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"ECLECTIC METHOD TO ENHANCE WORD STRESS IN ENGLISH PRONUNCIATION AMONG SOPHOMORE STUDENTS AT LA SALLE HIGH SCHOOL"

Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

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DEDICATION

First and foremost, I dedicate this achievement to God, for always being my guide, my strength, and my source of hope throughout this journey, I am also deeply grateful to the Virgin Mary for her loving intercession, protection, and guidance throughout this journey. Thank you for giving me the courage to move forward during difficult moments, for blessing me with the opportunity to achieve this goal.

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ABSTRACT

Pronunciation constitutes one of the pillars of the English Language since it allows for clear communication of a message from one individual to another in an effective way. It is common for Ecuadorian students who study English as a foreign language to have difficulties when pronouncing word stress. This problem not only affects their ability to convey a message but also impacts students' self-esteem when speaking. As such, the present study aimed to design an educational blog based on the eclectic method to enhance word stress skills among second-year Bachillerato students at the "La Salle" High School. A qualitative research methodology was conducted, in which the inductive approach was applied in order to identify the needs of the participants and better understand the issue. The design of the blog was supported by information gathered from student questionnaires and a teacher interview on their experiences and approaches to word stress. By analyzing the data obtained, the main challenges when articulating word stress were identified, as well as the learning strategies that can be beneficial for students to overcome them. Following the research, an educational blog was developed including all necessary information and activities for students to learn and practice English word stress. The blog was created on the basis of the eclectic method, which implies that multiple methods and techniques were considered in the design to ensure a meaningful and engaging experience in learning word stress. Ultimately, it can be concluded that the use of an educational blog is an innovative way to facilitate learning and teaching English by improving students' pronunciation skills. It becomes a helpful resource for both teachers and students and serves as a good complement to the standard education system, as it promotes engagement and independent learning.

Keywords: eclectic method; word stress; pronunciation; educational blog; learning English.

RESUMEN

La pronunciación constituye uno de los pilares del idioma inglés, ya que permite transmitir mensajes de manera clara y efectiva entre individuos. Es frecuente que los estudiantes ecuatorianos que aprenden inglés como lengua extranjera enfrenten dificultades con la acentuación de las palabras. Este tema no solamente provoca que no pueda/puedan transmitir el contenido de lo que quiere/quieren decir, sino que, además, afecta a la autoestima que tiene/tienen a la hora de hablar. Por este motivo, el objetivo del presente trabajo consistió en diseñar un blog educativo en base al método ecléctico para la mejora de la acentuación léxica de los alumnos y alumnas de 2º de Bachillerato de la Unidad Educativa Particular "La Salle". Se empleó para ello una muy buena metodología de investigación cualitativa en la que se aplicó un diseño inductivo que le permitió identificar las carencias de los participantes y entender el problema. El blog educativo se realizó en base a la información obtenida a partir de las encuestas realizadas a los estudiantes y las entrevistas a los docentes, sobre las experiencias acumuladas y formas de proceder ante la acentuación. Analizar el tipo de datos recogidos, permite acceder a los principales problemas ante la articulación de la acentuación vista en la investigación y las estrategias de aprendizaje que ayuden a los estudiantes a vencer estos problemas. A partir de la investigación del análisis se desarrolló el blog educativo que incluye toda la información y las actividades que necesitan los estudiantes para aprender y practicar la acentuación en inglés. Las características del blog educativo se desarrollaron a partir del método ecléctico. Crear un blog educativo bajo el método ecléctico supone incluir diversas técnicas y/o métodos que garanticen una experiencia de aprendizaje y que esta sea positiva, significativa y motivadora. Finalmente, la utilización de un blog educativo representa una forma innovadora de ayudar a la enseñanza y el aprendizaje del inglés al perfeccionar la pronunciación de los estudiantes. Este recurso se ha convertido en un buen recurso fundamental para ambos los docentes y los alumnos, además de ser una buena herramienta para complementar el sistema educativo tradicional, favoreciendo la práctica activa y la práctica autónoma.

Palabras clave: método ecléctico; acentuación léxica; pronunciación; blog educativo; aprendizaje del inglés.

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INTRODUCTION

Research context

The present research is situated within the context of English language learning in sophomores' students, focusing specifically on word stress in pronunciation that, according to Dwi Septiyanda (2023), "word stress has a linguistic importance in English" and is a fundamental component of oral communication. In this context, the role of teachers is relevant to enhance English pronunciation skills. Regarding this, the eclectic method emerges as an effective pedagogical approach, as it combines techniques and strategies from various teaching methods, allowing teachers to adapt their instruction to their specific needs. Nevertheless, this approach is often underutilized, with some teachers relying just on traditional methods.

Research problem

In the present day, English is everywhere and becomes the largest language used for communication between cultures, economies, and education systems. Graddol (2006), states, "If English is spreading globally, it raises not only linguistic, educational and economic questions but also cultural, political and ethical ones" (p.9). The relevance of English is undeniable in politics, business, and academia. Regardless of how important English is, many people do not strive to improve their English level.

As highlighted by Andrade et al. (2021), being that English is a foreign language in Latin America, where Spanish is the main spoken language, presents its challenges. Learning a foreign language can be a complicated and difficult process that takes time and practice. In Latin America, the vast majority of teachers use traditional forms of teaching, where the factor of students getting grades occupies the first and foremost place in the learning process. This leads to increased frustration and lack of confidence on the part of the learners.

Ecuador has been facing obstacles in English proficiency and one of the reasons could be explained by vocabulary development. The lesson procedures provide insufficient exercise for students which leads to teachers' limited exposure of students to unknown vocabulary (Kim, 2023). It has been observed that frequent interaction with a language in different contexts leads to better memorization and usage of vocabulary. However, Vaca-Cárdenas (2022) has discovered that Ecuadorian learners tend to avoid speaking activities because of their fear of making mistakes and their inability to use the required vocabulary. This tendency makes the matter even worse and leaves students with limited knowledge of English.

Taking these challenges into account, it is necessary to implement effective teaching strategies aimed at overcoming such difficulties in providing correct pronunciation and word-stress, the fundamental conditions for intelligible speech delivery. The approach which may successfully help in solving the problem is to apply eclectic methodology that brings together all the possible methods of teaching and learning.

Justification

The significance of English as a universal language brings the importance of pronunciation as a key aspect of communication to the forefront, especially in multilingual places, such as Latin America. According to Graddol (2006), English today is no longer a foreign language, but rather a skill necessary for playing a role in the global economy (p. 14). In Ecuador, students find it difficult to acquire good pronunciation skills due to the absence of practice and exposure. This gap prevents students from effective communication at different levels both academically and professionally.

A significant barrier to pronunciation improvement in Ecuador is the traditional emphasis on grammar and vocabulary at the expense of prosodic features, such as word stress and intonation. Puryear and Ortega (2011) argue that the main barriers to enhancing a region's education systems are twofold: technical (weak institutions and ineffective teaching) and political (teachers' unions resistant to change and a lack of political will for transformative reforms). They also outline twelve policy recommendations aimed at strengthening education's role in driving development. This issue is particularly evident in high schools like "La Salle," where teacher training in phonetics is often insufficient.

The lack of student engagement in pronunciation practice further exacerbates the problem. Chango et al. (2023) found that Ecuadorian students avoid speaking activities due to a fear of making mistakes and a limited vocabulary, largely due to traditional methodologies. This reluctance prevents them from developing the automaticity needed for fluent speech. Word stress is a key component of intelligibility in spoken English. Therefore, an effective pedagogical approach must address both technical instruction and psychological barriers to practice.

A possible answer to this issue is the implementation of an eclectic method that includes a variety of approaches. Although Celce-Murcia (2010) claims that a single method cannot solve all the problems related to pronunciation, different methods, such as listening discrimination exercises and practice, are more helpful in this process (p. 112). By catering the teaching process to each student's abilities, this method enables the effective acquisition of word stress patterns by learners in comparison with traditional methods.

Hence, raising the awareness of word stress has wider implications for educational goals in Ecuador. EF English Proficiency Index (2024) indicates Ecuador ranks low in terms of English proficiency level, which restricts economic and educational possibilities for its population. It is expected that applying an eclectic method in teaching pronunciation will help improve learners' fluency, which is important in the context of current national initiatives aimed at improving English education in Ecuador. Thus, it is essential to conduct this research without delay in order to narrow the gap between learning in class and dealing with real-life communication tasks.

Objectives

General objective

To enhance Word Stress in English Pronunciation among Sophomore Students at "La Salle" High School

Specific objectives

- To analyze the difficulties that students have when they learn word stress in English.
- To implement interactive exercises such as minimal pairs, repetition drills, and sentence stress patterns to reinforce word stress recognition and production.
- To develop a blog with interactive exercises and audiovisual materials created for the purpose of word stress improvement.

Problems-difficulties

The current research project encounters numerous obstacles in relation to resistance issues to applying this method on the part of students with no experience regarding the pronunciation-based approach and difficulties in terms of identifying minor achievements in the field of stress position. However, the flexible character of the eclectic approach can also lead to various issues in the implementation of the method. The lack of time for carrying out a longitudinal study and specific tools for assessing pronunciation problems can also decrease the reliability of results obtained during the study.

Structure of research

The thesis is divided into four chapters. The first chapter outlines the theoretical framework of the thesis. This entails the review of language theories, teaching methods and approaches, and examining the various research components. The second chapter outlines the methodology employed in conducting the research. The third chapter discusses the results of the research obtained through the researched methods followed by a discussion of the results. The last chapter of the thesis states the instructional intervention proposed to solve the pertinent problems of learning. The last section of the thesis presents the necessary conclusions and recommendations.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents key theories related to word stress in English, including the learning stages, linguistic foundations, and pronunciation teaching methods and approaches, specifically the audio-lingual and communicative approaches, to enhance oral production in English pronunciation and achieve the research objectives.

1.1.Word stress in English

Stress is one of the essential elements' learners must master. Consulting an English dictionary, learners can locate stressed syllables, which occur when a syllable is pronounced with emphasis or energy (Roach P. , 2012). In written notation, stress is marked by an apostrophe (') above the stressed syllable. Syllables become audible when a word is spoken and identifying them is straightforward: each vowel sound represents one syllable. These vowel sounds can be monophthongs, diphthongs, or triphthongs. Therefore, before learners can apply stress correctly in English words, they must first understand what a syllable is.

Monophthongs, diphthongs, and triphthongs are essential for understanding phonetic variation across languages and these are categories of vowel sounds distinguished by their articulatory complexity. A monophthong is a pure vowel sound with a stable articulation, meaning the tongue and lips do not shift position during production (Roach, 2009, p. 14). In contrast, a diphthong involves a glide between two vowel qualities within a single syllable, creating a dynamic sound (Ladefoged & Johnson, 2015, p. 31). For example, the English word "coin" /ɔɪ/ contains a diphthong. Finally, triphthongs are more complex, consisting of a three-vowel glide (e.g., "fire" /aɪə/ in some dialects), though they are less common and often subject to simplification (Cruttenden, 2014, p. 58).

Stress perception relies on acoustic prominence, where stressed syllables stand out from unstressed ones due to a combination of auditory cues. Experimental research confirms that no single feature alone marks stress; rather, listeners recognize stressed syllables through the interplay of pitch, loudness, duration, and vowel quality (Roach P. , 2012). Therefore, understanding and applying word stress is essential for clear and intelligible communication in English, Misplaced stress can lead to misunderstandings, as it may cause a word to sound like a different one or become difficult for native speakers to recognize. Thus, accurate word stress is a key component of listening comprehension and effective speaking.

1.2. Affective factors and linguistic identity

The acquisition of accurate English word stress is not solely a phonetic challenge and is profoundly influenced by the learner's affective domain and sense of linguistic identity. Emotional factors such as anxiety, motivation, and self-confidence can negatively affect students' pronunciation development. As Arnold (1999) emphasizes, affect is not a peripheral issue is "inextricably interwoven with cognition" (p. 1), directly impacting how students engage with pronunciation practice. Due to its flexibility nature the eclectic method can help reduce students' anxiety and create a more supportive learning environment. Therefore, it is important to identify conflict between nativeness and intelligibility, and

finally, how an eclectic approach can strategically foster the oral self-confidence of sophomore students.

Furthermore, the acquisition of accurate English word stress is profoundly influenced by the learner's affective domain and sense of linguistic identity, a dynamic particularly salient within the Ecuadorian educational landscape. Factors including anxiety, motivation, and self-perception are often intensified by a sociocultural tension between embracing a global lingua franca and preserving a strong, Spanish-rooted national identity.

As pointed out by Arnold (1999, pp. 1), emotion is not a marginal topic but is "inextricably intertwined with cognition," with a direct influence on how learners go through pronunciation practice. In terms where rhythmic segments are provided by syllable-timed Spanish into which English stress fits, the very attempt of producing English stress may feel weird, or an act of deviation from the native linguistic identity, possibly causing high affective dissonance (Gómez, 2022, p. 120). The anxiety of the learners is invariably compounded by fear of judgment from their peers, which creates an affective filter so high that practice and experimenting with one's speech are put on the back burner. Nonetheless, the national push for bilingualism in Ecuador, as defined in the "Plan Nacional de Inglés" (Ministerio de Educación, 2021), also serves as a great motivator weaving the notion of English proficiency into the consideration of access to future academic and work opportunities.

An eclectic method is uniquely positioned to navigate this complex affective terrain. By strategically blending non-threatening techniques, for example, using digital tools for private practice, incorporating familiar cultural content e.g., applying stress patterns to well-known Andean music rhythms or Ecuadorian place names, and fostering collaborative, game-like activities the approach minimizes anxiety and builds self-efficacy. Ultimately, within the Ecuadorian context, an eclectic method does not seek to impose a native-like model but to develop intelligibility while respecting the learner's linguistic identity, thereby transforming pronunciation practice from a source of stress into a tool for confident global communication.

1.2.1 Shame and fear of correction

A primary affective barrier to mastering pronunciation is the potent combination of shame and the fear of negative evaluation. This anxiety often manifests as foreign language anxiety (FLA), a situation specific fear associated with the context of language learning (Horwitz, 1986). In the context of word stress, where a misstep can lead to a complete communication breakdown, the risk of public embarrassment is high. Sophomore students, being acutely self-aware, may perceive pronunciation correction not as constructive feedback but as a personal critique. As Young (1991) noted, learners often feel that their identity is on the line when speaking a foreign language. Direct correction from teachers may increase students' nervousness and discourage them from participating orally.

Effective instruction must, therefore, employ correction techniques that are perceived as supportive rather than shameful. This is particularly critical in the Ecuadorian classroom, where the cultural value of shame amplifies the fear of public failure and losing face in front

of peers. The traditional teacher-centered model, still prevalent in many schools, can inadvertently exacerbate this by emphasizing error-focused correction. Even so, an eclectic method offers a multifaceted solution to dismantle this barrier. By integrating anonymous digital tools e.g., recording apps such as Flip by Microsoft where students can submit responses privately before class discussion, peer-to-peer correction frameworks that normalize mistakes as a natural part of learning, and indirect feedback techniques such as recasting (where the teacher models the correct stress naturally without explicitly pointing out the error), the instructional approach can depersonalize correction.

Moreover, leveraging collaborative group work, a cultural strength in Ecuadorian social dynamics, shifts the focus from individual performance to collective problem-solving. As a result, students may feel more comfortable practicing pronunciation because communication becomes more important than achieving perfect accuracy.

1.2.2 Identity: Sounding native vs. Being intelligible

One of the most serious psychological obstacles for learners of a language is possibly their wish to speak like a native speaker with the ultimate goal of being understood. The desire to achieve a native-like pronunciation is usually determined by social ideas about prestige and language discrimination (Lippi-Green, 2012) and creates huge pressure on speakers. Nevertheless, the attainment of the aim is quite possible for most learners' post-puberty due to the critical period hypothesis (Lenneberg, 1967). This can also lead to negative consequences because of the possibility of violation of the learner's L1 identity and resulting frustration. Current approaches in the field of linguistics and language teaching have become centered around intelligibility and effective communication instead of achieving a native-like accent. According to the works of scholars (Jenkins, 2000) who studied the issues of English as a lingua franca (ELF), the key idea is "comfortable intelligibility" (Jenkins 160) rather than meeting the standards of a native speaker. Explaining the attitude given to sophomore students may lower their anxiety.

1.2.3 Impact of the Eclectic method on oral self-confidence

The eclectic method serves as a powerful tool to mitigate affective barriers and directly build oral self-confidence by leveraging the strengths of various pedagogical approaches. Its core strength lies in its ability to provide varied and scaffolded practice, which reduces anxiety and caters to different learning styles. For instance: Using technology (e.g., speech visualization software or pronunciation apps) allows for private, self-paced practice without fear of judgment, giving students control over their learning. Incorporating communicative and task-based activities focuses the learner's attention on meaning and successful interaction rather than on form, thereby lowering the affective filter and building fluency (Brown & Lee, 2015).

Techniques from humanistic approaches (e.g., positive feedback, creating a supportive classroom community) directly address the emotional needs of learners, fostering a sense of security that encourages risk-taking (Arnold, 1999). By diversifying instructional techniques, the eclectic method demonstrably reduces the monotony and pressure that fuel anxiety. This creates a positive feedback loop: as students experience success in low-stakes

activities, their confidence grows, motivating them to engage in more challenging practice, which ultimately leads to greater intelligibility and oral proficiency.

1.2.4. Learning stages

1.2.4.1 Cognitive

The cognitive stage is the initial phase of learning stress patterns in English, where learners must consciously analyze and understand how stress works. At this stage, students rely heavily on explicit instruction and focus attention on identifying stressed syllables, often using rules. (e.g., "Stress the first syllable in nouns like **RE**-cord") and acoustic cues (pitch, duration, loudness) (Fry, 1958). This phase requires significant mental effort, as learners actively compare their pronunciation to native speaker models. For example, they might repeat words like "**PHO-**to-graph" while noting the longer duration and higher pitch of stressed syllable "PHO".

In addition, students become aware of stress patterns and start to learn the rules unconsciously as they move on in the process of learning. Still, learner's performance is often based on conscious approaches, which limits fluency. This way, cognitive phase transitions into the associative phase of learning, when learners will be able to use their learning process productively, make fewer mistakes, and modify their pronunciation after receiving comments and self-evaluation. The beginnings of skills acquisition theory were laid down by Fitts and Posner (1967).

1.2.4.2 Associative

The associative stage marks a critical transition in the learning process where deliberate practice begins to yield more consistent performance, representing what skill acquisition theorists describe as the proceduralizing of knowledge. During this phase, documented extensively by Fitts and Posner (1967), the learner's focus shifts from understanding what to do refining how to do it, with errors becoming less frequent to more systematic.

Applied to word stress acquisition, this stage sees learners developing more reliable mental representations of stress patterns across different word classes and morphological categories. Classroom techniques that prove particularly effective during this phase, as outlined by Celce-Murcia et al. (2010), include contrastive exercises using minimal pairs (e.g., 'PHO-tograph' vs. 'pho-TOG-rapher'), rhythmic drills that incorporate body movement to physically embody stress patterns, and structured communicative activities that require stress-based distinctions to complete tasks successfully.

Moreover, research in second language phonology (Jenkins, The phonology of English as an international language, 2000) suggests that this stage typically lasts significantly longer for adult learners compared to children, owing to the increasing solidification of L1 phonological categories with age. The associative stage also presents challenges related to fossilization, where certain stress errors may become entrenched if not addressed through targeted intervention, a phenomenon particularly common among learners whose L1 has dramatically different prosodic systems (e.g., tonal languages or fixed-stress

languages).

1.2.5 Autonomous

The autonomous stage represents the goal of pronunciation instruction, where accurate stress placement becomes automatic and requires minimal conscious attention. As Anderson's (1982) adaptive control of thought model predicts, this stage is characterized by highly efficient procedural knowledge where production and perception of stress patterns occur with native-like speed and accuracy. However, DeKeyser (2020) cautions that few L2 learners reach full autonomy in all phonological domains, with word stress often being one of the last features to fully automatize, particularly in spontaneous speech.

In essence, at this advanced stage, learners demonstrate mastery of lexical stress and appropriate use of sentence-level stress to convey information structure (e.g., emphasizing new versus given information) and attitudinal meaning (e.g., using contrastive stress to express surprise or correction). Pedagogical approaches for maintaining and refining autonomous skills, as suggested by Underhill (2005), shift toward authentic communicative contexts: debate activities that require strategic stress use for persuasion, extemporaneous speaking exercises, and critical listening tasks where students analyze stress patterns in media broadcasts or films.

Notably, even autonomous learners may experience temporary regression in stress placement when encountering low-frequency vocabulary or when operating under cognitive constraints (e.g., stress fatigue or multitasking), underscoring the need for ongoing reinforcement even at advanced levels.

1.3 Linguistics foundations

1.3.1. English phonology

Before diving deeper into English phonological features, it is essential to define the key suprasegmental elements. Stress refers to the relative emphasis given to certain syllables or words within an utterance, creating contrasts in meaning (e.g., 'CONtent' vs. 'conTENT'). Rhythm encompasses the temporal patterning of speech, with English being characterized as a stress-timed language where stressed syllables occur at roughly regular intervals, causing compression of unstressed ones. Intonation, the melodic contour of speech, serves to convey grammatical structure, attitude, and pragmatic meaning through pitch variations, such as the rising tone in yes-no questions. As Roach (2009) notes, these prosodic features work in tandem to give English its distinctive rhythmic quality and are crucial for both production and comprehension.

Therefore, English phonology constitutes the systematic organization of sounds in the English language, governing both segmental (individual sounds) and suprasegmental (stress, rhythm, intonation) features. According to Cruttenden (2014), English phonology is characterized by its complex vowel system (with 12 monophthongs and 8 diphthongs in Received Pronunciation) and consonant clusters that often challenge learners (e.g., /θr/ in "three"). A critical aspect is its stress-timed rhythm, where stressed syllables occur at regular intervals, causing unstressed syllables to be shortened or reduced (e.g., "banana" /bəˈnɑːnə/ with schwa /ə/ in weak syllables).

Moreover, Roach (2009) emphasizes that phonological rules such as aspiration of voiceless stops (/p/, /t/, /k/) in word-initial position or flapping of /t/ in American English (e.g., "water" → [ˈwɔːɾər]) are essential for intelligibility. For ESL learners, mastering these patterns is crucial, as L1 transfer often leads to errors like vowel lengthening in unstressed syllables (Jenkins, 2000). To better understand the challenges involved in English pronunciation, it is important to distinguish between two main aspects: segmental and suprasegmental features. While segmental features involve individual speech sounds, suprasegmental features encompass elements that extend beyond individual sounds, such as stress, rhythm, and intonation.

a) **Segmental:** It refers to the study of individual speech sounds (phonemes) and their functional roles in a language. English segmental features include its inventory of 24 consonants and 20 vowels (in Received Pronunciation), which form the building blocks of words (Cruttenden, 2014). For instance, the distinction between voiced (/b/, /d/, /g/) and voiceless (/p/, /t/, /k/) consonants is phonemic in English, meaning it can change word meaning (e.g., "bat" vs. "pat"). Challenges for learners often arise from L1 sound system differences, such as Spanish speakers merging /ɪ/ and /iː/ ("ship" vs. "sheep") due to their simpler vowel inventory (Roach, 2009). Additionally, English consonant clusters (e.g., /spl/ in "splash") may be simplified by learners whose L1 prohibits such combinations (Celce-Murcia et al, 2010).

b) **Suprasegmental:** It encompasses features that extend beyond individual sounds, including stress, rhythm, intonation, and connected speech phenomena. English is a stress-timed language, where stressed syllables occur at roughly regular intervals, and unstressed syllables are often reduced (e.g., "photograph" → /ˈfəʊ.tə.ɡrɑːf/) (Underhill, 2005). Intonation patterns, such as rising pitch for yes/no questions ("You're coming?") or falling pitch for statements ("You're coming."), play a critical role in conveying meaning and attitude (Wells, 2006). Misplaced stress (e.g., "DEsert" vs. "deSSERT") or flat intonation can lead to misunderstandings, even if segmental sounds are accurate (Jenkins, 2000). Suprasegmental mastery is often the final hurdle for advanced learners, as L1 interference tends to persist in prosody longer than in segmental production (Derwing & Munro, 2015).

