ANIMATED CARTOONS THROUGH THE MIRRORING TECHNIQUE TO TEACH STRESS PRONUNCIATION

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Abstract

This research project focused on analysing how by implementing animated cartoons in an EFL class with tenth graders at the public high school Robert Francis Kennedy, located in Bogota, through a mirroring technique, could help them to enhance their word and sentences stress performance. This idea arose from the lack of stress pronunciation skills noticed in these students, as they were not considering these pronunciation aspects when they were asked to express themselves communicatively in English, reason why their speech sounded not only unnatural, but at the same time, it was at certain point quite difficult to understand what they wanted to say. Hence, in order to try to help them to enhance their stress pronunciation performance and by doing so, their communicative skills; it came up the idea of using animated cartoons, as not only they could be appealing to the learners, but additionally, as in many of them; the characters tend to exaggerate their speech, making more evident stress pronunciation patterns. And combined them with the mirroring technique, so that, the learners could put these stress patterns into practice.

In regards to the methodology, this research adopted a qualitative approach, and used as main sources to gather data: a pre and post-test, audio recordings, students' artifacts and field notes. Once analysed the data, it was found that after being exposed to the animated cartoons, most of the students were more aware of stress pronunciation patterns; reason why when conveying an idea, their speech sounded more natural and understandable. At the same time, it was evident that most of the students found the animated cartoons appealing, but in order for them to be applied as didactic material in EFL, they should be contextualised and accompanied by explicit input of the topic or skill to be practised.

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Introduction

Throughout our English learning experiences, especially back in the days when we were at school, there was little if not no input concerning pronunciation features of the English language; since aspects such as grammar and writing played the major role during the English classes. Reason why it was beyond our skills to understand some of the words we heard, or express accurately our ideas; as we did not know how to properly pronounce many words, leading to not only to misunderstandings, but likewise to a feeling of embarrassment or frustration when we were asked to speak in English.

Sadly, during our teaching practicums and observations in general, we noticed that some current high school and even university students are still facing these mishaps. One of the most neglected and certainly important pronunciation aspects are stress pronunciation in words and sentences, along with intonation; as Kelly (2000) states, they are directly connected to the pitch used when communicating and allow the participants of any given conversation to get through with each other. In consequence, the lack of input in this topic is one of the reasons why when we as EFL learners, speak to an English native speaker, they usually remark not only that it might be difficult to understand us, but also how flat and even boring we sound for them. Thence, the focus of this research is stress pronunciation in words and sentences; on the grounds of that, according to Kelly (2000) they are a fundamental feature to be considered in order to avoid misunderstanding and allow a fluent and accurate communication.

Furthermore, in regards to the materials implemented in the English classes, we have noticed still that an English textbook is at the core of most of them; and even though it is

undisputable, it provides the learners with essential input and a set of useful activities for them to practice and enhance their proficiency in the English language. However, at the same time this shows the lack of innovative and appealing materials implemented during the English classes, in which the learners not only have the opportunity to learn but also enjoy their learning experiences along with the chance to put into practice skills which are not frequently taught such as pronunciation or listening.

Consequently, the aim of this research project was using animated cartoons to teach and practice word and sentence stress pronunciation in English. It was conducted in the public High School, Robert Francis Kennedy, with tenth grade students, owing the lack of pronunciation skills and consequently poor communicative performance which came to light during some observations and microteaching carried out with them. There were noticeable struggles and mistakes made by these students when trying to communicate in English, the latter specifically noticed on pronunciation aspects. For example, when they were asked to read an extract out loud, they had to constantly ask the teacher how to pronounce different words. In terms of stress, for example, when reading a sentence from a worksheet, some students pronounced 'CONtrol', instead of 'conTROL' as it should have been, considering that the word was being used as a verb.

Likewise, considering trying to implement eye-catching and innovative materials, it came up the idea of using animated cartoons; as most of cartoon characters exaggerate the way they speak; and therefore it could be easier and more entertaining for the learners to identify the words and syllables that are stressed in an utterance. Furthermore, we considered that they could be appealing and engaging activities for teens, as they are funny and break the framework of the typical materials implemented in an English class.

This research is organised in six different chapters; the first one, *Statement of the problem*, is related to the idea of implementing animated cartoons as an instrument for possible pronunciation improvement and practice with students of 9th grade at Robert F. In here aspects such as; the research problem, its justification including deficiencies in previous studies and the benefits of carrying the research out, along with the research questions and the objectives will be described.

Afterwards in chapter number two, *Literature review*, previous national and international researches related to the topic of teaching pronunciation and the use of audio visual materials in EFL are narrated. As well as, the *theoretical framework* contains the following constructs; EFL pronunciation, stress pronunciation and its sub constructs: word stress pronunciation and sentences stress pronunciation, followed by teaching pronunciation in EFL, and animated cartoons, and animated cartoons in EFL, which support this investigation will be described.

In chapter number three, *Research design*, the reasons why this is a qualitative research and why it contains aspects of a quantitative research are explained. Besides it explains how Action Research approach and the research paradigm were implemented. It is then followed by a contextualization of the setting of the Robert F. Kennedy School where the research took place, together with a description of the tenth grade participants and instruments to collect the data.

Then, in the fourth chapter, *Instructional design,* the language, learning and classroom visions carried out in the research; as well as, the descriptions of the lessons and their corresponding materials and activities will be stated.

Additionally, in the fifth chapter the *data analysis*, where the categories and

subcategories identified once having implemented the animated cartoons are codified, analised and interpreted.

Lastly, in the sixth chapter; the conclusions, relevant findings and pedagogical implications about the implementation of animated cartoons in teaching stress pronunciation, are stated. Finally, the limitations faced as the research was carried out are described.

Chapter I

Justification

Foreign language teaching in several schools in Bogota, generally does not acknowledge the importance of both teaching and practicing communication and pronunciation skills within the classroom. Previous experiences as high school students, more specifically as someone who graduated from the Robert Kennedy (public school) a couple of years ago, allowed us to remember and remark how during our English classes, little practice of pronunciation features was carried out; as grammar and writing exercises were the prevalent ones in most of the classes. Likewise, during our university formation as pre-service teachers, when some pedagogical observations and micro teachings tasks were executed; helped us to realise, still there was no focus or regular practice of pronunciation patterns, specifically stress pronunciation.

In concordance to Kelly (2000) many students and teachers in general have ignored pronunciation in the learning-teaching process of the English language. In the classroom, learners have just developed skills writing or grammar skills because most teachers still use traditional strategies; and these strategies are limited. For example with the audio lingual method, the communication is focused in the repetition of isolated sentences. According to Calle (2004) there are different reasons to explain why teachers are more concentrated in grammar. The first one is because teachers have resistance to innovation; and the second one is, as there are two types of strategies (traditional and communicative) teachers focus on one, neglecting the other. However, Thornbury (2005) adds that ''speaking is so much a part of daily life. For a long time it was assumed that the ability to speak naturally emerged from the

teaching grammar and vocabulary, with very little of pronunciation'' (p.1). Commonly, in most

public high schools, the main focus is grammar practice rather than communicative skills,

which may impact foreign language students' performances in real interactive situations.

Reaching a good speaking performance, involves different kinds of knowledge about grammar

and vocabulary; but indeed it is important to know how you can pronounce words and

utterances; it is a basic step in the communication and understanding of a foreign language.

Research problem

Kelly (cited by Celce-Murcia, Brinton & Goodwin, 2010) states, "pronunciation is the

'Cinderella' area of foreign-language teaching, as grammar and vocabulary have been much

better understood by most language teachers than pronunciation" (p, 2). And however, the

Colombian Ministry of Education, through the current "Bilingualism National Program"

(MEN, 2011) and the curricular guidelines in foreign language states the importance of the

development of linguistics processes, through the acquisition of both oral and written systems,

pointing out the pronunciation system (phonology) according to a survey made by the British

Council in 2015. "Respondents attributed their poor speaking skills to a lack of practice (43%);

while more than one in ten felt that speaking was harder than writing or reading English (13%)"

(p. 33).

In view of these findings, it comes to light that indeed; it is fundamental to start

practicing important pronunciation features of the English language in EFL classrooms, such as

segmental and suprasegmental features, as they are essential when teaching English

pronunciation. In concordance with Kelly (2000) "segments are the units of sound that can be

analysed; they are known as phonemes. Meanwhile the suprasegmental are features of speech which apply to groups of phonemes and are known as; stress, intonation; and the way some sounds change in connected speech*" (p. 3). It means that the most important suprasegmental features in English pronunciation are stress and intonation.

However, both suprasegmental features have been omitted or neglected in teaching English pronunciation causing different oral communicative struggles as Celce-Murcia & et Al (2010) state, "a learner's command of segmental features is less critical to communicative competence than suprasegmental features; hence, that could cause possible misunderstandings in real life conversations" (p, 163). Therefore, the lack of knowledge about them might have generated misunderstandings in the performance of the English language. Consequently, the importance of learning pronunciation in order to reduce mistakes and achieve a good communicative performance, considering learners' pronunciation errors and how these can inhibit unsuccessful communication are useful basis on which to assess why it is important to deal with pronunciation in the classroom.

To do so, it is necessary to implement appealing and innovative materials, in which the learners, instead of just reading how word and sentences stress pronunciations works, have the opportunity to put this knowledge into real practice through native-like materials. Bearing this in mind, it came up the idea that the use of animated cartoons in teaching EFL through the Mirroring technique, in which according to Hamada (2017) the students orally and visually 'mirror' as accurately as possible the target speaker, in order to acquire intelligible pronunciation. As a possible way of enhancing students' stress pronunciation

On account of that, this research focuses on the neglected topic of stress pronunciation in words and sentences throughout the implementation of cartoon videos to students of 15-17

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years old in public High School 'Robert F. Kennedy' with an English level proficiency in concordance to the Common European Framework of reference for languages of (A1), who have shown deficiencies in their pronunciation, using an action research qualitative approach and with self-monitoring and audio recordings as a tool to measure their process. It was possible with the final outcomes, to examine and determine whether this strategy of using cartoons to teach pronunciation through a Mirroring technique (Hamada, 2017) helped students to improve or not their pronunciation skills and even determine variables and misconceptions in the way pronunciation is taught in this institution, which as a possible consequence, may also help teachers to re-evaluate their teaching practices, and apply this strategy to teach stress pronunciation, which may additionally impact the EFL teaching field as well.

Research Question

How a series of animated cartoons through the Mirroring Technique (Hamada, 2017), may help 10th grade students in a public High School in Bogota, improve their word and sentence stress pronunciation in the EFL classroom?

Research Objectives

- **General:**

To analyse tenth graders' word and sentence stress pronunciation performance, through the Mirroring Technique (Hamada, 2007), using a series of animated cartoons as the main teaching supporting material.

- **Specific objectives:**

1. To explore current tenth grade students' English word and sentences stress performance when acting a daily life dialogue in the EFL classroom.

2. To describe possible benefits and outcomes when implementing a series of animated cartoons through the Mirroring Technique (Hamada, 2017) in an EFL class.

3. To compare students' stress pronunciation performance, prior and after being exposed to stress teaching using selected animated cartoons activities through the Mirroring Technique (Hamada, 2017)

Chapter II

Literature Review

This literature review provides basis for this research as it displays a background of what has been analysed or proposed for teaching pronunciation in EFL in a variety of cultural contexts; and at the same time, proffers insights from previous results of the use of cartoons as a way to encourage students to practice their pronunciation performance. The following literature review is presented in the following categories: Firstly, the studies focused on the use of visual aids as a teaching tool in EFL; secondly, the studies concerned on English pronunciation skills; and finally, the studies focused on cartoons as a main tool to improve pronunciation ability in EFL are described and analysed.

2.1. Visual aids as teaching tools in EFL.

Rodriguez, M (2015) ***"The influence of visual and auditory activities in EFL learning process in beginner students in a public school in Bogotá''*** using a qualitative research, she studied the influence of using audio visual materials when learning English as a second language in sixth graders. Through an action research carried out with thirty students from sixth grade in a public School in Bogota, she implemented a variety of visual and auditory activities trying to encourage their participation. The data was collected considering the following categories: consciousness of the learning style, the value of learning, the way they were involved in the learning process and their motivation.

Throughout the data collected and analysed; all the students showed interest when doing

the activities as they did not just complete them; but also they put them into practice by using the language and participating during the activities. It was evident in the teachers' journals and observations in the classes. Moreover, she found that sometimes students were not very keen to participate not necessarily because they did not want; but because they were afraid of committing mistakes in front of their classmates. Therefore, it was important to explain them that making mistakes was a part of learning; and that they should not worry about that. As a conclusion, Rodriguez (2015) stated "the incorporation of visual and auditory activities made the learning process easier motivating students to participate on the lessons improving their English knowledge easier and faster" (p.8). Visual and auditory activities like, games, songs, role plays, competitions promoted a better environment to stimulate students' production in the target language. Besides these kinds of activities allowed them to engage with their language learning process. Besides, the implication for teachers' practices, visual and auditory activities when planning and designing their classes had a positive outcome in the pupils' learning process.

Despite this research differs from ours in aspects like the setting, participants and the fact its general objective was focused on identifying the use of visual materials in learning process as a whole; rather than focusing on how visual aids, specifically animated cartoons, it helped enhance features of pronunciations such as stress, as our research project did. It was significant to this study as it covered the topic of using visual and auditory activities; and how the production of students artifacts after being exposed to visual materials, was a useful data collection instrument.

To continue with previous researches about the implementation of visual material, **Artegua, L. Guarin, E & Lopez, A (2009)"*Using Video Materials as a Teaching for***

*Listening Comprehension***" *in* their qualitative research, used video materials as a teaching strategy for listening comprehension which was carried out with a group of five students (four men, one woman) among 17 and 20 years old, from first semester of TEFL at a public university in Pereira- Colombia. They wanted to identify students' perceptions about the implementation of video materials such as English TV programs and movies; and how they interpreted the information received from video materials and put it into practice.

Thus, as a way of collecting the data, they used field notes and post video activities, a questionnaire, interviews and tests. So, after the data analysis, they concluded that the presentation of vocabulary at the very beginning of the lesson helped the teachers contextualise the videos; and at the same time it helped students feel prepared for the activities. Furthermore, the video activities used with their population allowed them to even, increase awareness of pronunciation patterns like stress and intonation by practicing and repeating words they listened to. Besides, videos served as models for the students to mirror, which contributed to learning how to pronounce words correctly.

Despite of the differences in the research population, data collection methods such as: interviews and the focus of this research which was fostering the listening skill, the relevance of this project to ours is that it stated the importance of presenting vocabulary from a video in a contextualised way, so that, the videos and activities to be carried from them can be done in simpler way as students understand what the videos are about; leading to a possible stimulation of students' oral production practice.

2.1.2. Studies concerned on English pronunciation skills.

The study carried by **Rengifo, A (2009) "*Improving Pronunciation through the use of**

Karaoke in an Adult English Class at Universidad Nacional, had as a main purpose to observe to what extent students' pronunciation could improve by using Karaoke as main material due to that at the time the research was developed, "the vast majority of English students recurrently had plenty of problems with pronunciation" (p.92, 93). Besides, they showed lack of motivation in relationship with listening and speaking activities. Therefore, they couldn't understand dialogues in listening exercises and had an unsuccessful communicative practice in EFL. Considering this and concerned about how to enhance students' pronunciation proficiency in order to avoid misunderstandings in a communicative practice; Rengifo (2009) through an action research, focused on how interactive material such as karaoke could help students to enhance their EFL pronunciation skills.

This project was designed for a small group around twelve to fifteen students in an adult education institute in Bogota with students who not only needed to learn English as a result of job's' requirements, but also as some others wanted to improve their English level for their international trips. It had different stages: the first one, identifying the main problem that was taking into account students' needs. Moreover, she had to choose familiar songs to their real life to provide a meaningful learning. Besides she had to apply cooperating work to improve students' pronunciation skill in the class and rating their process through video recordings and field diaries.

As a conclusion, the researcher realised that using 'karaoke' had an effectiveness to enhance students' pronunciation. In this way, teachers should provide meaningful experience inside classroom re-designing many activities. Likewise, Rengifo (2009) stated that this project had the intention to show the importance of phonetics and phonology as they are subjects that need to be taught in the EFL acquisition process with material that promote students'

motivation.

Our project differentiates from the previous mentioned research as not only the participants and setting vary from ours; but mainly as it considers pronunciation in a general way and how to enhance it through an appealing resource as karaoke; which even though it is innovative, it differs from animated cartoons. However, it has some insights about relevant aspects such as the implementation of pre and post-test in order to analyse the student's pronunciation performance and progress which is deeply connected with our research.

On the other hand, continuing with researches made about pronunciation, **Guzmán, E &Martínez, M (2013) analysed "*How Spanish speakers have phonetic interference in phonemes /B/ /V/, /Ө/ /T/, /Ʒ/ /ʤ/, /ʃ/ /ʧ/*",** it was developed at University Javeriana and it was focused on analysing the Spanish phonetic interference in pronunciation. They remarked that the phonetic interference is influenced by the mother tongue and it happens when Spanish speakers know a new sound so; they systematically associate and interpret it with familiar sounds in Spanish.This research was focused on identifying and describing the factors that produce the phonetic interference in EFL acquisition process.

The researchers implemented questionnaires, interviews as data collection instruments, in which they found out that a group of students in the BA in Modern Languages at University Javeriana were influenced by the Spanish phonetic interference by two aspects: the first one, was the lack of knowledge about phonetics in English (Guzmán&Martínez, 2013, p.83); secondly, the focus was on writing and grammar in previous learning experiences; and thirdly, the great influence of the mother tongue in the production of EFL.

This project differs from ours as it used a mixed approach. Furthermore, it was focused on analysing certain factors in phonetics and phonology rather than including a learning

strategy or material to enhance pronunciation deficiencies. However, it contributes to the learning objective in EFL to reach an intangible pronunciation that allows an easy, comfortable, and successful communication in EFL. Besides it points out the importance of teaching pronunciation patterns inside the classroom.

2.1.3. Cartoons as a main tool to improve pronunciation ability in EFL.

Regarding the importance of animated cartoons, **Afrilyasanti, R &Basthomi, Y (2011) "*Adapting Comics and Cartoons to Develop 21st Century Learners*"** *stated* "Comics and cartoons can be used to enable students to have the 21st century skills because they embrace a variety of learning activities that appeal to multiple learning modalities. By providing all those multiple learning modalities (visual-spatial, kinesthetic tactile, and auditory-sequential) in their teaching, teachers have assisted the students to be the 21st century learners" (p.554). This project aimed to investigate the implementation of cartoons and comics in order to enable students to be the 21th century learners. In this study the importance of acquiring new skills to go hand in hand with the development of education and its context is analysed; as, Afrilyasanti&Basthomi (2011) states:

> Cartoons and comics can be adapted into the 21st century teaching and learning process by asking the students to critically analyze them, understand their implicit meaning and gain a better understanding of symbolism, irony, and humor (p.555).

This research showed the evidence about cartoons as a motivational tool for learners and implicit skills developed through cartoons. It additionally illustrates the idea in a memorable way.

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This study was a descriptive qualitative one, which intended to describe the Implementation of cartoons and comics in 21st century English learners. This research was conducted in an Indonesian EFL setting. The researchers worked with students from Sekolah Menengah Atas (Senior High School). The total students engaged were thirty seven students in a specific group, which was chosen considering how practical they were for the implementation of the research.

The biggest difference between this research and ours was that both the population and the context, in which they were carried out, are completely divergent. Along with the fact that, this research focused on how animated cartoons could possibly have a positive impact in the education field as a whole, meanwhile our research focused on the use of animated cartoons as a possible tool to specifically enhance stress pronunciation patterns. However, it was similar to ours as both intended to provide an innovative tool for teaching, through the use of animated cartoons. Furthermore, it was important for the pedagogical intervention of our research as it stated that when implementing cartoons as a teaching resource, it was essential to have a pre-teaching, whilst-teaching and post-teaching, in order for students to grasp better the information given and therefore, have better outputs.

In accordance to **Ratna (2010)** *"Improving Pronunciation Ability Using Cartoon Films",* pronunciation ability can be achieved in some ways. The use of audio-visual media might provide some important aspects in stimulating students' motivation in producing the correct pronunciation'' (p.86). In this research the main purpose was to describe whether cartoon films could improve students' pronunciation ability and to what extent cartoon films could improve students' pronunciation ability and identify what happened when cartoon films were used as a teaching learning media in pronunciation practice.

Moreover, Ratna (2010) remarks "in learning a foreign language, in this case English, high school students face some difficulties in pronouncing English words intelligibly. It happens because of the differences between their mother tongue sound system and the English sound system" (p.88). Hence, pronunciation is one of the most difficult skills to develop in EFL. What is more, throughout the years English has been taught in a decontextualized way, as there has been a prevalence in teaching grammar as the main skill to be acquired in EFL learners, even more than the communicative ones; as it was previously mentioned in the justification.

On other hand, according to Ratna (2010) "the combination of audio stimuli and video stimuli presented in cartoon film help to children understand the material about the correct pronunciation comprehensively" (p.90). The combination of audio and video presented in cartoon film helped children understand the material and have a correct pronunciation. Hypothesis can be formulated as follows; the students' pronunciation ability can be improved by using cartoon films and there are more advantages than disadvantages when cartoon films are applied in the pronunciation practice.

The researcher chose School of Kaliwiro, located in Indonesia as the object of the research. And in order to determine, the effectiveness of the animated cartoons, the researcher implemented a pre-test at the very beginning of the investigation in order to assess the students' pronunciation performance, and after having implemented the animated cartoons, a post-test was given to the students in order to compare these results with the ones from the pre-test. After doing so, the research concluded that teaching pronunciation using cartoon films was effective because it could improve the pronunciation ability and intrinsic motivation of the students as well. Moreover, that students' improvement in pronunciation ability is shown by the difference

in the student's production of the language, prior and after being exposed to cartoons. As a result, the research is expected to be able to encourage other researchers to conduct studies dealing with the cartoon films in the other skills, such as speaking, writing, reading, or listening.

This study had the same pedagogical intervention as ours, considering the use of a pretest and a post-test, to analyse how effective cartoons were, as teaching materials. Furthermore, it deeply relates to our research as both study how animated cartoons may help English students' pronunciation performance. Nonetheless, it differs from our research bearing in mind aspects such as: the participants' social and cultural realities and backgrounds.

To conclude, the authors mentioned above, provided analysis, which helped this research support the hypothesis that using authentic teaching materials as videos or cartoons may enhance student's English skills because they provide meaningful learning in EFL acquisition process due to these activities are interesting and motivating for EFL students. Moreover, through some of the researchers made, the importance of focusing on pronunciation is pointed out, as the lack of this skill leads to confusion and low assertive communicative performance when dealing with English production.

Regardless of the differences in population and emphasis on the research objectives in the researches mentioned above, they provided valuable supports for the development of the different chapters of our research project which was focused on using animated cartoons as audio visual materials in an EFL classroom to make students aware about stress patterns of pronunciation.

Theoretical Framework

In this chapter, the different constructs that support this research project will be described and explored. It is necessary to provide a concise theoretical explanation in order to state the theoretical basis to comprehend how animated cartoons can be exploited in order to teach and practice stress pronunciation in EFL. It starts out by **EFL pronunciation**, as it is the main focus of this research due to the lack of its knowledge infers in EFL students' English language performance. From this construct; **EFL stress pronunciation** will be developed along with **word stress** pronunciation and **sentence stress** pronunciation. Afterwards, **teaching stress pronunciation in EFL**, **shadowing** and **mirroringtechniques** are described. They are finally followed by **animated cartoons** and **animated cartoons in EFL.**

2.2.1. EFL Pronunciation.

In general terms, pronunciation according to Kelly (2000) is understood by how sounds together are produced to convey a meaning. Besides, it includes the way how speaker makes use of suprasegmental features in the speech within a language and it provides abilities to facilitate communication and avoid misunderstandings.

Pronunciation holds two main fields which contribute in its development, known as; phonetics and phonology. Kelly (2000) claims that "phonetics is the study of speech sounds likewise, are connected with speech organs to produce the sounds" (p.9). This field includes the process of the production, perception and analysis of sounds. The second one, phonology is concerned on the sound system, vowels, consonants and suprasegmental features in EFL.

Besides, it's essential to know how sounds are produced and how to use the speech

organs to produce new sounds in a foreign language. However, each language has its own set of sounds; thus, it is important to know how to use tones, stress and intonation patterns to give meaning, intention and sense to our speech in EFL. According to Kelly (2000) the active articulators in phonetics or main organs involved in the production of these sounds and tones are: the vocal cords, tongue, teeth, hard and soft palate.

