The Use of Online Video-based Forums for the Improvement of Suprasegmentals

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Author's Note

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Abstract

This article reports the results of action research with mixed methods involving twenty-eight pre-service teachers. The study addressed three research questions: 1. To what extent would the students optimize their theoretical knowledge on suprasegmentals after participating in explicit learning activities? 2. To what extent would students improve their suprasegmental features of spoken English after participating in communicative activities within an online video-based forum? 3. What would the attitudes of students be regarding the use of video-based discussion forums? A survey, a rubric and a questionnaire answered these questions. Findings revealed a considerable and significant growth of suprasegmental theoretical knowledge after participating in explicit learning activities, a moderate improvement of pronunciation after participating in communicative activities, as well as positive attitudes. It is concluded that both the explicit learning approach and the communicative activities are beneficial to teach the suprasegmental theoretical aspects and improve pronunciation. However, it is recommended to continue investigating the application of suprasegmentals in communicative contexts for a more extended period. The results could have implications for the teaching of phonology at a higher level.

Keywords: video-based forum, suprasegmentals, EFL learning, phonology, higher education

Resumen

Este artículo informa los resultados de una investigación acción con métodos mixtos en donde participaron veintiocho maestros en formación. Se abordaron tres preguntas de investigacion. 1. ¿ En qué medida los estudiantes optimizarían sus conocimientos teóricos suprasegmentales después de participar en actividades de aprendizaje explícito? 2. ¿En qué medida los estudiantes mejorarían sus rasgos suprasegmentales después de participar en actividades comunicativas dentro de un foro en línea basado en videos? 3. ¿Cuáles serían las actitudes de los estudiantes con respecto al uso de los foros de discusión basados en videos? Una encuesta, una rúbrica y un cuestionario respondieron estas preguntas. Los hallazgos revelaron un crecimiento considerable y significativo del conocimiento teórico suprasegmentario después de participar en actividades de aprendizaje explícito, una mejora moderada de la pronunciación después de participar en actividades comunicativas, así como tambien actitudes positivas. Se concluye que tanto el enfoque de aprendizaje explícito como las actividades comunicativas son beneficiosos para enseñar los rasgos suprasegmentales y mejorar la pronunciación. Sin embargo, se recomienda continuar investigando la aplicación de los suprasegmentos en contextos comunicativos por un período más prolongado. Los resultados podrían tener implicaciones para la enseñanza de fonología a nivel superior.

Palabras claves: foros basado en video, suprasegmentos, aprendizaje EFL, fonología, educación superior

The Use of Online Video-based Forums for the Improvement of Suprasegmentals

A discussion forum is an open space for the discussion of specific topics, with the purpose that groups with common interests interact and exchange ideas, and opinions (Baker, 2011). An online discussion forum (ODF) is a web application that supports discussions on the internet (Andresen, 2009). Studies conducted in India, Japan, Australia, France, Oman, and Indonesia showed that the text-based online forums contributed to the improvement of reading and writing, the exchange of information, the understanding of specific topics, the discussion of authentic problems, and the development of syntax (Akmal, 2017; Batardière, 2015; Borup, Graham, & Velásquez, 2010; Nielsen, 2013). Participants also showed positive attitudes toward online forums that were developed in written form (Akmal, 2017; Batardière, 2015; Nielsen, 2013). However, more exploration is required on the use of forums aimed at developing other English language skills.

On the other hand, research on suprasegmental phonetics, which is responsible for the study of the largest units of connected speech, syllables, words, phrases, and sentences (Finegan, 2008; Fromkin, Rodman, & Hyams, 2014), has emphasized the benefits of the explicit learning approach based on exercise and controlled practice to achieve the correct application of stress and intonation (Ahmad, 2018), to improve pronunciation (Koike, 2014; Yurtbasi, 2017), achieve effectiveness when speaking in controlled situations and free practice (Nazari & Mirsaeeidi, 2017), and to develop listening (Sawaengmongkon, 2013). Research on suprasegmentals in communicative contexts has been addressed mainly in bibliographic reviews (Adams-Goerte, 2013; Gilakjani, 2011; Hussain & Sajid, 2015). Though, more exploration of this field is also required within an empirical context.

In Ecuador, a country in South America, there are no records of empirical studies that report results on the use of video-based forums to improve the suprasegmental features of spoken English, especially with students (pre-service teachers) who are being trained to

become English teachers. This is a problem because, according to the Ecuadorian in-service English Teacher Standards, pre-service teachers should know the components of the English language (phonetics and phonology) as an integrating system (Standard 1.a.1). They should also know how to use these interrelated aspects of language for the development of oral skills (Standard 1.a.2) (Ministerio de Educacion, 2012). The lack of studies and results prevent knowing if these standards are being met.

After identifying this knowledge gap, this action research focused on twenty-eight pre-service teachers enrolled in an eight-semester career at a public university in Guayaquil, Ecuador. The results of a survey and a rubric administered at the beginning of the study showed that these participants had limited knowledge regarding the theoretical aspects of suprasegmentals as well as pronunciation problems. Their speech, for example, had recurrent patterns of intonation, choppy rhythm, and incorrect placement of stress in multi-syllabic words. This problem coincides with the opinion of Hansen (2011), director of *Global Speech Academy* and specialist in speech and language since two of the five main problems of English pronunciation are: Stressing individual words incorrectly and stressing the wrong words in a sentence.

Then, a review of the literature was carried out to define terms and identify other possible gaps in knowledge. On the basis of the data, an action plan was elaborated that consisted in the use of the explicit learning approach to introducing the theoretical aspects of suprasegmentals and practice of these elements in communicative activities within a video-based forum.

Literature Review

The purpose of the following literature review was to define terms about online discussion forums, the suprasegmental features of spoken English and the types of attitudes and their components. The review also identified the connection between online forums and

the theory of social constructivism as well as the type of instruction that had been used to present suprasegmentals to EFL students in higher education. Gaps in the knowledge that required exploration were also identified, such as lack of studies that involve the use of video-based forums to improve pronunciation or studies that report results on the practice of suprasegmentals in communicative contexts.

Defining Online Discussion Forums

An online discussion forum (ODF) is a type of community where interested participants can discuss, hold conversations, and publish messages of common interest within a particular field (José, Zainol, & Abidin, 2016). Online discussion in a social setting is an excellent medium for the socialization of participants as it promotes the development of communication, improves social skills, and fosters dialogue and collaboration among users (Al-Ibrahim & Al-Khalifa, 2014; Andresen, 2009; Dengler, 2008; Kadagidze, 2014). Students who participate in ODFs create connections between their previous experiences and the new information to develop their reasoning by using their critical thinking and higher order thinking skills (Bada, 2015; McKinley, 2015). ODFs also have a communicative approach, as they motivate their participants to negotiate meanings and practice the target language through interactions (Richards, 2006). Professionals in the field of education often use educational forums when the schedule limits interaction in the classroom (Andresen, 2009; Dengler, 2008; Hartsell & Yuen, 2006; Kadagidze, 2014). ODFs usually serve to promote education, entertainment or to consult specific technical aspects (Singhal & Kalra, 2012).