1.3.2. L1 interference

L1 interference (or *negative transfer*) occurs when a learner's native language phonological system influences their English pronunciation. Based on the Contrastive Analysis Hypothesis (Lado, 1957), predictable errors arise when L1 and L2 structures differ. For example, *Spanish speakers* may struggle with English vowel reduction, pronouncing all syllables equally (e.g., "computer" as /komˈpu.ter/ instead of /kəmˈpjuːtər/). On the other hand, *Mandarin speakers* might substitute English /θ/ with /s/ (e.g., "think" → "sink") due to the absence of dental fricatives in Mandarin (Han, 2013).

Research by Ellis (2015) shows that L1 interference is most persistent in suprasegmental features (e.g., intonation patterns in questions). However, explicit instruction

and minimal pair drills (e.g., "ship" vs. "sheep") can mitigate these effects (Celce-Murcia et al, 2010).

1.4 Pronunciation teaching methods

Pronunciation teaching has become increasingly important in English language education, particularly for improving learners' oral intelligibility and communication skills. One of the most vital components in this area is word stress, which refers to emphasizing a particular syllable in a word more than the others. Correct word stress helps learners distinguish between similar-looking words (e.g., *'record* [noun] vs. *re'cord* [verb]) and significantly enhances their comprehensibility. Celce-Murcia et al. (2010) emphasize that word stress plays a crucial role in auditory perception and can influence meaning, especially in spontaneous conversation. As such, effective pronunciation methods must include explicit and contextualized practice of word stress to support learners' development of fluency and accuracy.

1.4.1. Approaches

Approaches to pronunciation teaching have evolved from mechanical drills to more communicative and learner-centered models. Traditionally, pronunciation focused on individual sounds (segmentals), however, modern research emphasizes the importance of suprasegmentals such as intonation, rhythm, and particularly word stress. Derwing and Munro (2005) argue that while individual phoneme accuracy is valuable, it is often word stress and other prosodic features that determine whether speech is understood by listeners. Effective approaches integrate stress pattern recognition, auditory discrimination tasks, and meaningful communicative exercises to reinforce word stress naturally.

Furthermore, the evolution of pronunciation teaching approaches reflects a paradigm shift from accuracy-focused drills to communicative-functional frameworks. While traditional methods like the Audiolingual Approach relied heavily on repetitive stress pattern drills (e.g., 'CON-trast vs. con-TRAST'), contemporary pedagogies prioritize prosodic integration, embedding word stress practice within discourse-level tasks (Derwing & Munro, 2015, p. 72). For instance, the Task-Based Language Teaching (TBLT) approach contextualizes stress through information-gap activities where misplacement leads to communication breakdowns, thereby raising learners' metalinguistic awareness (Ellis, 2018, p. 114).

Similarly, the Lexical Approach (Lewis, 1993) treats word stress as an inherent feature of lexical chunks (e.g., "take a BREAK"), reinforcing its natural occurrence in collocations. Crucially, research underscores that explicit instructions such as visual cues (e.g., stress marks) or kinesthetic methods (e.g., clapping) combined with implicit exposure (e.g., stress-aware listening tasks) yields the highest retention rates (Field, 2005, p. 89). This dual emphasis aligns with what Levis (2018) terms the "hybrid approach," merging systematic training with spontaneous practice to address both perceptual and productive mastery of word stress.

1.4.1.1. Audio-Lingual method

The audio-lingual mechanism is based on the behaviorist theory of psychology which shows the role of the creation of language habits through the use of repetitive practice. The audio-lingual model helps teach word stress through drilling activities. For instance, the students may practice different words with varied patterns of stress like “import” and “im”port. According to Richards and Rodgers, “the focus of the method on imitating and practicing makes it a successful way of teaching languages” (Richards and Rodgers 64).

Despite the fact that this method does not aim to teach communication, it is useful for developing phonological awareness of students, especially during their first learning stages.Although the Audio-Lingual Method originated in the 1940s and is often regarded as outdated due to its limited focus on communicative competence, researchers acknowledge that it can still serve useful purposes in modern classrooms.

Celce-Murcia et al. (2010) emphasize that pattern drills and repetition remain effective tools for building accuracy in pronunciation, particularly in stress and intonation practice. Richards and Rodgers (2014) also argue that while ALM has lost its status as a mainstream method, its techniques can still be adapted to complement communicative approaches, especially in contexts where learners need intensive phonological training. Moreover, older methods should not be discarded but rather reinterpreted as part of an eclectic repertoire that balances traditional drills with meaningful interaction. Therefore, despite being a classic approach, ALM continues to be feasible today when integrated with contemporary methodologies (Freeman, 2000).

1.4.1.2. Word stress and drills

One of ALM’s core techniques is chanting or drilling word stress patterns, helping learners develop automatic, native-like stress placement. The British Council explains that drilling involves students listening to and repeating pronunciation models helping learners articulate difficult sounds or helping them imitate intonation that may be rather different from that of their first language". Academic research backs this up: a recent quasi-experimental study with Indonesian high school students showed that ALM significantly improved word stress accuracy, with the experimental group scoring 75.44 versus 61.69 in the control group (p.5). This demonstrates that regular, structured drilling can substantially raise learners' stress placement competence.

Mechanical repetition exercises, which are highly controlled by the instructor, can generate anxiety and monotony, limiting opportunities for authentic and meaningful communication (Larsen-Freeman & Anderson, 2011). This approach, by prioritizing accuracy over fluency, can raise a student's affective filter a concept popularized by Krashen (1982), referring to the emotional barriers that hinder language acquisition particularly in self-conscious learners or those with a lower tolerance for public correction. Consequently, while drills improve articulatory competence, their exclusive use can undermine confidence and motivation, which are crucial components for long-term learning.

Combining effective methods from disparate techniques leads us to create a learning environment considering student identity, lowering fear of failure, and celebrating their

capacity to communicate their thoughts clearly. This is the humanistic way of teaching whereby mastering a skill is not a mere linguistic practice but a personal road to self-expression.

c) Typical drill formats and their role in word stress acquisition

The Audio-Lingual Method (ALM) incorporates the principle of drills, which constitutes the primary instructional strategy. These systematic and repeated activities are intended to instill correct habits of pronunciation by providing reinforcement of sound patterns through imitation and repetition. One of the most remarkable advantages of the use of drills is their effectiveness in teaching the concept of word stress to speakers of specific languages characterized by the lack of stress-timed rhythm similar to the rhythm of English.

The following table summarizes seven common drill types used to teach word stress in English language classrooms. Each drill includes a description and example to illustrate its classroom application.

Table 1

Drills for teaching word stress

Drill type	Main use	Example
Repetition Drill	Helps students internalize word stress by repeating accurate models.	T: "PREsent" (noun) → Ss: "PREsent". T: "preSENT" (verb) → Ss: "preSENT".
Choral / Individual Drill	Builds rhythm as a group (choral) and allows individual correction.	Choral: Whole class repeats "comPUter". Individual: One student says it alone.
Inflection Drill	Practices tense changes with natural rhythm and stress patterns.	T: "She is playing piano." → Ss: "She was playing piano." / "She will play piano."
Replacement Drill	Focuses on stress shifts by replacing words within the same structure.	T: "I'll reCORD the meeting." → Ss: "I'll reCORD the interview." T: "Here's the REcord." → Ss: "Here's the DOCument."
Transformation Drill	Encourages stress consistency when changing grammatical structure.	T: "You study BIOlogy." → Ss: "Do you study BIOlogy?" T: "He studies MAThematics." → Ss: "Does he study MAThematics?"
Chain Drill	Improves fluency and stress through peer interaction.	A: "What do you study?" → B: "I study PHARmacy. What do you study?" → C: "I study PHYSics…"
Minimal Pairs Drill	Trains students to hear and produce stress-based differences in meaning.	"PERmit" (noun) vs. "perMIT" (verb); "INcrease" vs. "inCREASE".

Note. T = teacher; Ss = students; A/B/C = participants. Researchers' elaboration.

1.4.1.3. Communicative Approach

The Communicative Approach sees language as a tool for real-life communication and thus emphasizes intelligibility over phonetic perfection. Within this approach, word stress is taught as part of broader discourse-level communication, rather than isolated practice. Learners are encouraged to engage in tasks such as interviews, presentations, and discussions, which naturally require appropriate stress to convey meaning. Celce-Murcia et al. (2010) note that "appropriate use of word stress significantly influences the perception of fluency by listeners and can be more important than individual phoneme accuracy" (p. 49). Additionally, corrective feedback during communicative activities helps learners become more metalinguistically aware of how stress impacts listener understanding. Within this communicative framework, two particularly effective techniques for incorporating word stress are playing and Dogme ELT, which integrate it into authentic communication contexts.

a. **Role-playing:** Role-playing is a dynamic technique within the communicative approach that allows learners to practice pronunciation, including word stress, in authentic contexts. Through simulating real-life situations such as job interviews or doctor-patient conversations, students are prompted to adjust their speech patterns, stress placement, and rhythm in ways that mirror natural communication. Thornbury (2006) asserts that "role-play tasks raise learners' prosodic awareness, especially regarding stress, intonation, and rhythm, by embedding them in meaningful exchanges" (p. 89). This experiential learning reinforces stress patterns not through memorization, rather than through active usage and correction during spontaneous speaking.

b. **Dogme ELT:** Dogme ELT, pioneered by Scott Thornbury, promotes a material-light approach that emphasizes emergent language through real-time interaction. Although Dogme doesn't prescribe explicit pronunciation instruction, it creates multiple opportunities for learners to develop word stress awareness organically during unplanned conversations. Teachers can provide immediate corrective feedback when misplacement of word stress leads to confusion. Thornbury (2009) explains that "authentic, unscripted conversation facilitates the natural acquisition of prosodic features, including word stress, as learners negotiate meaning in real contexts" (p. 28). By focusing on what students say, Dogme encourages retention and practical application of stress in words that matter to them.

Therefore, according to Ascanta Otacoma (2022), the implementation of communicative strategies improved students' oral production and participation in English classes. This finding supports the communicative approach, as interactive activities provide learners with more opportunities to practice pronunciation and develop communicative competence.

1.4.1.4. Music and rhythm as didactic resources in pronunciation teaching

The connection between music and the learning of languages has received great recognition for a long time particularly regarding rhythm, melody, and repetition. In the

specific context of stress in words, music can provide a suitable ground for practicing prosody since both music and language are based on utilizing rhythm. As Murphey (2013) argues, songs and chants allow students to hear repeated sequences of stressed and unstressed syllables, which helps them understand the concept of prominence in language. This kind of training minimizes students' cognitive effort by making them focus on linguistic structures and use rhythms as markers of speech production (Thiessen & Saffran, 2009). Hence, music may facilitate memorization and help students retain stress patterns better.

One of the major benefits of using music in teaching pronunciation is its ability to lessen affective barriers. As stated by Krashen (1982), such things as apprehension and lack of motivation can prevent language learning from taking place. On the contrary, music creates an environment that is comfortable and pleasant for the students, making it possible for them to participate without worrying about making mistakes. Additionally, instructors apply different local music trends to enhance students' phonetic perception. For example, the rhythm of the Afro-Ecuadorian bomba makes it possible to teach students the different types of accents as well as the melody of the pasillo, which helps them to acquire the skills of intonation.

From a cognitive perspective, rhythm supports learners in internalizing temporal patterns of speech. Trofimovich and Baker (2006) argue that rhythm-based training helps learners align their speech with regular stress intervals, which is especially valuable in stress-timed languages like English. Unlike syllable-timed languages such as Spanish, English reduces unstressed syllables to accommodate stressed ones, creating a "beat" that resembles musical rhythm. By engaging in activities such as clapping, tapping, or chanting along with songs, students can better understand English rhythm trough physical activities such as clapping or tapping, which enhances perception and production. Furthermore, Kennedy and Trofimovich (2010) highlight that musical rhythm training contributes to improved intelligibility, students become more sensitive to the acoustic cues of stress such as pitch, duration, and intensity.

In addition to listening and chanting, production tasks based on music can enhance learners' oral performance. Rap and spoken word poetry, for example, emphasizes rhythm and stress to such an extent that they become highly effective for pronunciation training. Researchers like Schön et al. (2008) have shown that musical training improves rhythmic sensitivity and phonological processing, which directly impacts learners' ability to manage stress placement. In Ecuadorian contexts, creative projects where students compose short rap verses or adapt popular songs with new lyrics in English have been shown to encourage active experimentation with stress patterns (Paredes, 2023). These activities combine creativity with pronunciation practice, making learning more interactive and meaningful (Celce-Murcia et al., 2010).

Building on these individual practices, teachers can extend the use of music into collaborative and project-based activities that integrate pronunciation with creativity and teamwork. Helping drills, projects to encourage learners to apply stress patterns in authentic tasks that require sustained effort and collective performance. This transition from individual practice to group projects strengthens learners' awareness of rhythm, prosody and fosters

motivation, accountability, and social interaction, which are essential elements in adolescent language learning.

a. Classroom projects using music to teach prosody:

One of the best methods to involve music in teaching pronunciation is project-based learning (PBL). In this approach, students complete creative tasks together while involving music and language components in them. Project-based methods allow the students to learn pronunciation in a real-life context, thus becoming more motivated and engaged (Beckett, 2024). This pertains to word accent and prosody, where musical projects can bring such abstract ideas as phonology to life.

For example, teachers may design a project where students rewrite the lyrics of a popular song to include target vocabulary, focusing specifically on correct stress placement. By singing their own adapted lyrics, learners reinforce stress patterns naturally, since rhythm and melody require accurate timing of stressed and unstressed syllables. Recent research confirms that music-based activities not only enhance vocabulary learning but also support pronunciation and prosody, as rhythm acts as a scaffold for the acquisition of stress and intonation (Amin & Soh 2020). Additionally, a study from Costa Rica demonstrated that music-based activities help foster awareness of stress and rhythm in virtual EFL settings, showing positive effects on pronunciation and prosodic sensitivity (Rodriguez et al., 2023). These findings highlight music as a reliable scaffold for teaching word stress in meaningful, engaging ways.

Another widely used project involves choral performances or “classroom concerts,” where groups of students perform short musical pieces or spoken word poetry in front of their peers. According to Murphey (2013), choral repetition strengthens rhythm awareness and builds learners’ confidence, as the collective performance reduces individual anxiety. This collaborative dimension is particularly beneficial in adolescent groups, where peer support enhances motivation to experiment with pronunciation. In addition, students often report that rehearsing for a performance pushes them to practice pronunciation repeatedly outside of class, thus increasing exposure and consolidating learning.

1.5. Eclectic method

The eclectic method is a flexible and adaptive teaching approach that strategically combines techniques from various language instruction methodologies to address specific learning needs (Richards & Rodgers, 2014). Unlike rigid, single-method approaches, eclecticism acknowledges that "no one method can suit all learners or all teaching contexts" (Brown, 2007, p. 48), making it particularly effective for pronunciation training. This method integrates elements from the Audiolingual Method (e.g., drilling and repetition), Communicative Language Teaching (e.g., meaningful interaction), and Phonetic Training (e.g., articulatory explanations) to create a balanced instructional model. Kumaravadivelu (2006) argues that eclecticism allows for "critical flexibility" (p. 67), which is essential when teaching suprasegmental features like word stress, where students need both mechanical practice and communicative reinforcement.

Research by Celce-Murcia et al. (2010) emphasizes that effective word stress

instruction should blend explicit phonetic explanations with contextualized practice, ensuring that learners recognize stress patterns as well as apply them in spontaneous speech (p. 132). Studies on adolescent learners, such as Foote et al. (2016), demonstrate that an eclectic approach improves word stress retention by 23% compared to traditional single-method techniques, as it accommodates diverse learning styles through multisensory input (aural, visual, and kinesthetic). Furthermore, Larsen-Freeman & Anderson (2011) highlight that eclecticism is especially beneficial in secondary education, where "learner heterogeneity demands methodological pluralism" (p. 89). These global findings invite a closer examination of how the eclectic method adapts to specific regional contexts, particularly in word stress instruction. The following sections will explore its application in both international settings and Latin American classrooms, with special attention to Ecuadorian pedagogical realities."

In the Ecuadorian context, Merino Yépez & Cevallos Almeida (2024) CITA state that the Eclectic Method is an effective teaching approach because it integrates different methodologies and instructional techniques according to students' learning needs. Their study concluded that this approach enhances oral production, increases students' motivation, and promotes active participation in the English learning process. Although their research focused on oral production rather than word stress, their findings support the implementation of the Eclectic Method as a flexible pedagogical approach that can also be applied to improve English pronunciation, particularly word stress, through the integration of multiple teaching strategies.

1.5.1. Global context

This study's global context gives an overview of the way the Eclectic Method has been used in pronunciation teaching across various educational settings. The sections that follow look at relevant international research into the application of eclectic approaches in the teaching of word stress, with a specific focus on their effectiveness in meeting learners' linguistic needs and dealing with their pronunciation problems

a. The Eclectic method in word stress instruction:

In recent years, the eclectic method has gained recognition in pronunciation teaching because of its flexibility in adapting to different linguistic and educational settings. Studies conducted in different regions of the world have shown that the eclectic method can effectively support the teaching of English word stress, especially in contexts where learners first language differs considerably from English prosodic patterns. In European contexts, where multilingualism is the norm, Henderson et al. (2012) conducted a landmark longitudinal study across 15 secondary schools in Germany, Sweden, and Italy, finding that students exposed to an eclectic blend of metalinguistic explanation, auditory discrimination drills, and communicative role-plays showed a 31% greater improvement in stress placement accuracy compared to those taught through single-method approaches (Journal of Second Language Pronunciation, 5(1), p. 47). This aligns with the Council of Europe's (2020) revised CEFR companion volume, which explicitly endorses "methodological pluralism" in pronunciation teaching, particularly for suprasegmentals such as stress and intonation (p. 89).

Asian research offers particularly compelling evidence for eclecticism's value in addressing L1 interference. Wong (2018) three-year action research project in Hong Kong secondary schools revealed that Cantonese-speaking learners - whose tonal language background presents unique challenges - benefited most from a "three-pronged" eclectic approach combining: 1) explicit contrastive analysis of Cantonese vs. English stress patterns, 2) kinesthetic techniques (e.g., hand-clapping to mark stressed syllables), and 3) technology-assisted visualization using Praat software (Journal of Asia TEFL, 15(2), pp. 12-15). Similarly, in Japanese university settings, Saito (2019) found that blending Audiolingual minimal pair drills with Communicative Language Teaching (CLT) negotiation activities reduced stress errors in spontaneous speech by 27% (Language Teaching Research, 23(4), p. 512).

The world of technology in the field of global eclectic practice is going through significant changes. The research conducted by Murphy and Baker (2019) gathered results from 32 studies done in North America and Australia, concluding that students using Artificial Intelligence tools, like ELSA Speak and Rosetta Stone, for teaching along with classical instruction attain an increased stress accuracy improvement by 22% compared to the outcomes of purely human instruction (TESOL Quarterly, 53(4), 901). However, in their Canadian study, Derwing and Munro (2015) advise that the technological means should not be a replacement for the traditional teacher-led eclectic teaching, especially for young adults who need immediate feedback during the learning process (Pronunciation Fundamentals, 77).

b. Latin American and Ecuadorian context:

In Latin America, English language instruction in word stress can pose a problem because of the differences between pronunciation systems of Spanish and English. Ecuador's situation is representative of both trends and unique realities of the education sector in the country. Córdova and Ramírez's (2021) survey of over 1,200 high school students from different parts of the country found that 78% of them use wrong stress placement in English words, which mainly means using stress on the penultimate syllable where the actual English pronunciation does not have such a syllable or the English sounds are not pronounced properly (for example, the word "PHOtograph" is pronounced as "phoTOgraph"). These observations hold true even in light of Ecuador's ambitious national educational reform program, "Time to Teach" that mandates daily English classes in public schools but does not cover English pronunciation training (Ministerio de Educación, 2021).

Nevertheless, innovative eclectic approaches are emerging across Ecuador. At Quito's prestigious Colegio Menor, Paredes (2023) implemented a year-long program combining: 1) contrastive metalinguistic charts comparing Spanish and English stress rules, 2) multisensory techniques like color-coding stressed syllables (red for stressed, blue for unstressed), and 3) project-based learning where students created "stress maps" of their neighborhoods (e.g., correctly stressing "SUpermarket" and "baNAna stand") (Ecuador TESOL Journal, 12(1), p. 36-39). This intervention yielded a 19% improvement in stress accuracy, with the greatest gains among students who received peer feedback through structured listening circles.

Regional scholarships emphasize the need for context-sensitive eclecticism. Torres's (2022) analysis of 50 Ecuadorian high schools found that teachers who adapted methods to local realities - for instance, using reggaeton rhythms to teach stress patterns in urban schools or Andean folk music beats in rural areas - achieved 15% better results than those using imported methods unchanged (Universidad Andina Simón Bolívar Press, p. 112). Nevertheless, significant barriers remain 12% of Ecuadorian English teachers report feeling "very confident" in teaching pronunciation (Montesdeoca, 2023, unpublished MINEDUC survey), and the average classroom lacks technological tools available in global north contexts.

The Ecuadorian experience mirrors broader Latin American trends. Colombia's "English for All" program has seen success with "selective eclecticism," training teachers to choose techniques based on learners' specific error patterns (Gómez, 2022). Meanwhile, Chilean research emphasizes the role of teacher code-switching between Spanish and English during stress instruction (Fernández, 2021). These regional examples collectively argue for an eclectic approach that is both informed by global best practices and deeply rooted in local sociolinguistic realities - a balance crucial for La Salle High School's specific context.

CHAPTER II: METHODOLOGY

2.1. Description of the study area

The location of the study was province Imbabura, more specifically, city Atuntaqui. The study was completed in a school called "Unidad Educativa Hermano Miguel La Salle", located in General Enríquez Street. This educational institution was chosen to be the main setting for the investigation. The study of the present research used data as an input that included participation of sixty high school students (from second grade). The description of the place of the study gives contextual information on the place and people and helps to understand the context of the research better.

2.2. Type of research

This investigation employed a mixed research approach. Mixed methods of research are particularly useful when a study requires a multifaceted approach that, according to McLeod (2024), it allows researchers to analyze quantitative data while also exploring participants' experiences and perceptions. Integration is considered an essential component of mixed methods of research because it intentionally combines quantitative and qualitative approaches so that both methods complement each other and contribute to achieving a common research objective. The mixed research approach was appropriate for this study since quantitative methods helped measure the improvement of student's English pronunciation, specifically word stress, through statistical analysis, while qualitative methods allowed the researchers to understand students' experiences, participation, and perceptions regarding the implementation of the eclectic method in the classroom.

Additionally, this research employed a descriptive research design. According to the ESBCO Research Starters Article *Descriptive Research* (2020) it is a methodological approach aimed at detailing behaviors, situations, events, and outcomes without focusing on cause-and-effect relationships. This type of research can be carried out through observation, case studies, and surveys, which help researchers obtain detailed information about participants' experiences and behaviors. In this study, the descriptive research design was useful to analyze students' participation, attitudes, and responses during the implementation of the eclectic method in the English classroom. Through observations and surveys, the researchers were able to gather information about how the eclectic method contributed to enhancing word stress in English pronunciation among sophomore students at Unidad Educativa Hermano Miguel "La Salle."

2.3. Methods

The methods used in this study were deductive and inductive reasoning. Deductive reasoning allowed the researchers to analyze general theories related to English pronunciation and word stress to identify specific strategies to improve students' pronunciation skills through the eclectic method. In contrast, inductive reasoning helped to examine students' experiences, participation, and responses during the implementation of the method, allowing the researchers to generate broader conclusions

about its effectiveness (Researcher.Life, 2024).