 (See the diagram below).
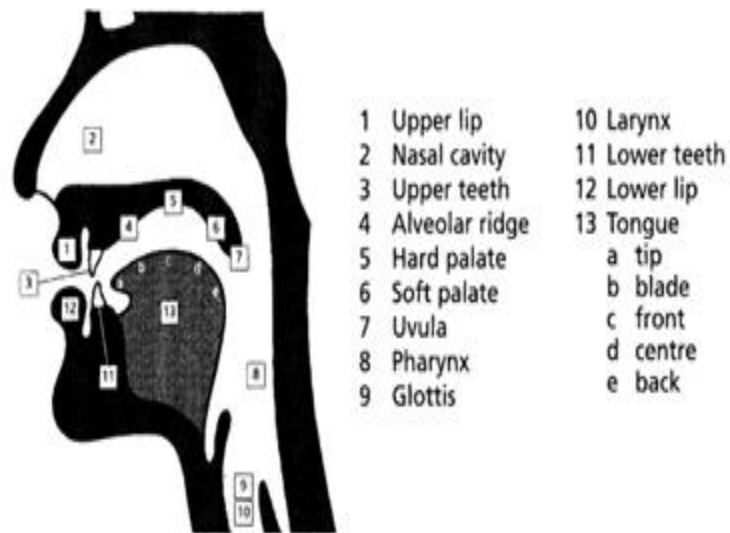
*Figure 1.***Speech Organs.**
　　Retrieved from: Kelly, G.(2000). (p.4).

Finally, as for English pronunciation, the most important suprasegmental features are; stress and intonation, which allow speakers to convey what they want to say. Specifically, in reference with intonation Kelly (2000) states,''it refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others'' (p. 86). However, the following construct in our research is stress, as it is the principal pronunciation feature to be dealt with the students in this research.

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2.2.2. Stress Pronunciation.

In such way, stress pronunciation by Kelly (2000) is defined as a syllable or word that sounds louder and longer than the other ones. It is an important pattern in English speech; so it conveys the meaning in an utterance. Thus, if it is omitted by speakers, it could produce misunderstandings and interfere in the communication. As mentioned above, the lack of knowledge of suprasegmental features as stress may cause serious problems in communication and EFL learners must be careful in the way they express themselves if they want their message to be clearly understood. For example, the graphic below shows how according to the intention of the speaker, an emphasis is made in one specific word.

Table 1:

*Note:*Retrieved from: Kelly, G.(2000). (p. 78).

In addition, Celce- Murcia et Al (2010) claim that, "stress is a fundamental aspect in intelligible pronunciation so, EFL learners should practice stress patterns because English is a 'stress- timed' language" (p.163). It means that in English the syllables which are not stressed tend to be omitted or reduced. It can be extremely difficult for non-native speakers to have a successful communication with a non-native one if these stress patterns are not marked. With regard to stress pronunciation, there are two fundamental components which must be

considered; they are; word stress pronunciation and sentence stress pronunciation, which will be further explained in the following sub constructs.

2.2.2.1. Word stress pronunciation.

Indeed, word stress pronunciation has an impact in the outcome when performing communicatively in English. Kenworthy (1987) refers that native speakers may have difficulties when understanding a non-native speakers who produced a word with a wrong stress pattern. Thus, in order to avoid this situation, what a stressed syllable is shall first be explained. According to Kelly (2010) "in order for one syllable to be perceived as stressed, the syllables around it need to be unstressed. For stressed syllables, three features were defined: Loudness, pitch change and longer syllable'' (p.67). Moreover, the stress item in a given word might fall on the first, middle or last syllables. These patterns in pronunciation books are exemplified using dots or circles above the words.

Table 2:

Word stress examples

Ooo	oOo	ooO
SYLlabus	enGAGEment	usheRETTE
SUBstitute	baNAna	kangaROO
TECHnical	phoNEtic	underSTAND

Note:Retrieved from: Kelly, G.(2000). (p. 66).

What is more, among the factors which influence the stress in words, according to Celce- Murcia et Al (2010), firstly, the word's historical origin and secondly, second changes

caused by affixation; and finally, the word's grammatical function (p.184). With regards to the word's historical origin, Celce- Murcia et Al (2010) states "today, roughly 30 percent of English vocabulary stems from its Anglo-Saxon origins. According to the Anglo saxon 'root' rule, these words are stressed on the first syllable of the word's root: NEVer, SUMMer, FINger'' (p. 186). However, some loanwords in English keep the stress patterns from their original language, for example the original French word; biZARRE. Most of them have adopted Germanic stress patterns, like the word, PICture (p. 186).

Regarding to affixation, it might be influenced in the word stress pronunciation. Celce-Murcia et Al (2010) point out that as for prefixes; the syllable which receives the stress is the first one of the 'root' word, e.g; outDO. Meanwhile, for suffixes, in the stress-demanding suffixes, which are more seen with French origin words, the suffix receives the stress, e.g. absenTEE. While, in the stress-changing suffixes, the addition of the suffix causes the shift of the stress to another syllable in the root word, e.g. ATHlete changes to athLetic (p. 190).

On the other hand, with regards to the function of the words, in the case of compound words, Kelly (2000) states "words formed from a combination of two words, tend to be stressed on the first element, examples are: POSTman and NEWSpaper'' (p. 69). Lastly, in reference to word stress Kelly (2000) also mentions that as for the words which can be a noun or a verb, according to the meaning wanted to convey, the stress will be marked in the first syllable for the nouns, and in the last one for the verbs, e.g. IMport (n) - imPORT (v) (p. 69).

In regards, with the difference in terms of word stress pronunciation in English and Spanish, according to Parke and Lewis (2014) in order to identify the stress of a word and identify how to pronounce or write it in Spanish in difference with English, 'Accent marks' are used. And according to the accent used words in Spanish can be classified as:

Agudas, which have stress on the last syllable (e.g., ciudad, comer, razón, and so forth).*Llanas,* which have stress on the penultimate syllable (e.g., nada, origen, compro). *Esdrújulas,* Have stress on the third-to-last syllable (e.g., plátano, teléfono). And *sobreesdrújulas*, with stress on the fourth-to-last syllable (e.g., díganoslo, escríbemela). These differences, entail EFL teachers must point the word stress characteristics of each language; so that, learners can identify them; and realise they cannot compare them all the time with their L1 when speaking or practising their pronunciation skills. Thus, for example the English word 'catholic' has got the stress on the first syllable, meanwhile the same word in Spanish 'católico' has got the stress on the second syllable.

2.2.2.2. Sentence stress pronunciation.

Besides the word pronunciations patterns in English, sentence stress pronunciation patterns are also marked. Based on Kenworthy (1987), he claims that:

> In spoken English there are various ways in which a speaker gives the listener informationabout the relative importance of different parts of the message. One way of doing this is to put stress on the words which carry the most information. This is called main sentence stress (p.32).

Thus, non-native English speakers need to practice the skills and knowledge necessary about sentence stress pronunciation if they do not want to face misunderstandings and want their ideas to be understood clearly.

In order to do so, it is important to bear in mind as Kelly (2000) points out that unstressed syllables and even words become shorter when speaking, and even some complete sounds will turn into a schwa one /ə/. Celce-Murcia et Al (2010) give further explanation about this characteristic. They start by mentioning that the words within a sentence which carry most

information are usually the stressed ones, thus, among them and depending on the meaning the speaker wants to convey, they are content words such as nouns, main verbs adjectives, wh words in questions, demonstrative and possessive pronouns, and negative words even when they are contrasted e.g. can't. On the contrary, function words such as articles, prepositions and auxiliary verbs are regularly unstressed.

Finally, Celce- Murcia et Al (2010) mention the relation between sentence stress and rhythm of the English language, as they relate all of these concepts to the musicalization of speech, and how the length of each utterance depends on the number of stress, rather than the number of syllables like Spanish. Pointing out, the importance of pauses and intervals when speaking. Thus, the following figure exemplifies the words stressed on an utterance, and therefore the musicalization of it.

        ●   ●   ●

The   CATS   have   CHASED   MICE

The   CATS   will   CHASE the MICE

The   CATS   have been CHASING the MICE

Figure 2, **Sentence stress examples,**
Retrieved from: Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010). (figure 5.28, p. 210).

In regards with how sentences stress patterns between English and Spanish differ, according to Celce- Murcia (2010), English has a regular rhythmic beat, as strong syllables occur in intervals. Spanish is a syllable timed language, as each syllable tends to be equally stressed. Reason why, EFL teachers must remind learners they should be careful in the way they speak in English, as they should not stress each syllable as they do when they speak in

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their L1. To do so, generally, clapping exercises while repeating are implemented in class in order to practice the regular rhythmic beat of the English language.

Being said this; the following construct is related to how to teach these pronunciation features in the EFL classroom, as it will help us in the implementation and data analysis of our research.

2.3. Teaching pronunciation in the EFL classrooms.

Hence, continuing with teaching in EFL context, the emphasis will be in Teaching pronunciation in EFL, as it is a primordial aspect in EFL learning and teaching practice. Pronunciation patterns such as phonemes, stress and intonation help to transmit properly the meaning of an utterance; reason why, the wrong articulation of speech habits may cause misunderstandings in communication. Kelly (2000) states, "stress and intonation patterns are closely linked as they help speakers understand meaning in long utterances" (p. 71) What it is more, "speakers make assumptions of the information given and express this by using stress and intonation patterns" (p 73). Therefore, EFL teachers must help students be aware of the importance of English sounds and stress in order to achieve successful communication performances.

When teaching pronunciation, it is important to also relate it to teaching vocabulary, as learners should not only know how to pronounce a word, but in fact they need to know what is the meaning of that given word, as for this Ahmad (2016) states:

Teaching pronunciation in association with teaching vocabulary is essential for second language acquisition in terms of improving learners' speaking and listening skills and communicative competence. As students learn new words, they should learn the pronunciation of each word in addition to learning the definition(s) and spelling for each

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word. (p.27)

Furthermore, teachers not only consider linguistics features of the language, as there are besides social and cultural ones which may deeply affect the whole learning experience and as consequence the learners' performance of the language; with relation to the previously mentioned, Celce- Murcia et Al (2010) describe that there are diverse factors in the classroom such as students' age, previous exposure to the language and motivation, which can affect their pronunciation learning process (p. 15-16).

Having a good English pronunciation is a crucial process in order to reach an effective communication; but there are some problems that can affect the process in learning pronunciation, Kelly (2000) adds that students' deficiencies in pronunciation skills, may lead to frustrations. Likewise, the absence of knowledge of suprasegmental features provokes misunderstandings when interacting with native speakers (p.11). Hence, professors should lead a better job in pronunciation. Besides they ought to work on problems that significantly affect pronunciation learning process and use different methodologies, in order to carry out an effective communicative performance.

With reference to methodologies and approaches used in teaching pronunciation, Celce, Murcia et Al (2010) state that during 1940s and 1950s The Audio - Lingual and Oral approach were influential in teaching pronunciation inside classroom as it was taught implicitly. Through The Direct Method, models of sounds were provided by the teacher; and the learners had to repeat it. Moreover, it also made use of minimal-pair drilling exercises in order to practice and distinct the IPA (International Phonetic Alphabet), e.g:

SAMPLE MINIMAL-PAIR TEACHING MATERIALS

Word Drills

A	B
/iy/	/ɪ/
sheep	ship
green	grin
least	list
meet	mitt
deed	did

Sentence Drills

I. Syntagmatic drills (contrast within a sentence)

Don't <u>sit</u> in that <u>seat</u>.

Did you at <u>least</u> get the <u>list</u>?

II. Paradigmatic drills (contrast across two sentences)

Don't <u>slip</u> on the floor.

Don't <u>sleep</u> on the floor.

Is that a black <u>sheep</u>?

Is that a black <u>ship</u>?

Figure 3, **minimal - pair drill examples,**
Retrieved from: Celce-Murcia, M., Brinton, D., & Goodwin, J. (2010)(p. 4).

The figure above shown, exemplifies some minimal pair activities that can be carried out with students in order to practice and differentiate commonly confused phonemes as are /i:/ and /ɪ/ . These activities allow learners to be conscious of the importance of proper pronunciation use so as to avoid possible misunderstandings.

Nowadays, the dominant approach in pronunciation teaching, called Communicative Language Teaching, "is focused on helping students communicate meaningfully in the target language by using speaking and listening skills" (Richards& Rodgers, 1986, p. 70). It is the most significant approach inside the classroom as it provides interaction and language use. When teaching pronunciation with CLT, it is fundamental in order to make students reach clear

pronunciation to enable a successful communication. Some materials that notably contribute to its success are textbooks or realia materials (newspapers, visual aids) which are an authentic input language. These materials contribute to improving pronunciation skills because learners have a mirror where they, by means of repetition, are more conscious about their mistakes.

Among the techniques used to teach pronunciation, Celce-Murcia et Al (2010) mention; 'listen and imitate', in which teachers provide a listening model and students have to repeat or imitate it. This technique has enhanced the use of videos, audio recordings in teaching pronunciation. Another technique, mentioned is the 'phonetic training' which requires the use of phonetic alphabets. Furthermore, 'minimal pair drills', 'contextualized minimal pairs', 'tongue twister', 'reading aloud/ recitation', 'recordings of learners' production' and finally, 'visual aids'. On the grounds of what has been mentioned before, it could be said that, the use of audio resources in teaching pronunciation in EFL, such as; videos, audio recordings, and multimedia materials, give students the opportunity to self- monitor their learning process, practice speech patterns and be motivated during the EFL course.

Thence, in order to elaborate on the techniques used to teach word stress pronunciation, Celce-Murcia et Al (2010) mention some of them. In regards of teaching and practicing stress in the EFL class, there are several systems of notation for marking stress in a written word that can help make the concept visual for students: CAPtilas, Bubbles (• • •) and underlining.

And whatever system for making stress teachers ultimately choose, the can add aural reinforcement by humming, clapping or tapping the stress pattern. This can be done holding up the fingers of the hand to indicate visually the number of syllables and where the strong stress falls. (p.199)

Furthermore, Celce-Murcia et Al (2010) mention teachers can make use of listening

discrimination to teach sentence stress and rhythm to the students. To do so, teachers should first provide an initial listening and repeat activity. The text and the metrical pattern of the rhyme are recommended to be provided to the students along, with the listening practice. In order to make it easier for the students to understand and identify the stress patterns the teacher can tap them out.

Henceforth, and considering the most suitable techniques in teaching pronunciation to be implemented for the development of this research, it will be described the shadowing technique along with the mirroring one.

2.3.1. Shadowing Technique.

According to Hamada (2017) shadowing is a technique used when teaching pronunciation, where students repeat what they hear as accurately as possible. This should be done simultaneously and focuses on specific sounds. Therefore, "it is mainly used to improve listening and pronunciation skills" (p, 6-8). The table below explains different types of shadowing activities and the correspondent procedure for each one of these. Notice in all of them, the learners are requested to repeat.

Table 3:

Examples of Shadowing exercises.

Name	Procedure
Complete shadowing	Learners shadow everything speakers say
Selective shadowing	Learners select only certain words and phrases to shadow
Parallel reading	Learners shadow while reading the text
Content shadowing	Learners concentrate on both shadowing and the meaning
Mumbling	Learners silently shadow the incoming sounds without text
Interactive shadowing	Selective shadowing, and adds questions and comments to make it more natural and show more involvement on the part of the learners
Conversational shadowing	Learners repeat conversation partner's words
Phrase shadowing	Learners shadow phrase by phrase with a slight delay
Phonemic shadowing	Learners shadow each sound as soon as they hear

*Note:*Retrieved from Hamada,Yo (2017). (para.1) (Kadota and Tamai, 2004; Lambert, 1992; Murphy, 2001;Norman, 1976)

2.3.2. Mirroring Technique.

Hamada (2017) defines mirroring as a project rather than a teaching technique in teaching pronunciation, introduced in the 1980s; as it can be adapted according to the students' needs. In this, the students orally and visually 'mirror' as accurately as possible the target speaker, in order for them to acquire intelligible pronunciation."Teachers can implement it using a group or individual activities" (p, 7). It differs from shadowing, as meanwhile shadowing only concentrates on sounds, "mirroring considers all the features of the target language: intonation, pronunciation, pauses and so on" (p, 8). In addition, Giordano (2014) sates through 'Mirroring': intonation, thought groups and pitch can be controlled practiced. Even, it helps students to develop fluency and exposes them to pragmatic of spoken speech. (p,118)

In order to develop this method, Meyers (cited by Hamada, 2017) exemplifies how 'mirroring' can be introduced in a class, carrying out the following activities:

-First week, a pronunciation segment, along with a native model is chosen in order for the model to be imitated.

-Second week, the students analyse the model provided by using the transcripts and the video.

-Third week, using the transcripts, the students record themselves.

- And finally, in the fourth week, learners analyse what can be improved from their recordings, and record the final version (p, 7).

Supported on this organization from a mirroring technique, the sessions which were applied during the implementation of the animated cartoons, as a tool to enhance stress pronunciation in words and sentences; followed a quite similar structure:

- First, the native model was presented through different animated cartoons to the students.

- Secondly, a series of pre-exercises were carried out, in which the students were able to identify some key words related to the specific animated cartoon shown, so that, they were able to understand easier what it was about.

- Thirdly, the students were given the transcript of the cartoon shown, and were asked to analyse it and try to identify as they watch the animated cartoons, the words or syllables which sounded louder, in order to record themselves as accurately as possible to the native model.

- Finally, the students were asked to record themselves making a representation of the animated cartoon previously shown. To do so, they were able to use the transcript and the analysis and identification of sounds they have done on it. The students were asked

to represent the animated cartoon, as accurately as possible to the native model.

With the purpose of trying to provide as much input as possible and obtain different recordings from the learners; and in order to analyse learners' stress pronunciation in words and sentences performance after being exposed to animated cartoons, the whole of the activities, were implemented in different sessions each one with a length of two hours.

Consequently, to the positive impacts of the use of visual and listening aids to teach pronunciation, the following construct is concerned with the use of animated cartoons, as it is the main tool to be used towards a possible enhancement in the target students' stress pronunciation, in this research.

2.4. Animated Cartoons.

Cartoons are forms of media which follow a sequence through animation. It tells a story by using moving drawings in movement instead of real people or real place; and the characters are shown with simplified features. Animated cartoons are associated with younger audiences; but nowadays, there are animated cartoons for adults as well (Oxford American Word Power Dictionary, 1998).

In order to enrich the previous statement, Haque (2013) points out that "an animated cartoon is basically an animated visual format with sound. It is different from comic strips because comic strips are graphic images in black and white or coloured format" (p.86). Finally, in accordance to Merriam- Webster dictionaries.com "an animated cartoon is a motion pictures that is made from a series of drawing, computer graphics, or photographs of inanimate objects (as puppets) and that stimulated movement by slight progressive changes in each frame" (animated cartoons, para.1). Furthermore, cartoons can draw a positive reaction from kids and

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teenagers as they are developed in colourful, funny and in general appealing ways. Reason why, the animated cartoonsare been started to be used in pedagogical contexts.

The cartoons which were implemented in this research were: *Adventure time*, and *The Regular Show*. The reasons of choosing these were that the language the use in ethic and proficiency terms was appropriate for the target population; in comparison with other animated cartoons. Moreover, as at the moment of the implementation, they were popular amidst most of the population. Further descriptions and reasons of choosing these cartoons are below described.

2.4.1. Adventure Time.

It is an animated cartoon created by Pendleton Ward, premiered on April 2, 2010. Two adopted brothers, Finn and Jake, the latter a dog with magical powers undertake surreal adventures. As for the recurrent characters, stand out: Princess Bubblegum, Marceline the Vampire Queen, Lumpy Space Princess, Flame Princess. Finally, the antagonists are: Ice King, Ricardio, Magic Man, HunsonAbadeer. (Cartoonnetwork, n.d.)

This cartoon elapses in a magic world with episodes which are designed for children and teenagers. This kind of animated cartoon was chosen by its creative style of animation and simple and straightforward plot which is appealing for tenth grade students. Likewise, most of their characters exaggerate in their speech which allows identifying and promoting stress pronunciation in words sentences into speech. Besides, it provides situations to contextualize students with the target language, thus, it engages to pupils to practice stress pronunciation.

Figure 4, **Adventure Time.**
Retrieved from: Licensing.biz.

The Adventures Times' episodes used for the pedagogical intervention were:

- **Black eyed girl situation** (nineteenth episode/ seventh season):In this episode Finn and
  Jake get scared when walking on the forest as they start hearing spooky sounds. Then,
  when they manage to get home and thought they are finally saved, a phantom of a girl
  starts haunting them; hence, in the search of possible help they call a radio station.

- **Starchy's advice** (twentieth episode/ seventh season):Continuing with the phantom
  experience, once their call for help goes through; Starchy (the radio station speaker)
  starts giving utterly crazy and nonsense advices of what they can do in order to shoo the
  phantom away, with such bad luck that even more phantoms appear.

- **Me-mow returns** (nineteenth episode/second season):In his episode, Me-mow a
  fearsome cowboy captures Finn; once Jake and his reckless friend Beemo noticed Finn
  is in danger, stars an epic battle against Me-mow.

2.4.2. Regular Show.

It is an American cartoon created by J.G Quintel, premiered on August 14, 2009. Two park workers: a blue Jay named Mordecai and a raccoon Named Ridge, find themselves in different situations as they try to enhance a different array of useless skills. Even the most common situations such as getting cake, become surreal events. Other characters include: Margaret, Eileen and StarlaGutsmanDottir, among others. As for the villains, some characters are: Death, Gary and the Guardians (Cartoonnetwork, n.d.)

When implementing this cartoon in the EFL class, it allows teaching and practicing stress pronunciation patterns. First of all, it is very appealing not just for kids but also for teenagers which were our target population. Moreover, it contributes in the way that they speak as it allows viewers identifying important words, as these are exaggerated in their speech, which concur with the purpose of practising stress pronunciation. Finally, the speed in their speech, vocabulary and expressions used, were accurate for the learners' proficiency level or at least easy to explain and contextualized. This animated cartoon as the previous one are currently on air, and most of young people know them and would be striking for tenth graders to learn EFL stress pronunciation through these cartoons.

Figure 5,Regular show.
Retrieved from: Tvtropes

The Regular show's episodes used for the pedagogical intervention were:

- **Space racers** (thirteenth episode / eighth season): in this episode, Mordecai and Rigby are caught playing in a race simulator game with no previous authorization. Luckily for them, they are informed they have scored the biggest score ever for the Radio Station Racing league; an annual competition where the winner team wins the yearned milk can.

- **Space tree VS everybody else** (tenth episode / eighth session): in this episode, Finally the race competitions starts, and all the competitors' driving skills including Mordecai and Rigby's, are put to test, as no team will surrender that easily.

2.4.3 Animated Cartoons in EFL.

Having explained the meaning of animated cartoons, we can realise these are meaningful audio-visual resources in English learning interactively. Likewise, the increased use of new technology has promoted the use of these multimedia resources in learning EFL. For this reason, education must be concerned in training students; so that, they can acquire the abilities to use technological supplies inside the classroom, as a way for them to enhance their learning process. Behaminfar&Tamjid (2015), point out:

Educational technology has witnessed a rapid development in various audio-visual technologies which offer many possibilities for the teachers to construct activities around listening to various authentic programs, watching related videos, and holding conversations in real world (p.56).

Due to the teacher has many available resources to ensure quality training of students, so there is no excuse to stay in traditional education.Taking into account the aforementioned, cartoons might be an audio-visual material model and powerful educational tool. As they represent a very useful tool because; they depict ideas in a more concise way. Danan (2004)comments "it improves the listening comprehension skills of second foreign language learners, facilitates language learning by helping students visualize what they hear and leads to additional cognitive benefits"(p.76). To complement this argument, cartoons are effective audio-visual materials, because these are used to help learners see an immediate meaning in the language, also observe and analyse the situation.

Providing animated cartoons offer a better understanding in learners as they feel identified and often imitate them. For instance, some children are inspired by cartoon films characters; some others are even addicted to them. Likewise, listening and imitating are methodological strategies; teachers can use them to improve the English pronunciation of non-native speakers. These techniques have been enhanced by the use of audio visual materials such as animated cartoons. Moreover, students develop critical thinking skills, as Afrilyasanti&Basthomi (2011) explain that "cartoons and comics can be adapted into the 21st century teaching and learning process by asking students to critically analyse them, understand their implicit meaning, irony, and humor" (p.555) alternatively, cartoons are a good way to encourage students through beneficial tools which motivate them, but also improve teachers' creativity to come up with new activities and additionally encourage them, as well.