Forums and Social Constructivism

Constructivism is a scientific and philosophical position that indicates that knowledge and understanding arise through a process of active construction (Mascolo & Fischer, 2004). Social constructivism, on the other hand, is a theory developed by Vygotsky (1978). It indicates that learning arises from interaction in social and cultural environments, and not

only within the person (Vygotsky as cited Schreiber & Valle, 2013). Therefore, the key to successful teaching and learning lies in collaboration, interaction, and interpersonal discussion as this will achieve the internal construction of knowledge and cognitive development (Alzahrani, 2017; Bruner, 1996; Piaget, 2001; Vygotsky, 1978). For example, students at home learn primarily through interactions with their parents, siblings, friends, and neighbors. In the classroom, students take advantage of the natural flow of conversations with teachers and other students to build scientific knowledge (Alzahrani, 2017; Piaget, 2001; Schreiber & Valle, 2013; Vygotsky, 1978).

Within this context, the online social environment in which video-based forums integrated collaboration, interaction and interpersonal discussion could be considered as an application of the theory of social constructivism. For example, users in addition to presenting their opinions recorded on video offered and received feedback for the improvement of pronunciation. That is, the participants, together with the instructor, saw the videos in the forum and paid attention to the opinions of the users. Then, they watched the videos again to identify pronunciation problems at a suprasegmental level to provide feedback by using a rubric designed for this purpose. The participants later can correct these aspects of the English pronunciation to make their speech more clear, concise, and precise. The activities carried out within the forum promoted not only the cognitive development and construction of knowledge, but also the improvement of pronunciation (Alzahrani, 2017, Bruner; 1996, Piaget, 2001; Vygotsky, 1978).

Research on the Use of Online Forums

Current literature on education and technology has often described the usefulness of text-based online discussion forums in EFL education for the improvement of writing, the development of critical thinking, or as a tool for expressing ideas (Akmal, 2017; Batardière, 2015; José, Zainol, & Abidin, 2016; Nielsen, 2013). On the other hand, few studies have

integrated videos in the forums (Borup, Graham, & Velásquez, 2010), or have focused on other sub-skills of the English language, such as pronunciation.

Akmal (2017) in Indonesia claimed that text-based forums had a significant influence on the content, organization, vocabulary, syntax, mechanics and writing styles of EFL students and among the six components, grammar received the more substantial improvement. Batardière (2015) in France indicated that ODFs offered a real and challenging learning space where EFL students could develop their critical thinking skills and improve their linguistic and intercultural competence based on the discussion of current socio-political issues. José, Zainol, and Abidin (2016) in Oman used ODFs to develop writing in EFL students by exchanging information and feedback. The study also provided information on students' attitudes toward this technology, which were very positive as it facilitated written communication and allowed sharing opinions, perceptions, and feelings. Nielsen (2013) in Japan, reported that most of the EFL students perceived that ODFs were a learning tool that served as a means to express their ideas with their peers and teachers.

On the other hand, Borup, Graham, and Velásquez (2010) used videos in ODFs to offer quality instruction and develop asynchronous communication within a flexible EFL learning environment. Their findings revealed that videos were a useful tool to improve immediacy as well as social presence. Students also considered that video communications in ODFs were more useful in comparison with the text-based interactions because they helped them to get to know their classmates and instructors. It was, therefore, necessary to direct research on ODFs toward other skills and purposes that involve not only the development of reading, writing, knowledge construction and interaction, but also contribute to the development of the speaking skill at the suprasegmental level.

Suprasegmental Features of Spoken English

Suprasegmentals are those characteristics that enrich the speech chain and allow to identify the intentionality, and tonality of the message (Crystal, 2008; Finegan, 2008; Kamijo,

2018). EFL students are usually exposed to these features of spoken English through the explicit learning approach to identify and correct errors in pronunciation, and improve accent, diction, and intonation (Ahmad, 2018; Gilakjani, 2011; Hussain & Sajid, 2015; Kamijo, 2018; Koike, 2014). On the other hand, the practice of suprasegmentals in communicative contexts has been approached mainly in bibliographic reviews (Adams-Goerte, 2013, Gilakjani, 2011, Hussain & Sajid, 2015), and few empirical studies (Suwartono, 2014). Suprasegmentals include word stress, sentence stress, rhythm, and intonation (Finegan, 2008; Fromkin, Rodman, & Hyams, 2014; Kamijo, 2018; Koike, 2014; Sawaengmongkon, 2013).

Defining word stress. It involves pronouncing the syllable of a multisyllabic word with greater emphasis (strong syllable) than the others (weak syllables) (Crystal, 2008; Mojsin, 2009). Examples: ***PO***litics (stress on the first syllable), po***LI***tical (stress on the second syllable), poli***TI***cians (stress on the third syllable). Accent, on the other hand, is a combination of three main components: intonation (speech music), linking (word connections) and pronunciation (spoken sounds of vowels, consonants, and combinations) (Cook, 2000).

Defining sentence stress. It is the emphasis that is given to certain words within a statement to convey nuances, contrasts, and meanings (Fromkin, Rodman, & Hyams, 2014; Kamijo, 2018; Mojsin, 2009). In a sentence, not all words receive the same emphasis or primary accent. For example, *I* **GOT** *a new job*. *I've been* **TALK***ing all day* **LONG**. Other authors consider that sentence stress is actually the "music" of the English language (intonation) and gives the language its particular rhythm (Cook, 2000, Lee, et al., 2017).

In a sentence, content words carry the most important information within a sentence and allow the understanding of the message. They include nouns, verbs, adjectives, and adverbs (Finegan, 2008; Fromkin, Rodman, & Hyams, 2014). Functional words, on the other hand, help to connect relevant information and are essential for the total understanding of the

message, but individually they have little meaning. They include auxiliary verbs, prepositions, articles, conjunctions, and pronouns.

Defining rhythm. Rhythm is formed due to the recurrence of stressed and unstressed words in a sentence at regular intervals of time (Kamijo, 2018; Lacy, 2007; Mojsin, 2009; Roach, 2010). There are two types of rhythm patterns in languages: Stress-timed rhythm, and syllable-timed rhythm (Lacy, 2007; Mojsin, 2009; Roach, 2010).

Stress-timed rhythm*.** This type of rhythm involves a regular occurrence of stressed syllables that are pronounced with more emphasis and duration (content words). Syllables without stress are pronounced quickly (function words). This regular appearance of stressed syllables gives the English language its natural lucid rhythm (Fromkin, Rodman, & Hyams, 2014; McMahon, 2002; Mojsin, 2009; Roach, 2010). For example: *"I am a proFE***ssor of* **EN***glish pho***NO***logy."*

Syllable-timed rhythm. In this type of rhythm, there is an equal regular interval of time between each stressed and unstressed syllable (McMahon, 2002; Mojsin, 2009; Roach, 2010). For example, the English language would sound unnatural and very similar to the speech of a robot speaking with this rhythm (McMahon, 2002; Mojsin, 2009; Roach, 2010).