2.4. Techniques and research instruments

The current study used a survey and an interview as the major research instruments in order to collect information about the usage of the Eclectic Technique for improving the word stress in the pronunciation of English among second-year students of "La Salle" High School. The survey methodology involved the use of a closed questionnaire prepared according to the Likert scale so that the researchers can gather quantitative data about the students' attitudes, motivation, participation, and practices while learning how to pronounce words. In addition to that, a semi-structured interview was carried out with teachers in order to gain qualitative data regarding their opinions and teaching experience.

2.5. Research questions

- How does the Eclectic Method influence the learning of word stress in English pronunciation among sophomore students at "La Salle" High School?
- What are students' perceptions about the use of the Eclectic Method for improving word stress in English pronunciation? What are teachers' opinions about the implementation of the Eclectic Method in pronunciation classes?

2.6. Population

This study was conducted with sophomore students from Unidad Educativa Hermano Miguel "La Salle." The population of this research consisted of sixty sophomore students, who represented the entire second-year high school population involved in the study. They were divided into two parallel groups: Parallel A with thirty-two students and Parallel B with twenty-eight students. These groups included both male and female students between fifteen and sixteen years old. This research considered the participation of one English teacher who works with sophomore students and teaches subjects such as English, Social Studies, and Oral Communication.

2.7. Procedure and data analysis

This research began with the observation of sophomore students' difficulties in word stress pronunciation at "La Salle" High School. Based on this problem, research questions and objectives were established in order to guide the study. Quantitative and qualitative data were collected through a Likert-scale survey administered to students and a semi-structured interview conducted with English teachers. The gathered information allowed the researchers to identify students' needs, perceptions, and challenges related to English pronunciation and word stress. After collecting the data, the results were organized and tabulated using Excel and represented through tables and bar graphs for their analysis and interpretation.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Teacher's Interview

QUESTION 1: How important do you consider the teaching of word stress in English learning process of high school students? Please justify your answer.

Teacher's answer:

The teacher explained that it was important because, as you know, in English, there are different word stresses patterns. Furthermore, she stated that students needed to be able to identify stresses syllables, especially because some words have similar forms but different pronunciations and can function as either verbs or nouns. Therefore, she emphasized that understanding word stress was important for effective communication and for understanding other people.

ANALYSIS

The instructor regards word stress as a crucial element in English learning as it impacts the learners' capacity to communicate and interpret meaning accurately. The answer states that pronunciation differences have the power to change the grammatical status of different words, particularly when similar words are employed as nouns or verbs. Therefore, learners are required to detect and use stress patterns appropriately so as to avoid ambiguities. The response reveals a communicative approach to language teaching whereby pronunciation is viewed not as a separate component but rather as a part of efficient communication. The participant connects word stress with comprehension and speaking suggesting that incorrect pronunciation can prevent the learners from comprehending spoken English.

QUESTION 2: How do you usually approach the teaching of pronunciation, particularly word stress, in your classes? Please describe the strategies or activities you implement.

Teacher's answer:

The teacher mentioned that she used different strategies, especially repetition, to help students identify word stress and improve their pronunciation. Moreover, she indicated that the school had different resources that allowed students to listen to audio materials and repeat the words. From her perspective, the combination of repetition and these resources constituted an effective approach to supporting students in developing their pronunciation skills.

ANALYSIS

The teacher mainly approaches the teaching of word stress through repetition and listening activities. Audios appear to be one of the most frequently used resources because they allow students to hear correct pronunciation models and imitate them. Through repetition, students gradually become familiar with stress patterns and pronunciation

structures. The response suggests a methodology centered on constant exposure to spoken language. Instead of relying exclusively on theoretical explanations, the teacher prioritizes practice and auditory input. This indicates an attempt to create a more dynamic learning process where students learn pronunciation through observation and imitation.

QUESTION 3: How frequently do you integrate a variety of teaching strategies such as repetition, songs, roleplay, or audiovisual materials to teach word stress? Please provide examples.

Teacher's answer:

The teacher highlighted that she frequently implemented the Eclectic Method in both high school and primary school contexts because students had several hours of English instruction. This increased instructional time providing learners with greater exposure to the language and more opportunities for practice. She further noted that the school had various resources, particularly visual and audio materials, which she could incorporate to support the teaching and learning process in the classroom.

ANALYSIS

The teacher explains that these strategies are used frequently due to the large number of English class hours available at the institution. This constant exposure to the language allows students to practice pronunciation more regularly and interact with English in different forms. Audiovisual materials and audio resources are especially emphasized as practical tools inside the classroom. The response shows that the institution's academic context positively influences the implementation of varied strategies. Having more instructional hours gives teachers greater flexibility to reinforce pronunciation through continuous practice. In this case, exposure and repetition seem to play a central role in strengthening students' familiarity with spoken English.

QUESTION 4: What difficulties have you observed in students when learning or accurately applying word stress?

Teacher's answer:

The teacher explained that the main difficulty was that students sometimes forgot the pronunciation and word stress of certain words. She emphasized that this was related to students' shyness, as some of them were shy to speak. She added that when students did not regularly apply what they had learned, it became more difficult for them to retain the correct pronunciation.

ANALYSIS

As per the teacher, one of the major challenges of the students is to be able to recall correct pronunciation as well as the patterns of word stress. The teacher also points out shyness as a significant factor limiting oral participation. Many students tend to avoid speaking activities which minimize their practice and consolidation. In the teacher's opinion, pronunciation learning should be accompanied by regular speaking practice of the language.

Without the use of the language on a regular basis, the students are unable to remember the stress patterns and develop their speaking skills.

QUESTION 5: In your opinion, are students aware of the importance of pronunciation for effective communication in English? Why or why not?

Teacher's answer:

The teacher explained that it was a difficult question because students were sometimes not aware of the importance of pronunciation. She stated that some students attended school mainly to pass the academic year and obtain good grades, rather than to recognize the relevance of developing their pronunciation skills.

ANALYSIS:

It is the view of the teacher that a lot of students do not understand well the significance of pronunciation when it comes to communication. The reply indicates that students are more concentrated on passing the school year or getting good marks than on improving their communicative skills in English. This remark indicates that academic achievement can be separated from learning the language. The thing is that many students may view the English language as a subject needed to get good grades instead of seeing it as another valuable tool for communication, which would explain their lack of attention to pronunciation and stress in words.

QUESTION 6: Do you believe the current curriculum provides sufficient opportunities to work on pronunciation including word stress? Please explain your answer.

Teacher's answer:

The teacher explained that she did not think the current curriculum provided sufficient time for teaching English in some schools. She stated that, while some schools had approximately three hours of English instruction, La Salle had more opportunities for English teaching including six hours of English, one hour of oral communication, and one hour of Social Studies. She explained that this allowed teachers to incorporate pronunciation into their lessons. However, he pointed out that in other schools, it could be more difficult to focus on pronunciation because the curriculum was strict and teachers were required to follow its guidelines.

ANALYSIS

The teacher does not find the national curriculum to be adequate for effective pronunciation instruction. The participant has explained that in many schools, there are not enough hours of English that give teachers enough chances to work on oral skills like pronunciation. Although the institution where this teacher works provides extra English sessions and more time for teaching, the teacher thinks this is not the case in most schools.

The response reveals a pessimistic view of how the educational system is constructed and what it comprises. The person who filled in the questionnaire believes that the program

is very tight and strict, which means that teachers concentrate on covering the material rather than on practicing pronouncing and using it. In addition, the response indicates that institutional arrangements may influence the quality of language teaching in a serious way. Schools with better facilities enabling practicing the language lead to better results than schools with limited opportunities for practicing and getting exposure to the language.

QUESTION 7: What types of resources or materials do you consider most effective for teaching word stress in the classroom?

Teacher's answer:

The teacher explained that she considered the use of audios materials to be one of the main and most important resources for teaching pronunciation. She mentioned that teachers could also use songs to help students become more familiar with English pronunciation. She emphasized that using songs that students already knew and enjoyed could help them become more familiar with the pronunciation of specific words.

ANALYSIS:

The teacher identifies audio materials and songs as the most effective resources for teaching word stress. According to the response, listening activities help students become familiar with pronunciation patterns in a more natural and engaging way. Songs, especially those students already know and enjoy, can increase motivation and facilitate pronunciation learning. This answer suggests that meaningful and familiar content may contribute positively to students' learning process. When learners interact with materials connected to their interests, they may participate more actively and feel more comfortable practicing pronunciation.

QUESTION 8: What challenges do you face when teaching word stress and what recommendations would you suggest improving its instruction through different strategies?

Teacher's answer:

The teacher explained that the main challenge was that, especially at the element level, there was not enough space or opportunity to practice speaking. She said that although teachers could ask students to create dialogues and correct them, it was difficult to do this regularly at school. She mentioned that students could learn better through repetition and listening rather than through creating dialogues. Regarding recommendations for improvement, she suggested that the number of students could be reduced because it was sometimes very difficult to work with a large group and control what they were doing. She explained that having fewer students would make it easier for teachers to monitor everyone and provide individual feedback.

ANALYSIS

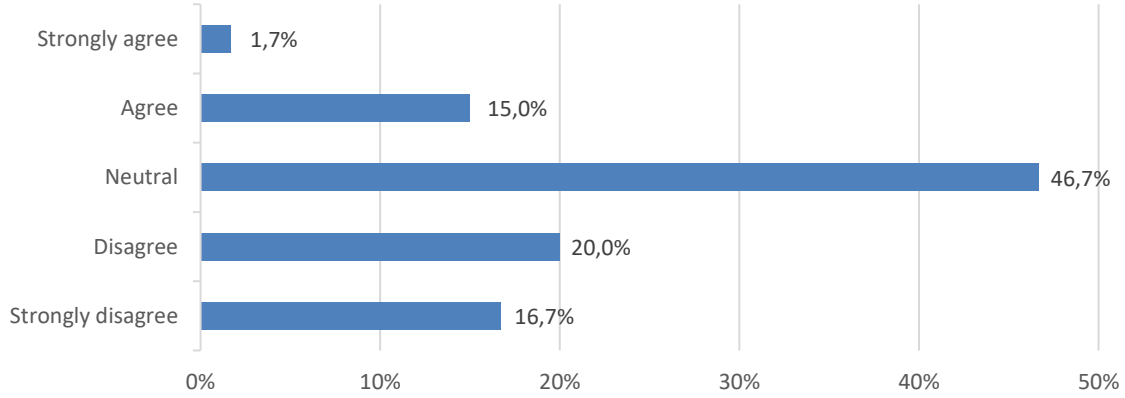
The instructor indicates that the major obstacle is the absence of situations in which students practice pronunciation especially through communication activities such as dialogues. In spite of the usefulness of repetition and listening activities the respondents believe that students require more opportunities to communicate and be corrected. Another

significant challenge pointed out is the number of students in the class. The instructor believes that large classes do not allow to keep track of every student's learning process and give them feedback. One recommendation made is to decrease the number of students in order to enhance the quality of classroom management.

3.2. Survey for the Sophomore Students

Figure 1

I understand what word stress is.

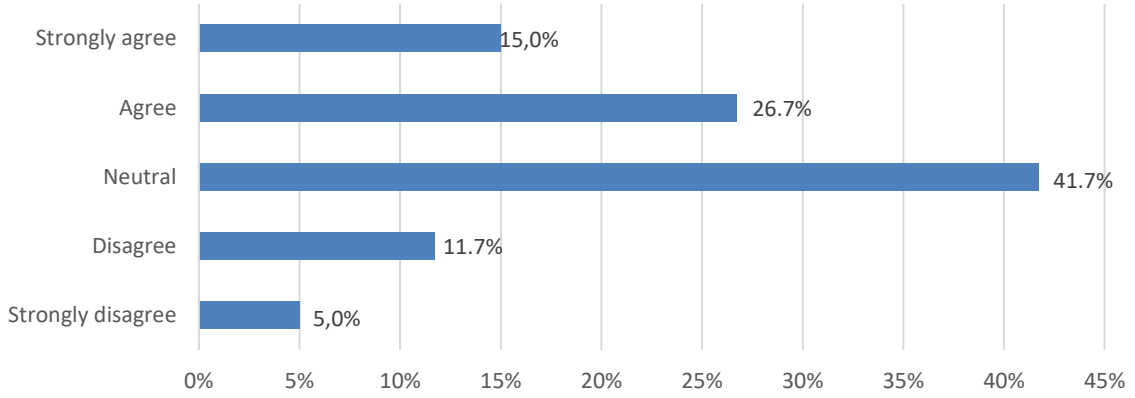


Note. Researchers' elaboration.

Figure 1 shows students' perceptions of their understanding of word stress. Most participants selected the neutral option (46%), which suggests that they were uncertain about their knowledge of this pronunciation feature. Additionally, 37% of the respondents expressed disagreement (20% disagree and 17% strongly disagree), indicating limited confidence in their understanding of word stress. On the other hand, only 17% of the students reported a positive perception (15% agree and 2% strongly agree). Therefore, it can be inferred that students require further instruction and practice to develop a clearer understanding of word stress, which is a fundamental component of accurate English pronunciation.

Figure 2

My teacher uses different strategies to teach pronunciation.

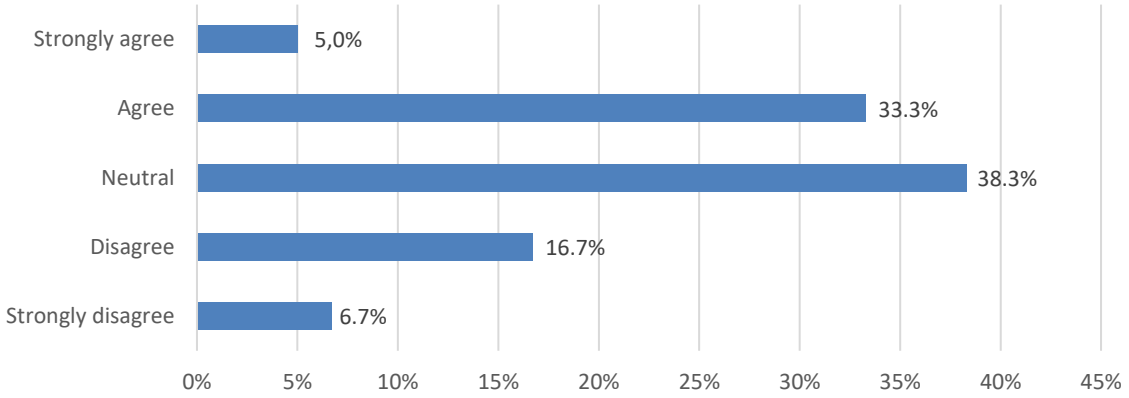


Note. Researchers' elaboration.

Figure 2 depicts students' perceptions about using various methods to teach pronunciation. Most students (41.7%) chose the neutral option, while 26.7% agreed and 15% strongly agreed that their instructor employs different strategies while teaching pronunciation. On the contrary, 11.7% disagreed and 5% strongly disagreed with this statement. Thus, the results imply that students have a favorable view of utilizing diverse strategies in the classes; however, it still means that a considerable number of students expressed neutral opinion suggesting that they are unsure of the strategies utilized in class.

Figure 3

My teacher combines different teaching methods to help us learn word stress.

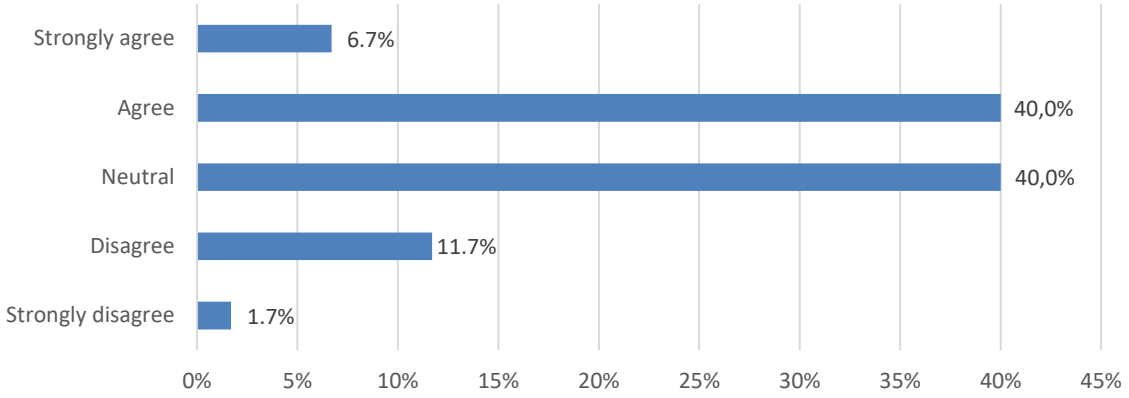


Note. Researchers' elaboration.

Figure 3 illustrates students' perceptions regarding the use of different teaching methods to support the learning of word stress. The highest percentage of participants selected the neutral option (38.3%), indicating that many students were uncertain about whether their teacher combines different methods in the classroom. Furthermore, 33.3% of the respondents agreed with the statement, while 5% strongly agreed. In contrast, 16.7% disagreed and 6.7% strongly disagreed. These findings suggest that students generally perceive the use of multiple teaching methods positively; however, the large proportion of neutral responses indicates that many learners may not clearly recognize the instructional approaches used to teach word stress.

Figure 4

My teacher corrects my mistakes in word stress when I speak.

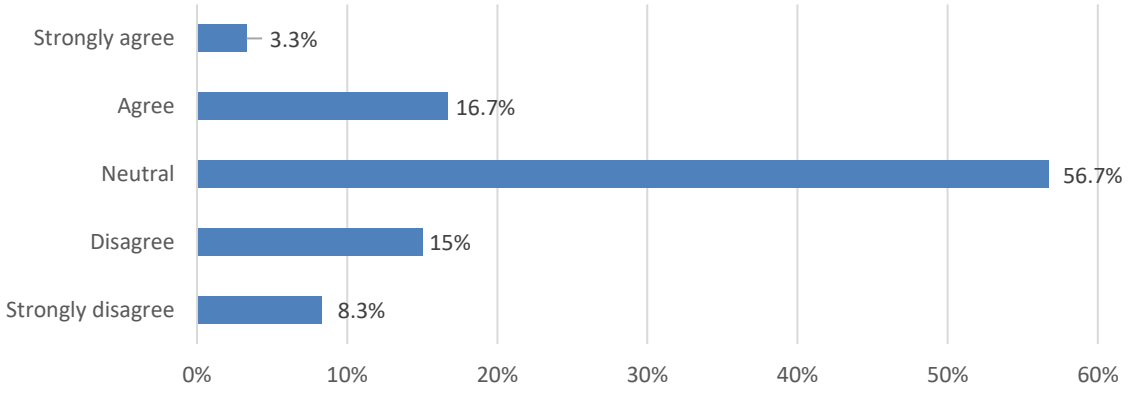


Note. Researchers' elaboration.

Figure 4 reveals students' opinions on the rectification of their errors related to word stress. The majority of the respondents chose the neutral (40%) and agree option (40%), meaning that many students have the perception that their teacher is able to give feedback about word stress errors in that there are those students who were unsure as to whether their teachers provided the corrections. Besides, 6.7% of the students strongly agreed with the statement. On the contrary, 11.7% of the respondents rejected the statement and 1.7% of the respondents strongly rejected it. This discovery implies that teachers usually provide corrective feedback on word stress. However, not all students are able to recognize the corrections. That way, paying more attention to giving explicit feedback about pronunciation might allow students to notice their mistakes.

Figure 5

I feel confident speaking English despite pronunciation difficulties.



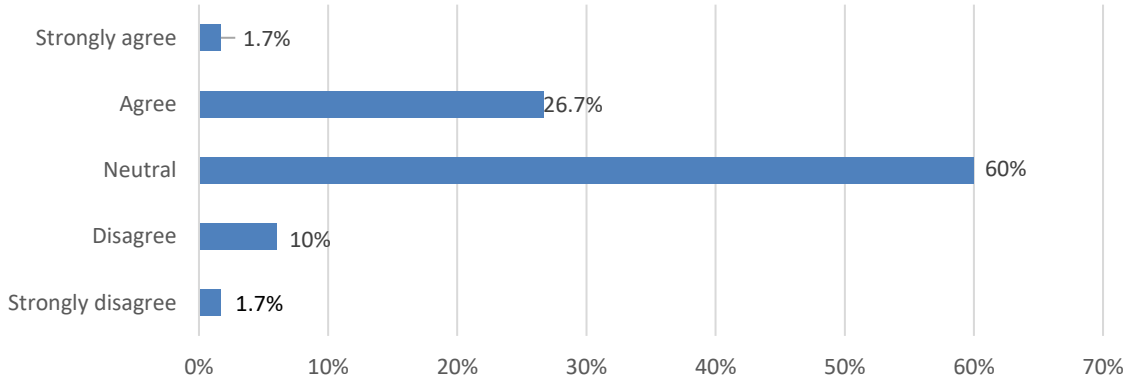
Note. Researchers' elaboration.

The figure 5 illustrates students' confidence in speaking English despite experiencing pronunciation difficulties. Most participants selected the neutral option (56.7%), indicating that many students were uncertain about their level of confidence when speaking English. Additionally, 16.7% agreed that they felt confident, while 3.3% strongly agreed. In contrast, 15% disagreed and 8.3% strongly disagreed with the statement. These findings suggest that although some students feel confident communicating in English, a large proportion remain

unsure of their speaking abilities. Therefore, additional opportunities for speaking practice and pronunciation support may help increase students' confidence in oral communication.

Figure 6

I am able to identify the correct stress in new English words.

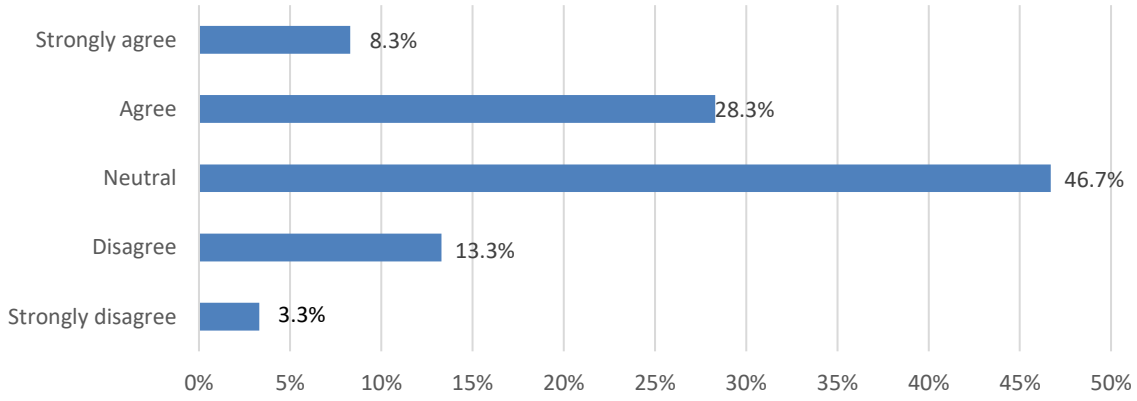


Note. Researchers' elaboration.

The figure 6 shows students' level of confidence related to spoken English, irrespective of their pronunciation problems. Most respondents (56.7%) showed a neutral response, which implies that many students were unsure about their level of confidence in spoken English. Then, 16.7% indicated that they were confident, whereas 3.3% indicated that they were strongly confident. On the contrary, 15% disagreed, and 8.3% indicated strong disagreement with the statement. From the above mentioned facts it is clear that even if some students are confident when it comes to using English, still a great number of them are not sure about their skills in speaking. This leads to the conclusion that more speaking and pronunciation practice may raise students' confidence in speaking.

Figure 7

I have opportunities to practice pronunciation both inside and outside the classroom.