The role of animated cartoons in pronunciation practice is the contribution to the student's engagement in the learning process because cartoons are multi-sensory. A review

made by Wittich and Schuller mentions "classroom using films has many values, for example, pupil's interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increases"(as cited in Ratna, 2010, p.89). It means, there is an increased understanding using animated cartoons. In addition, using cartoons would break the monotony, because they are fun. Hence, the use of animated cartoon helps students improve their listening skills and identify implicitly stress pronunciation. Beside this, According to Piaget "imitation is the expression of the child's attempts to understand reality is 'interacting' effectively with his world " this was said by Ginsburg (1977) So that the students begin to imitate effectively it must first have an observable model, this is why can be a good tool for learning pronunciation.

To sum up, the constructs mentioned above, pointed out firstly, the importance of teaching pronunciation in EFL. Additionally, they showed how for this end the use of audio-visual resources as animated cartoons is a strategy to be considered, as through them EFL learners can have 'mirroring' practices in which they will be able to identify stress pronunciation patterns in words and sentences. These 'mirroring' exercises, would be meaningful for them, as each cartoon besides being appealing, will be contextualized using common and simple sceneries that reflects their daily life.

Chapter III

Research Design

In this chapter the research characteristics to be followed in the implementation and analysis of the implementation of a series of animated cartoons using The Mirroring Technique (Hamada, 2017) as a possible tool to improve word and sentence stress pronunciation patterns will be described. As a regard of this, the research paradigm will be stated, followed by the approach which guides this study. Afterwards, the setting where the research was carried out and the participants involved will be shown. Finally, the instruments to be implemented in order to collect the data will be mentioned.

3.1. Research paradigm.

This study has, as a main purpose, enhancing students' stress pronunciation in the EFL context and it is built on qualitative paradigm. According to Johnson & Christensen (2012) a qualitative research is relied on collected data such as words and pictures. Besides, it is used to know or discover more about a topic or phenomenon. It reveals the audience' behaviours, attitudes, experiences and perspectives towards specific topics or issues. Therefore, this kind of research has descriptive results to prove whether the use of animated cartoons through the Mirroring Technique may help tenth graders to enhance their stress pronunciation performance in words and sentences.

Owing to this fact, our research has two particular characteristics found in a qualitative approach, first, the collection of qualitative data such as; observations, questionnaires, field

notes and audio recordings. And secondly, it is the analysis of this data in order to understand people's experiences towards the use of animated cartoons using the Mirroring Technique in teaching stress pronunciation in EFL, which is a topic that has not been deeply studied at least in our country.

Hence, adopting a qualitative research as stated by Johnson & Christensen (2012) helps us recognize the dimensions of the participants' reality. To do so, the researcher must get close to their participants in order to understand their perspectives, behaviours and social context. Thus, this study is centred in a phenomenon taken from a real context, based on observations and a pre-test which showed the students and teachers' performance in relationship with the importance of stress pronunciation practice inside the classroom. This qualitative paradigm focuses on the analysis and interpretations obtained from data collection instruments, which are based on the students' stress pronunciation performance throughout the implementation of animated cartoons in a meaningful context.

Even though this research is a qualitative one, in order to corroborate the findings of the implementation it makes use of quantitative data analysis as some of them are expressed statistically and numerically (Johnson& Christensen, 2012). These kind of findings have a mixture of numbers and narrative which allow us identify the number of students who are using correct stress pronunciation into dialogues taken from animated cartoons and the number of who are not using stress pronunciation properly. Furthermore, it provides a comparison of students' performance in stress pronunciation prior, during and after being exposed to the Mirroring Teaching, using animated cartoons.

3.2. Research Approach.

The research approach that is associated to the purpose of this study is action research. According to Johnson & Christensen (2012) "it is focused on solving specific problems that local practitioners face in their schools and community" (p. 12). Additionally, the classroom becomes the main place where the research is conducted. Additionally, students are in their usual environment and this makes them act naturally. Another advantage of action research is that the investigator is all the time observing and identifying the main problems and possible solutions of the classroom in a cyclic way.

Johnson & Christensen (2012) mentioned that "to carry out an action research project, you would need to diagnose a specific problem you are facing and conduct a thorough literature review to see if a useful answer already exists" (p.12). In terms of this project, the identified problem and possible solution have generated a background about what has been done regarding the use of cartoons to improve pronunciation, specifically word and sentence stress. Moreover, the clear lack of information in Colombia about how to improve sentence and word stress through animated cartoons allows this research to plan and carry out this research study in order to be innovative and propose practical solutions to EFL classroom contexts.

Hence, this research is the first step to start highlighting the importance of teaching suprasegmental pronunciation in public and private education in Colombia on how it may help students improve communicative skills and by doing so, avoiding misunderstandings in English learners. Johnson & Christensen (2012) state "Action research is a never-ending process because most problems are not fully solved through a single research study" (p.12). It means this research, apart from introducing a new panorama towards the importance of

teaching pronunciation to English learners, will provide an insight for future researchers and

teachers themselves about how the use of animated cartoons could possibly enhance the

pronunciation and therefore communicative skills in EFL learners. This research project

applied the following Action Research cycle (see the figure 3)

Figure 6, **Action Research Cycle,**Retrieved from: Ferrance (2000).

In the first stage, the *problem was identified* through some pedagogical observations

previously made in that school. Likewise, a pre-test with dialogues taken from the TV series

Friends on which students had to act it out by reading the script was carried out. For *gathering*

data, in the second step during the implementation stage, pupils' performance during the

activities proposed was evaluated through a rubric which reflected the criteria in their English

stress performance. These tools allowed the gathering of information about how tenth graders

used stress pronunciation in words and sentences during the implementation.

The third stage was a deeper description and analysis in relation to issues within the classroom with the collected data in the above stages. It provided better elements to *act on evidence* with the first three implementations on which animated cartoons and audio recordings were used. At this point, it was necessary to *evaluate the results* obtained in order to know the students' performance in word and sentences stress pronunciation. Furthermore, it contributed to the rearrangements and enhancement of the following three sessions.

According to the results collected, it required again *acting on evidence* with the last three lessons and a post-test was used in the last session with the students. Each collected element was analysed to *evaluate results and compare* students' stress pronunciation performance, prior and after being exposed to stress pronunciation patterns using animated cartoons activities through Mirroring Technique and possible benefits to use it in English pronunciation classes with tenth graders of the public high school Robert F. Kennedy during the second semester 2017.

3.3. Setting.

The place where this research was carried out was the public High School institution Robert Francis Kennedy, located in the Bogota locality of Engativa, more exactly in 'El Lujan' neighbourhood. In accordance to its PEI – Proyecto Educativo Institucional-(PEI, p.16) the institution has got as philosophy based on the 'human' conception heading its actions towards an integral training of the students, and which curriculum encourages an education focused on the individuals, allowing them to develop investigative and thinking skills, aside with the

stilling of moral values for the stake of a social transformation and by implementing, social constructivism as a pedagogical model. This institution has got as a 'mission', pursuing its students to remain in a community where respect is the key for the cohabitation, communication and leadership.

Lastly, as a 'vision', the institution plan for 2020, not only to educate students for personal and socials aspects; but also that students are capable of making use of technological supplies and second language skills like: speaking and writing, that help them deal with the demand of their surroundings (p.16). Consequently, this research intends to contribute with the vision of the institution of second language skills acquisition and performance in its students to be accomplished; as it intends to enhance the student's communicative skills in the English language and by doing so, helping them to be more competitive in their future working environments.

4.4. Participants.

The population who took part in this research were in tenth grade in 2017 at the public school Robert F. Kennedy in locality of Engativa, in which there were three different tenth courses in the school. The group of subjects from whom data was collect with was 1001. In this sample, there were thirty students. There were fourteen boys and sixteen girls, who were between fifteen and seventeen years old. Most of these students had been in the institution, during their secondary educational process, just a few had moved in from other schools for the last two academic years.

In terms of their socio- economic strata, some of the students lived close from the

school in social strata three neighbourhoods. Meanwhile others, in fact most of them lived in north-eastern or southern areas of the city which are in social stratum two (this means most of the inhabitants in this area have few economical and educational resources). As a result of this socio-economic status, most of the students had just had foreign language experiences provided in their regular academic process since primary school. This is why; most of them had got a Basic English proficiency level in concordance with the Common European Framework of A1, leading to poor communicative and pronunciation skills. Therefore, considering these conditions, and the fact that they were teens, they might have found appealing using innovative didactic materials rather than just using worksheets and a textbook in order to learn English.

It is noteworthy to state that during the implementation of this research, the students were studying the difference between the past and present perfect tense during their English class. In regards with pronunciation, whenever the students were asked to read or share something in the class, the teacher provided feedback when students mispronounced a word. In fact, in terms of how a typical English class was carried out, in most of the classes, the students were asked to do reading comprehension or writing exercises, and in regards with pronunciation practice, the teacher focused on providing feedback when the students mispronounced a word when they were asked to share some ideas. At the same time, when a new topic was introduced to the class, the teacher tried to point out the correct pronunciation of key words, such as verbs. She carried out some drilling exercises to check that the students were accurately pronouncing the word.

3.5. Sampling.

 This research used a Convenience sampling, which according to Etikan, Musa &Alkassim (2015):

> Is a type of nonprobability or non-random sampling where members of the target
>
> population that meet certain practical criteria, such as easy accessibility, geographical
>
> proximity, availability at a given time, or the willingness to participate are included for
>
> the purpose of the study.(p.1)

Thus, the public high school was chosen by the location and the tenth graders from the 1001 group, were chosen considering that some previous observations made in this course showed that these pupils had deficiencies in English stress pronunciation specifically, along with the technological supplies available which allowed us to implement and show the animated cartoons.

3.6. Data collection instruments.

 Accurate data collection is essential to ensuring quality assurance. To do so, Yeasmin and Rahman (2012) state that "triangulation; it is used by researchers in order to increase their depth and understanding of the phenomenon under investigation by combining multiple methods and theories"(p.158). Reason why, this project used five different instruments: a *Pre & Post-test,Field notes, Audio Recordings, Students artifacts and Rubrics* with tenth grade students. As they correlate with each other, and also allowed us to triangulate the data obtained from each one by corroborating it and by this: exploring current pupils' English word and sentences stress performance, describing possible benefits of using animated cartoons and comparing students' stress pronunciation performance, prior and after being exposed to

animated cartoons in EFL pronunciation through the mirroring technique.

3.6.1. Pre & Post-tests.

Pre & post-tests as Bruns (2010) points out, are measurement of comparing what the student knew prior of pre-test and after their experience in a post-test. This kind of data collection indicates how the students are learning or how their performance is in a specific task. Besides, both tests enable to see whether the training was successful in increasing participant knowledge or performance. In this research, pre and post-test as data collection helped to compare students' stress pronunciation performance prior and after being exposed to animated cartoons.

Reason why, a pre-test and post-test were implemented into two stages. For the first one, and in order to follow the first specific object of this research; a daily life dialogue was used as a diagnostic to get a view about their performance in word and sentences stress pronunciation. The second stage was at the end of the implementations within classroom; this provided data,with which researchers analysed how students might or not enhance English stress pronunciation in words and sentences. Thereby, these two stages allowed comparing pupils' performance before and after by checking how animated cartoons as a teaching support enhanced stress pronunciation within English classroom.

3.6.2. Field notes.

Creswell (2009) states that, field notes are the texts that the researcher records during the observation stage in a qualitative research (p.181).This means to record the information, do descriptions of the events or facts experienced through listening and watching. These

fieldsnotes must contain explanations, descriptions of specific time and moments or facts during the observation and gather them in order to do the process of analysis.

Field notes brought back the events that happened during the lessons observed related to the word and sentence stress pronunciation field. Besides, it provided relevant information so as to make deep descriptions about students' process. These field notes helped to complement the use of rubrics to evaluate pupils' stress performance towards the implementations of animated cartoons through the mirroring technique, acting a dialogue taken from animated cartoons. Moreover, field notes allowed identifying the possible benefits of this tool to improve stress pronunciation with tenth grade students in Robert F. Kennedy School. The following was the field notes table used in order to gather information such as a description of the class, along with the description of the activities implemented. Moreover, a summary of the events occurred and finally, the narratives focused on the animated cartoons in teaching stress pronunciation:

Table 4

Field notes format.

TEMPLATE FOR TAKING FIELD NOTES
Date: Site: Participants: Description of activity: Length of session:
Summary: (Description of day's events with examples)
Narrative: (Details or comments about specific attitudes, behaviour and events towards stress pronunciation and animated cartoons as teaching supporting material)

Note: Aponte, S (2017)

3.6.3.Audio-recordings.

In reference with audio-recordings Celce-Murcia et Al (2010) state that it allows students to record and replay their own speech, providing them with the opportunity to compare their language production with a native-like model. Moreover, the following issues must be considered, in order for a recording activity to properly develop. Firstly, set clear instructions of the activity to be made to the students prior carrying it out. And secondly, that the activity is manageable, and for that, it is important to hand in a written copy of what it is going to be said for the recording to the students. Finally, recording a given conversation and then listen to it; it is a useful technique to analyse if whether or not, it has been made an improvement (p.354,355).

In accordance to what has been said before, the use of this instrument allowed us record pupils' performance towards the use of animated cartoons such as, Adventure Time & Regular Show through Mirroring technique. As after the exposure to each animated cartoons, the students were asked to organise in groups in order to act out its corresponding dialogue, in order to practice the stress pronunciation in word and sentences shown in that particular animated cartoon. By doing this, we were allowed to keep a record of the students' performance, in order to further analysis and comparison of their stress pronunciation awareness, prior and after being exposed to animated cartoons as teaching material supporting in EFL.

When making audio recordings in the classroom, it is essential to have a detailed record about oral interactions exactly as they were said. (Burns, 2010, p.70). Transcripts give a complete details due to use of observations is pretty impossible to record verbal accurately

interactions. Despite it takes a lot of time as Burns (2010) adds, it provides useful insights into what is happening with classroom (p.71). Thereby, transcripts in this research were illustrating in detail students' production when imitating dialogues which were taken from animated cartoons such as, Adventure Time & Regular Show.

Moreover, transcripts supported audio recording by allowing to compare pupils' words and sentences stress performance, giving important insights in the data analysis which allowed to determine the benefits of using animated cartoons as a teaching supporting material in EFL classroom with tenth grade students in the public high school Robert F. Kennedy. Thus, in order to analyse the stress, this was underlined in all of the transcripts following this pattern:

Sentence stress   **Word stress**

3.6.4. Rubrics.

The rubric is defined as set of scoring guidelines which describes the characteristics used in scoring or judging a performance (Clement et al. 2003). The implementation of rubric in this research allowed guidelines to assess students' stress pronunciation performance when acting a dialogue. By using rubrics allowed knowing their mistakes into speech in the target language. Likewise, it captured detailed information about their performance and gave insights about how animated cartoons through Mirroring technique enhance learners' stress pronunciation in EFL learning.

The following rubric was used to gather data about pupils' pronunciation performance.

Table 5:

Word and sentence stress pronunciation rubric (pre and post-test)

| | Analytic Scale | | | | | |
	5	4	3	2	1	Comments
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one; it might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelligible	
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like the dialogue.	Is intelligible though, there are instances of mispronunciation. Students speak varying some stress aspects, or the stress is not always. carried out	Is not always intelligible, besides,it is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelligible	
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually to "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	

Note: Aponte, S &Barreto, J (2017)

3.6.5. Students'Artifacts.

Hendricks (2006) states that artifacts are research instruments defined as writing activities, assignment, projects, self-assessment and worksheets among others developed by students and created by researchers in order to analyse student achievement, understanding and process, specially when the research is focused on increasing student achievement in a specific area or aspect (as cited in Ramirez, J & Gonzales, J, 2016, p.68). The reason why, the students' artifacts are used as data collection instruments it was that, they allowed to recollect and further analyse data that were not possible to collect using the other data collection instruments. Some of the students' artifacts analysed were: the input and practice activities developed in order to acquire and understand some word and sentence stress pronunciation patterns, such as worksheets. Along with the ones used in order to contextualise the animated cartoons presented to the students.

3.7. Ethics.

The aim of this research was to analyse the implementation of animated cartoons in tenth grades' stress pronunciation performance at the public High School Robert Francis Kennedy. As researchers, our objective was trying to help these students enhance their English proficiency at least, in terms of stress pronunciation in words and sentences. And by doing so, avoid possible misunderstandings when they performed communicatively in this language. In order to accomplish this goal, we implemented different data collection instruments such as; observations and recordings of the students' performance during the implementation of the cartoons activities.

Throughout the whole research process, protecting the student's identity and therefore, making sure, the implementation and analysis of the information would not negatively interfere in the student's attitudes or feelings towards the acquisition of the second language or their interactions with their classmates; was a must for us. Consequently, to guarantee the credibility of this research, we have used a consent form in which both the school and the parents of the participants were informed of the type of activities which will be developed in the research . In this, they could either give their consent to participate on the research or deny it, with no implications of any type. (See Appendix A)

Chapter IV

Instructional Design

This chapter details the pedagogical intervention that took place during the implementation of animated cartoons through the Mirroring Technique to improve stress pronunciation features of the English language. The activities which were implemented and which will be below described; were planned considering the three following visions: learning, language and classroom.

4.1. Language Vision.

The vision of language in this instructional design is Experiential. Tudor (2011) analyses that "language is a system, and mastering this system, is a prerequisite for any meaningful form of communication" (p.50). Furthermore, he states the following components: Grammar, vocabulary, phonology and style must be considered when teaching the language (p.52). In consequence, and despite the fact the main objective of this research and therefore, of each implementation which was implemented was focused on pronunciation, in order to present the language as a system and have a conjunction of the components of the language above mentioned; each cartoon implemented was introduced to the students through activities such as: word search and fill in the gaps exercises; activities which intended to provide the necessary input to the students, to that, they could achieve a clear understanding of the situations implicit in the animated cartoons.

Finally in terms of phonology, which was the component to deal with during the implementations of this research, Tudor (2011) states phonology is a key component of the language as its command leads to an effective use of the language. Furthermore, he states knowing a language requires an understanding of the spoken language and producing a comprehensible version of what it is learnt (p. 53).

4.2. Learning Vision.

Considering Tudor (2011) ideas of visions of learning language as a mental process rather than an observable one, along with the purpose of this research which aims to enhance communicative performance through a mirroring technique by using animated cartoons, the vision of learning related to this research is Experiential. As Tudor (2011) affirms an experiential learning entails the following factors: First, that the learners are exposed to the target language receiving an input from it. Secondly, that the language is used for a communicative purpose. Moreover, learners already have achieved in their native language what we are trying to teach in the second language, in this case referring to pronunciation performance (p, 78), which leads to a more meaningful and easier learning experience.

Experiential learning has many principles, according to Tudor (2011) these are: "message focus, holistic practice, the use of authentic materials, the use of communication strategies, and the use of collaborative modes of learning" (p.79). In relationship with message focus, Tudor (2011) states the activities implemented focus on the processing and communication of messages. To do so, one of the principles of the experiential vision mentioned by Tudor (2011) highlight the use of role-play and simulation activities, in which students use the language in conformity with the criteria established (p.80). Thus, this research

is focused on message focus, since the learning activities are focused on the communicative processes of messages, as the proper use of stress allows students to communicate and send messages successfully; through the use of role-play and simulation of animated cartoons by using a mirroring technique.

Furthermore, Tudor (2011) affirms "message focus can also involve the use of students' personal interests, their affective concerns, or creativity as a source of communicative involvement "(p.80). As far as the use of authentic materials, this project implemented animated cartoons as a teaching tool; bearing in mind not only the students' interests, but besides that this is an authentic material which students were not familiar with, at least in their English classes.

4.3. Classroom Vision.

Taking into account the previous visions, the classroom vision of this research is communicative, as its main objective is to improve students' pronunciation performance in terms of stress pronunciation in order to facilitate communicative processes. Hence, the classroom became a place of communication through the use of animated cartoons using lesson plans as pedagogical implementations. Although students use techniques such as mirroring in order to try to identify stress pronunciation features, the objective goes beyond identifying these just during the class and for the animated cartoons shown. Instead, it intended to prepare them for outside the classroom situation in which they will have to express communicatively, by being able to able to use what they have learnt. Seeing that Tudor (2001) states the intention of a communicative classroom is to reinforce the relationship of what it is taught in the classroom

and the real interactive situations outside it where students can put the language in practice (p.112).

This project is focused on improving stress pronunciation performance skills, so that students can develop communicative skills in different contexts outside the classroom where the English language is required. And above all, to help students to avoid misunderstandings and have future effective communicative experiences. On the grounds that, the current context in which the students were whilst this research was implemented did not obligate the students to use the English language outside the classroom, it was important to consider Tudor (2011) insight of ''the classroom itself as part of the real world of students in the here-and-now of their life as individuals and social actors'' (p.115) , as well as that the skills developed in the classroom will at certain point facilitate communicative situations they will encounter at some stage of their future professional, academic or social lives.

Pedagogical Intervention

Session and Date	Objectives	Pedagogical Activities	Data to be collected
Session **1** Date May 3rd, 2017 **Pre-Test**	**Learning Objectives** -Students will be able to use transit vocabulary. -Students will be able to understand situations related to transit rules. **Research Objectives** -Researches will be able to record data in order to analyse students' stress pronunciation performance in words and sentences. - Identify awareness and weakness of students in their previous pronunciation in terms of word and sentence stress using a pre-test.	**Pre-test** - Ss will be presented the topic for the class 'transit rules' -In pairs ss will develop aword search related to transit vocabulary. Drilling practice will be done, in order to check pronunciation. - Ss will be asked what kind of transportation they usually take. Then, Ts will present the video 'Learn English with Friends: Flirting with police' . Latter a fill in the gaps exercise will be carried out. - In groups the students will be asked to develop a role play, in which they represent the scenario observed during the video, They will be able to use the transcript. - As ss perform the role play, an audio recording of their performance will be carried out.	-Researchers will audio record the students role-play performance, to analyse students stress pronunciation production. (pre-test)

In the script below, the expected output in terms of word and sentence stress pronunciation expected from the students, and from which the analysis and contrast with the audio recordings taken from the students role-play performance is shown.

▮▮▮▮▮▮**Sentence stress**

Friends, flirting with police

Rachel: Ok, switch places with me, switch places with me!

Come on! I'll go under and you'll go over!

Ross: Yeah, I'll get right on that.

Rachel: Arr, come on Ross!

Ross, I'm sure we won't get arrested for this.

Rachel: HIofficer, was I going a little too fast!

Ross: Oh my God!

Officer: Can I see your license please?

Rachel: Oh yeah, absolutely. You know it's weird but I had a dream last night that I was stopped by a policeman, and then heuhm, well probably shouldn't tell you the rest.

Officer: your license?

Rachel: here you go, officer handsome.

Officer: It's Hanson

Rachel: Oops sorry, my mistake.

Ross: Dear lord.

Officer: wow!

Ross: here it comes.

Officer: this is a great picture.

Rachel. Really you think so? You know I had just rolled right out of bed.

Officer: Yeah well, you look phenomenal.

Ross: well she should it was taken ten years ago!

Rachel: You know you are probably um, you're probably wondering about the old date.

Officer: Yes I am, you are an Aquarius uh.

Rachel: I bet you are a Gemini.

Officer: Nope

Rachel: Taurus?

Officer: nope

Rachel: Virgo?

Officer: Nope

Rachel: Sagittarius?

Officer: Yep

Rachel: I knew it, I knew it!

Officer: But I'll tell you what, you're not going to speed anymore right?

Rachel: I won't speed.

Officer: And you promiseyou'll get this taken care of right away?

Rachel: I promise

Officer: and in the meantime you better let him drive, does he have a license?

Rachel: Yeah

Officer: Can he handle a stick?

Rachel: Oh… well

Ross: I can handle a stick

Friends, flirting with police

Rachel: Ok, switch places places with me, switch places with me!

Come on! I'll go under and you'll go over!

Ross: Yeah, I'll get right on that.

Rachel: Arr, come on Ross!

Ross, I'm sure we won't get arrested for this.

Rachel: Hi officer, was I going a little too fast!

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Officer: Can I see your licence please?

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Officer: your licence?

Rachel: here you go, officer handsome.

Officer: It's Hanson

Rachel: Oops sorry, my mistake.

Ross: Dear lord.

Officer: wow!

Ross: here it comes.

Officer: this is a great picture.

Rachel. Really you think so? You know I had just rolled right out of bed.

Officer: Yeah well, you look phenomenal.

Ross: well she should it was taken ten years ago!

Rachel: You know you are probably um, you're probably wondering about the old date.

Officer: Yes I am, you are an Aquarius uh.

Rachel: I bet you are a Gemini.

Officer: Nope

Rachel: Taurus?

Officer: nope

Rachel: Virgo?

Officer: Nope

Rachel: Sagittarius?

Officer: Yep

Rachel: I knew it, I knew it!

Officer: But I'll tell you what, you're not going to speed anymore right?

Rachel: I won't speed.

Officer: And you promise you'll get this taken care of right away?

