fluency	Adequate fluency			
<b>Accuracy</b>	Deficient accuracy	Regular accuracy	Adequate accuracy			
<b>Vocabulary</b>	Deficient vocabulary	Regular vocabulary	Adequate vocabulary			
<b>Rhythm</b>	Deficient rhythm	Regular rhythm	Adequate rhythm			

## PICTURES

Title: Oral test



Figure 22: Oral test

Researchers: Lucy Bermudez, Raul Anchundia

Source: Tenth year B of Basic General Education School José Herboso

Title: Oral test



Figure 23: Oral test

Researchers: Lucy Bermudez, Raul Anchundia

Source: Tenth year B of Basic General Education School José Herboso

Title: Survey



Figure 24: Survey

Researchers: Lucy Bermudez, Raul Anchundia

Source: Tenth year B of Basic General Education School José Herboso

Title: Interview



Figure 25: Interview

Researchers: Lucy Bermudez, Raul Anchundia

Source: Tenth year B of Basic General Education School José Herboso



Title: Tutorial



*Figure 26: MSc. Glenda Morales (tutorials)  
Researchers: Lucy Bermudez, Raul Anchundia  
Source: Tenth year B of Basic General Education School José Herboso*

Title: Tutorial



*Figure 27: MSc. Glenda Morales (tutorials)  
Researchers: Lucy Bermudez, Raul Anchundia  
Source: Tenth year B of Basic General Education School José Herboso*

# BOOKLET WITH A MULTIMEDIA CD FOCUSED ON WORD STRESS EXERCISES

DESIGNED BY LUCY BERMUDEZ AND RAÚL ANCHUNDIA



Ministerio  
de Educación



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## **JUSTIFICATION**

This booklet represents a great didactic material for improving the speaking skills through activities of stress in words for students of tenth year “B” of Basic General Education School José Herboso corresponding to zone 8, District 1, Province Guayas, Cantón Guayaquil, Parish Ximena, and 2015-2016 academic year. In addition, this proposal is a great support for the integral development of those students, because they will be able to improve their proficiency in the English language to obtain better students to contribute excellent professionals to the society.

In the English area, the Ecuadorian government is requiring excellence for improving the teaching-learning process. Additionally, this proposal will benefit the teacher of this educational institution because this booklet represents a new and interactive material for teaching word stress.

### **GENERAL OBJECTIVE**

- To improve speaking skills in students by means of word stress activities.

### **SPECIFIC OBJECTIVES**

- To motivate students to practice stress in words
- To improve pronunciation in students to enhance oral production
- To practice word stress activities in class



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Exercises	Didactic material	Pronunciation	Grammar
Word stress 1	CD/recorder/worksheets	Stress on first syllable Stress on second syllable	Simple present Simple past
Word stress 2	CD/recorder/worksheets	Stress on first syllable Stress on second syllable	Simple present Simple past
Word stress 3	CD/recorder/worksheets	Stress on first syllable in a two-syllable word Stress on first syllable in a three-syllable word	Simple present Simple past
Word stress 4	CD/recorder/worksheets	Stress on second syllable in a two-syllable word Stress on second syllable in a three-syllable word	Simple present Simple past
Word stress 5	CD/recorder/worksheets	Stress on second syllable in a three-syllable word Stress on first syllable in a three-syllable word	Simple present Simple past
Word stress 6	CD/recorder/worksheets	Stress on second syllable in a three-syllable word Stress on first syllable in a three-syllable word	Simple present Simple past
Word stress 7	CD/recorder/worksheets	Stress on first syllable in a three-syllable word Stress on last syllable in a three-syllable word	Simple present Simple past
Word stress 8	CD/recorder/worksheets	Stress on first syllable Stress on second syllable Stress on last syllable	Simple present Simple past
Word stress 9	CD/recorder/worksheets	Stress on second syllable in a four-syllable word Stress on third syllable in a four-syllable word	Simple present Simple past
Word stress 10	CD/recorder/worksheets	Stress on second syllable in a four-syllable word Stress on third syllable in a four-syllable word	Simple present Simple past

**WORD STRESS EXERCISE 1**

Without Bathroom	against lawyer	protect lovely	prefer jumper	control stomach	alarm scissors
------------------	----------------	----------------	---------------	-----------------	----------------

Column 1	Column 2
Oo	oO
LOVEly	withOUT

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. It works **without** problems
2. I'm **against** wars
3. Cops **protect** people
4. She **prefer** orange juice
5. This is a TV **control**
6. That was my wake up **alarm**
7. Can I go to the **bathroom**?
8. My mother is a **lawyer**
9. This is a **lovely** cat
10. **Jumpers** participate in Olympic Games
11. I got empty my **stomach**
12. I bought those **scissors**

## WORD STRESS EXERCISE 2

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (Oo = stress on first syllable, oO = stress on second syllable)