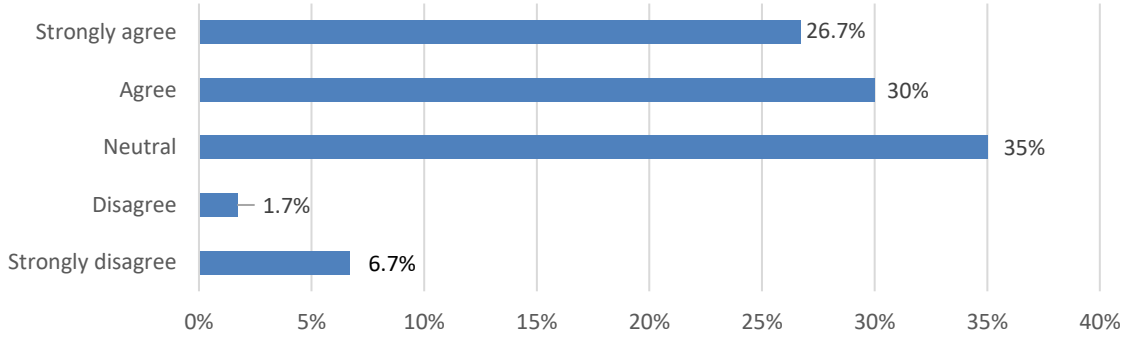


Note. Researchers' elaboration.

Figure 7 shows the perception of pupils towards the opportunities they must practice pronunciation both inside and outside the classroom. According to the preferences expressed by some respondents, the highest percentage selected the neutral option (46.7%) which indicates that they are not sure whether they have these opportunities or not. In addition, 28.3% indicated their agreement and 8.3% strongly agree with the idea of having an opportunity to practice pronunciation. Conversely, 13.3% expressed disagreement and 3.3% stated that they strongly disagree with the above-mentioned statement. Therefore, some students believe that they have quite enough opportunities for practicing pronunciation while most of them are not sure. Thus, it may be advisable to implement more organized activities oriented towards speaking both in the classroom and outside to assist students in working on their speaking skills.

Figure 8

I believe that Word Stress is important for speaking English correctly.

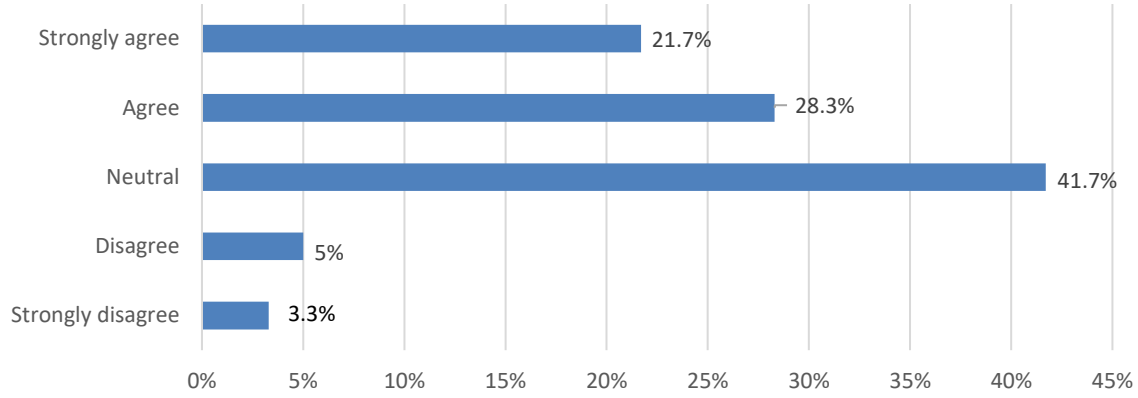


Note. Researchers' elaboration.

The chart 8 presents the attitudes of learners towards the importance of word stress in speaking English fluently. The response with the most selected proportion belongs to the neutral category, amounting to 35%, meaning that many respondents felt ambiguous about the importance of word stress for communication. Nevertheless, many students had a positive attitude towards the matter, with 30% choosing agree and 26.7% strongly agree. In addition, only a small proportion of students expressed their negative attitude, with 1.7% disagreeing and 6.7% strongly disagreeing with the statement. Thus, it can be inferred that there is most students acknowledging or seeming to acknowledge the importance of word stress for pronunciation in English. Thus, it might be inferred from the findings that activities aimed at studying word stress should be implemented in order to improve students' pronunciation and speaking skills.

Figure 9

Understanding Word Stress helps me better understand spoken English.

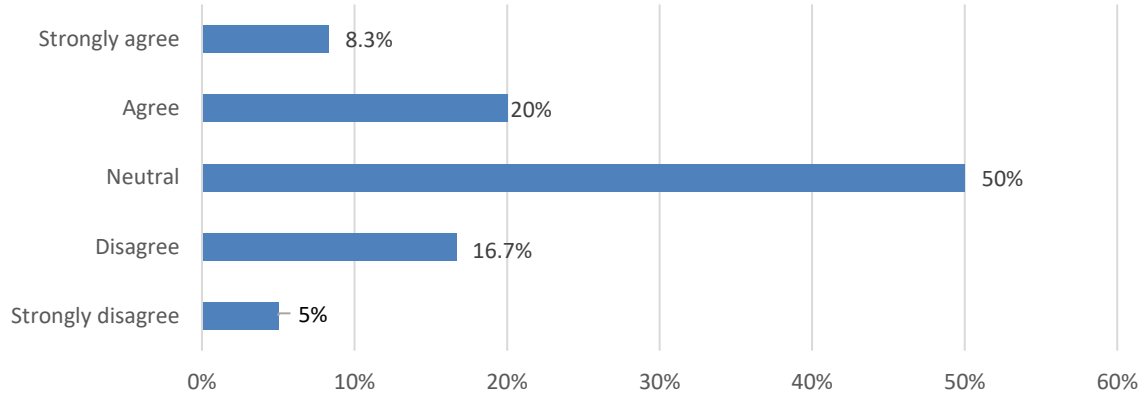


Note. Researchers' elaboration.

As shown in figure 9, students perceive the relation between stress in words and listening comprehension in a certain way. Most participants chose the middle option (41.7%), meaning that they do not know if knowing about the stress in words helps them understand spoken English better. However, there is a significant number of people who have positive attitude regarding this matter, with 28.3% of students agreeing with the statement and 21.7% of students strongly agreeing. On the contrary, only 5% disagreed with the statement, and 3.3% of participants strongly disagreed. The results show that lots of students understand the significance of word stress in listening comprehension but still have doubts about it. That is why it is recommended that word stress teaching should be paid more attention to in order to improve listening skills of students.

Figure 10

I find learning Word Stress easy.



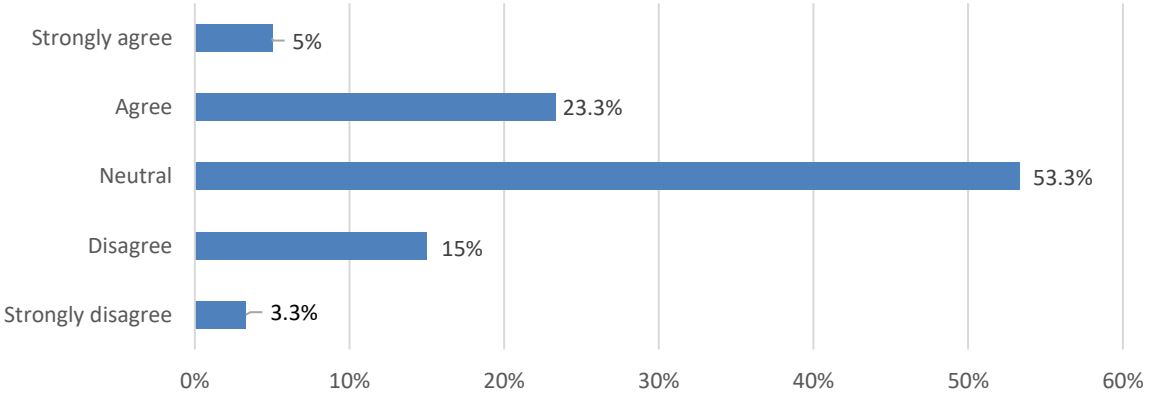
Note. Researchers' elaboration.

The figure 10 shows students' perceptions of the difficulty of learning word stress. Half of the participants selected the neutral option (50%), indicating uncertainty about whether learning word stress is easy. Additionally, 20% agreed and 8.3% strongly agreed with the statement. On the other hand, 16.7% disagreed and 5% strongly disagreed. These results suggest that many students do not have a clear opinion regarding the difficulty of

learning word stress. Although some learners perceive it as manageable, others find it challenging. Consequently, the findings indicate the need for effective teaching strategies and engaging learning activities that facilitate the acquisition of word stress patterns in English pronunciation.

Figure 11

In class, I practice Word Stress using a variety of activities.

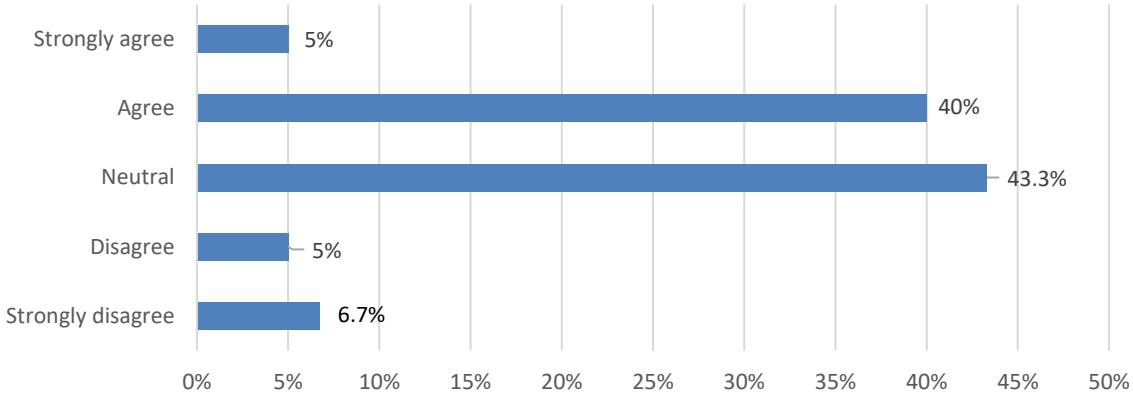


Note. Researchers' elaboration.

Figure 11 shows the views of students on the diversity of activities used for teaching word stress in the classroom. Most of the students opted for the neutral response (53.3%), signaling uncertainty among many students with respect to classroom activities employed. 23.3% accepted and 5% strongly accepted the use of diverse activities for teaching word stress. In comparison, 15% disagreed and 3.3% strongly disagreed with the statement. These results reveal that many students have some awareness of the use of different activities but that there is a significant number of students who are unsure. Hence, using a larger number of diverse and purposeful instructional activities may help increase the awareness of students of the instructional activities used.

Figure 12

The use of different teaching methods helps me improve my pronunciation.

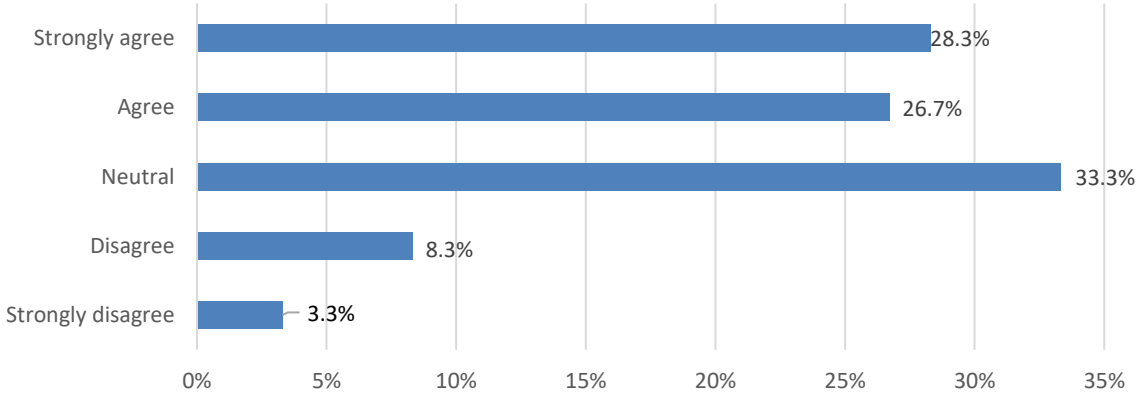


Note. Researchers' elaboration.

Figure 12 shows students' opinions regarding the effectiveness of different teaching methods in improving pronunciation. The largest percentage of participants selected the neutral option (43.3%), indicating uncertainty about the impact of these methods on their pronunciation development. However, a substantial proportion expressed positive perceptions, with 40% agreeing and 5% strongly agreeing that different teaching methods help them improve their pronunciation. On the other hand, 5% disagreed and 6.7% strongly disagreed with the statement. These results suggest that students generally perceive the use of diverse teaching methods as beneficial for pronunciation improvement. Consequently, the findings support the implementation of varied instructional approaches to foster the development of English pronunciation skills.

Figure 13

Activities like songs, videos, and role-play help me learn Word Stress better.



Note. Researchers' elaboration.

Figure 13 presents students' perceptions regarding the effectiveness of using songs, videos, and role-play activities to learn word stress. The largest proportion of participants selected the neutral option (33.3%), suggesting that many students neither agree nor disagree that these specific activities help them learn word stress more effectively. Furthermore, 8.3% agreed and 3.3% strongly agreed that such activities are beneficial. In contrast, 26.7% disagreed and 28.3% strongly disagreed with the statement. These results indicate that most students (55%) hold negative or uncertain views about the usefulness of songs, videos, and role-play for learning word stress. Consequently, while these activities are commonly used in communicative language teaching, they may not be perceived as effective by most learners for explicit pronunciation practice. Teachers might consider combining such activities with more direct instructional strategies or providing clearer guidance during these tasks to enhance students' perceived learning outcomes.

3.3. Discussion

It was discovered through this research that second-year students at "La Salle" Secondary School face challenges concerning the identification of and correct English word stress application. The outcomes from the survey and interview with teacher indicated that

the students needed more chances for pronunciation practice while engaging in meaningful and interactive learning activities. Even though the teacher believes that pronunciation is an integral part of communication, students do not participate in speaking lessons adequately, that affects their pronunciation development negatively.

These findings suggest that traditional pronunciation instruction alone may not be sufficient to address students' learning needs. Instead, learners benefit from a variety of teaching strategies that encourage active participation, continuous practice, and meaningful interaction. The positive perception of interactive activities and digital resources supports the implementation of the eclectic Method, as it allows teachers to combine different instructional techniques according to students' and learning styles.

The results are consistent with the (Council of Europe, 2020), which emphasizes that pronunciation teaching should focus on intelligibility and communicative effectiveness while encouraging learners to practice in authentic communicative situations. This perspective supports the findings of the present study, where students expressed the need for more dynamic learning experiences and the teacher highlighted the importance of continuous pronunciation practice through varied instructional strategies.

Based on these findings, the educational blog proposed in this study represents an appropriate instructional resource to reinforce classroom learning. By interacting audiovisual materials, interactive exercises, games, and pronunciation activities, the blog provides students with opportunities to practice English word stress independently while increasing motivation and participation. The proposal responses directly to the needs identified and contributes to improving students' pronunciation through a flexible and student-centered learning environment.

CHAPTER IV: PROPOSAL

This chapter presents the proposal of the Word Stress Lab Blog as a didactic tool to improve English pronunciation through the learning of word stress patterns. The blog was designed to provide interactive activities, explanations, examples, quizzes, and practice exercises that help university students develop their pronunciation skills in a dynamic and autonomous way.

Title

WORD STRESS LAB: An Interactive Blog for Improving English Pronunciation through Word Stress

Objective

Enhance Word Stress in English Pronunciation among Sophomore Students at "La Salle" High School

Table of contents

Table 2

Contents of the Blog

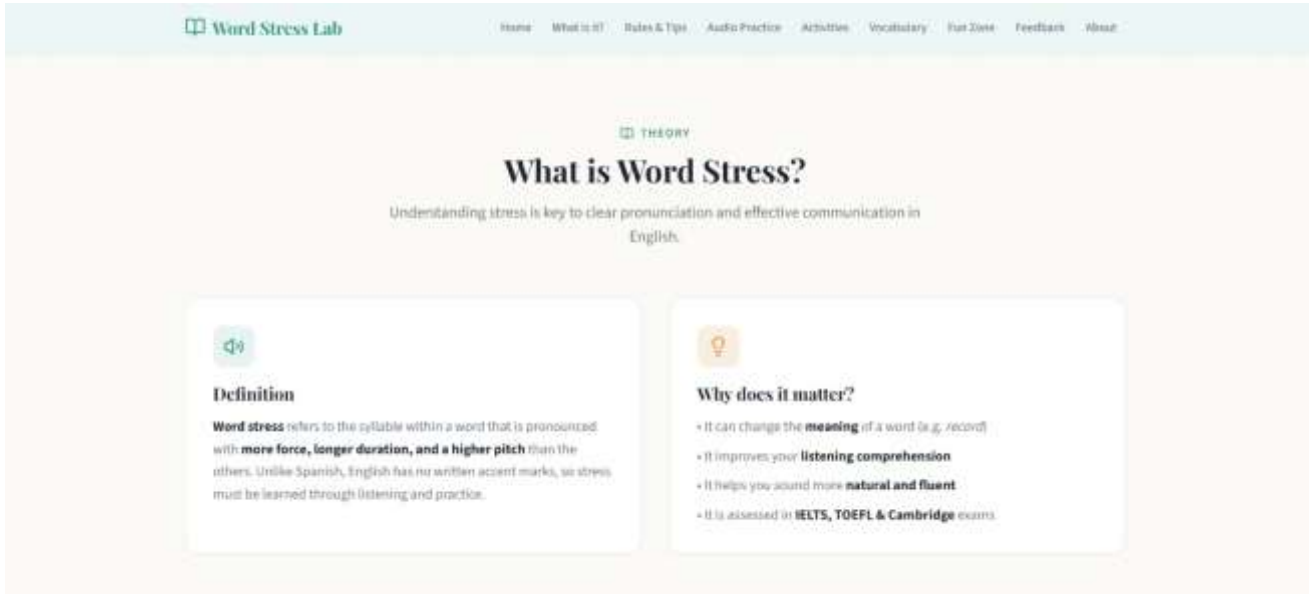
Unit	Lessons
Unit 1: **Introduction to word stress**	**Lesson 1:** What is Word Stress?
	Lesson 2: Why is Word Stress Important?
	Lesson 3: Syllables and Stress Identification
	Lesson 4: Practice Activities
Unit 2: **Word stress rules**	**Lesson 1:** Two-Syllable Words
	Lesson 2: Three-Syllable Words
	Lesson 3: Common Stress Patterns
	Lesson 4: Interactive Quiz
Unit 3: **Practice and application**	**Lesson 1:** Listening Exercises
	Lesson 2: Speaking Practice
	Lesson 3: Games and Challenges
	Lesson 4: Self-Assessment and Review

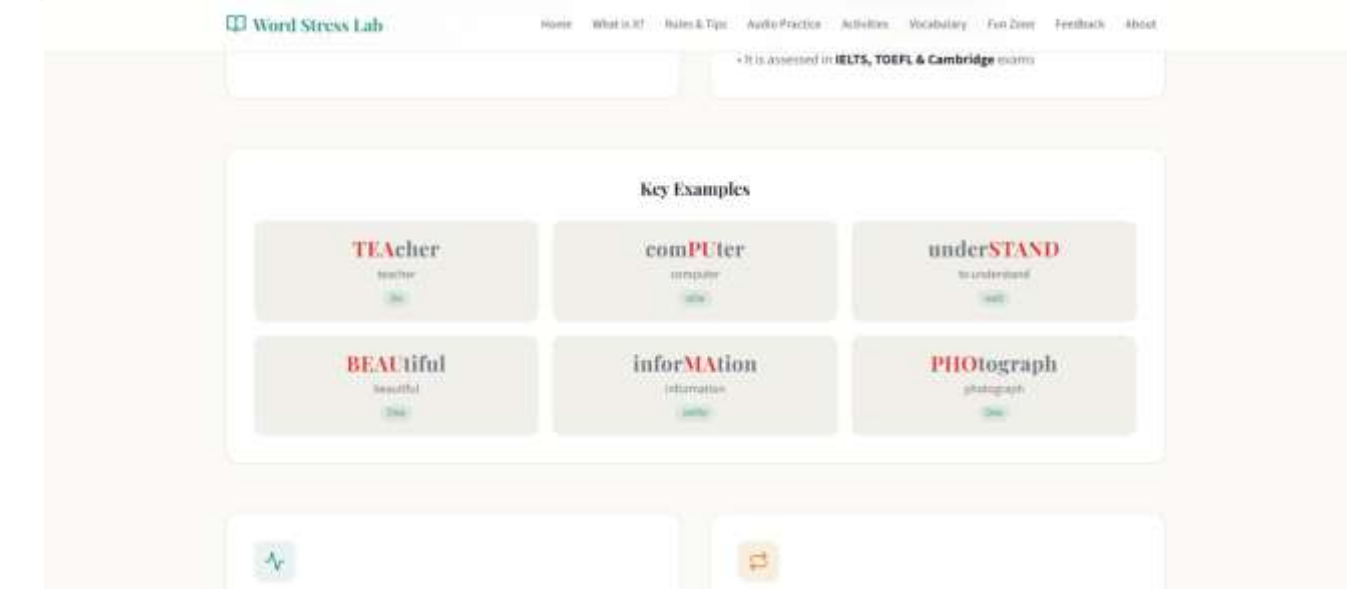
Note. Researchers' elaboration.