Defining intonation. It is the melody of language which is formed by rising and falling tones. It is used to communicate intentions or emotions and tells the listener if someone has finished speaking or if there is something else to say (Fromkin, Rodman, & Hyams, 2014; Kamijo, 2018; Mojsin, 2009; Roach, 2010). There are three types of intonation patterns: rising, falling, and non-final. For example: *Do you work? Where do you work? I work in a factory and a library*.

Suprasegmentals and the Explicit Learning Approach

Explicit learning is carried out consciously and results in knowledge of a symbolic nature (Bueno-Alastuey & Agullo, 2015; Ellis et al., 2009). Within this approach, students are

taught the objectives of the lesson and are exposed to rules, patterns, procedures, and exercises to acquire specific skills and knowledge (Bueno-Alastuey & Agullo, 2015; Ellis et al., 2009). Knowledge acquired through this process is called declarative and allows students to describe rules or structures to later apply it in a class exercise (Ellis et al., 2009). The explicit learning approach based on exercise has been used in various EFL contexts to achieve the correct application of stress and intonation (Ahmad, 2018), improve pronunciation (Koike, 2014; Yurtbasi, 2017), accomplish effective communication in controlled situations and free practice (Nazari & Mirsaeeidi, 2017), and develop listening (Sawaengmongkon, 2013).

Ahmad (2018), in his qualitative study with Indonesian EFL students, analyzed word stress and rising and falling intonation using exercises with adjectives, nouns, words with prefixes and suffixes, compound words within the context of the readings. Ahmad concluded that his learning approach allowed students to know to stress words, and to read with correct intonation and appropriate emphasis. However, these aspects were not examined within a communicative context. Koike (2014) examined problems and factors (linguistic interference of L1) that affected the English pronunciation of EFL university students from Japan and determined that explicit suprasegmental instruction on syllable structure, emphasis on words and sentences, rhythm, linking as well as the design of specific instructional materials was also effective in improving the pronunciation of the students.

Nazari and Mirsaeeidi (2017) investigated the effects of explicit and communicative suprasegmental instruction on the pronunciation of Irish EFL college students through controlled reading and description of images. After participating in explicit learning activities (analysis of words stress on compound words and intonation), their findings revealed that explicit instruction was meaningful in controlled contexts, but modestly effective in free communicative situations. The communicative pronunciation instruction, on the other hand, was significantly effective in both contexts. The research of Sawaengmongkon (2013) in EFL

university students in Thailand, had as a primary goal to investigate the efficacy of lessons designed to teach suprasegments through films. Their findings revealed that the efficiency values were lower (72.98 / 70.68) than the expected value 80/80 attributed to the fact that the students only had a superficial knowledge of the phonological structure and suprasegmental concepts were new for them. The author suggested a more extended period to learn and practice suprasegmentals.

Yurtbasi (2017) identified that the primary cause of pronunciation problems faced by Turkish EFL students was due to unawareness of the suprasegmental aspects, specifically stress, intonation, conjuncture, and linking. Yurtbasi suggested that students should be taught (declarative knowledge) general rules to mark the primary and secondary stress, use various forms of intonation to express emotions, practice shorter and longer pauses between significant pieces of thoughts through conjunctures, and consolidate this suprasegmental knowledge through exercises and dialogues.

On the other hand, research on suprasegmentals within communicative contexts have been addressed mainly in bibliographic reviews (Adams-Goerte, 2013; Gilakjani, 2011; Hussain & Sajid, 2015), and through an empirical study with video logs (Suwartono, 2014). Adams-Goerte (2013) stated that the pronunciation of the second language could be improved with the implementation of prosodic elements, such as stress, rhythm, intonation within communicative activities that offer opportunities to develop the pronunciation of EFL students. Gilakjani (2011) claimed to expose EFL students to the target language and authentic material since suprasegmentals are not learned through a book, a dictionary, or by presenting individual sounds.

Hussain and Sajid (2015) specified that pronunciation should be seen as something more than the correct production of individual sounds. Pronunciation should be integrated into the communication class of EFL students and linked to auditory comprehension and

meaningful practice. Significant practice is achieved when the exchange of information is within a real context, and the negotiation of meanings allows a clear understanding of both parties (Richards, 2006). Suwartono (2014) introduced suprasegmentals to EFL students through reflective learning logs and journals which were integrated into communicative and meaningful linguistic activities. Videos served to reflect on the content as well as to examine the aspects of pronunciation that should improve.

After analyzing research in different places, speakers should not only know and practice suprasegmentals in controlled situations. They should also be able to apply them in free and spontaneous communication (social interaction) to demonstrate that they can emphasize words and sentences well and speak with the appropriate rhythm and intonation to be understood during the exchange of ideas and meanings. That is why this study focused on this aspect to contribute to the discussion in this field.

Attitudes, Types, and their Components

Attitudes are evaluations or psychological tendencies that people perform when evaluating objects, ideas, events, or other people (Autio, Jamsek & Gaberšek, 2017; Fazio, 2007). Attitudes are acquired through direct experience with an object, person or situation, or as a consequence of the communications that are continually describing the characteristics, attributes, or qualities of an object (Carruthers, 2018; Magyar-Moe, Owens, & Conoley, 2015). For example, watching publicity on TV repeatedly could generate two things: Changing the channel because it is boring and annoying (negative attitude towards the commercial) or searching the official website to learn more about it (positive attitude towards the commercial).

Type of attitudes. Attitudes can be positive or negative (Carruthers, 2018; Magyar-Moe, Owens, & Conoley, 2015). Positive attitudes imply being predisposed to face and solve problems, as well as seeing things with optimism and hope (Magyar-Moe, Owens, &

Conoley, 2015). Negative attitudes are unfavorable dispositions and behaviors that a human being shows temporarily or regularly (Magyar-Moe, Owens, & Conoley, 2015).

Components of attitudes. Attitudes have three components: cognitive, emotional and behavioral (Jain, 2014; Pickens, 2005). The cognitive component is formed by the perceptions and beliefs towards an object, as well as by the information provided by that object (Jain, 2014; Pickens, 2005). The affective component refers to feelings in favor or against a social object (Jain, 2014; Pickens, 2005). The behavioral component is the observable variable of the attitude and evidence of how the person acts towards the object. (Jain, 2014; Pickens, 2005). Identifying the type of attitudes and their components was relevant for this study since it allowed to identify the emotional state and response of the participants toward the use of video-based forums as a means for suprasegmental improvement.