Police	climate alone	crazy complains	cartoon report	final useful	mirror witness	advice
--------	------------------	--------------------	-------------------	-----------------	-------------------	--------

Column 1	Column 2
Oo	oO
CRAzy	aLONE

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. Call the **police**!
2. There are 4 types of **climates**
3. You are not **crazy**
4. He likes to see **cartoons**
5. that is the **final** exam
6. Do you like that **mirror**?
7. I have an **advice** for you
8. She was **alone** for long time
9. No more **complains**, please!
10. Show me your **report**
11. This information is really **useful**!
12. She is a **witness** of that accident

## WORD STRESS EXERCISE 3

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (Oo = stress on first syllable in a two syllable word, Ooo = stress on first syllable in a three syllable word)

<b>Stadium</b>	<b>careful</b> <b>carefully</b>	<b>fortunate</b> <b>studied</b>	<b>painful</b> <b>famous</b>	<b>barbeque</b> <b>weather</b>	<b>later</b> <b>photograph</b>	<b>accident</b>
----------------	------------------------------------	------------------------------------	---------------------------------	-----------------------------------	-----------------------------------	-----------------

**accident**

Column 1	Column 2
Oo	Ooo
CAREful	CAREfully

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. I went to the <b>stadium</b>     | 7. It was an <b>accident!</b>        |
| 2. Please be <b>careful</b>         | 8. Handle it <b>carefully!</b>       |
| 3. You are so <b>fortunate</b>      | 9. She <b>studied</b> last night     |
| 4. That sick is very <b>painful</b> | 10. He is <b>famous</b>              |
| 5. I love <b>barbeque</b>           | 11. It is a nice <b>weather</b>      |
| 6. Don't say <b>later</b>           | 12. Did you see a <b>photograph?</b> |

**WORD STRESS EXERCISE 4**

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (o**O** = stress on second syllable in a two-syllable word, o**O**o = stress on second syllable in a three-syllable word)

Respectful	begin	successful	consult	description	decide
designer	decision	creative	designed	confess	respect

Respectful designer	begin decision	successful creative	consult designed	confess	description respect	decide
------------------------	-------------------	------------------------	---------------------	---------	------------------------	--------

Column 1	Column 2
oO	oOo
beGIN	desCRIPtion

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. He is a **respectful** teacher
2. It **begins** now!
3. You are a **successful** nurse
4. **Consult** that price
5. This is a long **description**
6. She needs to **decide**
7. He works as magazine **designer**
8. Is that your **decision**?
9. She is so **creative**!
10. He **designed it** two years ago
11. I **confess** my problems
12. Do you know what **respect** is?

**WORD STRESS EXERCISE 5**

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (oOo = stress on second syllable in a three-syllable word, OOo = stress on first syllable in a three-syllable word)

Develop atmosphere	excellent manager	suggestion assistant	personal official	newspaper prescription	dangerous mechanic
-----------------------	----------------------	-------------------------	----------------------	---------------------------	-----------------------

Column 1	Column 2
oOo	Ooo
aSSISant	EXcellent

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. You can **develop** this
2. This is **excellent**!
3. What was her **suggestion**?
4. Don't take this **personal**
5. Where is the **newspaper**?
6. It could be **dangerous**!
7. This is a bad work **atmosphere**
8. Please, talk with my **manager**
9. She is my **assistant**
10. Did you see the **official** video?
11. It only sells under medical **prescription**
12. It was a **mechanic** failure



## WORD STRESS EXERCISE 6

Firefighter	attractive	government	illegal	interview	opinion
tomatoes	relatives	pessimist	uniform	delicious	ambitious

Column 1	Column 2
oOo	Ooo
ambitious	PESsimist

**Activity 2:** Practice saying the words of each column.

### Activity 3: Repeat these sentences.

1. My uncle is a **firefighter**
2. She is so **attractive**!
3. I support this **government**
4. This download is **illegal**
5. I had an **interview**
6. This is my **opinion**!
7. Do you have **relatives**?
8. Don't be too **pessimist**!
9. Those aren't **tomatoes**
10. This is my new **uniform**
11. It was **delicious**
12. You were so **ambitious**

**WORD STRESS EXERCISE 7**

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (Ooo = stress on first syllable in a three-syllable word, ooO = stress on last syllable in a three-syllable word)

Disagree	desperate	introduce	medical	cigarette	magazine	poisonous
questionnaire	recipe	possibly	shopkeeper		totally	

Column 1	Column 2
Ooo	ooO
DESperate	IntroDUCE

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. I'm totally **disagree**
2. She was **desperate**
3. First, **introduce** your friends
4. He had **medical** problems
5. Do you have any **cigarette**?
6. I bought these **magazine**
7. Don't drink it! It is **poisonous**!
8. You need to fill this **questionnaire**
9. It is an excellent **recipe**
10. It is **possibly**
11. The **shopkeeper** only sold me this
12. Are you totally sure?