BLOG

https://word-stress-lab.lovable.app/






Word Stress Lab
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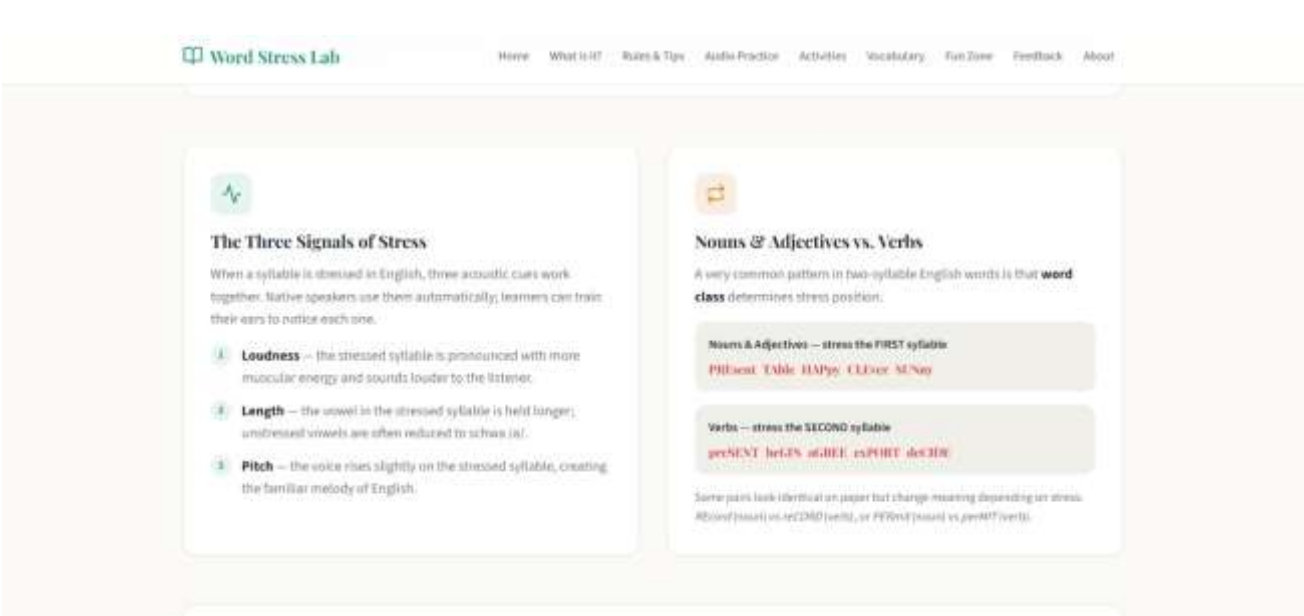
Feedback
About
• It is assessed in IELTS, TOEFL & Cambridge exams
Key Examples
TEAcher
teacher
comPUter
computer
underSTAND
to understand
BEAUtiful
beautiful
inforMAtion
information
PHOtograph
photograph


Word Stress Lab
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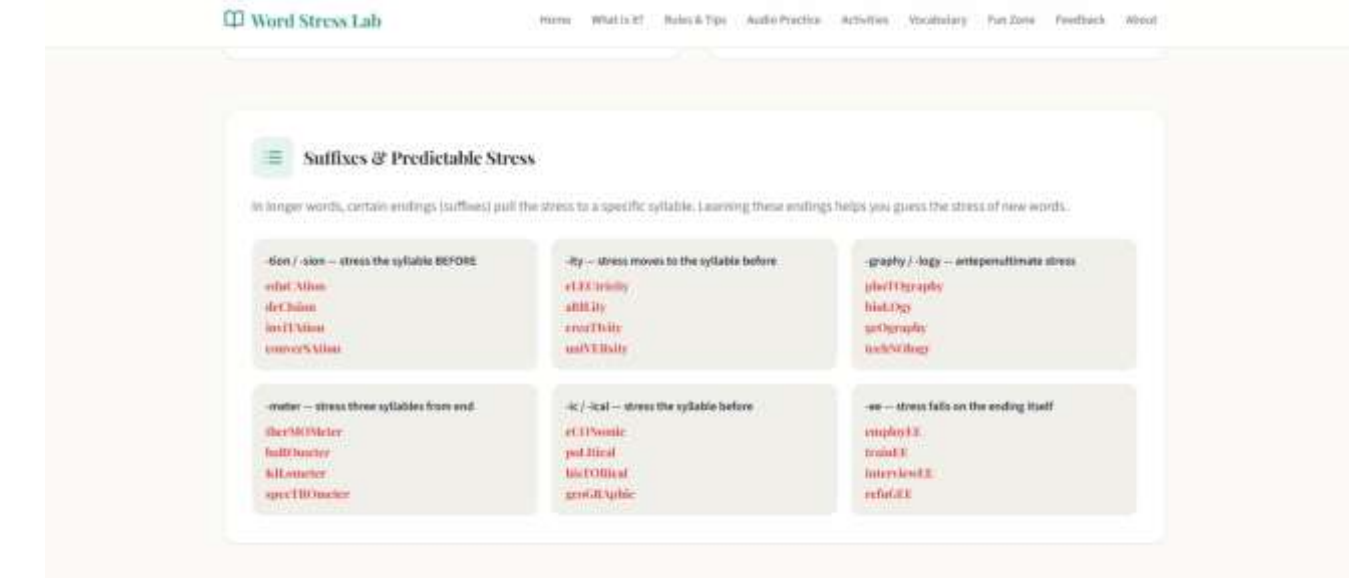
About
The Three Signals of Stress
When a syllable is stressed in English, three acoustic cues work together. Native speakers use them automatically; learners can train their ears to notice each one.
1 Loudness — the stressed syllable is pronounced with more muscular energy and sounds louder to the listener.
2 Length — the vowel in the stressed syllable is held longer; unstressed vowels are often reduced to schwa (ə).
3 Pitch — the voice rises slightly on the stressed syllable, creating the familiar melody of English.
Nouns & Adjectives vs. Verbs
A very common pattern in two-syllable English words is that word class determines stress position.
Nouns & Adjectives — stress the FIRST syllable
PREsent TAble HAPpy CLEver SUNny
Verbs — stress the SECOND syllable
preSENT heLPS aGREE exPORT deCIDE
Some pairs look identical on paper but change meaning depending on stress.
REcord (noun) vs. reCORD (verb), or PERmit (noun) vs. perMIT (verb).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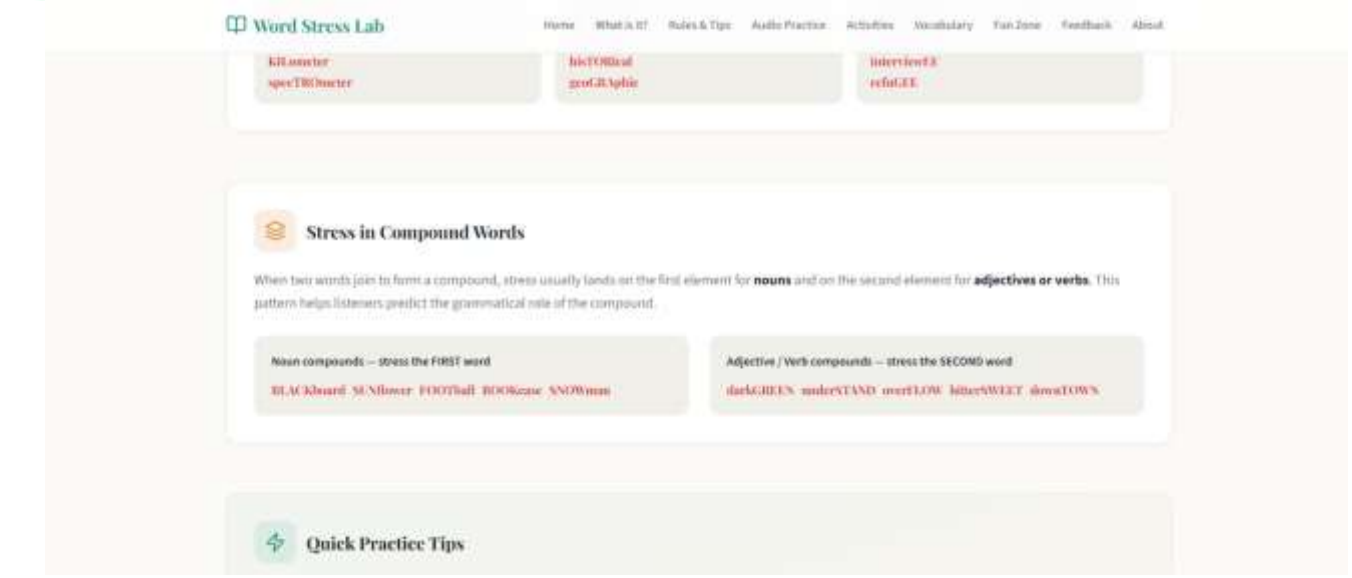
Suffixes & Predictable Stress
In longer words, certain endings (suffixes) pull the stress to a specific syllable. Learning these endings helps you guess the stress of new words.
-tion / -sion — stress the syllable BEFORE
eduCAtion
deCIsion
invITAtion
converSAtion
-ity — stress moves to the syllable before
eLECtricity
abILity
creaTIvity
uniVERsity
-graphy / -logy — antepenultimate stress
phoTOgraphy
bioLOgy
geOgraphy
techNOlogy
-meter — stress three syllables from end
therMOMeter
bulBOmeter
kiLometer
specTROmeter
-ic / -ical — stress the syllable before
eCONomic
poLItical
bioLOGical
geoGRAphic
-ee — stress falls on the ending itself
employEE
trainEE
interviewEE
refuGEE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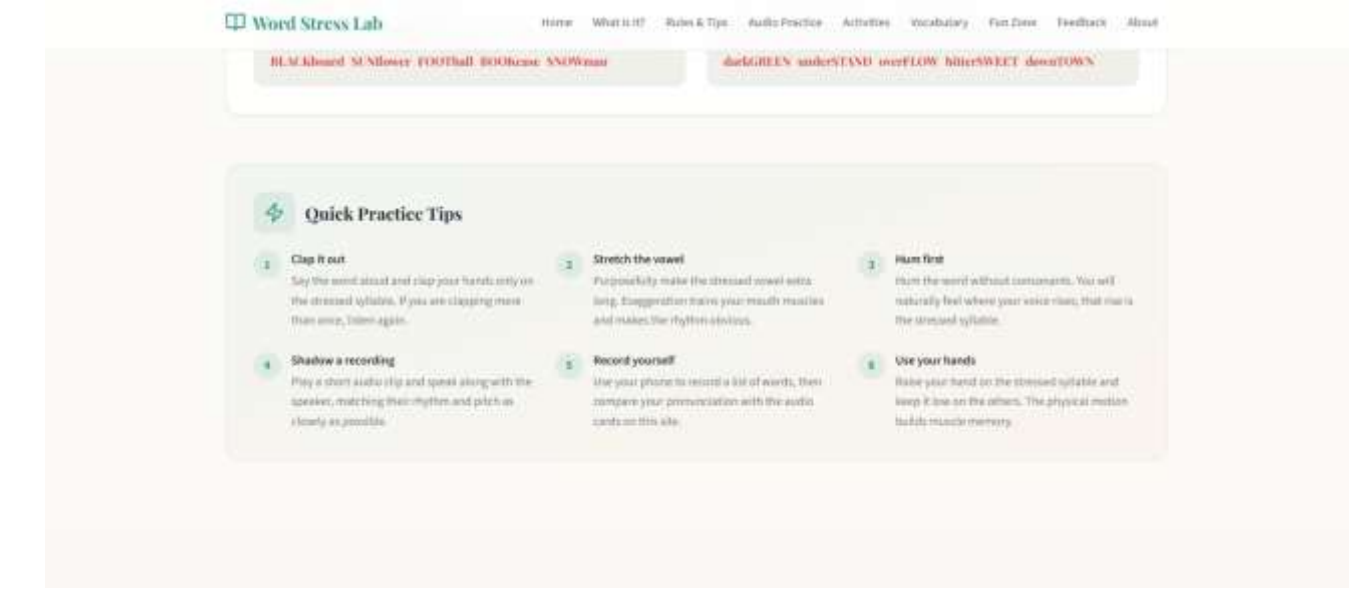
Stress in Compound Words
When two words join to form a compound, stress usually lands on the first element for nouns and on the second element for adjectives or verbs. This pattern helps listeners predict the grammatical role of the compound.
Noun compounds — stress the FIRST word
BLACKboard SUNflower FOOTball BOOKcase SNOWman
Adjective / Verb compounds — stress the SECOND word
darkGREEN underSTAND overFLOW bitterSWEET downTOWN
Quick Practice Tips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Quick Practice Tips
1
Clap it out
Say the word aloud and clap your hands only on the stressed syllable. If you are clapping more than once, listen again.
2
Stretch the vowel
Purposefully make the stressed vowel extra long. Exaggeration trains your mouth muscles and makes the rhythm obvious.
3
Hum first
Hum the word without consonants. You will naturally feel where your voice rises; that rise is the stressed syllable.
4
Shadow a recording
Play a short audio clip and speak along with the speaker, matching their rhythm and pitch as closely as possible.
5
Record yourself
Use your phone to record a list of words, then compare your pronunciation with the audio cards on this site.
6
Use your hands
Raise your hand on the stressed syllable and keep it low on the others. The physical motion builds muscle memory.


Word Stress Lab
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RULES AND TIPS
Rules by Word Type
Learn the most common stress patterns according to grammar category.
Nouns
Verbs
Adjectives
Compounds
Suffixes
Two-syllable nouns are usually stressed on the first syllable.
TAble
WINdow
MONey
PICture
WAter
Nouns ending in "-tion" or "-sion" are stressed on the syllable before the suffix.
inforMAtion
eduCAtion
televIsion
discuSsion


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Nouns
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Adjectives
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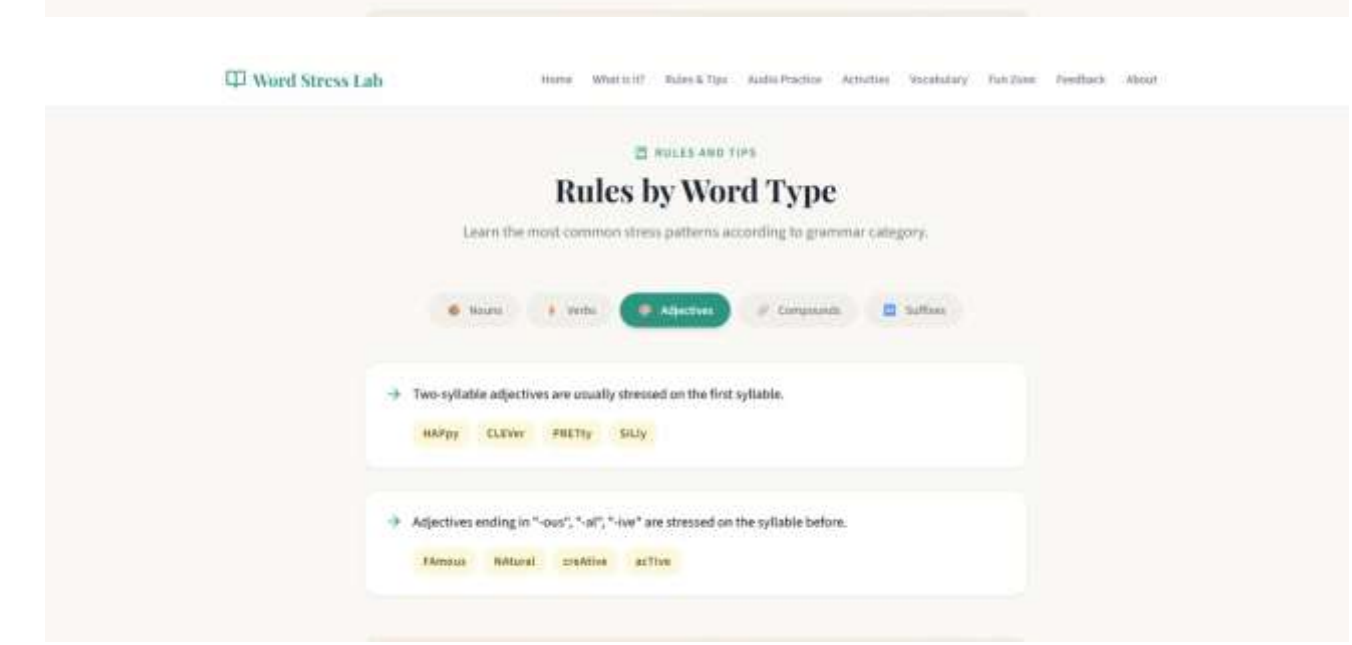
Suffixes
Two-syllable verbs are usually stressed on the second syllable.
beLIEVE
deCIDE
proTEND
reCORD
preSENT
Phrasal verbs keep the stress on the particle.
give UP
turn OFF
pick UP
break DOWN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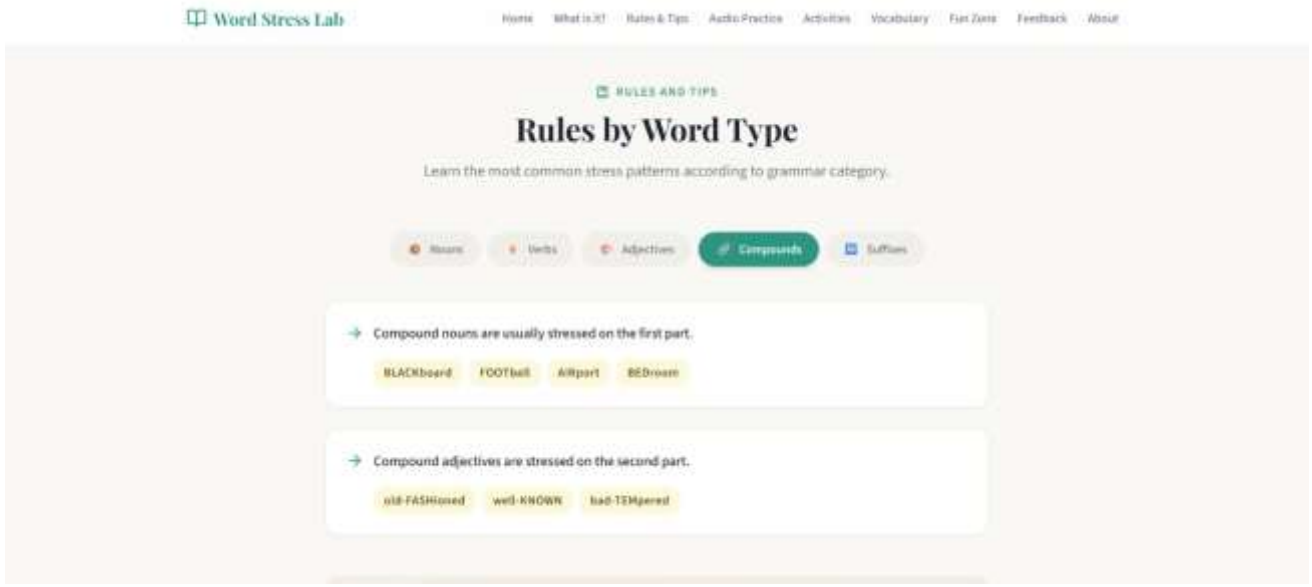
Learn the most common stress patterns according to grammar category.
Nouns
Verbs
Adjectives
Compounds
Suffixes
Two-syllable adjectives are usually stressed on the first syllable.
HAPpy
CLEVer
PRETty
SILly
Adjectives ending in "-ous", "-al", "-ive" are stressed on the syllable before.
FAmous
NAtural
creAtive
acTive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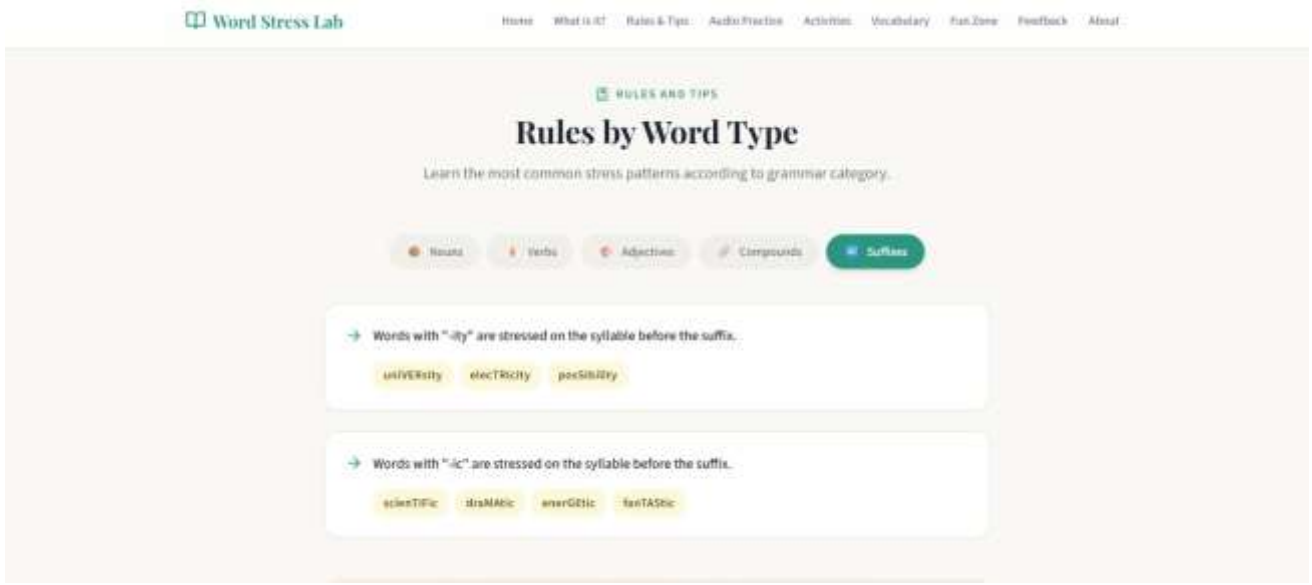
Learn the most common stress patterns according to grammar category.
Nouns
Verbs
Adjectives
Compounds
Suffixes
Compound nouns are usually stressed on the first part.
BLACKboard
FOOTball
AIRport
BEDroom
Compound adjectives are stressed on the second part.
old-FASHioned
well-KNOWN
bad-TEMpered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Learn the most common stress patterns according to grammar category.
Nouns
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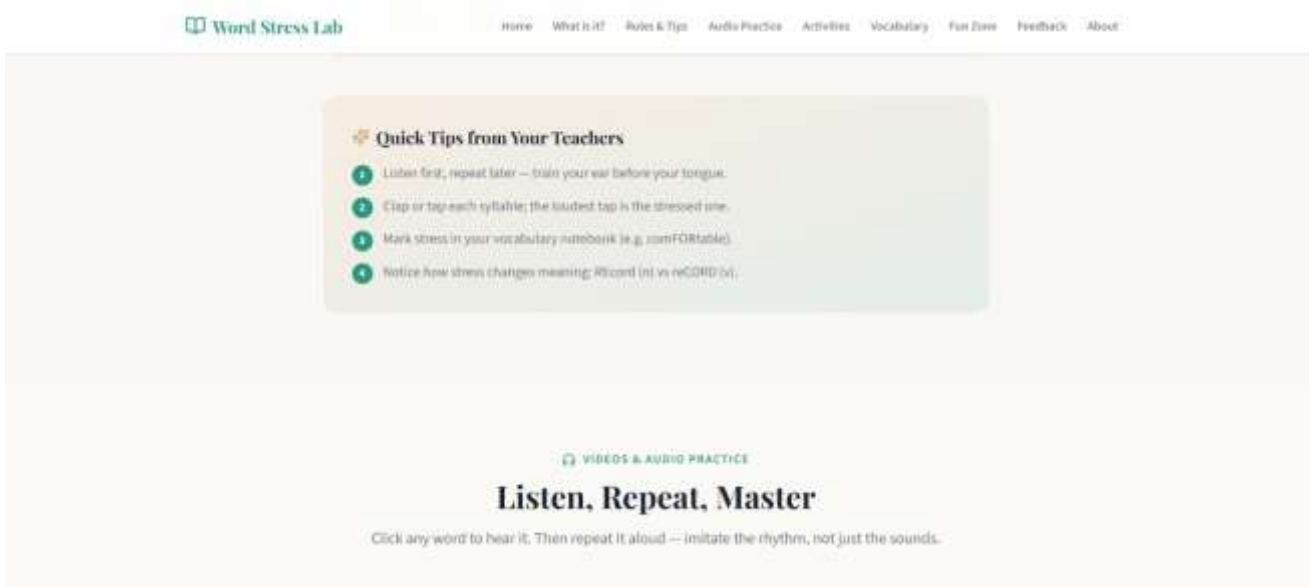
Adjectives
Compounds
Suffixes
Words with "-ity" are stressed on the syllable before the suffix.
uniVERsity
elecTRicity
possibiLity
Words with "-ic" are stressed on the syllable before the suffix.
scienTIFic
draMAtic
energETic
fanTAStic


Word Stress Lab
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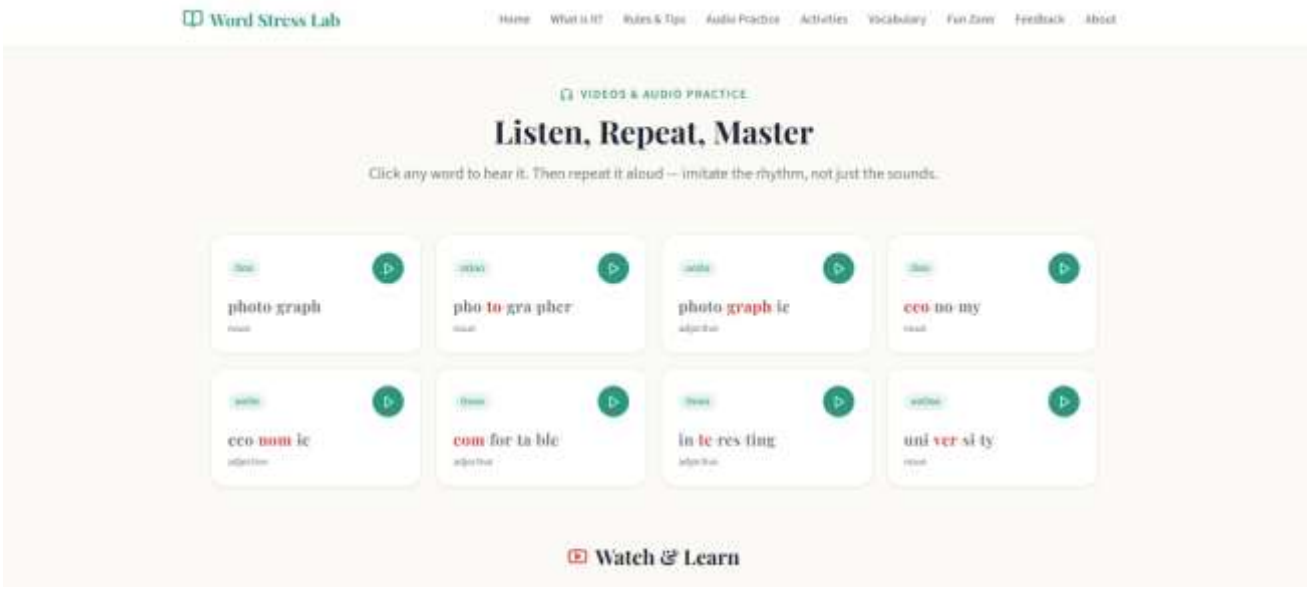
Activities
Vocabulary
Fun Zone
Feedback
About
Quick Tips from Your Teachers
Listen first, repeat later — train your ear before your tongue.
Clap or tap each syllable; the loudest tap is the stressed one.
Mark stress in your vocabulary notebook (e.g. comFORTable).
Notice how stress changes meaning: REcord (n) vs reCORD (v).
VIDEOS & AUDIO PRACTICE
Listen, Repeat, Master
Click any word to hear it. Then repeat it aloud — imitate the rhythm, not just the sounds.