Rachel: I promise

Officer: And in the meantime you better let him drive, does he have a licence?

Rachel: Yeah

Officer: Can he handle a stick?

Rachel: Oh… well

Ross: I can handle a stick

Table

Rubric used in the 'pre-test to assess students' stress pronunciation performance performance.

| | Analytic Scale | | | | | |
	5	4	3	2	1	Comments
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one; it might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelligible	
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like the dialogue.	Is intelligible though, there are instances of mispronunciation. Students speak varying some stress aspects, or the stress is not always. carried out	Is not always intelligible, besides,it is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelligible	
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually to "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	

Note: Aponte, S &Barreto, J (2017)

Session and Date	Objectives	Pedagogical Activities	Data to be collected
Session 2	**Learning Objectives** -Students will be able to use paranormal vocabulary. -Students will be able to understand situations related to paranormal activity. -Students will be able to speak with correct and natural word stress pronunciation, when acting a dialogue taken from an Adventure Time episode. **Teaching objective** 1. Ts will be able to analyse students' words stress pronunciation performance.	- Ss will be presented the topic for the class 'Paranormal activity' -In pairs ss will develop a 'crossword' related to transit vocabulary. Drilling practice will be done, in order to check pronunciation. -Ts will provide a brief input to the students about word stress pronunciation with two syllables (adjectives, nouns and verbs) - Ss will be shown the Adventure time animated cartoon episode 'Blank-Eyed Girl Situation'. Latter a fill in the gaps exercise will be carried out using the script from the video. - As ss watch the video, they must highlight the words or syllables they considered are the stressed. - In groups the students will be asked to develop a role play, in which they represent the scenario observed during the video, They will be able to use the transcript. - As ss perform the role play, an audio recording of their performance will be carried out.	-Researchers will audio record the students role-play performance, to analyse students stress pronunciation production.

In the script below, the expected output in terms of word stress pronunciation in two syllables, expected from the students, and from which the analysis and contrast with the audio recordings taken from the students role-play performance is shown.

   Word stress

Blank Eyed Girl Situation | Adventure Time

[Chuckling nervously]

<u>Both:</u> Is this creeping you out? Ah!

      Can I hold your hand? Yes!

<u>Finn:</u>That was stupid

<u>Jake:</u>Yes!, stupid

<u>Finn</u>: Are you messing with me?

<u>Jake</u>: Unh- Unk, You're messing with me -Must be someone else.

<u>Finn</u>: Yeah, like ice king, maybe.

<u>Jake:</u>Who's that?

<u>Finn</u>: Maybe, it was nobody- Courage, Courage

    - What's wrong with me?

- That could be a normal little girl who needs help.

Jake:NO. Theree! Blank-eyed girl!

 [Both screaming]- She is too creepy man!

Finn: I know, I know

    - But I got an idea.

Starchy: Welcome, next caller.

Finn: Hello, Starchy? Am I on?

Starchy:Yeah, you're on.

Finn: Longtime listener, first time caller.

Starchy:We got the wonderful Finn the human on the phone.

        Go ahead Finn.

Finn: Starchy, I'm in a blank-eyed girl situation right now.

    What should I do?

Jake: I'm going upstairs to get a better look.

Starchy: All right, stay calm.

You called the right guy.

The question is, why did she choose you. Are these visits random events?

Table 6:

Rubric 1 to assess students' word stress pronunciation performance in two syllables.

	Analytic Scale					
	5	4	3	2	1	Comments
STRESS PRONUNCIATION AND ACCURACY						
Stress pronunc iation into two syllable-words	Has clear, natural pronunciation that can be easily understood by the listener. Word stress pronunciation in two syllable words is prominent when acting the dialogue.	Has pronunciatio n that can be easily understood by the listener. Word stress pronunciatio n in two syllables is keeping with the dialogue.	Is intelligible though there are instances of mispronunci ation. Tries to speak, varying word stress in two syllables, but isn't constantly.	Is not always intelligibl e, besides is difficult to understan d. Word stress is inappropri ate or it is not marked.	Unintellig ible	
Mirrorin g techniq ue use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation , pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciatio n as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciat ion.	Does not imitate the native model.	
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when	Speaks with little hesitation. Keeps stress pronunciatio n, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciati on though the speech	Speaks with frequent hesitation and pausing. Speed is too slow or too fast.	Does not speak naturally.	

Note: Aponte, S (2017)

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Session and Date	Objectives	Pedagogical Activities	Data to be collected
Session 3	**Learning objectives** -Students will be able to use some crazy advice vocabulary. -Students will be able to understand advices. -Students will be able to speak with correct and word natural stress pronunciation when acting a dialogue taken from an Adventure Time episode. **Teaching objectives** - Ts will be able to analyse students' word stress pronunciation performance.	- Ss will be presented the topic for the class 'crazy advices' -In pairs ss will develop a tongue twister. Drilling practice will be done, in order to check pronunciation. -Ts will provide a brief input to the students about word with three or more syllables stress pronunciation (adjectives, nouns and verbs) - Ss will be shown the Adventure time animated cartoon episode 'Starchy's advice'. Latter a fill in the gaps exercise will be carried out, using the script from the video. - As ss watch the video, the most highlight the words or syllables they considered are stressed. - In groups the students will be asked to develop a role play, in which they represent the scenario observed during the video, They will be able to use the transcript. - As ss perform the role play, an audio recording of their performance will be carried out.	-Researchers will audio record the students role-play performance, to analyse students stress pronunciation production.

In the script below, the expected output in terms of word stress pronunciation expected from the students, and from which the analysis and contrast with the audio recordings taken from the students role-play performance is shown

　　　　　　Word stress

Starchy's Advice | Adventure Time

Finn:Jake, go get the cream.

Jake:What? No!You go!

　　This is your deal! Finn:Just go!

Jake: Okay! Geez!

Finn: Thanks.

Jake: Okay, cream .

Finn: Starchy!

Starchy:Mm.Didn't work, uh?

　　　Must be a haint, then.

Try playing the clarinet. Haints hate the clarinet.

[Groans]

[Clarinet playing]

Finn: I think it is working! Keep playing!

Finn: Uh, Jake stop!- Starchy, I think they like the clarinetmusic!

Also, there's six of them now!

Starchy:Jeepers! Really? Uh Oh...Okay.

     Now I definitely know what you're dealing with an undead.

     The undead fear the gaze of the common yard chicken.

Finn: Our chickenranaway though [Growls]

Jake:Are you sure we need the feathers?

     My chicken's pretty spot-on Finn:

     We don't want to take any chances, you know?

Jake:Mm, Hey! All this advice is just made up baloney!

     Starchy, all your advice is made up baloney!

Starchy: Ah

Finn:Well, what are you supposed to do?

Just live with this?

Jake: No more relying on hear say.

     We're gonna take it to the source.

Table 7:

Rubric 2 used to assess students' word stress pronunciation performance..

	Analytic Scale					
	5	4	3	2	1	comments
STRESS PRONUNCIATION AND ACCURACY						
Stress pronunciation into two or more syllable words	Has clear, natural pronunciation that can be easily understood by the listener. Word stress pronunciation in two or more syllables is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Word stress pronunciation in two or more syllables is keeping with the dialogue.	Is intelligible though there are instances of mispronunciation. Tries to speak, varying word stress in two or more syllables, but isn't constantly.	Is not always intelligible, besides is difficult to understand. Word stress is inappropriate or it is not marked.	Unintelligible	
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	
Fluency	Speaks at sentence level with	Speaks with little hesitation.	Speaks with some hesitation	Speaks with frequent hesitation	Does not speak naturally.	

Note: Aponte, S (2017)

Session and Date	Objectives	Pedagogical Activities	Data to be collected
Session **4**	**Learning objectives** -Students will be able to use some revenge vocabulary. -Students will be able to understand revenge stories. -Students will be able to speak at sentence level with correct and natural sentence stress pronunciation, when acting a dialogue taken from an Adventure Time episode. **Teaching objectives** - Ts will be able to analyse students sentence stress' pronunciation performance.	- Ss will be presented the topic for the class 'Me mow - revenge' -Ss will play a 'Chinese whisper'. Then ss will 'rub and grab using flashcards with vocabulary taken from the episode. -Ts will provide a brief input to the students about sentence stress pronunciation (functions vs content words) - Ss will be shown the Adventure time animated cartoon episode 'Me-mow revenge'. Latter a fill in the gaps exercise will be carried out, using the script from the video. - As ss watch the cartoon, they must highlight the words or syllables they considered are stressed. - In groups the students will be asked to develop a role play, in which they represent the scenario observed during the video, They will be able to use the transcript. - As ss perform the role play, an audio recording of their performance will be carried out.	-Researchers will audio record the students role-play performance, to analyse students stress pronunciation production.

In the script below, the expected output in terms of sentence stress pronunciation expected from the students, and from which the analysis and contrast with the audio recordings taken from the students role-play performance is shown.

`        ` **Sentence stress**

Me-Mow Returns | Adventure Time

Me-mow: Getting kicked out of the ==guild== of ==assassins==, ==check==. Capturing ==my== first ==bounty==, ==check==.

`        ` Going to Finn and Jake's treehouse and getting ==revenge==, ==unchecked==.

Finn: Finn and Jake's tree==house==?

Me-mow: Mm- mmm

Finn:==Who== are you, and why do you want to ==getrevenge==?

Me-mow: I am ==Me-mow==!

Finn: ==Me-mow==! wow! You've gotten ==bigger.==

Me-mow: Have we ==metbefore==?

Jake: Finn, is ==that== you?

BMO: That's ==Jackrabbit== Johnson!

Me-mow: Finn?- It is ==Finn==!- Tricked ==again== we

Jake:Look, It's Me-mow, BMO

BMO: I don't care that is my bounty!

Yaahh Jake transformhorse!

Jake:Wow . Did you have a real gun all this time?

BMO: I am old enough to vote

Me-mow: Hey, Jake, If you can hear my internal monologue,

I'm going to kill you!

BMO: Your daisy days are over!

I am whaler 'round these parts! Hug

Me-mow:Sounds like you are out of ammo

BMO: No, you heard incorrectly.

Bang- Bang- Bang!

Me-mow: [laughs] I'm coming for you

Finn:Uhg

Table 8:

Rubric 1 used to assess students' sentence stress pronunciation performance.

	Analytic Scale					
	5	**4**	**3**	**2**	**1**	**comments**
STRESS PRONUNCIATION AND ACCURACY						
Senten-ce stress pronun-ciation	Has clear, natural pronunciation that can be easily understood by the listener. Sentence stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Sentence stress pronunciation is keeping with the dialogue.	Is intelligible though there are instances of mispronunciation. Tries to speak, varying sentence stress pronunciation, but isn't constantly.	Is not always intelligible, besides is difficult to understand. Sentence stress is inappropriate or it is not marked.	Unintelligible	
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	

Note: Aponte, S (2017)

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Session and Date	Objectives	Pedagogical Activities	Data to be collected
Session **5**	**Learning objectives** -Students will be able to use some race competitions vocabulary. -Students will be able to understand race competitions stories. - Students will be able to speak at sentence level with correct and natural sentence stress pronunciation when acting a dialogue taken from Regular Show episode **Teaching objectives** - Ts will be able to analyse students' sentence stress pronunciation performance.	- Ss will be presented the topic for the class 'Space Racers, video games'. -Using flashcards with vocabulary from the episode, in groups the ss will have to identify the stress pattern and the accurate pronunciation of the words given. -Ts will provide a brief recap about word and sentence stress pronunciation - Ss will be shown the Regular Show animated cartoon episode 'SpaceRacers'. Latter a fill in the gaps exercise will be carried out. - As ss watch the cartoon, they must highlight the words or syllables they considered are stressed. - In groups the students will be asked to develop a role play, in which they represent the scenario observed during the video, They will be able to use the transcript. - As ss perform the role play, an audio recording of their performance will be carried out.	-Researchers will audio record the students role-play performance, to analyse students stress pronunciation production.

In the script below, the expected output in terms of word and sentence stress pronunciation expected from the students, and from which the analysis and contrast with the audio recordings taken from the students role-play performance is shown.

==========Word stress

Space Racers | Regular Show

Rigby: Okay, last lap of the race!

-Right turn ==com==ing up on the ==ra==dar.

Mordecai:==Do==ing it! Boost me!

Both: Woaaaw!

Rawls: What do you think you're ==do==ing?

Both:Uhh

Rawls: How ==man==y times do I have to ex==plain== what ==au==thorized perso==nnel== only means?

Are you ==au==thorized perso==nnel==, boys?

Are you?

Both: No, sir, ==sorr==y sir.

Rawls: Now, get down and give me ==fif==ty!

Both: Yes, sir, sorry sir.

Rawls: Is what I would have said if you hadn't have gotten the highest score in Space racer deluxe I've ever seen.

Mordecai: You mean that video game?

Rawls: That isn't a video game, boys.

It's a racing simulator for the station racing league!

The interstation 5000,

anannual competition between all the stations in the area.

for five years, the space bushes held the interstationtrophy,

but this could be the year I finally beat Tanner and win that milk can!

Ohh, when I feel that milk pour over my body,

it'll be like I am born again as a champion!

I need you boys to race for me.

Both: Okay!

Space Racers | Regular Show

Rigby: Okay, last lap of the race!

-Right turn coming up on the radar

Mordecai:Doingit! Boost me!

Both: Woaaaw!

Rawls: What do you think you're doing?

Both:Uhh

Rawls:How manytimes do I have to explain what authorized personnel only means?

Are you authorized personnel, boys?

Are you?

Both:No, sir, sorry sir.

Rawls: Now, get down and give me fifty!

Both: Yes, sir, sorry sir.

Rawls: Is what I would have said if you hadn't have gotten the highest score in Space racer

deluxe I've ever seen.

Mordecai: You mean that video game?

Rawls: That isn't a video game, boys.

     It's a racing simulator for the station racing league!

     The interstation 5000,

an annual competition between all the stations in the area.

for five years, the space bushes held the interstation trophy,

but this could be the year I finally beat Tanner and win that milk can!

Ohh, when I feel that milk pour over my body,

it'll be like I am born againas a champion!

     I need you boys to race for me.

Both: Okay!

Table

Rubric used to assess students' stress pronunciation performance.

	Analytic Scale					
	5	4	3	2	1	Comments
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one; it might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelligible	
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like the dialogue.	Is intelligible though, there are instances of mispronunciation. Students speak varying some stress aspects, or the stress is not always. carried out	Is not always intelligible, besides,it is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelligible	
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually to "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	

Note: Aponte, S &Barreto, J (2017)

Session and Date	Objectives	Pedagogical Activities	Data to be collected
Session **6** **Post-test**	**Learning objectives** -Students will be able to use some video games vocabulary. -Students will be able to understand video games stories. - Students will be able to speak at sentence level with correct and natural stress pronunciation when acting a dialogue taken from Regular Show episode **Teaching objectives** - Ts will be able to analyse students' stress pronunciation performance.	**Post test** -Sswill be presented the topic for the class 'Race competitions'. -Using flashcards with vocabulary from the episode, in groups the ss will have to identify the stress pattern and the accurate pronunciation of the words given. - Ss will be shown the Regular Show animated cartoon episode 'Space Tree vs Everyone Else''. Latter a fill in the gaps exercise using the script from the video will be carried out. - As ss watch the cartoon, they must highlight the words or syllables they considered are stressed. - In groups the students will be asked to develop a role play, in which they represent the scenario observed during the video, They will be able to use the transcript. - As ss perform the role play, an audio recording of their performance will be carried out.	-Researchers will audio record the students role-play performance, to analyse students stress pronunciation production. (post-test)

In the script below, the expected output in terms of word and sentence stress pronunciation expected from the students, and from which the analysis and contrast with the audio recordings taken from the students role-play performance is shown.

   Sentence stress

Space Tree VS Everyone Else |Regular Show

Tanner: That's your best team, Rawls?

Rawls: We're getting that can back to the space tree, Tanner!

That milk is gonna be all over my body.

Mordecai: Looks like the space bush is a no-show.

Competitors: Howdy, losers.

Mordecai: What the heck?

You guys work for the Space tree.

Competitor: Not anymore, we're racing for Herr Tanner now [laughs]

Rawls: Tanner!

You lousy!

Tanner: May the best team win.

Narrator: It's the moment you've been waiting for, folks.

Racer roll call!

Both: Space tree, check!

Competitors: Space rock, check!

Space flower, check!

Mordecai: Anti one straight four.

Rigby: Anti one straight four, check!

Narrator: Initiate track rail gun!

Rigby:Turn's coming up!

Competitor:Open right!

      Open right, check!

Narrator: looks like Hans and Lars of space bush have taken the immediate lead,

while racers from Log and Mushroom try to close the gap.

Space Tree VS Everyone Else |Regular Show

Tanner: That's your best team, Rawls?

Rawls: We're getting that can back to the space tree, Tanner!

That milk is gonna be all over my body.

Mordecai: Looks like the space bush is a no-show.

Competitors: Howdy, losers.

Mordecai: What the heck?

You guys work for the Space tree.

Competitor: Not anymore, we're racing for Herr Tanner now [laughs]

Rawls: Tanner!

You lousy!

Tanner: May the best team win.

Narrator: It's the moment you've been waiting for, folks.

Racer roll call!

Both: Space tree, check!

Competitors: Space rock, check!

Space flower, check!

Mordecai: Anti one straight four.

Rigby: Anti one straight four, check!

Narrator: Initiate track rail gun!

Rigby: Turn's coming up!

Competitor: Open right!

Open right, check!

Narrator: look like Hans and Lars of space bush have taken the immediate lead,

whileracers from Log and Mushroom try to close the gap.

Table

Rubric used in the 'pre-test to assess students' stress pronunciation performance performance.

	Analytic Scale					
	5	**4**	**3**	**2**	**1**	**Comments**
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one; it might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelligi ble	
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like the dialogue.	Is intelligible though, there are instances of mispronunciat ion. Students speak varying some stress aspects, or the stress is not always. carried out	Is not always intelligible, besides, it is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelli- gible	
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually to "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	

*Note***:** Aponte, S &Barreto, J (2017)

Chapter V

Data analysis

Through this chapter, an analysis of the data collected after having implemented the pedagogical interventions; starting with the procedures and instruments used in order to analyse and triangulate these data, along with the findings obtained and the categories that emerged from the research questions are explained and described in detail to the reader.

Bearing in mind this study arose from the lack of stress pronunciation skills observed in a group of students of tenth grade at the Robert F. Kennedy school, and implemented animated cartoons as instruments; in order to analyse whether or not they could be useful when teaching stress pronunciation in an EFL classroom. This research, adopted the grounded theory approach; as according to Willings (2013) grounded theory arises from a particular interest in a phenomenon and requires the identification and integration of the data collected during and after the research implementation, so as to identify the phenomenon under investigation; and has as its ultimate aim to develop new theory.

Hence, considering this approach and in order to obtain and accurately analyse and verify the data obtained, a triangulation method, which according to Yeasmin and Rahman (2012) " it is used by researchers in order to increase their depth and understanding of the phenomenon under investigation by combining multiple methods and theories"(p.158) was carried out. The instruments used during the implementation in this research in order to compare and validate the results obtained are described as follows: field notes, artifacts,

audiorecordings, rubrics to assess student's stress pronunciation performance, a pre and post-test.

Once the instruments were implemented and in order to find and analyse the data, a triangulation was developed in concordance to the steps stated by Johnson and Christensen (2012): Segmenting and Coding. The first step which was considered was segmenting, in which according to Johnson and Christensen (2012) the data gathered during and after the implementations is divided into meaningful analytical units; it requires reading through this data in order to identify segments, either words or phrases that might be important for the research study. The further step was coding the data that according to Creswell (2012):

> The object of the coding process is to make sense out of text data, divide it into text or image segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into broad themes' (p.244).

Once carried out the processes above mentioned, and based on the findings of the different instruments; three different categories and five subcategories emerged. The first category was ''Cartoons as an authentic and innovative model in order to acquire and produce word and sentence stress pronunciation'', with the subcategory ''Animated cartoons as material that provides explicit input and practice for the comprehension of word and sentence stress pronunciation''. The second category was, '' Explicit and contextualised instruction, in order to support animated cartoons exposure as didactic material to teach stress pronunciation'', with the subcategories ''vocabulary learning and practice'', ''explicit word and sentence stress input'' and ''Mother tongue influence''. The final category was, ''The Mirroring Technique as a way to make students conscious about their word and sentences stress pronunciation

performance'', with the subcategory '' The Mirroring Technique as a way of self and co-

evaluation for word and sentence stress performance''.
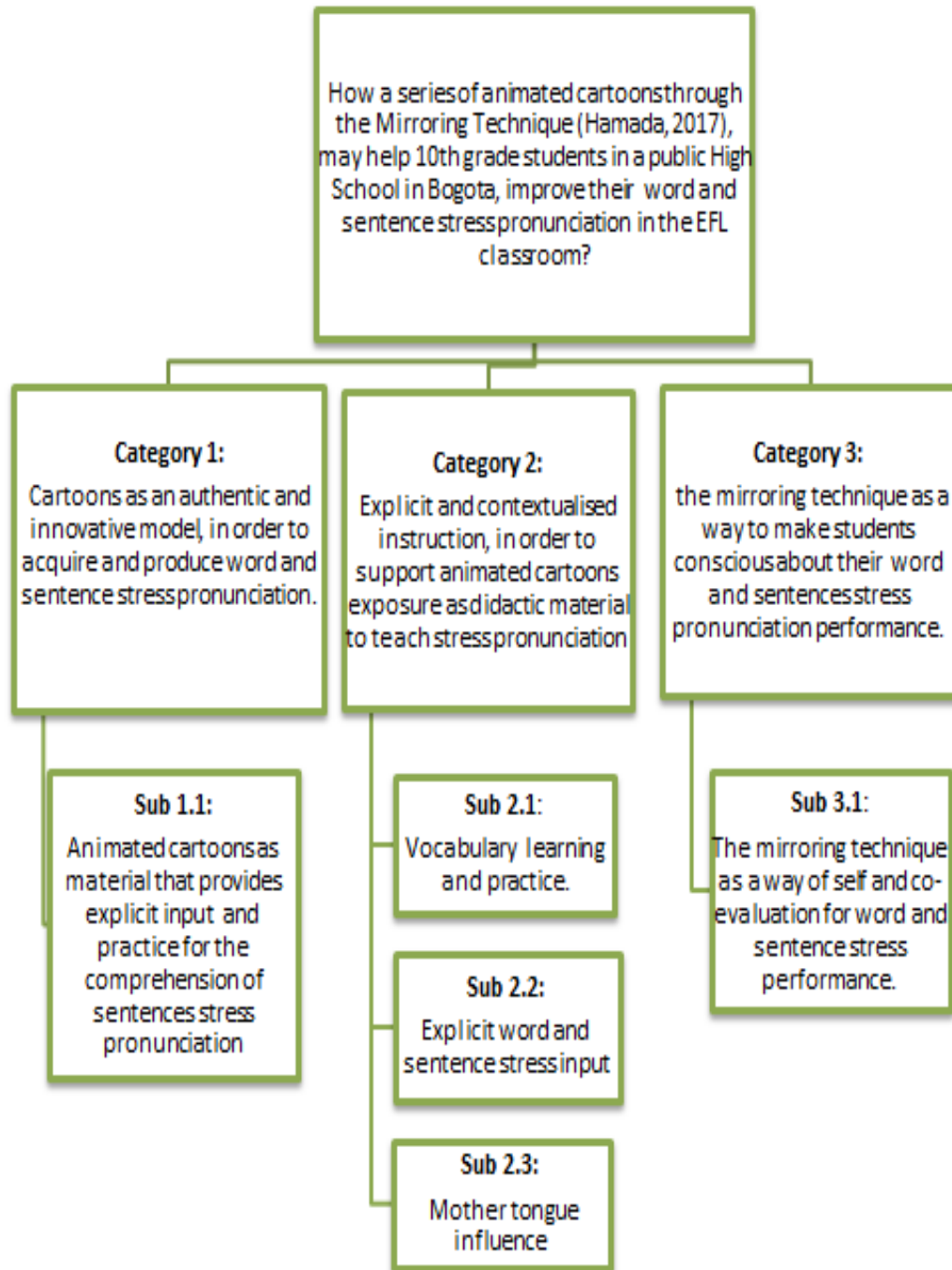
Figure 7: **Categories and subcategories from the study.**

Category 1

Cartoons as an authentic and innovative model, in order to acquire and produce word and sentence stress pronunciation.

This category emerged from the analysis of all the information collected from the different instruments. It has got as a main source of support, the results obtained from the analysis of the audio recordings from the pre-test and the results obtained after having implemented the animated cartoons in the post-test, and their respective assessment by the use of rubrics. As when comparing them, it was notorious an enhancement in most of the students' word and sentence stress pronunciation performance.