To conclude, text-based discussion forums have been means that have contributed to the construction of knowledge, interaction and the development of reading and writing skills. Although users showed positive attitudes towards text-based forums, it is necessary to examine what attitudes generate forums that seek to improve other English language skills. Regarding suprasegmentals, research has emphasized the benefits of the explicit learning approach based on controlled exercises to improve pronunciation. Research on suprasegmentals in communicative contexts has only been addressed mainly in bibliographic reviews and discussion in this field is required. Therefore, this study addressed the following research questions:

1. To what extent would the students optimize their theoretical knowledge on suprasegmentals after participating in explicit learning activities?

2. To what extent would students improve their suprasegmental features of spoken English after participating in communicative activities within an online video-based forum?

3. What would the attitudes of students be regarding the use of video-based forums?

Description of the Innovation

The general objective of this innovation was that students acquire theoretical and practical knowledge about the suprasegmental features of spoken English so that, in the long run, and by themselves, they will be able to emphasize words and sentences correctly, alternate the stress between content and function words at regular intervals, and produce a variety of intonation patterns in communicative situations within a video-based forum. The implementation of this innovation lasted 23 days. During this time, students were exposed to explicit learning activities and communication activities in a video-based forum.

Explicit learning was accomplished with the assistance of books, videos, and tutorials. Students analyzed concepts, definitions, and rules to emphasize simple, compound, and affixed words. They also learned how to discriminate content and function words, how to practice alternation between stressed and unstressed words within sentences and how to produce different intonation patterns. This information was necessary to understand the components of the rubric that would evaluate the pronunciation of the communicative activities in the forum.

Then, students put into practice this theoretical knowledge in communicative activities to use the target language (English). They recorded 11 videos of two and three minutes to answer questions, describe people, give opinions, or solve problems. They recorded these videos with their smartphones. Students rehearsed their verbal responses and recorded several videos before uploading the final product. As soon as the artifact was uploaded in the forum, the students received feedback from the teacher and their peers by using a rubric that assessed stress, rhythm, and intonation. The communicative activities took place in a forum in Schoology, a learning management system for K-12 schools, higher education institutions and companies that permits users to create, manage and share content and resources (Hodgson & Pang, 2011).

Research Methodology

To answer these research questions, this action research used a mixed method. Action research generates social change and academic knowledge. It tests practices, ideas, and assumptions, and performs a critical and reflexive analysis of situations (Tomal & Hastert, 2010). Mixed methods use numerical, verbal, textual, visual, and symbolic data to provide a better understanding of the phenomenon under study (Sampieri, Collado, & Lucio, 2014).

Quantitative data were collected through a survey and a rubric administered at the beginning and the end of the study to a sample of 28 participants. Quantitative data were entered and codified in an Excel spreadsheet and then transferred to the SPSS program to generate descriptive statistics.

Qualitative data were collected through a questionnaire implemented at the end of the study to a sample of six participants selected by their performance: Low *(two students)*, Average *(two students)*, and Outstanding *(two students)*. The respondents were coded as S1 (Student 1), S2 (Student 2), S3 (Student 3), S4 (Student 4), S5 (Student 5), and S6 (Student 6). The deductive method served to classify and codify categories that concentrated similar concepts or themes (Sampieri, Collado and Lucio, 2014).

Sample and Participants

The selection of the sample was convenience. The twenty-eight participants of this study (twelve men and sixteen women) are pre-service teachers, enrolled in an eight-semester career, at a public university in Guayaquil, Ecuador. They are studying to become English teachers and obtain their credentials to work in public or private schools. For these participants, the study of sounds at the suprasegmental level is a necessary component to reduce the accent of the mother tongue (Spanish) and improve the pronunciation and the quality of the message. The average age of this group is thirty-three years. Only forty percent of the participants work as English teachers in primary institutions in the city. The rest of

them work in other places, such as stores, offices, and industries. According to a proficiency test administered at the beginning of the course, 60% of the participants are in the level A2, 35% in the level B1.1 and only 5% in the level B2.

Instruments

Three instruments served to collect data and answer the research questions: A survey, a rubric, and a questionnaire. The first instrument, a survey, was administered at the beginning and end of the study to the same sample to answer the research question, to what extent students would optimize their theoretical knowledge on suprasegmentals after participating in explicit learning activities. The survey was an adaptation of the works of Foote, Holtby, and Derwing (2010); Gilakjani (2011); Hussain and Sajid (2015). The survey consisted of 16 elements grouped into four constructs: Word stress, sentence stress, rhythm, and intonation. The items were analyzed with a Likert scale: 1 *(strongly disagree)* to 5 *(strongly agree)*. In each item of the survey, there was also a control question to verify the veracity of the responses of the respondents. They had to demonstrate knowledge on suprasegmentals by writing a definition or giving an example before marking on the scale.

For the reliability and consistency of the scale, a panel of seven experts validated the scale and, a pilot test was conducted before its administration in a sample that would not participate in this study. According to Tavakol and Dennick (2011), alpha values > 0.9 classify a scale as highly reliable. The scale to evaluate the theoretical aspects of suprasegmentals was highly reliable *(16 items,* $\alpha = .92$*)*.

The second instrument, a rubric, was used to evaluate the verbal responses of the participants during the pre and posttest. Data from the rubric contributed to answering the research question, to what extent students would improve the suprasegmental characteristics of spoken English after participating in communicative activities within a video-based forum. The rubric was an adaptation of the works of Ma (2015) and Solan and Linardopoulos (2011).

The rubric was grouped into four constructs: Word stress, sentence stress, rhythm, and intonation. Performance indicators ranged from 2 *(Needs improvement)* to 10 *(Excellent)*. The descriptors of each indicator were elaborated after reviewing the literature on the suprasegmental features of spoken English. A panel of seven experts validated the rubric, and before its final application, the instrument was piloted.

The third instrument, a questionnaire, which was administered at the end of the study, served to examine the type of attitudes generated after the use of online video-based discussion forums. The questionnaire was designed based on an adaptation of the works of Balaji and Chakrabarti (2010); Seethamraju (2014). The questionnaire consisted of six open questions. The participants answered the questionnaire in written form. A panel of seven experts provided the validity and reliability of this instrument, and a pilot test was conducted on a smaller sample to verify the degree of adaptation and make the necessary adjustments before its final application.

Data Analysis

Data obtained from the survey and the rubric administered at the beginning and the end of the study were entered and codified in an Excel spreadsheet and then transferred to the SPSS program to analyze them quantitatively and generate descriptive and inferential statistics. Descriptive statistics summarized a set of data obtained quantitatively to have a global view of the information (Sampieri, Collado, & Lucio, 2014). Inferential statistics included the paired sample *T-test*, a statistical procedure in which each subject was measured twice in order to determine if the difference between the means was statistically significant (Derrick, Toher, & White, 2017). The confidence interval percentage for this test was *95%.* The level of significance was *($\alpha = .05$).* Data from the *t-test* also served to calculate the effect size *(d = Mean / Standard deviation)*, a statistical concept that quantitatively measures the difference between the two groups (Durlak, 2009). Cohen proposed that a value of $d = 0.2$ is

considered a 'small' effect, a value of $d = 0.5$ a 'medium' effect, and a value of $d = 0.8$ a 'large' effect (Kelley & Preacher, 2012).