Word Stress Lab
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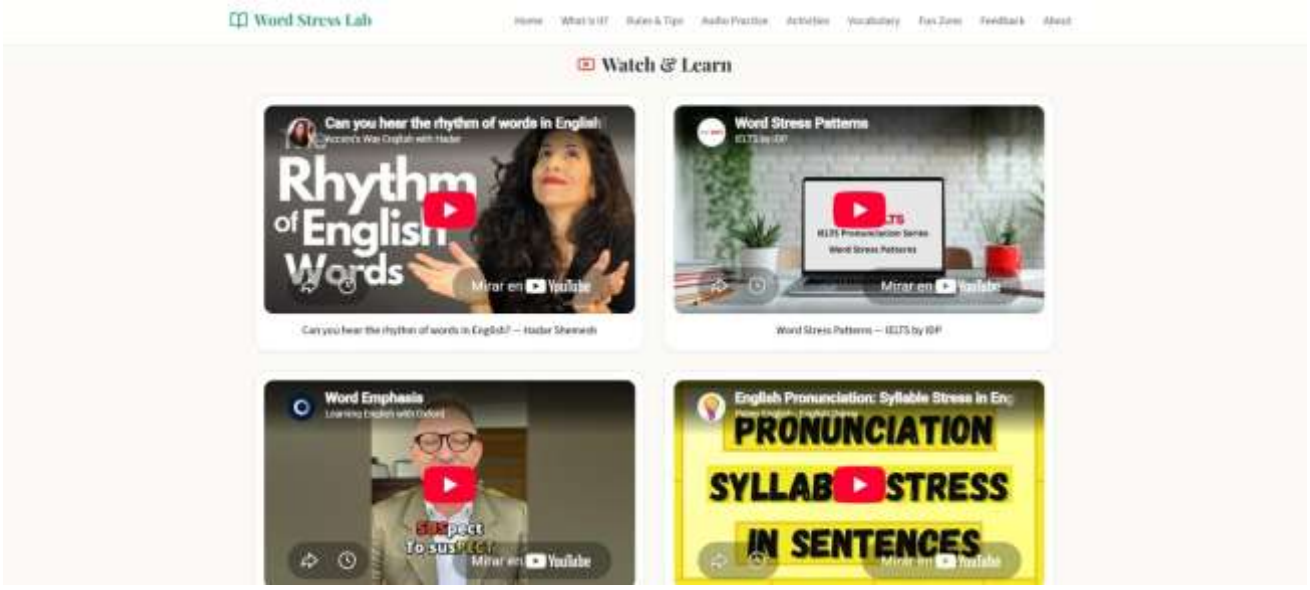
VIDEOS & AUDIO PRACTICE
Listen, Repeat, Master
Click any word to hear it. Then repeat it aloud -- imitate the rhythm, not just the sounds.
photo graph
pho to gra pher
photo graph ic
eco no my
eco nom ic
com for ta ble
in te res ting
uni ver si ty
Watch & Learn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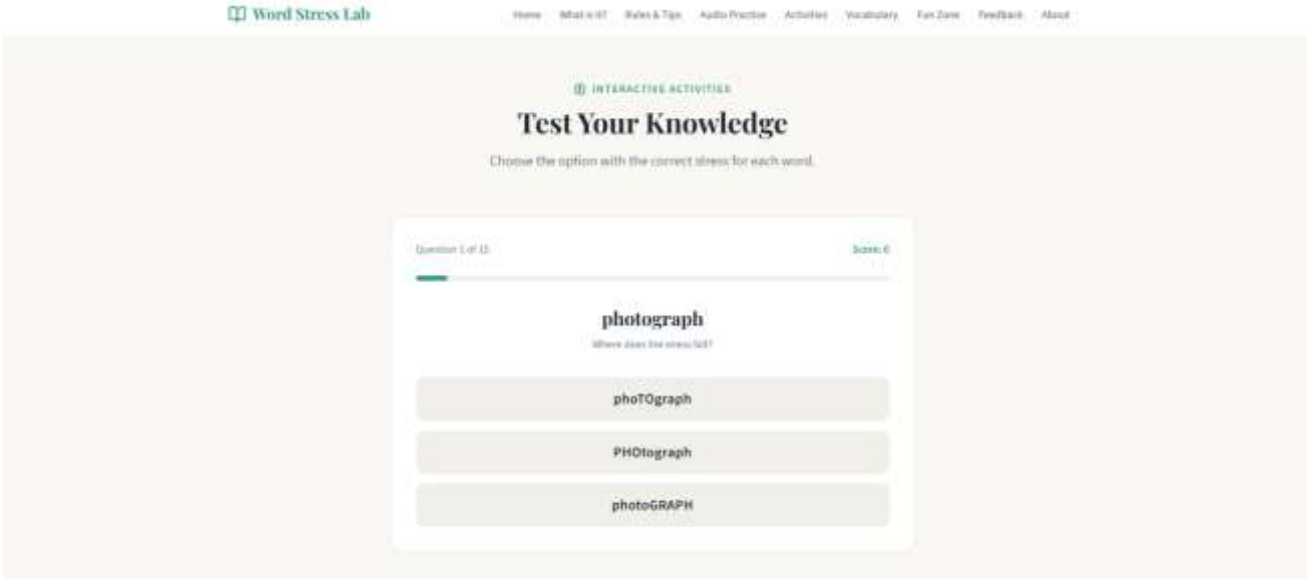
Watch & Learn
Can you hear the rhythm of words in English:
Rhythm of English Words
Mirar en YouTube
Word Stress Patterns
Mirar en YouTube
Word Emphasis
Mirar en YouTube
English Pronunciation: Syllable Stress in En
PRONUNCIATION
SYLLABLE STRESS
IN SENTENCES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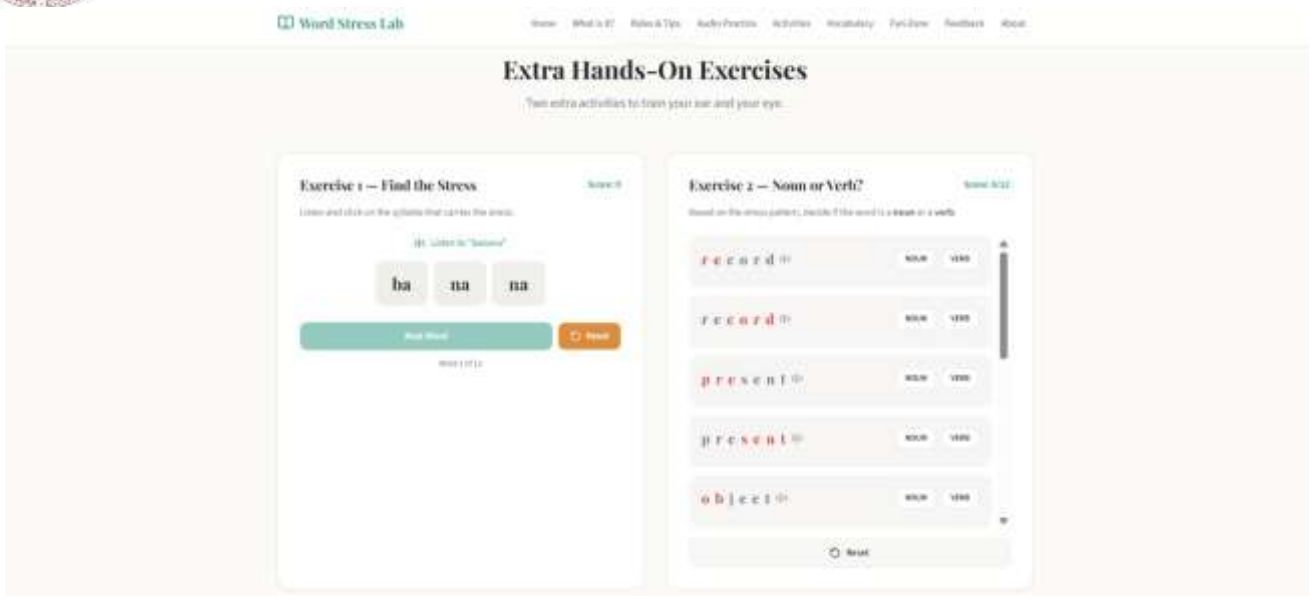
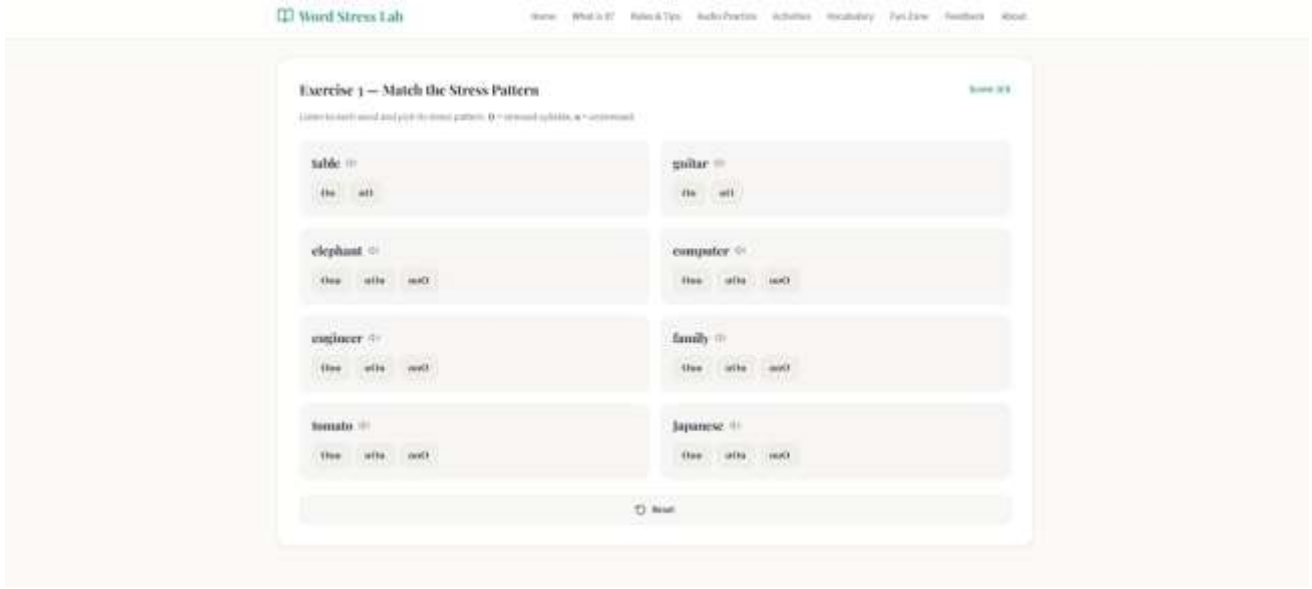
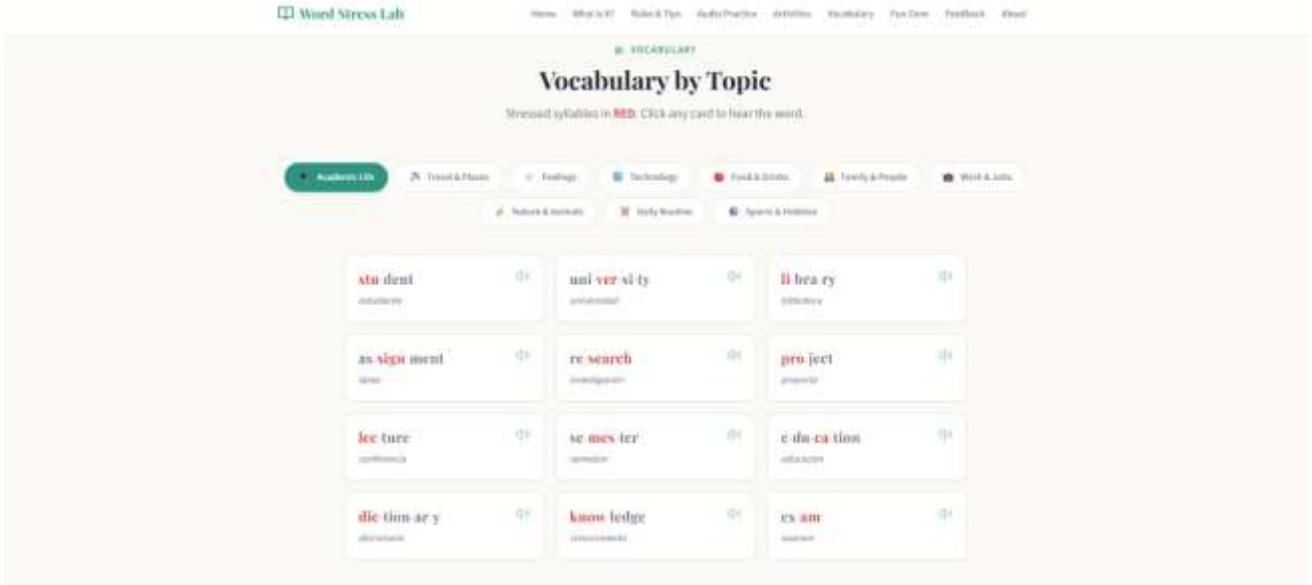
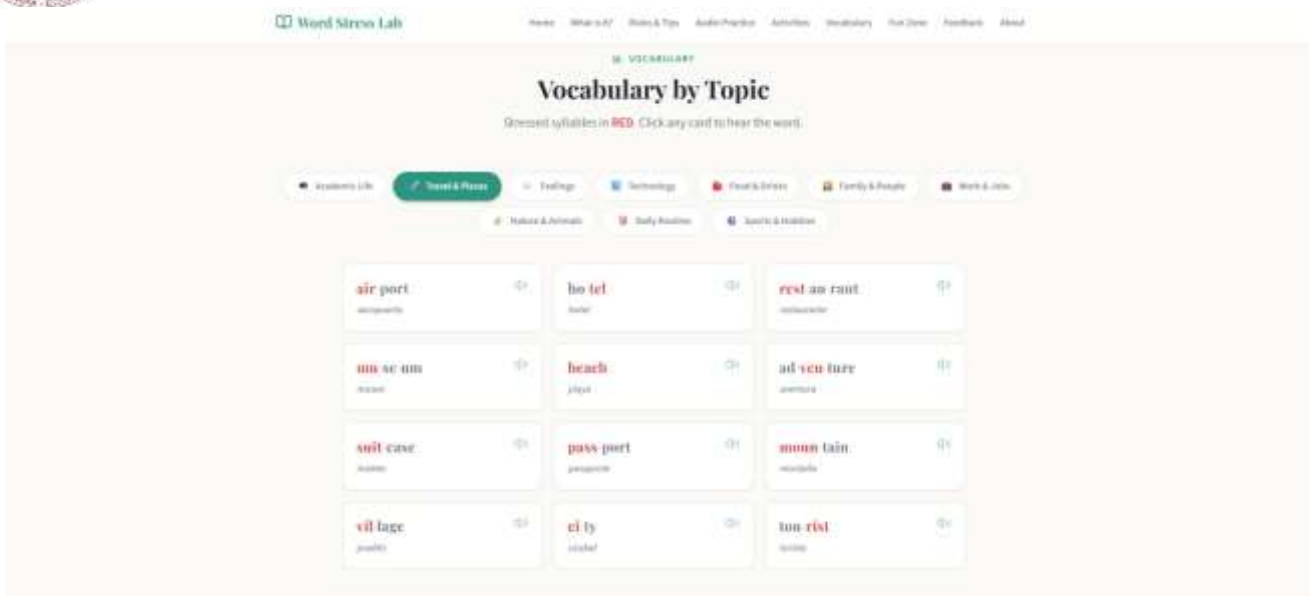
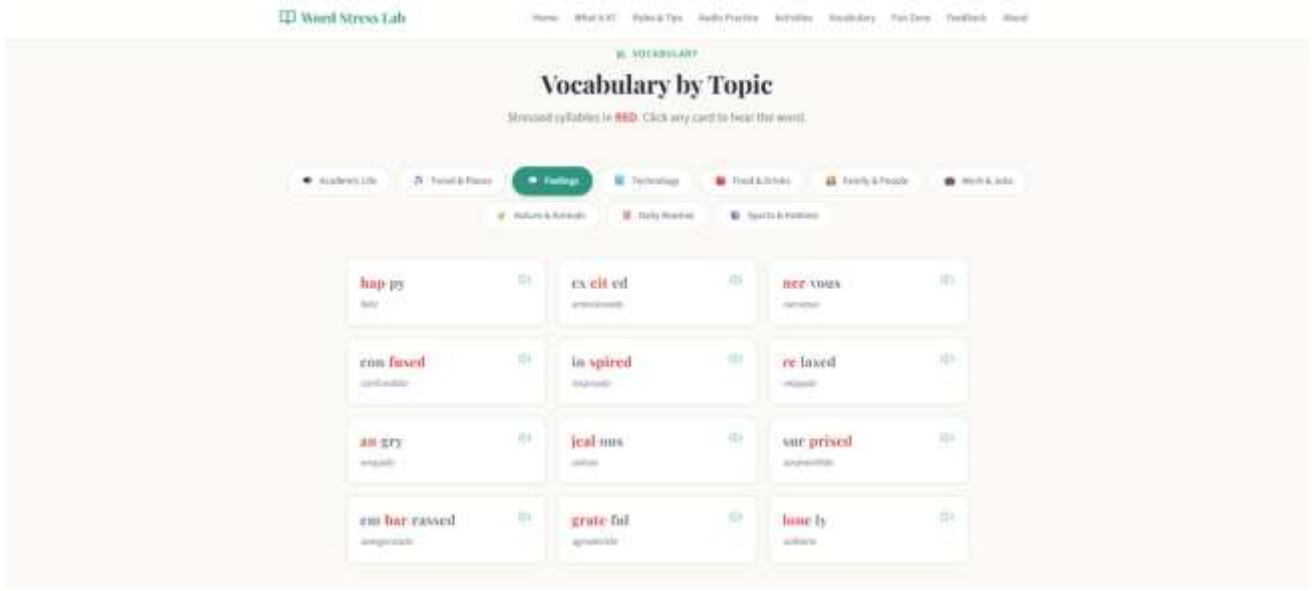
INTERACTIVE ACTIVITIES
Test Your Knowledge
Choose the option with the correct stress for each word.
photograph
phoTOgraph
PHOtograph
photoGRAPH

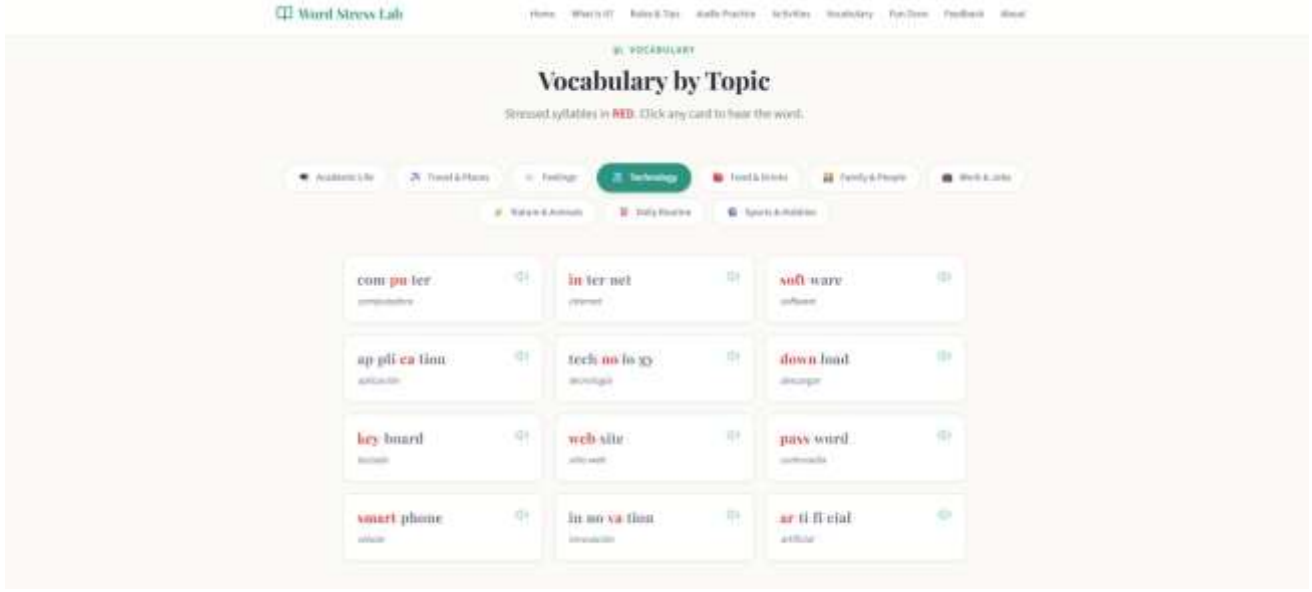

Word Stress Lab
Extra Hands-On Exercises
Exercise 1 — Find the Stress
ba
na
na
Exercise 2 — Noun or Verb?
record
record
present
present
object
Reset