The following graphic illustrates the results obtained from the pre-test.
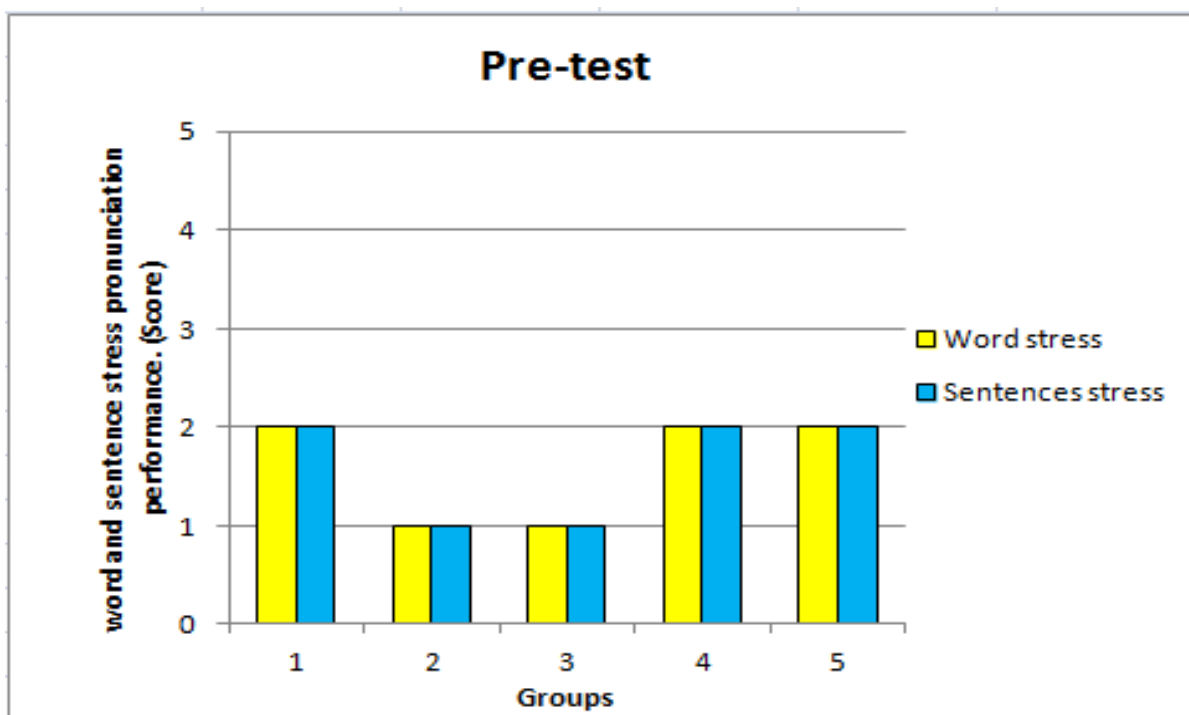
*Figure 8:*Pretest results.

The following results were obtained using the corresponding rubric to assess the students' word and sentences stress pronunciation performance. Below, a sample of one of the rubrics assessed.

	Analytic Scale					
	5	**4**	**3**	**2**	**1**	**Comments**
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified, besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one pronunciation one. It might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all.	unintellig ible	L1 interference when pronouncing most of the words.
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is keeping with the dialogue.	Is intelligible though there are instances of mispronunciat ion.Students speak varying some stress aspects, or it is not always the correct one.	Is not always intelligible, besides is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelli gible	L1 interference when pronouncing complete ideas; most of their speech was flat, and did not reply the emotions and intentions shown in the native model.

Figure 9: **Group 1, extract pretest word and sentence stress assessment rubric.**

The previous images indicated how prior the implementation of the animated cartoons, the students in their vast majority showed deficiencies in their production of word and sentence stress pronunciation patterns in their speech. And as a consequence, it was quite arduous to understand what they were saying. The following figure compares a group's performance in the pre-test (left side) to the expected output in terms of word and sentence sentences stress pronunciation (right side). As it can be observed, from the group's audio recording - transcript, their speech sounded extremely flat, as they did just stressed few patterns.

*Figure 10.*Pre-test sample students' performance, compared to the expected output in terms of word and sentence stress pronunciation.

In contrast, once having implemented the animated cartoons; the students showed a significant enhancement in their performance of word and sentences stress. Their speech sounded more like the native-like model, and as result it was easier to understand their recordings. The following graphic, illustrates the results obtained by the students in the post test.
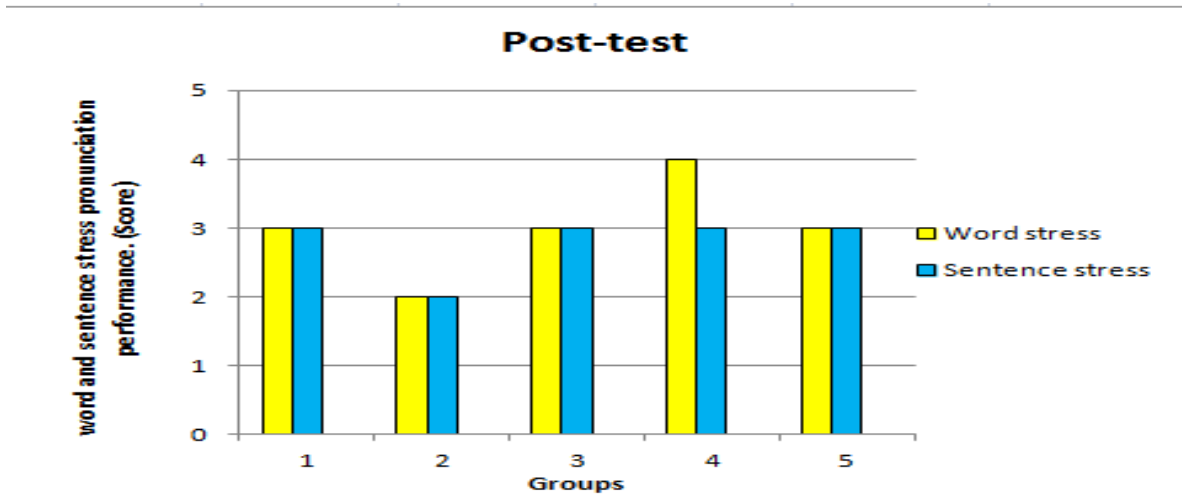
Figure 11: **Group 4, extract pretest word and sentence stress assessment rubric.**

Below, a sample of one of the rubrics used to assess the students' word and sentence stress performance.

	Analytic Scale					
	5	**4**	**3**	**2**	**1**	**Comments**
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one. It might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelli-gible	Ss accurately stressed most of the words, among them 'body', 'lousy', coming, howdy ,'losers' and 'mushroom'.
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like dialogue.	Is intelligible though there are instances of mispronuncia-tion. Students speak varying some stress aspects, or stress is not always the correct one.	Is not always intelligible, besides is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelli gible	It is easy to understand, even though ss did not completely stressed. A bit of L1 interference. 'accurately stressed' sentences such as: That milk is gonna be all over my body' and 'Space rock, check!'

Figure 12: **Group 4, extract pretest word and sentence stress assessment rubric.**

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The following figure compares a group's performance in the post-test (left side) to the expected output in terms of word and sentence sentences stress pronunciation (right side). As it can be observed, from the group's audio recording - transcript, their speech improved in a great deal, to the ones obtained in the pre-test; in terms of their word and sentence stress production.
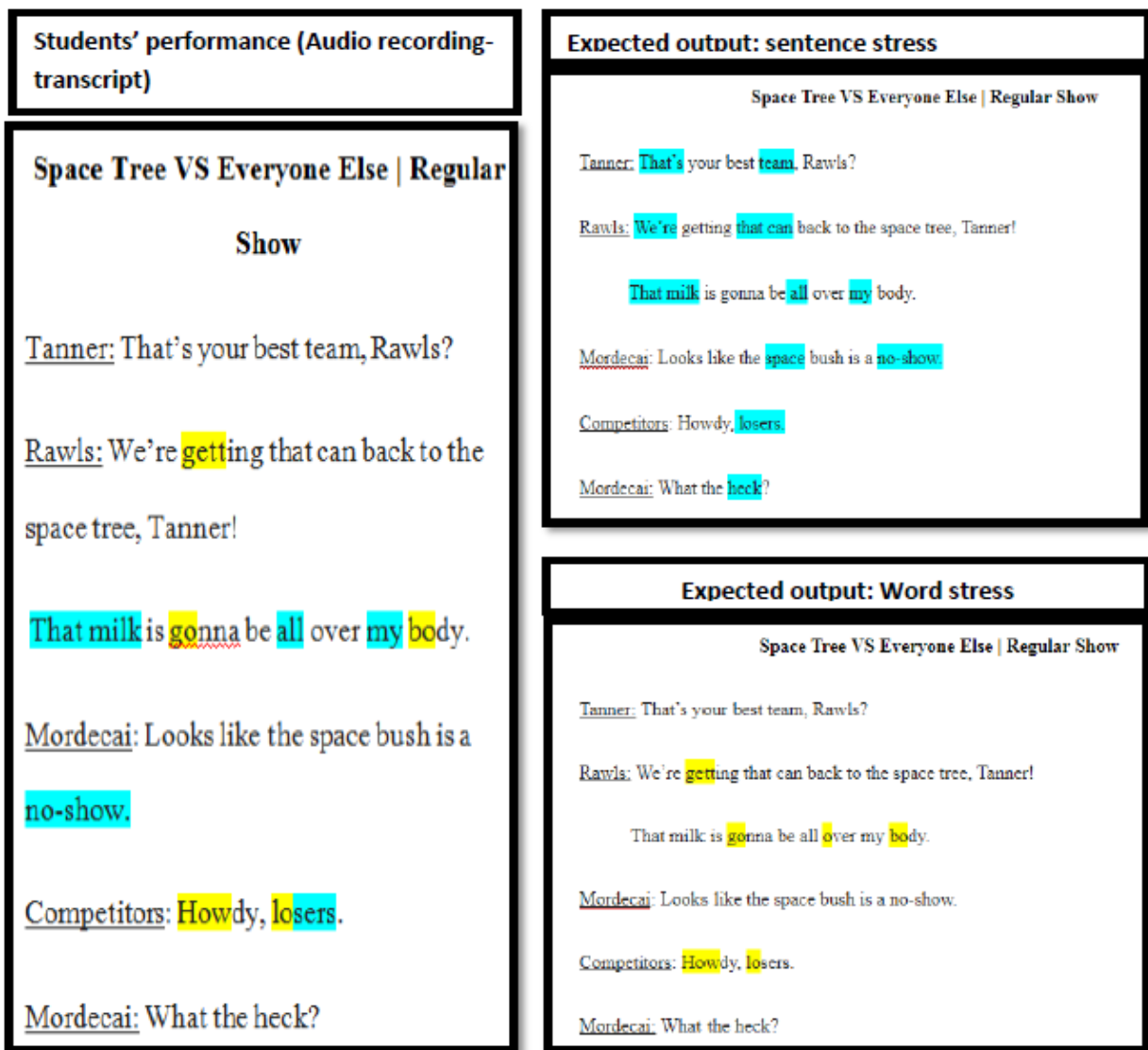

Figure 13: **Post-test sample student's performance, compared to the expected output in terms of word and sentence stress pronunciation.**

When comparing the results prior and after the exposure of the animated cartoons; it was clearly evident, that the exposure to the animated cartoons, helped the students to enhance their word and sentence stress pronunciation performance. The Following graphics illustrate and compares the results obtained in the pre and post-test.
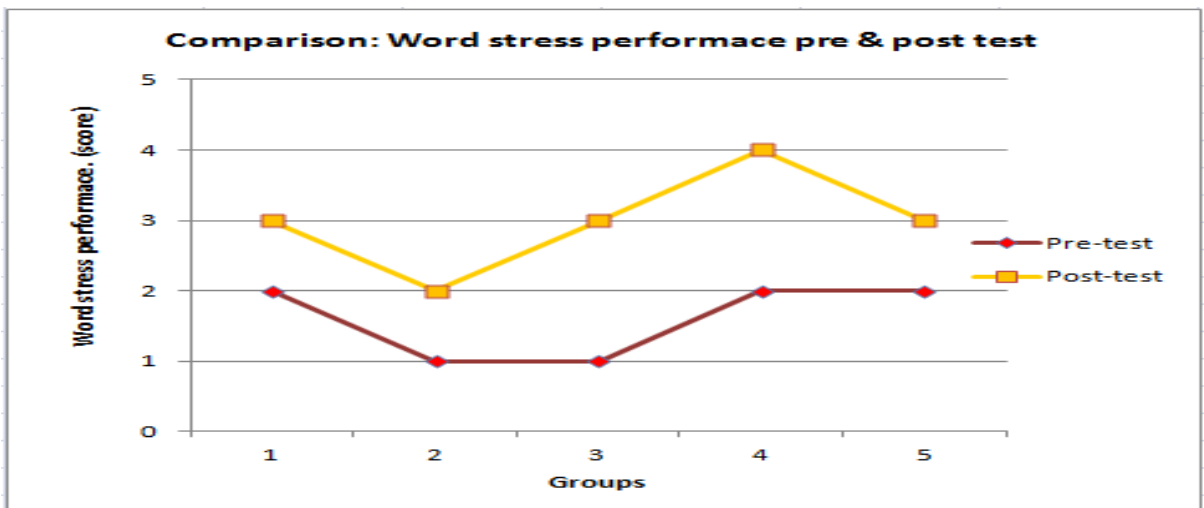
Figure 14: **Comparison: words stress performance pre &post test.**
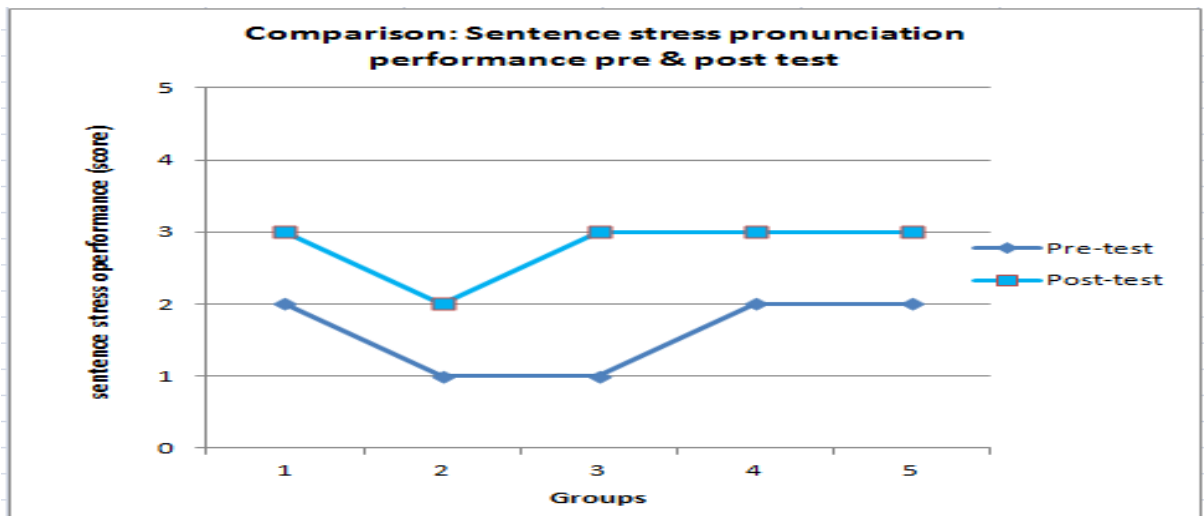
Figure 15: **Comparison: sentence stress performance pre &post test.**
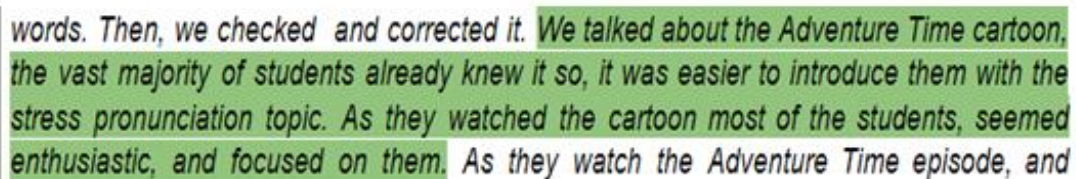
As stated by Behaminfar&Tamjid (2015), educational technology has witnessed a rapid

development in various audiovisual technologies which offer many possibilities for the teachers to construct activities around listening to various authentic programs (p. 56).Reason why, it is crucial to go along with the latest technological tools when planning and implementing an English class and take advantage of these to teach different features of the English language. In this specific study, the implementation of animated cartoons indeed proved to be a suitable tool to be considered when teaching stress pronunciation patterns.

To go deeply, in the use of animated cartoons as teaching materials Afrilyasanti & Basthomi (2011) state "cartoons and comics can be adapted into the 21st century teaching and learning process by asking students to critically analyse them, understand their implicit meaning, irony, and humor" (p.555). This insight can be seen in this research as; thanks to the animated cartoons shown to the students; they were able to analyse word and sentence stress pronunciation features, which latter led to an enhancement of these skills. This conclusion can be also supported by Danan (2004) who comments that cartoons "improve the listening comprehension skills of second foreign language learners, facilitates language learning by helping students visualize what they hear and leads to additional cognitive benefits"(p.76). In contrast with the previous study developed by Rodriguez, M (2015) "*The influence of visual and auditory activities in EFL learning process in beginner students in a public school in Bogotá*'', this study did not focus on the influence of visual tools in the learning field as a whole, but in in the stress pronunciation performance. Nevertheless, both studies obtained similar results in the way that; the use of the visual and auditory materials, proved to have helped most of the students to feel interested during the implementations, leading so, to an enhancement in their English performance.

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Continuing with the use of visual tools, Wittich and Schuller mention "classroom using films has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increases"(as cited in Ratna, 2010, p.89). Thus, when comparing this study with the one carried out by Afrilyasanti, R &Basthomi, Y (2011) "*Adapting Comics and Cartoons to Develop 21st Century Learners" stated* ", Even though, both state that animated cartoons can help learners to develop language skills, as they allow teachers to embrace a variety of learning activities in an appealing way to the students. This study explicitly focused on the way to use these cartoons to try to foster stress pronunciation skills in the students.

Hence, we could observe, during the implementation of the animated cartoons that most of the students felt highly interested towards them; as they found them appealing, innovative and different from what they were used to find in a given English class. The following sample, retrieved from the one of the field notes which were collected from the implementations; shows how the students behaved and reacted when exposed to the animated cartoons.

words. Then, we checked and corrected it. We talked about the Adventure Time cartoon, the vast majority of students already knew it so, it was easier to introduce them with the stress pronunciation topic. As they watched the cartoon most of the students, seemed enthusiastic, and focused on them. As they watch the Adventure Time episode, and

Figure 16: **Field note, sample 2nd implementation.**

> with rhythm and intonation. Also, they were familiar with these cartoons because they have already seen "Regular Show". Most of the students found the episode funny; they laughed, but at the same time tried to identify when an emphasis in their speech was made. Additionally, they were more adapted to record themselves and speak more

Figure 17: **Field note, extract 5th implementation.**

Subcategory 1.1

Animated cartoons as material that provides explicit input for the comprehension and practice of word and sentence stress pronunciation.

As previously mentioned, one of the reason why animated cartoons were chosen as a teaching tool to teach word and sentences stress pronunciation was that in them; most of the characters tend to exaggerate their speech. Likewise, considering Kelly (2000) statement of stress pronunciation, as a syllable or word that sounds louder and longer than the other ones, along with the results from the pre and post-test above explained, it was notorious, the exposure of animated cartoons to EFL learners, allowed most of them to easily identify when a syllable of word was being stressed.

In order, to exemplify, how word and sentences stress pronunciation are prominent in animated cartoons; the following images in which the stress pronunciation is highlighted in the transcripts from some of the animated cartoons used in the implementation of this study, are below shown.

Figure 18: **Word stress, extract transcript 'Starchy's advice', Adventure Time episode.**

*Figure 19***: Sentence stress, extract transcript 'Space race', Regular Show episode.**

This exaggeration in speech allowed most of the students to comprehend throughout the different implementations using the animated cartoons, along with the specific input provided about word and sentence stress pronunciation in each se, that some words or syllables are indeed more prominent than the others in an utterance. In order to exemplify how this occurred, below there is an extract of a field note of one of the implementations

Figure 20. **Field note, extract 2nd implementation.**

Considering Celce-Murcia et Al (2010) who state that teachers can make use of listening discrimination to teach sentence stress and rhythm to the students. To do so, teachers should first provide an initial listening and drilling activity. The text and the metrical pattern of the

rhyme are recommended to be provided to the students along, with the listening practice. In order to make it easier for the students to understand and identify the stress patterns the teacher can tap them out. Thus, in order to accurately use these animated cartoons and both show and practice how stress pronunciation works in English; during the implementations, the scripts of the animated cartoons showed, were provided to the students, so that a listening practice could be carried out. In this, they had to highlight either the syllables or the words they considered were being stressed. Below, a sample of one of the students exercise, that indicates how animated cartoons were used in order to start practicing stress pronunciation.
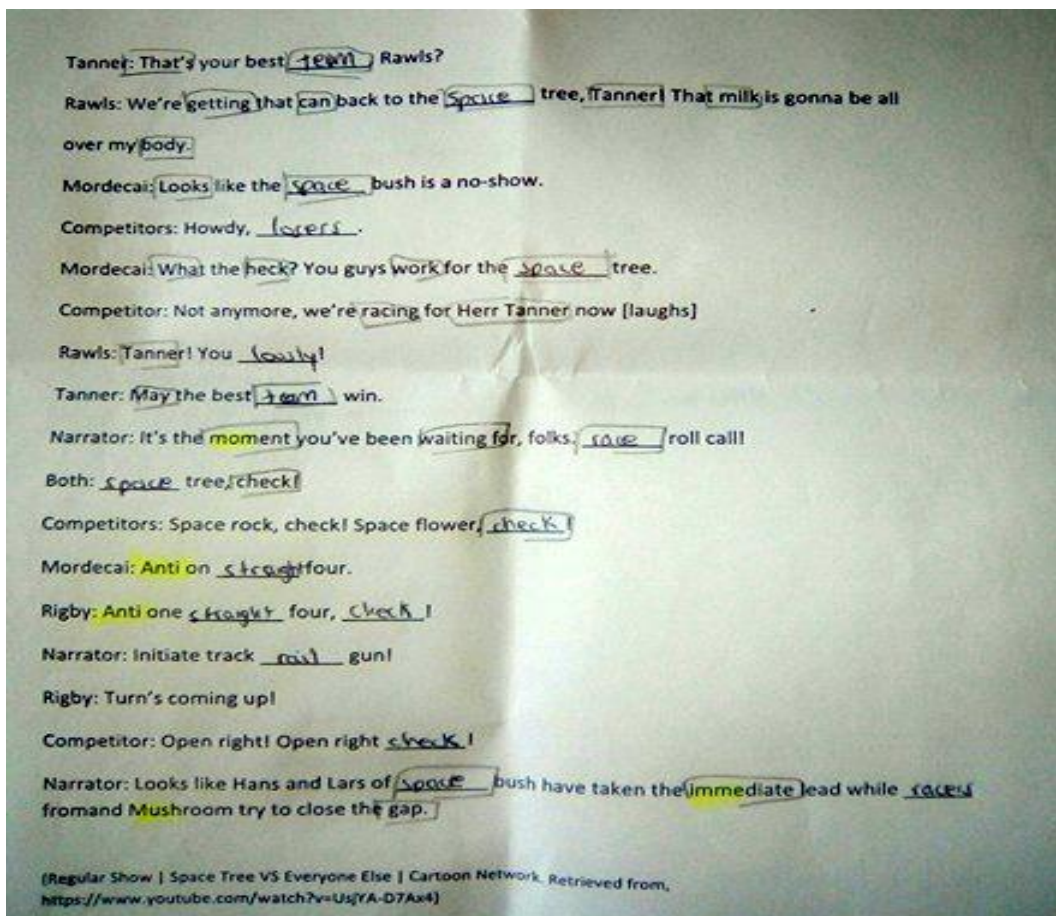
Figure 21. **Students' artifacts, stress identification practice.**

Later, when they were asked to record themselves acting out the scripts from the animated cartoons, by using the Mirroring technique, they were able to put into real practice the previous knowledge. This idea supported by Hamada (2017) who states that when asking students to 'mirror', they tried to do it as accurately as possible to the model provided, in this case animated cartoons. Thus, a transcript of an audio recording of one of the groups, in which the words accurately stressed are highlighted in colour yellow, and the sentences accurately stressed are highlighted in colour blue, is below shown.