Data obtained from the questionnaire administered at the end of the study were analyzed qualitatively. This information was classified and codified into categories that concentrated, concepts or similar topics by using the deductive method and served to answer the third research question (Sampieri, Collado and Lucio, 2014). The main categories that emerged from the analysis of the questions were: Type of attitudes (positive and negative), and components of the attitudes (cognitive, affective and behavioral).

Results of the Study

This section describes quantitative results obtained from surveys and rubrics as well as qualitative data collected through a questionnaire. The results were organized around the research questions.

1. To what extent would the students optimize their theoretical knowledge on suprasegmentals after participating in explicit learning activities?

To answer this research question, the responses of the initial survey administered during the diagnostic phase and the responses of the final survey administered after the intervention process were examined. From the 28 respondents that participated in this study, the results and findings are as shown below:

Table 1

Results of all the items in the survey

		PRETEST		POSTTEST	
Survey on suprasegmentals	Items	M	SD	M	SD
	16	1.92	0.68	3.65	0.36

Note: N= Sample. M= Mean. SD = Standard Deviation.

Table 1 indicates the overall result in which the students optimized their theoretical knowledge on the four suprasegmental features after participating in explicit learning activities. Considering the means, between the initial and final measurement, there was a considerable growth of *90%*. The paired samples *t-test* indicated that the difference between means *(MD = 1.73, SD = 0.78)* was statistically significant, *p <.05*, large effect size *d = 2.2*

Table 2

Results of each construct of the survey

			PRE-SURVEY		POST-SURVEY	
Suprasegmental Features	Items	N	M	SD	M	SD
Word stress	16	28	2.00	0.74	3.69	0.47
Sentence stress			***1.90***	***0.81***	***3.71***	***0.53***
Rhythm			1.87	0.87	3.54	0.41
Intonation			***1.89***	***0.75***	***3.65***	***0.45***

Note: N= Sample. M= Mean. SD = Standard Deviation.

Within this context of explicit learning, the suprasegmental features that evidenced a considerable growth were *'sentence stress'* and *'intonation'* (Table 2). Considering the means, sentence stress reported a growth of 95% *(M = 3.71, SD = 0.53)* and intonation *93% (M = 3.65, SD = 0.45)*, compared to the initial measurement. The paired samples *t-test* indicated that the difference between means for sentence stress and intonation; *(MD = 1.81); (MD = 1.76)* was statistically significant, *p <.05* in both cases. All other constructs also reported significance.

2. To what extent would students improve their suprasegmental features of spoken English after participating in communicative activities within an online video-based forum?

To answer this research question, data of the pre and post-test were analyzed and processed. Data of the pre-test consisted of a video to explain goals and expectations for the course. Data of the posttest consisted of a video to promote an Ecuadorian festival using a variety of vocabulary, specific language functions and applying the suprasegmental features of spoken English. From the 28 students that participated in this study, the results and findings are as shown below:

Table 3

Total result of the four suprasegmental elements

			PRE-TEST		POST-TEST	
Suprasegmental Features of spoken English	Constructs	N	M	SD	M	SD
	4	28	7.27	0.46	8.67	0.40

Note: N= Sample. M= Mean. SD = Standard Deviation.

Table 3 indicates the overall result in which students optimized their suprasegmental features of pronunciation after participating in communicative activities within a video-based forum. Considering the means, between the initial and final measurement, there was moderate growth of *19%*. However, the paired samples *t-test* indicated that the difference between means *(MD = 1.40, SD = 0.67)* was statistically significant, $p < .05$, large effect size, $d = 2.0$

Table 4

Results of each suprasegmental feature within the context of communicative activities

		PRETEST		POSTTEST	
Suprasegmental Features	N	M	SD	M	SD
Word stress	28	7.23	0.83	8.69	0.62
Sentence stress		7.04	0.69	8.75	0.58
Rhythm		7.39	0.84	8.44	0.47
Intonation		7.40	0.71	8.83	0.50

Note: N= Sample. M= Mean. SD = Standard Deviation.

The features that evidenced a noticeable growth within the context of communicative activities in an online video-based forum were *'sentence stress'* and *'word stress'* (Table 4). Considering the means, sentence stress evidenced a moderate growth of *24% (M = 8.75, SD =*

0.58) whereas word stress *20% (M = 8.69, SD = 0.62)*. The paired sample *t-test* indicated that the difference between means for sentence stress and word stress; *(MD = 1.71), (MD = 1.46),* was statistically significant, $p < .05$ in both cases.

3. What would the attitudes of students be regarding the use of video-based discussion forums?

To answer this research question, a questionnaire with six open questions was administered to six students who were selected based on their performance. The responses were grouped according to the types and components of attitudes.

Table 5

Summary of the components of attitudes found in this study

Items	N	Cognitive Attitudes		Affective Attitudes		Behavioral Attitudes		Total	
6	6	Positive Attitudes	23%	Positive Attitudes	43%	Positive Attitudes	25%	82	%
		Negative Attitudes	6 %	Negative Attitudes	6 %	Negative Attitudes	6 %	18	%
		Total	29%	Total	40%	Total	31%	100	%

As seen in table 5, the positive cognitive component of attitudes, which refers to beliefs, thoughts, and attributes associated with an object reached a value of *23%.* These are excerpts of what the students said:

"When I saw the videos of my classmates, and I learned that we all have different points of view about the same topic" (S1); *"I could learn new linguistic terms on linguistics and phonology. Now, I understand the components of the rubric on suprasegmentals"* (S2), (S6); "*The topics and answers allowed me to know more about my classmates"* (S3); *"I found the topics interesting because they allowed me to reflect on different aspects of pronunciation"* (S4); *"I liked sharing opinions with my classmates, and we all learned from our errors"* (S4),

(S5); *"It was not a problem to understand the feedback because the descriptors and categories of the rubric were explained in detail"* (S6).

The positive affective component of attitudes, which refers to feelings or emotions that arise about something reached a value of *34%*. These are excerpts of what the students said:

"I liked participating in the video-based forum since it was something innovative. In these forums, we all had to record our opinion on video and then watch this material to comment on everybody's pronunciation." (S3), (S4), (S5), (S6); *"I liked discussing pronunciation in the forum. In the past, nobody had made us notice our mistakes when speaking."* (S1), (S2); *"When we used the forums in the past, it was only to answer questions and read the opinion of others."* (S3), (S4), (S5), (S6); "*Some questions in the forums were related to the topics of the class while other topics were about personal things and I liked that"* (S2), (S5), (S6); *"I could interact with others by giving and receiving feedback, and that was something I really enjoyed"* (S2), (S3); *"At first, I did not want to upload my videos to the forum, because I was embarrassed, but later I found it fun because all my friends did it"* (S3); *"I did not mind that everyone saw my videos since we all learned in that way"* (S4); *"I liked participating in the forum, and I feel that now I have more confidence to speak in English"* (S4), (S5); *"The forum and the videos made the participation in class more interactive and fun"* (S6).