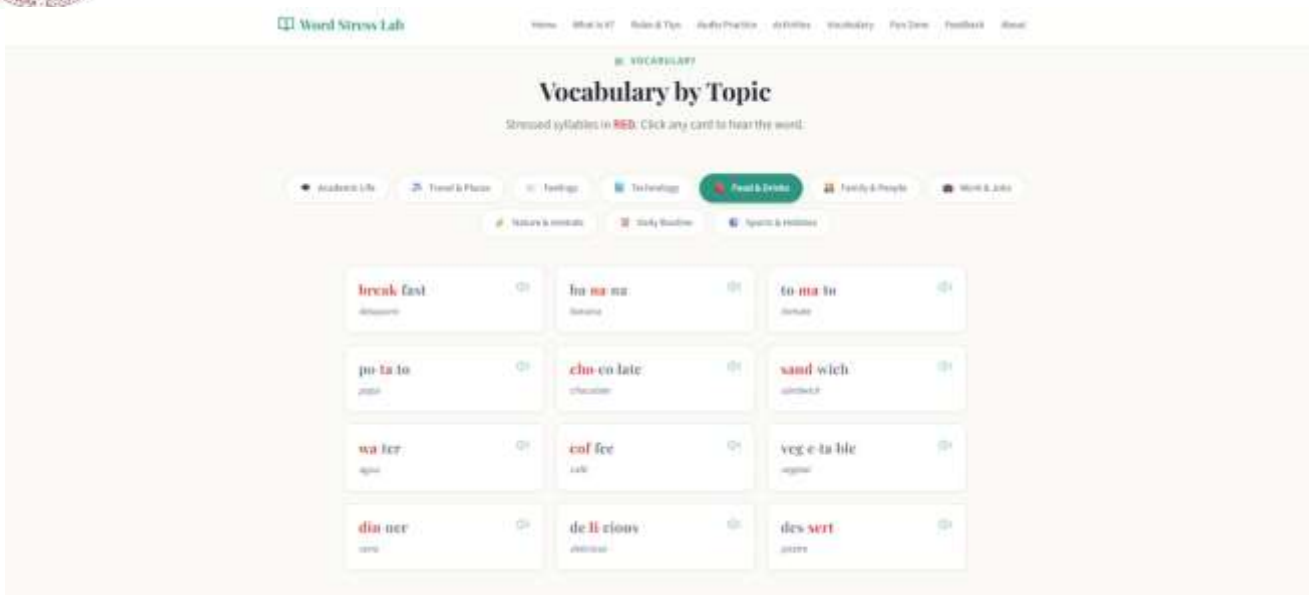

Word Stress Lab
Exercise 3 — Match the Stress Pattern
table
guitar
elephant
computer
engineer
family
tomato
Japanese
Reset

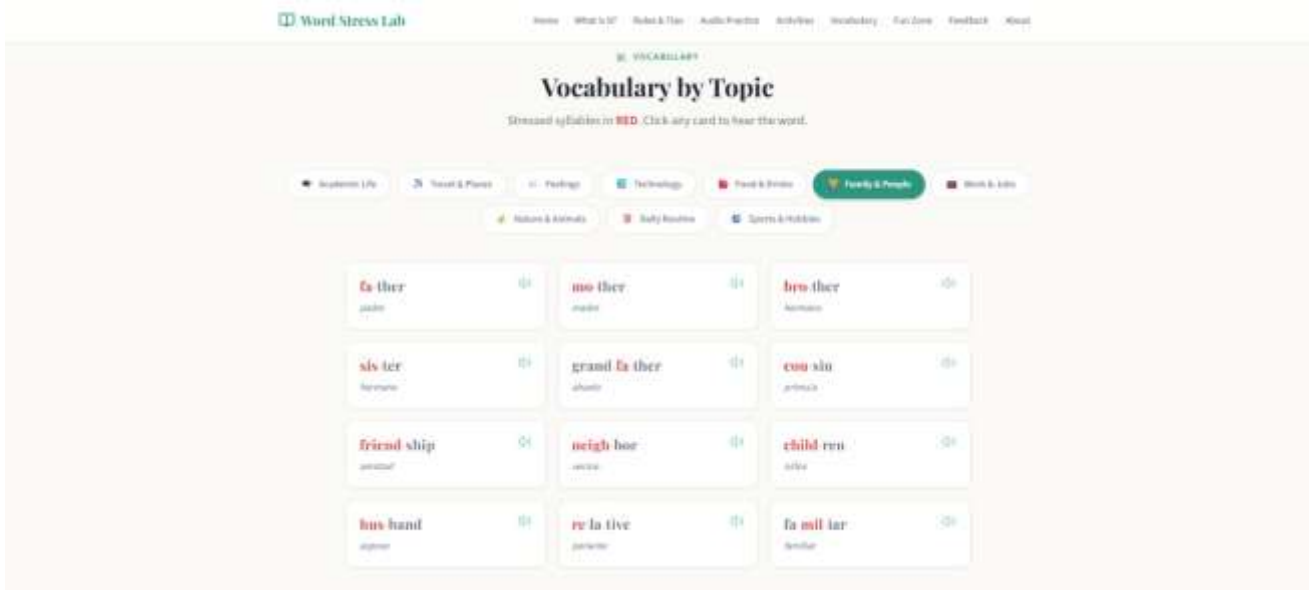

Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
stu dent
uni ver si ty
li bra ry
as sign ment
re search
pro ject
lec ture
se mes ter
e du ca tion
dic tion ar y
know ledge
ex am

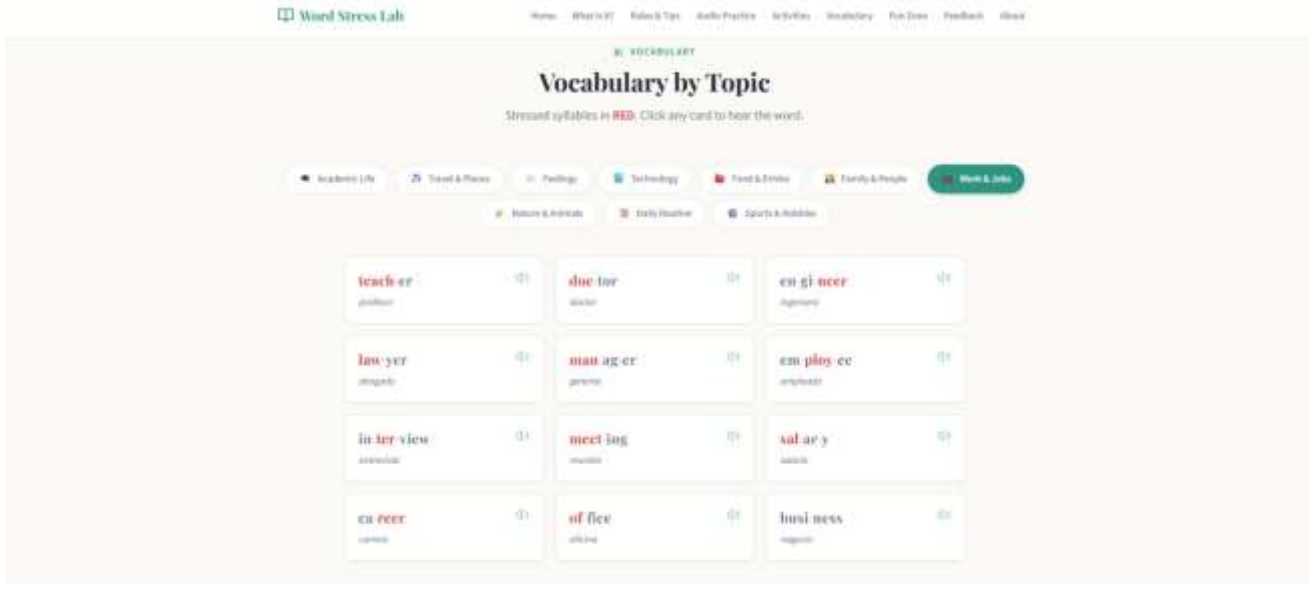

Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
air port
ho tel
rest au rant
be ach
ad ven ture
suit case
pass port
moun tain
vil lage
ci ty
ton ist

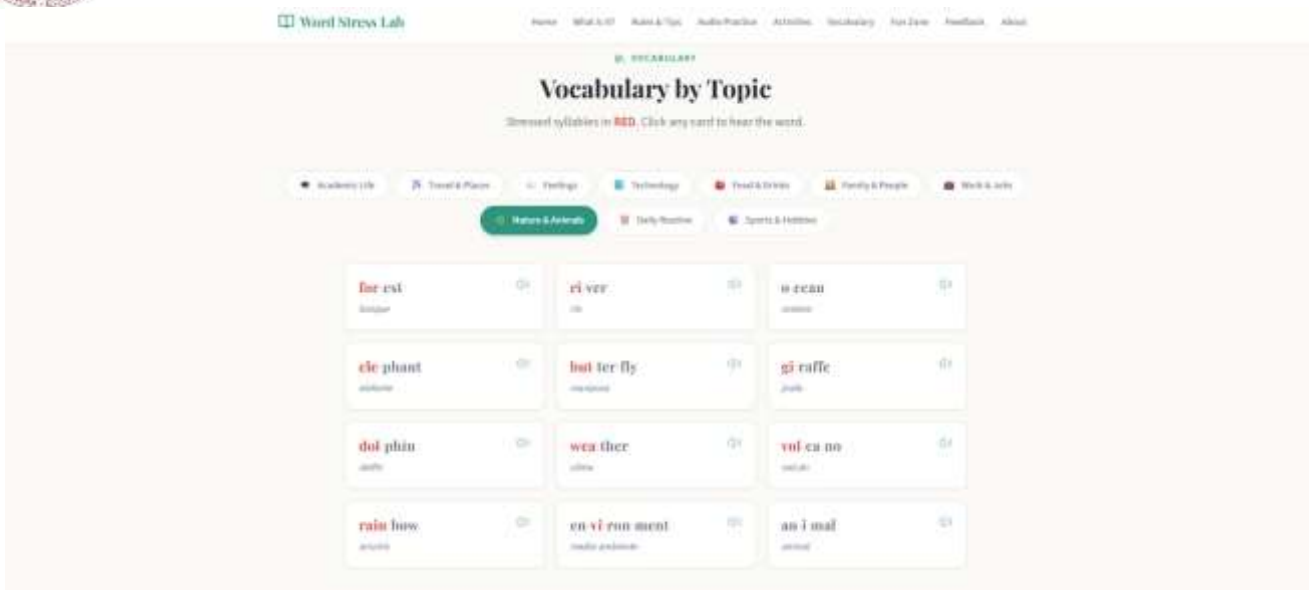

Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
hap py
ex cit ed
ner vous
con fused
in spired
re laxed
an gry
jeal ous
sur prised
em bar rassed
grate ful
lone ly

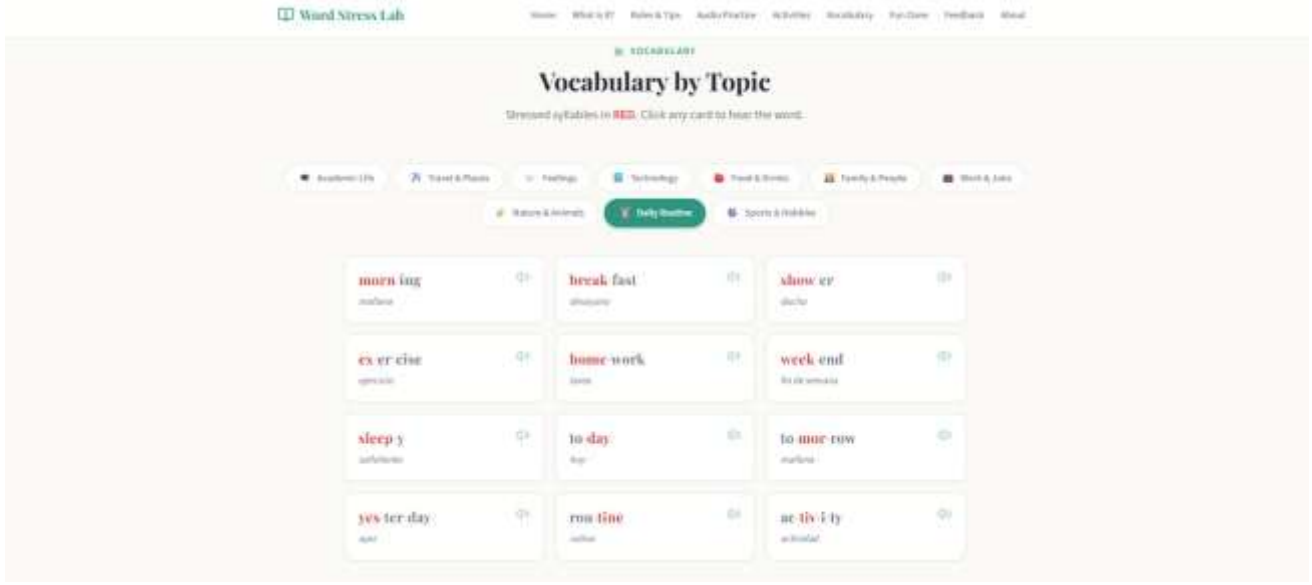

Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
com pu ter
in ter net
soft ware
ap pli ca tion
tech no lo gy
down load
key board
web site
pass word
smart phone
in no va tion
ar ti fi cial

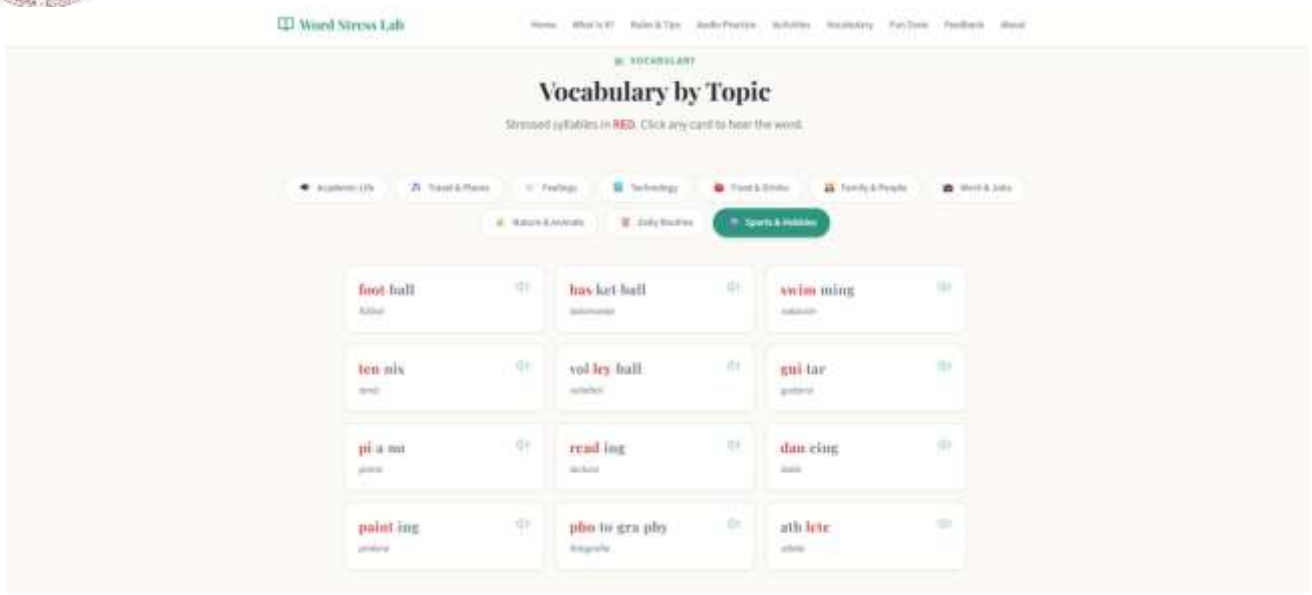

Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
break fast
ba na na
to ma to
po ta to
cho co late
sand wich
wa ter
cof fee
veg e ta ble
din ner
de li cious
des sert

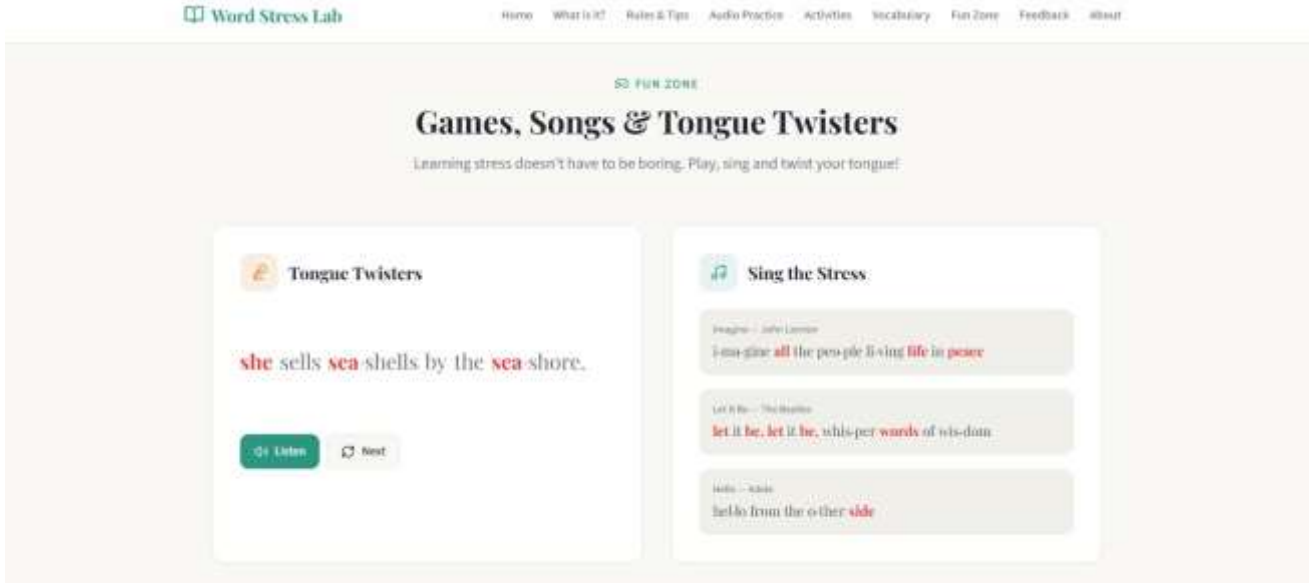

Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
fa ther
mo ther
bro ther
sis ter
grand fa ther
cou sin
friend ship
neigh bor
child ren
hus band
re la tive
fa mil iar


Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
teach er
doc tor
en gi neer
law yer
man ag er
em ploy ee
in ter view
meet ing
sal ar y
ca reer
of fice
busi ness


Word Stress Lab
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
Nature & Animals
fur est
ri ver
o cean
cle phant
but ter fly
gi raffe
dol phin
wea ther
vol ca no
rain bow
en vi ron ment
an i mal


Word Stress Lab
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
Daily Routine
morn ing
break fast
show er
ex er cise
home work
week end
sleep y
to day
to mor row
yes ter day
rou tine
ac tiv i ty


Word Stress Lab
VOCABULARY
Vocabulary by Topic
Stressed syllables in RED. Click any card to hear the word.
Sports & Hobbies
foot ball
bas ket ball
swim ming
ten nis
vol ley ball
gui tar
pi a no
read ing
dan cing
paint ing
pho to gra phy
ath lete


Word Stress Lab
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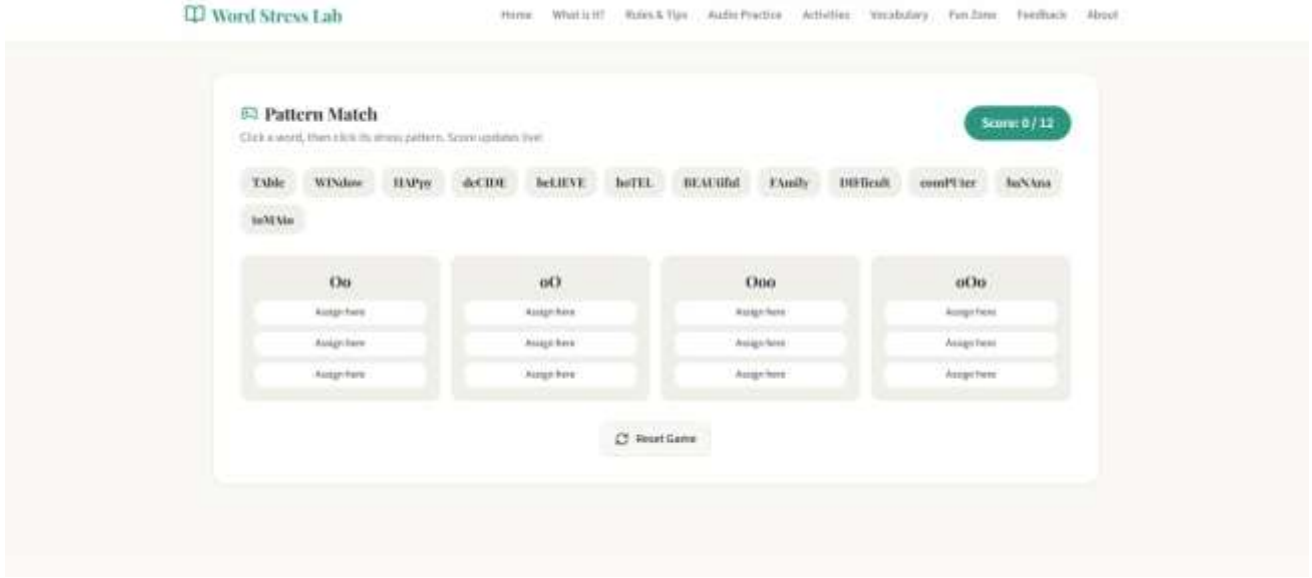
FUN ZONE
Games, Songs & Tongue Twisters
Learning stress doesn't have to be boring. Play, sing and twist your tongue!
Tongue Twisters
she sells sea shells by the sea shore.
Listen
Next
Sing the Stress
i-ma-gine all the peo-ple li-ving life in peace
let it be, let it be, whis-per words of wis-dom
hel-lo from the o-ther side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Pattern Match
Score: 0 / 12
TAble
WINdow
HAPpy
deCIDE
beLIEVE
hoTEL
BEAUtiful
FAmily
DIFficult
comPUter
baNAna
toMAto
Ooo
oOo
Reset Game


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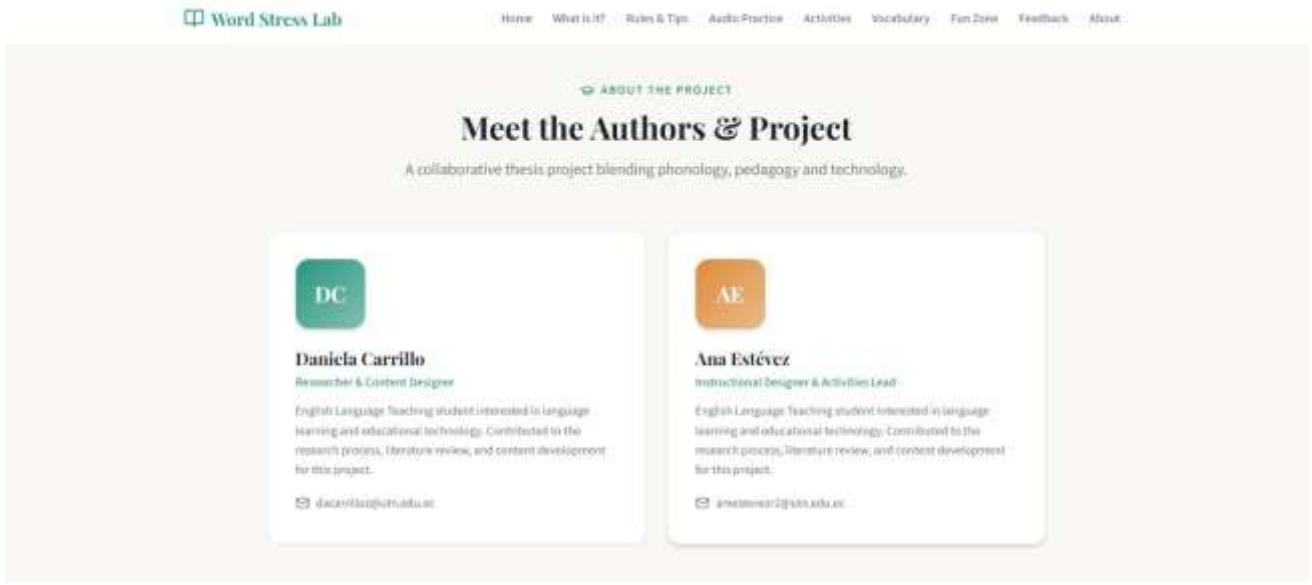
FEEDBACK & COMMENTS
What Learners & Teachers Say
Real voices from the classroom. Share yours below — we read every comment.
Leave a Comment
Your name
Your message
Rating
Submit Comment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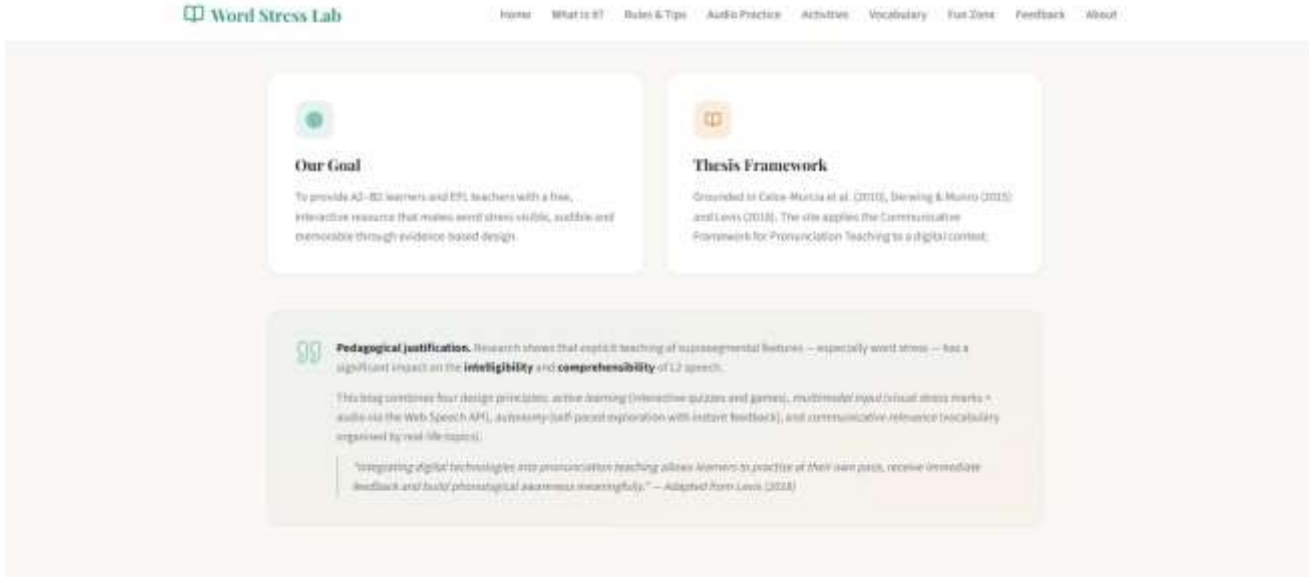
ABOUT THE PROJECT
Meet the Authors & Project
A collaborative thesis project blending phonology, pedagogy and technology.
DC
Daniela Carrillo
Researcher & Content Designer
English Language Teaching student interested in language learning and educational technology. Contributed to the research process, literature review, and content development for this project.
AE
Ana Estévez
Instructional Designer & Activities Lead
English Language Teaching student interested in language learning and educational technology. Contributed to the research process, literature review, and content development for this project.