Sentence stress   **Word stress**

Figure 22. **Transcript, extract accurate group's stress pronunciation performance.**

Below and extract of a field note completed as the students were asked to put into practice the word and sentence stress pronunciation in the dialogue.

*Figure 23.***Field note, extract 6th implementation.**

Thus, when comparing this study with the one carried out by Ratna (2010) "*Improving Pronunciation Ability Using Cartoon Films"*. And even though both states how animated cartoons are a tool to help students enhance their pronunciation performance, they differ in the way that the this study focused specifically on word and sentence stress pronunciation performance, meanwhile the other considered pronunciation as a whole, providing just brief analysis about stress pronunciation.

Category 2

Explicit and contextualised instruction, in order to support animated cartoons exposure as didactic material to teach stress pronunciation.

When presenting a new topic, and providing new information to students it is necessary to contextualise it, and allow the receiver to put this new information into practice. In teaching and learning a foreign language contextualization is seen by the British Council (2007) "as putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualising language tries to give real communicative value to the language that

learners meet'' (Contextualisation, para. 1).

Hence, contextualisation helps students in the learning language process to develop and enhance different components and skills in the target language due to that they will define the degree of success in the performance of the target language. Thereby, in terms of word and sentences stress pronunciation acquisition through animated cartoons; it was noticeable during the implementations that students needed to receive a contextualised input about the animated cartoons and stress pronunciation, rather than just providing them with the animated cartoons, and expect them to acquire and practice word and sentence stress in a completely implicit way. This could be evident in one of field notes which were collected during the first implementations; as it showed that students did not know what stress pronunciation was due to the suprasegmental pronunciation features had been omitted in their language learning process as Calle (2004) states that, there are different reasons to explain why teachers are more concentrated in grammar and vocabulary. The first one is because teachers have resistance to innovation; and the second one is, teachers have made use of traditional strategies to teach English language. Reason why, students did not have any idea of what it was.

Figure 24. **Field note; extract 1th implementation.**

Thusly, the researchers designed lessons in which learners could be exposed to a contextualised and explicit instructions with a set of activities, where students could practice and improve previous concepts in order to reach the main aim of being able to speak at word and sentence level with correct and natural stress pronunciation, when they were acting the dialogues retrieved from the Adventure Time and Regular Show cartoons.

Thus, in each session, students were provided with activities in which they participated interactively by considering word and sentence stress pronunciation patterns in their speech when imitating a native-like model, in this case the animated cartoons cartoons 'Adventure Times' & 'Regular show'. The main aim, was to provide a set of activities in which by reflected scaffolding instructions; students started by doing easy exercises to recap previous knowledge and familiarising them with the lesson's content. After, they needed to be exposed to an explicit explanation about word and sentence stress pronunciation. Then, they practiced previous concepts by identifying stress patterns using different Adventure Time or Regular Show episodes. And the final task was to imitate those cartoons by using the Mirroring technique. Below, a sample of one of the implemented lesson plans throughout the classes; this shows how this class was planned in order to start out from easiest exercises where first of all, the animated-cartoons were contextualised, then a practical input and practice about stress patterns were carried to, finally, mirror as accurately as possible the stress pronunciation patterns used in the animated cartoon.

Stage	Time[2]	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script[3]
Opening	10	T-Ss Ss-Ss	1. Start out by a quick game "chinese whisper" with a short sentence. 2. Practice pronunciation of the Adventure Time episode by a listening exercise " Run and Grab", write on flashcards a set of words taken from the episode. 3. Create two teams and then pair students up with a member of the opposite team. In turn, each pair goes to stand at the back of the room, looking down an aisle at the board. 4. When you call one of the words out, the pair races to the front to touch the correct word on the board or grab the appropriate flashcard. 5. Students from the winning team could have a turn at calling the words for others to run to.
Presentation[4]	20	T- Ss	1.Ts will explain sentence stress pronunciation. Ts help to students to recognize sentence stress pronunciation by identifying content and function words e.g. Content words Function words These words are stressed These words are unstressed *Main verbs (read) *Auxiliary verbs (will) *Adjectives (beautiful) *Articles (the) *Adverbs (never) *Prepositions (out) *Negative (doesn't) etc. *Conjunctions (but) etc. 2.Then, Ts will show some words, they should classify these words into content or function words. 3.Ts ask them for examples about content and function words
Guided practice	20	T-Ss Ss-Ss Whole class	1. Ts will inform ss they will continue watching 'Me- mow, revenge. The adventure time' cartoon video, the cartoon will be shown four times. 2. Ss will be asked to organise in pairs, to do a fill in the gaps exercise (see annex 2). Ts will monitor. 3. At the same time, as they watch the cartoon; ss will be ask to try to identify in the scripts, the words or syllables where a stress in being done. Ss should identify stress pronunciation in sentences and highlight them. 4. Ts will show the the correct script to compare their answers. 5. Ts will ask ss to socialise the correct answers. And finally will ask ss , what were the crazy advices given in the carton.
Communicative practice	40	Ss-Ss	1.Ts will ask ss to organise in groups, in order to develop a performance activity. 2. Each person of the group should choose one of the characters, of the video, as they must recreate the video, they can use the script when doing so. The will be given some time to prepare themselves. 3. Ss should read the script with the stress pronunciation by using Mirroring technique. 4. The,Ts will randomly ask some groups to make the presentation, as they do so, t will record the audio of each presentation.
Assessment		T-Ss	Ts will use a rubric which will assess students recording considering features as: word and stress pronunciation performance.

*Figure 25.*Lesson plan sample, 4th implementation.

This reflects how students performed from the easiest to the most difficult activity throughout the lesson. In such way, these kind of activities were designed to promote their active participation, also, in which they could be instructed by explicit explanations of how to identify word and sentence stress from the animated cartoons. Moreover, they felt

interested by developing a set of exercises with certain level of difficulty to enhance their performance and knowledge. This can be supported by Afrilyansati &Basthomi (2011), who points out that "the best way to keep our students interested and engaged in lessons is by making them interactive" (557). And the following extract retrieved from one of the field notes, below shown:

Comprehension about stress pronunciation. It was evident that most of the students were focused on interested as they developed most the activities proposed, not only when practising or identifying the stress of a word from the animated cartoon, but also, for example with the 'paranormal activity' lesson as they found the topic appealing.

*Figure 26.***Field notes, extract 2th implementation.**

By explicitly teaching of stress pronunciation patterns, it was necessary to introduce learners to interactive lessons, in where they could know, practice and produce. Therefore, the researchers designed six sessions, each one with a lesson plan; the pupils were supposed to imitate the episode focusing on stress patterns and mirroring them as best as possible. Two sessions were designed to do pre-test and post-test. The second and third sessions were about word stress. The fourth one was about sentence stress and other one was about rules to identify word and sentence stress. The following image shows one of the activities carried out by the students during the implementations, in which they had to accurately stress different words.
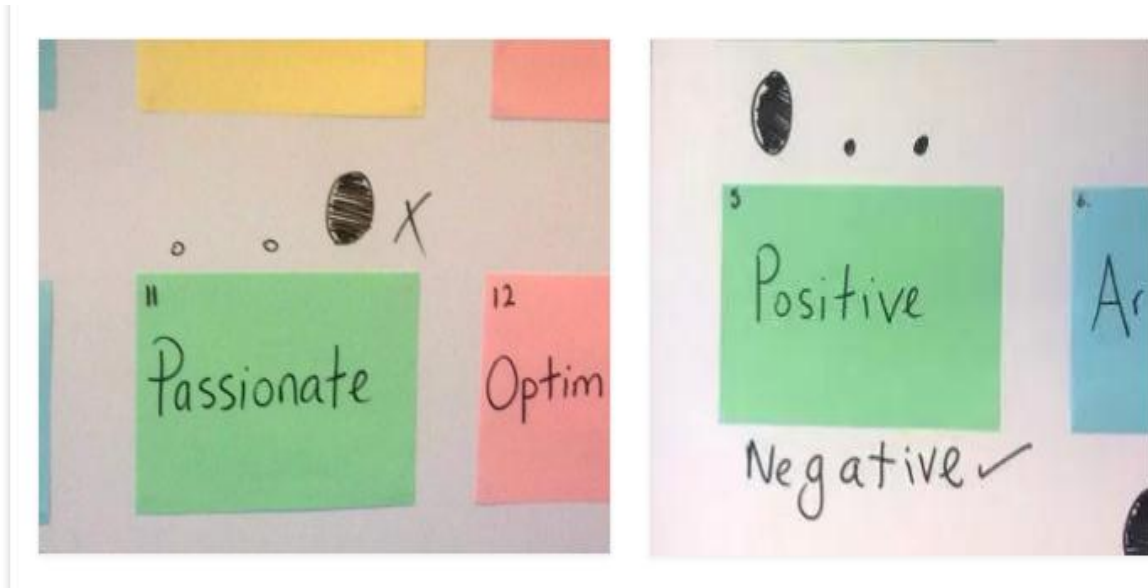
Figure 27. **Students' artifacts, word stress pronunciation practice.**

This kind of planning can be compared with Rodriguez (2015) *The influence of visual and auditory activities in EFL learning process in beginner students in a public school in Bogotá.* This study, as ours; designed six sessions, each one based on a lesson plan, where the students were given an objective to be reached. As Rodriguez claims, it is necessary to set up goals throughout the lessons, reason why each implementation was planned in order to improve their English learning process (p.37). By this way, pupils could improve other skills with that planned activities such as: listening and writing. However, this research differs from this study, as with the latter, most of the students were able to especifically improve stress pronunciation components throughout explicit instructions, input and practice through a set of proposed activities, such as: drilling and listening exercises, along with the implementation of the Mirroring technique.

Subcategory 2.1

Vocabulary learning and practice.

This subcategory came out due to the importance that vocabulary has as a component in teaching and learning stress pronunciation process as the learners needed to understand what the episodes were about and what the characters were talking about, so that, they would not get lost, or found no point in carrying out the activity as they did not understand anything. With the main purpose of imitating the animated cartoons through the Mirroring technique. In words of Ahmad (2016) associating vocabulary and pronunciation teaching allows students to improve their communicative skills. When learning pronunciation, learners should always learn the definition and spelling of the words.

The researchers used animated cartoons as teaching supporting material and used the mirroring technique to enhance students' stress pronunciation performance. Animated cartoons used in this research needed to have certain criteria such as: having simple dialogues, having clear and intelligible pronunciation and being exaggerated to identify stress patterns. Moreover, with these resources within learning process, students could acquire and improve other language components as well as, listening and vocabulary.

Our research showed, in addition, how animated cartoons helped pupils to increase their vocabulary skills. Students gradually learned it over a period of time from numerous exposures to animated cartoons. Thereby, this vocabulary learning and practiced was manifested itself in a number of ways, in which the students were able to understand words used in the dialogues from the Adventure Time and Regular Show episodes. Furthermore,

it was found that visual and verbal dialogues were better retained than those learned with

textual aids by pupils. The following sample from one field note which was collected from

the last implementation; reflects how animated cartoons contributed to the students'

vocabulary development, and how learners retained specific language expressions such as;

Oh Gez!, which were meaningful for them. Using cartoon films has many values, for

example, pupils' interest is heightened, more learning is accomplished, the retention of

learned material is more permanent (Ratna, 2010, p.89). It means, there is an increase in

vocabulary by using animated cartoons in EFL pronunciation learning process.

imitating the native model (cartoons). Besides, we noticed that Adventure Time and
Regular Show cartoons drew their attention by their particular features into their speech
and plot. Likewise, they felt attraction to the characters and the way in which the
characters used language, expressions as, Ohh Geez!. They retained these kind of
expressions by watching the episodes; some of them expressed that they had learned
many new words with each episode. Besides, these words were easily remembered due
to their useful within daily life; words such as, competition, rules, advice, etc.
Moreover, they felt motivated by the kind of activities which involved learning stress

Figure 28. **Field note; extract 6th implementation.**

Parallel, the proposed activities additionally abetted in students' vocabulary

learning and practice. Students needed a language proficiency that would enable them to

comprehend Adventure Time and Regular Show episodes in order to imitate them, reason

why, it was even more important to make use of effective and dynamic activities in which

they could put into practice language skills and components as well as, listening and

vocabulary to enhance their stress pronunciation.

Below, a sample of one activity carried out as teaching supporting material to

contextualise students with some unknown words presented in the animated cartoons
episodes. This crossword was designed to help the students to understand the meaning of
the words and practice the vocabulary, which was contextualise with the episode showed,
in this specific example; the Adventure Time episode 'Black-eyed situation girl' using the
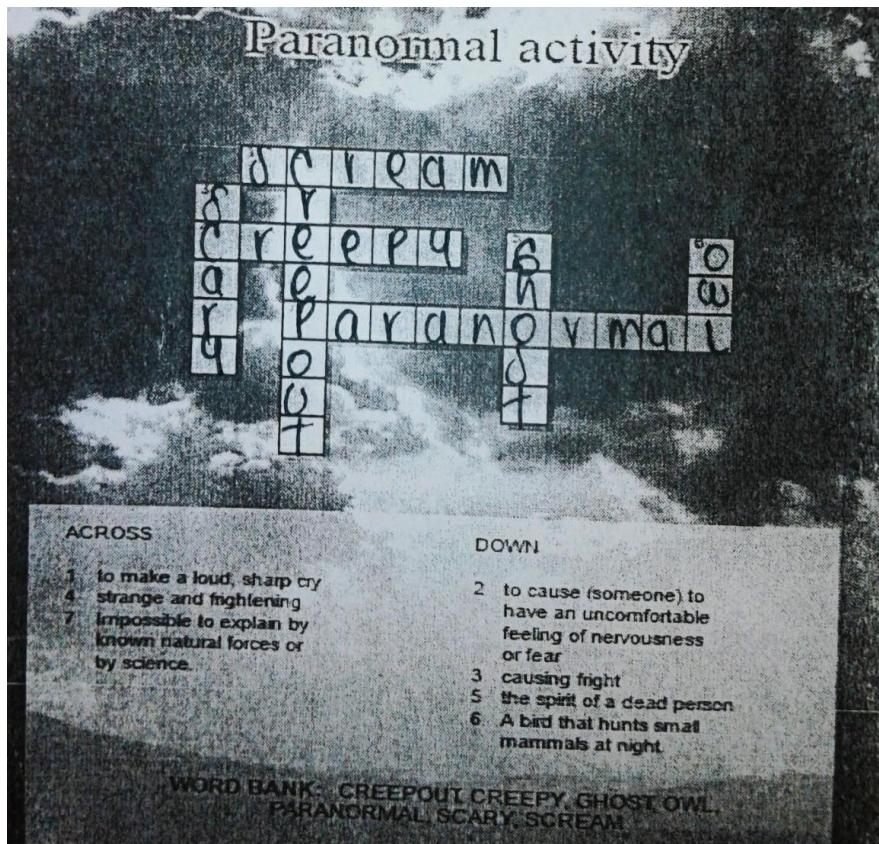topic 'paranormal activity'.

*Figure 29.***Student's artifact; crossword activity 2th implementation.**

There is another evidence which reflects how students used the vocabulary from the
animated cartoon, to create a sentence about own paranormal experiences, this vocabulary
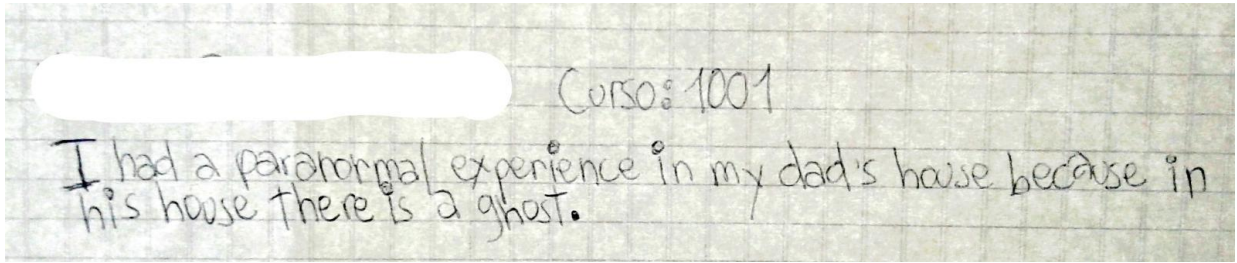was previously presented with the crossword activity.

*Figure 30.*Student's artifact; creating a sentence exercise 2th implementation.

From this sentence created by one of the students, it was noticeable, that in fact they have not only learnt and understand the meaning of the word 'paranormal', but also were able to relate it to their own lives, making it more meaningful.

Thus, when comparing these findings with the study developed by Artegua, L. Guarin, E & Lopez, A (2009)"*Using Video Materials as a Teaching for Listening Comprehension*", it wasconcluded that indeed the exposure and practice to contextualised vocabulary at the beginning of the lessons, helped students to perform easier in the following activities. Nonetheless, this study differs, as it provides insights about how vocabulary practice leads to a better performance in terms of word and sentence stress pronunciation learning, as the learners will know the proper pronunciation of the words, and understand what happened in the cartoons.

Subcategory 2.2

Sentence and word stress input.

This subcategory emerged as a result of the need to provide an explicit exposure of stress pronunciation, due to as it was mentioned before; students did not know anything about it and also after analysing the results obtained in the pre-test, the deficiencies the

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students had in terms of their stress pronunciation performance were easily found. Low

results that are supported with the following rubric used to assess students' stress

pronunciation performance, in which it wasevidenced the students lack of knowledge and

production regarding stress pronunciation.

	Analytic Scale					
	5	4	3	2	1	Comments
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified, besides it is properly marked in most of the words.	Word stress pronunciation is not always the correct one. It might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all.	unintelli- gible	Prominent L1 interference when pronouncing the words. No word stress presence,
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is keeping with the dialogue.	Is intelligible though there are instances of mispronunciat ion. Tries to speak, varying stress pronunciation, but isn't constantly.	Is not always intelligible, besides is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelli gible	L1 interference when pronouncing complete ideas; their speech was flat, and did not reflect the native like model.
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	Students felt shy and nervous at the moment of recording themselves. Students did not imitate the native model

Figure 31. **Group 2, extract pre-test assessment rubric.**

This explicit input of stress pronunciation was needed to ensure that the nuances of the concept were understood. Throughout the lessons, the activities helped to show them how to pronounce a certain word or sentence including stress patterns. This can be supported by Archer & Hughes (2011), who points out that "modeling is a powerful tool into an explicit instruction, the best way to begin instruction is to show students what they are supposed to do" (p. 29). In order to carry out this modelling, It was essential to use methods such as: 'capital letters' for notation of the strongest syllable, 'bubbles' for recognising the prominent or strongest syllable or word and 'underlining' for identifying stress features from the animated cartoons dialogues. The way how students responded to that could be evidenced with the following student's artifact, in which they had to identify word and sentence stress patterns from the Regular Show episode dialogue by highlighting them, as they watched the cartoon.
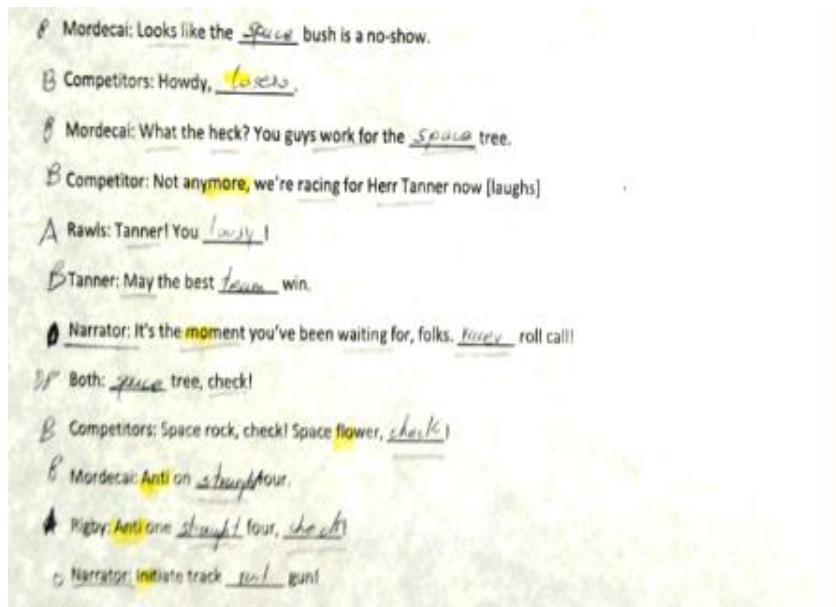

*Figure 32.***Student's artifact; identifying stress patterns exercise 6th implementation.**

Furthermore, activities like categorisation were used as method to recognize words according their stress pattern. The words in this exercise were nouns, adjectives; some of these words were used into the episode. Likewise, this was a way to contextualise them with the following activities and provide a meaningful learning. Below, a sample of the chart used during the sixth implementation.

Put these words into the correct columns, according to the stress pattern.				
Oo	Ooo	oOo	Oooo	ooOo
Plumber Electrician Doctor Journalist Musician Shop assistant Teacher Soldier Novelist Architect Carpenter Actor Policeman Fireman Lecturer Florist Businessman Artist Farmer Scientist Researcher Gardener Designer				

Figure 33. **Categorisation chart.** Retrieved from: Kelly, G.(2000). (p. 80).

This activity was focused on classifying the stress of some words, and its implementation proved to have contributed to learners' enhancement of word stress knowledge, as most of them marked the stress accurately. Below, an evidence using a student's artifact.
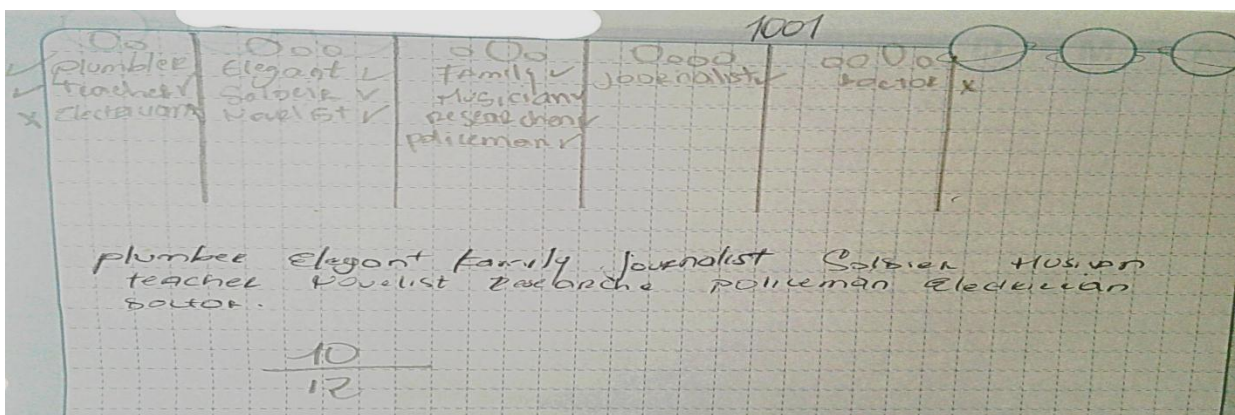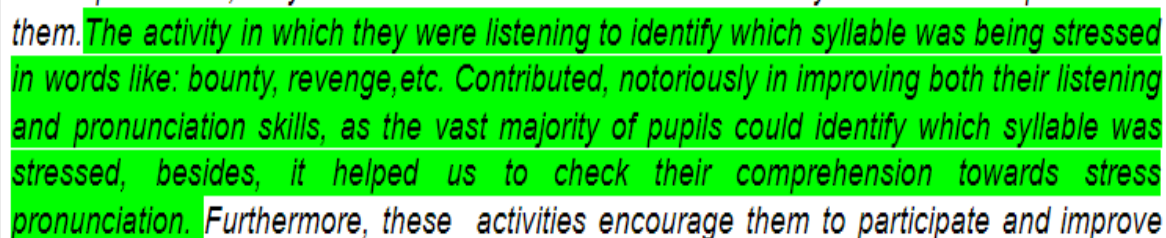

Figure 34. **Student's artifact; categorisation word stress exercise 6th implementation.**

Moreover, listening exercises were included as supporting activities for an explicit input. These kind of activities were helpful in order to provide a model in how to pronounce different words and distinguish stress syllables as Celce-Murcia et Al (2010) point out that "teachers need to be sure that students can hear the difference between stressed and unstressed syllables through listening exercises" (p. 145). Even though, indeed listening skills were used by watching and understanding the animated cartoons, it was necessary to give other type of exercises that included listening skills in order to further learn and identify stress patterns. This can be demonstrated by one field note collected during the fourth implementation.
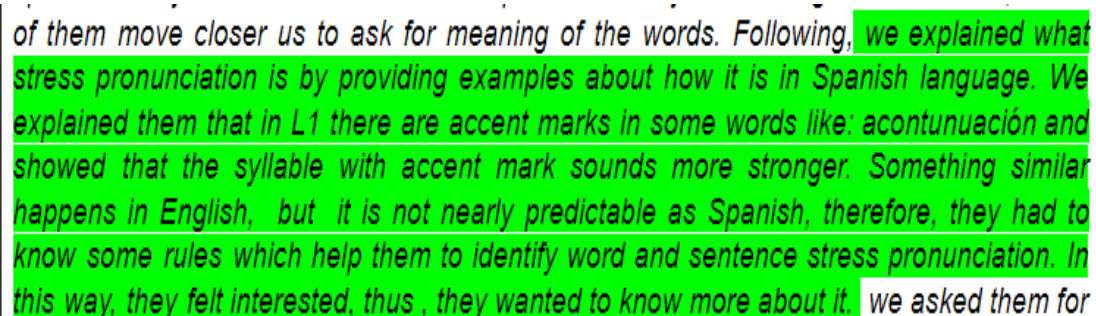
Figure 35. **Field note, extract 3th implementation.**

When comparing, these findings with a previous study developed by Artega, L. Guarin, E. López, A. (2009) who claimed that listening activities increased awareness of pronunciation patterns like stress and intonation and contributed to learn how to pronounce words correctly as our research in which it was found that listening exercises serve as an explicit input to identify stress patterns, especially in words. Likewise, it provided a model in how to pronounce correctly and promoted students' production by imitating as best as was possible the animated cartoons.