The positive behavioral component of attitudes, which refers to the tendencies of a person to behave in a particular way towards an object reached a value of *25%.* These are excerpts of what the students said:

"I was able to practice speaking in the video-based forum" (S1); "*The communicative activities and the feedback in the forum helped me make better videos and correct some aspects of my pronunciation, such as stress and intonation. I speak with more fluency now"* (S1), (S2) (S4), (S5); *"Feedback in the forum allowed me to identify specific problems in my*

pronunciation based on the theoretical knowledge acquired" (S2), (S3), (S4); *"The excellent grades that I received for the videos in the forum were evidence of my progress in the English language"* (S6); *"I used additional resources, such as photos and images that helped improve the presentation of my videos"* (S5) and (S6).

To conclude, qualitative findings show mostly positive attitudes *(82%)* since video-based forums were a means where students could give and receive feedback to identify specific pronunciation problems. Video-based forums also contributed to improve word stress and sentence stress as evidenced by the quantitative results. These forums also allowed to develop more confidence and fluency to speak English, and made participation more interactive and fun. Negative attitudes manifested to a lesser degree *(18%)*, could have occurred because some students still had limitations with the use of the English language, and technology, which resulted in low performance.

Discussion of Results

Regarding the extent to which students optimized their theoretical knowledge on the four suprasegmental features after having participated in explicit learning activities, findings revealed a considerable growth of *90%, ($p < .05$, $d = 2.2$).* The suprasegmental theoretical features that stood out in this stage were: Sentence stress *95% ($M = 3.71$, $SD = 0.53$)* and intonation *93% ($M = 3.65$, $SD = 0.45$)*. These results allow to say that the explicit learning approach, which included direct exposure to the course objectives, rules, patterns, procedures and exercises (Bueno-Alastuey & Agullo, 2015), played an essential role in the acquisition of declarative knowledge (Ellis, et al., 2009), and contributed to the understanding and recognition of the suprasegmental features of spoken English.

This theoretical knowledge about suprasegmentals also contributed to the participants to increase their linguistic and phonological vocabulary, necessary components for their teacher training and to understand pronunciation problems of their future students in the classroom.

Qualitative data obtained from the questionnaire confirmed these results when the students expressed that they were able *"to identify specific problems in their pronunciation and improve sentence stress, rhythm, and intonation based on the understanding of the descriptors and categories of the rubric which were explained in detail."* These findings coincide with the results of Ahmad (2018); Koike (2014); Nazari and Mirsaeeidi (2017) in Indonesia, Japan, and Ireland, respectively. These researchers indicated that the explicit learning approach allowed their participants to know how to mark stress in sentences, and how to speak and read with the appropriate intonation in controlled contexts, as well as correct specific pronunciation problems.

Regarding the extent to which students improved the four suprasegmental features of spoken English after participating in communicative activities within a video-based forum, results were not as expected as findings revealed a growth of *19% ($p < .05$, $d = 2.0$).* A detailed analysis of each suprasegmental features showed a noticeable growth of sentence stress, *24% ($M = 8.75$, $SD = 0.58$),* and word stress, *20% ($M = 8.69$, $SD = 0.62$).* An improvement in these two traits meant that participants were able to adequately place stress in individual words and in sentences to convey the message and their communicative intention effectively.

However, a moderate global improvement in the four suprasegmental features could be attributed to the difference of hours between theory and practice. In the theoretical stage, students received thirty hours of suprasegmental instruction while the time to implement this knowledge in communicative situations (opinion, criticism, reflection, problem-solving) was only sixteen hours. Qualitative data obtained from the questionnaire confirmed the problem of time during the practice stage. Some students who showed low performance indicated that *"it was difficult for them to answer some questions due to the limitation in time, especially to produce the different intonation patterns."* They also indicated that *"time to rehearse their*

answers orally before recording the video was not enough for them. They would have liked to have more time to practice and pronounce better." These moderate results also coincide with those of Sawaengmongkon in Thailand. Sawaengmongkon (2013) in his study suggested a more extended period to practice suprasegmentals within communicative contexts since communication requires complex thoughts. Besides, in a communicative situation, a competent speaker must choose a language that is not only functionally effective but also appropriate for the social situation (Littlewood, 1981; Richards, 2006; Sawaengmongkon, 2013).

Findings of Nazari and Mirsaeeidi (2017), on the other hand, revealed that although their time of intervention was short *(four weeks)*, communicative suprasegmental instruction was more effective than conventional explicit instruction in language production contexts. However, despite the limitation with time, students' attitudes regarding the use of video-based forums were mostly positive *(82%)*. Participants indicated that video-based forums were *"motivating, innovative and a generator of confidence. They made class participation more interactive and fun." "The communicative activities in the forum allowed to improve word stress, sentence stress, rhythm, and intonation."* The inclusion of videos in the forum also allowed participants *"to see their progress in the English language and identify their pronunciation errors."* In other words, the use of a video-based forum not only contributed to the construction of knowledge, but it was an innovative means to improve the pronunciation that generated positive attitudes. These findings coincide with the results of other researchers where their participants also showed positive attitudes towards the online forums used in different multidisciplinary contexts, although developed in written form (Akmal, 2017; Batardière, 2015; Nielsen, 2013)

Conclusions and Implications

From the perspective of teaching, there is always the problem of how to present contents on phonetics and phonology, so that students who will soon become English teachers can process and assimilate them. In the case of suprasegmentals, the explicit learning approach was a highly effective means for these Ecuadorian pre-service teachers to optimize their theoretical knowledge, especially on stress, rhythm, and intonation. According to the attitudes report of this study, the participants felt that they were learning. The different strategies and resources designed specifically for learning, exposure to objectives, rules, patterns, procedures, and exercises to acquire specific skills and knowledge, were useful to understand that the correct use and application of suprasegmentals influences on the quality of the oral message.

Previous studies had already confirmed the effectiveness of this approach in EFL contexts to introduce segmental and suprasegmental phonetics. Therefore, the first contribution of this study would be to indicate that explicit learning was also effective to introduce suprasegmental phonetics to pre-service teachers in this particular Ecuadorian context. In addition, the results of this study would be an indicator of the fulfillment of the Ecuadorian in-service English Teacher Standards regarding understanding of the components of the English language (phonetics and phonology) as an integrating system (Standard 1.a.1). and using these interrelated aspects of language for the development of the oral skill (Standard 1.a.2) (Ministerio de Educacion, 2012). However, this approach requires the teacher to continually monitor comprehension to ensure that everyone receives a meaning of instruction, which sometimes limits the time for more practice activities in communicative contexts.

Another contribution of this study arises from the use of video-based forums to achieve pronunciation improvement at the suprasegmental level. Online discussion forums usually help to review, discuss, and reflect on the course material before, during, or after the class.