## WORD STRESS EXERCISE 8

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (oOo = **stress on the first syllable**, Ooo = **stress on the second syllable**, ooO = **stress on the last syllable**)

Adventure	cigarettes	customer	introduce	already	detective	overweight
refugees	immigrant	illegal	interview	unhappy	serious	satisfied
understand						

Column 1	Column 2	Column 3
oOo	Ooo	ooO
ad <b>VEN</b> ture	<b>CUS</b> tomer	under <b>STAND</b>

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. This is a great **adventure**!
2. I sell **cigarettes**
3. Look! There is a **customer**
4. **Introduce** your topic
5. I **already** told that
6. She is a **detective**
7. He is **overweight**
8. There are no **refugees** in that place
9. His father is an **immigrant**
10. Don't do that! It's **illegal**!
11. How was your **interview**?
12. Why are you so **unhappy**?
13. You're **serious** about this
14. I'm **satisfied** client!
15. Do you **understand** it?

## WORD STRESS EXERCISE 9

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (oOoo = stress on second syllable in a four-syllable word, ooOo = stress on third syllable in a four-syllable word)

Advantages	energetic	identify	celebrityeducation	explanation
invitation	incredible	optimistic	environment	especially
obligation				

Column 1	Column 2
oOoo	ooOo
ceLEbrity	InviTAtion

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. There are some **advantages**
2. This is an **energetic** drink
3. Can you **identify** them?
4. She is a **celebrity**
5. Your **education** is first!
6. Do you need an **explanation**?
7. Here is your **invitation**
8. Take care of the natural **environment**
9. It was **incredible**!
10. You need to be **optimistic** person
11. She did that **especially** for you
12. This is your **obligation**

**WORD STRESS EXERCISE 10**

**Activity 1:** Listen and put the following words into the correct columns. Look at examples first. (oOoo = stress on second syllable in a four-syllable word, ooOo = stress on third syllable in a four-syllable word)

Apostrophe definition	Argentina situation	electrician economic	experience available	information apparently	infinite development
--------------------------	------------------------	-------------------------	-------------------------	---------------------------	-------------------------

Column 1	Column 2
oOoo	ooOo
aPPArently	elecTRIcian

**Activity 2:** Practice saying the words of each column.

**Activity 3:** Repeat these sentences.

1. Don't forget to put the **apostrophe**
2. I'm from **Argentina**
3. We need an **electrician**
4. Do you have **experience** enough?
5. Send me that **information**
6. This **situation** is complicated
7. It's an **economic** problem
8. Your download is **available** now!
9. **Apparently** he believes in you
10. **Infinitive** is the base form of verbs
11. Give me the **definition** of this word
12. Speaking skills **development**

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## ANNEXES

## **TEACHER SHEET**

### **Activity 1:**

Photocopy the worksheet and give one to each student

Follow the instructions of the worksheet

Make feedback

### **Activity 2:**

Read aloud the words in the columns

Make your students repeat each word after you

### **Activity 3:**

Make you students read aloud the sentences, this can be done by one student at a time or chorus drilled

## **ANSWERS**

### **Word stress 1:**

**Col. 1** bathroom jumper lawyer lovely stomach scissors

**Col. 2** without against protect prefer control alarm

### **Word stress 2:**

**Col. 1** climate crazy final mirror witness useful

**Col. 2** advice alone cartoon complains police report

### **Word stress 3:**

**Col. 1** careful famous later painful studied weather

**Col. 2** accident barbeque carefully fortunate photograph stadium

### **Word stress 4:**

**Col. 1** begin designed confess consult decide respect

**Col. 2** creative description designer decision successful respectful

### **Word stress 5:**

**Col. 1** assistant develop mechanic official prescription suggestion

**Col. 2** atmosphere dangerous excellent newspaper personal manager

### **Word stress 6:**

**Col. 1** ambitious attractive delicious illegal opinion tomatoes

**Col. 2** firefighter government interview pessimist relatives uniform

### **Word stress 7:**



**Col. 1**        desperate    medical    poisonous    possibly    recipe    shopkeeper  
totally

**Col. 2**        cigarette    disagree    introduce    magazine    questionnaire

**Word stress 8:**

**Col. 1**        adventure    already    detective    illegal    unhappy

**Col. 2**        customer    immigrant    interview    satisfied    serious

**Col. 3**        cigarettes    introduce    overweight    refugees    understand

**Word stress 9:**

**Col. 1**        advantages    celebrity    environment    especially    identify    incredible

**Col. 2**        education    energetic    explanation    invitation    obligation    optimistic

**Word stress 10:**

**Col. 1**        apostrophe    apparently    available    development    experience  
infinitive

**Col. 2**        Argentina    definition    economic    electrician    information    situation