Subcategory 2.3

Mother tongue influence

This subcategory emerged from both the positive and negative influence the students' L1 had in their English patterns learning progress. As for the positive side of the students' L1 in their word and sentences stress pronunciation performance, is should be mentioned that it served as support to teach sentence and word stress pronunciation patterns. According to Cook (2001), L1 use may facilitate their comprehension due to the fact that the use of L1 provides beneficial scaffolding that assists learners in understanding difficult tasks, concepts (p. 408). The researchers were able to introduce this new topic to them by exemplifying with L1 in order to facilitate learners' understanding. L1 was a source to give explanations due to the difficulty of the topic that could be represented by the pupils. It is supported by the following extract of one field note collected throughout the implementations.

of them move closer us to ask for meaning of the words. Following, we explained what stress pronunciation is by providing examples about how it is in Spanish language. We explained them that in L1 there are accent marks in some words like: acontunuación and showed that the syllable with accent mark sounds more stronger. Something similar happens in English, but it is not nearly predictable as Spanish, therefore, they had to know some rules which help them to identify word and sentence stress pronunciation. In this way, they felt interested, thus, they wanted to know more about it. we asked them for

Figure 36. **Field note, extract 1th implementation.**

This reflects how L1 had a positive effect on contributing to the students' pronunciation learning process, as it allowed them to familiarise to stress pronunciation

features of the English language, using examples from their mother tongue. And therefore, leading them to feel comfortable and interested about stress pronunciation. Using the learners' L1 permitted the researchers to provide a better explanation about the concept of stress pronunciation in English language. regarding this issue, Celce-Murcia et Al (2010) point out "learners need to understand that characteristic of accent marks in Spanish, but they need to realize that in English is not noteworthy as it is in languages such as; French and Spanish" (p. 199).

On the other hand, L1 besides had a negative influence throughout their process as it interfered with the students' English stress pronunciation production, as they committed several errors when pronouncing the words and sentences as they kept on using Spanish pronunciation patterns, such as marking each syllable in the same way when performing in English. Regarding this issue, Swan & Smith (1987) claim that English language learners make errors in their speech by borrowing patterns from their mother tongue and transferring them in the second language; a process referred to as "negative transfer" or "interference" (p. 97).

In the first session their speech sounded plain, pronunciation features such as: intonation, rhythm, stress were not performed and their L1 was notable. This L1 interference was less prominent in the last implementations, these comparisons are possible to see in the following graphic, which shows the third item of the rubric used, this item refers to fluency and assesses hesitation, pauses and L1 interference in their speech when they imitated the characters from Adventure Time and Regular Show cartoons through Mirroring technique.
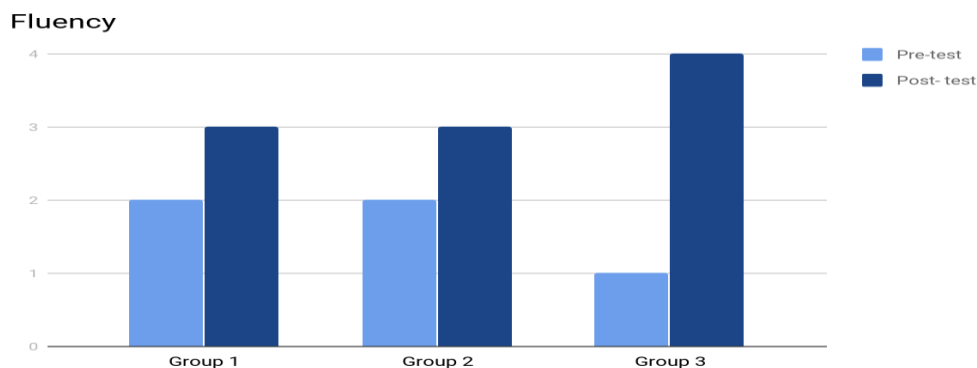
Figure 37. **Graphic, fluency 3rd item from the rubric, comparison pre-test & post-test.**

This graphic shows three groups, each one composed by four students, and from this, it was possible to notice students' performance during the pre-test session, in which they presented hesitation, excessive pauses and L1 interference when pronouncing most of the words to evidenced it, below there is a sample of one rubric used to assess students' performance.

| Fluency | Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue. | Speaks with little hesitation. Keeps stress pronunciation, the speed is good. | Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast. | Speaks with frequent hesitation and pausing. L1 interference is prominent, speed is too slow or too fast. Does not consider stress pronunciation. | Does not speak naturally. | L1 interference when pronouncing words like: rules, license ; their speech was flat, and did not reflect the native like model. Pauses were made. Also, features such as: intonation, stress were not performed. |

Figure 38. **Group 2, extract pretest fluency assessment rubric.**

This extract demonstrates how students borrowed patterns from their L1 and transferred them to the English language, as they had difficulties when pronouncing some words like: rules, license, among others. This was caused because many students and

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teachers in general have ignored pronunciation in learning- teaching process in English language and learners have just developed skills as writing or grammar. (Kelly, 2000, p.15).

During the post-test session, the L1 interference was less prominent, and their speech sounded more natural, even though, some words like: *racers, initiation, straight*, were interfering. This is evidenced in the following sample from a rubric collected in the final implementation, where the students' had an enhancement in their communicative performance.

| Fluency | Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue. | Speaks with little hesitation. Keeps stress pronunciation, the speed is good. | Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast. | Speaks with frequent hesitation and pausing. L1 is prominent, speed is too slow or too fast. Does not consider stress pronunciation. | Does not speak naturally. | Sounded very natural, showed confidence and no hesitation, Quite appealing to listen to. A bit of L1 interference in words like: initiate, straight. 'accurately | stressed'. |

Figure 39. **Group 2, extract post-test fluency assessment rubric.**

These findings about L1 interference in language learning are compared with a study carried out by Guzmán&Martínez (2013), which analysed *How Spanish speakers have phonetic interference in phonemes /B/ /V/, /Ɵ/ /T/, /Ʒ/ /ʤ/, /ʃ/ /ʧ/*. It remarked that the phonetic interference is influenced by the mother tongue and it happens when Spanish speakers know a new sound so; they systematically associate and interpret it with familiar sounds in Spanish. Idea that was noticeable in the previous data collected instruments, as the learners adopted familiar sounds of the mother tongue to transfer them in L2, it was notable in words like: *straight, license, immediate, listener, supposed*. This happened, as a

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result of the lack of practising of communicative activities in which students may enhance

suprasegmental pronunciation features, our research showed that through mirroring

technique, pupils improved stress pronunciation, although L1 interference appeared in

some words as well as immediately, initiation, and so forth; how it is evidenced in

following rubric used to assess stress pronunciation performance in post-test session.

	Analytic Scale					
	5	**4**	**3**	**2**	**1**	**Comments**
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one. It might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelli-gible	Ss accurately stressed most of the words, among them 'body', 'lousy', coming, howdy ,'losers' and 'mushroom'.
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like dialogue.	Is intelligible though there are instances of mispronuncia-tion. Students speak varying some stress aspects, or stress is not always the correct one.	Is not always intelligible, besides is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelli gible	It is easy to understand, even though ss did not completely stressed. A bit of L1 interference. 'accurately stressed' sentences such as: That milk is gonna be all over my body' and 'Space rock, check!'
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually 'mirror' the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	they way in which the student pronounced most of the words are intonation showed that Ss accurately mirrored most of the cartoon,
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	Sounded very natural, showed confidence and no hesitation, Quite appealing to listen to.

*Figure 40.*Group 3, post-test assessment rubric.

Category 3

The mirroring technique as a way to make students feel confident when practicing word and sentence stress.

This category was evidenced during the implementations, bearing in mind that in the mirroring technique, according to Hamada (2017) the students try to accurately mirror the native-like model provided to them in this case the animated cartoons used. And Giordano (2014) who states that through 'Mirroring': intonation, thought groups and pitch can be controlled practiced. Even, it helps students to develop fluency and exposes them to pragmatic of spoken speech. (p,118), that it allowed students to evaluate and compare their performance during and after doing the audio-recordings. When recording themselves, the students could practice several times; they recorded themselves and they listened to their errors before did their final recordings. This allowed them to be more aware of their errors and correct their word and sentence stress performance. An extract from a field note is below shown to support this idea.

> We've noticed an improvement in their performance from the first session until now. One one the reason is that when they are implementing the mirroring technique, by imitating the animating cartoons stress pronunciation performance and recording themselves. students liked to record themselves at least two times, so that they can listen to the first one and evaluate what they can do better. Hence, for example one of the groups said 'I did not like how this sounds, i' will do it again'.

Figure 41. **Field notes, extract 5th implementation.**

This is also supported by Ratna's study (2010), which states that, "the combination of audio stimuli and video stimuli presented in cartoon film help to children understand the material about the correct pronunciation comprehensively" (p.90). *"Improving Pronunciation*

Ability Using Cartoon Films''. Below, an extract from one of the field notes, where this can be supported.

In the mirroring technique, it is important to have a model to follow, in this case the model was provided by the animated cartoons: 'Adventure Time' and 'Regular Show'. Students watched the episodes many times, in order for them, later to be able to imitate the intonation, and mainly the word and sentence stress pronunciation. This can be compared to Artegua, L. Guarin, E & Lopez, A (2009) study*"Using Video Materials as a Teaching for Listening Comprehension*", in which it is mentioned that it is possible to increase awareness of pronunciation patterns like stress and intonation by practicing and repeating words the learners listen to. Moreover, that ''videos performed by native speakers were interesting for students, because they served as models for the students to imitate, being vides a support to support oral pronunciation practice'' (p. 28). In the specific case, of this study a support to practice stress pronunciation patterns. Furthermore, in regards of how animated cartoons used in this study motivated the students, Celce- Murcia M (2010) states "The clips, which might come from either popular films or TV situation comedies, are generally more motivating if they contain humor or emotional overtones" (p. 343)

However, as the use of the 'mirroring' technique is concerned, it came to light in the first implementations, that when asked to mirror the cartoons showed, many of the students were shy, as they were not used to these kinds of activities in their classes. Statement supported by the following extracts of two of the field notes taken out during the implementations.

On the other hand, they had never faced to record themselves, so it brought about that they didn't feel comfortable when speaking English language. Moreover, they didn't know

*Figure 42.***Field note,extract pre-test.**

Likewise, most of their speech was flat, and did not reply the emotions and intentions shown in the native model, and the vast majority speaks with frequent hesitation, and some pauses were unnecessary. Also, features such as: intonation, stress were not performed.

*Figure 43.***Field note,extract pre-test.**

This low pronunciation performance during the first implementation in regards to the mirroring technique, can be supported in the following extract from the rubric used to assessed on group's performance.

	the dialogue.					
Mirroring techniqu e use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciati on.	Does not imitate the native model.	Ss felt nervous when recording, and did not mirror the words previously seen.
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciatio n though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciati on.	Does not speak naturally.	Ss made extreme use of pauses which mad the recording sound unnatural. L1 interference sounded so plain.

*Figure 44.***Group 1, extract 1st implementation assessment rubric.**

Despite of , since the first implementations, we could notice how students tried to imitate the 'stress pronunciation' carried out by the animated cartoon characters, when they were asked to record themselves. We consider they felt that nervousness or shyness, as not only that was something new for them, but also as they still lacked key input, and might have worried about committing mistakes

Nevertheless, as more implementation took place, and as the students were more aware of the word and sentence stress owing to the input and practice activities that were

developed in the lesson plans, and mainly as after recording themselves through the mirroring technique and after listening to that recordings; they felt they were doing a great job and as a consequence started to feel more confident when recording themselves, a progress was evidenced in their performance, concerning this Monk (cited by Celce Murcia et al, 2017) mentions "use the mirroring technique with video recordings to help learners practice nonverbal cues, analyze real speech, and reproduce it. By mimicking a character in a film, for example, learners begin to notice how identity interacts with pronunciation". (p.342). This student's' confidence, about their stress pronunciation performance through the mirroring technique is below supported using an extract from the third field note.

topic and wanted to develop the all proposed exercises. Pupils felt more comfortable and secure when speaking in English, they used language into the classroom. The vast majority expressed that this kind of activities were innovative for them and they felt motivated to learn. Likewise, they were acquired elements to self-evaluation at the

*Figure 45.*Field note,extract 3rd implementation.

Since students already knew the Adventure Time cartoon from the previous implementations, they already had the sequence of chapters and this provided them a guiding thread, so they always wanted to see the next chapter. The majority of groups were mainly conformed by the same students, and this made them feel identified with one of the characters of the animated cartoons, which tend to be very exaggerated in their speech, and this was very helpful for the students to first identify and then 'mirror' the stress pronunciation , and it agrees with Celce- Murcia, M. (2010) "The value of mirroring a dramatic scene is that the whole package of communicative competence can be illustrated,
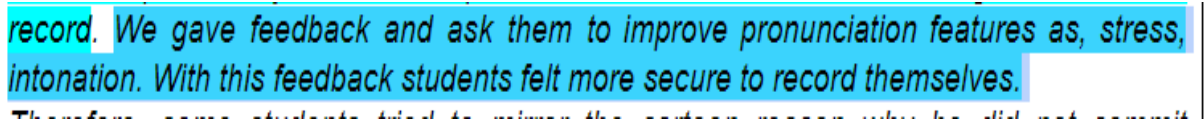
rehearsed, and improved since intelligibility in its large sense includes pragmatic awareness, nonverbal communication, and discourse competence" (p.343).

This improvement related to their word and sentence stress pronunciation,was pretty noticeable in the midst of the process. When we assessed the audio-recordings, it was evident that most of the students tried to 'mirror' as accurately as it was possible. To support this enhancement, below it is shown an extract from one of the rubrics used to assess a group's performance in terms of stress pronunciation and the use of the 'mirroring technique', from the Adventure time episode - Me mow returns.

STRESS PRONUNCIATION AND ACCURACY						
Sentence stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Sentence stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Sentence stress pronunciation is keeping with the dialogue.	Is intelligible though there are instances of mispronunciation. Tries to speak, varying sentence stress pronunciation, but isn't constantly.	Is not always intelligible, besides is difficult to understand. Sentence stress is inappropriate or it is not marked.	Unintelligible	L1 interference, ss did not stressed all the ideas. But in some of them ss tried to stress. Sounds like you are out of ammo".
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	Ss mirrored some pronunciation features, but the stress was not always marked. Ss did not sound nervous.
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. Does not consider stress pronunciation.	Does not speak naturally.	Ss had little hesitation, her speech is normal, but still missing to stress some ideas.

Figure 46. **Group 2, extract rubric 3rd implementation.**

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Thus, when they had doubts about their pronunciation performance, we provided them some feedback after listening to them, and later they usually asked to record themselves again. About this, Celce- Murcia, M. (2010) states "Audio-recording capability has long provided pronunciation learners with access to multiple speech models while at the same time allowing them to record and replay their own speech". (p.354). Below, an extract of a field note related to this issue.
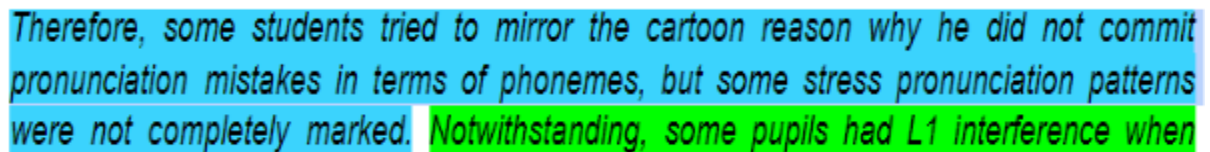

*Figure 47.***Field note,extract 3rd implementation.**

In this stage, most of the students identified and produce more easily and accurately word and sentence stress pronunciation. And although their performance was not perfect, when comparing it to the one form the pre-test, there was a great difference, and in general terms they felt comfortable and confident when carrying out the exercises.

*Figure 48.***Field note,extract 4th implementation.**

Finally, it can be said that the use of mirroring technique to enhance stress pronunciation patterns entails advantages, as according to Ratna (2010) it generates in students more confidence for speaking in public, it fosters motivation in order to improve pronunciation and it provides them with fluency. This can be supported when comparing the results using a rubric of the pre-test and the post-test regarding the mirroring technique, as Ratna (2010) argues "students' improvement in pronunciation ability is shown by the

difference in the student's production of the language, prior and after being exposed to

cartoons" (p.67).

Pre-test					
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	Students seemed to have felt shy and nervous at the moment of recording themselves. They did not consider or performed stress pronunciation patterns

Post-test					
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	they way in which the student pronounced most of the words; showed that Ss accurately mirrored most of the cartoon. Ss seemed confident, no hesitation or shyness is evident.

Figure 49. Comparison assessments rubric form the pre-test and post-test regarding the mirroring technique.

Subcategory 3.1

The mirroring technique as a way of self-evaluation and co-evaluation for word and sentences stress performance

This subcategory emerged wanting to show how the use of the mirroring technique allowed the students to evaluate their word and sentence stress pronunciation performance, whilst and after the audio-recording occurred. Hence, to start with, and considering than prior they were asked to imitate the animated cartoons and record themselves, during each session they were provided with input related to stress patterns, and an understanding of what the animated cartoons showed were about; as it was covered in the previous category; they were able to use that knowledge in order to later, not only as we had expected to grasp the feedback provided to them through the use of the rubrics about their word and sentence stress pronunciation performance, but mainly as whilst they were recording themselves to self-evaluate their performance.

In this manner, the extracts below which were retrieved from two of the field notes, evidence how as most of the students were recording themselves by implementing the 'mirroring technique' they self-assessed their performance.

Figure 50. Field note, extract 3rd implementation.

Figure 51. Field Note, extract 4th implementation

Thus, as for their self-assessment, which according to Du (cited by Spiller, 2007) is:

> A process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly.(p.160).

And relating it to the student's stress pronunciation performance, it was evidenced that most of the students once they had recorded themselves, they asked us to allow them to listen to their recordings, and as they did so; most of them were very self-critical about how their performance had been, and then recorder themselves again trying to enhance those stress pronunciation patterns, they had noticed could have been done better.

Supporting these insights about the use of audio recordings and the mirroring technique as a way self-evaluation in regards of stress pronunciation performanceRatna (2010) mentions "Pronunciation is closely linked to ears, and listening is a vital part of developing this area. Listening to a model on tape, CD or video, or using students' own voice as a model will be the most effective way of doing this" (p.8). Furthermore, Celce-Murcia, M (2010) states "the video-recordings are made available for students to review so that they can complete a self-evaluation of both the original imitated sense and the unrehearsed role play" and having a final result, in this case, the final recording. The figure below, exemplifies the self-evaluation did by a group during the implementations as they recorded themselves 'mirroring' an animated cartoon; on the left side it is first shown the students' performance considering word stress, and on the right side their performance once they had listened to their first attempt, self-evaluated and corrected their performance.

First attempt (word stress performance)	Second attempt (Once, self-assessed the first one)
Rawls: We're getting that can back to the space tree, Tanner! That milk is gonna be all over my body. Mordecai: Looks like the space bush is a no-show. Competitors: Howdy, losers.	Rawls: We're getting that can back to the space tree, Tanner! That milk is gonna be all over my body. Mordecai: Looks like the space bush is a no-show. Competitors: Howdy, losers.

Figure 52. **Comparison accuracy in word stress, self-assessment.**

On the other hand, as for the use of the mirroring technique as a way of co-evaluation, whenever the students had a doubt about whether their recordings were good enough or not, they used to reach, and ask us how they had done it, bringing that way the opportunity for us to provide them with the necessary feedback about their word and sentence stress pronunciation performance. Furthermore, by the use of the assessment rubrics, we were able by the end of the last implementations, to provide them with more specific feedback about their word and sentence stress pronunciation performance, in regards to the previous 'mirror' of the animated cartoons and its corresponding audio-recording carried out.

> When we provided them with the feedback about their stress pronunciation performance, we showed them the assessment rubric from the previous session, and explained them that they still needed to be more careful when marking the stress or certain words and sentences such as 'Hey, Jake, If you can hear my internal monologue,' as Spanish was interfering in their stress performance, as some ideas sounded plain, or every word was marked in the same way.

Figure 53. **Field note, extract 4th implementation.**

Chapter VI

Conclusions

In this chapter, in concordance with the data analysis previously shown; how the implementation of animated cartoons through the mirroring technique (Amada, 2007) may have helped tenth graders at Robert F. Kennedy School to enhance their word and sentence stress pronunciation performance will be described. To do so, the relevant findings, pedagogical implications, limitations and possible further research, are following described.

Relevant findings

It was evident that most of the participants showed an improvement in terms of their stress pronunciation performance in both words and sentences after being exposed to the animated cartoons and the implementation of the mirroring technique. On the grounds that, due to the exaggeration of the speech made in most of the animated cartoons; it was easier for the participants to identify where the stress was marked. Along with the input provided about word and sentences stress pronunciation patterns and the practice carried out through the mirroring technique which led to a better stress pronunciation performance in their speech.

At the same time, It was evident that the use of animated cartoons is an innovative way to teach word and sentence stress pronunciation, owing the fact that they can draw the students' attention, as they break the stereotype of what the learners commonly expect to find in an English class; along with the fact, that they can be eye-catching and entertaining for them.

On the other hand, it came to light the necessity of not only a contextualisation of the

animated cartoons to be presented to the learners, but also to provide input in terms of not only

of word and sentence stress pronunciation patterns, but additionally of the vocabulary used in

the cartoons shown, so that, the students knew what were the stories about, and more

importantly to provide accurate, simple and practical input and practice about how word and

sentence stress pronunciation works in English, as these are features of the language which

differ in great deal when comparing them to the Spanish language. Therefore, the importance of

pointing out, that whilst the Spanish language is a syllable-timed language, the English

language is a stress-timed language. Otherwise, when performing communicatively, at least in

terms of stress pronunciation it will not be so accurately performed as their L1 in this case

Spanish, will be more prominent.

 Finally, it was noticeable, that the use of the mirroring technique and audio recordings

are pretty useful when practicing and acquiring word and sentence stress pronunciation; as it

allows the students to put into real practice these features, and allow them to compare their

output in order to try to imitate the native-like model as accurately as possible. Leading that

way, to an enhancement of their word and sentences stress pronunciation performance if

compared their results from the pre-test and the post-test.

Pedagogical implications

In regards to the implications of this research: firstly, as for the students who participated

during the implementation of the different animated cartoons; they proved to have enhanced

their word and sentences stress pronunciation performance; reason why, their communicative

performance improved as well, considering that it was easier to understand the ideas they

wanted to convey and their speech sounded more natural.

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Furthermore, whilst the implementations took place it came to light that most of the students likewise found the animated cartoons interesting and appealing. Therefore, considering the possible implications this study could have in the ELT field, it should be bearded in mind that the animated cartoons are an innovative tool, to be used in class when wanting to encourage students to be aware of stress pronunciation patterns. Moreover, that in order to put into practice the production of word and sentences stress pronunciation, the animated cartoons should be combined with the use of the mirroring technique, as this one allows not only the teacher to analyse and assess students' performance, but more importantly to expose and allow the students to produce and then compare their own stress pronunciation performance, to their native-like model. Therefore, combining these materials and techniques in an EFL classroom, it is a suitable and adequate way to focus and deal with a commonly neglected topic as it is pronunciation.

Finally, as for the researchers, this study helped us to identify the necessity to continue researching for innovative materials and techniques, which help learners to enhance their communicative skills. Likewise, to constantly assess and provide feedback to our students in order for them to realise their mistakes and at the same time to try to motivate them to do even better than they did in their last attempt, at least in terms of pronunciations features.