Word Stress Lab
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Our Goal
To provide A2–B2 learners and EFL teachers with a free, interactive resource that makes word stress visible, audible and memorable through evidence-based design.
Thesis Framework
Grounded in Celce-Murcia et al. (2010), Derwing & Munro (2015) and Levis (2018). The site applies the Communicative Framework for Pronunciation Teaching to a digital context.
Pedagogical justification. Research shows that explicit teaching of suprasegmental features — especially word stress — has a significant impact on the intelligibility and comprehensibility of L2 speech.
This blog combines four design principles: active learning (interactive quizzes and games), multimodal input (visual stress marks + audio via the Web Speech API), autonomy (self-paced exploration with instant feedback), and communicative relevance (vocabulary organised by real-life topics).
"Integrating digital technologies into pronunciation teaching allows learners to practise at their own pace, receive immediate feedback and build phonological awareness meaningfully." — Adapted from Levis (2018)

Impact analysis

This research proposal is expected to generate positive academic, technological and social impacts through the implementation of an interactive educational blog designed to enhance English word stress among sophomore students at "La Salle" High School. The proposal integrates technological resources, communicative activities, and autonomous learning opportunities that contribute to improving students' pronunciation skills and to support teachers with innovate materials. The following tables present the expected impact of the proposal according to the qualitative and quantitative measurement scale.

Table 3

Measure level

Qualitative measurement	Quantitative measurement
High positive impact	3
Medium positive impact	2
Low positive impact	1
No impact	0
Low negative impact	-1
Medium negative impact	-2
High negative impact	-3

Note. Elaborated by Posso (2011).

Table 4

Academic impact

Indicators	-3	-2	-1	0	1	2	3
Academic							x
Technological							x
Social						X	
Total (∑)						**2**	**6**

Note. Researchers' elaboration.

Analysis

Regarding improvement of word stress recognition, it is expected to have a high positive impact because the educational blog provides interactive activities, videos, and pronunciation exercises. These resources reinforce pronunciation practice and improve the understanding of students of English word stress.

In improvement of pronunciation accuracy, it is considered that the impact is highly

positive as the blog offers opportunities for continuous pronunciation practice through audiovisual materials and guided activities. Consequently, students are expected to produce English words more accurately and confidently.

In case of the development of autonomous learning, it is expected to have a medium positive impact because students can access the educational blog anytime and practice independently. This encourages learners to take responsibility for their own learning process.

Student motivation toward learning English is predicted to have a high positive impact since the blog incorporates engaging activities that make pronunciation practice more enjoyable.

Additionally, the educational blog serves as a complementary digital resource that enriches classroom instruction with practical materials that facilitate the implementation of the Eclectic Method. Therefore, teacher innovation in pronunciation teaching is expected to have a medium positive impact.

Table 5

Technological impact

Indicators	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**
Academic							**X**
Technological							**X**
Social						**X**	
Total (∑)						**2**	**6**

Note. Researchers' elaboration.

Analysis

Easy access to pronunciation materials is considered one of the main strengths of the proposal because the blog allows students to consult pronunciation resources whenever they need them. In this sense, learners will have more opportunities to reinforce English word stress both inside and outside the classroom.

Moreover, the proposal contributes to the development of digital learning skills by encouraging students to use technological resources for educational purposes. Through regular interaction with the blog, learners are expected to strengthen their digital competences while improving their English pronunciation.

By integrating technology into learning process, students will be able to practice word stress independently according to their own needs and learning pace. Consequently, autonomous learning through technology is expected to have a highly positive impact, as it reinforces the knowledge acquired during classes.

Likewise, the educational blog provides the continuous availability of educational

resources, and it is expected to contribute positively to students' learning process and pronunciation development.

Table 6

Social impact

Indicators	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**
Self-confidence in oral communication							**X**
Classroom participation						**X**	
Student collaboration						**X**	
Communication skills							**X**
Total (∑)						**4**	**6**

Note. Researchers' elaboration.

Analysis

Self-confidence in oral communication is expected to have a high positive impact since students will become more familiar with pronunciation patterns and they are likely to feel more confident when expressing themselves in English.

Furthermore, classroom participation is expected to improve since the activities included in the blog encourage students to engage actively in pronunciation practice. In this way, learners can become more prepared to participate in oral activities and contribute to classroom discussions.

Likewise, the proposal promotes student collaboration by encouraging students to share ideas and support each other during learning activities. Consequently, collaborative learning is expected to strengthen communication and interpersonal relationships among students.

In addition, communication skills are predicted to have a high positive impact because continuous exposure to pronunciation activities helps students communicate more clearly and effectively. Therefore, the blog contributes to improve oral interaction and a meaningful use of the English language.

Table 7

General impact

Indicators	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**
Academic							**X**
Technological							**X**
Social						**X**	

Total (∑)	**2**	**6**

Note. Researchers' elaboration.

Analysis

Overall, the proposed educational blog is expected to generate a high positive academic impact by improving students' English word stress through interactive and technology-supported learning activities. In this way, the proposal contributes to enhance pronunciation skills and promoting meaningful learning experiences.

Additionally, the technological impact is considered highly positive because the blog provides students and teachers with easy access to digital resources. Its implementation encourages the integration of technology into English language teaching while supporting autonomous learning beyond the classroom.

Moreover, the proposal is expected to produce a positive social impact by increasing students' confidence, participation, and communication skills. Through continuous practice and collaborative learning activities, learners can interact more effectively and develop greater confidence when using English.

Another relevant aspect is that the educational blog is expected to generate a high positive overall impact because it integrates innovate teaching strategies with digital resources that support the development of English word stress. Moreover, it promotes autonomous learning, increases students' motivation, and provides teachers with an accessible instructional tool that complements classroom practice.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The main objective of this research was successfully accomplished through the design of an educational blog based on the Eclectic Method to support the development of English word stress among sophomore students at “La Salle” High School. Throughout the research process, it became evident that word stress is still one of the pronunciation aspects that students find most challenging. Although they recognize its importance for speaking English more clearly, they often have few opportunities to practice it in meaningful and engaging ways during their regular classes.

Regarding the first specific objective, the data collection process stage made it possible to identify the students’ main needs and difficulties related to English word stress. The information gathered through the survey and the teacher interview showed that many learners struggle to recognize and produce appropriate stress patterns, which affect their oral communication. In addition, the findings revealed that pronunciation activities are usually limited by classroom time and the availability of teaching materials specifically designed for this purpose. These results provided a clearer understanding of the context and served as the foundation for the proposed solution.

The second specific objective was achieved through the design of an educational blog that follows the principles of the Eclectic Method. Rather than relying on a single instructional approach, the proposal brings together a variety of resources such as explanatory videos, audio recordings, interactive exercises, games, visual materials, and self-assessment activities. This combination allows students to practice word stress from different perspectives while encouraging participation, motivation, and independent learning both inside and outside the classroom. In this sense, the blog becomes a practical tool that responds directly to the needs identified during the data collection process.

The third specific objective was fulfilled through the expert validation of the educational blog. The specialists evaluated different aspects of the proposal, including its organization, relevance, academic quality, and applicability within the educational context. Their feedback confirmed that the blog is an appropriate and feasible resource to support English pronunciation instruction. At the same time, their suggestions contributed to strengthening the proposal and ensuring that it responds effectively to the learning needs of the target population.

In conclusion, the findings of this research suggest that combining the Eclectic Method with digital learning resources offers a valuable alternative for supporting the teaching and learning of English word stress. The proposed blog not only provides students with additional opportunities to practice pronunciation in a more dynamic and accessible way but also offers teachers a flexible resource that complements classroom instruction. Overall, the proposal represents a meaningful contribution to the development of pronunciation skills and encourages a more engaging and learner-centered approach to English language teaching.

5.2 Recommendations

Based on the findings of this research, several recommendations can be made to strengthen the teaching and learning of English word stress in secondary education.

First, English teachers are encouraged to integrate pronunciation practice into their regular lessons instead of treating it as an occasional activity. Giving consistent attention to word stress can help students improve both the clarity of their speech and their confidence when communicating in English. Incorporating short but frequent pronunciation tasks into classroom routines may lead to more meaningful progress over time.

It is also recommended that teachers apply the principles of the Eclectic Method by selecting and combining different instructional strategies according to their students' learning needs. The use of songs, games, role plays, audiovisual materials, collaborative activities, and digital resources can create richer learning experiences while maintaining students' interest and motivation throughout the learning process.

Educational institutions should continue promoting the integration of technological resources that complement face-to-face instruction. The educational blog developed in this research may serve as a useful supplementary tool, allowing students to reinforce classroom learning, practice pronunciation independently, and access learning materials whenever they need additional support.

Likewise, students are encouraged to take an active role in improving their pronunciation by making regular use of the educational blog and other authentic English resources. Consistent practice, exposure to spoken English, and self-assessment can gradually strengthen their pronunciation skills while increasing their confidence in real communicative situations.

Finally, future researchers may consider expanding this line of study by implementing the educational blog with different student populations or educational contexts. Conducting experimental or longitudinal studies could provide additional evidence regarding the long-term impact of technology-supported instruction and the Eclectic Method on the development of English pronunciation skills.

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ANNEXES

Annex 1.Instruments validation I

TECNICA DEL NORTE UNIVERSITY
FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Eclectic Method to Enhance Word Stress in English Pronunciation among Sophomore Students at "La Salle" High School

INTERVIEW FOR TEACHERS

Objective: This interview aims to explore the strategies and methods English teachers use to improve pronunciation and word stress among students at the institution, focusing on challenges and effective techniques.

Directions: Answer the following questions with accurate information. The data collected will be used solely for academic purposes.

1. How important do you consider the teaching of word stress in the English learning process of high school students? Please justify your answer.

2. How do you usually approach the teaching of pronunciation, particularly word stress, in your classes? Please describe the strategies or activities you implement.

3. How frequently do you integrate a variety of teaching strategies (e.g., repetition, songs, role-play, audiovisual materials) to teach word stress? Please provide examples.

4. What difficulties have you observed in students when learning or accurately applying word stress?

5. In your opinion, are students aware of the importance of pronunciation for effective communication in English? Why or why not?

6. Do you believe the current curriculum provides sufficient opportunities to work on pronunciation, including word stress? Please explain your answer.

7. What types of resources or materials do you consider most effective for teaching word stress in the classroom?

8. What challenges do you face when teaching word stress, and what recommendations would you suggest to improve its instruction through different strategies?

TECNICA DEL NORTE UNIVERSITY
FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Eclectic Method to Enhance Word Stress in English Pronunciation among Sophomore Students at "La Salle" High School

SURVEY FOR STUDENTS

Objective: Collect insights on students' views and experiences about learning word stress in pronunciation using the Eclectic Method.

Directions:

- Carefully read each question and select the option that best reflects your opinion.
- Provide truthful responses to ensure the accuracy of the data.
- Your participation is confidential, and the survey is solely for academic purposes.

Scale:

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

QUESTIONS

1. I understand what "Word Stress" is in English.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

2. My teacher uses different strategies (e.g., repetition, songs, role-play, videos) to teach pronunciation.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

3. My teacher combines different teaching methods to help us learn Word Stress.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

4. My teacher corrects my mistakes in Word Stress when I speak.
○ Strongly disagree
○ Disagree
○ Neutral

○ Agree
○ Strongly agree

5. I feel confident speaking English despite pronunciation difficulties.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

6. I am able to identify the correct stress in new English words.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

7. I have opportunities to practice pronunciation both inside and outside the classroom.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

8. I believe that Word Stress is important for speaking English correctly.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

9. Understanding Word Stress helps me better understand spoken English.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

10. I find learning Word Stress easy.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

11. In class, I practice Word Stress using a variety of activities.
○ Strongly disagree
○ Disagree

○ Neutral
○ Agree
○ Strongly agree

12. The use of different teaching methods helps me improve my pronunciation.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

13. Activities like songs, videos, and role-play help me learn Word Stress better.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

TECNICA DEL NORTE UNIVERSITY FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENTREVISTA

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ÍTEMS	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido.	X		
Orden y secuencia de las preguntas.	X		
Número de preguntas óptimo.	X		

OBSERVACIONES:

TECNICA DEL NORTE UNIVERSITY FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
Ítem	Dejar	Modificar	Eliminar	OBSERVACIONES
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			

Firma del Evaluador
C.C: 1001758026

Apellidos y nombres completos	Franklin Fernando Narváez Vega
Título académico	Mgs. Educación y Desarrollo Social
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	ffnarvaez@utn.edu.ec
Teléfono	0992530502
Fecha de envío para la evaluación del experto:	04 de Mayo del 2026
Fecha de revisión del experto:	05 de Mayo del 2026

Annex 2.Instruments validation II

TECNICA DEL NORTE UNIVERSITY
FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Eclectic Method to Enhance Word Stress in English Pronunciation among Sophomore Students at "La Salle" High School

INTERVIEW FOR TEACHERS

Objective: This interview aims to explore the strategies and methods English teachers use to improve pronunciation and word stress among students at the institution, focusing on challenges and effective techniques.

Directions: Answer the following questions with accurate information. The data collected will be used solely for academic purposes.

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2. How do you usually approach the teaching of pronunciation, particularly word stress, in your classes? Please describe the strategies or activities you implement.

3. How frequently do you integrate a variety of teaching strategies (e.g., repetition, songs, role-play, audiovisual materials) to teach word stress? Please provide examples.

4. What difficulties have you observed in students when learning or accurately applying word stress?

5. In your opinion, are students aware of the importance of pronunciation for effective communication in English? Why or why not?

6. Do you believe the current curriculum provides sufficient opportunities to work on pronunciation, including word stress? Please explain your answer.

7. What types of resources or materials do you consider most effective for teaching word stress in the classroom?

8. What challenges do you face when teaching word stress, and what recommendations would you suggest to improve its instruction through different strategies?

TECNICA DEL NORTE UNIVERSITY
FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Eclectic Method to Enhance Word Stress in English Pronunciation among Sophomore Students at "La Salle" High School

SURVEY FOR STUDENTS

Objective: Collect insights on students' views and experiences about learning word stress in pronunciation using the Eclectic Method.

Directions:

- Carefully read each question and select the option that best reflects your opinion.
- Provide truthful responses to ensure the accuracy of the data.
- Your participation is confidential, and the survey is solely for academic purposes.

Scale:

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

QUESTIONS

1. I understand what "Word Stress" is in English.
○ Strongly disagree
○ Disagree
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○ Agree
○ Strongly agree

2. My teacher uses different strategies (e.g., repetition, songs, role-play, videos) to teach pronunciation.
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○ Disagree
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○ Strongly agree

3. My teacher combines different teaching methods to help us learn Word Stress.
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○ Disagree
○ Neutral
○ Agree
○ Strongly agree

4. My teacher corrects my mistakes in Word Stress when I speak.
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○ Disagree
○ Neutral

○ Agree
○ Strongly agree

5. I feel confident speaking English despite pronunciation difficulties.
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○ Agree
○ Strongly agree

6. I am able to identify the correct stress in new English words.
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○ Strongly agree

7. I have opportunities to practice pronunciation both inside and outside the classroom.
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○ Agree
○ Strongly agree

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○ Agree
○ Strongly agree

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○ Strongly agree

10. I find learning Word Stress easy.
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○ Strongly agree

11. In class, I practice Word Stress using a variety of activities.
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○ Agree
○ Strongly agree

12. The use of different teaching methods helps me improve my pronunciation.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

13. Activities like songs, videos, and role-play help me learn Word Stress better.
○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

TECNICA DEL NORTE UNIVERSITY FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENTREVISTA

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ÍTEMS	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido.	✓		
Orden y secuencia de las preguntas.	✓		
Número de preguntas óptimo.	✓		

OBSERVACIONES:

TECNICA DEL NORTE UNIVERSITY FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

NSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
Ítem	Dejar	Modificar	Eliminar	OBSERVACIONES
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			
11	✓			
12	✓			
13	✓			

Firma del Evaluador
C.C: 1003496211

Apellidos y nombres completos	Congo Cervantes Marlen Mishell
Título académico	Magister
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Fecha de envío para la evaluación del experto:	12 de Mayo 2026
Fecha de revisión del experto:	15 de Mayo 2026

Annex 3.Authorization

REPÚBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2026-0074-O
Ibarra, 11 de marzo de 2026

PARA: **Hno. MSc. Yamil Paniagua**
RECTOR DE LA UNIDAD EDUCATIVA LA SALLE
Atuntaqui

ASUNTO: Trabajo de integración curricular Srtas: Daniela Alejandra Carrillo Zambrano y Ana María Estévez Rosero

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a las Señoritas: DANIELA ALEJANDRA CARRILLO ZAMBRANO y ANA MARÍA ESTÉVEZ ROSERO, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información a través de la aplicación de herramientas de investigación, lo cual requieren para el desarrollo del trabajo de integración curricular: "ECLECTIC METHOD TO ENHANCE WORD STRESS IN ENGLISH PRONUNCIATION AMONG SOPHOMORE STUDENTS AT "LA SALLE" HIGH SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ

MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatofecyt@utn.edu.ec

JLRR/M.Báez

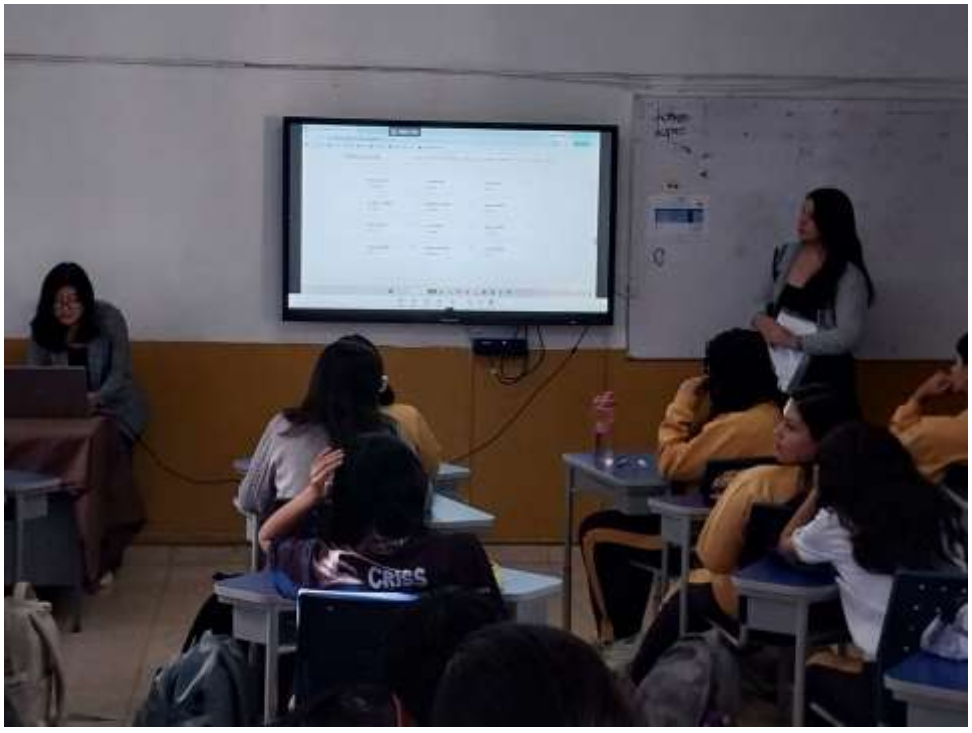
Annex 4: Evidence of Data Collection





Annex 5.Evidence of Socialization of the Proposal






Salle



Annex 6. Certificate of Instruments Application and Socialization of the Proposal

La Salle
U.E. Hermano Miguel
Atuntaqui

www.lasalleatuntaqui.org

Atuntaqui, 10 de julio de 2026

El suscrito Hno. MSc rector de la Unidad Educativa "Hermano Miguel La Salle Atuntaqui", a petición verbal de las interesadas:

CERTIFICA

Que las señoritas DANIELA ALEJANDRA CARRILLO ZAMBRANO, con C.I. 0401961875, y ANA MARÍA ESTÉVEZ ROSERO, con C.I. 1004750186, estudiantes de la Universidad Técnica del Norte, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, realizaron en esta institución educativa la socialización y aplicación de los instrumentos de recolección de datos, así como la socialización de la propuesta de Trabajo de Integración Curricular (Guía Didáctica), con el título:

ECLECTIC METHOD TO ENHANCE WORD STRESS IN ENGLISH PRONUNCIATION AMONG SOPHOMORE STUDENTS AT "LA SALLE" HIGH SCHOOL.

Las actividades se desarrollaron de manera satisfactoria, cumpliendo con los objetivos establecidos dentro del proceso investigativo de su Trabajo de Integración Curricular.

Es todo cuanto puedo certificar en honor a la verdad, para los fines que las interesadas estimen convenientes.

Atentamente,

Hno. MSc. Yamil Paniagua
RECTOR
UNIDAD EDUCATIVA
HERMANO MIGUEL LA SALLE ATUNTAQUI

UNIDAD EDUCATIVA "HERMANO MIGUEL" La Salle Atuntaqui RECTORADO

U.E. Hermano Miguel
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Parte de La Salle