Studies identified in the literature reported the use of ODFs in EFL contexts for the improvement of reading and writing due in part to the fact that pronunciation is often underestimated, and more emphasis is placed on the learning of syntax, lexicology, and meanings. However, in this study, ODFs were an active learning strategy that helped pre-service teachers discuss issues related to pronunciation. Participants first uploaded their videos, then watched the contribution of their other classmates to offer feedback aimed at improving pronunciation based on a suprasegmental rubric explicitly designed for this purpose. The communicative activities recorded on video not only reinforced the learning of suprasegmentals, but also contributed to significantly improve stress on words and sentences, which in turn generated an excellent rhythm when speaking. This was confirmed in the quantitative results of the study. Besides, recording their participation on video and watching it several times, could also have contributed to identifying their own mistakes and self-regulate their pronunciation.

The last contribution of this study emerged from the exploration of attitudes towards the use of video-based forums which were mostly positive. According to qualitative data, participants not only improved their pronunciation, but also increased their lexicon by learning technical linguistic terms that are used in the teaching profession.

Limitations of the Study

The study was limited to only 28 Ecuadorian EFL students from a local university in Ecuador. The study lasted only 23 days. The configuration of the study was limited to the university campus. There was only one group exposed to the treatment. The participation of students in the video-based forum was only for suprasegmental improvement purposes. This study did not consider whether the demographics of the participants would affect outcomes.

Recommendations

This study addressed the following recommendations: first, it is essential to use a larger sample of participants to generalize results and implement a longer intervention time due to the variety of results in communicative contexts. Second, it is recommended to use the same number of hours for theory and experimentation. Third, it is necessary to use a control group to contrast the results and consider the demographics of the participants to run correlations of gender or age. It is also suggested to explore the use of forums to develop other sub-skills of speech.

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Appendix 1

The Survey

Code: _____ **Age:** _____ **Gender:** _____ **Ethnicity:** _____
Residence: _____ **Employment status:** _____
Marital Status: _____ **Language 1:** _____ **Language 2:** _____ **Language 3:** _____
Education: _____ **Institution:** _____

Goal: To examine previous theoretical knowledge of the participants regarding the suprasegmental characteristics of spoken English from four different perspectives.

Instructions: Read each category and statement of the survey. Then self asses your theoretical knowledge on suprasegmentals using the following Likert scale. Try to be as honest as possible. Your answers will be anonymous

	ITEMS	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
WORD STRESS	**1.** I know what word stress is. **Explain:**					
	2. I know what the function of word stress is. **Explain:**					
	3. I know how to stress compound nouns and compound verbs correctly. **Explain:**					
	4. I know how to stress words with affixes. **Explain:**					
	ITEMS	**1** Strongly disagree	**2** Disagree	**3** Undecided	**4** Agree	**5** Strongly agree
SENTENCE STRESS	**5.** I know what sentence stress is. **Explain:**					
	6. I know what content words and function words are. **Explain:**					
	7. I know how to stress affirmative and negative statements correctly. **Explain:**					
	8. I can emphasize certain words or parts of words according to their importance in a sentence. **Explain:**					
	ITEMS	**1** Strongly disagree	**2** Disagree	**3** Undecided	**4** Agree	**5** Strongly agree
RHYTHM	**9.** I know what rhythm in spoken English is. **Explain:**					
	10. I know how to keep rhythm naturally and consistently when speaking. **Explain:**					
	11. I know the difference between stress-timed rhythm and syllable-timed rhythm. **Explain:**					
	12. I know the rules of rhythm in pronunciation to be understood by native speakers. **Explain:**					
	ITEMS	**1** Strongly disagree	**2** Disagree	**3** Undecided	**4** Agree	**5** Strongly agree
INTONATION	**13.** I know what intonation is. **Explain:**					
	14. I know why intonation is essential in the English language. **Explain:**					
	15. I can recognize the different types of intonation patterns in English. **Explain:**					
	16. I can produce different types of intonation patterns in English. **Explain:**					

Appendix 2

The Rubric

RUBRIC TO EVALUATE PRONUNCIATION FROM THE PERSPECTIVE OF SUPRASEGMENTALS

Criteria	INDICATORS OF ACHIEVEMENT					SUB TOTAL
	Needs Improvement	Average	Good	Acceptable	Excellent	
	1 - 2	3 - 4	5 - 6	7 - 8	9- 10	
Word Stress	Frequent word-stress misplacement causes miscommunication and annoys listeners	Due to frequent and confusing word stress errors on simple and compound word, context is greatly needed for the listener to understand the intended meaning	Misplacement of word stress happens in a variety of simple and compound words, but meaning is not hindered	Word stress is not always placed correctly, however, the content of the message is understood.	Word stress is always placed appropriately on simple and compound words and causes no distraction or miscommunication	
Sentences Stress	Sentence stress is not used to indicate key words in thought groups. Function words are always stressed.	Sentence stress is rarely used or is frequently misplaced on function words, leading to miscommunication or confusion	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately)	Sentence stress is placed correctly most of the time, but sometimes misplaced on function words	Sentence stress is almost always placed appropriately based on the speaker's communicative intention	
Rhythm	Speech is developed with difficulty. "A lot of fillers" are used when speaking. There are unnecessary pauses. There is no alternation of stress between content and function words. Rhythm is predominantly and strongly syllable-timed and "choppy"	Speech "is not" developed easily, and fluently. "A lot of fillers" are used when speaking which causes "unnecessary pauses." The alternation of stress between content and function words to create stress-timed rhythm "is heavily achieved" when speaking	Speech "is not always" developed easily, and smoothly. There are "unnecessary pauses" and "the use of fillers" when speaking, The alternation of stress between content and function words to create stress-timed rhythm is "achieved with difficulty" and "sounds unnatural"	Speech is developed "almost" easily, smoothly and reasonably quickly. "Some" fillers are used when speaking. There are "some" unnecessary pauses when speaking. "Most of the time" there is alternation of stress between content and function words to create stress-timed rhythm when speaking	Speech is developed easily, fluently, and reasonably quickly. No fillers are used when speaking. There are no unnecessary pauses when speaking. There is alternation of stress between content and function words to create stress-timed rhythm when speaking	
Intonation	Intonation is used inappropriately and interferes with communication or is distracting	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding	Intonation is usually correct but occasionally misleads listeners	Intonation is "most of the time" employed effectively to express emotions, but one pattern is overused	A variety of intonation patterns effectively reflect the speakers' intention (rising intonation, falling intonation, non-final intonation)	
Evaluator's name:_____ **Candidate to be evaluated:** _____					**FINAL GRADE (AVERAGE)**	

Appendix 3

The Questionnaire

Code: _____ **Age:** _____ **Gender:** _____ **Ethnicity:** _____
Residence: _____ **Employment status:** _____
Marital Status: _____ **Language 1:** _____ **Language 2:** _____ **Language 3:** _____
Education: _____ **Institution:** _____ **Semester:** _____

Objective: To explore the students' attitudes regarding the use of video-based discussion forums
Instructions: Read the questions in this questionnaire carefully. Then answer each question using a pencil or a pen. Be as honest as you can. Your answers will be anonymous.