Limitations

During the time this research took place, the most relevant limitation that we found was that, after just having implemented two sessions in the school; there was a national educational strike which lasted for approximately two months. And as a consequence, we were not able to continue the implementations for that time, reason why carrying out this study took a bit longer

than we thought, it would take.

On the other hand, as the topic of word and sentence stress pronunciation was completely new to the students, and consequently they had not had the opportunity of practicing it before. We noticed right after the first implementation, that we had to make an adjustment to the lessons in order to try to provide more input to the students about word and sentence stress pronunciation patterns. Finally, we consider that if we had had the chance and time to make more implementations, the results obtained would have been even better; considering that stress pronunciation requires as much practice as possible in order to be completely acquired and more importantly produced.

Further research

Bearing in mind the results obtained in this study, proving that animated cartoons through the mirroring technique can help students to improve their word and sentences stress pronunciation performance; suggestions for further research can be directly related to the teaching pronunciation field, not only in terms of word and sentences stress, but additionally in the different pronunciation features.

Nonetheless, continuing with the stress pronunciation field, it can be advisable for future researches, to pay special attention on how the learners L1 differ from the English language, and how this may impact the students' word and sentence stress pronunciation performance. To do so, researchers should provide extra practice and input to the students, in order for them, not only to realise those differences but also to consider them at the moment of expressing themselves communicatively.

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Furthermore, it was noticeable that other skills which can be practice and enhanced through the use of animated cartoons are: vocabulary and listening comprehension, provided the fact that firstly, cartoons are appealing to the learners, and that by implementing and contextualising them, meaningful and practical practice of these skills can be developed.

Finally, the fact of carefully choosing the animated cartoons to be used during the implementations, considering aspects such as: how appealing or familiar they could be to the target population, the degree of difficulty in terms of use of language and the speed the characters have in their speech, and how useful or accurate they could be, so that, the learners can learn or put into practice through them, the language skill we want the learners to enhance.

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Appendix A: Consent letter for the institution

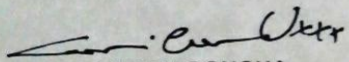Señores
I.E.D Robert F. Kennedy
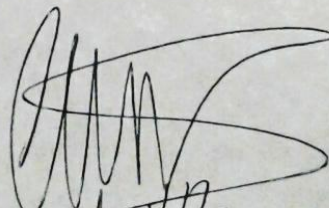
Asunto: Permiso para implementación de tesis.

De antemano reciba un cordial saludo de nuestra parte, la presente es con el fin de solicitar su aprobación para la implementación de nuestro proyecto de investigación en su institución. Dicho proyecto se titula *The use of animated cartoons in teaching EFL as a possible way of enhancing students' stress pronunciation.* Este proyecto está enfocado a mejorar la pronunciación en el Inglés de los estudiantes de noveno grado por medio del uso de dibujos animados. Con el proyecto se van a utilizar *audio recordings* con los estudiantes, para analizar el proceso durante la implementación, además de algunas entrevistas, cuestionarios y observaciones. Es de vital importancia para nosotros obtener información para el proyecto, por ese motivo necesitaremos entre 8 o 10 sesiones donde cada clase equivale a una sesión. Para cada sesión tendremos un plan de estudios el cual estamos dispuestos a compartir con ustedes previamente si así lo desean.
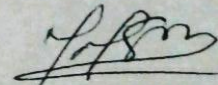
Hemos decidido llevar a cabo este proyecto en su institución debido a que confiamos en su nivel de calidad educativa y consideramos que es una gran oportunidad para nosotros como futuros docentes el poder aportar esta investigación al campo de la enseñanza y aprendizaje en el área del Inglés, igualmente este proyecto será de gran beneficio para los estudiantes y la institución.

Agradecemos su atención.

Cordialmente

SEBASTIAN CONCHA
Coordinador de Investigación
Tel: 3174323078

Appendix B: Informed consent to students' parents.

Bogotá D.C, Abril 2017

Estimado padre de familia,

Reciban un cordial saludo de nuestra parte. Somos Jonathan Barreto, Tatiana Briceño y Stefany Aponte estudiantes de la Licenciatura en Idioma extranjero- Inglés. Actualmente cursamos octavo semestre en la Universidad Minuto de Dios.

Por medio de la presente, solicitamos muy comedidamente la colaboración de su hijo/a en nuestro proyecto de investigación en la I.E.D Robert F. Kennedy con la debida autorización de las directivas de dicho plantel. Este proyecto se llevará a cabo durante 8 o 10 sesiones e involucra a los estudiantes que actualmente están en el curso 1001.

Este estudio busca mejorar la pronunciación en el Inglés como lengua extranjera mediante el uso de cartoons animados. La participación en este estudio requiere que su hijo/a realice autograbaciones de voz, con el fin de analizar el proceso, además de esto deberá colaborar con algunas entrevistas y cuestionarios.

La participación en este estudio es totalmente voluntaria. Si su hijo/a desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. Si usted no desea que su hijo/a participe en este proyecto, **por favor complete el formato de la parte de abajo de esta carta y devuélvalo.**

Es importante aclar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, los resultados de las actividades, cuestionarios y entrevistas en las que participe tendrán el mismo carácter de confidencialidad.

Si tiene alguna inquietud, acerca del proyecto de investigación se puede comunicar con Jonathan Barreto al celular 310 2513306, Tatiana Briceño al celular 301 6204271 y Stefany Aponte al celular 321 2746833

Coordialmente,

Tatiana Briceño
Jonathan Barreto
Stefany Aponte

_____

Devolver este formato solo si usted no desea que su hijo/a participe en el proyecto de investigación descrito anteriormente.

Yo no deseo que mi hijo/a _____ sea parte de este estudio de investigación.

_____   _____   _____

Nombre del acudiente   Firma del acudiente   Fecha

Appendix C: Lesson plan sample

UNIMINUTO
Corporación Universitaria Minuto de Dios

Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

Lesson Plan

Teacher's name		Class length	Nr of session
Tatiana Briceño, Stefany Aponte, Jonathan Barreto		2 hours	5°
Grade	**Class Level**	**Topic**	**Language Skills**
10th graders	A2	Space Racers 'video games'	Listening pronunciation vocabulary
Previous lesson summary		**Next lesson topic**	
Me-mow Returns		Space Tree VS Everyone Else	

Learning objective	Personal aim
1. Students will be able to use some video games vocabulary. 2. Students will be able to understand conversations related to video games. 3. Students will be able to speak at word and sentence level with correct and natural stress pronunciation when acting a dialogue taken from Regular Show episode. **Teaching objectives** 1.Ts will be able to analyse students' stress pronunciation performance.	- We will be able to analyse the students' word and sentence stress pronunciation performance.

Materials and Resources[1]	Bibliography
Cartoon, role play, script, flashcards	● Regular Show | Space Racers' cartoon video. Retrieved from, https://www.youtube.com/watch?v=R_y022wFRL0 on 2nd May, 2017. ● PowToon. *Stress pronunciation.* Retrieved from, https://www.youtube.com/watch?v=2we4Vql2U5Q

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
1. Students might misunderstand or get confused when providing them with the instructions. 2. Students might get distracted.	1. Detailed explanations and examples prior activities will be provided, also they will be asked to recall what they have to do. 2. Not allowing distractions supplies, implementing different activities in order to draw students' attention.

Learner's expected output	Learner's expected comprehensible input
● Ss will be able to identify some word stress pronunciation patterns. ● Ss will be able to use the vocabulary taught when talking about video games.	● Ss will be able to understand instructions given. ● Ss will be able to understand basic vocabulary related to the topic.

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[1] Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

Stage	Time[2]	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script[3]
Opening	10	T-Ss Ss-ss	1. T will ask the ss if they like playing video games or which ones do they know. 2. T will present the following vocabulary related to animated cartoons: Game /geɪm/, Radar /ˈreɪdɑː/,League /liːg/,Champion /ˈtʃæmpɪən/ Simulator /ˈsɪmjʊˌleɪtə/,Beat /biːt/, Highest /ˈhaɪɪst/,Score /skɔː/, Trophy /ˈtrəʊfɪ/ 12 flashcards (see appendix 1) of with the target vocabulary of the episode and post them to the board. Each sheet has a number in the top left hand corner. 3. Students organise in teams of 3 students per team and choose a team name. 4. Explain the following to students: 5. Each team in turn will choose one flashcard (e.g. Green, 5) without saying the word. Once a group chooses their word, they now have 1 minute with their group to decide: A) how many syllables it has B) where the stress is C) how to pronounce the word D) give another word that has the same stress pattern Note: While the team are discussing their answers, the other teams can be doing the same as they might get a chance to steal the other team points.
Presentation[4] Pre-(skill)[5]	15	T-Ss	1. Ts will explain stress pronunciation by using a video.This video recaps previous explanations as, stress in two, three or more syllables words and sentences, but this animated presentation provides to students a set of rules that help them to identify stress pronunciation in sentences and words as adjectives, nouns, verb How to put stress on word and sentences? 1. One syllable word, isn't stressed 2. Two syllable adjectives and nouns, are stressed in the first syllable 3. Two syllable verbs, are stressed in the second syllable 4. Words with suffix (tion, sion, etc.) are stressed in the second last syllable 5. Words with more than fourth syllable are stressed in the middle. 6. Sentence stress (content words are stressed) (function words are unstressed)

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[2] Set the time in not more than 10 minutes for each activity, not for the whole stage.

[3] Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

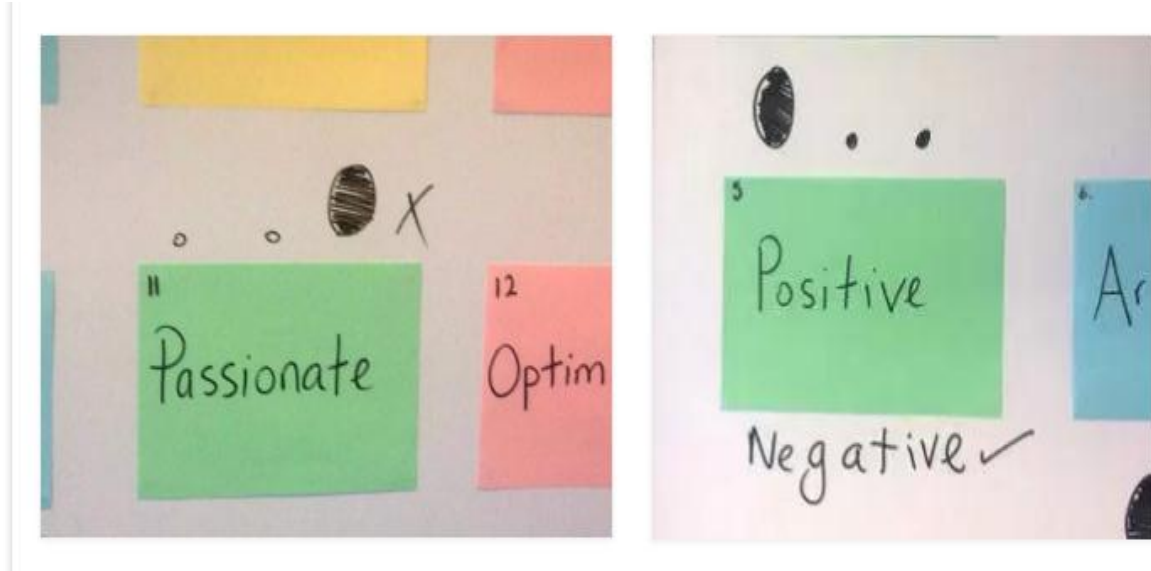[4] For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

[5] For a skill lesson, please use pre, while, and post staging.

Guided practice While-(skill)	20	T-Ss Ss-Ss Whole class	1. Ts will inform ss they will continue watching 'Regular Show | Space Racers' cartoon video. The cartoon will be shown four times. 2. Ss will be asked to organise in pairs, to do a fill in the gaps exercise (see annex 2). Ts will monitor. 3. Then, Ss should identify stress pronunciation in words and sentences and highlight it. 4. Ts will show the the correct script to compare their answers. 5. **At the same time, as they watch the cartoon; ss will be ask to try to identify in the scripts, the words or syllables where a stress in being done.**
Communicative Practice Post-(skill)	40	Ss-Ss	1. Ts will ask ss to organise in groups, in order to develop a performance activity. 2. Each person of the group should choose one of the characters, of the video, as they must recreate the video, they can use the script when doing so. The will be given some time to prepare themselves. 3. Ss should read the script trying to imitate as accurately as possible the word and sentence stress pronunciation features they identified from the animated 4. The, Ts will randomly ask some groups to make the presentation, as they do so, t will record the audio of each presentation.(By doing so the 'mirroring technique will be carried out)
Assessment		T-Ss	Ts will use a rubric which will assess students recording considering features as: word and stress pronunciation performance.

Language Analysis - Vocabulary

Vocabulary item, part of speech, pronunciation	Meaning (and ways of conveying it)	Concept Check Questions
Game /geɪm/ Radar /ˈreɪdɑː/ League /liːg/ Champion /ˈtʃæmpɪən/ Simulator /ˈsɪmjʊˌleɪtə/ Beat /biːt/ Highest /ˈhaɪɪst/ Score /skɔː/ Trophy /ˈtrəʊfɪ/	-**Game**: an activity or sport thatpeopleplay, usually withrules andneedingskill - **Radar:**asystem that uses radiowaves tofind out theposition of something you cannotsee. -**League:**agroup ofteams thatcompete against each other in asport -**Champion**: aperson oranimal thatwins acompetition. -**Simulator:**apiece ofequipment that isdesigned torepresentrealconditions, forexample in anaircraft orspacecraft -**Beat:**todefeat someone in acompetition -**High**: great inamount orlevel. -Score:thenumber ofpoints someone gets in agame ortest - **Trophy**: aprize, such as alargesilvercup orbowl, given to the one whowins acompetition orrace **(Definitions retrieved from Cambridge dictionaty, http://dictionary.cambridge.org/us/)**	What video games do you like playing? Where is this word stressed?

Annexes
Warm up

Presentation

Guided Practice

Regular Show | Space Racers | Cartoon Network
(Retrieved from, https://www.youtube.com/watch?v=R_y022wFRL0)

Space Racers | Regular Show

1. Complete using the following words

Game	Radar	League	Champion	Beat
Simulator	Highest	Score	Trophy	

Rigby: Okay, last lap of the race! -Right turn coming up on the _____.

Mordecai: Doing it! Boost me!

Both : Woaaaw!

Rawls : What do you think you're doing ?

Both: Uhh.

Rawls: How many times do I have to explain what authorized personnel only means ? Are you authorized personnel , boys? Are you?

Both: No, sir, sorry sir.

Rawls : Now, get down and give me 50!

Both : Yes, sir, sorry sir.

Rawls: Is what I would have said if you hadn't have gotten the _____ _____ in Space racer deluxe I've seen.

Mordecai: You mean that video _____ ?

Rawls: That isn't a video _____, boys. It's a racing _____ for the station racing _____! The

interstation 5000 an annual competition between all the stations in the area . For five years, the space

bushes held the inter station _____, but this could be the year I finally _____ Tanner and win that milk

can! Ohh, when I feel that milk pour over my body, it'll be like I am born again as a _____! I need

you boys to race for me.

Both : Okay!

Appendix D: Students' artifacts sample: identifying stress pronunciation in words and sentences.

Oo	Ooo	oOo	Oooo	ooOo
Plumber ✓	Family X	Researcher ✓		Electrician ✓
Soldier X	Journalist X	Policeman ✓		Musician X
Teacher ✓	Novelist ✓			
Doctor ✓	Elegant ✓			

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Plumber, Elegant, Family, Journalist, Soldier, Musician, Teacher, Novelist, Researcher, Policeman, Electrician, Doctor.

Space Racers | Regular Show

1. Complete using the following words

Game   Radar   League   Champion   Beat
Simulator   Highest   Score   Trophy

Rigby: Okay, last lap of the race! -Right turn coming up on the _Radar_.

Mordecai: Doing it! Boost me!

Both : Woaaaw!

Rawls : What do you think you're doing ?

Both: Uhh.

Rawls: How many times do I have to explain what authorized personnel only means ? Are you authorized personnel , boys? Are you?

Both: No, sir, sorry sir.

Rawls : Now, get down and give me 50!

Both : Yes, sir, sorry sir.

Rawls: Is what I would have said if you hadn't have gotten the _Highest_ _Score_ in Space racer deluxe I've seen.

Mordecai: You mean that video _game_ ?

Rawls: That isn't a video _game_, boys. It's a racing _Simulator_ for the station racing _League_! The interstation 5000 an annual competition between all the stations in the area . For five years, the space bushes held the inter station _Trophy_, but this could be the year I finally _beat_ Tanner and win that milk can! Ohh, when I feel that milk pour over my body, it'll be like I am born again as a _____! I need you boys to race for me.
Champion

Both : Okay!

TEMPLATE FOR TAKING FIELD NOTES

Date:14 July 2017
Site: *It is at Robert F. Kennedy school, this is a public school, which has three floors. The classroom is located on the third floor. The classroom is warm, large and comfortable. The classroom is covered with educational and motivational posters. There are many technological tools, such as: a video player, speakers, each pupil has a laptop. The class are organised in a circle and each student must let the bag in the centre of the room.*
Participants: *There are 28 pupils, 15 boys and 13 girls. The vast majority of students have between 15-17 years old. Their English proficiency level is basic. (A1-A2)*
Description of activity: *At first, we showed a video about word stress in two syllables to recap previous knowledge. Then, they practiced pronunciation by saying a tongue twister. We discussed any words they may not be familiar with and make sure they understood what the tongue twister is trying to say; ask a student to read it out loud, but don't make any corrections. Among all read each line or section. Then, we explain stressed pronunciation in three syllables words by using a video. This video helped the students to identify stress pronunciation in three or more syllables words. We asked them, what has been the craziest advice they have been given, they have given or they have heard of and exemplified a common advice. Next, we handed out the scripts, and asked them to watch an Adventure Time episode. After, they had completed the dialogue, we asked the students to organise in groups, in order to develop a performance activity and give a short sample of the dialogue. They should record themselves by using their laptops and send their audio recordings to an email, trying to imitate the stress pronunciation patterns observed.*
Length of session: *2 hours*

Summary: (Description of day's events with examples)

By opening up the lesson , we showed them a video about word stress pronunciation in two syllables to recap previous concepts, when the video finished we asked some questions to check their understanding, more or less 6 students participated by answering the questions. The kinds of questions were, How can you identify word stress in adjectives with two syllables?
They gave examples as, HAppyTInny. After that, we did a warm up exercise with two short tongue twisters in order to practice pronunciation; we wrote on the board the two tongue twisters. Then, we started by discussing words they weren't familiar with, such as: scream, quarter. Later, we chose three students to read out loud, but we didn't any correction. Next, we read each line or section, one at a time, and asked students to repeat after us. In the following stage of the class, we decided to teach them word stress with three or more syllables by using a short video. Following, we asked what had been the craziest advice they have been given, they had given or they had heard of. We exemplified; a common advice is to put a string in your forehead when you have hiccups in order to contextualise them with the episode. We wrote on the board the name of Adventure Time episode; students looked for it on YouTube to watch it. While they were searching for it, we handed out the scripts, so

that they could complete them. They took 15 minutes to develop this activity.

While we were monitoring their work and clarifying doubts. Then, students socialised the correct answers, and we asked, whatwere the crazy advices given in the cartoon. There were 10 students who took active participation throughout the class, they answered by saying that Starchy gave them two crazy advices. As final product of the lesson, they organised themselves in groups of three people, and practiced the dialogue. We suggested them to imitate Adventure Time episode as accurately as possible, and record themselves in the laptops. While they were practising it, one of us wrote on the board an email to send the audio recordings and other ones were monitoring their performance. They recorded themselves and send us their audios, this activity took roughly 20 minutes. Finally, we picked up the scripts and check for the emails.

Narrative: (Details or comments of specific attitudes, behaviour and events towards stress pronunciation and animated cartoons as teaching supporting material)

In this class, students were excited with the proposed activities. They seemed to be comfortable and motivated with each exercise, although, they still felt nervous and insecure to record themselves due to their lack of pronunciation skills and despite of having the opportunity to choose their own groups with the idea to promote a warm environment in which they felt more comfortable and secure to performance the activity.

We asked them to imitate as accurately as possible the animated cartoons. Moreover, by using the mirroring technique, they had the opportunity to record themselves and make their own judgment about their work. Some groups made the recording by twice in order to do the best when imitating Adventure Time cartoon.

On the other hand, using activities such as tongue twisters provoke that students improve their pronunciation and participation in class, instead of using exercises to write vocabulary, they have need more activities in which they can practice pronunciation and listening skill. We decided to implement activities in which they could identify word stress by giving example and answering questions. These activities required them training in vocabulary due to they did not know some words from the Adventure Time episode.

Likewise, Adventure Time cartoon as teaching supporting material has been a great tool to encourage them, they feel a kind of relation with these characters by their expressions, creative style of animation, simple, funny and straightforward plot. Furthermore, the majority of pupils already knew this cartoon.

As they were recording themselves, some students varied the stress pronunciation,they committed certain mistakes in words like 'deal'. But in general, most of the students tried to do their best job, and try to imitate what they remembered.. Some students kept a good fluency, and it was understandable their recording. However, other ones didn't speak naturally and barely said the complete ideas, even, a few of them spoke in Spanish due to the lack of security.

Appendix F: Assessment Rubric sample, (post-test)

	Analytic Scale					
	5	**4**	**3**	**2**	**1**	**Comments**
STRESS PRONUNCIATION AND ACCURACY						
Word Stress pronunciation	Words stress pronunciation is prominent when acting out the dialogue.	It can be easily identified. Besides it is properly marked in most of the words.	Word stress is carried out, but it is not always the correct one. It might differ or vary from time to time	It is difficult to understand. it can be wrongly marked or not marked at all	unintelli-gible	Ss accurately stressed most of the words, among them 'body', 'lousy', coming, howdy ,'losers' and 'mushroom'.
Sentences stress pronunciation	Has clear, natural pronunciation that can be easily understood by the listener. Stress pronunciation is prominent when acting the dialogue.	Has pronunciation that can be easily understood by the listener. Stress pronunciation is kept as in the native-like dialogue.	Is intelligible though there are instances of mispronunciation. Students speak varying some stress aspects, or stress is not always the correct one.	Is not always intelligible, besides is difficult to understand. Stress pronunciation is inappropriate or it is not marked.	Unintelligible	It is easy to understand, even though ss did not completely stressed. A bit of L1 interference. 'accurately stressed' sentences such as: That milk is gonna be all over my body' and 'Space rock, check!'
Mirroring technique use	Orally and visually 'mirror' as accurately as possible the target speaker; considers all the features of the target language: intonation, pronunciation, pauses and so on.	Exposes orally and visually "mirror" the target speaker; keeps features of pronunciation as well as intonation, rhythm and so on.	Tries orally and visually "mirror" the target speaker though does not consider the features of the speech.	Is not always accurately in imitating the native model; does not consider the features of pronunciation.	Does not imitate the native model.	they way in which the student pronounced most of the words; showed that Ss accurately mirrored most of the cartoon.
Fluency	Speaks at sentence level with correct and natural stress pronunciation with normal stops and starts when acting a dialogue.	Speaks with little hesitation. Keeps stress pronunciation, the speed is good.	Speaks with some hesitation and pauses. Tries to use stress pronunciation though the speech is slightly slow or fast.	Speaks with frequent hesitation and pausing. Speed is too slow or too fast. L1 interference is prominent. Does not consider stress pronunciation.	Does not speak naturally.	Sounded very natural, showed confidence and no hesitation, Quite appealing to listen to.

Appendix G: Transcript, audio recording with accurate stress pronunciation performance, sample

Word stress **Sentence stress**

Space Tree VS Everyone Else | Regular Show

Tanner: That's your best team, Rawls?

Rawls: We're getting that can back to the space tree, Tanner!

That milk is gonna be all over my body.

Mordecai: Looks like the space bush is a no-show.

Competitors: Howdy, losers.

Mordecai: What the heck? You guys work for the Space tree.

Competitor: Not anymore, we're racing for Herr Tanner now [laughs]

Rawls: Tanner You lousy!

Tanner: May the best team win.

Narrator: It's the moment you've been waiting for, folks. Racer roll call!

Both: Space tree, check!

Competitors: Space rock, check! Space flower, check!

Mordecai: Anti one straight four.

Rigby: Anti one straight four, check!

Narrator: Initiate track rail gun!

Rigby: Turn's coming up!

Competitor: Open right! Open right, check!

Narrator: look like Hans and Lars of space bush have taken the immediate lead,

while racers from Log and Mushroom try to close the gap.