Question 1. Did you like to participate in the video-based forum? Explain why

_____
_____

Question 2. Did you like to discuss about pronunciation and how to improve it in the video-based forum? Explain why.

_____
_____

Question 3. Did you enjoy giving and receiving feedback in the video-based forum? Explain why

_____
_____

Question 4. Do you think that feedback in the video-based forum contributed to your suprasegmental improvement? Explain why

_____
_____
_____

Question 5. What suprasegmental feature of your pronunciation do you think improved the most?

_____
_____
_____

Question 6. Did you learn something new by participating in the video-based forum? Explain what.

_____
_____
_____

Appendix 4

Description of the Explicit Learning Activities on Suprasegmentals

Construct	Contents	Resources
Suprasegmentals	Definitions Types Exercises to identify suprasegmentals	Videos & Tutorials in Schoology Activity sheets
Word Stress	Definitions Rules to mark stress Stress on words with affixes Exercises to practice word stress	Videos & Tutorials in Schoology Activity sheets Drills
Sentence Stress	Definitions Rules to mark stress on sentences Content and function words Exercises to practice sentence stress	Videos & Tutorials in Schoology Activity sheets Songs, dialogues of TV sitcoms
Rhythm	Definitions Rules to keep the rhythm Rules to alternate stress Types of rhythm Exercises to practice rhythm	Videos & Tutorials in Schoology Activity sheets Songs, dialogues of TV sitcoms
Intonation	Definitions Levels of intonation Types of intonation Exercises to practice intonation	Videos & Tutorials in Schoology Activity sheets Songs, dialogues of TV sitcoms

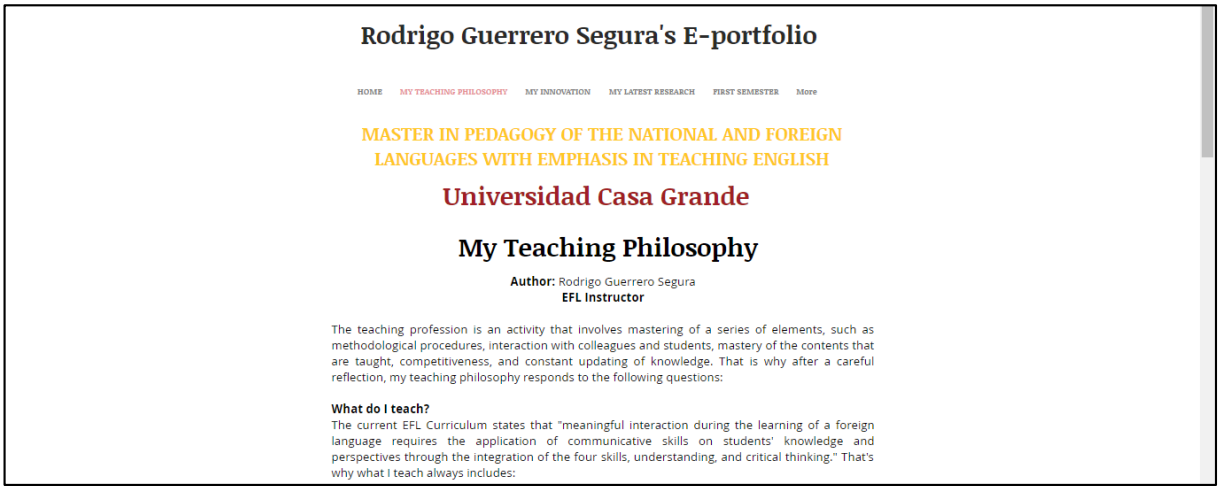
Appendix 5

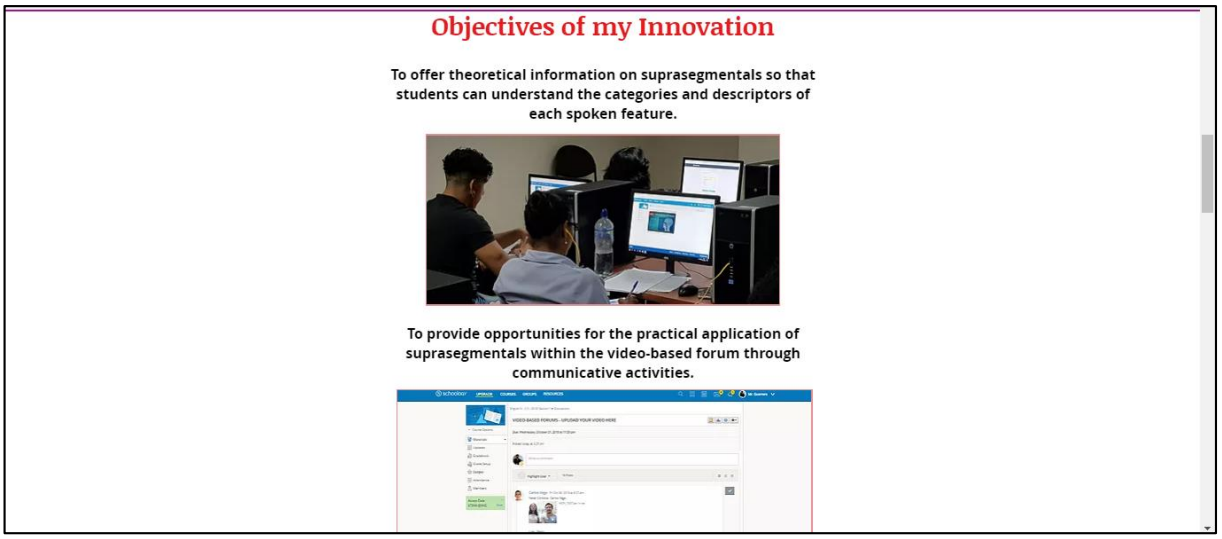
Description of the Activities Carried out in the Video-based Forum

Artifact	**Topics of the video-based forum**	**Participation**
Video 1	Describe your goals and expectations for the course	Individual
Video 2	Describe an international festival from around the world	Pair work
Video 3	Describe an Ecuadorian festival from Guayaquil, Quito, or Cuenca	Pair work
Video 4	Describe what you usually do in your favorite place in Ecuador	Group work
Video 5	Talk about three important people in your life	Group work
Video 6	Describe your last trip to a city in Ecuador	Pair work
Video 7	Describe the photo of an important event in your life	Pair work
Video 8	Describe your favorite kind of party	Pair work
Video 9	Describe how a first experience in your life was	Pair work
Video 10	Promote a festival of one of the major cities in Ecuador	Group work
Video 11	Learning log on video	Individual

Appendix 6

The E-portfolio





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